

(ATTACHMENT 19) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

PB# 21016
Contract Requisition: CR052818
Contract Number: C030054
Vendor Number: V021240



**MILWAUKEE
PUBLIC SCHOOLS**

AGREEMENT

COMMODITY OR SERVICE: **Technology Solutions Product and Services**

PERIOD OF CONTRACT: **August 1, 2021, through June 30, 2022**

This Agreement is entered into by and between the Milwaukee Board of School Directors (“MPS”) and Edgenuity Inc. (“Contractor”).

Whereby, MPS agrees to direct the purchase and Contractor agrees to supply such commodities cited above in accordance with The Interlocal Purchasing System (TIPS) Vendor Agreement. This Agreement is executed pursuant to that Contract in accordance with the TIPS Vendor Agreement which is attached hereto as Exhibit A and incorporated herein by reference. This Agreement is made possible due to mutual membership of MPS and TIPS a government cooperative purchasing program authorized by the Region 8 Education Service Center, having its principal place of business at 4845 US Hwy 271, Pittsburg, Texas 75686.

Contractor acknowledges and agrees that the relationship with MPS is non-exclusive and MPS may contract with as many additional entities as MPS, in MPS’s sole discretion, sees fit.

In accordance with MPS Administrative Policy 3.10, which is hereby incorporated by reference, the following requirements have been assigned to this Agreement: the HUB requirement on this Contract is 0%; the student engagement requirement of this Contract is 900 hours per 12-month term; and the Career Education requirement for this Contract is 20 hours per 12-month term. Failure to achieve these requirements may result in the application of some or all of the sanctions set forth in Policy 3.10.

This Agreement, in accordance to Contractor’s “Proposal for Milwaukee Public Schools, 2021-22 School Year”, “Quote Number 204168”, attached as “Exhibit A and B” and herein incorporated by reference, constitutes the entire agreement between the parties relating to the subject matter of this contract. All prior understandings, agreements, correspondence and discussions of the parties are merged into and made a part of this Agreement. To the extent that the terms of the documents conflict, the terms of this Agreement shall control. Milwaukee is a racially diverse city, and this diversity directly shapes how MPS meets all students’ needs. Contractor agrees to provide a diverse staff for the entire term of the agreement.

Total compensation under this Agreement will not exceed \$3,870,000

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No amendment or modification of any provision of this Agreement shall be effective unless the same shall be in writing and signed by authorized signatories of both parties.

COMPANY NAME

MILWAUKEE BOARD OF SCHOOL
DIRECTORS

By: _____

By: _____

*Martha Kreitzman
Chief Financial Officer*

Date: _____

Date: _____

Edgenuity Inc.
8860 E. Chaparral Road, Suite 100
Scottsdale, AZ 85250

By: _____

*Keith Posley, Ed D
Superintendent of Schools*

Tax ID: XXXXXXXXXX

Date: _____

Budget Code: SSV-0-0-SDS-SN-ECTS

By: _____

*Robert E. Peterson, President
Milwaukee Board of School Directors*

Date: _____



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EXHIBIT A

PROPOSAL FOR MILWAUKEE PUBLIC SCHOOLS

2021-22 School Year

Aimee Burley

Account Executive

218-821-0199

Aimee.Burley@edgenuity.com

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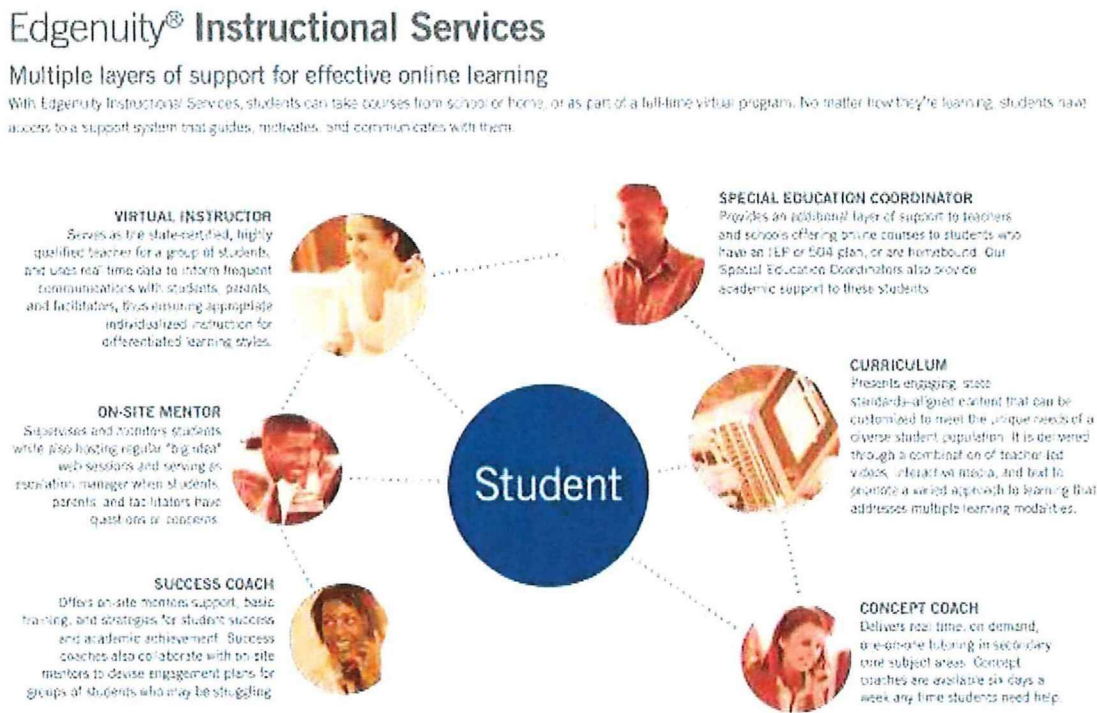
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INTRODUCTION

Edgenuity’s Instructional Services promotes and provides students the opportunity to **take ownership of their learning**. Districts may partner with Edgenuity to license our comprehensive curriculum, learning management systems, and student information system for use by district administrators, teachers, and students. As an alternative, districts can license Edgenuity’s content and systems along with our certified teachers to support all or some of your virtual courses. Rigorous curriculum and instructional supports enable students to build their academic success. Students can work at their own pace, with supports that proactively instruct, mentor, coach, motivate, engage, and more. Regardless of the selected program, implementation is supported by Edgenuity. The graphic below identifies our Instructional Services support structure.



Research underscores the importance of promoting student ownership over learning – the capacity to monitor, evaluate, and control thinking while completing new tasks – in personalized learning environments.¹ By providing extensive modeling, coaching, scaffolding, and problem solving, technology offers learners richer opportunities to build metacognitive skills.²

Our Virtual Services include online **highly qualified**, instructors and **on-demand** concept coaches for all students for core subject areas for grades 3-5. Instructors and Concept Coaches provide consistent **academic support** with multiple opportunities for student intervention, enrichment, and application of the subject matter. Edgenuity’s virtual instruction takes place in an interactive environment in which the teacher and student are separated by time, space, or both.

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Within the program, course enrichment and application with class meetings, one-on-one instructor meetings, and **proactive outreach** are provided by course instructors. Instructors also grade applicable course assignments and projects and provide feedback to students. Edgenuity requires the teacher provide prompt feedback, communicate high expectations and respect diverse talents and learning styles. Concept Coaches provide on-demand concept demonstrations for students with questions using **interactive technology** tools including white boards and live chat.

Teachers and the students academic support team provide **instructional support** and any needed intervention and remediation; students have **direct communication** and ongoing interaction with the virtual instructors and coach (as needed) throughout all courses. Communications and interactions include chat, email, whiteboard sessions, group classes, and one-on-one sessions. Each virtual instructor has office hours and additional established communication hours/methods, so students can participate in live group or one-on-one sessions with the instructor as needed.

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PARTNERSHIP EXPECTATIONS

As an Edgenuity partner, you are involved in the academic progress and decision making regarding your students. Edgenuity provides instruction, content, and grading for students. However, because students remain Milwaukee Public Schools students, you are responsible for monitoring student progress, guiding course selections, and being a liaison between Edgenuity, the student, the parents/guardians, and your district. Below is a list of roles and responsibilities.

**Note: The Admin and the Mentor may sometimes be the same person.*

The Partner Admin is Responsible for the Following Items:

1. Complete the Edgenuity Partnership Training and Implementation Planning Meeting.
2. Provide student information and enroll students in the Edgenuity Portal. If an Edgenuity SIS Portal integration is configured, students will be automatically entered into the system. But, it is the responsibility of the district to ensure this information remains accurate and up to date.
3. Monitor program progress, pace, and overall program success.
4. Communicate directly with parents of students on all school related issues including but not limited to test results, course assignments, graduation requirements, lesson plans, completion of daily course work, student habits, attendance, etc.
5. Communicate with your Edgenuity contact for requests or programmatic/academic items that need escalation.
6. Coordinate placement of all students and communicate needed changes to Edgenuity contact.
7. Oversee associated Mentors who monitor student progress.

The Partner Mentor(s) are Responsible for the Following Items:

1. Complete the Edgenuity Partnership training and Implementation Planning or a modified training (can be provided by Edgenuity contact when needed.)
2. Communicate directly with parents.
3. Monitor students' progress and pace, escalate concerns to the Partner Admin, Edgenuity Virtual Teachers, or Supervisors as needed.
4. Supervise students' work (proctoring tests, monitoring daily work, etc.)
5. Please see the diagram to the right for an estimate of time to dedicate to online learning and student monitoring.

