

Edmentum's Effectiveness at SJCC in Improving NWEA Scores

for Bishop Hoffman-St. Joseph's Campus

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Executive Summary

St. Joseph's Academy is the 6-8 grade middle school attached to the Bishop Hoffman Catholic Schools. It has a small population of students, approximately 30 students per class, attending the private school in a small city in Ohio. For the past several years St. Joseph's Academy has been using the Edmentum online program as a tool to remediate students and help close gaps that affect performance on the NWEA Map tests.

This evaluation was conducted to examine the role Edmentum plays in bridging educational gaps and improving Edmentum scores. In particular the evaluation means to (1) determine if Edmentum is a successful remediation program and (2) establish if there is a positive correlation between Edmentum and NWEA test scores.

This was done by using the four levels included in the Kirkpatrick Model of Evaluation.

Level 1 (Reaction) used surveys to examine the opinions and feelings in regards to Edmentum training by both teachers and students. Overall students rated Edmentum very poorly with high feelings of frustration and distraction and a high percentage of students did not believe that Edmentum led to greater understanding of confidence on their tests. This was especially true for Math and Reading, students rated Edmentum as being slightly more helpful in practicing Language Arts.

Level 2 (Learning) looked at the Edmentum reports to determine progress in learning skills as well as how their time is spent on Edmentum. Here again results showed that students were making less progress on Reading and Math and faring better with Language Arts. This was determined by looking at the percent of the class ranked as "Not Ready" in a skill versus the amount ranked as "Placed Above" for each of the three content areas. In regards to time spent

on-task on Edmentum, less than 50% of their time on Edmentum was unfocused, distracted time not active, working time. This number went as high as nearly 80% for current 7th grade students.

Level 3 (Behavior) used an interview with classroom teachers from all content areas used on Edmentum. The interview consisted of questions that focused on overall student improvement in the classroom and throughout the last two years, particularly improvement in areas not being directly taught in the classroom. None of the teachers interviewed thought that there was any correlation between improved performance and Edmentum and at best thought of it as a decent practice tool for preparing to work with the types of questions that appear on the NWEA tests. Many of the teachers noticed high amounts of frustration and distraction among students while using Edmentum and some mentioned the material that is covered on Edmentum is not material that is being found on the NWEA tests. Overall teachers did not think Edmentum was improving classroom performance or content understanding.

Level 4 (Results) directly examined the results of the NWEA tests for the past two years in Language Arts, Math, and Reading. This showed that between this year and the past year a larger percentage of students decreased in their test scores than increased. 8th grade Math had the highest percentage of students do worse from the beginning to the end of a one year testing period with over 60% getting the same or worse score than they did on their previous test. The other subject areas showed similar trends but to far smaller numbers, closer to the 30-35% range. The subject with the best performance was Language Arts.

These results led to the conclusion that Edmentum is not actively helping students close performance gaps in the various subjects, that the frustration levels students feel while participating in Edmentum far outweigh any potential benefits and could be leading towards a low-effort among students while participating in the program. It was recommended that instead

of in the classroom Edmentum be utilized in scenarios where students do not have access to in-person education (e.g. as a means of combating the “Summer Slide”). Several recommendations for in-person remediation and more meaningful practice of skills might better help students and the school reach their NWEA goals.

Statement of Purpose

The goal of the evaluation at St. Joseph’s is to ensure that students are scoring at or above level and Edmentum is a program the district has purchased to meet that goal. A large percentage of students are performing in the Red and Orange bands in Math, Reading, and ELA and Edmentum is being used to increase scores specifically in those subject areas. The perception of Edmentum by the students is that it “doesn’t do anything” and a lot of them are disengaged while using it and are “clicking through” the program instead of taking the time needed to master missing skills. Some of the teachers are questioning whether the program the district is paying money for is meeting the objectives set for it, and if it would be advisable to keep it or look for other options to help bridge that learning gap. Thus the Needs Assessment will establish the following goals:

1. Determine if Edmentum is a successful remediation program
2. Establish if there is a positive correlation between Edmentum and NWEA test scores

The evaluation looking at this issue will take approximately four weeks and will be conducted by Kaycee Hallett using the reports available through the school’s NWEA scores and the Edmentum reports from 2022-2023 and 2023-2024 school years.

There is no cost to conducting this evaluation, the reports are readily available through the respective platforms. The benefits include determining the future spending in this area in the school district and whether the money is well spent. The criteria for well spent funding in this

regard is a significant positive trend in both NWEA Scores and Edmentum Scores. It could also help to determine alternative methods of training to meet student needs.

Data will be collected both indirectly and directly from the target audience, 7th and 8th grade students at Bishop Hoffman: St Joseph's. Data will be directly collected using surveys on Edmentum usage that will be given to both students and teachers. Additionally data will be obtained from past and present test scores of these students from the NWEA Map tests.

Background Information

For the past two years St. Joseph's Academy, middle school grades 6-8, has been using Edmentum to attempt to decrease the gaps in prior learning for students in Reading, English Language Arts (ELA), and Mathematics. Students in grades 6-8 take at least 20 minutes a day to go through a personalized Edmentum program that aims to decrease gaps in knowledge to get them at or above grade level. Edmentum is supposed to target student learning and reteach prior knowledge they may have missed to get them to the same level as their peers. The NWEA test is a test that compares student achievement in Science, Math, Reading, and ELA across the nation. Students are separated into color coded bands to show how they compare in their average growth to other students in different color bands: Red is Low; Orange is Low Average; Yellow is Average; Green is High Average; Blue is High. With the way that it is set up, scoring in the Yellow band means that students are on track for their grade level average across all NWEA test taking students.

Description of the Evaluation

The evaluation will follow Kirkpatrick's Evaluation Model with four tiers of evaluation being conducted. The Kirkpatrick Evaluation Model levels are as follows: (1) Reaction: the participants opinion on the training, in this case Edmentum; (2) Learning: the amount of intended knowledge and skills acquired by the participants during the Edmentum training; (3) Behavior: the application of the participants of the skills they learned during the Edmentum training in the classroom and outside of Edmentum; and (4) Results: the targeted outcomes occur as a result of the training, in this case the NWEA test score results.

Level 1 Reaction:

This evaluates the learner's response to the Edmentum program. This evaluation will consist of a survey for teachers and a survey for students to gauge how they feel about Edmentum and their opinions on the effectiveness of the program. The survey questions for both teachers and students are in the Appendix. They were administered online using Google Forms to all 7th and 8th grade students and their teachers.

