Educator Guide:

Supporting Students during
a School Closure

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While we hope that extended school closings are never necessary, contingency plans to support our students away from school are a wise investment. *i-Ready* and *Ready®* can play a valuable role in keeping the learning going, even when the classroom isn't available.

Visit i-ReadyCentral.com to learn more!

Quick-Start Guidance

1

Adjust management settings in *i-Ready*.
(account-level administrators only)

(As needed) Ensure that all students have access to Personalized Instruction and Learning Games (recommended for Grades K–5), and consider postponing or cancelling planned assessments until schools are back in session.

For more information, see pp. 12–17.

2

Define at-home learning activities.

Develop a plan for how students will use *i-Ready* to learn remotely using a combination of digital and offline resources. Document your plan and include suggested timing for each activity.

For more detailed guidance and a template to help you plan, see pp. 4–6.

3

Prepare students to access *i-Ready* remotely.

Ensure that students are familiar with logging in to *i-Ready*, can navigate their student dashboards, and understand what learning activities they will be expected to complete.

For a PowerPoint® presentation you can use to familiarize your students with Personalized Instruction, particularly if they haven't used it before, click here *or search for* get students ready *on i-Ready Central®.*

PowerPoint® is a registered trademark of Microsoft Corporation.

4

Share plans with families.

Provide families with the information and tools they need to support their students' remote learning with *i-Ready*.

For communication materials you can use, see p. 7.

5

Develop a monitoring plan.

Plan to monitor students' *i-Ready* activities while they are working remotely so you can make adjustments as needed. This will also help inform instruction once they return to school.

For more information, see pp. 20–21.

6

Make adjustments for when schools are back in session.

Don't forget to reschedule Diagnostics or other assessments and/or revert student access settings, as needed, once students and teachers are back in the classroom.

For more information, see pp. 12–17.

🔍 **For step-by-step instructions** on all things *i-Ready*, including supports for keeping students engaged with lesson trackers and goal setting, go to i-ReadyCentral.com.

At-Home Learning Activities Planning Guidance

We recommend that districts, school leaders, or teachers develop a clear plan for how students will use *i-Ready* to learn remotely. This plan can include a combination of digital and offline activities, as suggested below. You can use the Learning Plan Template on page 6 to help organize your thinking and share plans with students and their families.

As you develop your plan, consider including the following activities.

(My Path Lessons) (Teacher-Assigned Lessons) (Learning Games) (Close Reading Lessons) (Paper-Based Packets)

i-Ready My Path Lessons

- Students should continue to work through their *i-Ready*-Assigned Lessons in the My Path section of the student dashboard, on the right-hand side of the screen.

- We recommend that all students aim for 45 minutes of Personalized Instruction per subject per week.

- Depending on the volume of other at-home learning tasks, educators may consider temporarily upping recommended weekly Time-on-Task in the *i-Ready*-Assigned Lesson path to 60–90 minutes per subject per week. This would be most appropriate for students whose most recent Diagnostic Results in Reading or Mathematics place them at one or more grade levels below their chronological grade.

i-Ready Teacher-Assigned Lessons

- Teachers may also opt to supplement students' *i-Ready*-Assigned Lesson path with additional Teacher-Assigned Lessons. For instructions on how to assign additional lessons, see page 18. These lessons will appear in the Teacher Assigned section on the left-hand side of the student dashboard.

- While the use of Teacher-Assigned Lessons is typically reserved as a complement to whole class grade-level instruction (e.g., pre-teach, reteach, skills practice), during a school closure educators may temporarily consider using additional lessons for whole class grade-level instruction aligned to a core Mathematics and/or Reading scope and sequence.

  Keep in Mind

  – Students whose most recent Diagnostic Results in Reading or Mathematics place them at one or more grade levels below their chronological grade may struggle to access grade-level instruction without teacher support. Consider assigning lessons to these students that follow the whole class scope and sequence but address prerequisite or complementary skills.

  – This is the same pool of lessons *i-Ready* uses for students' automated online lesson paths. If you choose to add Teacher-Assigned Lessons, we suggest being mindful that there is a chance some students may have already completed the same lesson(s) or may have them coming up in their *i-Ready*-Assigned Lesson path.

i-Ready Learning Games (Grades K–5)

- Learning Games offer students engaging math fluency and number sense practice and are intended to supplement existing mathematics instruction, including *i-Ready Personalized Instruction*. Learning Games are accessible via an icon at the bottom of the student dashboard.

- Access the *Learning Games Educator Guide* here.

- Note that Learning Games are available to students if the school is using *i-Ready Mathematics* and has enabled the use of the games for students. Learning Games must be enabled at the account level. Instructions for enabling Learning Games are on page 16.

i-Ready Close Reading Lessons (Grades 2–5)

- *i-Ready* Close Reading lessons provide students with rich, engaging texts that are worthy of close reading and scaffold their ability to read longer, more challenging texts independently.

- These lessons appear on the right-hand side of the student dashboard under My Path in a separate section titled "Close Reading."

- Close Reading lessons are automatically assigned based on Diagnostic for Reading results, assuming Close Reading has been enabled (see page 19 for instructions). Teachers may also assign additional Close Reading lessons, which will appear in the Teacher Assigned section of the student dashboard.

