Summer Programs 2020
Securing Opportunities for Academic Recovery (SOAR),
An Analysis of Participation and Usage

1. What is the purpose of this report?

This report examines the implementation of the Securing Opportunities for Academic Recovery (SOAR) program that operated during the summer of 2020 at 31 schools. The program was designed to mitigate academic deficits that resulted from the shutdown of schools due to the Coronavirus pandemic. SOAR was implemented in two phases: Recovery and Regain. The Recovery Phase (Summer Term A, June 9 through July 10, 2020) targeted students who needed to "recover" content they may have missed, to close achievement gaps of skills that are foundational for future academic success, or to provide support for English language learners and Special Education students. Recovery was comprised of four initiatives: (a) Summer Reading Camps, (b) Credit Recovery, (c) Unengaged Learners, and (d) Extended School Year Services. The Regain Phase (Summer Term B, July 11 through August 10, 2020) targeted grade 9 Algebra students and grade 10 English Language Arts students who did not get the opportunity to take the state assessments required for graduation.

2. Which populations are targeted in this report?

The samples for Recovery comprised students in Grade 2 & 3 (Struggling Readers), Grades 6 through 12 (Credit Recovery), and Grades K through 11 (Unengaged Learners and Extended School Year Services), and Regain targeted students in Grades 9 & 10. Students are included as participants in this analysis if they registered for the component, entered within the first two days of the summer reporting cycle, and remained enrolled in the respective component for the duration of the summer term.

3. How were the data for this report collected and analyzed?

Participation and attendance data were obtained from the student course registration data file and the attendance history master section of the student database and examined through descriptive statistics. Data on the usage of software applications/platforms (Struggling Readers, Credit Recovery, and Unengaged Learners) were obtained from the program vendor. The sum of each students' time on task (usage) within each core subject area (English Language Arts, Mathematics, Science, and Social Science) was linked to the student's course within the same subject area. The results for each component were limited to descriptive statistics.

4. What are the outcomes of the Summer Reading Camps component?

The Florida Department of Education waived mandatory retention of third grade students who did not demonstrate reading proficiency, due to the cancellation of the Florida Standards Assessment (FSA) in Spring 2020 relative to COVID-19. In addition, the Stanford Achievement Test (SAT-10) was not administered in Spring 2020 due to the closure of schools. As such, participation in the 2020 Summer Reading Camps[1] was targeted to students who scored in Tiers 2 or 3 on the i-Ready Diagnostic Test administered during AP2 (November – December, 2019). As schools remained closed, during the Summer Reading Camps, the participating students received teacher directed remote instruction in pre-requisite skills and foundational standards in both whole class and small group format with Pathblazer used to deliver the curriculum. Whole group live instruction was provided via Zoom on Microsoft Teams followed by teacher-led small-group activities that included individualized practice on specific Pathblazer modules, MyOn Reader 30-45 minutes per day, and independent reading through MyOn Reader for 15 minutes per day (English Language Arts/Reading (personal communication, 7/28/2020). A complete list of the Pathblazer and Edgenuity modules used by participants in the SOAR initiative may be found in Appendix A.

- **Participation**. Table 1 lists by grade: (a) the number, percent, and attendance rate of students who registered and completed the component (remained enrolled till the end date of the component); (b) the number and percent of students who registered and withdrew prior to completion; and (c) the number and percent of students who registered, but did not participate.

Table 1. Summer Reading Camps Readers Participation

Spring Grade	Total Students	Full[a]			Partial[b]		None[c]	
		n	%	Attendance Rate	n	%	n	%
2	4,028	2,100	52.1	86.6	1,903	47.2	25	0.6
3	4,297	2,595	60.4	87.0	1,672	38.9	30	0.7
Total	8,340	4,697	56.3	86.8	3,583	43.0	60	0.7

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (i.e., withdrew the same day).

- A total of 8,340 students registered for the component.
- 56.3% of the students who registered to participate completed the component.
- The attendance rates of students who completed the program was 86.8%, which was significantly higher than was seen during the summer of 2019.

- **Usage**. Students who participated in the Summer Reading Camps component were expected to engage in practice with Pathblazer for 30-45 minutes per day at the direction of their teacher. Table 2 lists the number of students who completed the component followed by three usage bands: Low (bottom 25th percentile), Medium (typical median), and High (top 25th percentile).

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[1] In prior years, the Third Grade Summer Reading Camps were offered to third grade students slated for retention, who were given an opportunity to take an alternative assessment to facilitate promotion to fourth grade. Literacy for Rising Third Grade Students was offered to students who scored in Stanines 4-6 on the SAT-10 while in second grade.

