Best Practices for Educators:

Data-Driven Instruction in Imagine Edgenuity



imagine edgenuity

Best Practices

Imagine Edgenuity data provides educators with real-time data on progress and content mastery. This guide is designed to help educators identify the critical metrics that will provide actionable evidence about student performance. It also provides a straightforward routine that empowers educators to quickly analyze data trends and take action to ensure meaningful learning.

Metrics to Monitor

The time students spend actively working in Imagine Edgenuity, progress through the program, and scores on completed activities contribute to and predict student success. Depending on your experience with Imagine Edgenuity, monitor available data at a basic, intermediate, or advanced level.

BASIC: DASHBOARD AND MANAGE ENROLLMENTS

All Imagine Edgenuity users should monitor the Dashboard daily to clear alerts and review student data.

- **Alerts:** There are three alerts available to educators on the Dashboard: a student needs an assessment unlocked, a student is out of retakes on an assessment, or a student has submitted work that needs grading.
- **Days Since Last Action:** The last date the student launched an activity in the course.
- **Grade:** The average grade for completed activities, based on the grade weights for each type of activity when using Overall Grade as the Grade Type.
- **Progress**: The percentage of the course that has been completed. If a Target Date has been set for the course, Progress will appear in red when students fall 3 percent or more behind pace.

The Manage Enrollments page provides additional data points that are not found on the Dashboard. Monitor this page at least once a week to determine whether students are on pace and mastering content.

- **Active Time:** The time a student has spent making progress in a course, reported in HH:MM:SS format.
- **Pacing:** The difference between the Target Completion Percentage (percentage of activities students would be expected to complete based on the Target Date) and the percentage of activities actually completed. A positive number means the student is ahead of pace; a negative number means the student is behind pace. Pacing will display 0 if the Target Date is not set.

INTERMEDIATE: COURSE REPORT

In addition to managing alerts on the Dashboard and monitoring data on the Manage Enrollments page, intermediate users can also monitor the Course Report to see activity-level details about a specific student.

- **Due:** The due date assigned to an activity.
- **Submitted:** The date the student submitted the activity. If a student has multiple attempts, the date displayed is associated with the score that was counted (generally the highest score).
- **Attempts:** The number of times a student submitted the activity.
- **Est Time:** The estimated time it will take a student to complete the activity.

- **Total Time:** The total time it took a student to complete the activity. If a student has multiple attempts, the time displayed is the total of all attempts.
- **Score:** The score the student earned on activities that count toward the grade. Activities that do not count toward the student's course grade will not display a score.

ADVANCED: LESSON MASTERY REPORT

In addition to the three reports above, advanced users can use the Lesson Mastery Report to identify lessons for smallgroup reteaching.

- **% Struggling and # Struggling:** Percentage and total number of students struggling with each lesson, based on the parameters the teacher chooses to define as "struggling." This helps teachers identify what topics to prioritize for reteaching.
- **Avg Quiz Score:** The average of students' highest quiz score(s) for the lesson.
- **Avg Quiz Attempts:** The average number of quiz attempts for the lesson.
- **Avg Lesson Time:** The average time students are spending in this lesson.

Implementation Fidelity Recommendations

To use Imagine Edgenuity with fidelity, we recommend:

- **Active Time:** 3 to 4 hours per week
  - Each un-customized, year-long course is expected to take approximately:
    - 80 hours of Active Time to complete credit recovery courses
    - 100 hours of Active Time to complete initial credit courses
    - 120 hours of Active Time to complete honors courses
- **Seat/Session Time:** 4.5 to 5.5 hours per week
  - Each un-customized, year-long course is expected to take approximately:
    - 120 hours of Seat/Session time to complete credit recovery courses
    - 150 hours of Seat/Session time to complete initial credit courses
    - 180 hours of Seat/Session Time to complete honors courses
- **Target Dates:** Target Dates are set and are realistic (based on Seat Time and school calendar).
- **Progress/Pacing:** Students are making enough progress to be on or ahead of pace.
- **Conferencing:** At least once per week.

Reporting Routine

The following is a reporting routine recommended for educators who monitor student progress and use data to inform small-group instruction and one-on-one conferences.

BASIC: ARE YOUR STUDENTS MAKING PROGRESS AND MASTERING CONTENT?