Paper-Based At-Home Activity Packets

Educators may print and assign paper-based lessons or practice in order to serve students and families who do not have internet access. These lessons will offer students multiple ways to engage with learning during their time outside of school.

Grade-level **At-Home Activity Packets** for Reading and Mathematics can be accessed by visiting i-Ready.com/AtHome.

Educators may also print and send home resources from the Teacher Toolbox (if available), but they should be mindful that not all resources are intended to be worked on by students independently (e.g., Tools for Instruction require facilitation by an adult).

Suggested *i-Ready* At-Home Learning Plan

Class/Teacher: _____

Activity	Are we using it?	Suggested Time to Spend per Day	Considerations
Online Activities			
***i-Ready* "My Path" Lessons** Personalized Reading and/or Mathematics instruction guided by *i-Ready Assessment* data. These appear on the right-hand side of the student dashboard.			
***i-Ready* Teacher-Assigned Lessons** Additional Reading and/or Mathematics instruction selected to support grade-level learning. These appear on the left-hand side of the student dashboard.			
***i-Ready* Learning Games (Grades K–5)** Engaging games to build math fluency and number sense. They are accessible through an icon at the bottom of the student dashboard.			
***i-Ready* Close Reading Lessons (Grades 2–5)** Personalized Reading lessons with longer passages selected using *i-Ready Assessment* data. These appear on the right-hand side of the student dashboard if available, and they can also be teacher-assigned.			
At-Home Activity Packets			
Other			

Family Communication

You will want to make sure families are fully aware of your plans during this time and have the information and resources they need to support their students at home.

Here are some resources to help:

- **Link to include in your existing communication:** i-Ready.com/AtHome

- **Short message to include in your existing communication:**

> As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep learning if they are out of school. Two tools that can help are *i-Ready* online lessons that provide instruction and practice based on students' individual needs, and At-Home Activity Packs that provide printable materials aligned to the skills we want them to learn.
>
> Visit i-Ready.com/AtHome for more information and tools to support your child at home during this time.

- **Printable flyer on** pp. 8–9

Keep the Learning Going

What is *i-Ready*?

i-Ready online lessons provide students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for them. These lessons are fun and interactive to keep your child engaged as they learn. Your student's teacher can also assign lessons that are related to skills they are covering in their teaching and help reinforce what students are learning in class.

As a reminder, your child has already taken the *i-Ready Diagnostic* at school. The results of this adaptive assessment personalize your child's online learning and helps their teacher(s) determine strengths and areas of need.

How do I log in?

On an iPad®:

- Download the free *i-Ready for Students* app from the App Store®. iPad must be compatible with iOS® 11 or above, such as the iPad Air, iPad Air 2, or iPad Pro.

- If your child's district/school:

  – Uses Clever, download the Clever app, log in using their district/school portal credentials, and click on the *i-Ready* icon.

  – Uses a portal that is **NOT** Clever, students should open the Safari® browser, enter their school portal URL and log in, and click on the *i-Ready* icon.

  – Does not use a portal, they should open the *i-Ready for Students* app and log in to *i-Ready* using the credentials provided by their teacher.

  iPad®, App Store®, and Safari® are registered trademarks of Apple, Inc.

  IOS is a trademark or registered trademark of Cisco in the US and other countries and is used under license.

From a computer:

- If your child's district/school:

  – Uses a portal, your child should log in using their district/school portal credentials and then click on the *i-Ready* icon.

  – Does NOT use a portal, your child should visit i-Ready.com and log in to i-Ready directly on a computer using the credential provided by their teacher.

Visit i-Ready.com/Support to confirm that your device and internet connection meet i-Ready System Requirements.

How do I get my child started?

- If your child's school has advised what they should work on, follow this guidance to keep your child's learning aligned with the current curriculum.

- Within the *i-Ready Personalized Instruction* program, your child will be able to select:

1. **Reading lessons or Mathematics lessons**: *Note that some schools will have purchased one single subject, in which case your child will only see that option on their screen.*

2. **My Path Lessons or Teacher-Assigned Lessons**: My Path lessons are assigned to your child based on their latest results on the *i-Ready Diagnostic. Note that Teacher-Assigned Lessons will only appear as a choice on the screen if the teacher has manually assigned lessons.*

3. **Learning Games**: These games help your child build mathematics skills in fun ways. To access, your child will need to choose Math in the upper left-hand corner of the To Do screen and then click on Learning Games in the bottom navigation bar. *Note that Learning Games are available to students if the school is using* i-Ready Mathematics *and has enabled the use of the games for students.*
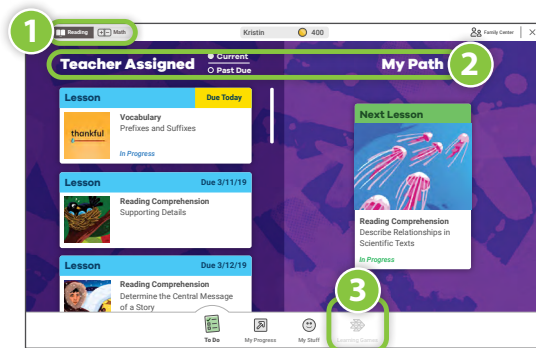
Where can my child and I see the progress being made?

