Reports that Tell a Story

Getting More from Your Data

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Reports that tell a Story - Interactive Contents

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The Attendance Report

The Attendance Report can be used to see how frequently users are logging into Edgenuity. As an administrator, the report can be generated for students, teachers, and families. As a teacher, the report can be generated for students and families.

Key Metrics to Use

SUMMARY

Last Login Time provides insight into the last time the user was engaged with the system.

Total Logins and Total Time measure the engagement and identify power users.

Last Name	First Name	Username	Last Login Time	Total Logins	Total Time (hh:mm:ss)	Type
Williams	Piper	PWilliams90	May 8 2020 11:54AM	27	15:27:29	Complete
Totals:		Students: 1	n/a	27	15:27:29	Complete: 1 Partial: 0 None: 0

DETAILED VIEW

Last Login Time provides insight into the last time the user was engaged with the system.

Last Name	First Name	Username	Session Start Time	Total Time (hh:mm:ss)	Type
Williams	Piper	PWilliams90	May 8 2020 11:54AM	01:10:10	Complete
Williams	Piper	PWilliams90	Apr 6 2020 7:29PM	00:01:44	Complete
Williams	Piper	PWilliams90	Apr 6 2020 4:19PM	00:01:01	Complete
Williams	Piper	PWilliams90	Apr 3 2020 4:14PM	00:17:43	Complete
Williams	Piper	PWilliams90	Apr 3 2020 2:14PM	00:00:18	Complete
Williams	Piper	PWilliams90	Mar 25 2020 6:03PM	00:48:03	Complete

Guiding Questions to Ask Self

- How much total time is my group spending working in Edgenuity? (summary view)
- Who is the most engaged? (either view)
- Who is the least engaged? (either view)
- Are students using Edgenuity at home? (detailed view)
- Who are my power users? (either view)

Possible Actions

Celebrate and acknowledge all users who are engaged in with Edgenuity.
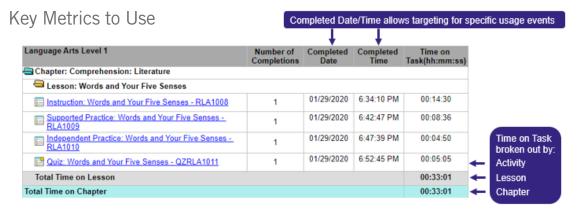
- As an Administrator, this may be an email to teachers bragging about power users by total time. This not only pats the teachers on the back, but it helps other teachers see who they can go to for questions and advice.
- As a Teacher, this may be an opportunity to allow power using students to pick from the prize box or receive some type of reward.
- For Parents, invite power users to join a group or committee for supporting Edgenuity usage. They can even help plan a Parent Night for the coming school year, or to promote a summer competition.
- Encourage/discourage using Edgenuity at home during the evening.
- Promote home use through a Family Night

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360047758334

The Duration Report

The Duration Report can be used to see the amount of time on task students are logging in Edgenuity. This report can be generated as an administrator or teacher, and provides the same level of detail for both.

Time on Task = Amount of time student spent working IN/ON activity

Key Metrics to Use

Completed Date/Time allows targeting for specific usage events

Language Arts Level 1	Number of Completions	Completed Date	Completed Time	Time on Task(hh:mm:ss)
Chapter: Comprehension: Literature				
Lesson: Words and Your Five Senses				
Instruction: Words and Your Five Senses - RLA1008	1	01/29/2020	6:34:10 PM	00:14:30
Supported Practice: Words and Your Five Senses - RLA1009	1	01/29/2020	6:42:47 PM	00:08:36
Independent Practice: Words and Your Five Senses - RLA1010	1	01/29/2020	6:47:39 PM	00:04:50
Quiz: Words and Your Five Senses - QZRLA1011	1	01/29/2020	6:52:45 PM	00:05:05
Total Time on Lesson				00:33:01
Total Time on Chapter				00:33:01

Time on Task broken out by:
Activity
Lesson
Chapter

Guiding Questions to Ask Self

- How much total time is my student spending working in Edgenuity? (Total Time)
- Is the student repeating a lot of activities? (Number of Completions)
- Is the student working only during the school day or in the evening? (Completed Time)
- Is the student rushing through activities? (Time on Task – Activity)
- Which lessons is the student struggling most with? (Time on Task – Lesson)
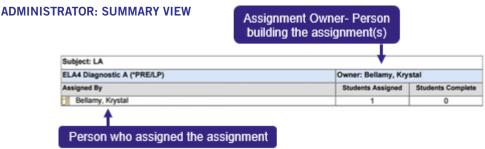
Possible Actions