First, review the Dashboard daily to monitor alerts. Check the following:

Alerts: Are students stuck?

If the data shows...	...then you should...	...you can also follow up by...
Orange exclamation point	• The student is awaiting a review of his/her work before he/she can access the assessment	• Review the student's work (check for eNotes, ensure they completed the assignment successfully) and unlock the assessment
Red exclamation point	• The student is out of retakes on the assessment	• Review the student's work and either provide appropriate reteaching or grant additional retakes
Yellow edit icon	• The student has submitted work that needs grading	• Review the student's work and assign a grade

Grade: Are students mastering content?

If the data shows...	...then you should...	...you can also follow up by...
• Grade is greater than 90%	• Celebrate student success	• Determining whether the student needs more challenge
• Grade is between 70% and 90%	• Encourage student to take notes	• Intervening before giving retakes • Reminding students to view their quiz attempt answers • Checking to see how much time the student is spending on quizzes; if the time spent is low, model good test-taking habits • Requiring students to take notes, and not allowing retakes if students have not taken notes for a lesson • Turning on teacher review
• Grade is less than 70%	• Provide one-on-one remediation	

Days Since Last Action: Are students logging in frequently enough?

If the data shows...	...then you should...	...you can also follow up by...
• Last action is less than 4 days since previous class period	• Celebrate student success	• Reviewing the Student Session Log to confirm the student is spending enough time in Imagine Edgenuity
• Last action is 5 or 6 days since previous class period	• Encourage the student to use Imagine Edgenuity more often	• Assessing whether the enrollment should be disabled • Setting up a contract with the student to establish expectations • Using incentives and competition to celebrate and improve student success • Providing one-on-one support to ensure students understand the learning environment
• Last action is > 6 days since previous class period	• Assess factors that may be hindering program use, remind student of usage expectations	

Progress: Are students on track, ahead, or behind?

If the data shows...	...then you should...	...you can also follow up by...
• Progress is displayed with a white/gray background	• Celebrate student success	• Making sure the Target Date is set and is realistic (matches time expectations) • Comparing Progress % to Target Completion % to determine where students are in relation to where they are expected to be
• Progress is displayed with a red background	• Encourage completion of assignments • Assess factors that may be preventing progress, develop an improvement plan	• Watching the orientation video with students and highlighting progress monitoring tools, including the due dates on the Course Map and Course Report • Enabling pretesting to allow students to move through the program more efficiently (or disabling pretesting if students are regularly failing pretests • Helping set daily/weekly student goals and providing incentives and consequences for progress • Redirecting off-task students to the task at hand

In addition to managing alerts on the Dashboard, as described above, review the Manage Enrollments page at least once a week to closely monitor critical engagement, progress, and achievement metrics. Check the following:

Active Time: Are students spending enough time (HH:MM:SS) in the program?

If the data shows...	...then you should...	...you can also follow up by...
• CR: More than 3:00:00 • IC: More than 3:30:00 • Honors: More than 4:00:00	• Celebrate student success	• Checking students' progress and overall grade to ensure they are getting the most out of the program
• CR: 2:00:00 to 3:00:00 • IC: 2:30:00 to 3:30:00 • Honors: 3:00:00 to 4:00:00	• Encourage the student to spend more time working in Imagine Edgenuity	• Reviewing the class schedule to determine whether students have enough seat time • Determining whether a technology issue is preventing use • Clearly explaining and modeling expected behaviors for using Imagine Edgenuity • Establishing expected and manageable goals with students for time on task, monitoring data and revisiting goals regularly during conferencing
• CR: Less than 2:00:00 • IC: Less than 2:30:00 • Honors: Less than 3:00:00	• Assess factors that may be hindering program use, remind student of usage expectations	

Progress and Pacing: Are students on track, ahead, or behind?

If the data shows...	...then you should...	...you can also follow up by...
• Pacing is 0 or a positive number (on or ahead of pace)	• Celebrate student success	• Making sure the Target Date is set and is realistic (matches time expectations)
• Pacing is between -3 and 0 (up to 3% behind pace)	• Encourage completion of assignments	• Watching the orientation video with students and highlighting progress monitoring tools, including the due dates on the Course Map and Course Report • Enabling pretesting to allow students to move through the program more efficiently (or disabling pretesting if students are regularly failing pretests) • Helping set daily/weekly student goals and providing incentives and consequences for progress • Redirecting off-task students to the task at hand
• Pacing is less than -3 (more than 3% behind pace)	• Assess factors that may be preventing progress, develop an improvement plan	

INTERMEDIATE: WHERE ARE SPECIFIC STUDENTS STRUGGLING?

