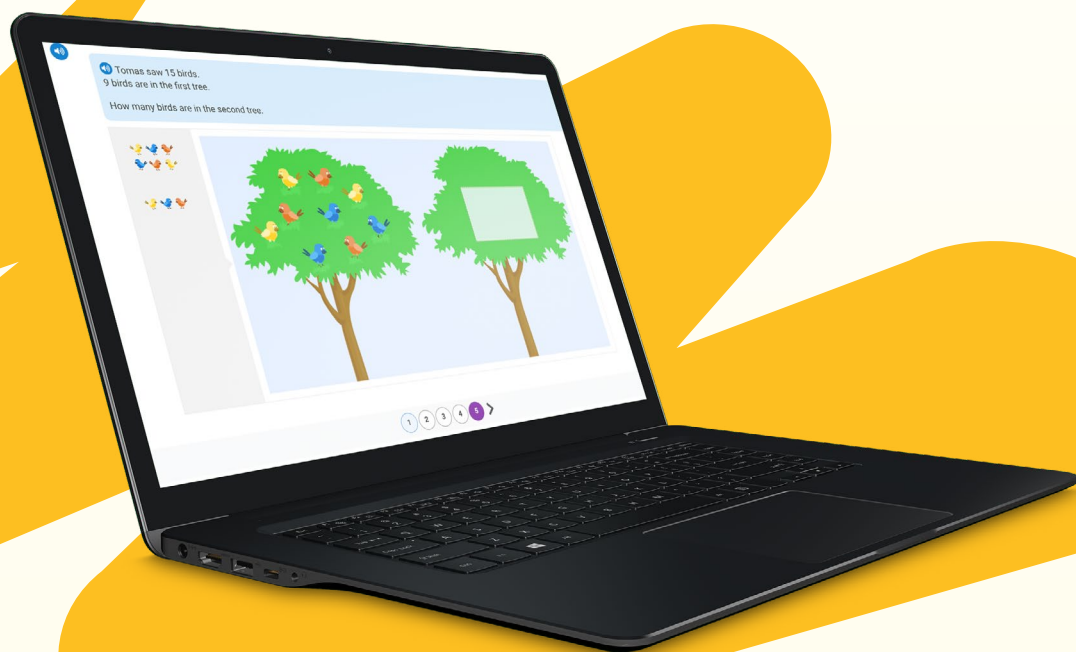


Best Practices for Educators:

Data-Driven Instruction in Edgenuity MyPath



Best Practices

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

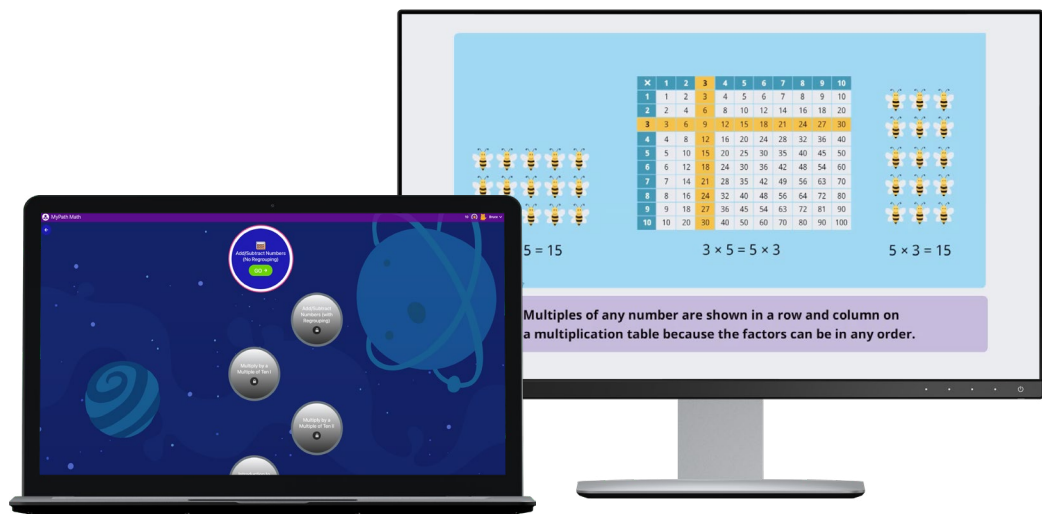
Metrics to Monitor

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

BASIC: MANAGE ENROLLMENTS

All Edgenuity MyPath users should monitor the Manage Enrollments at least once a week to determine whether students are making progress and mastering content.