- Celebrate and acknowledge all users who are engaged in with Edgenuity.
  - Have a regularly scheduled raffle for students based on total time on task – students meeting the minimum requirement are entered into the drawing
  - Use time on task in combination with Student Progress Report averages to award a Edgenuity User of the Week
- Conference with students:
  - Students with high time on task may need additional support systems put in place OR may need an adjustment to his/ her assignments
  - Students with low time on task may need additional support systems put in place OR may need an adjustment to his/ her assignments
- Reteach a concept – if all students show elevated times on activities/lessons/chapters then they may need a reteach of the concept(s). Cross check with quiz scores on the Student Progress Report.
- Encourage/discourage using Edgenuity at home during the evening.
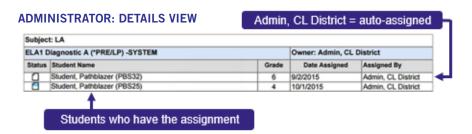- Promote home use through a Family Night

HOW-TO: https://help.edgenuitypathblazer.com/hc/en-us/articles/360047684114

Assignment Status Report

The Assignment Status Report can be used to see how students and teachers are interacting with Edgenuity. The report can be run as either an administrator or a teacher, providing visibility into who is assigning assignments, to which students, and when.

Key Metrics to Use

ADMINISTRATOR: SUMMARY VIEW

Assignment Owner- Person building the assignment(s)

Subject: LA			
ELA4 Diagnostic A (*PRE/LP)		Owner: Bellamy, Krystal	
Assigned By		Students Assigned	Students Complete
Bellamy, Krystal		1	0

Person who assigned the assignment

ADMINISTRATOR: DETAILS VIEW

Admin, CL District = auto-assigned

Subject: LA				
ELA1 Diagnostic A (*PRE/LP) -SYSTEM		Owner: Admin, CL District		
Status	Student Name	Grade	Date Assigned	Assigned By
	Student, Pathblazer (PBS32)	6	9/2/2015	Admin, CL District
	Student, Pathblazer (PBS25)	4	10/1/2015	Admin, CL District

Students who have the assignment

Guiding Questions to Ask Self

- Are teachers using the auto-assigned assignments OR are they building their own? (either view)
- Are students completing assignments? (either view)
- How many students are working above or below their enrolled grade level? (details view)
- Are teachers assigning the next grade level when needed? (summary view)
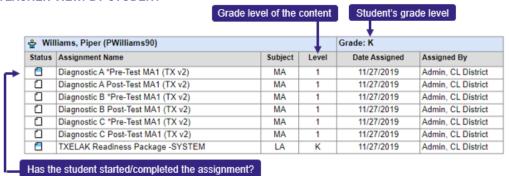- Who feels comfortable building assignments? (either view)

Possible Actions

- Celebrate and acknowledge students and teachers working with assignments in Edgenuity.
- Each month, run the Assignment Status report and provide an entry into a raffle for each student and each assignment completed.
- Invite teachers who build assignments to collaborate on a School level set of assignments that can be shared with other teachers.
- Look closely into student enrollment versus student placement. Data could help influence decisions on program needs, etc.
- Create a buddy system/mentor program for students who are not completing assignments as quickly as their peers
- Encourage use of Edgenuity at home during the evening, especially for students moving more slowly.
- Promote home use through a Family Night

TEACHER VIEW: BY ASSIGNMENT

| Have students started/completed the assignment? | | Person to ask if there is a question about an assignment |

Subject: MA				
Diagnostic A *Pre-Test MA1 (TX v2)			Owner: Admin, CL District	
Status	Student Name	Grade	Date Assigned	Assigned By
🗂	Williams, Piper (PWilliams90)	K	11/27/2019	Admin, CL District

TEACHER VIEW: BY STUDENT

| Grade level of the content | | Student's grade level |

👤 Williams, Piper (PWilliams90)			Grade: K	
Status	Assignment Name	Subject	Level	Date Assigned	Assigned By
🗂	Diagnostic A *Pre-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	Diagnostic A Post-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	Diagnostic B *Pre-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	Diagnostic B Post-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	Diagnostic C *Pre-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	Diagnostic C Post-Test MA1 (TX v2)	MA	1	11/27/2019	Admin, CL District
🗂	TXELAK Readiness Package -SYSTEM	LA	K	11/27/2019	Admin, CL District

| Has the student started/completed the assignment? |

Guiding Questions to Ask Self

- Will I need to assign another assignment soon? (assignment view)
- Who else is assigning work to this student? (student view)
- Is this student working above, below, or on grade level (student view)
- Are students not finishing assignments because they are stuck? Maybe I should check with the teacher who built the assignment to confirm the intent. (assignment view)
- Who are my power users? (student view)

Possible Actions

- Celebrate and acknowledge all users who are engaged in with Edgenuity.
- Use a sticker chart, allowing students to place a sticker/stamp when an assignment is finished. Use the Assignment Status report to validate weekly/bi-weekly.
- Hold a class competition using completion of assignments.
- Students who regularly finish assignments become the buddy/mentors for students struggling with their assignments.
- Encourage use of Edgenuity at home during the evening, especially for students moving more slowly.
- Promote home use through a Family Night

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360048422593

Utilization Report

The Utilization Report is ideal for administrators and Edgenuity leaders to monitor a school's overall implementation progress.

