

Pathblazer: Data Action Guide

Engagement

On average, students will spend at least 60 to 90 minutes per week per subject.

If the data shows...	...then you should...
>75 minutes per week	Continue having student monitor session time using the Student Portfolio and reward him or her with the incentive system in place.
50–75 minutes per week	Encourage student to use the program more often and for longer sessions.
<50 minutes per week	Remind student of expectations; closely monitor time on task.

Are my students actively engaged in the program?

If the Student Portfolio, Student Progress Summary, Duration Report, or Student Status Gadget Time on task is low...

Note: Edgenuity recommends students spend a minimum of 60 to 90 minutes per week per subject (math and reading) in the program.

Determine if...	...and you should...
Students are off track	<ul style="list-style-type: none"> • Ensure students understand how to use the program. • Use proximity and watch for distractions. • When possible, give students choices. • Develop a student of the week recognition. • Use incentives and competition to celebrate and improve student success. • Review current assignment for difficulty level and provide support for loss of interest if too hard or too easy.
Students are aware of classroom policies	<ul style="list-style-type: none"> • Review classroom expectations with students. • Create a student/parent contract or handbook. • Clearly explain and model student learning in the program. • Articulate clear, measurable consequences in policies and contracts. • Post classroom rotation schedule for all students to see during station rotations.
Students are spending adequate time per online session	<ul style="list-style-type: none"> • Encourage students to pause and rewind the video. • Provide one-on-one support to ensure students understand the learning environment. • Provide breaks. • Use proximity and watch for distractions. • Conference with students and parents to increase time on task.
Students are experiencing issues with technology	<ul style="list-style-type: none"> • Assign a student tech team to be the first level of support to avoid teacher distraction.

Progress

Students should be completing 4 to 6 activities per week.

If the data shows...	...then you should...
≥6 activities per week	Continue having student record progress in progress log and reward him or her with the incentive system in place.
4–5 activities per week	Encourage completion of activities and use progress logs to monitor and encourage students.
<4 activities per week	Deliver/update progress improvement plan.

Are my students making progress in their courses?

If the Student Progress Report, Progress Summary Report, or Student Completion Report completed activities is zero...

Determine if...	...and you should...
A technology issue is preventing usage	<ul style="list-style-type: none"> • Provide one-on-one instruction on how to use the program. • Check in with students regularly to ensure they are on task while working in the program. • Use proximity and watch for distractions. • Ask peers to mentor, model, and coach helpful strategies. • Model how to use the program with best practices for students.

If the Utilization Report, Learning Path Status Summary Report, Student Progress Report, Progress Summary Report, or Student Completion Report completed activities is less than 4 to 6 activities per week...

Determine if...	...and you should...
Students need assistance using the student portfolio to help them with independent learning and self-regulation	<ul style="list-style-type: none"> • Model and encourage students to use the student portfolio and student score report to track their progress. • Conference with the student regularly to review the student score report and to discuss improvement strategies. • Ask peers to mentor, model, and coach helpful strategies.
Students need to be held accountable to expectations	<ul style="list-style-type: none"> • Set up classroom management practices and use them effectively from the beginning. Follow through with celebrations and consequences. • Implement a visual tracking system to record the number of completed activities. Provide incentives and recognition. • Conference with parents.
Students are repeating content too many times	<ul style="list-style-type: none"> • If students do not know how to take good notes, model note-taking skills, provide graphic organizers, and ask content teachers to provide tutoring time. • Encourage students to ask questions while working in the program. • Use an assessment station for students needing closer supervision. • Include reteaching content and referring students to content teachers, and use activity codes for activities that need to be repeated more than twice.
Time on task is high	<ul style="list-style-type: none"> • Use incentives and competition to celebrate and improve student success. • Articulate clear, measurable consequences in policies and contracts. • Use proximity and watch for distractions. • Set up parent communication.

Achievement

Students should be earning an average activity score of 70% or higher.

