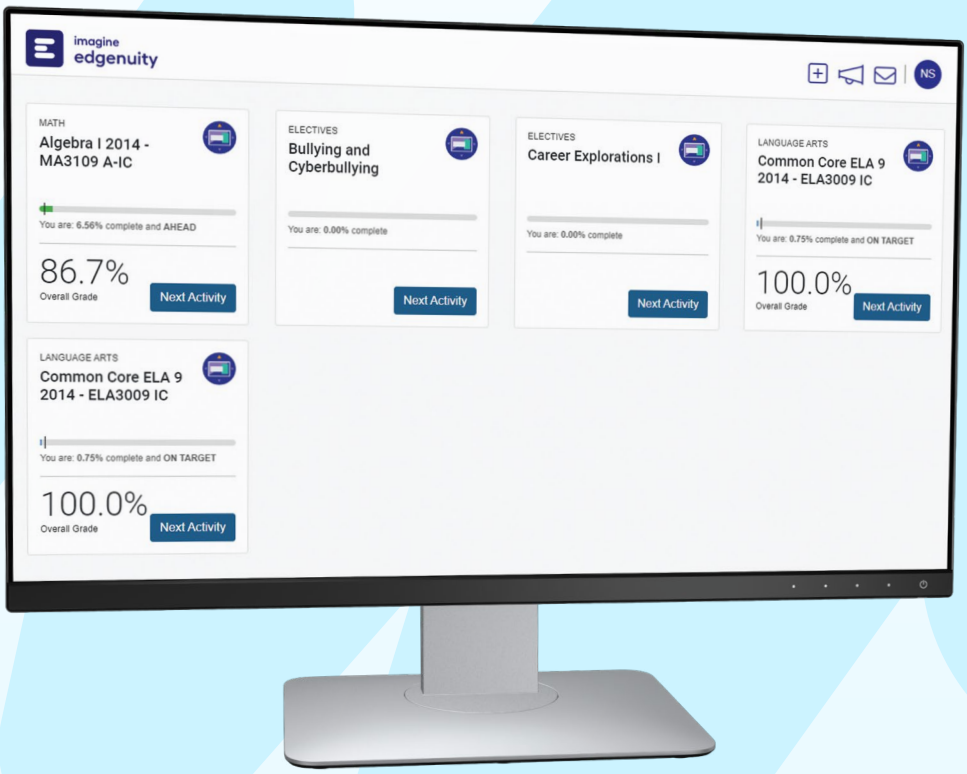
Imagine Edgenuity

Data Action Guide



imagine edgenuity

Data Action Guide

Engagement

On average, students will spend at least 3 to 4 hours working on each course per week.

The average active time will vary based on course customizations and program goals.

- A standard, year-long credit recovery course requires approximately 80 hours of active time and 120 hours of seat time to complete.
- A standard, year-long initial credit course requires approximately 100 hours of active time and 150 hours of seat time to complete.
- A standard, year-long honors course requires approximately 120 hours of active time and 180 hours of seat time to complete.

If the data shows active time per week per course...	Action to take:
CR: > 3 hours **IC: > 3 1/2 hours** **Honors: > 4 hours**	Thank the student for meeting expectations and continue encouraging their behavior.
CR: 2 to 3 hours **IC: 2 1/2 to 3 1/2 hours** **Honors: 3 to 4 hours**	Encourage the student to increase their usage time and session lengths.
CR: < 2 hours **IC: < 2 1/2 hours** **Honors: < 3 hours**	Assess the factors that may be inhibiting course usage; and remind the student of usage expectations.

Are my students actively engaged in the program?

If the Manage Enrollments, Attendance Log, Class Gradebook, or Student Session Log show active time is low:

Determine if:	Action to take:
Students have enough seat time	• Review school schedule • Review classroom management procedures • Discuss pros and cons of course customization
Students are spending too much idle time in the program	• Set up parent communication with automatic email progress reports and the Parent Portal • Use incentives and competition to celebrate and improve student success • Articulate clear, measurable consequences in policies and contracts • Check Attendance Log idle time and then conference with students and parents to increase active time at home and school • Use proximity and watch for distractions like music, web surfing, texting, etc.