RECOMMENDED MENTOR CASELOAD	
# of Students	Hours per week-
40-90	10-15 hrs/week
91-120	15-20 hrs/week
121-150	21-25 hrs/week
151-200	26-33 hrs/week
201-235	34-40 hrs/full time

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Learning Coach:

A Learning Coach is a parent, family member, or another adult that facilitates and supports the student through the courses.

The role of the Learning Coach is to:

1. Guide the student through the lessons as needed.
2. Discuss the concepts being taught.
3. Explain and check for understanding of the directions.
4. Assist with interactive tools and games.
5. Help facilitate hands-on learning that may be required in the course.
6. Keep the student on schedule and on pace.
7. Ensure all components of the course are being done with fidelity (independent reading, novel studies, practice activities, etc.)
8. Communicate with the teacher and the district as needed.

The following video can be shared with families regarding the role of the Learning Coach:

- [Learning Coach \(Parent\) Overview Video](#)

Additional Learning Coach Resources

1. [My Role as a Learning Coach](#)
2. [Designing a Productive Learning Space](#)
3. [Communicating with the Teacher](#)
4. [Completing and Turning in Assignments](#)
5. [How to Scan and Upload Documents for Assignment Submissions](#)
6. [Manage in Browser Audio Recording](#)
7. [Check Students Grades](#)
8. [Making Sure Your Student is on Pace](#)
9. [Learning Coach Guide K-3](#)
10. [Learning Coach Guide 4-5](#)
11. [Learning Coach How-To Videos](#)

Students:

We are excited to support Milwaukee Public School's students on their academic journey.

Students need to be willing to utilize resources provided to them when they need help. These resources include the following:

1. Help Page within the Edgenuity LMS
2. External Links Tab in the Edgenuity Portal

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- 3 Teacher Communication
 - a Email
 - b. Phone
 - c. Text
 - d. Virtual Office Hours

4. Edgenuity Concept Coaches (student support button located within the course)

Typing – Because Edgenuity requires students to type answers, students need to know how to type or be in the process of learning to type. It is expected that high school level students can type fluently.

Netiquette Internet/Email Etiquette - Students need to know the proper way to use the internet and write emails and messages.

Acceptable Use Policy

Edgenuity users are expected to abide by the rules of network etiquette. These include, but not limited to, the following:

- 1 Be polite
2. Use appropriate language
3. Abusive message and the use of vulgarities or other inappropriate language is not permitted
4. Take responsibility for any and all activity initiated by the students account

Use of Edgenuity must be in support of the education program in which the user is enrolled. Students could have their privileges revoked for any of the following reasons.

- 1 Impersonation of other users
- 2 Misrepresentation of self to others
3. Sending of hate or harassing email
- 4 Obtaining/modifying files or other data belonging to other users
5. Transferring or creating computer viruses
6. Loading or using unauthorized games, programs, and/or files
- 7 Illegal use of copyrighted software
8. Using the network to disrupt the work of others

The same standards of intellectual and academic honesty and plagiarism apply to electronic information as to other forms of published work

- 1 All internet sources used in student work need to be appropriately cited

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2. Appropriate administrative sanctions may be imposed upon students who violate internet policies
3. Edgenuity cannot be held liable for any loss of data arising directly to indirectly from the failure of hardware, software, or from human error

NCAA Students

If Milwaukee Public Schools has NCAA student athletes that need to take courses for NCAA eligibility, please ensure that your Edgenuity contact is aware of this as soon as possible. There are specific guidelines and course requirements that we will want to ensure are adhered to on our side and the district side.

We have certain responsibilities for NCAA students per our [NCAA approval](#) that are different from other enrollments including the following:

1. NCAA students cannot take a course in credit recovery or prescriptive testing mode.
2. NCAA students cannot take more than one course in the same academic discipline at the same time
 - a. (eg) Biology and Chemistry
3. NCAA cannot take courses that are sequential at the same time
 - a. (eg) Algebra I and Algebra II or ELA 10 A and ELA 10 B
4. The shortest period of time a student is permitted to complete a course is 12 weeks and the longest is 20 weeks. No extensions are allowed
5. NCAA students will have the following course weights:
 - a. Tests – 30%
 - b. Quizzes – 25%
 - c. Projects – 30%
 - d. Lessons – 15%
6. NCAA students are expected to regularly communicate with their virtual instructors

Edgenuity's NCAA code is 850147

Required Materials for Courses

Edgenuity **does not** provide items listed on the required materials lists. Details can be found under the Curriculum Overview section. Please refer to this section for required materials.

Instructional Policies

The policies outlined below are default policies. If your district has needs different from the policies outlined, contact your Edgenuity team to include those needs on your district's Implementation Plan.

1. **Retake Policy**
 - a. The teacher of record (TOR) sets their retake policy for their courses. Students should reach out directly to their TOR for questions related to retaking graded assignments. Students are automatically given one retake on quizzes, tests, and exams from the system. Additional retakes are added in by teacher policy or according to IEP/504 requirements.

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**Note – Edgenuity Virtual Teachers are instructed to require students to review their lessons, notes, and attend tutoring before they are permitted additional retakes on assignments, quizzes, tests, and exams.*

2. Quiz/Test Unlock Requests

- a. All tests and quizzes need to be completed in one sitting for students to be successful. Students are able to “Save and Exit” from their quizzes, tests, and exams if they are not finished in one session.

**Note – The previously viewed questions will be locked from the student view when they log back in to continue working. Students cannot view the quiz/test questions, click on “Save and Exit”, then reopen the quiz to answer the questions. The questions they did not answer will be scored as a 0.*

- b. The quizzes, tests, and exams have the following time limits. These can be adjusted if needed for IEP/504 Plans.
 - i. Quizzes (10 questions) – 60 minutes
 - ii. Tests (25 questions) – 120 minutes
 - iii. Exams (50 questions) – 180 minutes

**Note – As a district, you can develop your own policy for unlock requests other than those above and inform your Edgenuity contact so it is documented in your Implementation Plan.*

Key Performance Indicators

From your current enrollments screen, you can choose to have the “performance indicator” column included in your view. This is the same column that our teachers use with students to identify when a student needs intervention. If you need assistance in customizing your columns, please see the “How To” section of the [Virtual School Resource Center](#).

Edgenuity teachers use the performance indicators to escalate communications and interventions with students. For specific details please see the section on **Multi-Tiered Systems of Support**.

Student Behaviors

1. Inappropriate Student Behavior/Communication

- a. If a student engages in inappropriate behavior/communications:
 - i. Our teachers will contact the District Administrator and/or District Mentor with information on the behavior and any action/response that was taken by the teacher.

2. Student Earning a Failing Grade

- a. If a student’s grade falls below 70% at any point in the course:
 - i. The TOR contacts the student to create a plan for bringing up the grade. This occurs each week until the student has reached at least a passing score in the course.
- b. If a student has completed all assignments and earned an overall failing grade at or before the end date:
 - i. The course will be completed after reaching out to the student/district to discuss opportunities to bring up their grade. If an extension, reinstatement, or new enrollment is required, the school will make the request.

3. Student Not Completing 100% of the Course

- a. A student who completes at least 80% of the course will be closed out at the end date set by the district as “COMPLETE”. The Actual Grade is recorded as their score in the class.

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- i. Actual grade is the overall grade adjust for progress if a student is behind. This score doesn't assume zeros for uncompleted work; simply penalizes for falling behind. Assigning zeros could swing a grade dramatically depending on the weight of the uncompleted activities.
- b. A student who completes less than 80% of the course will be closed out at the end date as "INCOMPLETE". The Actual Grade is recorded as their score in the class

**Note – The overall grade is the performance grade on work completed so far in the course. A student who is behind pacing will have a lower actual grade than their overall grade because work that is overdue impacts the grade*

Academic Integrity Policy

As we know, the internet can be an awesome resource. While students can use the internet to facilitate learning, there are some student who do not use this resource appropriately. Two main instances of academic integrity issues are plagiarism and cheating. Our definition and policy for academic integrity are outlined below. We recognize that many of our students are still learning what is and is not considered plagiarism and cheating. Edgenuity Virtual Teachers implement this policy with the intent of educating students, so they can do better in the future.

Policy: Students enrolled in a course served by Edgenuity teachers will adhere to the academic integrity policy outlined below. Any violation of this policy can result in disciplinary action and may jeopardize the student's credit in her or her online course.

Students are expected to conduct themselves in accordance with five fundamental values.

1. Honesty
2. Trust
3. Fairness
4. Respect
5. Responsibility

A student who adheres to high standards of academic integrity maintains that all work turned in is his or her own and is based on the knowledge and skills that he or she has acquired.

Academic Integrity Escalation Process: Students who are found violating policies regarding academic integrity, plagiarism, harassment, or inappropriate conduct will be subject to our formal Student Academic Escalation Policy which may include the following

1. **First Offense** – The student will be notified of the violation and will meet with the TOR to discuss the violation. The student will complete the Academic Integrity Video (enrolled in the video course located in the LMS entitled Academic Integrity). The offense will be documented on the student's Portal record. The student may have an opportunity to resubmit work or an alternate assignment.
2. **Second Offense:** A student found violating the academic integrity policy for a second offense will be cited a 2nd time and the following may be implemented at the discretion of the TOR.

