

VGV Schoolwide Student Performance Reporting System

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Technical Report No. VGV-TR-1003 Contributors:

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For Reference:

Any questions regarding the VGV Grade Reporting System components described here-
 within should be addressed to the specific component managers in Table 1 below:

Table 1. VGV Grade Reporting System Component Managers (2016-2017):

Component Manager	Grade Reporting System Component	Contact email	Tel. Ext. for 401.831.2878
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Preface

"The discipline of writing something down is the first step toward making it happen."

~ Lee Iacocca

This Technical Report serves as a comprehensive central document for all matters with regards to VGV student performance measures. The four major purposes of use are:

1. A Desk Reference for VGV faculty and administration
2. A Training Manual for new faculty
3. Establishing and maintaining consistency of understanding—schoolwide
4. Accountability—ensuring that procedures happen as described here within
5. A model for other schools that may wish to follow
6. Transparency for all stakeholders including Rhode Island Department of Education

Given that VGV is a continuous experiment—a chartered laboratory of innovation by RIDE (Rhode Island Department of Education), **this Technical Report is a “living document” subject to change/evolve going forward as we find better ways of increasing student achievement in the VGV RotoFlex Blended Learning model.**

~ Dr. John D. Butler
Director of Academic Planning and Academics
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February 15, 2017

1. VGV Grade Reporting System Overview

This section briefly describes the VGV Grade Reporting System shown in Figure 1-1 that is used schoolwide (effective beginning with the first report card in the second semester of the 2016-2017 school year). More detailed information will be presented in forthcoming sections. The system links three major grading system components: (1) the VGV Workshop Gradebook (VGV's universal teacher's gradebook), (2) Edgenuity (VGV's e-curriculum platform), and ALMA (VGV's SIS) in a standardized semi-automated process for populating the student's report card. The report card presents student performance measures for five distinct categories (refer to Figure 1-1):

- I. **VGV Workshop Gradebook Course Grade:** Several courses in VGV's Program of Study (PoS) allow for teachers to supplement (not replace) Edgenuity activities in the Workshops. Such supplemental student activities must be aligned with the Edgenuity course but are VGV teacher-graded. Any teacher-graded work that is to be incorporated into the student's overall grade must be recorded in the VGV Workshop Gradebook. The VGV Workshop numeric grade is based on 100 points maximum and, at report card time, will be manually entered by the teacher into Edgenuity in the category "Additional" which is universally weighted at 40% by VGV for all pertinent Edgenuity courses.
- II. **Edgenuity Course Grade:** As noted above, the VGV Workshop grade at report card time will be manually entered by the teacher into Edgenuity in the category "Additional" which is universally weighted at 40%. If the teacher did not have any teacher-graded student work and thus did not use the VGV Workshop Gradebook, the Edgenuity grade will automatically constitute 100% of the student's grade. If the teacher inputted a grade into the "Additional" category, Edgenuity will automatically calculate the 60/40 numeric grade proportion. This numeric grade will then be manually entered into ALMA.
- III. **Rosetta Stone Grade:** All students are required to take a minimum of two foreign language courses. VGV uses the Rosetta Stone platform as its e-course delivery system. The VGV Data Manager has the responsibility of entering the student's Rosetta Stone numeric grade into ALMA at report card time as a separate grade from Edgenuity.
- IV. **IdP Grade:** All students are required to complete an Inter-disciplinary Project (IdP) each academic quarter each school year (unless otherwise excused by administration). The LC science teacher will generally be responsible for entering the student's IdP numeric grade into ALMA at report card time as a separate grade.
- V. **VGV Attendance Data:** The VGV report card includes the student's attendance data for comprised of the days present, days absent, and days late. This data is inputted into ALMA by the school's receptionist.

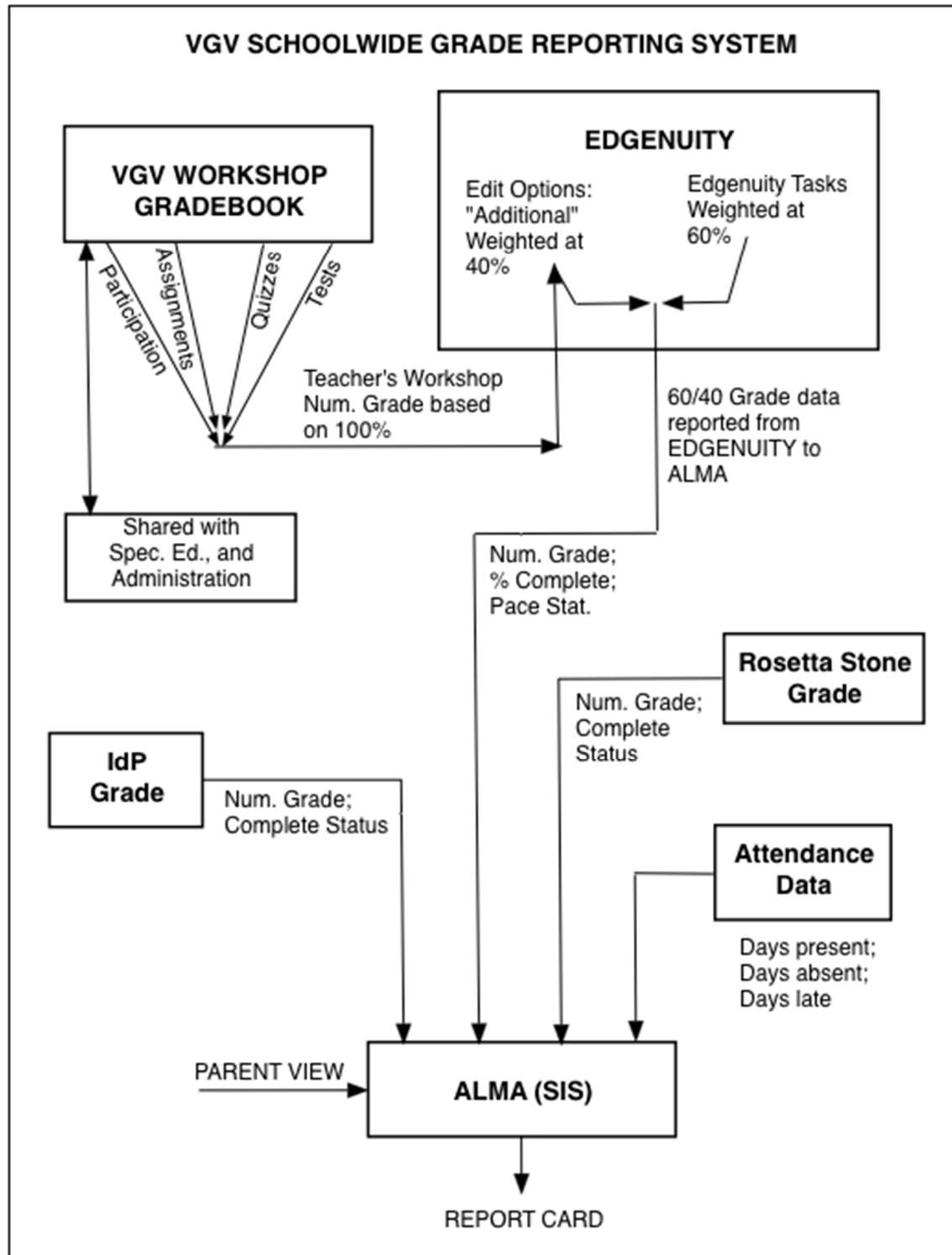


Figure 1-1. VGV grade reporting process architecture

Some Key Points

1. Students take all Edgenuity assessments online (i.e., quizzes, tests, cumulative exams).
 2. Teachers may create **supplementary** (not replacement) assignments and assessments which will be teacher graded and entered into the VGV Workshop Gradebook.
 3. If assigning supplementary student work that will be teacher graded. Teachers will record the grades in their VGV Workshop Gradebook. At report card time, teachers will enter only one grade (based on 100%) into the Edgenuity course "Additional" category that will be universally weighted at 40%. It may be necessary to manually adjust the weights in "Edit Options" so that all categories add to 100.
 4. Edgenuity will automatically calculate the overall grade with the 60% Edgenuity assessments and the 40% "Additional" grade (i.e., Teacher's Workshop grade).
 5. At report card time, the teacher will enter the Edgenuity 60/40 numerical grade from Edgenuity into ALMA.
 6. Teachers' will update their Workshop grade into Edgenuity every Friday (or sooner).
 7. If teachers do not use any supplementary assignments and/or assessments then no grade will be entered into the "Additional" category in Edgenuity and the 60% Edgenuity weighting will automatically default to 100% (i.e., the "Additional" category weighting in Edgenuity is still set for 40% but no teacher grade is entered).
 8. The VGV Workshop Gradebook will be the universally used gradebook schoolwide—no other means is to be used. Any supplemental teacher graded student work must be recorded in this universal VGV gradebook—not in Edgenuity.
 9. All teacher gradebooks will reside in one folder and will be shared with Special Ed. and Administration but not shared between teachers.
-

2. Using the Village Green Workshop Gradebook

Before you start

This section outlines procedures to utilize the VGV Workshop Gradebook. Although the functionality of this gradebook can be customized to fit the needs of individual teachers, the goal is to have a standardized tool used schoolwide. For this reason, do not edit or format cells unless specified by this document. When in doubt, consult the VGV administration's designated Gradebook Manager (refer to Table 1).

Accessing the Gradebook

STEP 1: All teachers and faculty can access the Workshop Gradebook through *Google Drive* using their school assigned Gmail accounts;

or, use the link (it may take several seconds to load):

https://docs.google.com/spreadsheets/d/1EpFinpQhbVUMs2N9MX2PgdsU6tw1_XdUo0bO-j2WRwc/edit?invite=CJ2V44EP&ts=58e25b40#gid=0

STEP 2: When the file is open, go to File and choose **"Make a Copy"** from the drop-down menu (Figure 2-1).

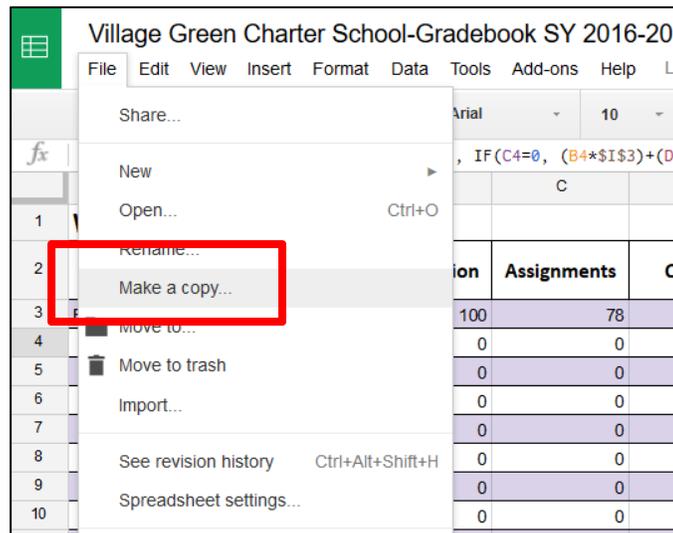


Figure 2-1.

STEP 3: Once you've made a copy of the sheet you can rename your gradebook with the following format:

Last Name-Course Name (VGV School Year)

Example: Alishahi-Algebra II (VGV 2016-2017)

NOTE: Teachers are only required to use the VGV Workshop Gradebook if they are supplementing Edgenuity activities with teacher-graded student work (e.g., participation, assignments, quizzes, tests) in their workshop. Teachers will need to create as many gradebooks as courses they teach for which they will supplement and grade Workshop activities. For example, if you teach only an Algebra II Workshop, use only one gradebook. If you teach two Workshops of Geometry and two Workshops of Algebra I, you will need one gradebook for Geometry and one gradebook for Algebra I—all of these assuming the same level Edgenuity course.

Teacher Gradebook Sharing

The gradebooks are to be saved to your Google Drive and are to be shared to the folder “vgvadmin@vgvirtual.org as shown in Figure 2-2. This folder will hold all teacher gradebooks and the folder is shared with Administration as shown in Figure 2-2. Note that teacher gradebooks **are not to be shared between teachers**.

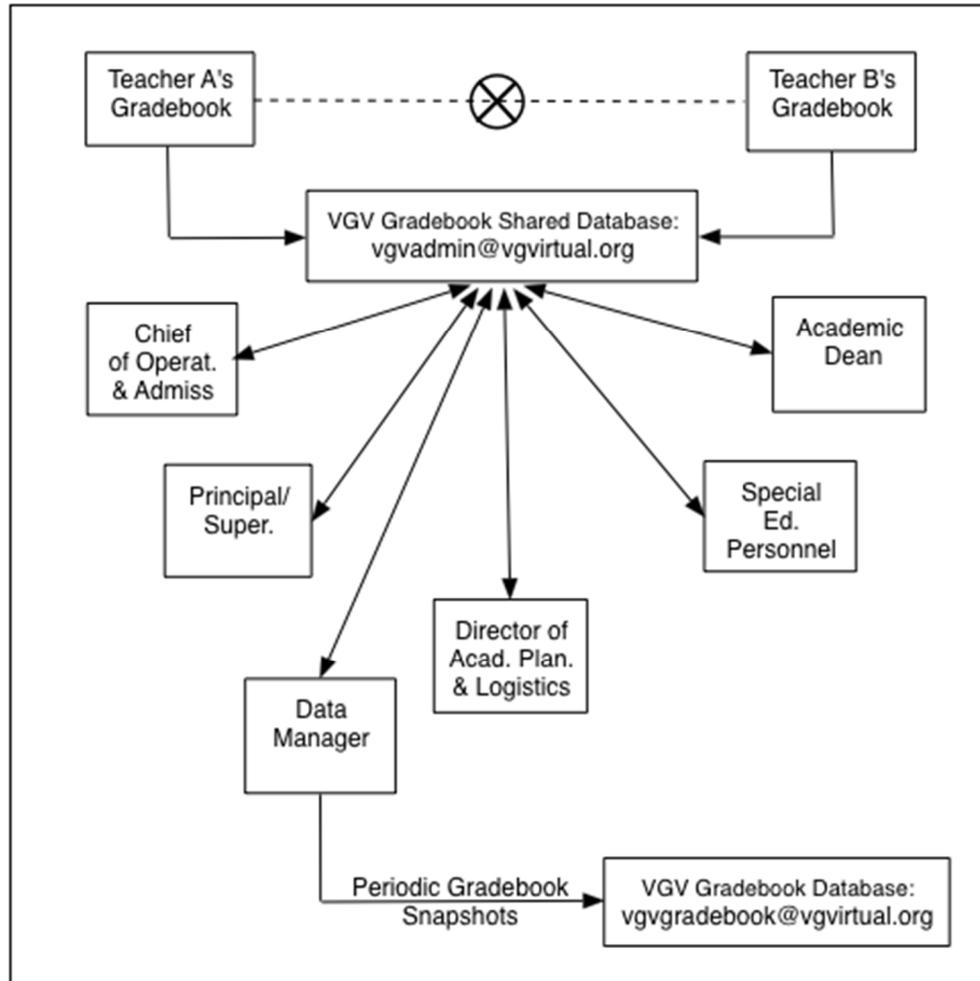


Figure 2-2. Teacher gradebook sharing requirements

As shown in Figure 2-2, the Data Manger will be responsible for archiving and freezing all teacher gradebook snapshots in the VGV Gradebook Database periodically (i.e., at report card issuance time).