Determine if:	Action to take:
Students are off track	• Provide teacher comments in lessons or by email • Require supplemental activities or add an additional effort grade • Reset assignments as appropriate • Implement motivation or incentive system • Give students choices whenever possible • Use Teacher Review to evaluate student performance before the assessment
Students are aware of all of the classroom policies	• Create a student/parent contract or handbook • Require students to watch the orientation video and give an additional assignment to increase student engagement • Clearly explain and model expected behaviors using Imagine Edgenuity • Use Announcements to review expectations and policies
Students are spending adequate time per session	• Encourage students to pause and rewind the video • Provide one-on-one support to ensure students understand the learning environment. • If students are taking multiple courses, consider enabling only a few at a time, and reset target dates for any disabled courses once reactivated • Make accommodations and modifications according to a student's IEP • Provide breaks

Are my students actively engaged in the program?

If the Dashboard Last Grade or Manage Enrollments Last Gradebook Entry is more than 3 days past OR if the Dashboard Days Since Last Action or Class Gradebook Last Activity is more than 3 days past:

Determine if:	Action to take:
The student has not logged into the system for 3 or more days	• Assess whether enrollment should be disabled • Determine whether a technology issue is preventing usage • Set up a contract with the student to establish course expectations

If the Dashboard, Gradebook, or Manage Enrollments Progress is zero:

Determine if:	Action to take:
The student has not completed an activity	• Assess whether enrollment should be disabled. • Determine whether a technology issue is preventing usage. • Set up a contract with the student to establish course expectations.

Progress

Students should be on or ahead of pace.

If the data shows:	Action to take:
The student is on or ahead of pace	Thank the student for meeting expectations and encourage continued behavior.
The student is ≤ 3% behind pace	Encourage the completion of assignments.
The student is > 3% behind pace	Assess the factors that may be preventing progress; develop improvement plan.

Are my students making progress in their courses?

If the Dashboard, Manage Enrollments, and Student Progress report shows that student progress is less than target completion:

Determine if:	Action to take:
Students need assistance with using progress monitoring tools to help them with independent learning and self-regulation	• Watch the orientation video with students and highlight progress monitoring tools. • Model how to use Lobby Tools and Organizer Reports. • Ask peers to mentor, model, and coach helpful strategies.
Students need to be held accountable to expectations	• Set up classroom management practices from the beginning • Follow through with celebrations and consequences • Track the Attendance Log and expect sufficient daily and weekly active time. Check to see when students are working. There could be family, personal, or work issues • Conference with parents • Create student notebooks to assist with self-regulation. Print students' Assignment Calendars
Students understand the critical data points available in the system	• Monitor heavily at the beginning of students' first online experience • Use email to check in with students and build relationships • Use student goal-setting sheet to promote accountability and encourage students to track their progress.
Estimated time to complete the course is more than available work time	• Review the course estimated completion time, then customize the district, school, or student course. • If students are in credit recovery programs, enable pretesting except in Language Arts and PowerSpeak courses. Also, when appropriate or approved by the district, use Edgenuity credit recovery courses. • Make sure the target date is set and is realistic (matches time expectations).

Are my students making progress in their courses?

If the Dashboard, Gradebook, Manage Enrollments, Student Progress report, or Group Progress report shows that student progress is low:

Determine if:	Action to take:
Students are making too many requests for retakes	• If students do not know how to take good notes, model note-taking skills, provide graphic organizers, and ask ELA teachers to provide tutoring time. • Reset assignments if students are not putting forth effort on assignments. • Direct students to the Course Map to review direct instruction and any other applicable assignments. • Encourage students to ask or email questions during lectures and assignments. • Use an assessment station for students needing closer supervision. • Turn on Teacher Review to check student readiness. • Intervene before retakes, reteach content, and refer students to content teachers.
Idle time is too high on the student session log	• Set up parent communication with automatic email progress reports and the Parent Portal. • Use incentives and competition to celebrate and improve student success. • Articulate clear, measurable consequences in policies and contracts. • Check Attendance Log idle time and then conference with students and parents to increase active time at home and school. • Use proximity and watch for distractions like music, web surfing, texting, etc.
Students are not spending enough time in the program	• Develop student-led goal-setting and consider rewards and incentives for usage. • Ensure target date is set. • Ensure district calendar is set.

If the Dashboard or Manage Enrollments Target Date is the same as the Start Date:

Determine if:	Action to take:
The target date is not set and the system will not be able to calculate Pacing or Target Completion	Set the Target Date under course edit options.

Achievement

Students should earn an overall grade of 70% or higher.

If the data shows:	Action to take:
The student's overall grade ≥ 90%	Celebrate student success.
The student's overall grade ≥ 70%, < 90%	Encourage student to take notes and use supports in the system to improve his or her grade; provide small-group instruction.
The student's overall grade < 70%	Provide one-on-one remediation with student.

Are my students mastering content?