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- a. A formal letter may be sent to the parent, mentors, and administrators listed on the student's profile
- b. An essay or assignment related to the offense may receive a "0" or be substituted by an alternate assignment per the teacher's directive. Formal review and re-acknowledgements of all academic integrity policies

3. Third Offense: A student found violating for a 3rd or subsequent offense will receive a zero on the assignment(s) and be referred for disciplinary review at the discretion of Milwaukee Public Schools.

**Note – Escalation is based on the severity of offense violation and subject to behavioral review.*

Definition of Plagiarism:

- The act of passing off the literary or academic work of another as your own (including ideas, thoughts, direct quotes, reports, essays, research papers, projects, publications, articles, etc)
- The act of intentionally or unintentionally copying and pasting literary or academic work from another sources or reference material properly citing the source as a reference (including journals, newspaper articles, internet sources, magazines, etc.)
- The act or attempt of reusing your own work that may have been previously submitted for another assignment or course

Definition of Cheating:

- The act of giving or receiving answers on assessments including lessons, projects, quizzes, tests, or final exams
- The act of allowing someone else to complete a quiz or test on your behalf in courses that you are enrolled in.
- The act of seeking or providing (publishing) Edgenuity curriculum content, questions, or answers to internet sources or answer banks
- The act of using materials during closed book assessments (including lessons, notes, the internet, text books, etc)
- The act of copying answers that have been previously submitted by another student.
- The act of working with another student to complete an assignment, test, quiz, or project (including working side by side, accessing another student's work by logging in as them, and/or printing complete materials to share.

Usage Policy

End Dates – Students will be closed out within three days of their listed end date that has been set by the districts. Many teachers will close the student out the day after the end date. Students have access to the course materials until the Teacher of Record (TOR) closes out the class. Please keep in mind when setting end dates for students that teachers often need time after the end date to grade submitted work, especially in cases where students submit large numbers of assignments the last few days of the course

To provide our teachers time to provide quality grading of assignments, please provide 3-4 business day buffer from the end date to when you are required to submit final grades.

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Extensions – Each semester enrollment is available for up to **18 weeks** and may include a **2-week extension if needed**. You may choose a start/end date that is less than 20 weeks to better match your district’s calendar. If a student is approaching their end date and you would like to give them more time to complete courses, you can ask for an additional extension from your Account Executive.

Please note that an additional charge may occur for students past 20 weeks for a semester course and past 11 weeks for a summer school course enrollment.

**Note – To ensure that your student isn’t dropped from courses due to not completing by the end date, please extend courses or speak to your Edgenuity contact prior to the scheduled end date.*

Dropping Courses – You may drop courses at any time. A drop must be done by the District Mentor. Edgenuity staff is unable to drop a course from a student’s schedule. The Drop/Grace is used for students who are dropped within the time frame to not incur a charge. This is used when the student has the wrong course assigned or perhaps needs to change due to a schedule requirement. **The Drop/Grace period is 2 weeks (14 Calendar Days)**. All other drops must use the appropriate code – Drop or Incomplete.

Student Withdrawal

**Note – This is not available for all user permissions. Generally only District Administrators have the permission to Withdraw a student. Contact your Instructional Services Team with questions.*

This action is taken when the student is no longer enrolled in the Milwaukee Public Schools Virtual Program and will not be completing any courses. Student Withdrawal may be driven by SIS Integration, so please reach out to your Edgenuity contact with questions. This will be determined with the set up of your integration if it will be done manually or as part of the integration.

EDGENUITY INSTRUCTIONAL SERVICES TECHNOLOGY REQUIREMENTS

Please visit this link to see the most up to date technology requirements and installation guides - <https://www.edgenuity.com/support/technical-requirements/>

Edgenuity's customizable Portal provides the essential tools for supporting students, teachers, and school personnel offering online courses and online learning solutions. Edgenuity's SIS Portal includes features to assist with student and course registration, teacher section management, teacher-to-student and student-to-teacher communication tools, communication tracking, and individual and over performance monitoring of students, classes, teachers, schools, and districts.

Working with Edgenuity's Operations Team, MPS can leverage automatic processes such as nightly imports of students and enrollments, set enrollment caps on the number per section, for a teacher, or the program overall, documentation of all communication, and performance monitoring.

EDEGENUITY INSTRUCTIONAL SERVICES – STUDENTS SUPPORTS

State Certified Instructors

Edgenuity’s instructors are highly qualified and appropriately certified. Virtual instructors possess a valid teaching license and applicable state certifications. We employ experienced educators committed to working with an innovative, diverse, and dynamic team of people and are committed to driving positive academic outcomes for students and educators.

Virtual instructors hold a bachelor’s degree (at minimum) in education or related field and meet all federal guidelines for highly effective teachers. All instructors are highly trained in online teaching and possess at least one state-issued current and valid teaching license as well any applicable endorsements. Supervisory staff conduct regular evaluations, and instructors participate in ongoing professional learning as applicable. Edgenuity adheres to federally recommended guidelines to ensure we are consistently staffed with teachers who meet state and credentialing guidelines. Teachers are regularly evaluated and must continually demonstrate competency in online instruction and learning technologies.

Concept Coaching

Expert tutors are available for core subject areas for 3rd – 12th grade. On-demand during hours listed below through chat tools, and interactive whiteboards. When interacting with a Concept Coach, students will receive real-time, one-on-one tutoring support which includes guidance and support needed to understand what they are learning so that they can move forward without struggling.

Monday - Friday: 7:00 am to 9:00 pm CT

Saturday: 8:00 am to 6:30 pm CT

Sunday: 5:30 pm to 9:30 pm CT

Milwaukee Public Schools Dedicated Learning Coach On-Demand Hotline

Edgenuity will provide a dedicated Learning Coach Hotline for Milwaukee Public Schools and their families. The purpose of this resource is to provide a hotline for families, Learning Coaches, and District Mentor Teachers that they can reach out to in addition to the student’s teacher if they need assistance with the platform and the content the students are accessing.

Milwaukee Public Schools Required Synchronous K-5 Sessions

One Session/Day where families will meet with their teacher to talk about the learning goals for the day, provide an opportunity to ask questions, and identify any additional individual sessions based on schedule availability. Teachers may cover concepts in reading or math that may have been identified as something the group will need to cover together.

SEL Services

Edgenuity also offers optional social and emotional learning (SEL) courses/content for students in grades 6-12 to help learners develop productive attitudes and prosocial behavior. Students have access to social emotional courses as an elective option.

Family Support Page

Edgenuity offers parents and guardians helpful resources on the [Edgenuity HELP for Families](#) page. Here, families can view a Getting Started video for each of Edgenuity’s LMS platforms, explore Edgenuity’s student experience, peruse

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relevant information flyers, and read articles designed to help families support students in virtual learning. Additionally, Edgenuity offers complimentary parent webinars that cover various topics, such as setting students up for success and explaining what to expect from Edgenuity instruction.

Edgenuity Case Manager

As an additional layer of support, Edgenuity's Instructional Services division provides specific SPED support personnel (Edgenuity Case Manager) for students, teachers, and schools implementing online courses to students who have an IEP, 504 Plan, or are homebound due to illness.

Edgenuity Case Managers assist schools with everything from intake to course customization to monitoring and reviewing performance and providing input on how IEPs may need to change. These individuals work directly with the Edgenuity virtual instructor, district SPED teacher of record, school district, and families to meet the needs of every student.

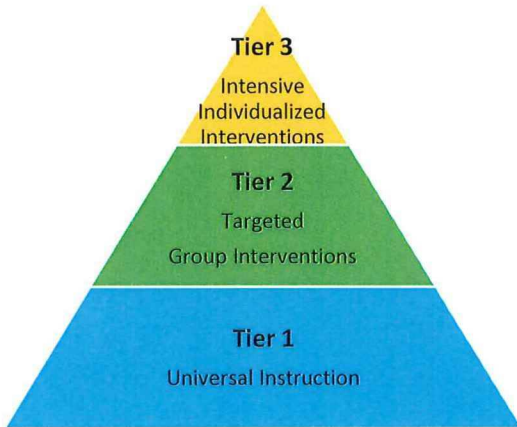
Additional Student Resources

1. [K-5 Complete Student guide](#)
2. [Concept coach Flyer](#)
3. [SIS quick start guide](#)
4. [What is Edgenuity curriculum?](#)
5. [Who do I contact?](#)
6. [Student handbook](#)

MULTI-TIERED SYSTEM OF INSTRUCTIONAL SUPPORTS

As a company of educators, Edgenuity recognizes no single intervention works for every student. To support the unique and diverse needs of every student, Edgenuity Instructional Services implements a Multi-Tiered System of Instructional Supports with four elements:

- High quality curriculum
- Data-based instruction
- A multi-tiered framework for instruction and intervention inclusive of academic engaged time
- Available professional development for administrators and teachers



In the MTSS framework for instruction and intervention, teachers personalize learning to promote equitable access to high-quality curriculum to all students. Edgenuity teachers are trained to view an intervention as an additional instructional resource or support that is aligned to the needs of the student.

Using an intervention and escalation matrix to guide actions to support individual student needs, teachers can quickly implement actions to support academic needs in real time.

Resources and supports are designed to personalize learning and increase access points to help the learner achieve the greatest potential.

Tiered Supports for Elementary Students (K-5)

In the Edgenuity Elementary program, the teacher provides support for all courses to which the individual student is enrolled. As a result, the teacher can provide academic supports and cross-curricular intervention. In addition to the teacher, the Learning Coach plays a vital role in the academic support.

A Learning Coach is a parent, family member, or another adult that facilitates and supports the student through the courses. The role of the Learning Coach is outlined under the partnership expectations section of this document.