You and your child can monitor progress by clicking on My Progress in the bottom navigation bar.

On the My Progress page, you will be able to see:

1. **Time-on-Task**: The number of minutes your child has spent this week on Personalized Instruction

2. **Lessons Passed**: The total number of lessons your child has passed this school year

3. **Lesson Streak**: How many lessons your child has passed in a row

4. **Completed Work**: The names and quiz scores for each of the lessons your child has taken
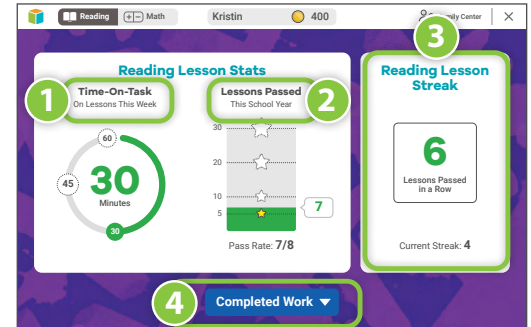
Tips to Support Your Child

1. **EXPLAIN** to your child how working on *i-Ready* will help them continue their learning while they are away from school, prepare them and their teachers for coming back to school, and help ensure they are ready for their next grade level.

2. **MAKE A PLAN** together with your child on how to spend their time at home and when they will work on their learning activities. It can be helpful to put the plan in writing and post it somewhere visible. As you make the plan, follow any guidance you received from your child's teacher on what they should work on.

3. **SHARE** the experience with your child. Both of you can become familiar with the different parts of the student dashboard, and you can learn with your child as they complete a lesson.

4. **ENCOURAGE** your child to take each lesson and quiz question seriously. Emphasize "thinking before clicking," because just clicking through will not be a productive use of their time nor reflect what your child actually knows. Remind your child to read passages in their entirety, use paper and pencil to solve math problems, and use the tools that appear at the bottom of the screen in some lessons.

5. **TRACK AND DISCUSS PROGRESS**. Regularly review progress with your student using the My Progress page. Note that your child should aim for 45 minutes of *i-Ready Personalized Instruction* per subject per week and maintain a range of 30–49 minutes of Personalized Instruction while passing at least 70 percent of lessons. Your child's school may have varying guidance.

6. **CELEBRATE** your child's progress. Celebrating milestones such as passing a lesson or reaching a specific goal can help keep your child motivated. You can share celebrations with the rest of the family and even decide on a fun activity as a reward. You can use these fun trackers as you and your child discuss and keep track of progress.

7. **MIX UP** activities. As you plan how your child will spend their learning time, ensure there is variety in the activities they work on beyond the time they spend on online learning. For example, younger children can work on art projects (they can even use these fun coloring pages of *i-Ready* characters) and older children can immerse themselves in a book of their choice.

Teacher Worksheet

Monitoring and Responding to Personalized Instruction during a School Closure

Class: _____

Week of: _____

Monitor	Analyze *While students are away from school . . .* *List the students who are in each category and think about the possible causes. Review individual student data as needed.*	Take Action *I will . . .*
Lesson Alerts		
⊗ **Domain Shutoff alerts** ⚠ **Struggling with Lessons alerts**		☐ Inform student and/or family, assuming communication channels are in place. ☐ Consider assigning prerequisite activity if family member can assist. ☐ Other:
Time-on-Task		
Less than 30 minutes (per subject/ per week)		☐ Inform student and/or family, assuming communication channels are in place. ☐ Consider that student may not have access to broadband internet connection and suggest alternate learning activities. ☐ Other:
More than 50 minutes (per subject/ per week)		☐ Review lesson path to ensure student is working on lessons appropriate for their chronological grade. ☐ Consider assigning extension or enrichment activities. ☐ Other:
Percent of Lessons Passed		
Less than 70% of lessons passed		☐ Review student's instructional path to confirm they are working on lessons appropriate for their chronological grade level. If not, consider assigning extension or enrichment activities. ☐ If Teacher-Assigned Lessons have low scores, consider assigning lessons on prerequisite skills or prioritizing My Path lessons. ☐ Inform families about low pass rates and suggest using trackers or creating incentives for lessons passed, if communication channels are in place. ☐ Other:
On Track		
✓ **No lesson alerts** ✓ **30–49 minutes of Time-on-Task** ✓ **At or above 70% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider assigning extension and/or enrichment activities. ☐ Other:

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How Tos

How Tos

Adjust Management Settings: Edit Diagnostic Windows

1. Select **Management** from the top navigation.

2. Select **Settings** and **Manage** under *Assessment*.

3. Select the **+ icon** to expand *Diagnostic Windows*. When expanded, it will change to a **– icon**.

To *set a new* Diagnostic Window:

> 4A. Select the **Add New** link and enter **Name**, **Start Date**, and **End Date**.

To *change an existing* Diagnostic Window:

> 4B. Select **Edit**. Input your changes.

5. Select **Save**.

Note: Diagnostic Windows do not assign an assessment or force Diagnostics to be taken during the windows, so communication about these windows is of utmost importance to ensure compliance with planned assessment schedules.