If the Dashboard, Manage Enrollments, Student Progress report, Group Progress report, or Gradebook Overall Grade or Actual Grade is less than passing threshold:

Determine if:	Action to take:
Teachers need more time to review quiz data	• Check to see if automatic progression is enabled. If it is enabled, turn it off. • Intervene before giving retakes.
Students are not taking quizzes in a serious manner	• Check to see how much time students are spending on quizzes. If the total time is low, model good test-taking habits. • Sit with students during assessments. • Set proper test-taking expectations.
Actual Grade is being used and student's progress is low	• Make sure student understands the Actual Grade. • See progress suggestions above..

If the Gradebook or Student's Score Overview shows multiple failed attempts on quizzes:

Determine if:	Action to take:
There is a lack of effort that is resulting in low performance	• Determine if students have a metacognitive routine to approach work. If there isn't one, provide one-on-one coaching. • After a student fails an online quiz, require him or her to go back into the program and look up the answer before retaking the quiz. • Meet with student one-on-one. • Ask strategic questions to address basic knowledge (remembering facts) as well as more advanced skills such as comparing, analyzing, or evaluating (see Doug Buehl's questioning document)[1]. [1] Buehl, D. (2011). Developing Readers in the Academic Disciplines. Newark, DE: International Reading Association.

If the Lesson Mastery Report shows a large percentage of students are struggling:

Determine if:	Action to take:
Specific skills need remediation	• Check the Lesson Mastery Report and determine the areas in which students are struggling. • Use assessment data to evaluate and identify learning gaps, and then set up small groups or individual instruction. • Use Teacher Review to check for student understanding prior to taking assessments.
Students are not retaining information	• Determine whether students are taking notes. • Model how to take notes using the Cornell Notetaking System (cue, note-taking, and summary section). • Require students to submit their notes at the end of each class.

Determine if:	Action to take:
Students don't know when they need to ask for help	• Set up behavioral expectations and classroom procedures. • Teach students to review student progress and overall scores report.
Passing thresholds and grade weights are impacting the overall grade	• Check Manage Course Options in the LMS and determine whether quiz scores are given too much weight.

Handling unexpected trends

Students should earn an overall grade of 70% or higher and be on or ahead of pace.

If the data shows:	Action to take:
High grade, on/ahead of pace	Celebrate student success.
High grade, behind pace	Encourage student to take notes and use supports in the system to improve his or her grade; provide small-group instruction.
Low grade, on/ahead of pace	Provide one-on-one remediation with student.
Low grade, behind pace	Provide small-group or one-on-one instruction, provide scaffolding, and check for technology issues.

Students should earn an overall grade of 70% or higher and spend 3 hours (credit recovery), 3.5 hours (initial credit), or 4 hours (honors) of active time per course per week.

If the data shows:	Action to take:
High grade, **CR: > 3 hours active time/week** **IC: > 3 1/2 hours active time/week** **Honors: > 4 hours active time/week**	Celebrate student success.
High grade, **CR: < 3 hours active time/week** **IC: < 3 1/2 hours active time/week** **Honors: < 4 hours active time/week**	Ensure students have enough time to spend in the program.
Low grade, **CR: > 3 hours active time/week** **IC: > 3 1/2 hours active time/week** **Honors: > 4 hours active time/week**	Minimize distractions and tell students to take their time.
Low grade, **CR: < 3 hours active time/week** **IC: < 3 1/2 hours active time/week** **Honors: < 4 hours active time/week**	Restate expectations, encourage students to continue working in the program, and monitor students closely.

Students should be on or ahead of pace and spend 3 hours (credit recovery), 3.5 hours (initial credit), or 4 hours (honors) of active time per course per week.

If the data shows:	Action to take:
On/ahead of pace, **CR: > 3 hours active time/week** **IC: > 3 1/2 hours active time/week** **Honors: > 4 hours active time/week**	Celebrate student success.
On/ahead of pace, **CR: < 3 hours active time/week** **IC: < 3 1/2 hours active time/week** **Honors: < 4 hours active time/week**	Determine if they are ahead of pace due to pretesting turned on; check for cheating.
Behind pace, **CR: > 3 hours active time/week** **IC: > 3 1/2 hours active time/week** **Honors: > 4 hours active time/week**	Check passing thresholds, unlock quizzes/tests for students, and conference with students to determine if they need help.
Behind pace, **CR: < 3 hours active time/week** **IC: < 3 1/2 hours active time/week** **Honors: < 4 hours active time/week**	Check to see if students have enough time, restate expectations, and closely monitor student progress.