SCHOOL DISTRICT Summary												
Total Number of Students		Total Number of Students Reported	Total Session Time All Students (minutes)	Total Time on Task All Students (minutes)	Average Time on Task per Activity (minutes)	Number Activities Cmpl'd	Average Score	Number of Students Interval				
								0:00 - 0:59	1:00 - 1:59	2:00 - 3:59	> 4:00	N/A
462064		1097	133873	73251	11	6749	77	696	210	156	35	-
Grade PreK	13352	0	88	0	-	0	-	0	0	0	0	-
Grade K	43744	130	17546	8206	8	1058	85	91	21	10	8	-
Grade 1	42111	162	18748	10480	11	978	84	105	30	20	7	-
Grade 2	35132	176	18748	13284	9	1514	75	112	29	28	7	-
Grade 3	41305	209	28365	13115	9	1405	75	131	39	37	2	-
Grade 4	43952	155	17599	11648	14	820	71	84	43	23	5	-
Grade 5	134883	260	31653	16313	17	963	71	170	46	38	6	-
Grade 6	68530	5	1126	205	19	11	88	3	2	0	0	-
Grade 7	6024	0	0	0	-	0	-	0	0	0	0	-
Grade 8	38	0	0	0	-	0	-	0	0	0	0	-
Grade 9	11	0	0	0	-	0	-	0	0	0	0	-
Grade HS	17	0	0	0	-	0	-	0	0	0	0	-

DEFINING YOUR BUCKETS

When setting up the report, administrators/ leaders have the ability to use our predefined time buckets, or establish their own.
Use that ability to your advantage and set up the buckets so that they tell a story.

Keep in mind this report is typically run for a month at a time (4 weeks).

Distribution Intervals (in minutes): *

Interval 1: From 0 minutes up to 59 minutes or More
Interval 2: From 60 minutes up to 119 minutes or More
Interval 3: From 120 minutes up to 239 minutes or More
Interval 4: From 240 minutes up to More minutes or More
Interval 5: From 0 minutes up to 0 minutes or More

Column/ bucket	# to enter into report wizard	Time that appears on report	What that translates to per week	These students are…
Bucket #1	0 to 120 minutes	0:00-2:00	Averaged <30 minutes per week	In need of help
Bucket #2	120 to 240 minutes	2:00-4:00	Averaged 30-60 minutes per week	Approaching the goal
Bucket #3	240 to 360 minutes	4:00-6:00	Averaged 60-90 minutes per week	On target with the goal
Bucket #4	360 to 480 minutes	6:00-8:00	Averaged 90-120 minutes per week	Stretching themselves
Bucket #5	480 minutes +	>8:00	Averaged >120 minutes per week	Cheerleaders for Edgenuity

Guiding Questions to Ask Self

- Are all of the students in each grade level taking advantage of the Edgenuity offering? Why or why not? How can I affect that?
- What is the approximate average # of activities completed by one student? Now divide that by 4. How many are students completing in a week? How much time do they have? Do they have enough to reach the goals that have been set? Do they need more time?
- In general, are students reaching the time goal? How close are they getting? Was there a holiday this month? Pep assembly? What can I do to clear hurdles so that teachers can have more time for students to work in Edgenuity? Do we need to encourage home utilization?
- Are the overall averages for each grade at or above 70%? 80% What support structures do teachers have in place for students? Are notebooks being used? Have you done a walk-through lately?
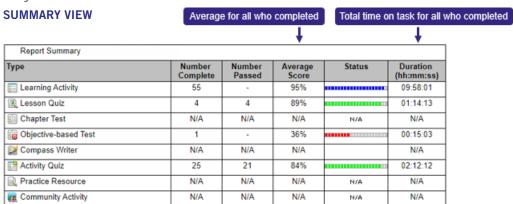
Possible Actions

- Hold grade level competitions for # of activities completed. Set the report up to run weekly and move the grade level markers ceremoniously. At the end of the challenge, reward the grade level with a fun activity/event. Alternative: if your goals are centered on time, move grade level markers using the bucket data instead.
- Use Utilization Report data to identify where your experts are. Grade levels that meet and/or exceed the time requirement over and over are your power users. Cross reference with Attendance reports and student progress data to narrow down to specific users.
  - Invite teacher power users to support other teachers during PLC's and faculty meetings
  - Invite student power users to support classmates and answer questions about Edgenuity
  - Invite teacher, student, and parent power users to hold informational Family Nights and organize classroom/grade level competitions throughout the year.

