# MyPath: Data Action Guide

## Engagement

**On average, students will spend at least 45 minutes, 4 days per week per subject.**

Average active time will vary based on course customizations and program goals. An uncustomized MyPath course requires approximately 25 hours of seat time to complete.

| If the data shows… | …then you should… |
|---|---|
| **> 180 minutes per subject per week (active time)** | Thank student for meeting expectations and encourage continued behavior. |
| **90-180 minutes per subject per week (active time)** | Encourage student to use the program more often and for longer sessions. |
| **< 90 minutes per subject per week (active time)** | Assess factors that may be inhibiting course usage; remind 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… | …and you should… |
|---|---|
| Students have enough seat time | ▪ Review school schedule.<br>▪ Review classroom management procedures.<br>▪ 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.<br>▪ Use incentives and competition to celebrate and improve student success.<br>▪ Articulate clear, measurable consequences in policies and contracts.<br>▪ Check Attendance Log idle time and then conference with students and parents to increase active time at home and school.<br>▪ Use proximity and watch for distractions like music, web surfing, texting, etc. |
| Students are off track | ▪ Provide teacher comments in lessons or by email.<br>▪ Require supplemental activities or add an additional effort grade.<br>▪ Reset assignments as appropriate.<br>▪ Implement motivation or incentive system.<br>▪ When possible, give students choices.<br>▪ Use Teacher Review to evaluate student performance before the assessment. If necessary, also turn on Teacher Review after every attempt. |
| Students are aware of all of the classroom policies | ▪ Create a student/parent contract or handbook.<br>▪ Require students to watch the orientation video and give an additional assignment to increase student engagement.<br>▪ Clearly explain and model expected behaviors using Edgenuity.<br>▪ Use Announcements to review expectations and policies. |

| Determine if… | …and you should… |
|---|---|
| Students are spending adequate time per session | ▪ Encourage students to pause and rewind the video.<br>▪ Provide one-on-one support to ensure students understand the learning environment.<br>▪ If students are taking multiple courses, consider enabling only a few at a time, and reset target dates for any disabled courses when re-enabled.<br>▪ Make accommodations and modifications according to a student's IEP.<br>▪ 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… | …and you should… |
|---|---|
| The student has not logged into the system for 3 or more days | ▪ Assess whether enrollment should be disabled.<br>▪ Determine whether a technology issue is preventing usage.<br>▪ Set up a contract with the student to establish course expectations. |

**If the Dashboard, Gradebook, or Manage Enrollments Progress is zero…**

| Determine if… | …and you should… |
|---|---|
| The student has not completed an activity | ▪ Assess whether enrollment should be disabled.<br>▪ Determine whether a technology issue is preventing usage.<br>▪ Set up a contract with the student to establish course expectations. |

## Progress

**Students should be on or ahead of pace.**

| If the data shows… | …then you should… |
|---|---|
| **The student is ahead of pace** | Thank student for meeting expectations and encourage continued behavior. |
| **The student is ≤ 3% behind pace** | Encourage completion of assignments. |
| **The student is > 3% behind pace** | Assess 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... | ...and you should... |
|---|---|
| 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.<br>▪ Model how to use Lobby tools and Organizer Reports.<br>▪ Ask peers to mentor, model, and coach helpful strategies. |
| Students need to be held accountable to expectations | ▪ Set up classroom management practices and use them effectively from the beginning. Follow through with celebrations and consequences.<br>▪ 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.<br>▪ Conference with parents.<br>▪ 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.<br>▪ Use email to check in with students and build relationships.<br>▪ 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.<br>▪ 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.<br>▪ 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... | ...and you should... |
|---|---|
| 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.<br>▪ Reset assignments if students are not putting forth effort on assignments.<br>▪ Direct students to the Course Map to review direct instruction and any other applicable assignments.<br>▪ Encourage students to ask or email questions during lectures and assignments.<br>▪ Use an assessment station for students needing closer supervision.<br>▪ Turn on Teacher Review to check student readiness.<br>▪ 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.<br>▪ Use incentives and competition to celebrate and improve student success.<br>▪ Articulate clear, measurable consequences in policies and contracts.<br>▪ Check Attendance Log idle time and then conference with students and parents to increase active time at home and school.<br>▪ 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.<br>▪ Ensure target date is set.<br>▪ Ensure district calendar is set. |

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

| Determine if... | ...and you should... |
|---|---|
| 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... | ...then you should... |
|---|---|
| **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... | ...and you should... |
|---|---|
| Teachers need more time to review quiz data | ▪ Check to see if automatic progression is enabled. If it is enabled, turn it off.<br>▪ 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.<br>▪ Sit with students during assessments.<br>▪ Set proper test-taking expectations. |
| Actual Grade is being used and student's progress is low | ▪ Make sure student understands the Actual Grade.<br>▪ See progress suggestions above. |

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

| Determine if... | ...and you should... |
|---|---|
| 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.<br>▪ 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.<br>▪ Meet with student one-on-one.<br>▪ 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].<br>[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... | ...and you should... |
|---|---|
| Specific skills need remediation | ▪ Check the Lesson Mastery Report and determine the areas in which students are struggling.<br>▪ Use assessment data to evaluate and identify learning gaps, and then set up small groups or individual instruction.<br>▪ Use Teacher Review to check for student understanding prior to taking assessments. |
| Students are not retaining information | ▪ Determine whether students are taking notes.<br>▪ Model how to take notes using the Cornell Notetaking System (cue, note-taking, and summary section).<br>▪ Require students to submit their notes at the end of each class. |
| Students don't know when they need to ask for help | ▪ Set up behavioral expectations and classroom procedures.<br>▪ 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... | ...then you should... |
|---|---|
| **High grade, on/ahead of pace** | Celebrate student success. |
| **High grade, behind pace** | Ensure students have enough time to complete coursework. |
| **Low grade, on/ahead of pace** | Minimize distractions and tell students to take their time. |
| **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 180 minutes per subject per week of active time.**

| If the data shows... | ...then you should... |
|---|---|
| **High grade, > 180 minutes active time/week** | Celebrate student success. |
| **High grade, < 180 minutes active time/week** | Ensure students have enough time to spend in the program. |
| **Low grade, > 180 minutes active time/week** | Minimize distractions and tell students to take their time. |
| **Low grade, < 180 minutes 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 180 minutes per subject per week of active time.

| If the data shows… | …then you should… |
|---|---|
| On/ahead of pace, > 180 minutes active time/week | Celebrate student success. |
| On/ahead of pace, < 180 minutes active time/week | Determine if they are ahead of pace due to pretesting turned on; check for cheating. |
| Behind pace, > 180 minutes active time/week | Check passing thresholds, unlock quizzes/tests for students, and conference with students to determine if they need help. |
| Behind pace, < 180 minutes active time/week | Check to see if students have enough time, restate expectations, and closely monitor student progress. |