Looking at the results of the Teacher Survey teachers were pretty middling on the ways that Edmentum has potentially helped students. All ranked Edmentum's ability to help students gain skills as a potential possibility, there was also not a lot of potential seen in Edmentum's ability to help students gain confidence on tests or when it came to learning content. They all ranked student's frustration levels with Edmentum as being very high and their focus being low to very low. The quality of Edmentum questions being too hard or too easy for students ranged across the scale and there was not one ranking teachers seemed to agree on in that regard.

As for the Student Survey results over 82% of students ranked high frustration levels and only 12% of students stated that they did become overly distracted while doing Edmentum. Most

students did not feel that Edmentum gave them more confidence on test taking or helped them to understand the skills better but there was some variation when it came to subject area. Language Arts seemed to be rated as helping the most overall whereas Reading and Math caused the most frustration and student's believed helped the least. A very small percentage of student's left feedback regarded Edmentum as being helpful in learning skills and practicing them.

Level 2 Learning:

This evaluation will look at the progress made on the Edmentum program by pulling reports from Language Arts, Reading, and Mathematics and looking at how students overall have progressed in their learning in those particular subjects and their subcategories.

In the current 8th grade class in all but three of the Edmentum trained math skills, 50% of the class was considered "Not Ready" for that skill. Most of these skills are testable on the NWEA Map tests including Algebra and Geometry. That "Not Ready" percentage increases to an average of 75% of the class when it comes to the current 7th graders.

Similar results occurred with Reading, though some differences did occur in ELA (English Language Arts). In 8th grade Reading, all but five Edmentum skills over 50% of students were "Not Ready" and in five of those "Not Ready" skills the number jumps to 75% of the class. In the 7th grade all but 5 of the 17 skills approximately 75% of students were ranked as "Not Ready", with the remaining 5 skills the class was at a near 50% split between students that were ranked "Not Ready" and students that were ranked "Placed Above".

ELA did fare better. In all but two skills only 35% of the 8th grade class was ranked as "Not Ready" in the ELA skills, the rest of the class reached "Placed Above" level on Edmentum. The 7th grade class is pretty split on the Edmentum performance assessments with approximately

50% of the class being ranked “Not Ready” and the other half ranked “Placed Above” with some slight fluctuations in the numbers depending on the skill being examined.

Time spent on-task on Edmentum also seems to be reducing the more years they spend using it. 7th graders spent 42.5% of their time on Edmentum on task last school year, whereas this school year time on task has reduced to 21.4% of their total time on Edmentum. 8th graders for this school year are faring better with 43.8% of their time spent on-task.

Level 3 Behavior:

For this evaluation an interview was conducted with 7th and 8th grade subject area content teachers on overall performance for the past two school years in the classroom. The interview focused on the subcategories found on the NWEA tests and improvement of understanding, classroom test scores, and overall grades outside of the Edmentum evaluations. The interviews were looking to see if there was an overall improvement, no change, or poorer levels of understanding as a whole in the past two years. Transcripts of the interviews can be found in the Appendix.

Summarizing the overall observations of teachers, Edmentum seemed to cause more frustration than any potential benefits that it might give. Most teachers didn't see any direct correlations in the content on Edmentum with the NWEA tests. Overall there was a lot of frustration expressed with the program, especially when it came to the students' reactions to being required to do it. A few teachers expressed that any benefit to remediation Edmentum might offer to students was offset by the extreme reluctance to participate in the program and that reluctance transferring to a lackadaisical attitude when it came time to utilize the program at school. One math teacher expressed that the only benefit in his view is that it couldn't hurt students to get more practice with solving math problems. Another English teacher thought that if there was any benefit it

might be to work through questions that were similar to ones that would appear on the NWEA Map tests.

None of the teachers had seen an improvement in the past two years in overall classroom grades and performance that they could directly link to Edmentum and not skills that they were teaching in the classroom. They did not see any improvement in skills that were not being taught or practiced in the classroom (e.g. multiplication, division, etc. in Algebra level courses). One teacher pointed out that there were items on the test that they had never seen on Edmentum and that never came up outside of the MAP test until it was taught in the classroom months after the Fall testing period. Teachers as a whole contributed improvements in understanding and learning to more traditional educational sources.

Level 4 Results:

This evaluates the long term effects of Edmentum by examining the progress for NWEA test results from the 2022-2023 and 2023-2024 school years. It looks at the change in score in all the different categories of the Mathematics, Language Arts, and Reading NWEA tests. Not only was overall progress examined but also growth in each subcategory for each test (i.e. for Language Arts the subcategories are: Writing, Grammar Usage, and Grammar Mechanics).

When the corresponding scores from the last two years of NWEA Math tests are examined a similar trend emerges that seems to prove that Edmentum does not offer a substantial amount of remediation in math skills. From Fall 2022 to Fall 2023 the overall number of 8th grade students who scored in the lower bands (60% or lower) increased, with more students dropping in their scores and no students increasing their scores to the next band up. Additionally, when only looking at the 2022-2023 school year, between the Fall and Spring testing 16 out of the 26 (62%) students scored worse on the NWEA Math test. Similar results occurred for the current 7th grade students: a greater number of students shifted down a grade band on the NWEA

math test and 10 of the 32 students (31%) either received the same or a lower score from the Fall 2022 to Spring 2023 testing period.

Looking at the NWEA scoring bands, there was a trend of improvement between the Fall 2022 and Fall 2023 NWEA Reading tests. Five students improved their scores enough to improve to the next band grade level. 8 out of 26 students (31%) in the current 8th grade class scored lower or the same on their NWEA Reading tests from Fall 2022 to Spring 2023 sessions. 12 out of 32 students (38%) in the current 7th grade class did worse or had no change in their NWEA Reading Test between the Fall and the Spring session of the 2022-2023 school year. Students also trended towards worse scores between Fall 2022 and Fall 2023.

9 out of 26 students (35%) of the current 8th grade class did poorer or received the same score between the Fall and Spring testing last year on the Language NWEA test. 7 out of 32 students in the current 7th grade class did worse from Fall to Spring NWEA Language testing in the last school year.

For a more detailed breakdown of testing results in each subject please see the additional charts in the Appendix.

Conclusions and Recommendations

Based on the outcomes of the data collected it seems that there is little to no benefit on the MAP tests in regards to Edmentum remediation and training. This seems to especially hold true when it comes to Math. Students seem to respond best to Language Arts practice on Edmentum in both their own opinions and perspectives on their work and on the data and

results from Edmentum reports. Overall there does not seem to be evidence that supports a positive correlation between Edmentum practice and an increase in NWEA Map test scores.

There are limitations to this particular study. There is no data prior to implementation of Edmentum available. It also doesn't look at the factors in the classrooms that would support an increase in NWEA scores.