Adjust Management Settings: Control Student Access to *i-Ready* Assessments

1. Select **Management** from the top navigation.

2. Select **Settings** and **Manage** under *Assessment*.

3. Select the **+ icon** to expand *Diagnostic and Standards Mastery Schedule Restrictions*. When expanded, it will change to a **– icon**.

4. Choose a **time zone** from the *Time Zone* dropdown.

To restrict student access to i-Ready *assessments by time of day:*

   5A. Check the box next to **Disable Assessment Access by Hour** and select your desired times.

*To restrict student access to assessments by **day of the week**:*

   5B. Use the checkboxes for the desired days under **Restrictions by Day of Week**.

6. Select **Save**.

Note: To disable assessment access by a specific time frame, choose the earliest and latest times that students can begin an assessment. These access restrictions apply to the Diagnostic, Standards Mastery, and Growth Monitoring assessments, but not Personalized Instruction.

Note: Any i-Ready *administrator can specify which days and times students may take* i-Ready *assessments. If access restrictions are decided at the district level, other administrators should check these settings to understand and communicate them to staff and students. If your district has given school administrators discretion to adjust settings, you may make your own selection or Revert to District Settings.*

How Tos
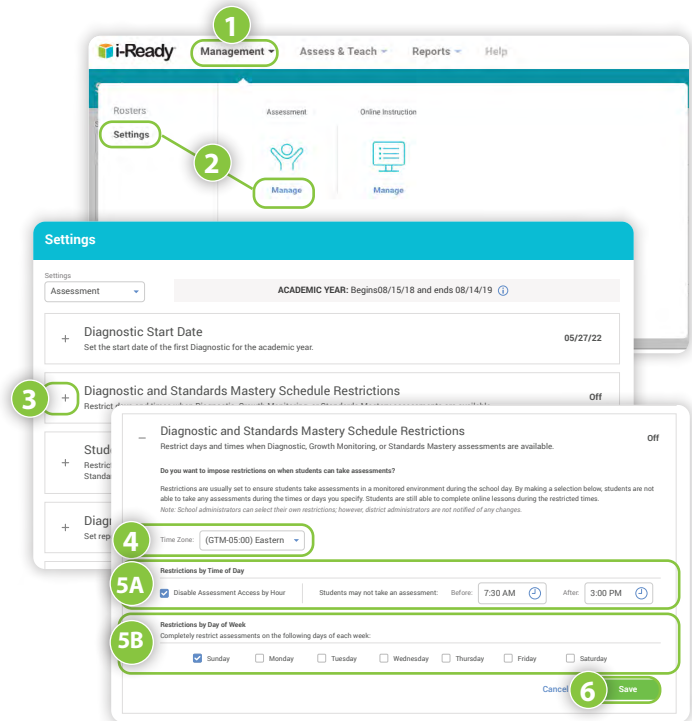
Adjust Management Settings: Modify Standards Mastery Assessment Plan

To View, Change the Date, or Cancel an Assigned Assessment:

1. **View Assignments** is the default view and shows all current and future assignments. Select it if you are on the *Assign and Manage* screen. From the *View Assignments* screen, you can perform your choice of the following tasks.
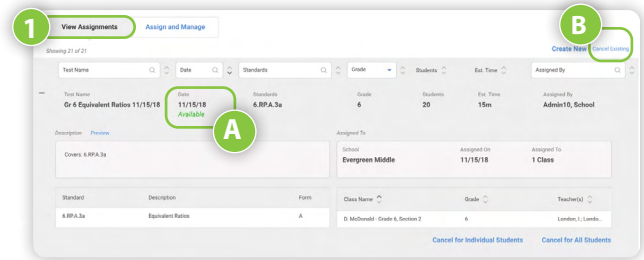
To change the date:

A. With the row expanded, change the date of an assignment scheduled in the future by selecting **Edit** next to *Date*. You will have the option to test students immediately or select a future date. Be sure to **save** your changes.

To cancel multiple assignments for a Class or Report Group:

B. Cancel any assignment for students in a specific class or report group by selecting **Cancel Existing**. Follow the prompts to cancel for *Students by Class* or *Students by Report Group*, select a **specific class** or **group**, and then select **specific students**. Be sure to confirm your changes.

To cancel a specific assignment for all students:

C. With the row expanded, cancel this assessment for all students included in the current assignment by selecting **Cancel for All Students**. You will be prompted to confirm the cancellation.
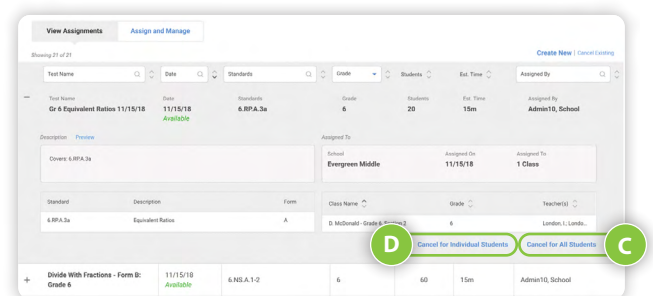
To cancel a specific assessment for individual students:

D. Cancel this assessment for some students in the current assignment by selecting **Cancel for Individual Student**. Select the **students** for whom you wish to cancel the assignment. Be sure to save your changes.