Understanding the Gradebook Layout

The layout of this gradebook includes five different sheets of data: Overall Grade, Participation, Assignments, Quizzes, and Tests. There is an optional sheet ('Monthly Grades') that can be used to archive report card grades if needed. Data entered in Participation, Assignments, Quizzes, and Tests are linked to the Overall Grade sheet to calculate the appropriately weighted overall grade for each student. The overall grade is calculated on a weight-based system not a points system; therefore, all grades should be entered as a percentage.

The gradebook allows for a student roster of up to 50 students. If a larger student roster is needed, one can copy cells to expand the number of students (see the end of this section for help).

Setting Up Your Gradebook

1. Select the Overall Grade tab to begin setting up the basics of your gradebook.
 - a. Enter Workshop name and time in the top left corner, cell B1 (this will be linked to all other sheets)
 - b. Enter student names in the space provided (A:3 through A:50)
 - c. Enter grade weights in the table on the right (25% is the default to be entered for each of the four categories as shown in Figure 2-3).
 - i. If you chose not to use one of the grading categories enter "0"
 - ii. **Make sure the total of the weights is equal to 100 and the distributions are equal.** For example, if you chose to use only three categories, each weight should show 33.3%.
 - iii. **Only the scenarios for grade weighting shown in Figure 2-4 are allowed.**
 - iv. You will be warned when making adjustments to these cells, click OK.

Category	Weight
Participation	25%
Assignments	25%
Quizzes	25%
Tests	25%
	100%
Total must equal 100% to calculate grades accurately	

Figure 2-3

IF USING ALL 4 CATEGORIES:

Category	Set Weights
Participation	25
Assignments	25
Quizzes	25
Tests	25
	100%

IF USING 3 CATEGORIES (four possible scenarios):

Category	Set Weights	Set Weights	Set Weights	Set Weights
Participation	33.3	33.3	33.3	0
Assignments	33.3	33.3	0	33.3
Quizzes	33.3	0	33.3	33.3
Tests	0	33.3	33.3	33.3
	100%	100%	100%	100%

IF USING 2 CATEGORIES (six possible scenarios):

Category	Set Weights					
Participation	50	50	50	0	0	0
Assignments	50	0	0	50	50	0
Quizzes	0	50	0	50	0	50
Tests	0	0	50	0	50	50
	100%	100%	100%	100%	100%	100%

IF USING 1 CATEGORY — Not Recommended, but allowed (four possible scenarios):

Category	Set Weights	Set Weights	Set Weights	Set Weights
Participation	100	0	0	0
Assignments	0	100	0	0
Quizzes	0	0	100	0
Tests	0	0	0	100
	100%	100%	100%	100%

Figure 2-4. Allowed weighting scenarios

2. For each sheet, you can enter information regarding participation, assignments, quizzes, and tests in the second row of each sheet (Figure 2-5).
 - a. Teachers can include assignment information such as date and description in these cells.
 - b. Grades should be entered as a number between 0 and 100 (not as percentages or decimals).

	Date & Lesson Name	Participation
	Example: Weekly Participation	11.07-11.11
91	85	90
0.00		
0.00		

Figure 2-5

Helpful Hints

1. The column and row headers are frozen for easy addition of grades, however, one can unfreeze the panes by clicking View>Freeze>No Rows and again for No Columns.
2. Expanding your gradebook:
 - a. Select rows 49 and 50 in the Overall Grade Tab
 - b. Hover the mouse over the bottom left corner of the selection until the mouse turned into a cross shape.
 - c. Drag the selection down until you have reached the number of cells you wish to add.
 - d. This can be repeated for the other aspects of the gradebook.



3. Entering the VGV Workshop Grade into Edgenuity

All teachers that have a VGV Workshop Gradebook for a course, will use the following procedure for entering the student’s numeric grade into the “Additional Activities” within Edgenuity:

Step 1. After logging into Edgenuity, select the student from the “Manage Students” tab.

Step 2. On the student’s page, click on the “Additional Activities” tab shown in Figure 3-1.

Edit	Course Name	Bypasses	Grade	Start Date	Status
<input type="radio"/>	Common Core Algebra II - VGV3		11	8/22/2016	
<input type="radio"/>	Common Core ELA 11 - VGV3		11	8/18/2016	Score Pending
<input type="radio"/>	Digital Citizenship & e-Learning Best Practices - VGCS		8	8/22/2016	
<input type="radio"/>	NECAP Prep - VGCS	2	8	1/3/2017	

[View Archived Courses](#)

Figure 3-1

Step 3. Refer to Figure 3-2: In the “Activity Description” box enter the following description: Workshop Grade for [enter the month the report card is due followed by the year]. Example:

Workshop Grade for January 2016

In the “Activity Score” box, enter the student’s Workshop numeric grade (to one decimal place). Examples:

82.5 or 70.0 or 69.4

Note: Step 3 is used only if there is a Workshop gradebook used.

Figure 3-2.

Step 4. Verify that the course weight for the “Additional” activity has been set at 40%:

From “Edit Options” or “Edit Course Options” (depending on teacher permissions granted) check that the “Additional” category has been set at 40%. All categories must add to 100%. The relative category Grade Weights should reflect the same proportionality as the original Edgenuity settings wherever possible.

Grading Weights	
Quiz	<input type="text" value="10"/>
Test	<input type="text" value="15"/>
Exam	<input type="text" value="15"/>
Assignment	<input type="text" value="20"/>
Lab	<input type="text" value="0"/>
Additional	<input type="text" value="40"/>
Total	100

Figure 3-3.

NOTE: Setting the “Additional” at 40% is how we automatically achieve the goal of 60% of a student’s grade is directly from Edgenuity and 40% is the teacher-graded student work from the Workshop. If the teacher does not input a numeric grade into Edgenuity as described for Figure 3-2 (i.e., the box is left blank), Edgenuity categories will comprise 100% of the student’s grade.

4. Rosetta Stone Grade Access and Reporting

VGV uses the Rosetta Stone platform for delivery of the foreign language courses. This section provides the procedure for teachers to log into Rosetta Stone and review student performance. Also, included is the procedure that the VGV Data Manager uses to retrieve the Student's grade for entering into the ALMA gradebook.

Step 1. Log in to URL: <https://villagegreen.rosettastoneclassroom.com>
You should see the screen shown in Figure 4-1 below.

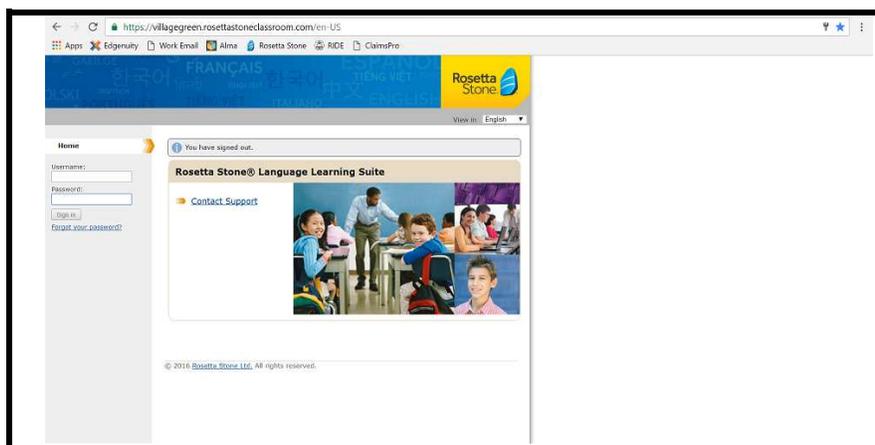


Figure 4-1.

Step 2. Insert your username and password. This will take you to the home screen shown in Figure 4-2 below. Click on the [Launch Administrator Tools](#)

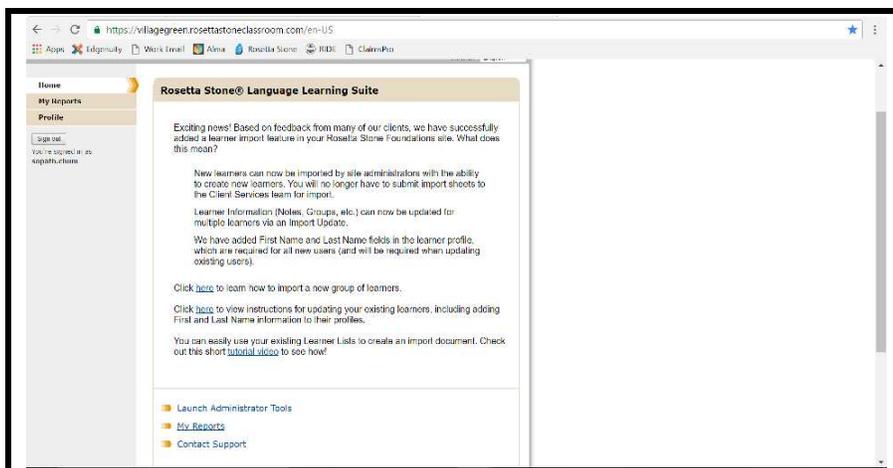


Figure 4-2

Step 3. Once you have clicked on the [Launch Administrator Tools](#), you will see the screen shown in Figure 4-3 below:

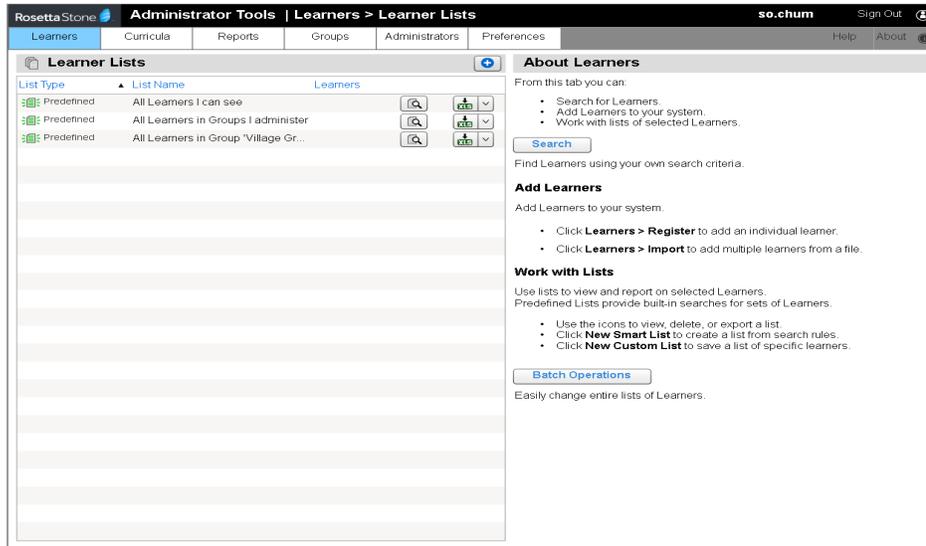


Figure 4-3

There are two ways to find students that you want to view:

- a. Click on Learners Tab, you will see under Learner Lists, click on *All Learners I can see*. Once you click on this, you should see the following screen below. Here you can scroll through and find every students account information.

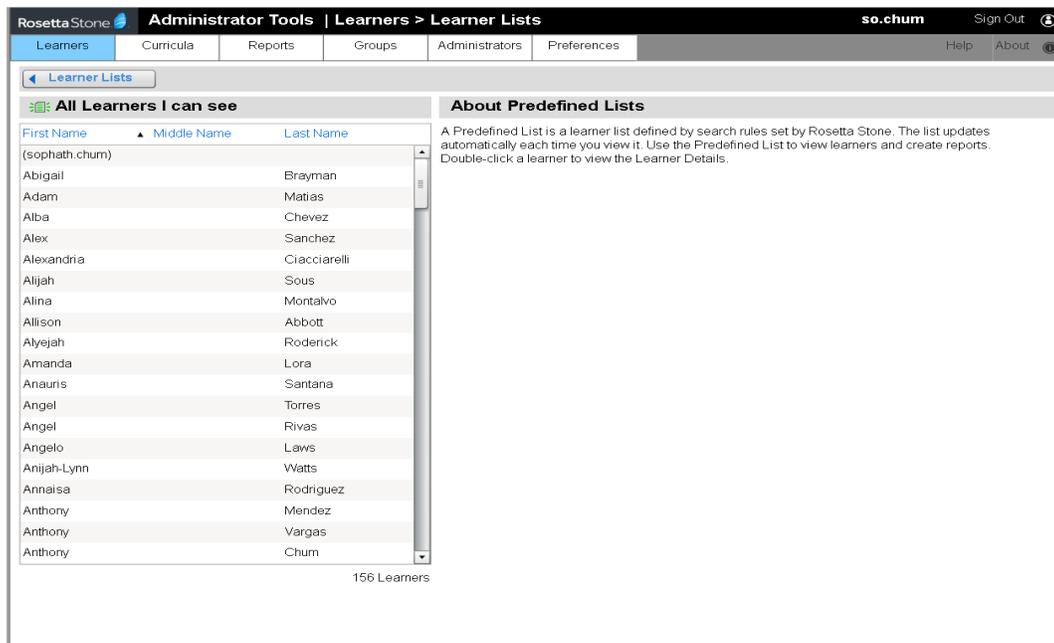


Figure 4-4

- b. The second way of doing this is by clicking on the **Groups** Tab, you will see under **Groups** with LC's (Learning Centers) listed by groups as you see below.

The screenshot displays the Rosetta Stone Administrator Tools interface. The top navigation bar includes 'Rosetta Stone', 'Administrator Tools | Groups', 'so.chum', and 'Sign Out'. Below this, a secondary navigation bar has tabs for 'Learners', 'Curricula', 'Reports', 'Groups' (which is active), 'Administrators', and 'Preferences'. On the right of this bar are 'Help' and 'About' links.

The main content area is divided into two sections. On the left is a 'Groups' sidebar with a search bar and a list of groups: 'Village Green Virtual Charter School' (expanded), 'LC1', 'LC3', 'LC2', 'All Languages Group', and 'LCC'. On the right is the 'About Groups' section, which contains the following text:

Use Groups to define the structure of your organization for administrative and reporting purposes.