At this point my recommendations are to reduce the amount of Edmentum used. Students at the Middle School level in SJCC don't seem to be getting the results expected from the program. At this point I could see it being used as a program to help curb some of the "Summer Slide" that occurs during a long break. As evidenced in the NWEA data when students come back to school and complete their Fall testing a significant number of them do worse than they did in the Spring the previous school year. Having a program that encourages or enforces a small percentage of summer work using Edmentum could help in that regard.

As for during the school year instead of enforcing Edmentum use I would recommend using the Academic Success time to split the students into smaller group work in classrooms where they need extra skills practice. This could be done by the grade band and framed in such a way that everyone at one point or another leaves the classroom on a different day with different groups to help ensure that students don't necessarily see it as remediation.

Another potential replacement would be to have students do "challenges" or other activities during Academic Success that would come from the different subject areas and help them to work on the skills that they are working on in the classroom or weak skill areas. This could be worksheets or mini hands on projects. A Genius Hour has been well-received by students in different schools and allows them to pick a passion of theirs to learn further about. This could be

incorporated into the classroom or Academic Success period and have components relating to the “passion” of their choice that would incorporate skill practice in the different subject areas.

Having remediation and activity-based activities might help reduce the amount of frustration and increase engagement among students, those two factors alone being addressed would help to increase understanding. Allowing students to engage in practicing content and subjects in more authentic ways should lead to greater content understanding.

Reducing the amount of Edmentum and focusing its use on times when students do not have access to the teachers could be the path that leads to greater results.

Appendix

Edmentum Usage Teacher Survey Questions:

This survey will take a short time to complete. Please rate your experience with Edmentum using the Key below*:

Strongly Disagree Disagree Somewhat Disagree Neither Disagree or Agree
Somewhat Agree Agree Strongly Agree

**These surveys will be conducted through Google Forms so instead of a numbering system each of the following questions will have the above answer choices ranging from Strongly Disagree up to Strongly Agree in a vertical column.*

1. Edmentum has helped my students gain valuable skills
2. The extra practice on Edmentum has helped students gain confidence on tests.
3. I've noticed students getting frustrated with the content while using Edmentum.
4. The problems students get on Edmentum are too hard overall.
5. The problems students get on Edmentum are too easy overall.
6. My students have a hard time staying focused while working on Edmentum and constantly need to be redirected.
7. Overall I feel like Edmentum has helped students to understand content better.
8. Students seem to take their time on Edmentum and really practice their skills.

Edmentum Usage Student Survey Questions:

This survey will take a short time to complete. Please rate your experience with Edmentum using the Key below*:

Strongly Disagree Disagree Somewhat Disagree Neither Disagree or Agree
Somewhat Agree Agree Strongly Agree

**These surveys will be conducted through Google Forms so instead of a numbering system each of the following questions will have the above answer choices ranging from Strongly Disagree up to Strongly Agree in a vertical column.*

9. I think that Edmentum has helped me to gain valuable skills in Math.
10. I understand Math problems that I used to struggle with and can successfully solve them when I come across them in homework.
11. The extra practice on Math in Edmentum made me more confident on my Math tests.
12. I do not get frustrated when I practice Math on Edmentum.
13. I think that the Math problems I get on Edmentum are too hard.
14. I think that the Math problems I get on Edmentum are too easy.
15. I feel that Edmentum has helped me to gain valuable skills in Reading
16. I understand Reading that I used to struggle with and can successfully answer questions on my Reading homework.
17. The extra practice on Reading in Edmentum made me more confident on my Reading tests.
18. I do not get frustrated when I practice Reading on Edmentum.
19. I think that the Reading problems I get on Edmentum are too hard.

20. I think that the Reading problems I get on Edmentum are too easy.
21. I feel that Edmentum has helped me to gain valuable skills in Language Arts.
22. I understand Language Arts that I used to struggle with and can successfully answer questions on my Language Arts on homework.
23. The extra practice on Language Arts in Edmentum made me more confident on my Language Arts tests.
24. I do not get frustrated when I practice Language Arts on Edmentum.
25. I think that the Language Arts problems I get on Edmentum are too hard.
26. I think that the Language Arts problems I get on Edmentum are too easy.
27. My mind wanders while working on Edmentum and I have a hard time staying focused.
28. Overall I feel like Edmentum has helped me to understand things better.

Teacher Interview Transcripts

8th Grade Algebra Teacher

Not appropriate level of knowledge. Fundamentals I mean for positives and negatives, order of operation, their multiplication and division. It's fundamental, fundamental. I think they're really behind. I would say, obviously we have kids where they're supposed to be at, but a lot of them are in grade school level, 5th or 6th grade.

Their fundamentals improve over the course of their year but I really push the fundamentals. I continuously go back because everything we do like the equations and stuff you need to understand the fundamentals so they really are improving.

I'm not convinced they take it seriously anymore because they're so tired of it, but the fact that they're doing math it has to help. I'm sure there's improvement and they're doing better because of the Edmentum and the extra things. It has to be helping. Any practice that they do has to be helping them, but I don't think we saw improvement on their math scores on the last math test.

Absolutely, I do see improvement and I think because we do a lot of the go back and do a lot of the drilling, and edmentum helps but they are getting better at things. But what I teach today depends on what they learned three weeks ago and they don't apply what they learned to what's new. Memorizing math facts and those things in the early grade should have been hit a lot harder, a lot of the stuff they're learning is not necessary but if you can't walk out of grade school knowing how to add subtract multiply and divide and their positive and negative they can't do that.

I'm not happy with one of my math classes being where we should be in. it might be the thinking skills more than the math skills, you know processing things. I can't get them to do a two step equation so how am i supposed to get them to do with story problems.

I'm not convinced that it happens. With the amount of time we are wasting with testing and preparing them for tests, it's another wasted day. We take two days to take a map test and have a pep rally to get them prepped for it,, there's too much worrying about that and i'm a meat and potato guy is what i am.

I'm seeing great advances absolutely not but it's better. I'm concerned about edmentum i don't think it's good that kids are taking all these extra courses online. Some of them don't do anything.

8th Grade Reading and ELA Teacher

You know when deb L was doing the grammar that I was doing the daily oral grammar but when rich stopped it there's a huge difference and i'm making up slack. In terms of writing I think they do pretty well in language arts.

I can see the difference between the 7th graders and the 8th graders. I can expect more from the 8th graders in terms of knowledge, skill development, and responsibility.

