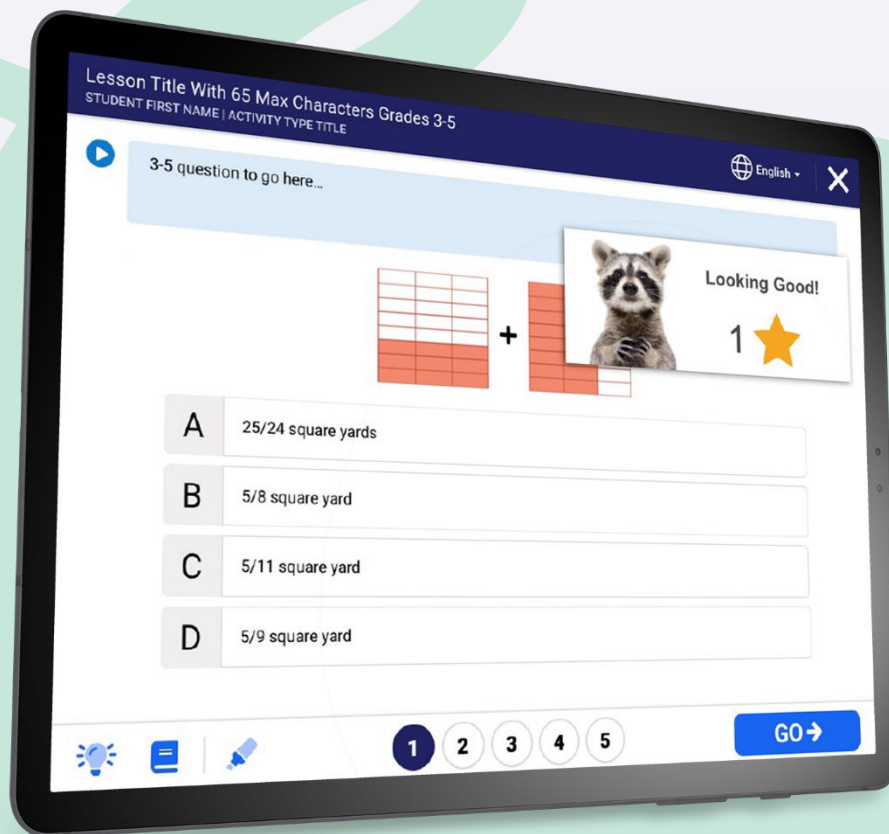


Imagine MyPath

Data Action Guide



Data Action Guide

Engagement

Students who feel engaged in their learning are significantly more likely to achieve the measurements of success outlined by their school and district.

On average, students who are on or above grade level should have a goal of spending at least 30 minutes per week per subject working in the program.

Students who are below grade level should have a goal of spending 60–90 minutes per week per subject working in the program.

Goals	On Grade Level	Below Grade Level	Action Steps
Meeting goal	Spending 30+ minutes per week	Spending 60+ minutes per week	Thank and recognize student for meeting expectations and encourage continued behavior
Approaching goal	15–30 min	Fewer than 45 min	Encourage student to use the program more often and for longer sessions
Below goal	Fewer than 15 min	Fewer than 30 min	Assess factors that may be inhibiting learning path usage; remind student of usage expectations

Are my students actively engaged in the program?

If the [Class Summary](#) or [Usage Report](#) show active time is approaching or below goal...

Determine if:	Action to take:
Students have enough seat time	<ul style="list-style-type: none"> Review school schedule Review classroom management procedures
Students are using Imagine MyPath during the times they are expected to be using it	<ul style="list-style-type: none"> Assign students additional activities from the Assignment Builder Implement a motivation or incentive system When possible, give students choices Reassign assignments as appropriate
Students are aware of all the classroom policies	<ul style="list-style-type: none"> Clearly explain and model expected behaviors while using Imagine MyPath Create a student/parent contract or handbook
Students are spending adequate time per session	<ul style="list-style-type: none"> Provide one-on-one support to ensure students understand the learning environment Provide breaks Set a session goal time for students and provide positive reinforcement and recognition/reward for meeting the goal

Progress

Students must show progress by completing activities and lessons so they can cover more concepts. Progress is an essential steppingstone toward positive student outcomes.

- Students on or above grade level should have a goal to complete the minimum of **1 lesson per week per subject**.
- Students who are below grade level should have a goal to complete **2–3 lessons per week per subject**.