The panel on the left shows the hierarchy of Groups in your organization.

Guidelines for Groups:

- A Home Group is indicated by the home icon.

The Home Group is the highest-level Group to which any Administrator or Learner belongs. You can assign an Administrator or Learner to any Group within the Home Group. For example, for Learners who study at their school or division, the Home Group should be set to that school or division.

- A Group can either contain individual Learners or Subgroups, but not both.
- You can assign Learners to any Group that has no Subgroups and at least one Language Level associated with the Group.

To work with Groups:

- Click Add to create a new Group.
- Click a Group name to view the Group Details page.
- On the Group Details page, you can edit the Group if you have the required privileges.
 - Define the Group structure.
 - Set a Home Group.
- Click the Group name again to expand or collapse the Subgroups beneath it.

Note: If you are setting up your system for the first time, please see the Administrator's Guide for suggestions on how to create Groups, then Roles, then Administrators.

Figure 4-5

- c. Click on the LC group that you would like to see and you should see the following:

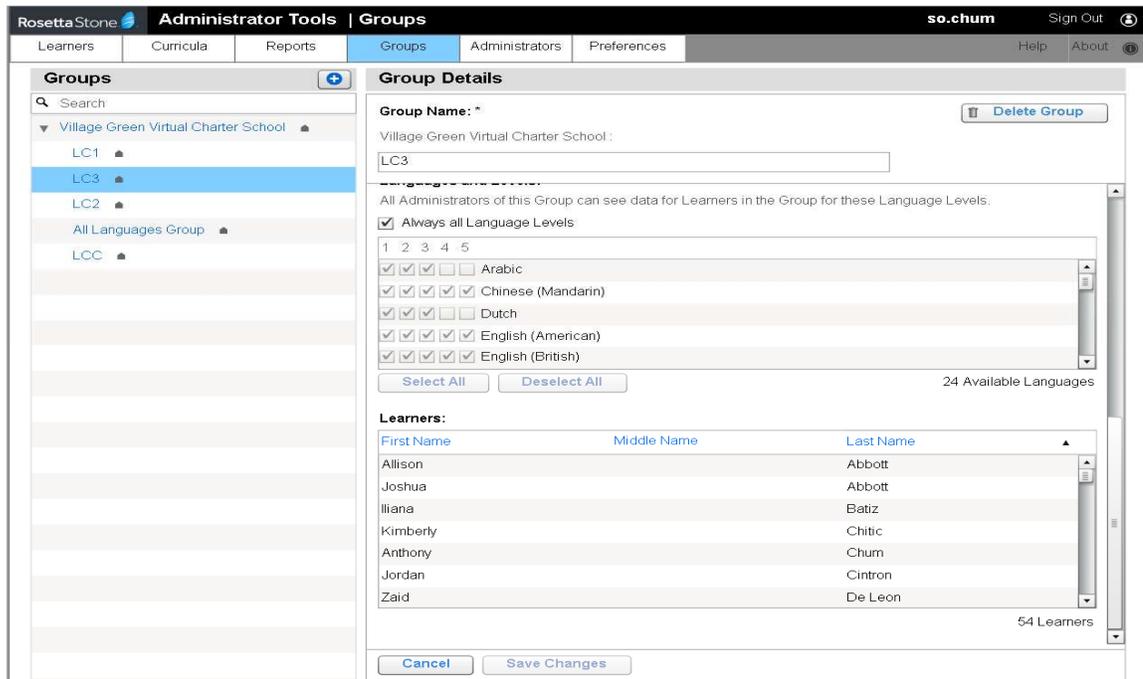


Figure 4-6

Scroll to the bottom of the screen and under the **Learners** section you will be able to see all students that is part of that group.

Step 4. Click on the student that you want to see and the following screen should come up.

Language & Level	Curriculum	Assigned
Spanish (Latin America) Level 1	Standard	<input checked="" type="checkbox"/>
Spanish (Latin America) Level 2	Standard	<input checked="" type="checkbox"/>
Spanish (Latin America) Level 3	Use Default Curriculum	<input type="checkbox"/>

Figure 4-7

At the bottom of the screen there is the **Curricula:** box with three different columns:

1. Language & Level
2. Curriculum
3. Assigned

To the right of the **Assigned** checked box there should be a little window tab. Click on that tab and you will see the following screen:

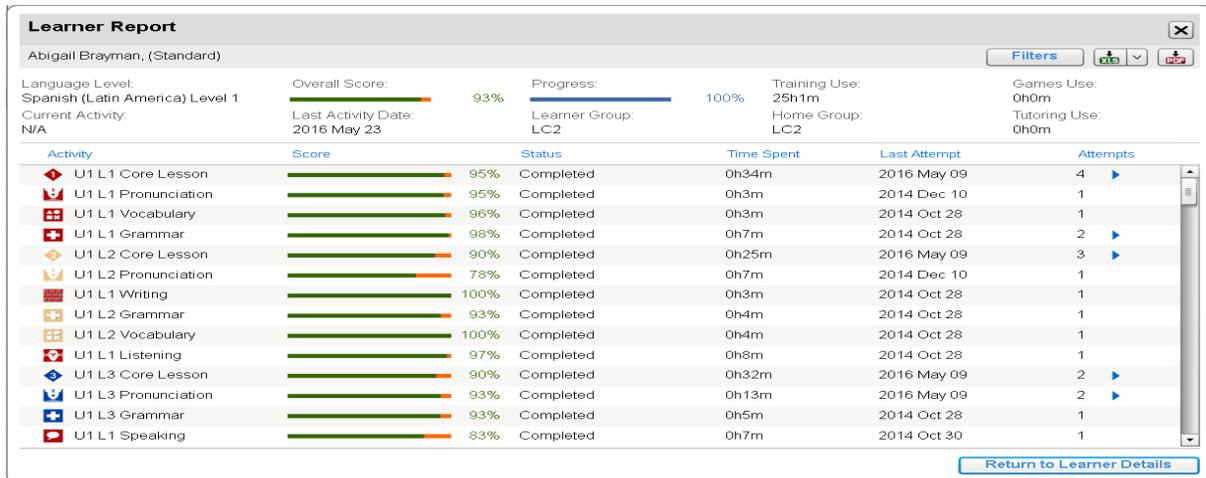


Figure 4-8

This screen will show you the student's Language Level, Current Activity, Overall Score, Last Activity Date, Progress, Learner Group, Training Use, Home Group, Games Use, and Tutoring Use.

5. The IDP Grading, Reporting, and Archiving

Students have a folder in their Google drive “First Name, Last Name- IDP” within that folder there are folders for each school year and then the IDPs are stored in the appropriate school year. They are shared with an admin account (vgvadmin@vgvirtual.org) where admin and sped teachers have access.

LC wide IDP trackers are also shared to this account so admin and sped have quick access to see who has completed what IDPs so students do not fall through the cracks.

Scheduling - once a quarter, day 1 students read the sources and go to a graphing workshop as well as a workshop based on the “triangle, square, triangle”. Day 2 students get the prompt, sources, exemplar paper and outline of how to write the paper. They write their paper and are allowed to leave as soon as they are done. Day 3, students create their PowerPoint in the morning with 2/4 houses presenting in the afternoon. The next IDP the other 2/4 present.

This Section is a work in process



6. Attendance Data for the Report Card

Three measures related to a student's attendance are reported on the monthly report card: (1) the number of days the student was present; (2) the number of days the student was absent; and, (3) the number of days the student was late.

As shown in Figure 1-1, attendance data (i.e., days present, days absent, days late) is one of the four inputs entered into ALMA, VGV's SIS.

Currently, entering the attendance data into ALMA is a job responsibility of the school's receptionist.



7. Entering Report Card Grades in the ALMA Gradebook

The VGV Data Manager will notify teachers generally one week prior to the report card due date that ALMA is now open for teachers to enter student grades. Notification for system readiness will be done by email. This section explains the procedure for entering the grade data from Edgenuity consisting of three components (Num. Grade, % Complete, Pace Stat.) for each student.

Step 1. Go to vgcs.getalma.com and sign in with your username and password (Figure 7-1).

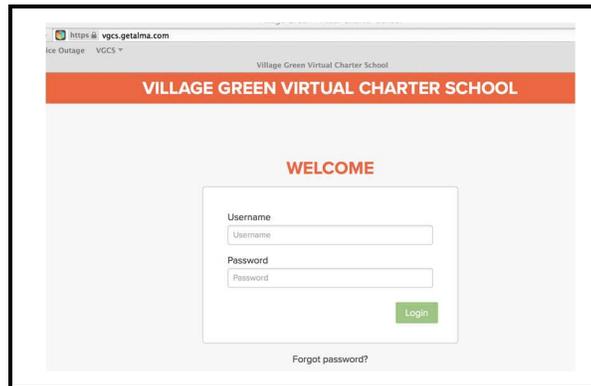


Figure 7-1. ALMA login page

Step 2. On the ALMA Home screen, locate the “REPORT CARDS” tab from the menu on the left side of the screen (Figure 5-2).



Figure 7-2. Locating the report cards tab

Step 3. Hover your mouse over the “REPORT CARDS” tab and a sliding side panel will open to the right. A list of months under the heading “REPORT CARDS” will appear. Select the most current month.

If the system is ready for grade input, there should be a folder visible under “ACTIVE BATCHES” — **You should only put in the grades when you see an active batch (e.g., Figure 7-3). The Data manager is the only one that opens batches—teachers should not.**

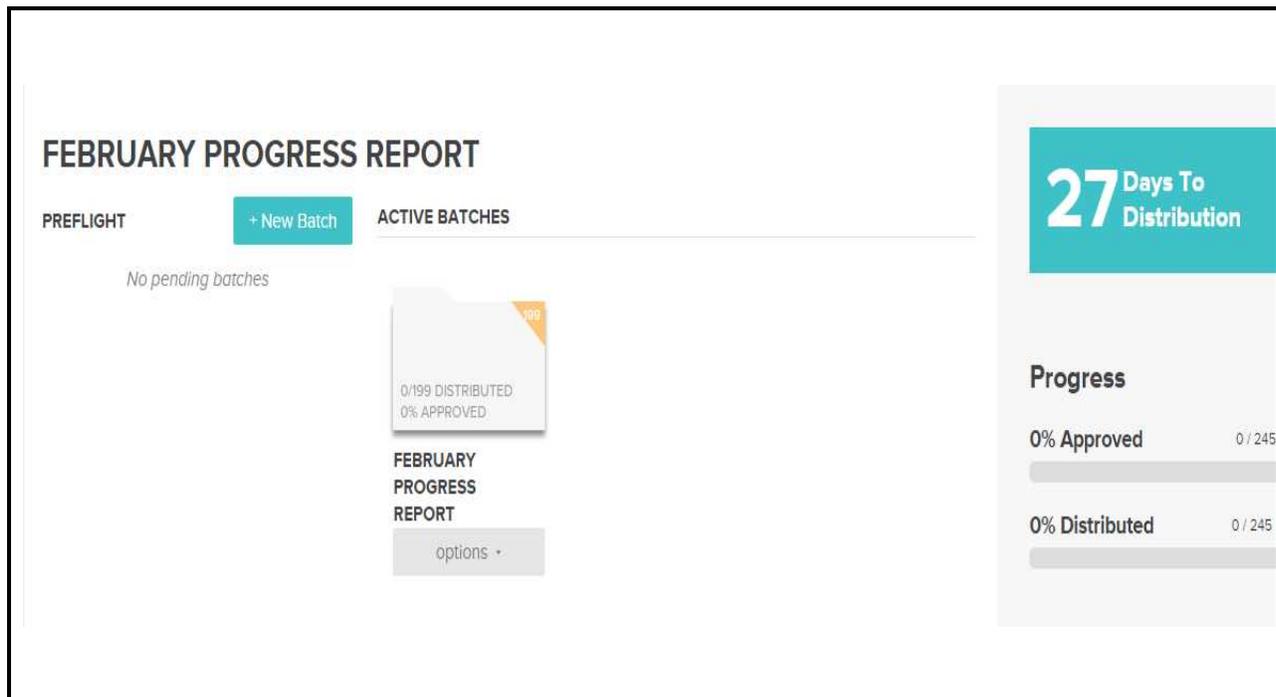


Figure 7.3. Example of Active Batches shown

Step 4. Hover your mouse over the “OPTION” tab and it will give you the follow options:

- Preview Batch
- View Queue
- Manage Batch
- Delete Batch

Choose the “View Queue” option and you should see the following (Figure 7-4):

The screenshot displays the 'VILLAGE GREEN VIRTUAL' interface for a 'FEBRUARY PROGRESS REPORT QUEUE'. The main heading is 'February Progress Report' with a sub-heading '0 Ready For Review'. A 'manage' button and 'STATUS: IN-PROGRESS' are visible. The interface is divided into four columns: 'OPEN (100%)' with 199 items, 'TO REVIEW (0%)' with 0 items, 'APPROVED (0%)' with 0 items, and 'DISTRIBUTED (0%)' with 0 items. Each column has a 'View all' dropdown and a 'Only My Students' checkbox. Below the columns are three rows of student data: Allison Abbott (0/6), Joshua Abbott (0/5), and Daphnie Abreu (0/4). Each row has an 'approve' dropdown and an 'apply' button in the 'TO REVIEW' column, a 'distribute' dropdown and 'apply' button in the 'APPROVED' column, and a 'publish' dropdown and 'apply' button in the 'DISTRIBUTED' column.

OPEN (100%)	TO REVIEW (0%)	APPROVED (0%)	DISTRIBUTED (0%)
199	0	0	0
View all	approve	distribute	publish
Only My Students	apply	apply	apply
Allison Abbott (0/6)			
Joshua Abbott (0/5)			
Daphnie Abreu (0/4)			

Figure 7-4.

Step 5. Select your students from the list on the left (you can only select one student at any given time) and you should see the following screen (Figure 7-5):

**In this screen you will see three different parts:

- Open Queue (Left Side): This is the list of students that still requires teacher's grade input.
- Grade Box (Middle): You will see the list of teachers who have the following student that you select.
- Preview (Right): This is a preview of what the students' progress report will look like.