Tier 1: Universally, All Students Will Receive

1. Access to a student information system which displays progress and provides a secured platform to communicate with Edgenuity teachers.
2. Access to academic support from a highly qualified teacher.
 - a. The teacher will:
 - i. Act as a resource for student questions.
 - ii. Monitor course activity and attendance.
 - iii. Provide remediation and enrichment.
 - iv. Grade activities and provide feedback.
 - v. Intervene when students miss milestones.
 - vi. Offer ongoing progress updates to students, families, and mentors.
 - vii. Coordinate and communicate with school staff.
 - viii. Support the goals of specialized learning plans (IEP, 504, EL)
 - ix. Teacher support via phone, email, or via a web-conferencing tool which provides a whiteboard for interaction and engagement.

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- 3 Intervention and escalation support in the areas of attendance, progress, pacing, and content mastery. Intervention begins with the student and escalates to the include communication to parent and school mentors
4. Scheduled weekly synchronous support session with the student and learning coach
- 5 Regular review and discussion of reading level, math proficiency, and benchmark assessment data.

Tier 2: Implement Group Interventions

Teachers will use the intervention and escalation matrix to guide where, how, and to what extent students need support.

Teacher can also apply progress themes from the mastery report to schedule group support via a web conferencing tool such as Blackboard Collaborate or Zoom.

After reviewing reading level and benchmark assessment data, teachers implement Tier 3 intervention to help students who are not meeting the standards

Indicator	Description	Criteria	Color Coding Logic
S4	Strong Start Student Success Plan Intervention targeting no more than 20% of students	Course Progress > 75%	Always displays the color
E	Unprepared Lack of readiness	Less than 75% of students	Always display the color
M	Minority of students ability to meet	Covered grade 7 standards and complete 75%	Always display the color
P	Partial Effectiveness of intervention	Less than 75%	Always display the color
W	Weekly Graduation Assessment Intervention performance based intervention outreach	Client requested	Always displays the color
WCO	Response Communication Only - Client requests teacher initiated communication for restricted and all teachers to only respond to student related communication	Client requested	Always displays the color

Teachers will.

- 1 Meet with Learning Coaches and share observations
- 2 Schedule group sessions for remedial support
3. Specify goals, which are targeted and specific for an identified timeframe
- 4 Document weekly progress
- 5 If the student does not meet the goals, Tier 3 intervention is recommended.

Tier 3: Teachers Provide More Intensive 1:1 Support

The teacher will work directly with the student to understand the challenges, identify and action based on course data, and collaborative discussion. For example, a teacher can:

1. Customize courses by modifying content and instructions to support unique needs.
2. Add supplemental content from our existing course catalog library (inserting lower level content based on gaps) or insert external resources and teacher created content.
3. Schedule more 1:1 live, support sessions with the student and learning coach.
- 4 Modify grading thresholds, completion percentages, or activity types where academically appropriate, ethical and approved.
5. Where necessary, escalate intense needs to the Edgenuity special education team for review and guidance

For example, a teacher notices a Kindergarten student displaying difficult in identifying letters and sounds with proficiency. The teacher will.

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1. Delivered a letter and sound inventory assessment.
2. Customize content and instructions to support letters and sounds to which the student requires more support
3. Provide the learning coach with supplemental resources such as learning videos and activities to reinforce practice.
4. Repeat the assessment, continuing to customize content and reinforce read aloud activities.
5. Introduce books in Raz Kids based on gains in letter and sound proficiency.

Tiered Supports for Middle and High School Students (6-12)

Tier 1: Universally, All Students Will Receive:

1. Access to high quality curriculum
2. Access to a student information system which displays progress and provides a secured platform to communicate with Edgenuity teachers.
3. Access to academic support from a highly qualified teacher. The teacher will.
 - Act as a resource for student questions.
 - Monitor course activity and attendance.
 - Provide remediation and enrichment
 - Grade activities and provide feedback.
 - Intervene when students miss milestones.
 - Offer ongoing progress updates to students, families, and mentors.
 - Coordinate and communicate with school staff.
 - Support the goals of specialized learning plans (IEP, 504, EL)
 - Teacher support via phone, text, email, or via a web-conferencing tool which provides a whiteboard for interaction and engagement.
4. Access to high quality academic tutors referred to as Concept Coaches.
5. Intervention and escalation support in the areas of attendance, progress, pacing, and content mastery. Intervention begins with the student and escalates to include communication to parent and school mentors.

Tier 2: Implement Group Interventions

Teachers used the intervention and escalation feature in the guide where, how, and to what extent. Teacher can also apply progress themes from the lesson mastery report to schedule group support via a web conferencing tool such as Blackboard Collaborate or Zoom

For example, an ELA teacher notices a student is struggling with the structure of expository essays

Indicator	Description	Criteria	Color Coding Logic
S4	Strong Start Student Success Plan - Intervention targeting no discipline incidents	Course Progress > 70%	Always displays this color
E	Engaged - Ex of a completed	Ex of a completed	Always displays this color
M	Mastered - Ex of a completed	Ex of a completed	Always displays this color
P	Partial - Ex of a completed	Ex of a completed	Always displays this color
W	Waived - Ex of a completed	Ex of a completed	Always displays this color
RCO	Response Communication Only - Client requires teacher initiated communication be restricted and ask teachers to only respond to student initiated communication	Client requested	Always displays this color

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The ELA teacher will.

1. Email and post information which simplifies the purpose and formatting of the essays
2. Post hours for support in a virtual session to demonstrate how to organize information and presentation
3. Review the guiding rubric.
4. Offer individual feedback on each essay via breakout rooms, phone calls, and through the course platform

Math and other teachers of core and electives will apply a similar strategy for group support in identified areas of struggle or need

Tier 3: Teachers Provide More Intensive 1:1 Support

The teacher will work directly with the student to understand the challenges, identify and action based on course data, and collaborative discussion For example, a teacher can:

1. Customize courses by modifying or inserting supplemental content to support unique needs
2. Enable and empower the use of additional accommodations such as text to speech, text translation, highlighter, and e-notes.
3. Modify grading thresholds, completion percentages, or activity types where academically appropriate, ethical, and approved.
4. Where necessary, escalate intense needs to the Edgenuity special education team for review and guidance

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EDEGENUITY SUPPORT SERVICES – DISTRICT

Aimee Burley - Account Executive

☎ 218-821-0199

✉ aimee.burley@edgenuity.com

[Schedule time in my calendar!](#)

Van Gutenson – Strategic Account Manager

☎ 602-370-6081

✉ van.gutenson@edgenuity.com

Greg Bishop – Regional Sales Director

☎ 586-634-5626

✉ greg.bishop@edgenuity.com

[Schedule time in my calendar!](#)

Success Coaches and Regional Administrators

Your district will be assigned a Success Coach and/or Instructional Services Administrators. Their role is to develop and maintain relationships with School/District Virtual Program Mentors. They also provide support and guidance regarding student success and academic achievement, discuss data, and even give some suggestions on classroom management, motivation, and more! As your implementation progresses, this team will include others on the Success Coach team as well as the following leadership.

Kristin Schmitz, MA, Med – North Central Regional Administrator, Instructional Services 6-12

☎ (540) 270-4226

✉ kristin.schmitz@edgenuity.com

Angelica Reyes M. Ed. - Elementary Administrator, Instructional Services

☎ (956) 346-1345

✉ angelica.reyes@edgenuity.com

Operations

Our operations team will work with the technology team at Milwaukee Public Schools to set up an integration with the Edgenuity SIS Portal. The following team members as well as others on our team will be part of that process.

Lance Bertola – Sr. Director for Instructional Services Operations

☎ (801) 631-2488

✉ lance.bertola@edgenuity.com

Dale Jessee – Technical Systems Specialist

✉ dale.jessee@edgenuity.com

Special Education Services Coordinator

As an additional layer of support, Edgenuity's Instructional Services division provides specific SPED support personnel (Edgenuity Case Manager) for students, teachers, and schools implementing online courses to students who have an IEP, 504 Plan, or are homebound due to illness.

Dr. Kadajah Kinds – Special Education Services Coordinator

☎ (662) 515-0161

✉ kadajah.kinds@edgenuity.com

[Book a Meeting](#)

OFFICE [Blackboard Link](#)

Instructional Services Leadership

Dr. Kimberlin Rivers, Ed.D – Vice President of Instruction

☎ (804-624-0772)

✉ kimberlin.rivers@edgenuity.com

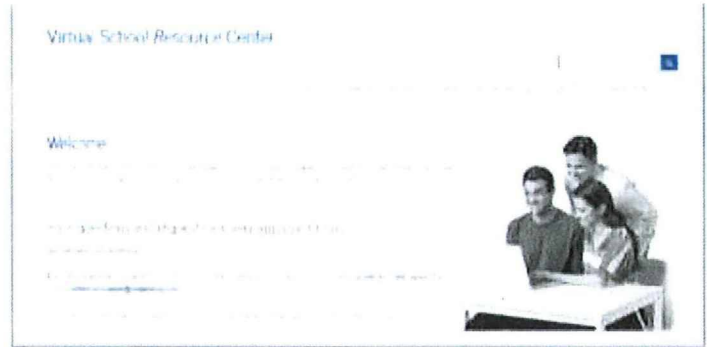
Technical/Customer support: Call [888.866.4989](tel:888.866.4989) option 1 or Email customersupport@edgenuity.com or Email K-5 Support [Here](#)

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Virtual School Resource Center

To further support **your** implementation, applicable personnel will have access to the [Virtual School Resource Center](#) via the student information system (Genius). The Resource Center includes valuable information, including but not limited to:

- Best practices for virtual programs
- Resources for Instructional Services implementations (eg) student enrollment, recruitment
- On-demand videos on how to perform essential functions such as enrolling students and monitoring progress and performance via the Instructional Services SIS



Edgenuity has also designed a monthly newsletter and school cycle webinars that feature best practices to ensure the district is getting the most out of its implementation. Teachers, administrators, or other applicable personnel can sign up to have the newsletter delivered directly to their inbox each month.