I never know how much useful grammar is behind it, no one is ever going to ask them if this is a subjunctive case. Some of the more advanced things are doing literary terms that I didn't know so I had to look up literary terms. So really do they need to know that in the 8th grade?

Yes there are improvements in areas where I don't focus. Little points in grammar that I don't focus on we know are there and then they'll pick them up and I can explain it to them, like a transitive verb.

6th and 7th Math Teacher

I hate it that the tutorials are not matching up. I took a picture of it but this time the answer did not match up.

The only time I will use it is if they have nothing else to do and they can not be quiet and find something else to work on. They hate it.

I feel like it depends on the student. I would say about 85% of the students are not learning concepts and about 15 percent yes. But then I have to honor kids like _____ and

_____ they're both right now and want to cry because they've been on statistics for two months and it's an 8th grade 9th grade concept in 6th grade because they've passed all the 6th grade stuff and it's too hard for them. I think it needs to cap out.

Solely based on what they learn on edmentum the foundation that they need, I don't think it's helped at all. Those 15 percent maybe but the students who are gaining from edmentum are not the students that i need to be gaining from edmentum.

MEEK- half the time the kids ask me how to even do it. It's hard for math, especially for the auditory learners to read something and just know how to do it

I will say for the fall one I would teach them something in class and they will come to me after the nwea where they saw something on the map test and then I taught it later and they mention that they've never come across it on edmentum.

I think it is good for credit recovery, that side of edmentum, but for skills practice no. Maybe if it was still gamified.

6th and 7th ELA and Reading Teacher

Negatively because they hate it but i think it's all in the way that it's presented and it is valuable as far as practicing the skills for the map test

No, I haven't noticed a change in the quality of work. I haven't used it with fidelity, there;s just so much other stuff to do and they hate doing it.

I found the structure with how it's set up with the tutoring and then quizzes very confusing and the kids do too.

There has not been enough impact to say that improvement has been due to edmentum but I do see it being helpful because it has the same sorts of questions as the map test. If we are looking at that vs anything else i haven't found edmentum to be worse than any of the other ones. But I think if we were to use iready we would have to use their assessments and not map.

Khan academy is free but if the map is directly linked to edmentum it might be worth it.

Teacher Edmentum Survey

Timestamp	Edmentum has helped my students gain valuable skills	The extra practice on Edmentum has helped students gain confidence on tests.	I've noticed students getting frustrated with the content while using Edmentum.	The problems students get on Edmentum are too hard overall.	The problems students get on Edmentum are too easy overall.
2024/02/27 8:10:02 AM EST	3	2	7	4	4
2024/02/27 10:32:15 AM EST	4	4	7	7	1
2024/02/27 10:36:59 AM EST	3	3	7	6	4
2024/02/27 1:26:14 PM EST	4	4	7	1	5
2024/02/27 6:53:41 PM EST	4	1	7	3	3

My students have a hard time staying focused while working on Edmentum and constantly need to be redirected.	Overall I feel like Edmentum has helped students to understand content better.	Students seem to take their time on Edmentum and really practice their skills.
6	3	2
7	5	1
7	3	3
4	4	2
7	1	1

Student Edmentum Survey

Timestamp	I think that Edmentum has helped me to gain valuable skills in Math.	I understand Math problems that I used to struggle with and can successfully solve them when I come across them in homework.	The extra practice on Math in Edmentum made me more confident on my Math tests.	I do not get frustrated when I practice Math on Edmentum.
2024/02/27 8:11:15 AM EST	4	1	7	7
2024/02/27 8:11:24 AM EST	5	4	2	3
2024/02/27 8:11:33 AM EST	4	3	3	3
2024/02/27 8:11:47 AM EST	3	4	1	1
2024/02/27 8:11:54 AM EST	3	5	2	2
2024/02/27 8:12:17 AM EST	1	1	1	1
2024/02/27 8:12:35 AM EST	1	5	1	7
2024/02/27 8:13:07 AM EST	2	3	2	2
2024/02/27 8:13:31 AM EST	1	1	1	1
2024/02/27 8:13:38 AM EST	3	1	1	4
2024/02/27 8:13:58 AM EST	2	3	5	6
2024/02/27 8:14:11 AM EST	2	3	3	1
2024/02/27 8:14:40 AM EST	2	4	1	5
2024/02/27 8:20:44 AM EST	2	7	2	2
2024/02/27 8:27:38 AM EST	4	2	1	1
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2024/02/27 8:51:50 AM EST	4	2	2	6
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2024/02/27 8:52:33 AM EST	5	3	4	2
2024/02/27 8:52:45 AM EST	4	5	2	3
2024/02/27 8:53:02 AM EST	3	2	3	4
2024/02/27 8:53:33 AM EST	5	2	1	5
2024/02/27 8:53:43 AM EST	3	3	2	4
2024/02/27 8:53:46 AM EST	5	4	3	1
2024/02/27 8:54:12 AM EST	1	3	1	2
2024/02/27 8:54:28 AM EST	4	4	4	2
2024/02/27 8:55:16 AM EST	5	2	2	1
2024/02/27 8:56:10 AM EST	4	3	1	2
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2024/02/27 9:27:47 AM EST	1	1	2	1
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2024/02/27 9:54:46 AM EST	5	4	4	1
2024/02/27 9:55:23 AM EST	1	1	1	1
2024/02/27 9:55:31 AM EST	1	6	1	1
2024/02/27 9:56:49 AM EST	2	2	1	1
2024/02/27 9:57:39 AM EST	2	3	1	1
2024/02/27 12:23:46 PM EST	5	4	3	1
2024/02/27 12:25:38 PM EST	2	1	1	2
2024/02/27 12:27:21 PM EST	2	3	1	1
2024/02/27 1:49:13 PM EST	1	1	1	1
2024/02/27 8:36:49 PM EST	2	1	1	3
2024/02/28 8:47:14 AM EST	4	5	4	7
2024/02/28 12:44:22 PM EST	4	2	2	1

I think that the Math problems I get on Edmentum are too hard.	I think that the Math problems I get on Edmentum are too easy.	I feel that Edmentum has helped me to gain valuable skills in Reading	I understand Reading that I used to struggle with and can successfully answer questions on my Reading homework.
1	1	7	1
5	3	3	4
4	3	5	5
7	1	5	4
3	4	3	5
1	6	3	1
1	4	1	6
4	4	3	3
6	2	2	1
1	7	1	3
2	6	2	4
6	2	5	2
2	6	4	1
2	7	7	6
4	2	7	7
5	3	3	3
4	4	3	3
4	4	1	1
3	6	3	2
2	3	4	3
3	6	7	5
1	5	5	5
2	5	3	2
1	7	2	4
2	5	5	5
6	2	2	6
5	3	5	3
6	2	4	2
5	2	3	4
7	1	6	1
4	3	4	4
7	2	2	1
7	1	4	4
4	3	1	1
6	2	4	4
6	2	2	1
1	4	4	5
1	7	1	6
1	4	1	1
4	4	4	5
1	7	3	1
3	1	1	1
6	4	2	2
3	1	1	1
3	2	1	1
4	4	4	4
7	1	1	1
7	4	1	7
3	3	1	1
4	4	1	1
6	2	5	6
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2	2	1	1
4	4	2	2
4	4	4	5
4	4	3	4

