Mid-Year Reports and Data Review



Data

Usage

Growth

Progress

Intervention / **Standards Mastery**

Portfolio / Other

imagine language & literacy

Usage Report

- When: Weekly to monitor fidelity of usage
- What: Average weekly minutes, total YTD, predicted
- Action: Student trackers, progress charts, celebrate meeting usage goals of 60 minutes per week, 20 hours YTD

imagine español*

Usage Report

- · When: Weekly to monitor fidelity of usage
- What: Average weekly minutes, YTD usage,
- Action: Student trackers, progress charts, celebrate meeting usage goals of 60 minutes per week, 20 hours YTD

math

Usage Report

- · When: Weekly to monitor fidelity of usage
- What: Average weekly minutes, total usage time, lessons passed/completed, 3+ Math Helps/Live Teacher, tokens or points earned
- Action: Activity Report to monitor usage in real time, student trackers, progress charts, celebrate usage goals met, 30 lessons passed, tokens and point earned

imagine mypath*

Class/Student Usage Report

- When: Weekly to monitor fidelity of usage
- What: Average weekly minutes, active time, lessons completed/passed
- Action: Student progress trackers and goal setting sheets, celebrate usage goals met of 60 minutes per

Growth Report

- · When: After each benchmark assessment
- BOY: Aug 1- Oct. 31
- o MOY: Dec. 1- Feb. 28
- What: Identify assessed grade level, scores in literacy, oral vocabulary, growth between benchmarks
- Action: Identify performance level, compare BOY to MOY scores, YTD growth

Progress Report

- When: Ongoing to track work in the individual pathway
- What: Lessons completed/passed, remediation, skills inventory, achievements
- Action: Review hyperlinked lesson group, skills inventory detail summary for intervention needs, celebrate achievements and Booster Bits earned

Growth Report

- · When: After benchmark completed
 - BOY: Aug 1- Oct. 31
 - MOY: Dec. 1- Feb. 28
- · What: Identify performance level, percent correct, growth between benchmarks
- Action: Identify performance levels, compare BOY to MOY scores, YTD growth

Progress Report

- When: Weekly to monitor progress through curriculum
- What: Lessons completed/passed, unit proficiency level
- · Action: Review hyperlinked lesson group, detail summary, celebrate achievements and Booster Bits earned

Benchmark Report

- · When: After each benchmark assessment
- · What: Identify Quantile measure, percentile rank, assessed grade level, growth between benchmarks
- Action: Identify performance levels, remaining to proficient, compare BOY to MOY scores

Student Progress Report

- When: Ongoing to track progress
- What: Lessons completed/passed, time on lessons, tokens/points earned, 3+ pathway lessons
- · Action: Review hyperlinked lessons, identify reteach or enrichment opportunities, celebrate achievements with certificates

MyPath Assessment Report

- When: After each benchmark assessment.
- What: Assessed student performance level, domain placement in Math & Reading, scaled score, assessed grade level, Lexile, Quantile, national percentile, growth between benchmarks
- · Action: Identify assessed grade level, domain level performance, compare BOY to MOY scores

Class Progress Report

- · When: Ongoing to track progress
- What: Lessons passed/not passed, progress %, domain
- Action: Review learning pathway progress and mastery information. lesson progress, domain progress

Action Area Tool

Portfolio

- · When: Bi-weekly/monthly to monitor intervention needs on skills/standards
- What: Targeted skills for intervention, small group or 1:1
- · Action: Open Intervention Tool, assign playlist and review Teacher Resources

Grouping Report

- When: Bi weekly/monthly to monitor intervention needs
- What: Targeted skills for intervention, small group or 1:1
- · Action: Find intervention resources in Lesson Explorer and Teacher Resources

Mastery Report

- When: Bi weekly/monthly to monitor intervention needs
- What: Target standards by domains to drive instruction
- Action: Identify students in each proficiency level, online (Lesson Explorer) and offline resources (Teacher Resources) to support students in developing and approaching levels, assign pathway lessons for 3+

- on standards

Activity Report

- When: Daily to monitor real time usage and activity
- What: Active and inactive users, current lesson activity
- Action: Monitor report in real time to view student activity