Engage with your peers! Hop over to our new Teach, Tech, Connect Community to engage in lively discussions about the Edgenuity products, and you might also pick up some helpful tips, tricks, and best practices from fellow Edgenuity educators. <https://community.edgenuity.com/home>

CURRICULUM OVERVIEW

Education researchers agree that engaging students in interactive, multi-sensory activities that promote elaboration, questioning, and explanation can simultaneously engage students and promote learning transfer.³ Games and simulations can be compelling tools to help students activate prior knowledge, apply knowledge in new settings, test hypotheses, search for patterns, use evidence, and logic to make arguments, solve problems, and learning from their actions.⁴ This kind of active engagement enables students to take ownership of their learning and improves retention of information.⁵

Learners vary greatly in the ways they process content material. Research confirms that students are better able to understand complex content when key information and tasks are explained using a wide array of modalities (verbal, visual, graphic, and symbolic) and instructional formats (video lectures, graphic displays, audio files, and simulations). Learning is also enhanced when students are provided with multiple ways to develop and express their knowledge and engage with content.⁶ Digital, personalized learning environments are particularly useful in fostering the accessibility of content by offering learners more options for applying knowledge and skills.⁷

Edgenuity provides a personalized learning environment that includes rigorous and customizable research-based instruction. Below is a brief overview of the elementary and secondary curricula. More information regarding the depth of research behind the curricula can be found in the section titled **Research-Based Instructional Design**.

K-5 Digital Content/Curriculum

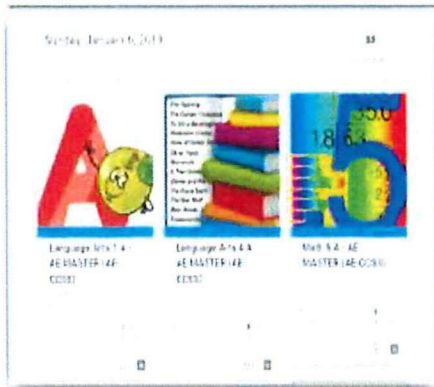
When selecting an elementary curriculum partner to more robustly support K-5 students, Edgenuity focused on searching for a partner that understood the diverse educational challenges which face schools and districts through the country. The goal was to develop a partnership with a company that had research-based elementary curriculum and a sincere desire to support all students. We are excited to partner with Accelerate Education, a powerful, research-based and field-tested personal learning solution.

Accelerate Education's mission is to provide broad, flexible, and engaging curriculum and instruction that uses best practices in education to bring success to all students. The elementary digital curriculum includes a comprehensive course offering that provides rich, personalized learning experiences for every student. Elementary core curriculum offerings include math, ELA, science, and social studies for students in grades K-5. Courses are aligned to state and national standards and science courses are aligned to the Next Generation Science Standards. These courses are project-based lessons and authentic learning assignments to help students apply their learning and guide higher level thinking and digital skills.

Each elementary course includes a wide range of learning activities, helping students create and use new knowledge in ways that go beyond simple content mastery. The curriculum is content rich, with learning resources such as online literature libraries and interactive, virtual activities to reinforce concepts being taught. Formative and summative assessments allow students to demonstrate their developing competency and creativity in diverse ways. Resources for gifted, SPED, and ELL are included, and teachers can assign curriculum from any grade level to individuals or groups of students.

The elementary curriculum is delivered through Edgenuity's digital learning platform that includes standards-based tools and research-based content. Functionality includes a multi-layered assessment system, constant data stream and effective grading and reporting capabilities, giving virtual instructors the precise data needed to provide individualize, targeted instruction. These graphical menus and interfaces give users quick access to information such as usage statistics, curriculum maps, progress and mastery, grades, messages, help resources, and more.

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Additional Required Materials

Additional required materials are needed for students in Kindergarten – 5th grade and are not provided by Edgenuity. New materials lists will be provided in **early July 2021**, but the following lists can be used as a guide for planning.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [4th Grade](#)
- [5th Grade](#)

In addition to the required materials lists students in the 4th and 5th grades are required to participate in a Novel Study. These books are not provided by Edgenuity but can be found at a local library or other sources provided by the district. Students can choose 2 books to read from a list of 3 books each semester. Novel study guides are included for each book.

4th Grade List –

- Semester 1 –
 - Bud, Not Buddy by Christopher Paul Curtis
 - Tales of a Fourth Grade Nothing by Judy Blue
 - The Tale of Despereaux by Kate DiCamillo
- Semester 2 –
 - Wringer by Jerry Spinelli
 - Shiloh by Phyllis Reynold Naylor
 - Pictures of Hollis Woods by Patricia Reilly Giff

5th Grade List –

- Semester 1 –
 - Because of Winn Dixie by Kate DiCamillo
 - Number the Stars by Lois Lowry
 - The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis
- Semester 2 –
 - Maniac Magee by Jerry Spinelli
 - Out of the Dust by Karen Hesse
 - Island of the Blue Dolphin by Scott O’Dell

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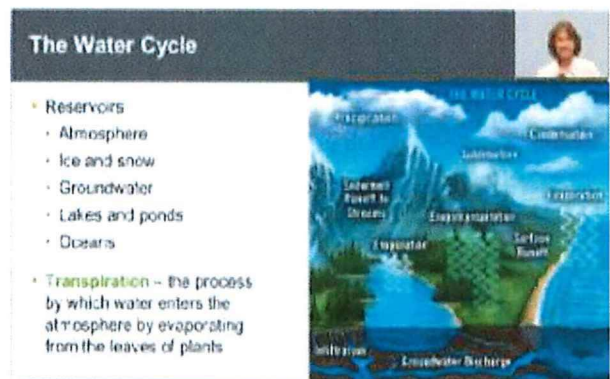
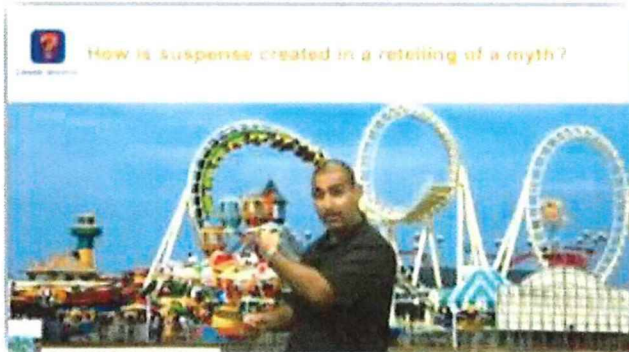
6-12 Digital Content/Curriculum

For students in the secondary grades, Edgenuity offers a comprehensive suite of state-specific, Wisconsin Academic Standards and nationally aligned courses for ELA, mathematics, science, social studies, general electives, world languages, career education and pathways, test preparation, and Advanced Placement®, with options for additional high-interest electives. Through the interactive curriculum, students are given the opportunity to engage, receive carefully designed master-focused instruction, and earn the necessary credits and skills to graduate on time to be better prepared for the demands of college, career, and life.

Edgenuity 6-12 Core Content

The highly interactive curriculum addresses students' differences, readiness levels, cultural backgrounds, intelligence preferences, and learning styles. Core content **maximizes technology** by equipping each student with direct instruction videos, with teachers who guide students through each direct instruction lesson and model the skills they are learning. Students can pause and rewind as needed for an individualized experience, making it easier to meet daily instructional goals and stay on track with the curriculum.

Students have multiple elements for active learning throughout the content, including direct video instruction with expert teachers, embedded electronic note taking, interactive web links, communication options, simulations, and manipulative activities. The content is engaging, motivating, memorable, and highly interactive. The **unique direct instruction** videos presentations, embedded in every lesson, feature expert teachers presenting instructional content via recorded video. Instructors guide students through concepts and skills with clear and engaging audio and visual supports that include white board demonstrations, bulleted key points, highlighted vocabulary, diagrams, and photography. Tasks are embedded between video segments to maintain lesson interactivity and checks for understanding.



Career and Technical Education Courses, Subscription-Based Electives, Advanced Placement®, and other courses do require additional required materials and may follow different instructional models depending on what content is required for the specific course.

Additional Required Materials

Edgenuity always recommends the review of the required materials list and course content prior to offering a course for student enrollment. Additional materials are not provided by Edgenuity.

- [Edgenuity Course Description Catalog](#)
- [Edgenuity Course Syllabi](#)
- [Edgenuity Scope and Sequence Documents](#)

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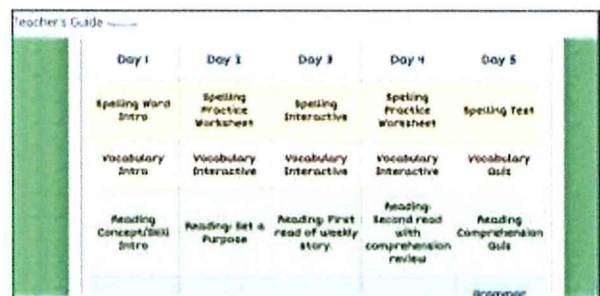
In addition, Advanced Placement® Courses may require an additional textbook for students. The following link provides the most up to date information regarding AP - [Implementing an Advanced Placement Course](#).