- **Active Time:** The time a student spends making progress in a course, reported in HH:MM:SS format.
- **Progress:** The percentage of activities completed, by time, which represents how far along in the course a student has progressed in an Individualized Learning Path (ILP).
- **Pacing:** The difference between the Target Completion Percentage (percentage of activities students would be expected to complete based on Target Date) and the percentage of activities completed. Positive means the student is ahead; negative means the student is behind. This will only populate if the Target Date is set.
- **Overall Grade:** The average grade for completed activities, based on the grade weights for each type of activity.
- **Last Gradebook Entry:** The last time the student completed a graded activity in the Individualized Learning Path (ILP).



INTERMEDIATE: COURSE REPORT

In addition to the Manage Enrollments page, intermediate users can also monitor the Course Report to see in more detail where specific students are struggling.

- **Due:** The due date assigned on the Assignment Calendar.
- **Submitted:** The date the student submitted the activity. If a student has multiple attempts, the score that was counted is the date displayed.
- **Attempts:** The number of times a student completed 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.

ADVANCED: LESSON MASTERY REPORT

In addition to the two reports above, advanced users can use the Lesson Mastery Report to identify lessons for smallgroup re-teaching.

- **% 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 re-teaching.
- **Avg. Quiz Score:** The average of the 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 Edgenuity MyPath with fidelity, Imagine Learning recommends:

- **Active Time:** 45 minutes per day, four days per week, per subject
 - Each un-customized Learning Path is expected to take approximately 25 hours of Active Time to complete.
- **Seat/Session Time:** 60 minutes per day, four days per week, per subject.
- **Target Dates:** Target Dates are set and 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?

If you check only one data display regularly, review [Manage Enrollments](#) at least once a week to monitor critical use 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...
3:00:00 or more per week per subject (reading or math)	Celebrate student success	<ul style="list-style-type: none"> Checking student's progress and overall grade to ensure they are getting the most out of the program
2:00:00 to 2:59:59 per week per subject (reading or math)	Encourage the student to spend more time working in Edgenuity MyPath	<ul style="list-style-type: none"> Reviewing the class schedule to determine if students have enough seat time Determining whether a technology issue is preventing usage
Less than 2:00:00 per week per subject (reading or math)	Assess factors that may be hindering program usage, remind student of usage expectations	<ul style="list-style-type: none"> Clearly explaining and modeling expected behaviors for using Edgenuity MyPath Establish expected and manageable goals with students for time on task. Monitor data and revisit goals regularly during conferencing

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 positive (on or ahead of pace)	Celebrate student success	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)
Pacing is less than -3 (more than 3% behind pace)	Assess factors that may be preventing progress, develop an improvement plan	<ul style="list-style-type: none"> Helping set daily/weekly student goals and providing incentives and consequences for progress Redirecting off-task students to the task at hand

Last Gradebook Entry: Are students logging in frequently enough?

If the data shows...	...then you should...	...you can also follow up by...
Less than 4 days or # of days since previous class period	Celebrate student success	<ul style="list-style-type: none"> Reviewing the Student Session Log to confirm student is spending at least 45 minutes per day, four days per week, per subject in Edgenuity MyPath
5 or 6 days	Encourage the student to use Edgenuity MyPath more often	<ul style="list-style-type: none"> Assessing whether 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
More than 6 days	Assess factors that may be hindering program usage, remind student of usage expectations	

INTERMEDIATE: WHERE ARE SPECIFIC STUDENTS STRUGGLING?

To monitor individual students on a weekly basis, review 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 this 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	<ul style="list-style-type: none"> Checking the First Attempt date to ensure student is not spending too many days on one activity
Submitted Date is 1 day after Due Date	Encourage student to complete assignments	<ul style="list-style-type: none"> Ensuring 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	<ul style="list-style-type: none"> • Checking student's progress and overall grade to ensure they get the most out of the program • If students have pretesting enabled and are placing out of most lessons with 1 attempt on the pretest, assigning the student are higher-level ILP instead
2 attempts	Encourage student to take notes	<ul style="list-style-type: none"> • Modeling good note-taking skills, providing graphic organizers, and asking content teachers to provide tutoring time • Intervening before retakes, re-teaching 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	<ul style="list-style-type: none"> • Checking Progress in Manage Enrollments to ensure student is on track to complete their ILP
Total time within 10% of estimated time	Encourage student to spend more time working in Edgenuity MyPath	<ul style="list-style-type: none"> • Watching students closely for distractions like music, web surfing, texting, etc. • Resetting assignments as appropriate • Clearly explaining and modeling expected behaviors while using Imagine Learning • 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 speed up long reading passages
Total time is more than 10% above or 10% below estimated time	Assess factors that may be hindering program usage, 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	<ul style="list-style-type: none"> • Determining whether student needs more challenge and enrolling them in a higher-level ILP
Score is between 70% and 90%	Encourage student to take notes	<ul style="list-style-type: none"> • Encouraging students to review lesson content prior to 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, note-taking, 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 RE-TEACHING?

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

1. Create a Lesson Mastery Report for each ILP level (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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