Class Summary Report

- When: Weekly to monitor intervention needs
- What: Targeted skills for intervention, small group or 1:1 support
- Action: Review Student Snapshot and Lessons to Reteach tabs and use provided resources for intervention on lessons not passed, reassign lessons from student level

Cumulative Performance Report

- When: Ongoing to track domain proficiency
- What: Class and student proficiency by domain in Math and Reading. path instruction completion
- Action: Expand domains, review hyperlinked standard for offline resource

- When: Weekly to review student recordings and writing
- What: Growth in oral fluency and writing skills
- Action: Listen to recordings, review writing, mark as reviewed, award Booster Bits, download recordings to share and print writing artifacts

Portfolio

- When: Weekly to review student recordings and writing
- What: Growth in oral fluency and writing skills
- Action: Listen to recordings, review writing, mark as reviewed, award Booster Bits, download recordings to share and print writing artifacts



Data

language & literacy

imagine español°

Growth Report



Growth

Guiding Questions:

- Did students demonstrate growth via embedded assessment data?
- Which students are on, above or below grade level?
- How can I use the data to form intervention groups?
- Which students need support?

Growth Report

- When: After each benchmark assessment
 - BOY: Aug 1- Oct. 31
 - MOY: Dec. 1- Feb. 28
- What: Identify assessed grade level, scores in literacy, oral vocabulary, growth between benchmarks



Review Class Data

- 1. Filter between literacy, oral vocabulary, Lexile scores.
- 2. Identify student overall placement and proficiency score and assessed grade level.
- 3. Sort columns to group students for intervention.

Multiple Benchmark Data

- 1. Filter by BOY and MOY test windows.
- 2. Look for overall student placement and proficiency scores for each benchmark.
- 3. Identify YTD growth points between assessments.

Review Class Data

1. Identify student overall performance and proficiency level.

• When: After benchmark completed

• What: Identify performance level, percent

correct, growth between benchmarks

BOY: Aug 1- Oct. 31

MOY: Dec. 1- Feb. 28

2. Sort columns by percent correct or proficiency level to group students for intervention.

Multiple Benchmark Data

- 1. Filter by BOY and MOY test windows.
- 2. Look for overall performance for each benchmark.
- 3. Identify YTD growth points between assessments.



Review Individual Student Data

- 1. Click on a student's name, filter Test Window by BOY, MOY or both.
- 2. Review sub-test details for literacy and oral vocabulary.
- 3. Identify YTD growth in literacy, oral vocabulary and Lexile® scores

Review Individual Student Data

- 1. Click on a student's name, filter Test Window by BOY, MOY or both.
- 2. Identify percent correct on each benchmark.
- 3. Identify YTD growth increase or decrease.



Benchmark Report

- When: After each benchmark assessment
- · What: Identify Quantile measure, percentile rank, assessed grade level, growth between benchmarks



Review Class Data

- 1. Identify students' assessed instructional grade level, performance level, and Quantile measure.
- 2. Use the Performance Level Guide to determine proficiency scale by state.
- 3. Sort columns to group students for intervention.
- 4. Quantile measures and performance levels can be used to group students into similar skill levels for intervention.

Multiple Benchmark Data

- 1. Filter by Benchmark 1 to most recent.
- 2. Look for overall student placement and proficiency scores for each benchmark.
- 3. Identify Quantile growth, remaining to proficient measures, and performance levels increases or decreases.



MyPath Assessment Report

- When: After each benchmark assessment.
- What: Assessed student performance level, domain placement in Math & Reading, scaled score, assessed grade level, Lexile, Quantile, national percentile, growth between benchmarks



Review Class Data

- 1. Filter by Math and Reading
- 2. Identify student overall placement, domain performance proficiency level, scaled scored, assessed grade, assessed grade by domain.
- 3. Identify top 5 students to focus on and top 3 domains below grade level
- 4. Use dropdown menu for Scaled Score to determine the desired metric.
- 5. Sort columns to group students for intervention.

Multiple Benchmark Data

- 1. Look for overall placement and domain level trends
- 2. Identify growth points between assessments.