Adjust Management Settings: Modify Growth Monitoring Plan

Growth Monitoring is set to Off by default at the start of the academic year for each account. Districts may choose to turn it On for the district, school, or grade.

1. Select **Management** from the top navigation.

2. Select **Settings** and **Manage** under *Assessment*.

3. Select the **+ icon** to expand *Growth Monitoring*. When selected, it will change to a **– icon**.

4. Turn Growth Monitoring assessments on for all K–8 students or select grades within your school by selecting the appropriate **checkboxes**. District administrators will only see district-level selections.

5. Adjust your schedule for Growth Monitoring assessments as needed by clicking **Edit**.

6. Select **Save**.

Note: To export login information for Staff, Classes, or Report Groups, follow the same process with the selection you need in Step 2.

How Tos

Ensuring Instruction Is Turned On for Students

For an Entire School or Multiple Schools, Classes, Report Groups, or Students:

1. Select **Management** from the top navigation.

2. Select **Settings** and **Manage** under *Online Instruction*.

3. Select the **+ icon** to expand *Turn Instruction On/Off*. When expanded, it will change to a **– icon**.

4. Select the **Turn Instruction On/Off** button.

   Make sure to click the arrow after each step to move forward!

5. Choose **Math** or **Reading** and **On** or **Off**.

6. Select **Schools**, **Classes**, **Groups**, or **Students**.

7. Select **your population** using the checkboxes.

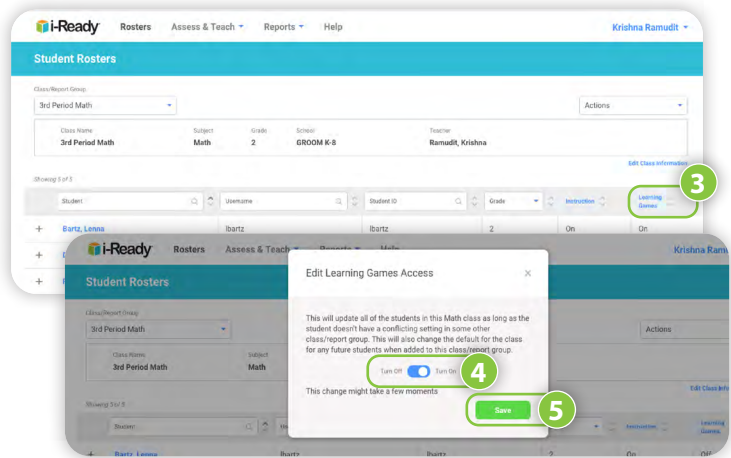8. Review and **save** your selections.
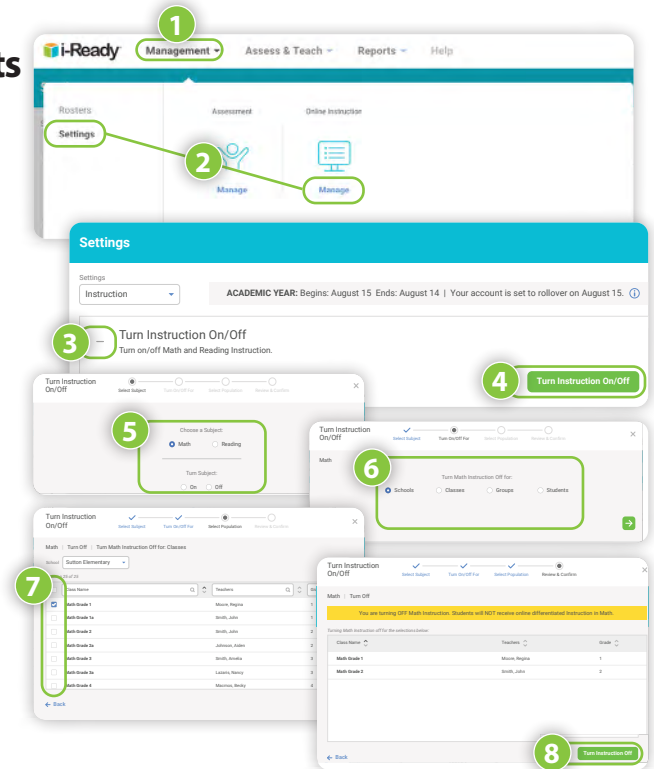
Enabling Learning Games

For a Whole Class:

Follow Steps 1–2 from *Ensuring Instruction Is Turned On for Students.*

3. Select **Learning Games**.

4. Use the **toggle** to turn Learning Games on or off for the whole class.

5. Select **Save**.

For an Individual Student:

