

PARENT, GUARDIAN & SUPPORT PERSON RESOURCE

7 Steps for Successful Credit Earning at Edge

A family guide to attendance, pacing, accountability, and support

At Edge, students earn credit by showing mastery and completing courses—not simply by reaching the end of a quarter or semester. Consistent attendance, steady daily progress, and early use of support make the self-paced model work.

How credit works at Edge

- ☐ Students demonstrate at least 70% mastery on each scored assignment before it is complete.
- ☐ A course generally takes about 8–12 weeks when a student works consistently.
- ☐ A strong daily goal is one complete Edgenuity lesson in each class, each day—from the Warm-Up Activity through completion of the Quiz.
- ☐ Students may recover missing credit or move ahead, but self-paced does not mean work can be postponed indefinitely.

The family role

You do not need to teach the course content. Your most important role is to help your student build a routine, ask about progress, follow through on unfinished work, and communicate with Edge when support is needed.

The three numbers to ask about: current course grade, percent completed, and target completion. These show whether the work is passing and whether the student is keeping pace.

Steps 1–3: Build the daily routine

☐ Attend school consistently

What this means: Students must participate regularly and use class time to move their courses forward. Good attendance is the foundation for earning credit.

How families can help: Protect the morning routine, help your student arrive on time, report absences promptly, and ask how missed learning time will be made up. When attendance becomes difficult, contact Edge early so the school and family can build a support plan.

☐ Know the expected pace in every class

What this means: Students should know what they are expected to finish each day. Courses generally take 8–12 weeks; a useful starting goal is one complete Edgenuity lesson per class, per day. One lesson means the entire sequence, beginning with the Warm-Up Activity and continuing through completion of the Quiz.

How families can help: Ask your student to explain the daily goal for each course and show that the Quiz has been completed—not merely that the lesson was opened or partially attempted. At least weekly, review percent completed and target completion together. If the student cannot explain the pace—or the completed percentage is falling behind the target—encourage a teacher check-in that day.

☐ Meet daily goals

What this means: Knowing the goal is only helpful when the student protects time to complete it. Phones, social media, games, and long off-task conversations make a self-paced course take much longer.

How families can help: Ask, “What did you finish today?” rather than only “How was school?” Create a focused work space at home when work must be completed there, and recognize consistent effort and finished lessons—not just final grades.

What counts as one Edgenuity lesson? The complete lesson sequence from the Warm-Up Activity through completion of the Quiz. Completing only the Warm-Up, instruction, or practice does not count as finishing the lesson.

Helpful family language: “Show me what you completed today, where you are compared with the target, and what your next step will be.”

Steps 4–7: Respond, seek support, and expand options

☐ Hold yourself accountable when a goal is missed

What this means: A complete lesson—from the Warm-Up Activity through the Quiz—should generally be finished within 1–2 school days. An unfinished lesson does not disappear when class ends, and rushing through difficult content is not the answer.

How families can help: Help your student choose a specific accountability action: stay after school until the lesson is done, or complete it from home before returning to that class. If confusion is causing the delay, the plan must also include asking the teacher for help.

☐ Do not limit learning to scheduled class periods

What this means: Students who need to recover credit—or who want to accelerate—may need additional work time beyond their regular class periods.

How families can help: Schedule a few predictable work blocks each week. Treat this time like an appointment, especially when a course is behind target. Keep the plan realistic and specific: name the course, the lesson, the location, and the time.

☐ Make full use of teachers

What this means: Edge is designed around one-on-one support. Students should ask questions, request explanations, and regularly check their grade, progress, target, and lesson pace with teachers.

How families can help: Encourage your student to ask for help before frustration becomes avoidance. If progress remains unclear, contact the teacher and ask what is complete, what is missing, whether the student is on pace, and what specific support or recovery plan is recommended.

☐ Use approved independent credit opportunities

What this means: Students may earn additional credit outside the regular school day through approved service learning, employment or vocational experience, independent physical education, and English literature work. The next page lists the requirements, documentation, credit earned, and maximums.

How families can help: Contact Edge before the student begins. Confirm how the opportunity will apply to the transcript and obtain the required tracking or assignment materials. Keep documentation as the activity occurs; do not wait until the end to reconstruct hours or evidence.

Independent credit-learning requirements

Prior approval is required. Before beginning an independent credit activity, the student and family should confirm the requirement, transcript category, documentation, and maximum credit with Edge staff.

Opportunity	Work required	Documentation to submit	Credit earned / maximum
Student service learning	15 hours of volunteer service at a local nonprofit agency.	A letter or email from the nonprofit verifying the total hours served and the type of work completed.	0.25 elective credit for each 15 verified hours. May be repeated up to 8 times, for a maximum of 2.0 elective credits.
Vocational / employment experience	80 hours of paid employment for each credit increment.	A payroll statement from the employer documenting the verified work hours. Submit additional statements as needed to document each 80-hour increment.	0.25 vocational or elective credit for each 80 verified hours. Maximum: 1.0 vocational credit plus 1.0 elective credit (2.0 total).
Independent physical education	30 hours of approved physical activity for each credit increment. Examples include a gym, dance, martial arts, yoga, self-defense, or a charity walk/run.	A verified activity log, class or gym attendance record, coach/instructor verification, or an approved app record showing dates, activities, and total hours.	0.25 PE or elective credit for each 30 verified hours. Credit applied depends on the student's transcript needs and prior Edge approval.
English literature & composition	Not hour-based. Read one teacher-approved, grade-level novel and complete the required assignments and book review.	Prior book approval from the English teacher and the completed assignment series/book review submitted according to the teacher's directions.	0.25 elective credit for each approved novel and completed book review. Maximum: 1.0 elective credit.

Document as you go: Families should keep copies of service letters, payroll statements, activity logs, app records, instructor verification, and completed English assignments until the credit appears correctly on the student's transcript.

A 10-minute weekly family check-in

Choose the same day each week. The goal is a calm, brief review that leads to one clear action—not a lecture or an argument.

- ☐ Attendance: Was the student present and on time? Is any missed learning time still owed?
- ☐ Grade: Is the current course grade passing? Are corrections, retakes, or teacher support needed?
- ☐ Pace: What are the percent completed and target completion for each active course?
- ☐ Lesson rhythm: Are recent lessons being completed within 1–2 school days?
- ☐ Next action: What will the student finish next, and when and where will it happen?

Five questions families can ask

- ☐ What did you complete this week?
- ☐ Which course is closest to being finished?
- ☐ Which course is behind its target—and what caused the delay?
- ☐ What help do you need from a teacher or another Edge staff member?
- ☐ What is your specific plan for the next seven days?

When a student falls behind

- 1. Identify the barrier.** Is the issue attendance, confusion, distraction, motivation, technology, transportation, or something else?
- 2. Contact Edge early.** Ask the teacher what is incomplete and what support is available.
- 3. Reinvest time.** Choose when and where the unfinished lesson will be completed.
- 4. Follow up.** Check that the plan resulted in completed work and improved pace.

Our family–student commitment

Course or goal we will focus on: _____

Action the student will take: _____

How the family will support the plan: _____

When we will check progress again: _____

Remember: Progress problems are easiest to solve early. Students and families should reach out to the student’s teacher or campus staff whenever expectations, progress data, barriers, or next steps are unclear.