Review Individual Student Data

- 1. Click on a student name to review Quantile and Lexile scores.
- 2. Identify scores and assessed grade level for each domain.
- 3. Identify overall and domain growth from BOY to MOY.



Data

Progress

imagine langu language & literacy

imagine español*

Progress Report

- · When: Ongoing to track work in the individual pathway
- What: Lessons completed/passed, remediation, skill details, achievements



Guiding Questions

- Are students demonstrating progress? Are they on track and on pace?
- What skills/lesson have students completed, passed, not passed?
- Is there a need for intervention?
- What resources are available to support continued progress?



Review Class Data

- 1. Identify grade level band students are working in and lessons passed or completed.
- 2. Form intervention groups based on grade level bands.
- 3. Review hyperlinked lessons to provide intervention and correlating resources in **Teacher Resources.**

Progress Report

- When: Weekly to monitor progress through curriculum
- What: Lessons completed/passed, unit proficiency level



Review Class Data

- 1. Identify grade level band students are working in and lessons passed or completed.
- 2. Form intervention groups based on instructional grade level.
- 3. Review unit mastery by clicking on % to view the passing percentage of each lesson.
- 4. Review hyperlinked lessons to provide intervention and correlating resources in **Teacher Resources.**



Student Progress Report

- When: Ongoing to track progress
- What: Lessons completed/passed, time on lessons, tokens/points earned, 3+ pathway lessons



Review Individual Student Data PK-2

- 1. Click on a student's name.
- 2. Identify lessons passed, not passed, and prerequisite lessons.
- 3. Open "Details" to view failed activities.
- 4. To provide 1:1 targeted support for unfinished learning, click hyperlinked
- 5. Explore Teacher Resources for supporting instructional material by skill/standard or Quantile measure.
- 6. Print certificates to celebrate progress.



Class Progress Report

- When: Ongoing to track progress
- What: Lessons passed/not passed, progress %, domain mastery



Review Class Data

- 1. Filter by Math or Reading, grade level standards, and domain strands.
- 2. Lesson Progress View: Review class progress. Hover over "L" to see the skill. Sort columns to group students for intervention by lessons.
- 3. Domain Progress View: Review class progress by domains. Hover over the domain initials to see domain proficiency scores. Sort columns to group students for intervention by domains.
- 4. Use Assignment Builder to assign content and formatives to students in need of intervention.
- 5. Review Class Summary Report for lessons passed/not passed and provided resources.



Review Individual Student Data

- 1. Click on a student's name.
- 2. Review Progress by Lesson, identify lessons passed/completed.
- 3. Review Skills Inventory, filter by YTD, Detailed View, identify incorrect skills to provide intervention resources.
- 4. Review Achievements, filter by YTD to identify overall achievements.

Review Individual Student Data

- 1. Click on a student's name.
- 2. Change date range to YTD.
- 3. Identify proficient and not proficient skills to provide intervention resources for areas of need.

Review Individual Student Data 3+

- 1. Click on a student's name.
- 2. Choose pathway to review.
- 3. Identify lessons passed, not passed, and remediation lessons.
- 4. To provide 1:1 targeted support for unfinished learning, click on the hyperlinked lessons.
- 5. Explore Teacher Resources for supporting instructional material by skill/standard or Quantile measure.
- 6. Print certificates to celebrate progress.



Review Individual Student Data

- 1. Click on student name to be directed to Class Summary Report for the individual student.
- 2. Provide intervention instruction for lessons not passed, followed by reassigning the lesson.



Data

Intervention/ Standards Mastery

Guiding Questions

- Which standards/skills require intervention and assessment?
- Are students at risk of not mastering skills, standards or passing upcoming high stakes assessments?
- What intervention resources are available?
- What skills/lesson have students completed, passed, not passed?
- Is there a need for intervention?
- What resources are available to support continued progress?