Table 2. Summer Reading Camps Pathblazer Usage

Spring Grade	n	Usage (minutes)		
		Low[a]	Medium[b]	High[c]
2	1,809	395	829	1,494
3	2,275	464	968	1,673

Note. Minimum usage was 1 minute and maximum usage was 8-11 times high usage.
[a]Lowest 25th percentile. [b]Typical (median usage). [c]Highest 25th percentile.

- o   Over 85% of the students in each grade who completed the Reading Camps used the software.
- o   The typical second grade student used the software for 829 minutes (13.8 hours) and third grade student for 968 minutes (16.1 hours) throughout the summer session, exceeding the 600 minutes (10 hours) specified by the program.
- o   High use was 1,494 minutes (24.9 hours) in Grade 2 and 1,673 minutes (27.9 hours) in Grade 3.

5. What are the outcomes of the Credit Recovery component?

Students who received a grade of F in any core course were eligible to participate in the Credit Recovery component. Credit Recovery for middle school students was carried out via distance learning, but directly overseen by teachers at designated district middle schools and K-8 centers, while course recovery for high school students was provided through the adult centers. The Credit Recovery component was designed to help students learn at their own pace and on their own time using customized Edgenuity modules and being guided by District teachers. The courses were intended to allow students to focus on exactly the content they need to recover lost credits.

- **Participation**. Table 3 lists by grade: (a) the number, percent, and attendance rate of students who registered and completed; (b) the number and percent of students who registered and withdrew prior to completion; and (c) the number and percent of students who registered but did not participate.

Table 3. Credit Recovery Participation

Spring Grade	Total Students	Full[a]			Partial[b]		None[c]	
		n	%	Attendance Rate	n	%	n	%
Middle (middle/K-8 centers)								
6	1,467	857	58.4	85.0	597	40.7	13	0.9
7	1,710	965	56.4	83.2	697	40.8	48	2.8
8	1,396	901	64.5	85.7	485	34.7	10	0.7
Total	4,577	2,724	59.5	84.6	1,782	38.9	71	1.6
Senior (adult centers)								
9	1,646	1,292	78.5	90.9	321	19.5	33	2.0
10	1,672	1,261	75.4	89.4	387	23.1	24	1.4
11	1,704	1,350	79.2	89.5	329	19.3	25	1.5
Total	5,041	3,921	77.8	89.9	1,039	20.6	82	1.6

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (withdrew the same day).

- o A total of 4,577 students at the middle/K-8 centers and 5,041 students at the adult centers registered for the component.
- o 59.5% of the students at the middle/K-8 centers and 77.8% of the students at the adult centers completed the component.
- o The attendance rate for the middle/K-8 centers was 84.6% (significantly lower than was seen during the summer of 2019). The attendance rate at the adult centers was 89.9% (similar to what was seen during the summer of 2019).
- o Most of the attempted courses at the middle level were completed by seventh graders (middle/K-8 centers). At the adult centers, similar numbers of courses were attempted at each grade.

- **Usage.** Edgenuity modules were used for 60-75 minutes per day by students in the middle grades with credit recovery courses, which operated in middle schools in K-8 centers throughout the District and were designed to help students learn at their own pace and on their own time. Credit recovery at the senior high schools operated in the Adult Centers and did not use Edgenuity. Table 4 lists the number of students who completed the components followed by three usage bands: Low (bottom 25th percentile, Medium (typical median), and High (top 25th percentile).

Table 4. Middle Grades Credit Recovery Edgenuity Usage by Subject Area

Subject Area	n	Usage (minutes)		
		Low[a]	Medium[b]	High[c]
English Language Arts	804	628	1,459	2,500
Mathematics	1,984	363	1,217	2,289
Science	856	375	1,270	2,136
Social Science	464	509	1,176	2,018

Note. Usage is unduplicated for a given student within a subject area. Minimum usage was 1 minute. Maximum usage was between 2.5 and 3.5 times High usage.
[a]Lowest 25th percentile. [b]Typical (median usage). [c]Highest 25th percentile.

- o Usage at middle/K-8 centers for the typical student ranged from 1,176 minutes (19.6 hours) in Social Science to 1,459 minutes (24.3 hours) in English Language Arts throughout the summer, generally meeting the 1,200 minutes (20.0 hours) specified by the program.
- o Usage at the middle/K-8 center for the High user ranged from 2,018 minutes (33.6 hours) in Social Sciences to 2,500 minutes (41.7 hours) in English Language Arts throughout the summer.

