

## Introduction

Students who are struggling often need assistance with one or more of the following:

- Time management
- Motivation
- Mastering a skill or concept

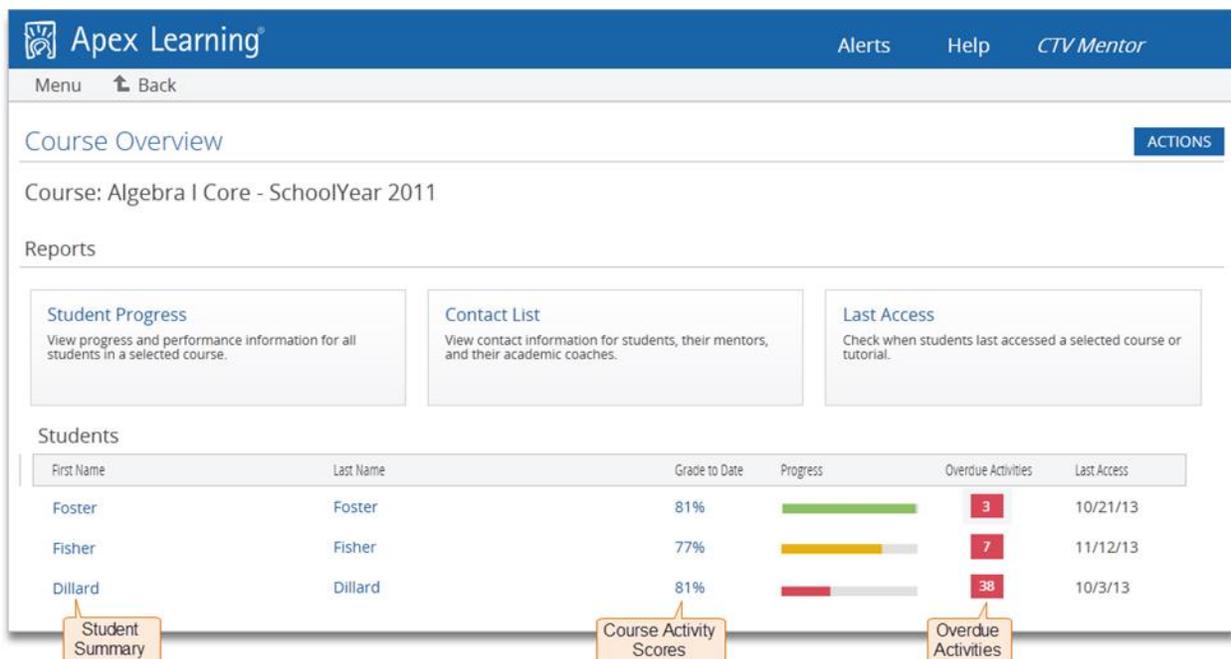
Struggling students can be identified quickly through sophisticated yet simple features in the learning management system. Teachers can quickly employ intervention strategies to help these students complete course work successfully.

## Strategies to Support Struggling Students

### 1. Monitor Student Performance

Monitor progress and performance from the Course Overview page. This powerful tool provides a snapshot of each student's performance in a classroom. Go to your dashboard, expand a course, and click the data icon (📊). From here you can view a summary of student progress and additional reports.

#### Example Teacher Course Overview



First Name	Last Name	Grade to Date	Progress	Overdue Activities	Last Access
Foster	Foster	81%	<div style="width: 81%; background-color: green;"></div>	3	10/21/13
Fisher	Fisher	77%	<div style="width: 77%; background-color: yellow;"></div>	7	11/12/13
Dillard	Dillard	81%	<div style="width: 81%; background-color: red;"></div>	38	10/3/13

📌 **Training Module:** [Monitoring Student Progress](#)<sup>1</sup> (6:10)

<sup>1</sup> <http://www.brainshark.com/apexlearning/monitor>

## 2. Establish Daily Progress Goals

Use the due date feature in the Grade Book to pace students through courses. This practice results in higher on-time completion rates.