If the data shows...	...then you should...
Activity score \geq 90%	Celebrate student success.
Activity score \geq 70%, <90%	Encourage student to take notes and use supports in the system to improve grade.
Activity score <70%	Provide small group or one-on-one remediation on topics with which the student is struggling.

Are my students mastering content?

If the Utilization Report, Student Progress Report, Progress Summary Report, Student Status Gadget, or Learning Path Status Report average score/score is low...

Determine if...	...and you should...
Students are not taking scored activities seriously	<ul style="list-style-type: none"> Check to see how much time students are spending on scored activities. If the total time is low, conference with students to set expectations and goals for completing activities, and model good learning habits. Sit with students during session time to review their work habits and offer strategies for success.

If the Objective-Based Test Results Report shows failed attempts on the test or the Learning Path Summary Report scores/% gain is low...

Determine if...	...and you should...
A lack of effort is resulting in low performance	<ul style="list-style-type: none"> Model and encourage students to use the student portfolio and student score report to track their progress. Conference with the student regularly to review the student score report and to discuss improvement strategies. Ask peers to mentor, model, and coach helpful strategies.
Specific skills need remediation	<ul style="list-style-type: none"> Help students develop a metacognitive routine to approach work. After a student fails a test, require him or her to go back into the program and look up the answer. Meet weekly with each student one-on-one to review progress and check goals. Ask strategic questions to address basic knowledge (remembering facts), and more advanced skills such as comparing, analyzing, or evaluating (see Doug Buehl's questioning document).
Students are not retaining information	<ul style="list-style-type: none"> If students do not know how to take good notes, model note-taking skills, provide graphic organizers, and ask content teachers to provide tutoring time. Encourage students to ask questions while working in the program. Use an assessment station for students needing closer supervision. Include reteaching content and referring students to content teachers, and use activity codes for activities that need to be repeated more than twice.
Students don't know when to ask for help	<ul style="list-style-type: none"> Use incentives and competition to celebrate and improve student success. Articulate clear, measurable consequences in policies and contracts. Use proximity and watch for distractions. Set up parent communication.

If the Pathblazer Student Acceleration Report shows students have a pretest and posttest score and is done with their learning path...

Determine if...	...and you should...
The student should be promoted to the next proficiency level	<ul style="list-style-type: none"> Assign the next learning path to the student. If the student is not ready to be promoted, create an intervention plan and conference with the student. If the student is on the cusp of being ready for the next proficiency level, assign the next learning path, but provide additional check-ins and supports for the student.

Handling unexpected trends

Students should be earning an average activity score of 70% or higher and completing 4 to 6 activities per week.

If the data shows...	...then you should...
High score, ≥ 4 activities per week	Celebrate student success.
High score, < 4 activities per week	Ensure student has enough time to complete activities.
Low score, ≥ 4 activities per week	Minimize distractions, tell students to take their time.
Low score, < 4 activities per week	Provide small group or one-on-one instruction, provide scaffolding, and check for technology issues.

Students should be earning an average activity score of 70% or higher and spending 60 to 90 minutes per week per subject.

If the data shows...	...then you should...
High score, ≥ 60 minutes per week	Celebrate student success.
High score, < 60 minutes per week	Ensure student has enough time to spend in the program.
Low score, ≥ 60 minutes per week	Minimize distractions, tell students to take their time.
Low score, < 60 minutes per week	Restate expectations, encourage students to continue working in the program, monitor students closely.

Students should be completing at least 4 activities and 60 minutes in the program per week.

If the data shows...	...then you should...
≥ 4 activities per week, ≥ 60 minutes per week	Celebrate student success.
< 4 activities per week, ≥ 60 minutes per week	Conference with students to determine if they need help.
≥ 4 activities per week, < 60 minutes per week	Determine if completed activities are shorter than average, determine if students are jumping around between activities.
< 4 activities per week, < 60 minutes per week	Check to see if students have enough time, restate expectations, and closely monitor student progress.