The screenshot displays the 'VILLAGE GREEN VIRTUAL CHARTER SCHOOL' interface. At the top, there is a search bar and a user greeting 'Hi, Rosetta'. The main content is divided into three sections:

- Left Side (Open Queue):** A list of students under the heading 'APPROVED'. The selected student is Allison Abbott. Other students listed include Joshua Abbott, Ryan Bailey, Iliana Batiz, Rossvierlin Cajigas, and Kimberly Chitic.
- Middle (Grade Box):** A section for 'ELAINE ROBICHAUX' showing the 'PHYSICAL SCIENCE VGCS' course. It displays 'TERM 4' with a 'SYSTEM GRADE' of 'B-' and a 'FINAL GRADE' of 'B-'. Below this, a table shows:

Num. Grade	83
% Complete	51.82%
Pace Stat.	Comp

 A comment states: 'COMMENTS: Completed 11/14/2016 at 51.82% of 59.14%'. Below this is the 'ENVIRON SCIENCE - VGCS' course.
- Right Side (Preview):** A preview of the student's progress report for 'ALLISON ABBOTT' in the '2016-2017 ACADEMIC YEAR TERM 4 REPORT CARD'. It includes a table for 'APPEARANCE' with columns for Present, Absent, and Tardy, and a table for 'CAPSTONE' with columns for Score, % Complete, and Status. A 'PHYSICAL SCIENCE VGCS' summary table at the bottom shows:

NUM. GRADE	83	51.82%	COMP	B-
APPEARANCE	A	B	C	D
ENVIRON SCIENCE	A	B	C	D

Figure 7-5

Step 6. Look at the grade box in the middle section of the screen:

- i. Scroll down until you see your name
- ii. On the right bottom corner, click on the “Edit” tab
- iii. You should see the following (Figure 7-6):

CHEMISTRY - VGV3 Open Gradebook		OVERVERRIDE GRADE <input type="checkbox"/> OFF
Num. Grade	<input type="text"/>	
% Complete	<input type="text"/>	
Pace Stat.	<input type="text"/>	

[Save and Refresh Preview](#)

Figure 7-6

Step 7.

- i. Num. Grade Row: Input students number grade:
 - a. Example: 89 (If decimal —round up if .5 or above otherwise round down).
- ii. % Complete Row: Input what the student have currently completed in the course:
 - a. Example: 45%
- iii. Pace Stat. Row: Input the following:
 - Behind
 - On Target
 - Ahead
 - Comp (for completed course) *****Do not put “Complete” as it will ruin the progress report format.**

Step 8. IMPORTANT! Make sure the “**OVERRIDE GRADE**” button is set to the “**ON**” position as shown in Figure 7-7:

The screenshot shows the PHYSICAL SCIENCE VGCS interface. At the top, there is a header with "PHYSICAL SCIENCE VGCS" on the left and "OPEN GRADEBOOK" on the right. Below the header, there is a section for "TERM 4" with an "OVERRIDE GRADE" button set to "ON". To the right of this section, there is a dropdown menu for "PCT - Override Sco" with a value of "83" and a grade of "B-". The dropdown menu is open, showing the following options: "PCT - Override Score", "W - Withdrawn", "N/A - N/A", "J/A - Just Assigned", "C - Complete", and "N/S - Not Started". Below the dropdown menu, there are three input fields: "Num. Grade" with the value "83", "% Complete" with the value "51.82%", and "Pace Stat." with the value "Comp".

Figure 7-7

Step 9.

- You will see that there are 4 different option:
 - PCT-Override Score
 - W-Withdrawn
 - N/A-Not Applicable
 - J/A-Just Assigned
 - C-Complete
 - N/S-Not Started
 - Select PCT-Override Score and enter a grade from Edgenuity.
 - Once you have completed Steps 8 and 9, click on the Save and Refresh Preview button in order for the information you entered to be saved.
1. Once you have completed, you can click the “Back to Queue” tab at the top left corner and it will bring you back to “View Queue” section. There you can see the grades you entered in the “To Review” column. Double check your work by clicking on the student’s name to make sure all the information you put in are accurate. If you realize you made a mistake, just click on the “Edit Tab” at the bottom right and it will allow you to make the changes you need. **REMEMBER to click “SAVE”**
 2. **DO NOT “APPROVE” ANY OF YOUR WORK. ADMINISTRATION OR DATA PERSONNEL will complete the final process.**
-

VGV Grade Scales

Per the VGV School Handbook:

(<http://www.vgonline.org/policies/1%20VG%20School%20Handbook%20Draft%204%202016%202017.pdf>):

Grades are reported in letter format with a corresponding numerical average on a scale from 1 to 100. The grades of “F” and “D” are not considered proficient by either the school or Edgenuity. The conversion between the numeric and letter grade scales is shown in Table 1. Note that the minimum passing grade is a 70 (C-).

Table 7-1. Numeric to Letter Grade Conversion

Numeric Grade	Equivalent Letter Grade
97.00 to 100.00	A+
93.00 to 96.99	A
90.00 to 92.99	A -
87.00 to 89.99	B +
83.00 to 86.99	B
80.00 to 82.99	B -
77.00 to 79.99	C +
73.00 to 76.99	C
70.00 to 72.99	C -
0.00 to 69.99	F

ALMA Grading Scale Settings

To achieve the scales shown in Table 7-1 on the VGV report card through ALMA, the settings shown in Figure 7-8 must be applied.

Give Your Grading Scale a Name:

Grade	Bottom of Range	Top of Range	
<input type="text" value="A+"/>	<input type="text" value="97"/> %	∞	
<input type="text" value="A"/>	<input type="text" value="94"/> %	<97%	<input type="button" value="x"/>
<input type="text" value="A-"/>	<input type="text" value="90"/> %	<94%	<input type="button" value="x"/>
<input type="text" value="B+"/>	<input type="text" value="87"/> %	<90%	<input type="button" value="x"/>
<input type="text" value="B"/>	<input type="text" value="84"/> %	<87%	<input type="button" value="x"/>
<input type="text" value="B-"/>	<input type="text" value="80"/> %	<84%	<input type="button" value="x"/>
<input type="text" value="C+"/>	<input type="text" value="77"/> %	<80%	<input type="button" value="x"/>
<input type="text" value="C"/>	<input type="text" value="74"/> %	<77%	<input type="button" value="x"/>
<input type="text" value="C-"/>	<input type="text" value="70"/> %	<74%	<input type="button" value="x"/>
<input type="text" value="F"/>	<input type="text" value="0"/> %	<70%	

Minimum To Pass:
 Display to Students/Parents as:

DECIMAL PRECISION AND ROUNDING

Percentage grades applied to this grading scale will be shown with the following precision and rounding:

Decimal precision:

Rounding:

Figure 7-8. ALMA grading scale settings for the VGV report card



8. VGV Report Card Format



**Village Green Virtual
Charter School**

135 Weybosset Street
Providence, RI 02903
(401) 831-2878
www.vgonline.org

March 31, 2017

EXAMPLE NAME
ID: #
11TH GRADE

**2016-2017 ACADEMIC YEAR TERM 8
REPORT CARD**

ATTENDANCE GR8

PRESENT	0
ABSENT	0
LATE	0
TOTAL DAYS	22

NUMBER OF DAYS: 22

NUM GRADE: NUMERICAL GRADE	Based on a 100 point scale (70 and above is passing)
GR: LETTER GRADE	The converted letter determined by the VGV respective numerical grade range
% COMPLETE: PERCENTAGE	Represents the percentage of the course completed to date
PACE STAT: PACING STATUS	Indicates the pacing status of whether the student is Ahead, On Target, Behind (Greater than 3%), J/A (Just Assigned), N/S (Not Started), N/A (Not Applicable), or Complete (COMP)

ACADEMICS	NUM. GRADE	% COMPLETE	PACE STAT.	GR8
ART HISTORY I - VGV <small>SOPHATH CHUM</small>	85	50%	ON TARGET	B
DIGITAL CITIZENSHIP - VGCS <small>SOPHATH CHUM</small>	90	76%	AHEAD	A-

A+	97%+	B-	80-83%
A	94-96%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	F	0-69%

PARENT/GUARDIAN SIGNATURE

DATE

Figure 8-1. Monthly ALMA Report Card Format

Refer to Section 11 for Calendar



9. 21st Century Report Card

VGV is not a regular school—it is designed to be a "workplace" for students. Our school's program gives students an opportunity to achieve scholastically in a proficiency-based curriculum which is Common Core aligned and individually paced. However, embedded in the VGV program is the requirement that students grow in 21st Century attitudes and dispositions as well as skills. This 21st Century Report Card gives feedback on student performance as if the school were a job and the student a professional. The 21st Century Report Card layout is shown in Figure 9-1. The number of statements and specific statement language may change over time as the school's culture develops.

Refer to Section 11 for reporting dates





Village Green Virtual
21st Century Report Card – World of Work Readiness Criteria

Scored By:

Student Name:

Date:

VGV is not a regular school, it is designed to be a "workplace" for students. Our school's program gives students an opportunity to achieve scholastically in a proficiency based curriculum which is Common Core aligned and individually paced. However, embedded in the VGV program is the requirement that students grow in 21st Century attitudes and dispositions as well as skills. This 21st Century Report Card gives feedback on student performance as if the school were a job and the student a professional.

1. When the student is confused on Edgenuity, he/she looks for other resources online to help explain the topic YES
2. Stays on target in all their classes assigned, tracks their own progress on Edgenuity YES
3. Always behaves appropriately in the Learning Center and is never a distraction to others allowing them to focus on their Edgenuity and school work YES
4. Seeks help from teachers when the material is difficult, not afraid to ask questions YES
5. Helps other students with their work in an honest and positive way YES
6. Pays attention to the virtual teacher, listens to every word without the distraction of music, and no other windows are open that are not related to the lesson YES
7. Cell phone is used appropriately and is not a distraction YES
8. Knows how to use WORD, PowerPoint, and EXCEL YES
9. Able to use and perform well on Edgenuity outside of the Learning Center, for example in the Workshops and/or at home YES
10. Uses computers for learning, doesn't go on non-educational websites YES
11. Comes on time to school everyday, dressed in uniform with VGV logo visible. Does not wear outside clothing over VGV uniform, or hats and hoods YES
12. Pays attention to Edgenuity without the VGV teacher prompting and redirecting them YES
13. Is kind and respectful to all their classmates and adults in the building YES
14. Works hard on Edgenuity everyday to stay on pace YES
15. Models for other students the work ethic and quiet tone that is expected in an adult office work environment YES

Scoring Method: "0" NO's = Demonstrates exemplary workplace readiness; "1" or "2" NO's = Demonstrates workplace readiness; "3" or "4" NO's = Requires a performance improvement plan; "5" or more NO's = Not ready for the workplace

Total Number of "NO's":

Job Review Recommendation: Demonstrates exemplary workplace readiness

Additional Teacher Comments:

Please sign below and return to the VGV Office

Student Name:

Parent/Guardian Signature:

If you would like a conference with teachers to discuss this report, please call Village Green Virtual at 401.831.2878

Rev. 4-14-2015 DBH

Figure 9-1. The 21st Century Report Card Layout

10. Daily Diary

The Daily Diary (Figure 10-1) is a self-reflection tool that students are to complete in their Learning Center as an LC-wide activity either at the beginning of the school day or at the end of the school day.

THIS IS NOT A VOLUNTARY ACTIVITY – ALL LC TEAMS ARE EXPECTED TO MAKE THIS A DAILY ROUTINE.

Daily Digital Diary

Your daily record of what you are accomplishing in your work

What is your name? (First and last please) *

Are you in uniform today? (Khaki bottoms and outermost layer is VGV) *

Yes

No

Did you eat Sodexo lunch today? *

Yes

No

How would you rate that lunch? *

1 Gross

2

3

4

5 Delicious

What did you like about the lunch food today? *

What did you not like about the lunch food today? *

Did you put your phone in the phone holder this morning? *

Yes

No

I don't have a phone

Figure 10-1. Daily Diary Questions (continued next page)

Were you on time for school today? *

yes

no

Were you on time to all of your workshops today? *

Yes

No

I didn't have any today

How many activities did you complete today? *

0-5 (Room for improvement)

6-10 (Getting the hang of it)

11-15 (All in a day's work)

16+ (Absolutely killin' it)

How many complete lessons did you do today? (Everything from warm-up to quiz, or whatever the full lesson consists of) *

1

2

3+

If you're being honest with yourself, did you try your best today? *

Yes, definitely

Not really

What was something that was challenging to you today? It can be something academic, emotional or social.

What was something that you did today that you were proud of? It can be something academic, emotional or social.

Is there anything you would like your teachers to know? If so, explain here.

Figure 10-1. (continued)



11. Setting the VGV Calendar for Grade Reporting

The ALMA Generated Monthly Grade Report Card

Ten monthly grade report cards will be mailed home on the last school day of each month beginning with September and ending with June.

The 21st Century Report Card

The 21st Century Report Cards are completed by houses on the first Wednesday of every month and submitted to the VGV Receptionist in the front office by the end of that day.

As an example of school year date settings for the monthly report cards and 21st Century Report Card is shown in Figure 11-1.