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360047579854

Progress Summary Report

The Progress Summary Report can be used to see total number of activities completed, total number of activities passed, average scores, and total time on task for students working in Edgenuity. The report can be run as either an administrator or a teacher, providing identical views for both.
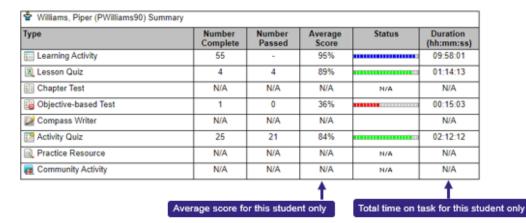
Key Metrics to Use

SUMMARY VIEW

Average for all who completed	Total time on task for all who completed

Report Summary

Type	Number Complete	Number Passed	Average Score	Status	Duration (hh:mm:ss)
Learning Activity	55	-	95%		09:58:01
Lesson Quiz	4	4	89%		01:14:13
Chapter Test	N/A	N/A	N/A	N/A	N/A
Objective-based Test	1	-	36%		00:15:03
Compass Writer	N/A	N/A	N/A		N/A
Activity Quiz	25	21	84%		02:12:12
Practice Resource	N/A	N/A	N/A	N/A	N/A
Community Activity	N/A	N/A	N/A	N/A	N/A

Activities are organized into general categories. Diagnostics are objective-based tests.

DETAILED VIEW

Report Summary

Type	Number Complete	Number Passed	Average Score	Status	Duration (hh:mm:ss)
Learning Activity	55	-	95%		09:58:01
Lesson Quiz	4	4	89%		01:14:13
Chapter Test	N/A	N/A	N/A	N/A	N/A
Objective-based Test	1	-	36%		00:15:03
Compass Writer	N/A	N/A	N/A		N/A
Activity Quiz	25	21	84%		02:12:12
Practice Resource	N/A	N/A	N/A	N/A	N/A
Community Activity	N/A	N/A	N/A	N/A	N/A

Williams, Piper (PWilliams90) Summary

Type	Number Complete	Number Passed	Average Score	Status	Duration (hh:mm:ss)
Learning Activity	55	-	95%		09:58:01
Lesson Quiz	4	4	89%		01:14:13
Chapter Test	N/A	N/A	N/A	N/A	N/A
Objective-based Test	1	0	36%		00:15:03
Compass Writer	N/A	N/A	N/A		N/A
Activity Quiz	25	21	84%		02:12:12
Practice Resource	N/A	N/A	N/A	N/A	N/A
Community Activity	N/A	N/A	N/A	N/A	N/A

Average score for this student only	Total time on task for this student only

Summary of all students provided first (see above). Individual students listed after, in alpha-order.

Guiding Questions to Ask Self

As an Administrator, we recommend setting up the Progress Summary report to run in Summary View, the following ways:

- Run this report separating the grade levels and subjects
- Run this report separating by teacher

Then consider:

- Are students completing an adequate # of activities during the time they have?
- Are students averaging in what the school/district would consider acceptable?
- How much time are students spending focused on activities? How much time are they allotted? How can I help?

As a Teacher, we recommend setting up the Progress Summary report to run in Detailed View, with each Class on a separate report.

- How is my class doing as a whole?
    - Are they averaging 2 activities per 30 minutes (K-8)?
    - Are they averaging in an acceptable range for my tastes and for the school/district?
- Scan the individual students.
    - What are their average scores?
    - Do I need to a deeper dive on specific students?
    - Is anyone below/above the time I would expect to see?
    - Who would benefit from more time in Edgenuity?
    - Who would benefit from a Student Conference?
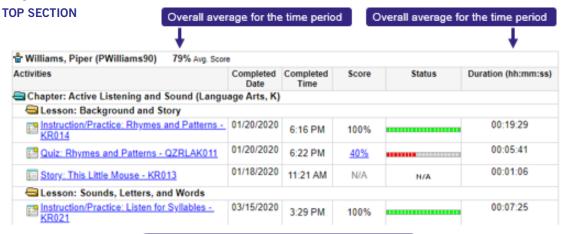
Possible Actions

- Use Summary data to identify power users and struggling users. Create mentor programs for teachers needing additional support when working in Edgenuity.
- Use Summary data to identify teachers who may need additional support with classroom management strategies – especially if you are using Blended Learning. Total time on task can provide insight (too low or too high, both are red flags).
- Use Summary data to provide information for classroom competitions or grade level competitions. Have the bulletin board near the office, cafeteria, or school library to encourage students to keep up the great work.
- Use the Summary data to identify students who are struggling with performance on activities/quizzes or are struggling meeting the minimum time requirement. Conference with students providing coaching strategies for better success in the future.
- Recommend Home Use for students needing additional time. Hold a Family Night to build excitement and inform families, and we recommend having a little competition as well.