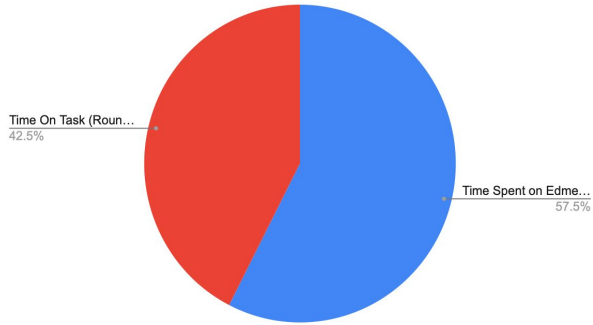
The extra practice on Reading in Edmentum made me more confident on my Reading tests.	I do not get frustrated when I practice Reading on Edmentum.	I think that the Reading problems I get on Edmentum are too hard.	I think that the Reading problems I get on Edmentum are too easy.	I feel that Edmentum has helped me to gain valuable skills in Language Arts.
7	7	1	1	1
3	5	5	3	5
4	3	5	4	6
4	3	4	4	7
2	5	2	3	2
1	6	3	4	3
1	7	1	5	2
3	5	4	4	4
1	1	7	1	2
1	6	1	7	4
2	6	3	5	3
3	6	2	6	3
3	4	2	7	7
3	2	1	7	2
6	7	1	6	4
4	6	6	3	3
3	6	5	2	7
1	1	5	3	1
4	1	1	7	5
2	2	1	1	3
6	4	2	5	7
5	4	4	3	6
1	6	4	3	4
2	5	1	7	5
5	1	4	4	5
1	4	5	3	3
4	3	5	3	4
1	1	7	1	4
3	2	4	2	5
3	3	1	6	1
3	5	4	3	2
3	1	5	1	2
5	1	4	6	5
1	1	7	1	3
4	4	3	5	5
3	3	4	4	3
6	7	1	5	5
1	7	1	7	4
1	1	7	1	1
4	5	4	4	5
1	1	1	7	1
1	2	4	3	2
2	1	1	7	2
2	1	6	2	2
1	1	4	1	1
4	4	4	4	4
1	1	7	1	1
1	1	4	4	1
1	1	1	7	1
2	1	4	4	6
5	2	3	5	3
1	1	7	1	4
4	4	7	1	1
1	1	1	7	1
1	4	3	3	3
4	6	4	4	5
4	2	4	4	3

I understand Language Arts that I used to struggle with and can successfully answer questions on my Language Arts on homework.	The extra practice on Language Arts in Edmentum made me more confident on my Language Arts tests.	The extra practice on Language Arts in Edmentum made me more confident on my Language Arts tests.
1	1	7
4	4	4
6	6	6
4	4	4
5	2	3
4	2	2
6	1	1
3	3	3
1	1	1
4	5	5
2	2	3
1	1	1
6	4	3
6	1	4
5	5	4
4	4	4
7	6	6
1	1	1
3	6	4
3	2	2
6	6	6
5	4	4
1	1	1
3	1	1
3	3	3
6	3	3
3	4	4
6	5	5
4	4	4
6	2	1
3	5	2
2	1	1
4	4	4
2	1	3
3	4	1
5	1	1
3	3	3
5	5	3
1	1	1
5	5	5
1	1	7
1	1	1
2	1	2
1	1	1
1	1	1
4	4	4
1	1	1
7	1	1
1	1	1
6	6	6
5	6	5
2	3	3
1	2	3
1	1	1
2	2	2
4	5	5
3	4	3

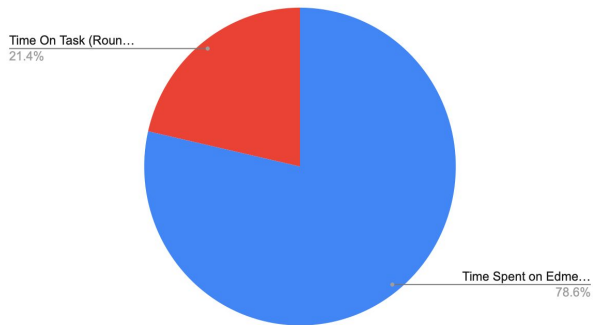
I do not get frustrated when I practice Language Arts on Edmentum.	I think that the Language Arts problems I get on Edmentum are too hard.	I think that the Language Arts problems I get on Edmentum are too easy.	My mind wanders while working on Edmentum and I have a hard time staying focused.	Overall I feel like Edmentum has helped me to understand things better.
7	4	4	7	3
4	3	4	5	4
5	3	5	6	4
4	4	4	7	3
3	2	3	6	2
1	4	4	7	1
6	2	4	1	2
5	4	4	7	4
1	7	1	7	1
7	4	4	7	2
5	3	5	3	2
1	3	4	7	2
5	2	4	1	3
2	1	7	7	3
6	1	6	4	3
7	6	2	7	4
2	2	3	6	3
1	2	6	7	1
1	3	5	7	3
2	2	3	5	4
6	2	5	7	5
4	4	4	7	4
7	4	4	4	4
5	1	5	6	1
2	3	5	5	5
6	7	1	6	1
3	5	3	3	4
1	4	4	7	1
3	5	3	6	4
7	6	7	7	1
4	3	3	3	2
1	4	1	7	1
1	3	5	7	5
4	3	4	7	1
4	4	4	7	2
5	1	5	7	2
7	1	4	5	3
7	1	7	5	2
1	6	1	1	1
6	4	4	6	5
7	1	7	7	1
2	5	2	7	1
1	1	7	5	1
5	5	6	7	1
1	1	2	7	1
4	4	4	4	4
1	7	1	7	1
1	4	4	7	1
1	1	7	7	1
6	3	5	7	2
1	5	3	6	5
1	7	1	7	2
1	7	2	7	2
1	4	2	7	1
5	2	5	5	2
7	4	4	1	5
2	4	4	7	5