Follow Steps 1–2 from *Ensuring Instruction Is Turned On for Students.*

3. Select the **+ icon** next to the student's name to expand the drawer. When expanded, it will change to a **– icon**.

4. Select **Edit Settings**.

5. Use the **toggle** to turn Learning Games on or off.*

6. Select **Save**.
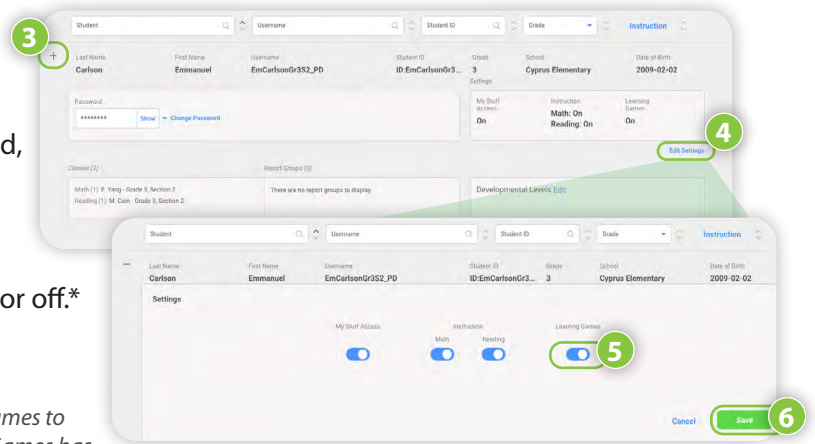
The individual student on/off feature will allow Learning Games to be enabled for an individual student, even when Learning Games has been turned off for the entire class.

Turn Learning Games On/Off

For Students in a School or District:

1. Select **Management** from the top navigation. *Rosters* will be selected by default.

2. Select **Manage** under *Students*.

Follow Steps 3–4 from *Ensuring Instruction Is Turned On for Students*.

3. Use the **toggle** to turn Learning Games on or off.*

4. Select **Save**.

The individual student on/off feature will allow Learning Games to be enabled for an individual student even when Learning Games has been turned off for the entire class.
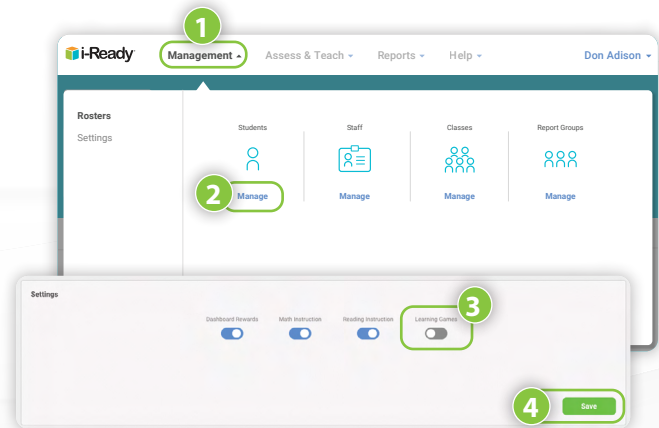
How Tos

Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.

2. Select the **Instruction** category at left.

3. Select **Reading** or **Math** under *Online Instruction*. If you are assigned to more than one school, you will also need to select the appropriate **School**.

4. In the *Create Assignments* view, use the **checkboxes** to select *lessons* you would like to add. You may also select a **lesson name** to view lesson details.

5. Select **Assign Online Lesson**. The corresponding pop-up will appear.

⚠️ *Make sure to click the arrow after each step to move forward!*

6. Choose **Classes/Report Groups** or **Students**.

7. Use the **checkboxes** to select your *population*.

8. *Optional:* Enter a **Due Date** for the lesson(s) you are assigning. If no due date is selected, the assignment will appear at the bottom of the student's queue.

9. Select **Assign Online Lesson**.
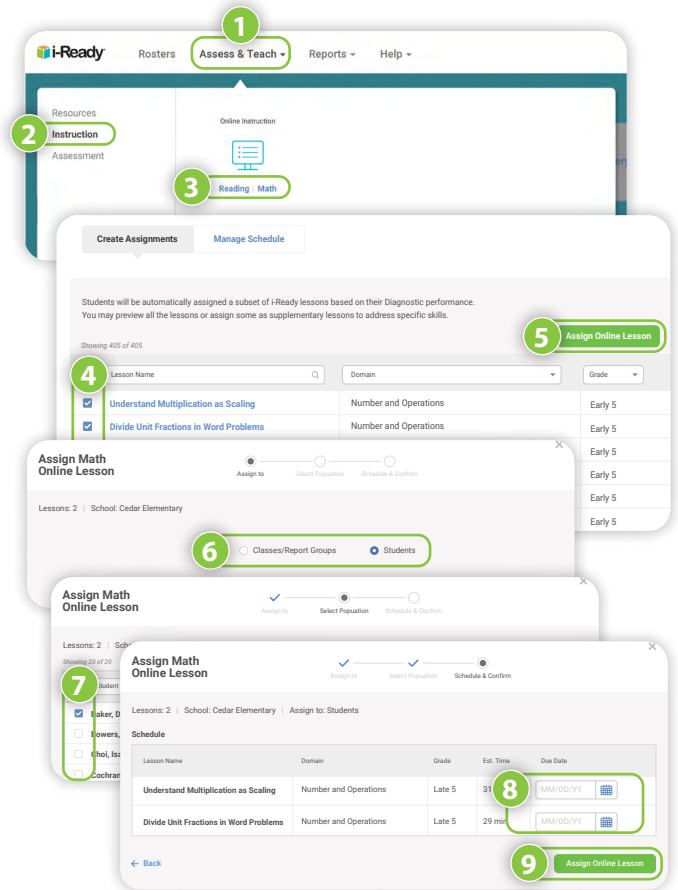
Managing Teacher-Assigned Lessons

To view your students' Teacher-Assigned Lessons, to cancel any Teacher-Assigned Lessons, or to change assignment due dates:

Follow Steps 1–3 from *Adding Teacher-Assigned Lessons*.