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360048430653
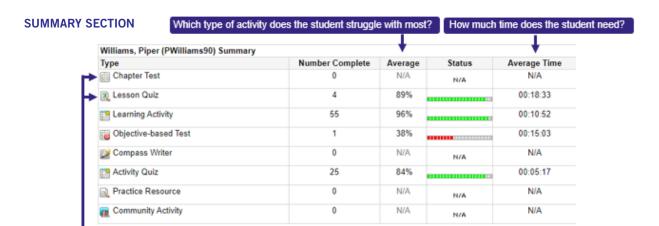
Student Progress Report

The Student Progress Report is the most detailed report in Edgenuity. The amount of available data is dependent upon how the report is set up, but every report shows activities completed, the date/time completed, score (if there is one), and time on task. We recommend it mainly for teachers, and setting it up to Schedule and Send (aka email the report).

Key Metrics to Use

TOP SECTION

Overall average for the time period

Overall average for the time period

Williams, Piper (PWilliams90)   79% Avg. Score

Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)
Chapter: Active Listening and Sound (Language Arts, K)					
Lesson: Background and Story					
Instruction/Practice: Rhymes and Patterns - KR014	01/20/2020	6:16 PM	100%		00:19:29
Quiz: Rhymes and Patterns - QZRLAK011	01/20/2020	6:22 PM	40%		00:05:41
Story: This Little Mouse - KR013	01/18/2020	11:21 AM	N/A	N/A	00:01:06
Lesson: Sounds, Letters, and Words					
Instruction/Practice: Listen for Syllables - KR021	03/15/2020	3:29 PM	100%		00:07:25

Any activity repeated will appear next to each other

SUMMARY SECTION

Which type of activity does the student struggle with most?

How much time does the student need?

Williams, Piper (PWilliams90) Summary

Type	Number Complete	Average	Status	Average Time
Chapter Test	0	N/A	N/A	N/A
Lesson Quiz	4	89%		00:18:33
Learning Activity	55	96%		00:10:52
Objective-based Test	1	38%		00:15:03
Compass Writer	0	N/A	N/A	N/A
Activity Quiz	25	84%		00:05:17
Practice Resource	0	N/A	N/A	N/A
Community Activity	0	N/A	N/A	N/A

Activities are grouped by type for the Summary section in the report

Guiding Questions to Ask Self

- Which students are excelling? Which students are not?
- For my unsuccessful students, what red flags do I see?
  - How many activities have been repeated?
  - Did scores improve the 2nd/3rd time around?
  - How much time is student spending on activities with low scores?
  - How much time is student spending on learning activities on average? (summary section)
- Do students have enough time to complete activities in our usual allotted time?
- Are students using Edgenuity in another classroom or at home?

Possible Actions

- Use Progress Report to identify power users and struggling users. Create buddy system for students.
- Use Progress Report to identify students who may need additional or organizational tools like Progress Logs. Total time on task can provide insight (too low or too high, both are red flags).
- Print Student Progress Reports for Data folders, student notebooks/folders, or to send home.
- Use the Progress Report to identify students who are struggling with performance on activities/quizzes or are struggling meeting the minimum time requirement. Conference with students providing coaching strategies for better success in the future.
- Recommend Home Use for students needing additional time. Hold a Family Night to build excitement and inform families, and we recommend having a little competition as well.
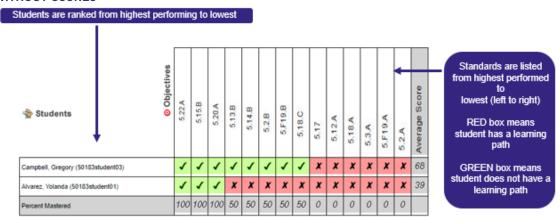
HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360047509654

Test Summary by Objective Report

The Test Summary by Objective Report allows teachers to easily see which standards most students mastered on the pre-test and which standards need remediation. Students are automatically assigned learning path activities for all standards that are not mastered. Standards for the chosen assessment will be listed across the top of the report.