7th Grade Edmentum Results

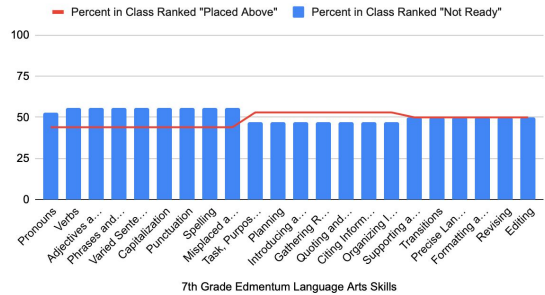
7th Grade Time Spent On Edmentum 2022-2023



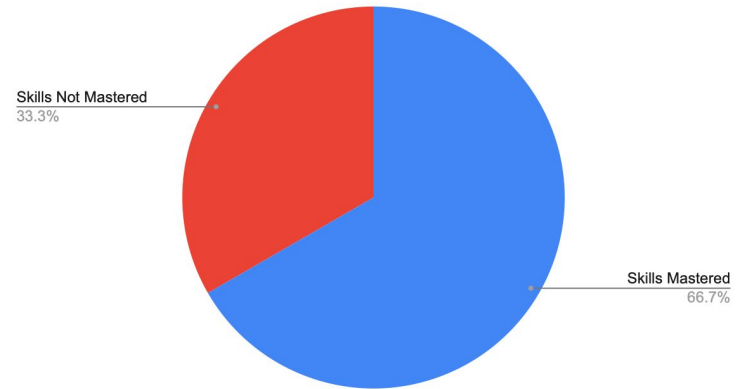
7th Grade Time Spent on Edmentum 2023-2024



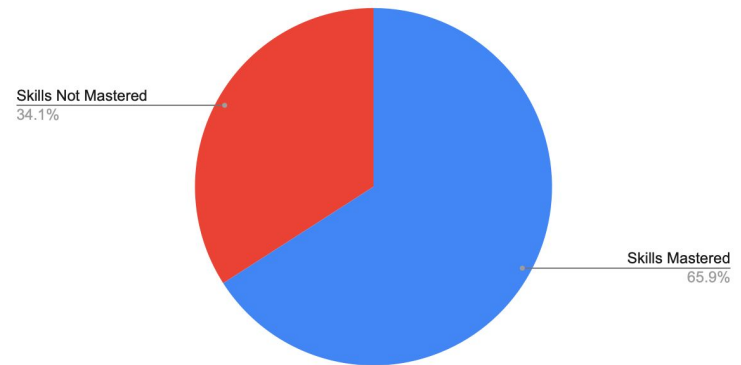
7th Grade Edmentum Language Arts Skills 2023-2024



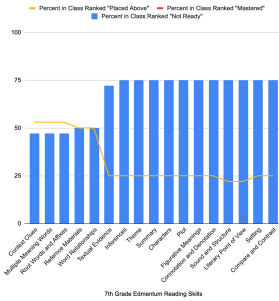
7th Grade 2023-2024 Math Skills Assessments



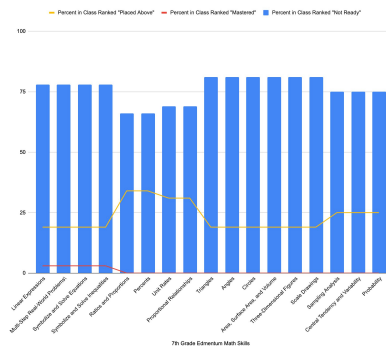
7th Grade 2022-2023 Edmentum Language Arts Skills Assessments



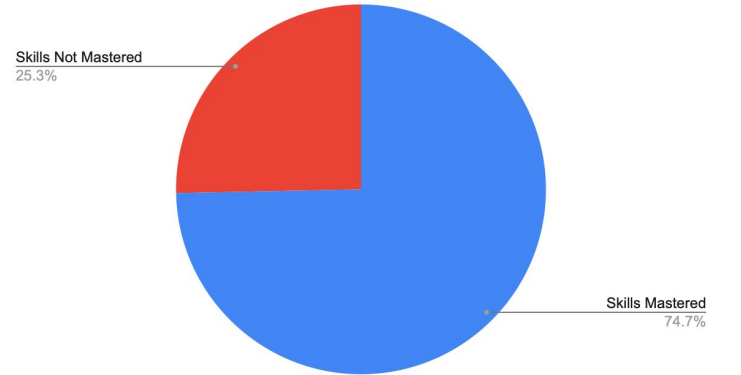
7th Grade Edmentum Reading Skills 2023-2024



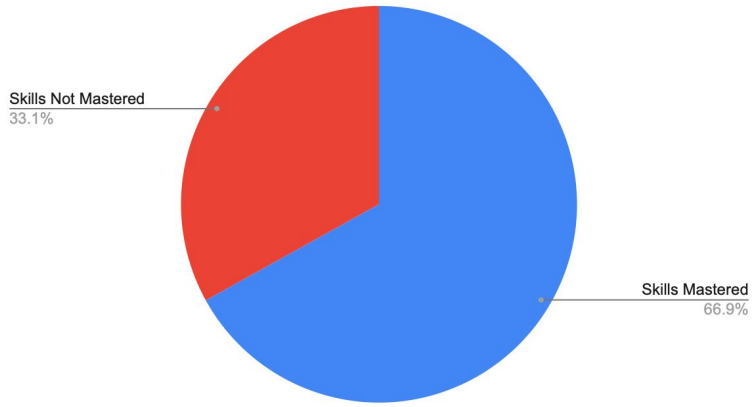
7th Grade Edmentum Math Skills 2023-2024



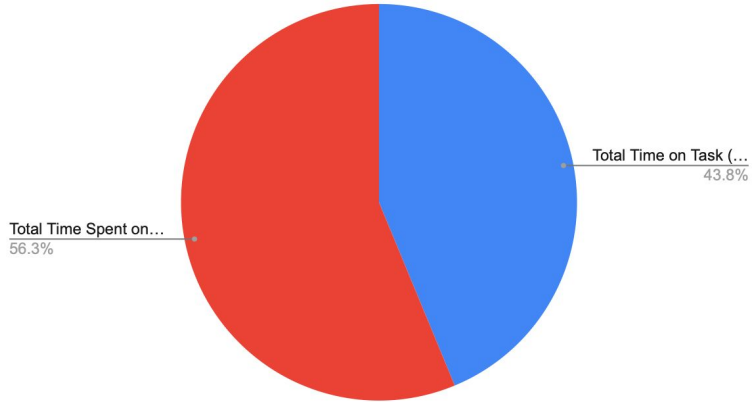
7th Grade 2023-2024 Edmentum Reading Skills Assessments