In addition to managing alerts on the Dashboard and monitoring data on the Manage Enrollments page, teachers can monitor individual students weekly by reviewing the Course Report to compare activity due dates to actual submitted dates, progress through units and lessons, time spent on activities, and scores. Use the data in the report to conduct one-on-one conferences with students to review student data and learning goals, model good online learning behaviors, and provide remediation, challenge, or support as needed.

Due and Submitted Dates: Is the student completing course activities on time?

If the data shows...	...then you should...	...you can also follow up by...
• Submitted Date is on or before Due Date	• Celebrate student success	• Checking the First Attempt date to ensure the student is not spending too many days on one activity
• Submitted Date is 1 day after Due Date	• Encourage the student to complete assignments	• Ensuring the district calendar is set to properly reflect days when students are expected to be working • Helping set daily/weekly student goals and providing incentives and consequences for progress • Encouraging students to track their progress and/or printing their Course Reports so they have a hard copy of the due dates • Making sure the Target Date is set and is realistic
• Submitted Date is more than 1 day after Due Date	• Assess factors that may be preventing progress, develop an improvement plan	

Number of Attempts: How many attempts does the student need to complete an activity?

If the data shows...	...then you should...	...you can also follow up by...
• 1 attempt	• Celebrate student success	• Checking students' progress and overall grade to ensure they get the most out of the program
• 2 attempts	• Encourage the student to take notes	• Modeling good note-taking skills, providing graphic organizers, and asking content teachers to provide tutoring time • Intervening before retakes, reteaching content, and referring students to content teachers for additional assistance
• 3 or more attempts	• Provide one-on-one remediation	

Estimated Time vs. Total Time: Is the student spending too much time on each activity? Not enough?

If the data shows...	...then you should...	...you can also follow up by...
• Total time is close to estimated time	• Celebrate student success	• Checking Progress on the Manage Enrollments page to ensure the student is on track to complete the course
• Total time within 10% of estimated time	• Encourage the student to spend more time working in Imagine Edgenuity	• Watching students closely for distractions such as music, web surfing, texting, etc. • Resetting assignments as appropriate • Clearly explaining and modeling expected behaviors while using Imagine Edgenuity • Making sure students aren't rushing through activities • Checking to see if students are taking concise notes • Encouraging students to use tools such as text-to-speech to speed up long reading passages
• Total time is more than 10% above or 10% below estimated time	• Assess factors that may be hindering program use, remind student of usage expectations	

Score: Is the student mastering content on each activity?

If the data shows...	...then you should...	...you can also follow up by...
• Score is greater than 90%	• Celebrate student success	• Determining whether the student needs more challenge
• Score is between 70% and 90%	• Encourage the student to take notes	• Encouraging students to review lesson content before taking the quiz • Reminding students to view their quiz attempt answers • Using Teacher Review to check for student understanding before taking assessments • Modeling how to take notes using the Cornell Note-Taking System (cue, notetaking, and summary sections) • Setting up behavioral expectations and classroom procedures • Teaching students to review Student Progress and Overall Scores reports
• Score is less than 70%	• Provide one-on-one remediation or support	

ADVANCED: WHICH LESSONS SHOULD YOU TARGET FOR SMALL-GROUP RETEACHING?

Use the Lesson Mastery Report weekly to create groups of students for reteaching by lesson. Use the Activities and Scores tabs to view the course videos, video transcripts, activities, and item banks for quizzes and tests.

1. Create a Lesson Mastery Report for each course (for help creating this report, see the Help Center).
2. Filter the report by standard, or sort by lesson difficulty or any other of the columns displayed.
3. Drill down into lessons to view students who are struggling and/or active and view the assessment questions and individual student responses.
4. Use the list of struggling students to create small groups for targeted weekly intervention. Provide remediation, challenge, and support, based on the percentage of students who are struggling by standard, lesson, or average lesson time.



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