4. Select **Manage Schedule**.

To view lesson assignments details:

A. Select the **+ icon** next to the lesson name. When expanded, it will change to a **– icon**.

To change the due date of an existing assignment:

B1. Select **Edit** below the *Due Date*.

B2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

To remove the assignment entirely:

C. Select **Cancel for All Students**.

To remove assignments for individual students:

D. Select **Cancel by Students** above the lesson assignment table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. (*Steps not pictured.*)

⚠️ *Make sure to save changes when prompted!*
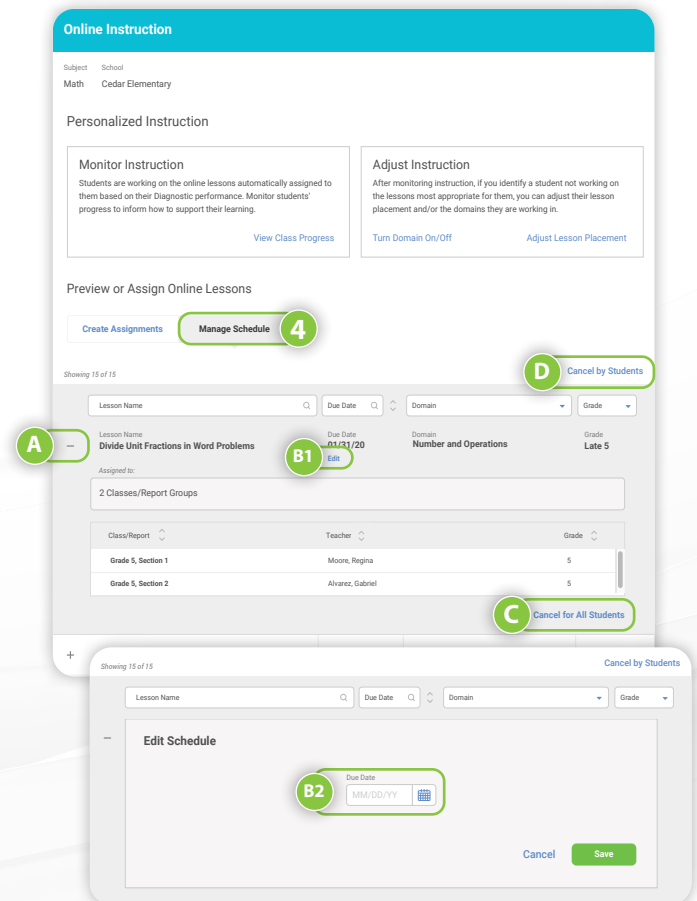
Enabling/Disabling Close Reading Lessons

1. Select **Assess & Teach** from the top navigation.

2. Select **Reading** under *Online Instruction*.

3. Select **Turn Domain On/Off** under the Adjust Instruction box.

4. Select **Comprehension Close Reading** from the Domain box on the left.

5. Select **On** or **Off** from the right.

6. Go through our wizard flow to turn it on/off for their **population of students**, with a lot of flexibility:

> **Teachers**: Turn on/off for one or multiple classes (or report groups) or one or multiple students.
>
> **School Administrators**: Turn on/off for the same as teacher, plus also decide if on/off for their whole school.
>
> **District Administrators**: Same as above, plus also turn on/off for the whole district or multiple schools.

How do I monitor my students' progress in Personalized Instruction and respond to meet their needs (at the class level)?

Report to Use

Online Instruction (Class)*: Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the Personalized Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1. **Lesson Alerts:** Monitor and respond to lesson alerts.
   - ⊗ **Domain Shutoff alerts:** Which students have a domain that's been shut off?
   - ⚠ **Struggling with Lessons alerts:** Which students are struggling with lessons?

2. **Overall:** Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.
   - Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.

3. **Student Performance:** Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students:
   - Have completed 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction
   - Are in the range of 30–49 minutes of Lesson Time-on-Task
   - Are in the range of 70%–100% of lessons passed for the year
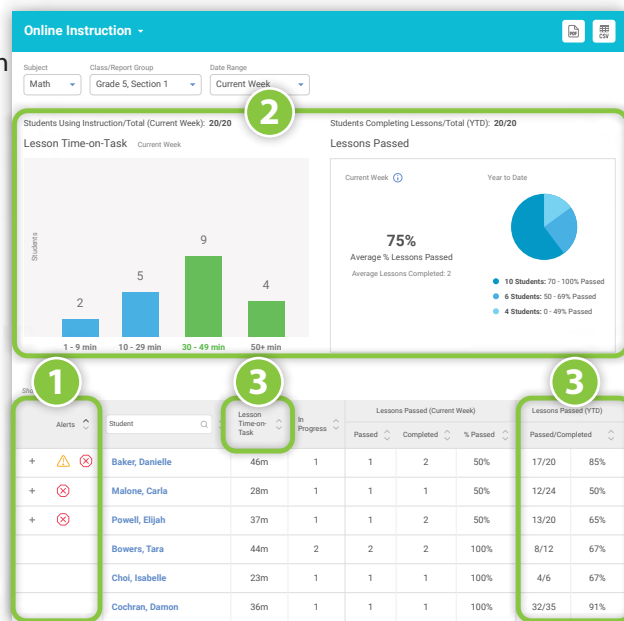
Suggested Actions

- **Monitor the data:** Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - Individual students aim for 45 minutes of Personalized Instruction per subject with high Percent of Lessons Passed each week
  - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
  - Individual students and groups maintain 70%–100% of lessons passed for the year

For a worksheet to support your analysis, see .