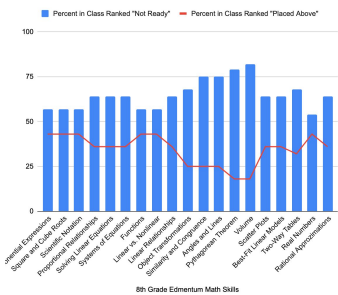
8th Grade 2023-2024 Edmentum Skill Assessment Results



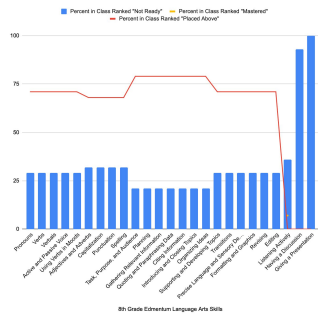
Time Spent on Edmentum 8th Grade 2023-2024



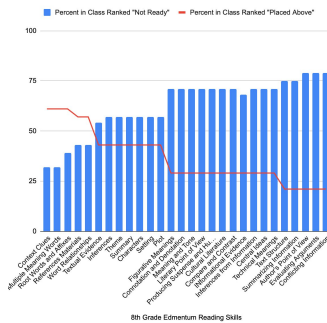
8th Grade Edmentum Math Skills 2023-2024



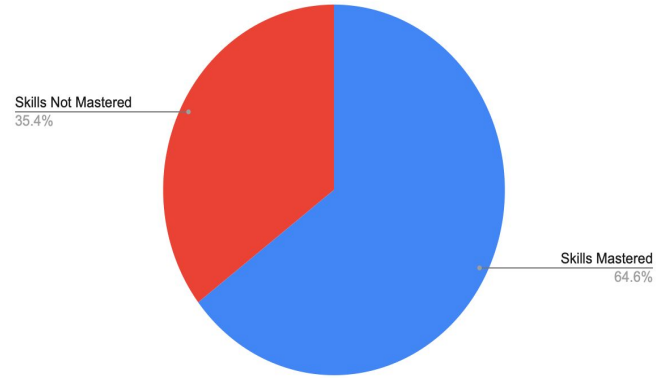
8th Grade Edmentum Language Arts Skills



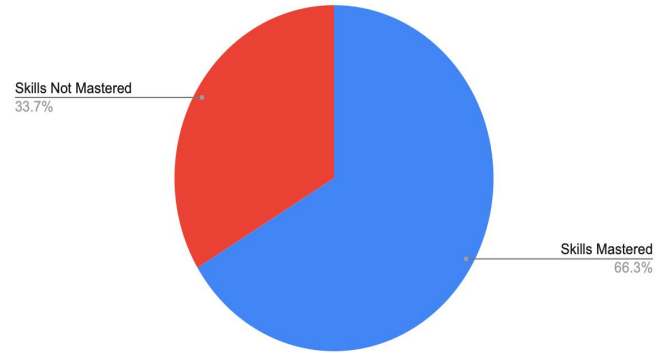
8th Grade Edmentum Reading Skills



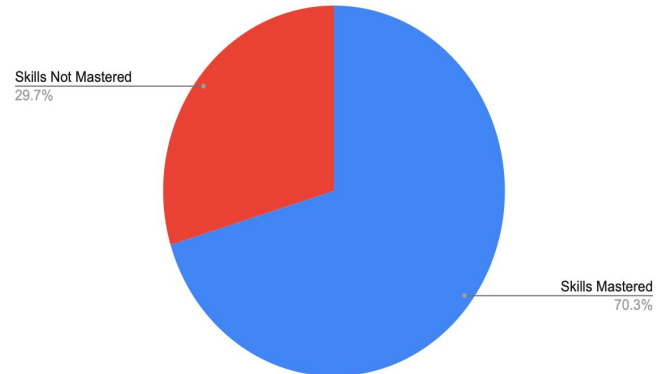
8th Grade 2023-2024 Edmentum Math Skills Assessments



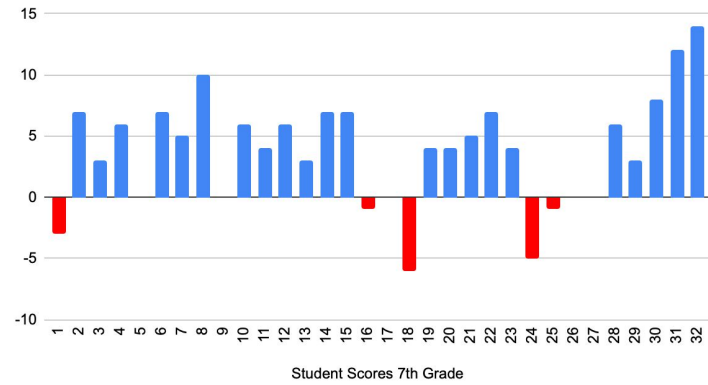
8th Grade 2023-2024 Edmentum Language Arts Skills Assessments



8th Grade 2023-2024 Edmentum Reading Skills Assessments

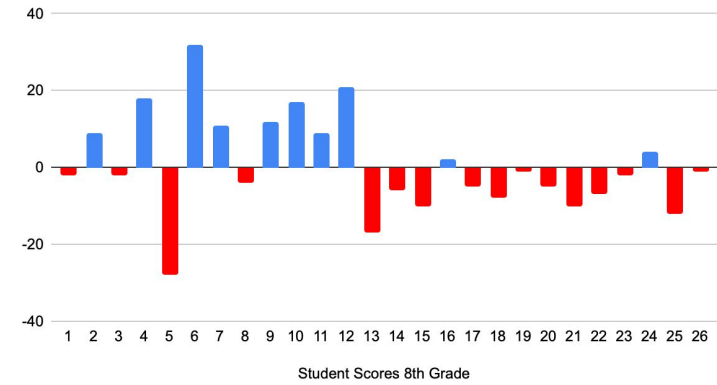


MAP Math Scores Changes Fall 2022-Spring 2023

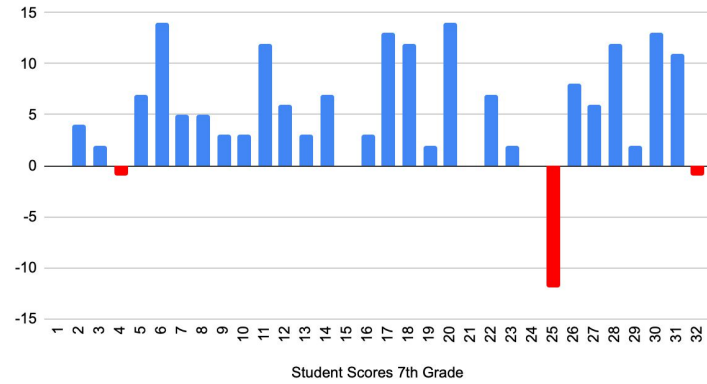


MAP Scores Changes Current 7th Grade and Current 8th Grade Fall 2022 to Spring 2023