Pacing

Edgenuity's Instructional Services team will work closely with Milwaukee Public Schools to ensure pacing is aligned with program curriculum goals. The curriculum is student driven, self-paced, and includes multiple opportunities for learning while addressing diverse learning styles.

The secondary (6-12) system includes a student calendar that establishes pacing for students to fully support older learners. Students and Educators have access to the autogenerated Assignment Calendar (Pacing Guide) for the curriculum. Tied to the district calendar (excluding non-school days) and based on the teacher-provided course timeline for students. The assignment calendar features a daily list of activities students should complete to meet their target course completion date. The report sets expectations for students and helps them manage their coursework for successful course completion.

Elementary (K-5) students are provided with 18 weeks' worth of modules for each semester with clear expectations for completion. Students are expected to complete one module each week or one module every three weeks depending on subject matter and grade bands to stay on pace. Modules for younger learners tend to be shorter, allowing for more frequent completion, whereas modules for the pre-middle school learners tend to be longer, allowing for more time focused on concepts. A pacing guide is available for the Teacher and the Learning Coach to ensure the student stays on track.



Teacher's Guide	Day 1	Day 2	Day 3	Day 4	Day 5
	Spelling Word Intro	Spelling Practice Worksheet	Spelling Interactive	Spelling Practice Worksheet	Spelling Test
	Vocabulary Intro	Vocabulary Interactive	Vocabulary Interactive	Vocabulary Interactive	Vocabulary Quiz
	Reading Concept/Skill Intro	Reading: Set a Purpose	Reading: First read of weekly story	Reading: Second read with comprehension review	Reading Comprehension Quiz

Setting a Schedule

Setting and following a schedule is essential for students at the elementary level because it keeps the student in a routine. Keeping students in a routine helps them to stay focused on different tasks and provides them with an important life skill.

For a middle or high school student, it should be expected that they spend approximately 45-60 minutes per subject per day. Students should be expected to progress 5-6% in each course per week to complete within the 18 week timeframe. Please encourage them to take a couple of 10 -15 minutes breaks and be sure they take a more extended break for lunch for about 30 minutes. Although this age group is more independent, it is still important that the Virtual Teacher, District Mentors, and support in the home checks in with the student regularly and have conversations about what they are learning.

An elementary student usually does more than just academic subjects. They spend time talking and communicating about things they are learning. They take breaks in the form of recess and lunch, talk to their teachers, mentor teachers, and learning coach about the goals they have and set future goals. Activities such as these are vital because it helps students process what they are learning and not get overwhelmed. Providing time in the day to talk about what a student is learning will help them remember concepts being learned and provide them with a better chance of success toward mastery.

These things are done to provide students breaks so that they do not get overwhelmed or tired from subject to subject. It is important to incorporate these types of activities into the day for your student as well.

Please note, the schedules listed below are suggested, to help guide you. It is important to set up a plan that works best for your student that is easy to follow to help maintain a routine. For example, math can be done before language arts,

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or maybe your student does not need as many breaks during the day. Create a schedule that suits the needs of your individual student.

K-3 Suggested Schedule:

Subject/Activity	Suggested Time
Morning Meeting (Discuss Calendar, Weather, Lessons for the day, Review goals)	10 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move around)	15-20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	45 minutes
Science	30-45 minutes
Brain Break	10 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects, a favorite thing a student learned, what goals were met, set goals for next day.)	10 minutes

4-5 Suggested Schedule

Subject	Suggested Time
Morning Meeting. Discuss goals for the day, discuss current events, upcoming activities	10 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move around)	15-20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	45 minutes
Science	30-45 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives	30 minutes
Afternoon Meeting. Discuss what was learned, review and set goals	10 minutes

A Typical Day Description

- 1 Morning Meeting (10 minutes). This is a time to meet with your student and go over some necessary skills students should know. It is also a time to review goals that have been set and review concepts being learned. Go over the calendar, weather, discuss the days of the week, current events, and the schedule for the day.
- 2 Language Arts Block (60-75 minutes). This includes online work, offline work, independent reading, and time to read aloud stories to a student.

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3. Snack/Brain Break (15-20 minutes): Take time to prepare a nutritious snack with your student. Play a game, exercise, dance. A Brain Break is a 10-minute break that gets your student moving.
 4. Math (45-60 minutes). This includes online work and offline work
 5. Lunch/Free Play (45 minutes): Work with the student to make a nutritious lunch, allow the student 20 minutes or more of free play, preferably outside, and technology free.
 6. Science (30-45 minutes). Discuss the guiding question and what the student thinks the answer is. Work online and offline. At the end of the lesson, go back to the guiding question and discuss the answer. Read aloud a story related to the concept taught in Science
 7. Social Studies (30-45 minutes): This includes online and offline work
 8. Electives (30 minutes): Rotate elective courses, for example, do Art one day, PE the next day, etc.
 9. Afternoon Meeting (10 minutes) This is a time to meet with your student and review the day.
- Please discuss with your student what they enjoyed most, what is something new they learned, what was their least favorite activity, what is something they need to review, or if they need extra help with a concept
 - Review the goals that were set, discuss if the goals were met if they need to be readjusted, and set new goals if needed
 - For Grades 1-3, please take a minute to review spelling words, ask the students to spell the word, and use it in a sentence. Please make it a challenge not to use the same sentence each day
 - Review the math concepts for the day, quiz students on what they are learning.

As mentioned, Edgenuity's virtual instruction takes place in an interactive environment in which the teacher and student are separated by time, space, or both. Courses are delivered asynchronously with options for synchronous communication and instruction, as applicable and/or appropriate. Students have direct communication and ongoing interaction with virtual instructors and concept coaches (3-12 core subjects only, as needed) throughout the courses. Virtual instructors communicate with students regularly to support success and facilitate the use of the curriculum and learning resources.

Instructors use real-time data to inform frequent communications with students, families, and school mentors. Teachers reach out via email, phone, and web conferencing to reteach difficult concepts and ensure requirements are provided for students and families before the course begins. Instructors and the student academic support team provide both synchronous and asynchronous communication methods to support learners

Synchronous communication methods include.

- **Live chat** with instructors, as applicable
- Concept Coaches available for secondary students on Monday – Saturday to provide **on-demand support and tutoring** for core subjects
- Online **whiteboard** and/or **web conferencing sessions** with instructors, as applicable
- **Phone calls** with instructor, as applicable
- Optional **live, synchronous sessions** for students based on intervention matrix previously explained

Asynchronous communication methods include:

- **Email** with the instructors
- Collaboration Corner threaded **discussion board** for instructor-student and approved student-student interaction (secondary only)
- Standard **text messaging** with instructor, as applicable

Additional communication will be provided to Milwaukee Public Schools for students K-5 with a daily synchronous session and Learning Coach hotline

When using Edgenuity's teachers, each virtual instructor has office hours, study halls, and additional established communication hours and methods to ensure student can contact the teacher as needed. The online instructor provides their contact information for students and parents by welcome message via email, text, or phone. Virtual instructors also often include their office hours and study hall information in their email signature to encourage continued communication.

RESEARCH-BASED INSTRUCTIONAL DESIGN

The content features researched based and modern pedagogical strategies that incorporate constructivist learning strategies including inquiry, real world applications, critical thinking, and collaboration discussions and projects, as appropriate to the grade level and content area. Content is aligned to standards, appropriate for the level of instruction, culturally relevant, and provides opportunities for interactive learning to engage students of all strengths and styles. Edgenuity continually monitors state standards and curriculum changes and evaluations/updates content on a consistent basis.

Elementary (K-5) Instructional Design

The elementary curriculum is intentionally designed to:

- Challenge students through rigorous content
- Inspire students to become engaged in the learning process through varied assessments which includes authentic assignments.
- Require students to apply skills increasingly complex ways as they make their way through assigned content.

Once a curriculum map is in place for a course, learning objects are created for each module in a course. A learning object may include just one type of file and/or activity or several of each, and these learning objects are intentionally designed to produce a better understanding of one or more learning objectives. Modules and the learning objects within the modules are designed around Gagne's Nine Events of Instruction.

Each learning object is created to include:

- A presentation of facts and concepts delivered as instructional text and imagery, meant to capture a student's attention, access prior knowledge, and help them learn the concept.
- A video, animation, or interactive experience to reinforce and practice what is being taught and deepen the student's knowledge. A research project by Teachers College at Columbia University, 1992, shows that students who are exposed to regular integration of media into instruction:
 - Outperform non-exposed peers on tests, score higher on writing assignments
 - Are more active in class discussions
 - Apply more varied and creative approaches to problem solving
 - Use more figurative language
 - Complete practice activities with more confidence and accuracy
- Assessment with questions focused narrowly on the learning object's identified instructional objectives. Questions are written to follow Bloom's Taxonomy and Webb's Depth of Knowledge.
- Learning objects, which may also include an offline practice activity or project.

In addition to mapping out the course design by unpacking the standards, each course is designed using a rubric based on the iNACOL Standards for Quality Online Courses (Aurora Institute).