- **Academic Grades**. Table 5 lists the academic grades earned during summer school by the students who completed the component and subsequently were awarded credit, by subject area.

Table 5. Credit Recovery Academic Grades Earned by Students Who Completed the Component by Subject Area

Subject Area	Total Students	Percent Graded	A n	A %	B n	B %	C n	C %	D n	D %	F n	F %
Middle (middle/K-8 centers)												
English Language Arts	895	98.2	60	6.8	141	16.0	216	24.6	186	21.2	276	31.4
Mathematics	1,570	98.7	114	7.4	281	18.1	355	22.9	356	23	443	28.6
Science	666	99.2	143	21.6	107	16.2	110	16.6	97	14.7	204	30.9
Social Science	453	98.7	62	13.9	97	21.7	115	25.7	81	18.1	92	20.6
Senior (adult centers)												
English/Language Arts	1,225	74.9	251	27.4	321	35.0	272	29.7	53	5.8	20	2.2
Mathematics	1,650	79.8	377	28.6	401	30.5	411	31.2	108	8.2	19	1.4
Science	931	79.1	261	35.5	231	31.4	173	23.5	55	7.5	16	2.2
Social Science	525	78.7	196	47.5	121	29.3	68	16.5	23	5.6	5	1.2

Note. Counts are duplicated as students can take multiple courses.

- At the middle/K-8 centers, nearly all the students who completed their courses earned final grades, with the majority of those students earning grades of C or above. Students who took courses in science and social science earned the highest percentage of A and B grades
- At the adult centers, nearly 80% of the students who completed their courses earned final grades, with the majority of those students earning grades of A or B. Students who took courses in social science earned the highest percentage of A and B grades.

6. What are the outcomes for the Unengaged Learners component?

Students whose 4th quarter attendance was less than 50% and who received a grade of I or F during that quarter were eligible to participate in the "Unengaged Learners" component. Customized instruction, supported practice, and assessment components through Pathblazer (K-5, English Language Arts and Mathematics) and Edgenuity (6-11, Mathematics) were provided to students as supplemental tools to support interaction with a live teacher. Both applications are web-based math curricula designed for students who are working below grade level and have the option of setting students on individual learning paths through both built-in and external diagnostics.

- **Participation**. Table 6 lists by grade within grade organization: (a) the number, percent, and attendance rate of students who registered and completed; (b) the number and percent of students who registered and withdrew prior to completion; and (c) the number and percent of students who registered but did not participate.

Table 6. Unengaged Learners Participation

Spring Grade	Total Students	Full[a]			Partial[b]		None[c]	
		n	%	Attendance Rate	n	%	n	%
				Elementary				
K	189	62	32.8	75.9	125	66.1	2	1.1
1	182	57	31.3	73.9	125	68.7	0	0.0
2	42	25	59.5	80.2	17	40.5	0	0.0
3	79	34	43.0	77.0	29	36.7	16	20.3
4	249	97	39.0	82.8	150	60.2	2	0.8
5	278	147	52.9	85.0	131	47.1	0	0.0
Total	1,019	422	44.1	80.8	577	56.6	20	2.0
				Middle				
6	125	62	49.6	77.8	62	49.6	1	0.8
7	112	47	42.0	80.7	64	57.1	1	0.9
8	100	44	44.0	87.5	56	56.0	0	0.0
Total	337	153	45.4	81.5	182	54.0	2	0.6
				Senior				
9	309	156	50.5	78.7	153	49.5	0	0.0
10	197	83	42.1	84.0	114	57.9	0	0.0
11	151	47	31.1	82.2	104	68.9	0	0.0
Total	657	286	43.5	81.0	371	56.5	0	0.0

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (withdrew the same day).

- A total of 1,019 elementary, 337 middle, and 657 senior-high level students were registered for the component.
- Only around 45% of the students at each grade organization completed the component.
- The overall attendance rate was around 80% for those who did complete, which was lower than that seen for the other components.
- The overall completion rate for Unengaged Leaners was lower than any other component.

- **Usage.** The Unengaged Learners component offered customized instruction, supported practice, and assessment components through Pathblazer (K-5, English Language Arts and Mathematics) and Edgenuity (6-11, Mathematics), which were used as supplemental tools to support synchronous instruction. Recommended usage was 25 minutes per day. Table 7 lists the number of students who completed the components followed by three usage bands: Low (bottom 25th percentile, Medium (typical median), and High (top 25th percentile).