On Grade Level	Below Grade Level	Action Steps
Completing 1+ lesson(s)	Completing 2+ lessons	Thank and recognize student for meeting expectations and encourage continued behavior
Completing partial lesson	Completing 1 lesson	Encourage completion of assignments
No lessons completed	No lessons completed	Assess factors that may be preventing progress; develop improvement plan

Are my students making progress on their individual learning paths?

If the [Class Progress](#), [Usage](#), or [Student Progress Report](#) shows that student progress is less than the progress goal...

Determine if:	Action to take:
Students need assistance with using progress monitoring tools to help them with independent learning and self-regulation	<ul style="list-style-type: none"> • Provide an overview of progress monitoring tools • Ask peers to mentor, model, and coach helpful strategies; determine if the student needs additional resources or can work independently • Use the lesson resources or view the lesson together with the student in a coaching session
Students need to be held accountable to expectations	<ul style="list-style-type: none"> • Track the Class Summary report for sufficient weekly activity; conference/check in weekly with students and their families • Set and communicate goals with students; encourage them to use the goal-setting sheet • Create student notebooks to assist with self-regulation; set up classroom management practices and use them consistently from the beginning • Follow through with celebrations and consequences
Students understand the critical data points available in the system	<ul style="list-style-type: none"> • Monitor closely at the beginning of students' first online experiences • Use student goal-setting sheet to promote accountability and encourage students to track their progress

Achievement

When focusing on student achievement, we examine whether students are mastering the content and where they struggle.

Students should consistently meet the goal of 80% on mastery checks.

If the data shows:	Action to take:
The student is consistently meeting goal – 80%+	Celebrate student success
The student is consistently approaching goal – 60%	Celebrate student success and encourage student to take notes and use supports in the system if they aren't already doing so
The student is consistently below goal – less than 60%	Provide one-on-one instruction

Are my students mastering content?

If the [Class Progress Report](#) indicates a score that is less than the passing threshold...

Determine if:	Action to take:
Teachers need more time to review quiz data	<ul style="list-style-type: none"> Review the mastery check attempt and take needed action, which may include resetting the activity or lesson
Students are not taking mastery checks in a serious manner	<ul style="list-style-type: none"> Check to see how much time students are spending on quizzes and model good test-taking habits Sit with students during a lesson to model work and focus behavior Provide guidance and tips for tackling mastery checks

If the [Class Summary Report](#) shows a large percentage of students are struggling...

Determine if:	Action to take:
Specific skills need remediation	<ul style="list-style-type: none"> Check the Lessons to Reteach 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
Grades K–5 students are not retaining information	<ul style="list-style-type: none"> Download the offline resources and work with the students one on one or in small groups
Grades 6+ students are not retaining information	<ul style="list-style-type: none"> Determine whether students are using the Guided Notes Model good notetaking
Students don't know when they need to ask for help	<ul style="list-style-type: none"> Set up behavioral expectations and classroom procedures

Growth

Pulling insight from what we learn about students' engagement, progress, and achievement, we look at demonstrations of growth on benchmarks.

Students should show growth from one assessment to another.

If the data shows:	Action Steps
Growth between 2 assessments	Celebrate student success
No growth between 2 assessments	Check student engagement, progress, and achievement by referring to previous sections in this guide
Negative growth between 2 assessments	Explain to students why they need to take the assessments seriously; remind them to fully complete assessments during the designated assessment window

If the [Assessment Report](#) shows no growth between assessments...

Determine if:	Action Steps
Students need their Learning Path adjusted	<ul style="list-style-type: none"> Check the assessed grade and the rostered grade level to ensure it is as expected Closely monitor the student's learning path to determine if it is too difficult based on Engagement, Progress, and Achievement sections above
Students are spending adequate time in the program	<ul style="list-style-type: none"> Determine if students are meeting usage goals
Students are taking assessments	<ul style="list-style-type: none"> Determine if students are completing scheduled assessments

Handling unexpected trends

Students should consistently earn an activity Lesson Pass Rate of 80% or higher and spend at least 30 minutes per subject per week working in the program.

If the data shows:	Action Steps
High score, 30+ minutes active time/week	Celebrate student success
High score, less than 30 minutes active time/week	Determine if their Learning Path needs to be adjusted due to the high grade and low time spent in the program; restate expectations, encourage students to continue working in the program, and monitor students closely
Low score, 30+ minutes active time/week	Minimize distractions and tell students to take their time
Low score, fewer than 30 minutes active time/week	Restate expectations, encourage students to continue working in the program, and monitor students closely; provide small group or individual instruction

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