Secondary (6-12) Instructional Design

The secondary content provides realistic academic rigor and age appropriate instruction. Each unit and lesson include an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content. The instructional design incorporates established principles of effective instruction that contribute to student achievement in a variety of learning environments. Curriculum provides intensive, explicit, and systematic instruction. The content addresses students' differences, readiness levels, cultural backgrounds, intelligence preferences, and learning styles. Research-based instructional practices include:

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- **Systematic and explicit instruction**, designed to help students acquire, practice, and apply skills and knowledge. Explicit instruction represents a research -verified approach to teaching that is direct, structured, systematic, and unambiguous.¹³
- Activities to **promote metacognition** and deeper understandings. Research indicates that deep thinking for transferable knowledge results when students understand the general principles underlying specific facts, concepts, and examples.¹⁴
- **Organizers** to help students learn more effectively. Researchers have speculated that presenting information in graphic organizers may reduce students' cognitive load by drawing attention to key elements of content and lowering the processing demands in the brain necessary to associate new concepts with already familiar concepts.¹⁵
- Integration of all levels of **Bloom's Taxonomy** to engage students in critical thinking as they complete lessons in a sequentially based mastery approach.
- Strategies to address a **variety of learning styles**.
- Content presented in a **developmentally appropriate** way.
- Implementation of principles of **Universal Design for Learning**.
- Incorporating **multiple means** of representation, expression, and engagement.

The curriculum is designed to support content area knowledge and higher order thinking skills. An expert teacher provides instruction, explains concepts, models strategies, and makes real-world connections in engaging instructional videos. Assignments include multi-media, interactive activities designed to incorporate real-world relevance into the curriculum and ensure students master key concepts and develop their analytical and critical thinking skills. Interaction and communication skills are embedded in writing assignments, projects, performance tasks, eNotes, email communications, chat, and Collaboration Corner threaded discussion forum.

Supporting Research

The proposed content and curriculum have been reviewed internally and by third-party organization and have been aligned with research and effective instruction. The instructional design of the content is designed based on the current research in online learning, neuroscience, educational psychology, and instructional design. For examples, please visit: <https://www.edgenuity.com/the-difference/research-foundations/>

LEARNING MANAGEMENT SYSTEMS OVERVIEW

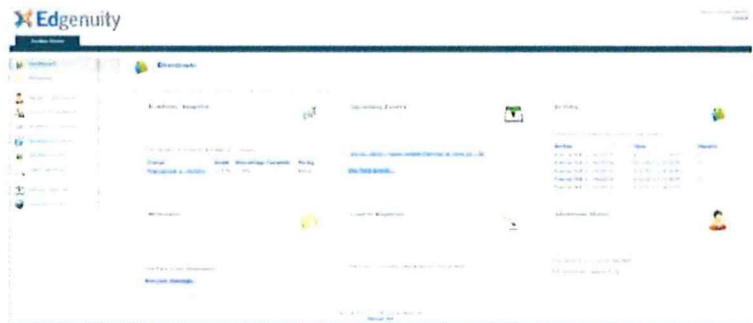
All students (regardless of grade level) access the system via the same platform, where they receive teacher communications, updates, assignments, and supplemental instructional content as appropriate.

To support the implementation of the proposed content, access to the **Edgenuity SIS Portal (Genius)** is included. Genius is a comprehensive state-of-the-art student information system that facilitates ongoing feedback and communication. Using this system, all stakeholders monitor student progress daily and work actively with students, mentors, parents, and other district personnel to facilitate student success.

Student Access

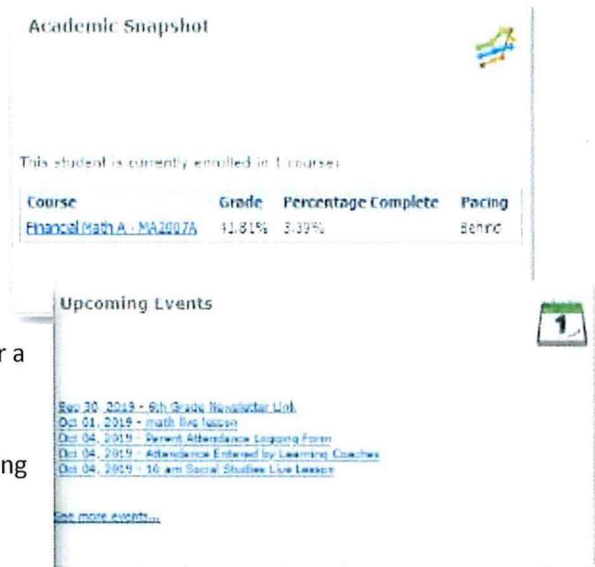
All K-12 Instructional Services students log in to the Edgenuity SIS Portal (Genius) to launch their course content.

Through Genius, students can view a calendar and numerous reports and tools used to illustrate progress and achievement. The main page in Genius is known as the **Dashboard**. The Dashboard contains all the student information and tools to provide support while enrolled in the program. This includes access to courses, progress and grade reports, and the messaging center.



The Main Dashboard features the following tools.

1. **Academic Snapshot** – This area lists the course(s) in which the student is enrolled. Grade and progress information are included. Clicking on the course name will log the student into the online course to complete course assignments.
2. **Upcoming Events** – This area allows instructors to set reminders of important events or deadlines for assignments. Students use the calendar to set their own reminders, if desired. Some examples of activities might include a parent/teacher conference, a study-hall session, or a tutoring session.
3. **Activity** – The Activity area shows the course names, dates, and number of minutes spent in each course while completing assignments.
4. **Messages** – The Message Center is an inbox for important communications from the teacher(s).
5. **SMS Texting** – Teachers can text important reminders and communications to student or other program participants.



Additional calendar and progress monitoring tools are available from within the course to encourage older students to take ownership of their learning. Details can be provided upon request.

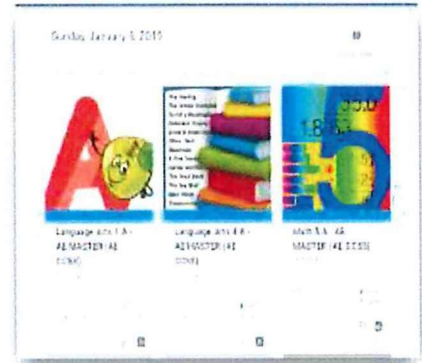
After a student logs in via Genius and clicks on the name of the course, he/she is taken to an age-appropriate learning management system to complete all assigned content.

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As stated above, research shows that an essential element of personalized learning environments is the ability for students to examine their own data. With Edgenuity, students access coursework through an intuitive, user-friendly, and age appropriate learning management system (LMS). Students use this robust student portal to complete assigned coursework, view/monitor progress and achievement, receive feedback, and understand data at an age-appropriate level. All icons, navigational commands, maps, and other prompts are clear, relevant, user-friendly, and accessible to end users.

Elementary (K-5) LMS

The elementary solution is designed with the help of elementary educators to provide elementary students age-appropriate visuals and tasks. The design of the student portal is clear and consistent across all elementary grade levels. Powerful dashboards support students and parents in the personalized learning environment. Students are provided 18 weeks' worth of modules for each semester, with the clear expectation to complete one module each week. Modules include relevant instruction, quizzes, assignments, and appropriate assessments for the content. For example, ELA content includes spelling, vocabulary, and independent reading assessments at the end of each module.



Embedded within the student portal are speaker icons that allow students to have text read aloud to them if they choose. This is critical in elementary courses, where are still learning to read with more developed comprehension. Additionally, keywords are presented, defined in context, and assessed throughout the content. Content includes age-appropriate graphics, highlighted text, and offline materials, as appropriate.