Table 7. Unengaged Learners Pathblazer Mathematics Usage

	Usage (minutes)		
n	Low[a]	Medium[b]	High[c]
271	170	445	887

Note. Minimum usage was 4 minutes and maximum usage was 8.5 times high usage.
[a]Lowest 25th percentile. [b]Typical (median usage). [c]Highest 25th percentile.

- o The typical student used the software for 445 minutes (7.4 hours) nearly meeting the 500 minutes (8.3 hours) specified by the program.
- o High use was 887 minutes (14.8 hours) throughout the summer session.
- o Edgenuity was available for use by students in grades 6 through 12 as a supplement to the curriculum, but it was not widely used.

- **Academic Grades**. Table 8 lists the academic grades earned during summer school by the students who completed the component and subsequently were awarded credit, by subject area.

Table 8. Unengaged Learners Academic Grades of Students who Completed the Component by Subject Area

	Total Students	Percent Graded	A		B		C		D		F	
			n	%	n	%	n	%	n	%	n	%
Elementary												
Mathematics	841	60.4	88	17.3	146	28.7	121	23.8	52	10.2	94	18.5
Middle												
English Language Arts	86	100	15	17.4	27	31.4	21	24.4	3	3.5	20	23.3
Mathematics	58	29.3	3	17.6	3	17.6	6	35.3	0	0	5	29.4
Science	48	62.5	7	23.3	16	53.3	6	20	0	0	1	3.3
Social Science	32	71.9	4	17.4	8	34.8	9	39.1	1	4.3	1	4.3
Senior												
English Language Arts	137	89.1	22	18	32	26.2	42	34.4	16	13.1	10	8.2
Mathematics	106	91.5	24	24.7	32	33	28	28.9	8	8.2	5	5.2
Science	66	87.9	5	8.6	10	17.2	15	25.9	8	13.8	20	34.5
Social Science	71	94.4	17	25.4	15	22.4	15	22.4	7	10.4	13	19.4

Note. Counts are duplicated as students may have taken multiple courses.

- o At the elementary level, 60.4% of the students who completed their courses earned final grades, while at the middle level between 62.5% (Science) and 100% (English Language Arts) earned final grades. At the senior high level around 90% earned final grades.
- o The majority of students at each level earned grades of C and above.

7. What was the participation in the Extended School Year Services component?

Extended School Year Services (ESY). The students targeted for this component were students with disabilities aged 3 to 21, with Individualized Education Plans (IEPs,) whose IEP teams had determined that special education and related services of various types, durations, and frequency were needed beyond the regular school year. Table 9 lists by grade, the total number and percentages of students

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who (a) registered and completed, (b) participated and withdrew prior to completion, and (c) initially registered but did not attend (withdrew the same day).

Table 9. Extended School Year Services Participation

Spring Grade	Total Students	Full		Partial		None	
		n	%	n	%	n	%
Elementary							
PK	114	38	33.3	76	66.7	0	0.0
K	288	134	46.5	154	53.5	0	0.0
1	274	154	56.2	117	42.7	3	1.1
2	229	104	45.4	124	54.1	1	0.4
3	223	123	55.2	95	42.6	5	2.2
4	311	147	47.3	158	50.8	6	1.9
5	281	150	53.4	131	46.6	0	0.0
Total	1,720	850	49.4	855	49.7	15	0.8
Middle							
6	147	98	66.7	49	33.3	0	0.0
7	128	79	61.7	47	36.7	2	1.6
8	135	87	64.4	47	34.8	1	0.7
Total	410	264	64.4	143	34.9	3	0.7
Senior							
9	117	74	63.2	29	24.8	14	12.0
10	122	77	63.1	35	28.7	10	8.2
11	97	51	52.6	33	34.0	13	13.4
12	192	122	63.5	32	16.7	38	19.8
Total	528	324	61.4	129	24.4	75	14.2

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (withdrew the same day).

o A total of 1,720 elementary, 410 middle, and 528 senior-high level students registered for the component.
o 49.4% of the elementary, 64.4% of the middle, and 61.4% of the senior-high level students completed the component.

8. What was the participation in the Regain Phase?

Regain. The Regain Phase targeted grade 9 Algebra students and grade 10 English Language Arts students who did not get the opportunity to take the state assessments required for graduation. Students were provided with test preparation and tutoring so they will be able to achieve proficiency when they take these tests. Table 10 lists by grade: the total number of students who (a) registered and completed, (b) participated and withdrew prior to completion, and (c) initially registered but did not attend (withdrew the same day).