VGv GRADES DUE | 2016-2017 CALENDAR

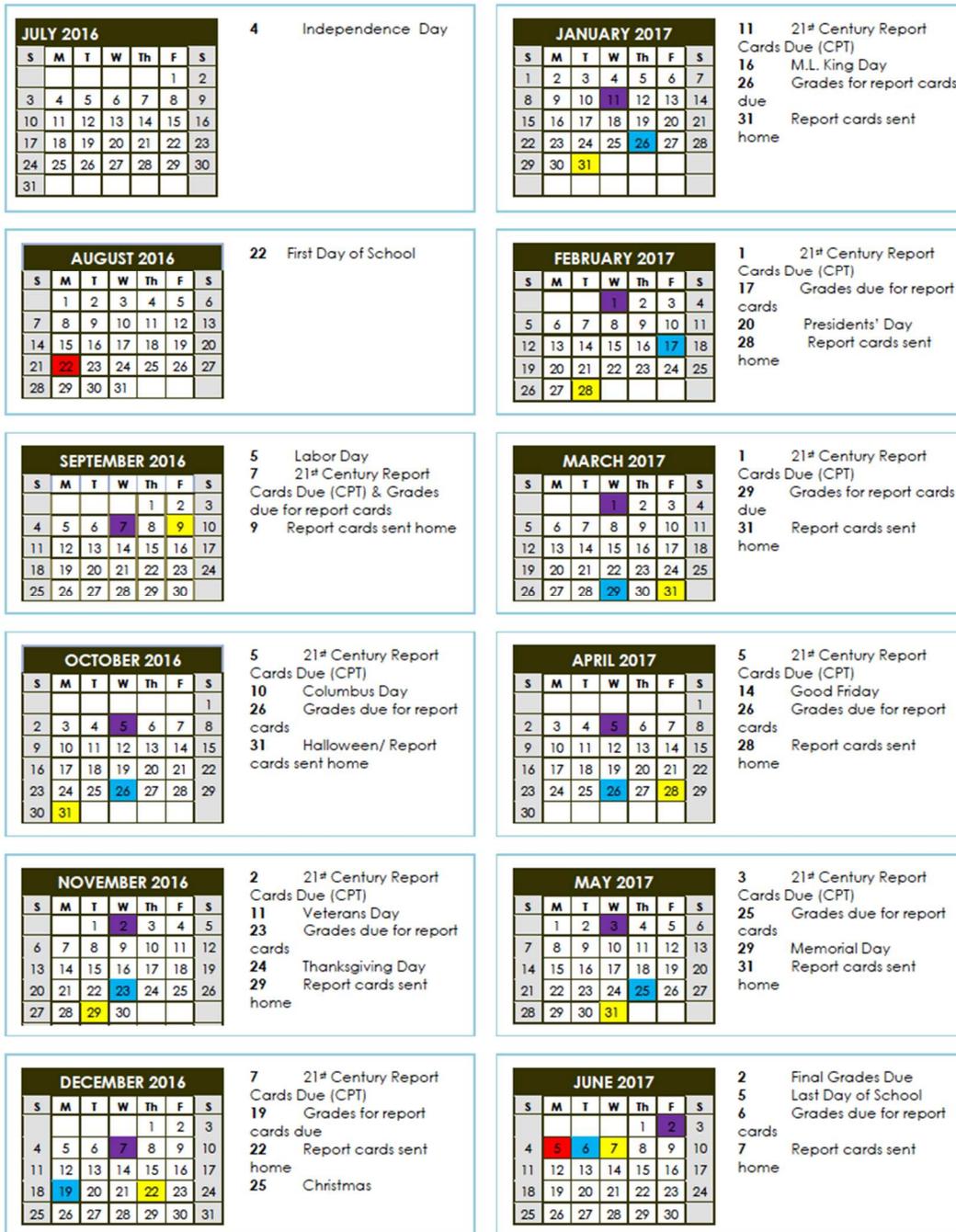


Figure 11-1. Example of date settings for monthly grade reports and the 21st Century Report Cards

12. Mathematics Behind Grade Weighting Categories

This section pertains to any grade reporting system that uses weighted categories. This includes Edgenuity, ALMA, and the VGV Teacher Gradebook.

It is important that teachers, students, and parents be familiar with the mathematics behind the method of calculating a course grade based on weighted categories. As an example, refer to the snapshot of a student's Edgenuity Progress Report shown in Figure 12-1. The student's "Overall Grade" is reported as 96.3%—How is this calculated?

In Figure 12-1, there are five weighted categories: Quiz (10%), Test (15%), Exam (20%), Essay (15%), and Assignment (30%) shown and one hidden category labeled "Additional" weighted at 10%. The "Additional" category becomes visible once a graded activity has been completed for this category. The bottom line is that the total weights will always add to 100% and are set in "Edit Options" for the particular course. However, note that only three of the categories have grades (Quiz, Test, and Assignment). The sum of the three category weights add to 55% as shown in Table 12-1.

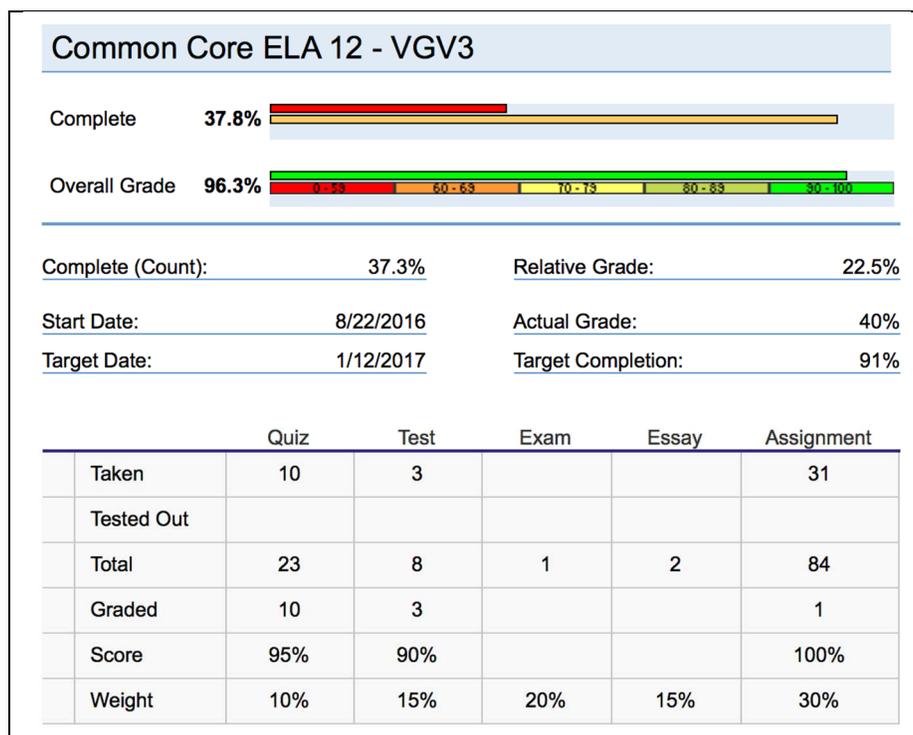


Figure 12-1. Example of weighted activity categories

Table 12-1. Totals for Weighted Categories.

	Category	Weight for the Category	Grade for the Category	Weight for the Graded Category
1	Quiz	10%	95%	10%
2	Test	15%	90%	15%
3	Exam	20%	Not used	Not used
4	Essay	15%	Not used	Not used
5	Assignment	30%	100%	30%
6	Additional	10%	Not used	Not used
	Total:	100%		55%

At this particular snapshot in time of the student’s Progress Report, the student has not taken an exam or completed an essay so these categories do not have a grade. Further, no “Additional” grade has been recorded. So instead of the weights for actual graded categories adding to 100%, the actual graded categories only add to 55%—short 45%. This means that we must amortize 45% proportionally over the three graded categories so that, when summed, the adjusted weights for the three categories will add to 100%.

This is accomplished by the following steps:

Step 1. Calculate a multiplier “*m*” for adjusting the graded category weights Proportionally.

$$m = \frac{100\%}{\text{Total \% of weights for graded categories only}}$$

$$m = \frac{100\%}{55\%} = 1.8182$$

Step 2. Adjust the three graded category weights by multiplying each weight by “*m*”:

For Quiz: $1.8182 \times 10\% = 18.18\%$

For Test: $1.8182 \times 15\% = 27.273\%$

For Assignment: $1.8182 \times 30\% = 54.546\%$

Check that the new adjusted weights add to 100%:

$$18.18 + 27.273 + 54.546 = 100\% \checkmark$$

Step 3. Multiply the three grades by the new adjusted weight percentages to get the properly proportioned category grade values:

For Quiz: $(95\%) \times (18.18/100) = 17.271$

For Test: $(90\%) \times (27.273/100) = 24.5457$

For Assignment: $(100\%) \times (54.546/100) = 54.546$

Step 4. Add the three values from Step 3 to determine the student's "Overall Grade":

$$17.271 + 24.5457 + 54.546 = \mathbf{96.4}$$

Note: The "Overall Grade" in Figure 12-1 was **96.3**. The very slight difference for our calculated 96.4 vs. that of Edgenuity is due to round off errors in our calculations.

13. VGV Method for GPA Calculations and Reporting of Class Ranking

Adapted from Butler (2015)

VGV uses a 4.0 Grade Point Average (GPA) system.

The GPA is calculated by dividing the Total Quality Points Earned by Total Credit Hours Attempted.

$$\text{GPA} = \frac{\text{Total Quality Points Earned}}{\text{Total Credit Hours Attempted}}$$

Quality Points = (Quality Points per Credit Hour) x (Credit Hours).

The VGV Quality Points Scale is presented in Table 13-1.

1

Table 13-1. Quality Points Scale

Course Final Numeric Grade (a)	Equivalent Letter Grade (b)	Quality Points per Credit Hour
93.00 to 100.00	A	4.00
90.00 to 92.99	A –	3.67
87.00 to 89.99	B +	3.33
83.00 to 86.99	B	3.00
80.00 to 82.99	B –	2.67
77.00 to 79.99	C +	2.33
73.00 to 76.99	C	2.00
70.00 to 72.99	C –	1.67
67.00 to 69.99	D +	1.33
65.00 to 66.99	D	1.00
0 to 64.99	F	0.00

- (a) Only Edgenuity courses in the VGV Program of Study are used in calculating the VGV GPA. Transfer grades from previous schools are not factored into the GPA calculation.
- (b) Below a grade of 70 is failing for VGV courses. The reported Equivalent Letter Grades below 70 are for reference only.

Example GPA Calculation:

A student has the following final course grades shown in Table13-2:

Table 13-2

10th Grade - Semester 1			
10th Grade Course Title	Credit Hours Attempted	Numerical Grade	Quality Points
Geometry - A	0.00	TBD	0.000
ELA 10 - A	0.50	80.53	1.335
U.S. History - A	0.50	82.78	1.335
Biology - A	0.50	76.22	1
Foreign Lang 1	0.50	87.00	1.665
Total Credit Hours Attempted:			2.00
Total Quality Points Earned:			5.335
10th Grade SEM 1 GPA:			2.668
Equivalent Letter Grade:			C+

The Geometry-A course has not been completed so it does not get included in the GPA calculation. If it were a “Transfer” credit, it too would not be considered.

The grade for ELA 10-A is 80.53. From Table 13-1, this is worth 2.67 Quality Points per Credit Hours. The ½ Course has a value of 0.50 Credit Hours.

$$\begin{aligned} \text{Quality Points} &= (\text{Quality Points per Credit Hour}) \times (\text{Credit Hours}). \\ &= (2.67) \times (0.5) = 1.335 \text{ as reported in Table 13-2} \end{aligned}$$

The grade for U.S. History-A is 82.78. From Table 13-1, this is also worth 2.67 Quality Points per Credit Hours. The ½ Course has a value of 0.50 Credit Hours.

$$\begin{aligned} \text{Quality Points} &= (\text{Quality Points per Credit Hour}) \times (\text{Credit Hours}). \\ &= (2.67) \times (0.5) = 1.335 \text{ as reported in Table 13-2} \end{aligned}$$

The grade for Biology-A is 76.22. From Table 13-1, this is worth 2.00 Quality Points per Credit Hours. The ½ Course has a value of 0.50 Credit Hours.

$$\begin{aligned} \text{Quality Points} &= (\text{Quality Points per Credit Hour}) \times (\text{Credit Hours}). \\ &= (2.00) \times (0.5) = 1.000 \text{ as reported in Table 13-2} \end{aligned}$$

The grade for Foreign Language (first half) is 87.00. From Table 13-1, this is worth 3.33 Quality Points per Credit Hours. The ½ Course has a value of 0.50 Credit Hours.

Quality Points = (Quality Points per Credit Hour) x (Credit Hours).
 = (3.33) x (0.5) = 1.655 as reported in Table 13 2 above

Next, sum all of the Quality Points Earned: 1.335 + 1.335 + 1.000 + 1.665 = 5.335
 And, sum all of the Credit Hours Attempted: 0.5 + 0.5 + 0.5 + 0.5 = 2.00

$$\text{GPA} = \frac{\text{Total Quality Points Earned}}{\text{Total Credit Hours Attempted}} = \frac{5.335}{2.00} = \mathbf{2.668}$$

as reported in Table 13-2

CLASS RANKING BASED ON GPA:

VGV reports students' class rankings by "Quartiles." Students' GPAs are arranged from "highest to lowest" and then students are assigned to the appropriate Quartile. A student in the upper Quartile would be in the top 25% of the class.

The top two students in terms of the highest GPAs will be determined in the last 2-3 weeks prior to the graduation date as the GPA can change daily.

Top student with the highest GPA will be named the Valedictorian

Top student with the second highest GPA will be named the Salutatorian



14. VGV Honor Roll System

Adapted from Pilkington (2016)

Note: VGV defines “On Target” as a student is within +/- 3% of the Target % for pacing of coursework completion. The student is “Ahead” if more than 3% beyond the Target % has been completed. A qualifier for attaining the Honor Roll is that the student cannot be behind by more than 3% in any course.

The VGV Honor Roll is comprised of three tiers: *High Honors, Honors, and Honorable Mention* as defined below:

High Honors: All course grades are above 90% (all A’s) and the student is “On Target” or “Ahead” in all courses.

Honors: All course grades are above 80% (all A’s and B’s...no C’s) and the student is “On Target” or “Ahead” in all courses.

Honorable Mention: All course grades are above 80% except for one grade below 80% but above 70% and the student is “On Target” or “Ahead” in all courses.

**Honor Roll tier attainment will be noted on each monthly report card
and the student’s final transcript**

15. Edgenuity's Overall, Actual, and Relative Grades Explained

EDGENUITY'S OVERALL GRADE

This is the student's grade based on the graded tasks logged and uses a 0% – 100% scale. To date, VGV has reported this grade type on student report cards.

NOTE: This grade type does not take into consideration the "Target Completion" percent based on calendar instructional days for the percent of coursework that should have been completed. Thus, a student could have a grade of "96" but have only completed half the coursework expected. This poses a problem in that parent's can get a false impression that their child is doing "A" work when in reality the child is working at a pace that is extremely problematic (see "Actual Grade" below).

EDGENUITY'S ACTUAL GRADE

Based on the overall grade in relation to the percentage of coursework completed vs. the percentage of coursework that should have been completed.

NOTE: Unlike the "Overall Grade," this grade type does consider the "Target Completion" percentage for the expected percent of coursework that should be completed at that particular time. Thus, for the student that has a grade an "Overall Grade" of "96" but has only completed 50% of the coursework expected to be completed, would have an "Actual" grade of "46."

The "Actual Grade" will not populate on Edgenuity Progress Reports unless a start date and target date have been set. Further, it is important for the "Actual Grade" accuracy that the start date and target date be set accurately in the "Edit Options."