**How To:** Teachers can [set due dates](#)<sup>2</sup> for scored activities in the Grade Book.

Allow a reasonable amount of time for students to complete a course, taking into consideration the approximate course duration and the amount of time allotted for work during the regular school day.

In a traditional schedule, students are expected to complete 4.5 hours of work per course each week. Students who adhere to this guideline will be on track for course completion for most courses.

### Calculating Weeks to Semester Completion

Weeks to complete = Hours of course duration divided by the hours of on-task time per week

**Example:** Weeks to complete (17.78) = Biology Core (80) ÷ Hours of on-task time (4.5)

In this scenario, a student would be expected to complete a semester course in 18 weeks.

### Apex Learning Curriculum Pathway Durations

	Foundations	General Studies			Advanced Placement <sup>3</sup>
		Prescriptive	Core	Honors	
Approximate Duration (hours/semester)	70–90	Varies based on mastery	70–80	80-90	120

## 3. Conduct Weekly Progress Meetings

Hold students accountable in weekly progress meetings to attain higher on-time course completion rates.

Frame the weekly meeting around the Activity Scores report along with the student written work portfolio containing study sheets, practices, journals, labs, and review guides. Review work samples and progress toward course completion with each student. Congratulate students who meet deadlines and discuss time management and academic support strategies with students who are behind.

## 4. Encourage Students to Use Dashboards

Have students take ownership of their academic progress by encouraging them to frequently monitor their Dashboard page. This page provides a snapshot of progress and performance in each course.

### Example Student Dashboard

The screenshot shows a 'My Dashboard' interface with a table of courses. Callouts highlight various features: 'View Your Grade' points to the 'Grade to Date' column; 'Track Your Progress' points to the 'Progress' column; 'View Active or All Enrollments' points to the 'FILTER' button; 'View Progress Report or Add Enrollment' points to the 'ACTIONS' button; 'Launch Your Course' points to the 'French I Sem 1' row; and 'Stay on Task' points to the '71' overdue activities for 'U.S. Government and Politics'.

Course Name	Grade to Date	Progress	Overdue Activities
French I Sem 1	0%	<div style="width: 0%;"></div>	71
U.S. Government and Politics	65%	<div style="width: 65%;"></div>	71

## 5. Provide Instructional Intervention

Develop instructional intervention strategies in your classroom to assist students who are struggling.

<sup>2</sup> [http://www.brainshark.com/apexlearning/ht\\_due-dates-student](http://www.brainshark.com/apexlearning/ht_due-dates-student)

<sup>3</sup> Advanced Placement and AP are registered trademarks of the College Board.

## Small-Group Targeted Instruction

Use assessment and progress data to identify and group struggling students to provide appropriate interventions. Consider enlisting additional support from resources teachers, peer mentors and tutors.

## Individual Direct Instruction

Provide just-in-time direct instruction to individual students who have difficulty with a concept or skill.

- ① **How To:** Teachers can access [Activity Detail reports](#)<sup>4</sup> from the Grade Book to review student performance on assessments.

## 6. Motivate Students to Stay on Track

Several strategies can be employed by teachers to help motivate students to complete courses on time.

### Create a Student Wall of Fame

To motivate students and reward progress, post each student's name on an index card along a unit timeline on a bulletin board or classroom wall. Use stars to indicate completed courses.

### Offer Weekly Incentives

- Music Mondays: Allow on-track students to listen to music while completing work.
- Food Fridays: Provide a snack or lunch each week for all on-track students.

- ① **Training Module:** [Keeping Students on Track](#)<sup>5</sup> (10:55)

## 7. Communicate Student Progress to Parents and Guardians

Students have higher on-time completion rates when parents and guardians are aware of their progress.

- Set up parents and guardians as **coaches** to receive an automated weekly Progress Report.
- Send an **additional communication** when students drop below acceptable progress indicators and outline steps students can take to get back on track.

### Example Coach Report Summary

At the top of the Detail Report is a summary, like the summary provided in the weekly email.