Table 10. Regain Phase Participation

Spring Grade	Total Students	Full[a]		Partial[b]		None[c]	
		n	%	n	%	n	%
Algebra	1,079	851	78.9	205	19.0	23	2.1
10th Grade ELA	881	660	74.9	211	24.0	10	1.1
Total	1,988	1,535	77.2	420	21.1	33	1.7

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (withdrew the same day).

- o A total of 1,988 students registered for the component.
- o 77.2% of the students completed the component.
- o Enrollment was highest for ninth grade, in preparation for the Algebra 1 assessment.

9. What were the primary conclusions of this report?

The Securing Opportunities for Academic Recovery (SOAR) program, designed to mitigate academic deficits that resulted from the shutdown of schools due to the Coronavirus pandemic, was implemented in two phases: (a) the Recovery Phase, targeted students who needed to "recover" content they may had missed, to augment skills that are foundational for future academic success and special education students in need of additional support; and (b) the Regain Phase targeted ninth and tenth grade students who did not get the opportunity to take the state assessments required for graduation . The Recovery Phase operated during Summer Term A and comprised three components: (a) Summer Reading Camps (Grades 2 & 3), (b) Credit Recovery (Grades 6 through 8 at middle/K-8 centers and 9 through 11 at adult centers) and (c) Unengaged Learners (Grades PK through 12). Across all the components that operated in the elementary and secondary schools, fewer than 60% of students completed their studies. Among those who completed their studies, attendance was significantly better at the Summer Reading Camps but worse at Credit Recovery than was seen during Summer 2019. Pathblazer was utilized as specified but Edgenuity though available as a resource was rarely used.

Reference

Department of Summer Services (2020). *2020 Summer Implementation Document – Securing Opportunities for Academic Recovery (SOAR).* Miami, FL: Miami-Dade County Public Schools. Retrieved July 11, 2020, from http://summerschool.dadeschools.net/pdfs20/2020_SUMMER_IMPLEMENTATION_DOCUMENT (SOAR).pdf

Appendix Table A. Edgenuity and Pathblazer[a] Modules Used during Summer 2020

Course Name	Grade Range
English Language Arts	
Camp Edgenuity Grade 10 ELA	10-11
Camp Edgenuity Grade 11 ELA	11-11
Camp Edgenuity Grade 6 ELA	06-06
Camp Edgenuity Grade 6 Intensive Reading	06-06
Camp Edgenuity Grade 7 ELA	07-08
Camp Edgenuity Grade 7 Intensive Reading	07-07
Camp Edgenuity Grade 8 ELA	08-08
Camp Edgenuity Grade 8 Intensive Reading	08-08
Camp Edgenuity SAT: Writing and Language: Expression of Ideas	10-10
ELA Reading Summer School Program[a]	01-05
SOAR Edgenuity Summer 2020 CR 10th Grade English 2 & ESOL - S2	10-10
SOAR Edgenuity Summer 2020 CR 11th Grade English 3 & ESOL - S2	11-11
SOAR Edgenuity Summer 2020 CR 11th Grade English 3 & ESOL - S3	11-11
SOAR Edgenuity Summer 2020 CR 6th Grade Language Arts & ESOL - S1	06-08
SOAR Edgenuity Summer 2020 CR 6th Grade Language Arts & ESOL - S2	06-08
SOAR Edgenuity Summer 2020 CR 7th Grade Language Arts & ESOL - S1	06-08
SOAR Edgenuity Summer 2020 CR 7th Grade Language Arts & ESOL - S2	07-08
SOAR Edgenuity Summer 2020 CR 8th Grade Language Arts & ESOL - S1	07-08
SOAR Edgenuity Summer 2020 CR 8th Grade Language Arts & ESOL - S2	08-08
SOAR Edgenuity Summer 2020 CR 9th Grade English 1 & ESOL - S1	09-09
SOAR Edgenuity Summer 2020 CR 9th Grade English 1 & ESOL - S2	09-09
Mathematics	
Camp Edgenuity Algebra 1	07-10
Camp Edgenuity Algebra 1 - Part II	07-08
Camp Edgenuity Geometry	08-08
Camp Edgenuity Geometry - Part II	08-08
Camp Edgenuity Grade 6 Math	06-08
Camp Edgenuity Grade 6 Math Part II	06-06
Camp Edgenuity Grade 7 Math	06-08
Camp Edgenuity Grade 7 Math Part II	06-07
Camp Edgenuity Pre-Algebra	07-08
Camp Edgenuity Pre-Algebra Part II	06-08
FSA-Algebra 1 Readiness Course	06-08
FSA-Geometry Readiness Course	07-09
SOAR Edgenuity Summer 2020 CR Grade 6 Math S1	06-08
SOAR Edgenuity Summer 2020 CR Grade 6 Math S2	06-08
SOAR Edgenuity Summer 2020 CR Grade 7 Math S1	06-08
SOAR Edgenuity Summer 2020 CR Grade 7 Math S2	06-08
SOAR Edgenuity Summer 2020 CR Grade 8 Pre-Algebra Math S1	07-08
SOAR Edgenuity Summer 2020 CR Grade 8 Pre-Algebra Math S2	07-08
SOAR Edgenuity Summer 2020 CR_Algebra 1_MAFS_S1	09-09
SOAR Edgenuity Summer 2020 CR_Algebra 1_MAFS_S2	09-09
SOAR Edgenuity Summer 2020 CR_Geometry_MAFS_S1	11-11
SOAR Edgenuity Summer 2020 CR_Geometry_MAFS_S2	11-11
SOAR Edgenuity Summer 2020 UEL Grade 6 Math	06-08
SOAR Edgenuity Summer 2020 UEL Grade 7 Math	06-08
SOAR Edgenuity Summer 2020 UEL Grade 8 Pre-Algebra Math	07-08