Formula:

$$\text{Actual Grade} = \frac{\text{Complete \%}}{\text{Target Completion \%}} \times \text{Overall Grade}$$

Example of calculating the "Actual Grade"

Refer to Figure 15-1 where:

Overall Grade = 96.3

Complete = 37.8%

Target Completion = 91 %

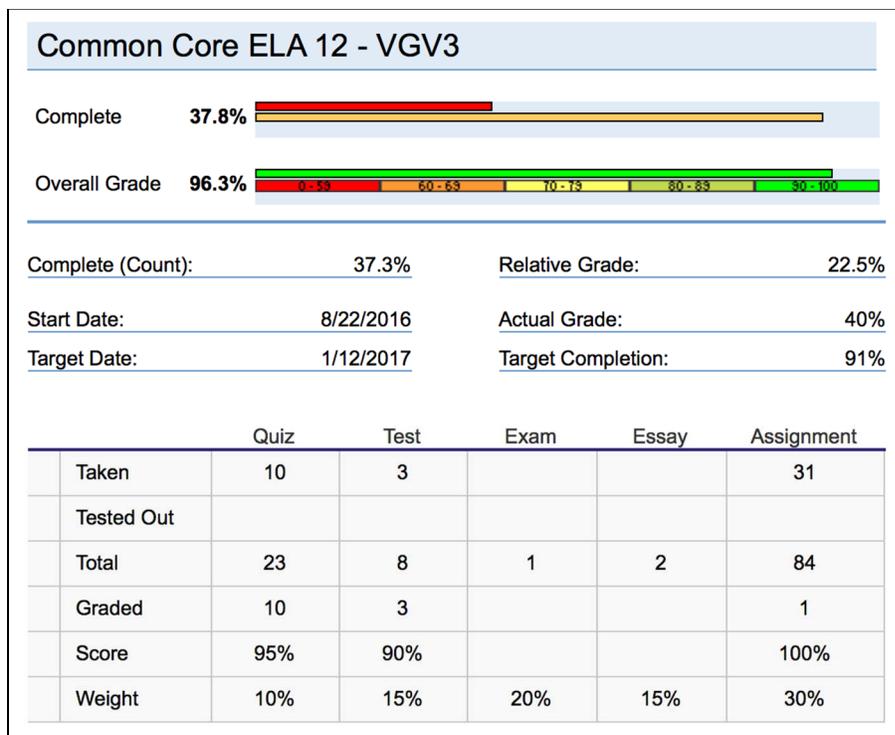


Figure 15-1. Snapshot of a student's Edgenuity Progress Report

$$\text{Actual Grade} = \frac{\text{Complete \%}}{\text{Target Completion \%}} \times \text{Overall Grade}$$

$$\text{Actual Grade} = \frac{37.8 \%}{91 \%} \times 96.3 \%$$

$$\text{Actual Grade} = 40 \%$$

Which matches the reported "Actual Grade" in Figure 15-1

EDGENUITY'S RELATIVE GRADE

This grade type represents the grade that the student would receive if he or she stopped working in that course today and received 0% for all unfinished activities.

IMPORTANT! VGV does not agree with EDGENUITY that this grade type represents a valid metric for student performance as it is highly unlikely that any student would receive all zeros on all activities if attempted. Parents and students should be advised to ignore the "Relative Grade" in Edgenuity (e.g., Edgenuity's Student Progress Report).

16. The VGV Group Snapshot Tool

The VGV Group Snapshot Tool provides an efficient means of generating a graphical overview/report of student performance on Edgenuity of students assigned to a particular group (e.g., an ELA 9 course, Algebra 1A, U.S., History, etc. An example of the output is shown in Figure 16-1. For privacy purposes, the students' first and last names have been redacted. The snapshot is "date and time-stamped" and takes under 5 minutes to generate once a group has been formed. Although all of the data in Figure 16-1 is available in Edgenuity, Edgenuity does not have the ability to generate a clean printable "user-friendly" report sorted by "Status %" and color coded in the format as shown. The color Red in the "Pace Status" column signifies the student is "Behind" pace-wise. The color "Blue" means the student is on target defined as being within +/- 3% of the "Target %." And, the color "Green" means the student is "Ahead" of the "Target %" by more than 3% (see the last student's Progress %, Status %, and Pace Status as an example).

VGV SNAPSHOT of EDGEUINITY GROUP PROGRESS
Thu 15 Dec 2016 11:58:11

Report Recipient Name: Jessica Morgan
Group Snapshot File Name: Geometry_A_group_12-15-16.csv

Last Name	First Name	Grade	Start Date	1st Grade Entered	Target Date	Days Off Task	Target %	Progress %	Status %	Pace Status
██████████	██████████	88.89%	11/14/2016	11/16/2016	1/23/2017	0	52.5	44.71	-7.79	Behind
██████████	██████████	77.62%	9/2/2016	8/29/2016	1/22/2017	0	81.7	74.73	-6.97	Behind
██████████	██████████	73.01%	9/2/2016	8/29/2016	1/22/2017	0	81.7	75.42	-6.28	Behind
██████████	██████████	76.54%	9/2/2016	8/29/2016	1/22/2017	1	78.8	73.53	-5.27	Behind
██████████	██████████	63.19%	9/2/2016	8/29/2016	1/22/2017	0	81.7	77.41	-4.29	Behind
██████████	██████████	82.38%	9/2/2016	8/29/2016	1/22/2017	2	78.8	75.33	-3.47	Behind
██████████	██████████	74.75%	9/2/2016	8/29/2016	1/22/2017	0	81.7	78.7	-3.0	On Target
██████████	██████████	92.18%	9/2/2016	8/29/2016	1/22/2017	0	81.7	79.21	-2.49	On Target
██████████	██████████	80.88%	9/2/2016	8/22/2016	1/22/2017	0	81.7	79.51	-2.19	On Target
██████████	██████████	79.58%	9/2/2016	9/1/2016	1/22/2017	0	81.7	80.77	-0.93	On Target
██████████	██████████	76.74%	9/2/2016	9/6/2016	1/22/2017	0	81.7	80.77	-0.93	On Target
██████████	██████████	74.94%	9/2/2016	8/23/2016	1/22/2017	0	81.7	81.01	-0.69	On Target
██████████	██████████	74.21%	9/2/2016	8/29/2016	1/22/2017	2	78.8	78.31	-0.49	On Target
██████████	██████████	88.28%	9/2/2016	8/29/2016	1/22/2017	0	81.7	81.59	-0.11	On Target
██████████	██████████	66.15%	9/2/2016	9/14/2016	1/22/2017	2	78.8	78.76	-0.04	On Target
██████████	██████████	80.76%	9/2/2016	8/29/2016	1/22/2017	0	81.7	81.67	-0.03	On Target
██████████	██████████	65.62%	9/2/2016	8/22/2016	1/22/2017	0	81.7	81.84	0.14	On Target
██████████	██████████	78.46%	9/2/2016	9/8/2016	1/22/2017	1	78.8	79.21	0.41	On Target
██████████	██████████	73.27%	9/2/2016	9/6/2016	1/22/2017	1	78.8	79.21	0.41	On Target
██████████	██████████	89.27%	9/2/2016	8/29/2016	1/22/2017	1	78.8	79.51	0.71	On Target
██████████	██████████	94.08%	9/2/2016	8/29/2016	1/22/2017	0	81.7	82.73	1.03	On Target
██████████	██████████	77.34%	9/2/2016	8/29/2016	1/22/2017	2	78.8	80.3	1.5	On Target
██████████	██████████	67.42%	9/2/2016	8/29/2016	1/22/2017	0	78.8	80.3	1.5	On Target
██████████	██████████	82.89%	9/2/2016	8/29/2016	1/22/2017	1	78.8	80.77	1.97	On Target
██████████	██████████	64.61%	9/2/2016	8/22/2016	1/22/2017	1	78.8	81.67	2.87	On Target
██████████	██████████	86.34%	9/2/2016	8/29/2016	1/22/2017	1	78.8	81.67	2.87	On Target
██████████	██████████	87.87%	9/2/2016	11/28/2015	1/22/2017	2	78.8	83.19	4.39	Ahead

Figure 16-1. Example of a VGV Group Snapshot automatically generated from an Edgenuity exported EXEL file

The snapshot report is comprised of the eleven columns defined in Table 16-1.

Table 16-1. VGV Group Snapshot Column Descriptions

	Column Heading	Description
1.	Last Name	Student's last name
2.	First Name	Student's first name
3.	Grade	The Edgenuity "Overall Grade"
4.	Start Date	The date the student was enrolled into the course
5.	1st Grade Entered	The date that the first graded activity was completed
6.	Target Date	The date that 100% of the coursework is expected to be completed
7.	Days Off Task	The number of days since the last activity was completed
8.	Target %	The percent of coursework that should be completed at this point
9.	Progress %	The percent of coursework that has been completed at this point
10.	Status %	The percent differential (+ or -) between Target % and Progress %
11.	Pace Status	The verbal descriptor that associated with the numeric "Status %"



17. Approximating Grade Level Based on Credits Earned

Determining a student's grade level in a traditional school is pretty straightforward. For most school districts, the beginning of the school year begins somewhere in either August or September and ends somewhere in May or June. The length of the school year is typically based on a minimum 180 instructional days (i.e., excludes weekend days, holidays, vacation days, teacher professional days, etc.). In the individual classes, Teacher A may have reached Chapter 10 in the textbook, but Teacher B may have only gotten through Chapter 6. So the students in Teacher A's class received four more chapters of content than Teacher B. However, providing the students have earned passing grades in either class, they are progressed to the next grade level based on seat time—not curriculum exposure. Ninth graders move to tenth grade, tenth graders to eleventh grade and eleventh graders to twelfth grade. It's a very smooth transition that's been the norm for well over one hundred years in traditional American education. Side benefits include a non-constipated system that minimizes the number of over-aged-under-credited students, an ease of reporting the number of students in a grade level to the Department of Education, and simplifies the enrollment numbers and scheduling of students into grade-level classroom spaces.

In contrast, the VGV model is highly flexible with the "any pace" autonomy given to students. Although VGV must adhere to the Rhode Island Department of Education's minimum 180 instructional day agrarian calendar-based school year, the e-curriculum is available to students 24/7 and 365 days a year (we typically maintain a helpdesk during the summer months). Another important distinction between our model and the traditional school is that we require 100 percent of a course curriculum to be completed and with a minimum grade of 70 before a student can move to the next sequential course (any grade below a 70 is considered failing). This means that some students returning in September may still be working on coursework from the previous school year. Considering these criteria, partitions between grade levels become blurred because students can be simultaneously working on their courses that span grade levels of the school's POS (Program of Study).

Other logistical problems of the VGV Model include: (1) knowing how many students are in each grade level at any one time; (2) Predicting the available seats for the lottery held in March; and, (3) year-to-year problems filling the Learning Centers by grade level given the different sizes of the Learning Centers.

So how do we define a grade level of a student that is not based on seat time but rather curriculum completion for every course in the POS?

The solution and method

The solution involves basing the student's grade level on credits earned compared with the minimum number of credits required to graduate per the VGV Program of Study (POS). With the formal VGV "multiple pathways" initiated in 2016-2017, students can have different minimum credits needed to graduate.

As a policy, VGV allows one school year for remedial work in ELA and math. So a student entering Grade 9 that is significantly behind in reading will most likely take two semester remedial courses (0.5 credits each) the first year and will take ELA 9 beginning Year-2. Likewise for math, a student entering Grade 9 that is significantly behind in math will most likely take two semester remedial courses (0.5 credits each) the first year and will take Algebra 1 beginning Year-2. It is possible that a student may be taking remedial ELA but not remedial math or vice versa. Three possible credit totals (25, 26, and 27) for the minimum number of credits required to graduate based on remedial course pathways are shown in Table 17-1. The table provides a good estimation of where a student is actually positioned relative to the VGV Program of Study.

The "+" sign in the grade-level designation indicates that the student is within approximately 25 percent of progressing to the next grade level. This distinction is important for planning for the March 1st lottery drawing. Further, during the summer, administration and faculty get together to determine how we will populate the Learning Centers (i.e., assign students to their personal partitioned workstations). We generally like to keep students together who are at the same or near grade level. However, NWEA scores, behavior, and other factors are taken into consideration. Also, whenever possible, we like to have consistency whereby students keep their workstation across time.

Table 17-1. Grade Level Estimation for Multiple Pathways Based on Credits Earned

VGV Program of Study Credits for Multiple Pathways				Approximated Grade Level Based on Credits Earned
No Remedial ELA or Math Courses in Grade 9 (25 Credits)	Has Remedial ELA or Math Courses in Grade 9 (26 Credits)	Has <u>both</u> Remedial ELA and Math Courses in Grade 9 (27 Credits)		
≥	0	0	0	9
≥	5.3	6.0	6.8	9+
≥	7.0	8.0	9.0	10
≥	13.0	14.0	15.0	10+
≥	15.0	16.0	17.0	11
≥	18.8	19.8	20.8	11+
≥	20.0	21.0	22.0	12
≥	23.8	24.8	25.8	12+
≥	25.0	26.0	27.0	Eligible to graduate

18. Course Completion Process

Brief Overview: This section addresses the documentation process related to a student completing an Edgenuity course including: notification, confirmation, assigning the next course assigned, and updating student records.

Problem Statement: Although a student’s Progress Report viewed on Edgenuity indicates that the student has completed 100% of the particular course content, the course may not be complete if Edgenuity content activities were bypassed but intended to be completed and/or supplemental teacher assignments were required but have not been handed in. Additionally, when a student completes a course, it is desired to immediately assign the next sequential course. However, the student may be behind in other courses and wishes to be “on target” or “ahead” in these courses before beginning the new course. Immediately assigning the new course and “Start” date begins the Edgenuity clock ticking and thus the student’s Edgenuity “Progress” will quickly indicate that the student is behind in the new course they haven’t started yet. Lastly, the student’s course is not considered “complete” until it has been archived (removed from the student’s active course list in Edgenuity). The following process efficiently addresses all of these issues:

The Teacher of Record will have full responsibility for confirming and reporting that a student has completed a specific Edgenuity course. This entails ensuring that the student has achieved 100% completion of the Edgenuity course content and that any bypassed Edgenuity assignments and/or teacher created assignments (e.g., research paper, project), intended to be completed, have in fact been completed.

The process flow is shown in Figure 18-1. The required one-page/two-forms is shown in Figure 18-2. The “top” form is to be completed by the Teacher of Record. The bottom form is to be completed by the student.

Instructions: The two forms shown in Figure 18-2 are printed on the same page (do not separate the two). The Teacher of Record (TOR) completes the top form and then has the student complete the bottom form. **It is important that the TOR record the Final Grade on the top Form.** The TOR does not archive the course on Edgenuity at this time—Note: as a policy, teachers never archive “completed” courses). Once the teacher signs off on the Course Completion Form, the teacher should prepare an Edgenuity “Certificate of Completion” to be awarded to the student ASAP.

The student completes the bottom form wherein the student is asked to select a start time for beginning their new course. Except for RotoFlex courses (i.e., ELA and math courses in Grades 9 and 10) that are paced by scheduled workshops, the student has a voice in determining their start time for the new course with three options available. The student may: (1) request to immediately start the course; (2) delay the start by one week; or, (3) delay the start by two weeks. The purpose of delaying the start of the course is solely for the purpose of allowing the student to work on other courses they may be behind in.

Electives: VGV Learning Center teams have the autonomy to decide who will be responsible for completing the Course Completion forms for Elective courses (every completed course requires a Form to be submitted) and the procedure for awarding the Edgenuity "Certificate of Completion" to the student.