Action Area Tool

- When: Bi-weekly/monthly to monitor intervention needs on skills/standards
- What: Targeted skills for intervention, small group or 1:1 support



Review Class Intervention Needs

- 1. Identify skill areas that need support.
- 2. Filter by the preferred metric of skill, standard, or student view.
- 3. Click the Open Intervention Tool.
- 4. Provide small group instruction to students identified in the Open Intervention Tool. Click on the identified activities to use as guided learning. Use provided Teacher Resources during small group instruction.
- 5. Assign the activities in a playlist for students to complete independently.

1

Review Student Intervention Needs

- 1. Review the Playlist data to determine skill mastery level.
- 2. Provide additional support for unfinished learning through Playlists and offline resources.



Grouping Report

- When: Bi weekly/monthly to monitor intervention needs on skills/standards
- What: Targeted skills for intervention, small group or 1:1 support



Review Class/Student Intervention Needs

- 1. Click to expand details on skill areas that need support.
- Review skill area details and the list of students who are not yet proficient in each area.
- 3. Use the data to form intervention groups or targeted support for unfinished learning.
- 4. Review resources for unfinished learning in Lesson Explorer for online support and Teacher Resources for offline resources.



Mastery Report

- When: Bi weekly/monthly to monitor intervention needs on standards
- What: Target standards by domains to drive instruction



Review Class/Student Intervention Needs

- 1. Filter by the domain, standard or lesson type.
- 2. Review proficiency levels of each standard encountered by students.
- 3. Click to expand details to show students in each proficiency level.
- 4. Use the data to form intervention groups for students in developing and approaching.
- 5. Review Teacher Resources: Printable Table of Contents for online and offline resources by skill/standard.
- Provide additional support for 3+ students through Learning Pathways.



Review Student Intervention Needs

- 1. Review the Usage Report to determine student usage time, benchmark growth, lesson passed, lesson pass rate, average pre-post test scores (3+) Live Teacher and Math Helps (3+).
- 2. Use Activity Report to monitor activity and usage in real time.



Cumulative Performance Report

- When: Ongoing to track domain proficiency
- What: Class and student proficiency by domain in Math and Reading. path instruction completion



Review Class Intervention Needs

- 1. Filter by Math or Reading and grade level standards.
- 2. Review proficiency levels of each standard encountered by students.
- 3. Click to expand domains to show individual student proficiency level by standard.
- 4. Use the data to form intervention groups for students in emerging, developing, and approaching.
- 5. Click on the standard to review offline resources to support unfinished learning.
- 6. Use Assignment Builder to assign content and formatives to students in need of intervention.



Review Student Intervention Needs

- 1. For targeted 1:1 support, click on the student's name. Review standard resources for scores below 80%.
- 2. Expand Standards, review resources, and View Complete Progress to reassign lessons for individual students.



Data

Portfolio

Guiding Questions

- Are students engaged and completing portfolio artifacts?
- Which students have shown improved oral fluency and writing skills?
- Which students have demonstrated growth in Lexile of reading passages?



Portfolio

- When: Weekly to review student recordings and writing artifacts
- What: Growth in oral fluency and writing skills



Review Individual Student Data

- 1. Click on a student's name and filter by type of artifacts.
- 2. Listen to recordings over the course of the year to determine progress in oral reading skill such as accuracy, fluency, inflection, and pacing.
- 3. Review writing artifacts to determine progress in conventions, cohesion, accuracy, and completion.



Take Action

- 1. Download and print examples to share with students, parents, or other stakeholders to review progress and set goals.
- 2. Use the provided Teacher Resources in the Portfolio to target support through guided and independent practice.
- 3. Create additional Playlists to support unfinished learning in oral reading fluency and writing skills.



Portfolio

- When: Weekly to review student recordings and writing artifacts
- What: Growth in oral fluency and writing skills



Review Individual Student Data

- 1. Click on a student's name and filter by type of artifacts.
- 2. Listen to recordings over the course of the year to determine progress in oral reading skill such as accuracy, fluency, inflection, and pacing.
- 3. Review writing artifacts to determine progress in conventions, cohesion, accuracy, and completion.



Take Action

- 1. Download and print examples to share with students, parents, or other stakeholders to review progress and set goals.
- 2. Review resources for unfinished learning in Lesson Explorer for online support and Teacher Resources for offline resources.