Key Metrics to Use

WITHOUT SCORES

Students are ranked from highest performing to lowest

Students	5.22.A	5.15.B	5.20.A	5.13.B	5.14.B	5.2.B	5.F19.B	5.18.C	5.17	5.12.A	5.18.A	5.3.A	5.F19.A	5.2.A	Average Score
Campbell, Gregory (50183student03)	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	68
Alvarez, Yolanda (50183student01)	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	39
Percent Mastered	100	100	100	50	50	50	50	50	0	0	0	0	0	0	

Standards are listed from highest performed to lowest (left to right)

RED box means student has a learning path

GREEN box means student does not have a learning path

WITH SCORES

Overall average for the time period

Overall average for the time period

👤 Williams, Piper (PWilliams90) 79% Avg. Score

Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)
📚 Chapter: Active Listening and Sound (Language Arts, K)					
📁 Lesson: Background and Story					
Instruction/Practice: Rhymes and Patterns - KR014	01/20/2020	6:16 PM	100%	████████████████	00:19:29
Quiz: Rhymes and Patterns - QZRLAK011	01/20/2020	6:22 PM	40%	██████░░░░░░░░░	00:05:41
Story: This Little Mouse - KR013	01/18/2020	11:21 AM	N/A	N/A	00:01:06
📁 Lesson: Sounds, Letters, and Words					
Instruction/Practice: Listen for Syllables - KR021	03/15/2020	3:29 PM	100%	████████████████	00:07:25

Any activity repeated will appear next to each other

Guiding Questions to Ask Self

- Which students have no learning paths?
- What standards do I need to focus on in class?
- Which standards could I cover with less depth in class?
- How can I group my students for different standard coverage?
- Which students could be "experts" for different standards based activities?
- If a post-test, which students need additional intervention?

Possible Actions

LOOKING AT PRE-TEST DATA?

- Which standards should I ensure I provide some direct instruction? (lower averaged standards)
- Which standards can I handle more creatively? (higher averaged standards)
- Which students would be considered Tier II and Tier III from this data? How can I specifically help them?
- Who needs additional assignments? Assign extension assignments for those not requiring a learning path – especially if they master the entire pre-test.
- If working in Pathblazer®, how many learning paths have been assigned? Check screener results and determine if student took assessment(s) seriously. Does student need to restart?

LOOKING AT POST-TEST DATA?

- Which standards need re-teaching for the class as a whole?
- Which students need additional remediation – Tier II and Tier II?
- Who is ready to move on, and who isn't?
- Which students are showing they can be helpers during upcoming units?
- If working in Pathblazer®, does it look like student took post-test before it was time? Reach out to our Support team to help with reassigning.

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360048257793
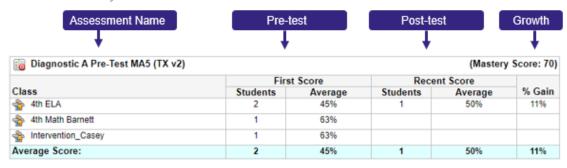
Objective Based Test Results Report

The Objective Based Test Results Report allows users to easily see which standards are mastered on pre-test, which standards are mastered on post-test, and in which standards students demonstrated the most growth. Students are automatically assigned learning path activities for all standards that are not mastered. Report views are dependent upon how the report is set up. All options are available as a csv file (excel).

If you are an Administrator looking for assessment data, this is the report for you!

Key Metrics to Use

TEST BY CLASS

View class results by the assessment overall – aka ALL standards. There will NOT be a break out of standards.

Assessment Name → **Pre-test** → **Post-test** → **Growth**

Diagnostic A Pre-Test MA5 (TX v2)   (Mastery Score: 70)

Class	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
4th ELA	2	45%	1	50%	11%
4th Math Barnett	1	63%			
Intervention_Casey	1	63%			
Average Score:	2	45%	1	50%	11%

OBJECTIVE BY CLASS

View class results by standard.

Standard Name

Diagnostic A Pre-Test MA2 (TX v2)   (Mastery Score: 70)

⊙ 2.2.A Use models to compose and decompose numbers up to 1,200 in more than one way

The student is expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.

Class	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
4th ELA	1	50%			
Intervention_Casey	1	50%			
Average Score:	1	50%			

TEST/OBJECTIVE BY STUDENT

Instead of viewing a class, you will view individual students. Students will be grouped by test as a whole or by objective depending on the option selected.

Guiding Questions to Ask Self

AS AN ADMINISTRATOR,

- What are class averages on certain assessments?
- What is the average growth by class on specific assessments?
- What are class averages on certain objectives/standards?
- What is the average growth by class on specific objectives/standards?
- Which standards are seeing consistently more growth?
    - What is causing the growth?
    - How do I replicate it with other classes?

AS A TEACHER,

- The administrator questions above
- What are student averages on certain assessments?
- What is the average growth for each student on specific assessments?
- What are student averages on certain objectives/standards?
- What is the average growth by student on specific objectives/standards?

Possible Actions

LOOKING AT PRE-TEST DATA?