- **Respond to student needs:** Use the data to inform teacher-led small group and individualized instruction.

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.

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How are students using and making progress in Personalized Instruction (at the school and/or district level)?

Report to Use

 Online Instruction report (District/School): Select *Reading* or *Math*.

Data to Focus On

1. **Review Overall Time-on-Task:** Review how your school or district is using Personalized Instruction.
   – What percentage of students is in the healthy range of 30–49 minutes of Time-on-Task?

2. **Review Overall Percent Lessons Passed:** Review how your school or district is progressing with Personalized Instruction.
   – What percentage of students passed more than 70 percent of their lessons?

3. **Detailed Review:** Sort by Class, Report Group, or Grade. (District Administrators, sort by School or Grade). It's critical to review both Time-on-Task and Percent of Lessons Passed together to accurately assess progress and identify the best response.

Report Criteria to Select

- Select the **School*** and **Subject**.
- Confirm the Date Range you want to review.

*District administrators choose **All Schools** to view results for the district.

Online Instruction

Subject: Reading School: Lincoln Elementary Date Range: Current Week

Students Using Instruction/Total (Current Week) : 1,392/1,461
Time on Task Current Week

① 0 - 9 min: 10% | 10 - 29 min: 22% | 30 - 49 min: 48% | 50+ min: 20%

Students Completing Lessons / Total (YTD): 1,406/1,461
% Lessons Passed Year to Date

② 61% of Students 70 - 100% Passed · 25% of Students 50 - 69% Passed · 14% of Students 0 - 49% Passed

Switch Table View: Online Instruction Detail   Show Results By: Grade ③

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Grade	⊗	⚠	Time on Task (Current Week)					% Lessons Passed (Year to Date)			
			0 - 9	10 - 29	30 - 49	50+	Students Using Instruction	0 - 49%	50 - 69%	70 - 100%	Students Completing Lessons
Grade K		28	6%	13%	56%	25%	286/300	12%	25%	63%	288/300
Grade 1		39	17%	35%	38%	10%	274/289	15%	30%	55%	277/289
Grade 2	3	17	8%	11%	58%	23%	286/306	10%	21%	69%	293/306

4. **Lesson Alerts:** Review Personalized Instruction lesson alerts.
   – Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and Struggling with Lessons alerts (⚠)?
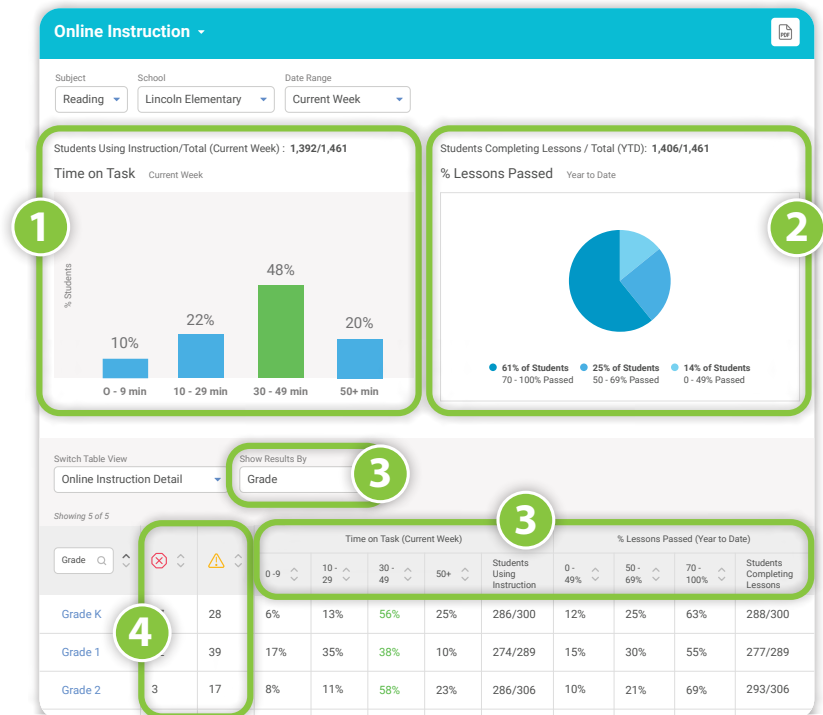
Recommendations: At the aggregate level, schools, grades, and classes should maintain a healthy range of 30–49 minutes of Personalized Instruction per subject per week and 70%–100% of lessons passed. Consider which groups:

– Are in the healthy range of 30–49 minutes of Time-on-Task
– Have completed less than 30 minutes of Personalized Instruction
– Are in the healthy range of 70%–100% of lessons passed

Contact Information

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