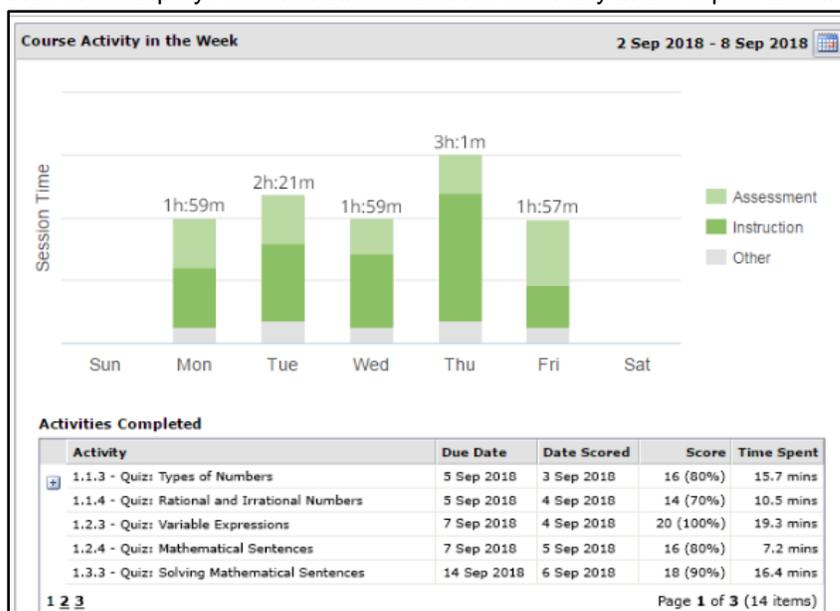
Apex Learning		Weekly Progress Report	
<b>Student</b>	Dent, Stu	<b>Stoplight</b>	green
<b>Classroom</b>	Algebra I	<b>Quality of Work</b>	85.0%
<b>Course</b>	Algebra I	<b>Grade to Date</b>	80.0%
<b>Teacher</b>	Mr. Teacher (mrteacher@apexlearning.com)	<b>Midterm Grade</b>	
		<b>Final Grade</b>	
		<b>Last Access</b>	12 Sep 2018

<sup>4</sup> [http://www.brainshark.com/apexlearning/ht\\_activity-details](http://www.brainshark.com/apexlearning/ht_activity-details)

<sup>5</sup> <http://www.brainshark.com/apexlearning/on-track>

## Course Access Log

This area displays session information for each day in the report week.



- **Duration** is the amount of time the course window was active for the given course and day.
- **Hours** describes the cumulative amount of time spent viewing and interacting with unique instructional (dark green) and assessment (light green) pages.

① **How To:** Teacher and Site Coordinators can [add coaches](#)<sup>6</sup> by editing a student account.

① **Training Module:** [Communicating Student Progress](#)<sup>7</sup> (6:48)

① **Read:** [Coach Getting Started Guide](#)<sup>8</sup>

## 8: Conduct a Learning Conference

If a student continues to make unsatisfactory progress after the teacher has conducted student progress meetings and has contacted the parent or guardian, consider setting up a learning conference.

Teachers invite a parent and a school counselor to join them and meet with the student to discuss educational goals and how the student can get back on track for on-time course completion. At the end of the conference a learning contract is created to document the steps that will be taken to get back on track for successful course completion.

- ① Sign in to Help to access templates to create a contract and notify parents.  
Getting Started>Site Coordinator> Implementation Strategy> Forms

<sup>6</sup> [http://www.brainshark.com/apexlearning/ht\\_add-coach](http://www.brainshark.com/apexlearning/ht_add-coach)

<sup>7</sup> <http://www.brainshark.com/apexlearning/communicate>

<sup>8</sup> [https://d4a89egz0iyca.cloudfront.net/sites/default/files/documents/gsg\\_coach.pdf](https://d4a89egz0iyca.cloudfront.net/sites/default/files/documents/gsg_coach.pdf)