- Identify classes where teachers may need additional support walking around and assisting students during supported practice time (lower scores on assessment).
- Identify standards where students need additional practice. Use our blank Gameboards to create a resource for students to use at home or during "free time".
- Use pretest data to determine which standards need attention during direct instruction and which standards can simply be supported with supported/independent practice.
- Identify students who you would consider Tier II or Tier III for this particular unit or set of standards. Plan an intervention strategy for student(s).
- Identify students who can serve as classroom experts on specific objectives/standards. Set up a classroom procedure where students ask the experts before asking the teacher.
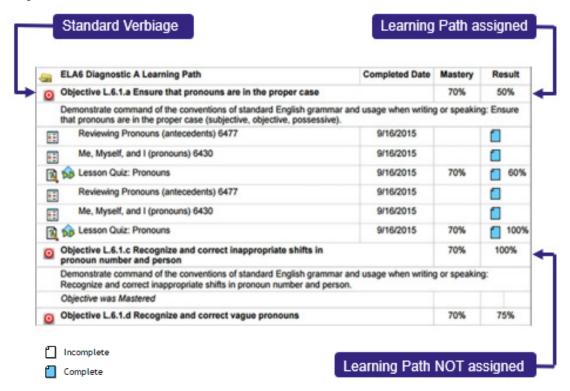
LOOKING AT POST-TEST DATA?

- Identify classes/teachers who are knocking it out of the park. Study those teachers and create opportunities for teachers to share their strategies.
- Use post-test scores and growth data for assessments/objectives/standards to determine which topics/standards need to be re-taught. Think of creative strategies for re-teaching. Consider calling on your "experts".
- Based on growth data, or lack thereof, identify students who should be considered Tier II or Tier III. Plan an intervention strategy for student(s).
- If working in Pathblazer®, does it look like student took post-test before it was time? Reach out to our Support team to help with reassigning.

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360047685954

Learning Path Status Report

The Learning Path Status report provides visibility into student's individual progress on learning paths assigned from pre-tests in Edgenuity (or diagnostics in Pathblazer). The report can be run as either an administrator or a teacher, providing identical views for both.

Key Metrics to Use

Guiding Questions to Ask Self

- Are students progressing through their learning paths?
- Have students skipped any learning paths? What standards?
- Are students improving their scores when they repeat activities?
- How much does my student have remaining?

Possible Actions

- Is the student required to work on a learning path for all of the objectives/standards? If yes, consider resetting the pre-test by reassigning.
- Encourage students who need more time to complete learning paths to work at home. Use a Portfolio Log as a way to facilitate tracking for Home Use.
- Has a student failed all of the quizzes in a learning path? Use Assignment Builder to assign building block content for that specific skill, or look to see if there are additional activities that were not included in the auto-assigned learning path.
- When students finish working on a Pre-test based assignment, print out this report for documentation.

HOW-TO: help.edgenuitypathblazer.com/hc/en-us/articles/360048409573
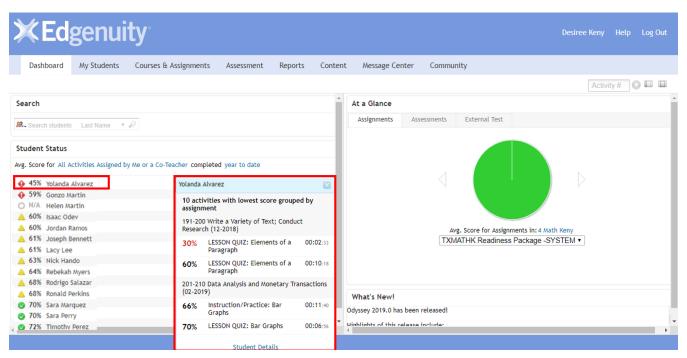
The Teacher Dashboard

The Teacher Dashboard is the home screen for each teacher, and the primary teacher tool for monitoring student progress through learning paths. The Student Status section on the left side displays student average activity scores. Click on the blue words "Last 30 Days" to modify the time frame for average scores to yesterday, the last 7 days, the year to date, etc.

The Dashboard provides a "temperature check" for students in your class. It only updates once every 24 hours.

RED = 0-59% overall avg   **YELLOW** = 60-69% overall avg   **GREEN** = 70% and up overall avg

Student Status

- Ranks students from low to high
- Adjustable date ranges
- Visibility on all assignments
- Click on student names for more details

At a Glance

- Shows progress on assignments
- Color codes student performance
- Visibility on all assignments
- Click on pie chart for more details
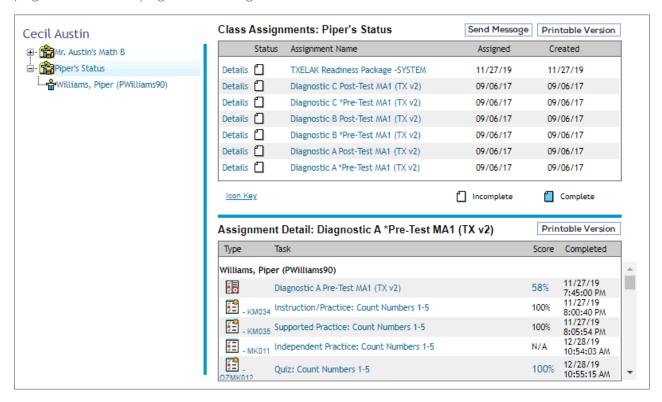
Guiding Questions to Ask Self

- Who is in RED and YELLOW?
- Is this just this week or is this a larger trend? (change date range)
- Is this just this week or the assignment as a whole? (take name of assignment from Student Status side and look up under the At-a-glance side to compare averages)
- Which assignments is the student struggling with?