Note: Only the Data Manager updates ALMA

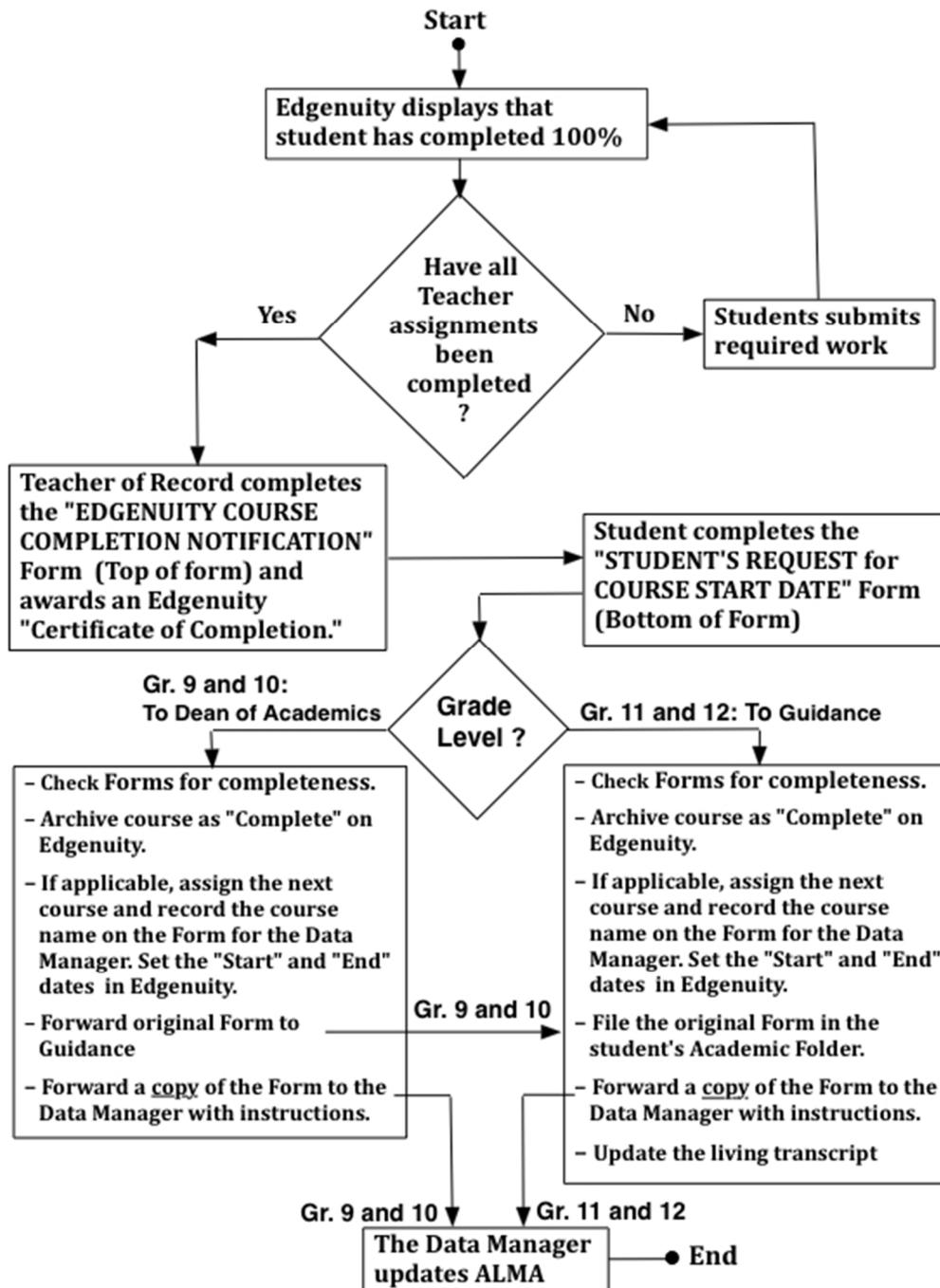


Figure 18-1. Course completion process

**“EDGENUITY COURSE COMPLETION NOTIFICATION” FORM
(To be completed by the Teacher of Record or Teacher Responsible)**

Student Name (please print): _____

Course Name: _____

Date course was completed: _____ Final Grade _____

This confirms that this student has completed all of the required Edgenuity coursework as well as the additional non-Edgenuity assignments (e.g., Writing Project).

TEACHERS: DO NOT ARCHIVE THIS COURSE (Leave “COMPLETE” on Dashboard)

Teacher of Record: _____ Date _____

1. Please sign and date
2. Give the student this document to complete the
“STUDENTS REQUEST FOR COURSE START DATE” FORM (Below)

Teacher completes top Form  then: Student completes bottom Form 

**“STUDENT’S REQUEST for COURSE START DATE” FORM
(To be completed by student)**

Student Name (please print): _____

Course Completed Name: _____

Congratulations on completing this Edgenuity course. You are now eligible to progress to the next level course and have three options for when you can start the next level class.

Note: Please check one of the following options:

I wish to start immediately.

I am requesting a ONE WEEK DELAY for the start of my next class so that I can catch up on my other Edgenuity courses.

I am requesting a TWO WEEK DELAY for the start of my next class so that I can catch up on my other Edgenuity courses.

Student: _____ Date _____

Return to: Gr. 9 & 10 to the Dean of Academics, Gr. 11 & 12 to Guidance

Figure 18-2. Course completion Form

19. Parent Access to Child's Performance

There are two portals available for parents/guardians that provide access to their child's academic performance:

- 1. EDGENUITY: Parents can receive daily progress reports directly from Edgenuity as well as log in to see performance reports 24/7.**

To receive these reports and access login info, contact the VGV receptionist and supply the following information:

1. Student first name
2. Student Last name
3. Parent/guardian first name
4. Parent/guardian last name
5. Parent/guardian email address

- 2. ALMA: Upon enrollment in VGV, parents will automatically receive login information to ALMA, VGV's SIS (Student Information System).**



20. NWEA, PARCC, and NECAP Science Data Distribution and Archiving Procedures

NWEA (Northwest Evaluation Association)

VGV generally tests schoolwide two times during each school year (fall and spring). In addition, all new incoming students are tested during the summer orientation. Students are administered the NWEA MAP tests in the areas of Reading, Mathematics, and Language Usage. All faculty members will receive the schoolwide results immediately following the test administration completion.

The student NWEA results will appear on the student's transcript and therefore the responsibility of guidance to run student reports when needed.

PARCC (Partnership for Assessment of Readiness for College and Careers)

The state generally provides two sets of student results—one to be mailed home to parents and one set for the school. The school copy will be filed in the student's academic folder kept in the Guidance office. The student's PARCC results will appear on the student's transcript.

NECAP Science (New England Comprehensive Assessment Program)

The state generally provides two sets of student results—one to be mailed home to parents and one set for the school. The school copy will be filed in the student's academic folder kept in the Guidance office. The student's NECAP results will appear on the student's transcript.

21. Capstone Project Grading, Reporting, and Archiving

Overview: In Rhode Island, high school graduates are subject to the regulations pertaining to the Performance Based Graduation Requirements, or PBGR. Requiring that graduates be able to demonstrate growth in not only standardized assessments, grades and coursework, but also in Capstone and Portfolio is part of a state-wide system which dates back to 2008. At VGV the PRGR system requires a Writing Portfolio as well as a Capstone Project. In using the Edgenuity Entrepreneurship course as a foundation, students are asked to complete a lengthy project and then publically present to a panel of adults and peers. The PBGR project at VGV uses the Applied Learning Standards as pioneered by the Institute for Learning at the University of Pittsburgh and as first promoted as part of the New Standards system in the late 1990's. At VGV, students are asked to develop a new business or product concept, write an MLA formatted essay describing the concept and its background and process, make a brochure in Publisher informing the public about the business or product, write a business plan as outlined by Edgenuity and exhibit their concept to a panel by using a Power point or Prezi. Panelists will assess the artifacts and presentations through the lens of either an investor or consumer.

Grading: The Capstone has specific rubrics for grading.

Reporting: Capstone is a VGV Graduation requirement. It is a stand –alone course independent of Edgenuity. The Capstone course grade is recorded on every report card until the student completes the course.

Archiving: All student Capstone projects are digitally archived by the Data Manager.



22. Personal Literacy Plan (PLP)

The Rhode Island Department of Education's *Personal Literacy Plan Guidelines (September 2013, Third Edition)* provides the following: (Figures 22-1, 22-2, and 22-3 retrieved from: <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Literacy/PLP/Personal-Literacy-Plan-Guidelines-Sept2013-3Ed.pdf>)

Who Needs a Personal Literacy Plan (PLP)?

- All students K-5 reading below grade level must have a PLP in accordance with RI General Law 16-7.1-2 (c).
- All students 6-12 reading one or more years below grade level must have a PLP in accordance with the [Rhode Island Regents Secondary Regulations \(March 2011\)](#). This includes students receiving targeted and/or intensive supports.
- All students K-12 who have an existing PLP continue with their PLP until they are no longer reading below grade level.
 - For example:
 - Students who have a PLP and transition from an elementary school to secondary school continue with a PLP regardless of whether they will be receiving intensive or targeted support.
 - Secondary students who transition from intensive support to targeted support continue with a PLP until they are reading less than 1 year below grade level. LEAs may decide to continue their students PLPs until they are no longer reading below grade level.
- All English Language Learners (ELLs) K-12 who are reading below grade level in English need a PLP, regardless of other factors. If the English language instructional program for ELLs meets all state and federal requirements, then it also fulfills the requirements of the PLP and no additional steps need to be taken.
- All students K-5 with IEPs who are reading below grade level must have a PLP. All students 6-12 with IEPs who are reading more than 1 year below grade level must have a PLP. Rhode Island Regulations Governing the Education of Children with Disabilities, §300.320 now requires IEP short term objectives to be aligned to the student's PLP. Therefore, in some instances the IEP may serve as a student's PLP.

Note: The PLP Guidelines are the same for students with or without IEPs.

Figure 22-1

What is a Personal Literacy Plan (PLP)?

A PLP...

- Is a plan of action for a teacher to use to bring a student to reading proficiency.
- Provides a problem-solving approach for improved student reading that is cyclical, inclusive (involving teachers, parents, administrators, etc.) and connects to the process of school improvement.
- Ensures that all students will become proficient readers (i.e., reads and comprehends at least on grade level).
- Provides a framework designed to meet the needs of an individual student, accelerating said student up to grade level.
- Records intervention results that inform subsequent school personnel of successful instructional approaches.
- Provides appropriate and focused instruction for struggling readers beyond the context of classroom instruction for all students.
- Informs LEA's Comprehensive Assessment System that is aligned with state adopted standards.
- Focuses on the improvement of students' reading proficiencies as required by Rhode Island laws and regulations.
- Is not dependent on one specific model, program or assessment.

Figure 22-2

Major components of a PLP:

<u>Intervention</u>	Focused and appropriate evidence-based instruction based on student needs determined by assessments.
<u>Intervention Progress Monitoring</u>	Occurs frequently (weekly, bi-weekly, monthly) for students with a PLP and for students in targeted literacy groups at the secondary level. The results of this type of progress monitoring inform instructional decisions in the individual student's intervention plan or for the targeted group plan.

Figure 22-3

VGV's Procedures for PLP Qualification, Progress Monitoring, and Exiting

Refer to Figure 22-4:

At the beginning of the school year: all VGV students take the NWEA MAP assessments in Reading, Mathematics, and Language usage. The NWEA MAP Reading test provides a RIT score and Lexile® measure for the student. VGV has established cutoff scores for determining the number of years a student may be behind grade level. A detailed explanation of this is found in Butler (2017).

Per the Rhode Island Regents Secondary Regulations (March 2011), all students (grades 6-12) one or more years behind grade level must have a PLP (refer to Figure 22-1).

If the VGV student meets or exceeds the pre-determined "on grade level" cutoff score, no PLP is required. However, if the student does not meet the minimum Reading RIT score, a PLP must be created and monthly (at a minimum) progress monitoring implemented.

At mid school year (January): all students with PLPs will be retested using the NWEA MAP Reading test. If the VGV student meets or exceeds the pre-determined cutoff score, **AND** the progress monitoring data collected each month for the student supports the RIT growth achieved, no PLP is required and the student should be exited. However, if the student does not meet the minimum Reading RIT score after retesting, the PLP continues until the end of the year.

At the end of school year: all students with PLPs will be retested using the NWEA MAP Reading test. If the VGV student meets or exceeds the pre-determined cutoff score, the PLP is no longer required and the student is exited. However, if the student does not meet the minimum Reading RIT score after retesting, a new PLP must be created for the upcoming school year (a PLP has a one year duration).

VGV PLP Guidelines

- The Reading Specialist is responsible for testing, analyzing data for PLP qualification, PLP intervention, progress monitoring, exiting students, and all related documentation tasks (e.g., creating PLPs, generating reports, archiving).
- The Reading Specialist will maintain PLP binders containing all active PLP student records. Inactive student PLP records are to be retained and filed separately.

- The Title I Coordinator (and/or Special Education Director) is responsible for oversight on PLP documentation—to ensure that completeness and organization expectations have been met for RIDE audits.