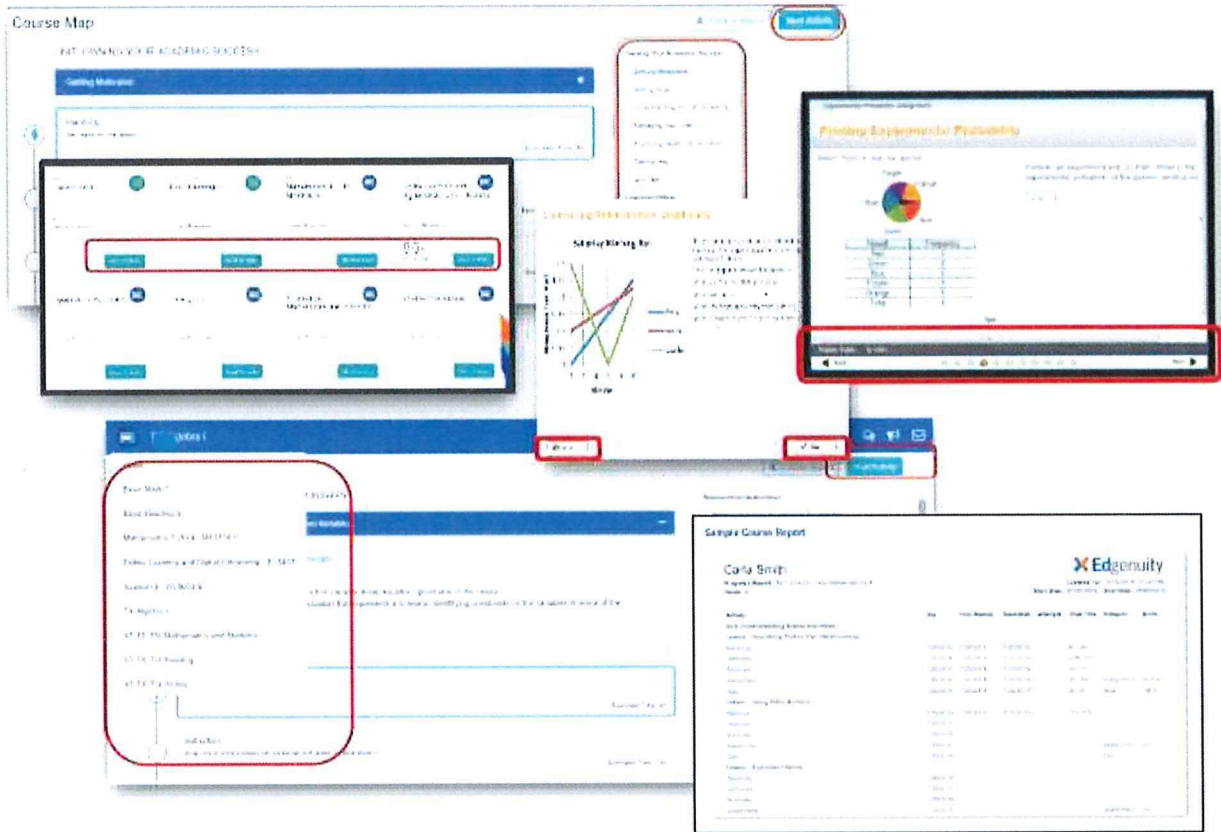
Secondary (6-12) LMS

The system includes **user-friendly** and **intuitive** navigation for students. An orientation video is available (in English and Spanish) to provide a comprehensive overview of the online learning environment, as well as the tools and resources available to students throughout the program. Students can also access instructional guides for tools used in the program. These How-to Guides include the student manual, tools and resources, and the eWriting guide. Edgenuity's secondary student experience is rigorous and engaging, with embedded tools to help all students succeed.

For example, student users are supported by a Course Map for each course they are enrolled in. The Course Map serves as a dynamic and interactive scope and sequence and keeps track of the student's place in the course, making it easy for students to log out of the course and pick where they left off when they log back in. Instruction and images are clear, allowing for easy navigation. Movement through the offline activity is intuitive and employs

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common conventions such as buttons, arrows, and other navigational prompts and commands. Examples of navigation in the student portal:



Students can toggle between assigned courses easily by using the icon in the upper left corner. A comprehensive and printable Course (progress) Report is also available for view / printing at any time.

The web based, vendor hosted system is device agnostic and is fully compatible with various systems and devices to support anytime, anywhere learning for students. Some elective courses will require additional materials or have minimum device specifications. Please see the required materials list for details.

ACTIONABLE DATA AND REPORTS

Lai and Schildkamp (2013) summarize a large body of research that demonstrates that when teachers use data to shed light on learners’ strengths, challenges, interests, and aptitudes and set instructional learning targets students achievement improves.⁸ The authors assert that when educators have a clear purpose for data, as well as the ability to contextualize, categorize, summarize, and make sense of what the data mean, they can more effectively “set appropriate student learning goals; can monitor and check to see if students are reaching their goals; and can support students in developing the ability to monitor and check their own goal attainment.” As Tomlinson and Sousa (2011) point out “students learn better and feel better about themselves when teachers diagnose their current skill levels and prescribe tasks appropriate for their points of readiness.⁹ Research evidence strongly favors using multiple sources of data to drive instruction. By revealing students’ strengths and unveiling opportunities, data help teachers harness and allocate resources more efficiently and respond to students’ explicit requirements.¹⁰

Experts agree that educators need to be taught how to use this data to diagnose students’ learning needs, identify appropriate instruction, and monitor student progress. As the What Works Clearing house points out, when students are taught to examine their own data, teachers can engage in important dialogues about learning that can improve student achievement.¹¹ According to the National Research Council, an important element of personalized learning environments is “explanatory feedback that helps learners correct errors and practice correct procedures. “Multimedia learning environments of the type presented in online courses are well suited to providing this kind of practice with specific, immediate feedback.¹²

Data and Reporting

When using Edgenuity’s system our instructors monitor student progress daily and work actively with students, coaches, parents, and the district personnel to facilitate student success. A snapshot of each student’s standing is taken every week to track the performance evolution over time. It is a helpful indicator of whether the student consistently has issues with that course or whether they are isolated. Students struggling with any of the key indicators automatically appear on a “watch list” and receive notifications and feedback based on the instructors or counselor’s criteria. A snapshot of each students’ standing is taken daily, so users can track performance evolution over time. Edgenuity also tracks a snapshot of students’ standing by course and teacher, allowing the early identification of courses or teachers with uncommon performance. Additionally, the SIS tracks year-over-year completion rates by course, department, teacher, school, or other grouping making it easy to identify overall trends or variables that may impact students’ performance.

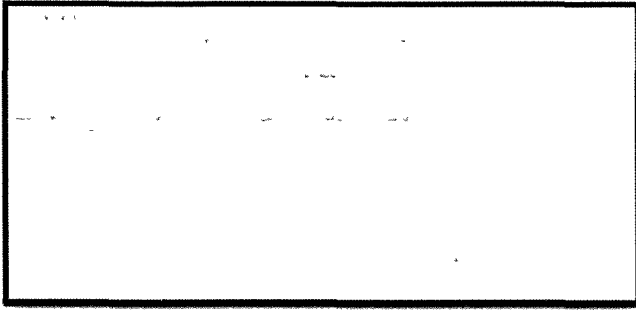
An overview of common Edgenuity SIS Portal reports can be found below:

Academic Snapshot: An “at-a-glance” view of the current student academic status, including enrollment dates, current average grade, completion percentage, pacing status, and last activity. This page will also display graphical indications of the student status for the enrollment’s grade, pacing, and activity level.

Student Activity: Displays how often students are working on their courses, including how many minutes the student spent on each course, along with the percentage of the student time that was dedicated to each course.

Date	No. of Sessions	Total Time	Pacing %	No. Assessments	Total P.
11/11/2020	10	1:00:00	100%	1	100%
11/10/2020	10	1:00:00	100%	1	100%
11/9/2020	10	1:00:00	100%	1	100%
11/8/2020	10	1:00:00	100%	1	100%
11/7/2020	10	1:00:00	100%	1	100%
11/6/2020	10	1:00:00	100%	1	100%
11/5/2020	10	1:00:00	100%	1	100%
11/4/2020	10	1:00:00	100%	1	100%
11/3/2020	10	1:00:00	100%	1	100%
11/2/2020	10	1:00:00	100%	1	100%
11/1/2020	10	1:00:00	100%	1	100%
Total	110 (110%)	1:10:00 (110%)	100 (100%)	11 (11%)	110 (100%)

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Communications: Communication between the school staff, Edgenuity staff, the student, and families.

Reporting Module: Lets users run reports using data available in the SIS database. Even though users can create and run customized reports, the following basic reports are available in the Reports Module by default:

- 1) **Overview**. An overview of the number of the students, courses, sections, teachers, and users. It also gives detailed information about the number of applications and enrollments.
- 2) **Statistics**: Provides statistics about courses and teachers, including the percentage of students behind the pace and the median grade and the standard deviation
- 3) **Teacher Activity**: The amount of time spent by that user in the system
- 4) **Student Activity**: The amount of time students spent logged in during the selected period
- 5) **Contact History**. For each enrollment, the enrollment information (including student, section, start and end dates and academic progress), how many days have elapsed since the last activity recorded for that student in the section, and when the last contact was made with that student.
- 6) **Completion by Teacher**: The number of enrollments originally assigned to that teacher, how many enrollments are still active, how many have dropped, how many have completed the course, how many are marked as "future starts" (typically not used) and what are the calculated drop rate and completion rates.
- 7) **Completion by Course**: The number of enrollments and supporting data by course.
- 8) **Completion by School**: The number of enrollments and supporting data by school
- 9) **Completion by Affiliation**. The number of enrollments and supporting data by affiliation
- 10) **Completion by Semester**. The number of enrollments and supporting data by semester.
- 11) **Completion by Teacher and Course**: The number of enrollments and supporting data by combination of teacher and course.

Robust, actionable data is available 24/7/365 to virtual instructors and district stakeholders, enabling them to provide targeted support for individuals and groups of students

Edgenuity is excited about the opportunity to partner with Milwaukee Public Schools to provide a virtual program for students for the 2021-22 school year.

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Price Quote for Services
Milwaukee Public Schools
Milwaukee WI
Account Number 476
Quote Number 204168
Total \$3,870,000.00
Date 6/22/2021

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

EXHIBIT B

Purchase through TIPS, contract #200105

Payment Schedule

Contract Start
7/01/2021

Contract End
6/30/2022

Table with 7 columns: Site, Description, Comment, End Date, Per Unit Cost, Qty, Cost. Rows include Genius Integration for IS Implementation, IS 10 Month Reusable Enrollment Full time Student, IS Elementary Course All Workbooks, and IS Teaching for Full-time Elementary Student.

1. Milwaukee Public Schools

Invoice upfront and invoice any additional enrollments based on usage at a cost of \$1,250/K-5 semester enrollment with Edgenuity Teachers, \$100/semester/workbook set, and \$2,500/10 month 6-12 Reusable Enrollment Full-Time Student. Enrollment cap of 1,500 full-time virtual students. Invoice quarterly based on any additional usage.

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement.

Milwaukee Public Schools

Signature: _____
Print Name: _____
Title: _____
Date: _____

Edgenuity Inc. Representative

Aimee Burley
Account Executive – WI
TEL 218-821-0199
EMAIL aimee.burley@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at https://edgenuity.formstack.com/forms/ar. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

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Subtotal	\$3,870,000.00
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