Possible Actions

- Use the Assignment titles to do further research on the assignment in Class Progress.
- Identify assignments (and standards/skills) students are struggling with and create alternative assignments for them.
- At the end of each week, make the students who are GREEN your Edgenuity experts for the following week. If students have questions about Edgenuity, they should speak to the experts first before asking the teacher. Experts should not give answers.
- Use the Student Status side to establish your Student Conferencing schedule for the week. Students in RED/YELLOW are priority for conferences.

Class Progress

Class Progress, like the teacher dashboard, is another in-line teacher tool, with several features for exploring a student's individual progress or the class's progress on an assignment as a whole.

Class Progress provides:

- Class visibility on an assignment
- Individual visibility on an assignment
- Individual progress on quizzes
- Quiz item analysis

I can use class progress to:

- Document progress for individual assignments
- Document progress for common assignments/assessments
- Print out quiz results
- Conference with individual students
- Conference with parents

Viewing progress on a diagnostic

- Clicking on the blue hyperlinked score for an assessment will provide visibility into which standards were mastered/not mastered.

Printable Version

- Clicking on the 'Printable Version' button allows teachers to pull up a pop-up version which teachers can expand to whole screen. Not only can you print, but you can use this view to conference with individual students.

On the printable version a teacher can view all of the completed activities in an assignment, with the following details: activity title, **activity #, date and time completed, score**.

When/if a student repeats an activity and/or quiz, the teacher can see it listed in the details (if a student types the code into the activity finder box, it will not show on this screen). Activities are listed in order of completion with the newest/most recent typically at the bottom.

Activities are listed in chronological order of completion unless there is a decision point that forces repetition

Class Progress Report

Print

Assignment Detail: Diagnostic A *Pre-Test MA1 (TX v2)

Type	Task	Score	Completed
	Williams, Piper (PWilliams90)		
	Diagnostic A Pre-Test MA1 (TX v2)	58%	11/27/19 7:45:00 PM
- KM034	Instruction/Practice: Count Numbers 1-5	100%	11/27/19 8:00:40 PM
- KM035	Supported Practice: Count Numbers 1-5	100%	11/27/19 8:05:54 PM
- MK011	Independent Practice: Count Numbers 1-5	N/A	12/28/19 10:54:03 AM
- QZMK012	Quiz: Count Numbers 1-5	100%	12/28/19 10:55:15 AM
- MK015	Instruction: Count How Many (1-5)	N/A	12/28/19 11:03:17 AM
- KM037	Instruction/Practice: Count the Same Number	100%	12/28/19 11:10:32 AM
- MK016	Independent Practice: Count How Many (1-5)	N/A	1/2/20 3:08:44 PM
- QZMK017	Quiz: Count How Many (1-5)	100%	1/2/20 3:11:12 PM
- NBT001	Instruction/Practice: Composing Numbers 11-19	N/A	1/2/20 3:26:09 PM

Click a quiz score to see an item analysis

Activity codes

Click the title to review with the student.

*It does not work on assessments

Guiding Questions to Ask Self

- Who is not making adequate progress on assignments? (look at assignment view for class)
- Who is repeating a lot of activities?
- Who is not improving when they repeat activities?
- Who has finished an assignment?
- How did student perform on a specific quiz? Which questions did he/she miss?
- How did student perform on a specific assessment? Which standards did he/she master/not master?

Possible Actions

- Print out Printable Version of assignments for students to take home and share with parents. Ask for a signature/date upon viewing.
- Identify assignments (and standards/skills) students are struggling with and create alternative assignments for them.
- Print out Quiz results for students to make corrections.
- Print out Quiz results for students to take home and share with parents. Ask for a signature/date upon viewing.
- Use the Printable Version pop-up for Student Conferencing. Expand to full screen, then you can click on scores to review quizzes and activity titles to review instruction.
- Click on the Assignment Title to pull up the Assignment View. Open/print student resources associated with activities tied to poor quiz scores.

HOW TO: help.edgenuitypathblazer.com/hc/en-us/articles/360047507094

Notes

www.imaginelearning.com