(*table continues*)

Course Name	Grade Range
Mathematics, cont'd	
SOAR Edgenuity Summer 2020 UEL_Additional Topics in Math - Teacher Directed	09-11
SOAR Edgenuity Summer 2020 UEL_Algebra 1 - Teacher Directed	06-09
SOAR Edgenuity Summer 2020 UEL_Algebra 2 - Teacher Directed	09-10
SOAR Edgenuity Summer 2020 UEL_Geometry - Teacher Directed	07-10
SOAR Edgenuity Summer 2020 UEL_Heart of Algebra - Teacher Directed	09-09
SOAR Edgenuity Summer 2020 UEL_Passport to Advanced Mathematics - Teacher Directed	09-11
SOAR Edgenuity Summer 2020 UEL_Problem Solving and Data Analysis - Teacher Directed	09-10
SOAR Math Summer School Program[a]	K-05
Science	
Camp Edgenuity: Q4 SCIENCE GRADE 6	06-07
Camp Edgenuity: Q4 SCIENCE GRADE 7	07-07
Camp Edgenuity: Q4 SCIENCE GRADE 8	08-08
SOAR Edgenuity Summer 2020 CR_2002040-M/J Comprehensive Science 1	06-08
SOAR Edgenuity Summer 2020 CR_2002070-M/J Comprehensive Science 2	06-08
SOAR Edgenuity Summer 2020 CR_2002100-M/J Comprehensive Science 3	06-08
SOAR Edgenuity Summer 2020 UEL_2002040-M/J Comprehensive Science 1	06-07
SOAR Edgenuity Summer 2020 UEL_2002070-M/J Comprehensive Science 2	06-08
SOAR Edgenuity Summer 2020 UEL_2002100-M/J Comprehensive Science 3	08-08
SOAR Edgenuity Summer 2020 UEL_Q4 BIOLOGY	08-10
SOAR Edgenuity Summer 2020 UEL_Q4 CHEMISTRY	09-11
SOAR Edgenuity Summer 2020 UEL_Q4 PHYSICAL SCIENCE	06-11
SOAR Edgenuity Summer 2020 UEL_Q4 PHYSICS	09-10
Social Science	
Camp Edgenuity- 11th grade US History	11-11
Camp Edgenuity- 6th grade U.S. History	06-06
Camp Edgenuity- 7th grade Civics	07-07
Camp Edgenuity- 8th grade World History	08-08
Camp Edgenuity- 9th grade World History	09-09
SOAR Edgenuity Summer 2020 Grade 6 2100010_M/J_U.S. History A-CR	06-08
SOAR Edgenuity Summer 2020 Grade 6 2100010_M/J_U.S. History B-CR	06-08
SOAR Edgenuity Summer 2020 Grade 7_2106010-M/J Civics A-CR	06-08
SOAR Edgenuity Summer 2020 Grade 7_2106010-M/J Civics B-CR	07-08
SOAR Edgenuity Summer 2020 Grade 8_2109010-M/J World History A-CR	08-08
SOAR Edgenuity Summer 2020 Grade 8_2109010-M/J World History B-CR	08-08