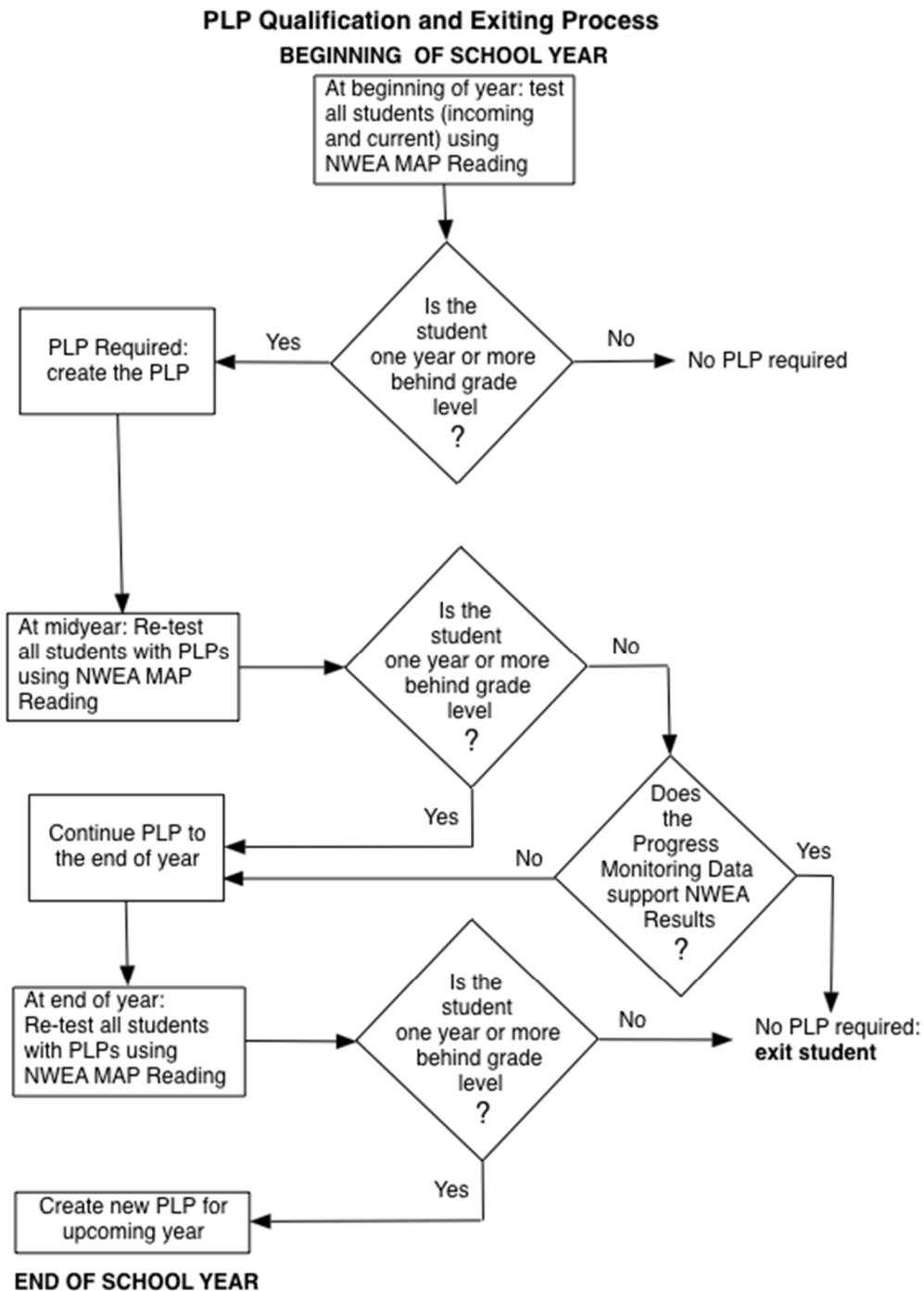


Figure 22-4

23. Individual Learning Plan (ILP)

This Section is a work in process*

*** VGV does not have a formal/documented ILP process at this time—it's a work in process. The following provides foundational work to date:**

Individual Learning Plan (ILP) Framework

From RIDE (Rhode Island Department of Education):

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and post-secondary experiences.

As a working document, the ILP is at the center of a flexible educational program. The ILP is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements. This document guides individual students' development towards meeting the ASCA standards found in the Rhode Island Framework for Comprehensive K-12 School Counseling Programs, culminating in students' achieving goals in three domains: academic, career, and personal/social [Refer to Figures 23-1, 23-2, and 23-3 for the three domains]. Retrieved from:

<http://ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/ILP-Framework-Final.pdf>

Academic domain:

All students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their life span. They will complete school with the academic preparation essential to choose from a range of post-secondary options, including work and post-secondary education; they will understand the relationship of academics to the world of work and to life at home and in the community (ASCA, 2003)

The academic component of the ILP minimally documents these features: goal setting, planning, reflection (the “so what” of learning experiences), course selection, course audit, monitoring for meeting proficiency requirements, transitions and transition planning. The ILP should also include lists of accommodations, learning strategies, programs and other opportunities that support all students meeting proficiency requirements.

Learning opportunities:

- ✓ AP courses
- ✓ Dual enrollment
- ✓ Internships
- ✓ Extended learning
- ✓ Early enrollment
- ✓ ELL
- ✓ Service learning
- ✓ Work-related experiences

Supports for learning:

- ✓ Short and long term interventions – Response to Intervention (RTI)
- ✓ IEP
- ✓ PLP
- ✓ 504

Figure 23-1**Career domain:**

All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will employ strategies to achieve future career goals with success and satisfaction and they will understand the relationship between personal qualities, education, training and the world of work (ASCA, 2003).

The career related activities that must be documented by students in their ILP include: goal setting, career exploration and awareness, plans for attaining career goal(s), and reflections. When appropriate, internships and work-related experiences and skills must also be documented.

Figure 23-2**Personal/social domain:**

All students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. They will make informed decisions, set goals and take necessary action to achieve their goals (ASCA, 2003).

The personal/social component of the ILP minimally documents these features: exploring interests and activities, addressing needs, setting goals, continually reflecting upon decisions that will determine life actions.

Figure 23-3

Transition planning:

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle level to high school, from school to school and from high school to post-secondary opportunities. Involved educators, students and their families will agree to and document the necessary supports, programs, resources and placement to help students progress through grade levels. At the appropriate time, the ILP process will provide meaningful opportunities to develop informed post-secondary goals by reviewing assessments and activities in which students have participated in over the years.

- | |
|---|
| <p>Secondary transition planning:</p> <ul style="list-style-type: none"> ✓ Reference to specific supports/programs provided ✓ Educational/career goals/interests ✓ Program of study <p>Post-secondary transition planning:</p> <ul style="list-style-type: none"> ✓ Next placement (work, school, military) ✓ Necessary supports |
|---|

The transition planning component of the ILP minimally documents: educational, career goals and interests, the existence of specific supports or programs provided to the student (i.e. IEP, 504, ELL, PLP or others), scheduling considerations or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway (work, apprenticeships, technical schools, college, and military service) and necessary supports.

The ILP is a transferable document and must follow students when they move from grade to grade, school to school, district to district; additionally, the ILP must be given to students as they transition to post-secondary placements.

Figure 23-4

Family Engagement:

Families are engaged in helping their children through well-established interactions that support them in school and prepare them for the future.

The family component of the ILP should document these features but are not limited to: evidence of family participation and a list of prompts that guide conversations between the student and his/her family.

- | |
|---|
| <p>Examples of family engagement activities:</p> <ul style="list-style-type: none"> ✓ Homework monitoring ✓ Reviewing and discussing student goals ✓ ILP comment section sign-off ✓ Participation in Post secondary Planning Activities |
|---|

Figure 23-5



24. Digital Badges

Digital Badges are a form of recognition for a skill or achievement outside the scope of Edgenuity course work. There are criteria for each badge and are awarded by faculty or staff. Once a badge is received by a student they can share the recognition to their personal LinkedIn page.

Each badge has criteria a student must complete before a teacher awards the badge. Below, in Figure 24-1, is an example of a digital badge and its criteria.



Figure 24-1 Example of a digital badge

Name Of badge: Early Course Completion

Description of badge: Awarded to students diligently working to complete their courses ahead of schedule.

Criteria to earn badge:

1. Has completed a course at least 2 weeks ahead of target on Edgenuity.
2. Has completed the course with a passing grade.
3. Has worked with LC teacher to submit all necessary paperwork to administration to officially complete course.

25. Accessing K-12 Individual Student Performance Data through RIDEmap's Instructional Support System (ISS)

An important resource for accessing individual student historical K-12 performance data (e.g., elementary, middle school reports, and Rhode Island State Tests) for teachers can be accessed through the teacher's RIDEmap account.

An eight-page detailed *ISS Teacher User Guide* is found at:
http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Instructional-Resources/Instructional-Support-System/administrator_userguide.pdf

To access the ISS:

1. Log on to the RIDEmap website here: <https://ridemap.ride.ri.gov>. Refer to Figure 1

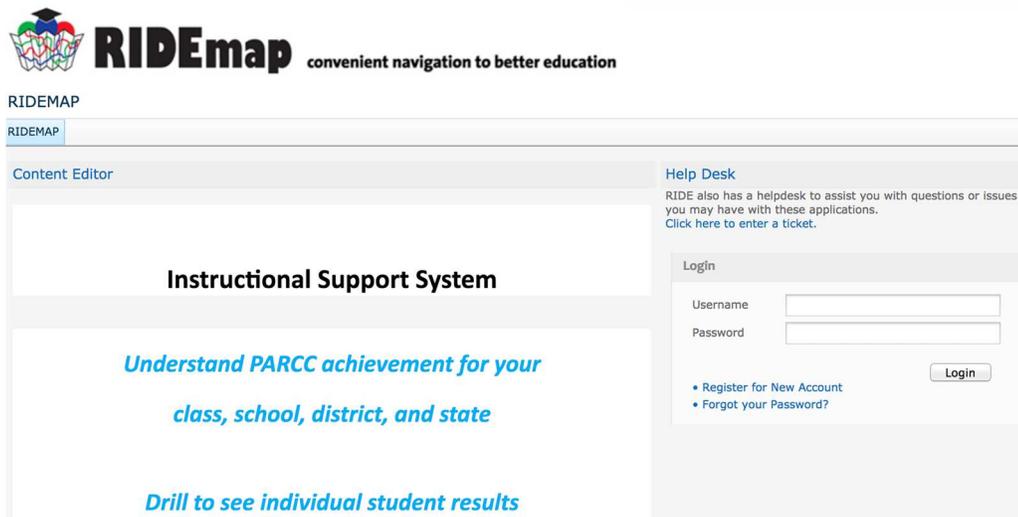


Figure 1

2. On the right side of the screen click on the link for the Instructional Support System as shown in Figure 2.



Figure 2

3. If you do not see the link, contact your SSO Administrator to have the proper roles assigned.

You will see the teacher dashboard for VGV once you are able to log on (refer to Figure 3). The Teacher Dashboard is a landing page from which you can access all data, resources, and communities in the ISS.

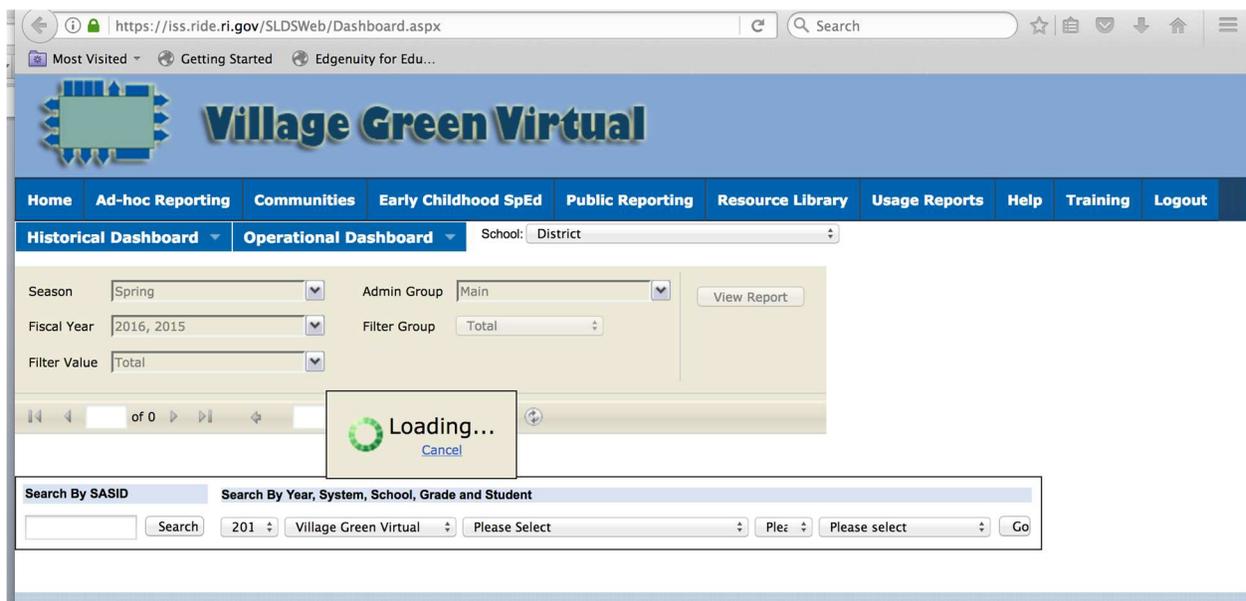
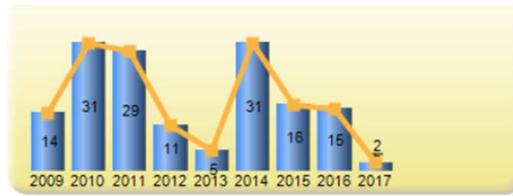


Figure 3

If you know a student's SASID number, you can access historical data such as the example in Figure 4.

NOTE: As of this document revision, there is a glitch in the ISS system with regards to historical student enrollment data not matching the SASID Admin link through eRide. However, the ISS data with regards to student performance on state tests can be considered accurate.

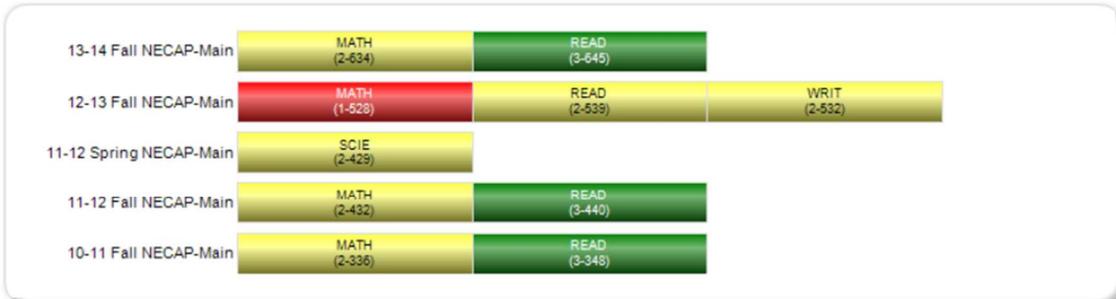
Grade: 9th Grade
Gender: male
Ethnicity: black or african american
Birth Date: 7/14/2002
ED: Y



Early Warning System Results



State Assessments



ACCESS	1-Entering	2-Beginning	3-Developing	4-Expanding	5-Bridging	6-Reaching
DRA	1-Substantially Below Proficient	2-Partially Proficient	3-Proficient	4-Proficient with Distinction		
MSAA	1-Level 1	2-Level 2	3-Level 3	4-Level 4		
NECAP	1-Substantially Below Proficient	2-Partially Proficient	3-Proficient	4-Proficient with Distinction		
PARCC	1-Did Not Yet Meet	2-Partially Met	3-Approached	4-Met	5-Exceeded	
PARCC Subclaims	3-Below	2-Near	1-At or Above			
RIAA	1-Substantially Below Proficient	2-Partially Proficient	3-Proficient	4-Proficient with Distinction		

Figure 4. Example of student data (Note: the specific student name is not shown for privacy).

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