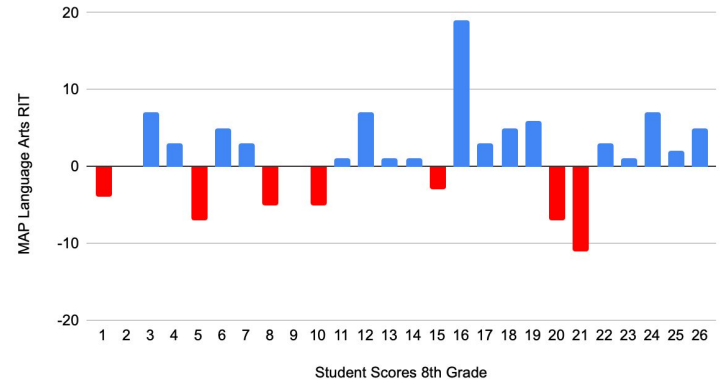
MAP Math Scores Changes Fall 2022-Spring 2023



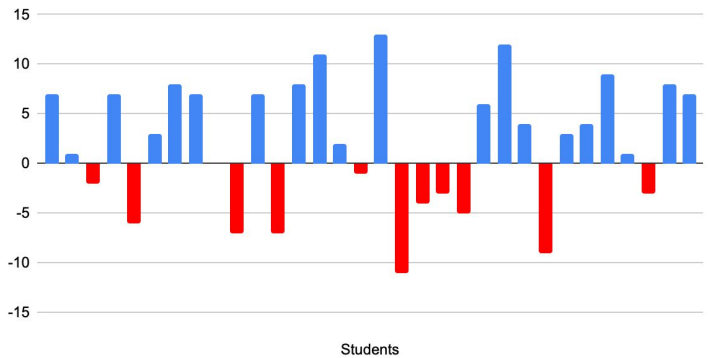
MAP Language Arts Scores Changes Fall 2022-Spring 2023



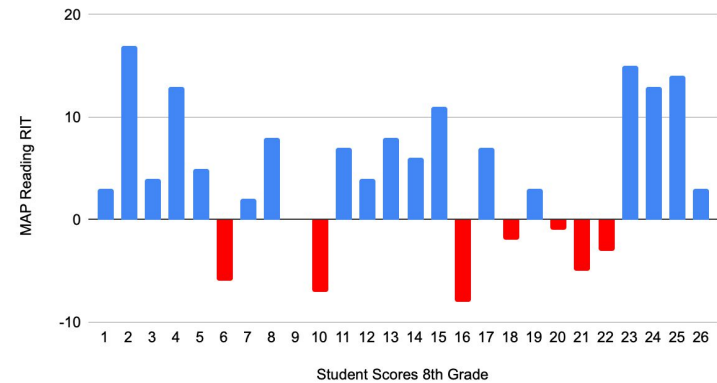
MAP Language Arts Scores Fall 2022-Spring 2023



NWEA Reading Score Progress Fall to Spring 2022-2023
School Year

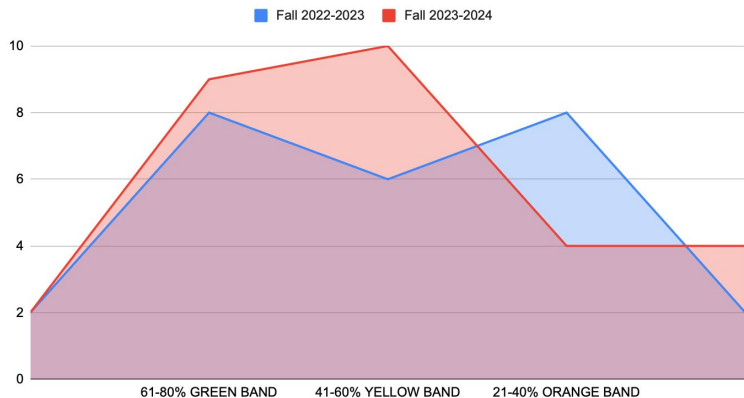


MAP Reading RIT Fall 2022-Spring 2023

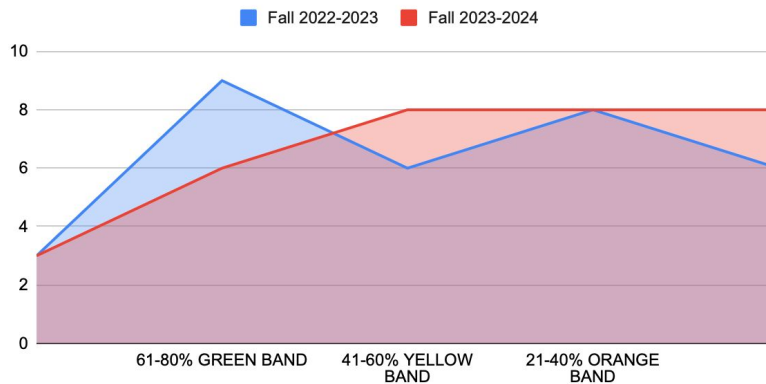


2022-2023 School Year to 2023-2024 School Year NWEA Band Levels

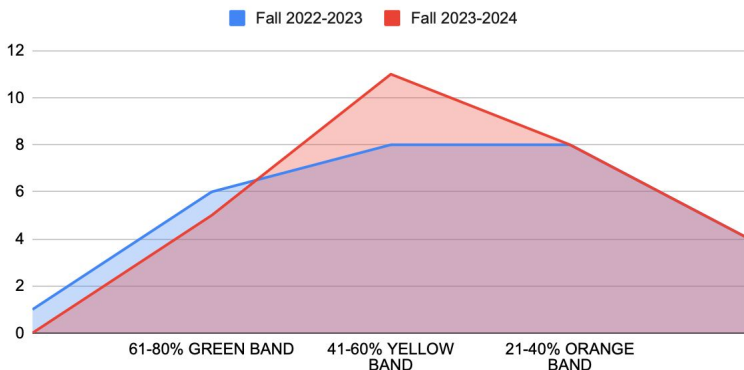
Level by Band Reading 8th Grade



Number of Students per Results Level 7th Grade Reading

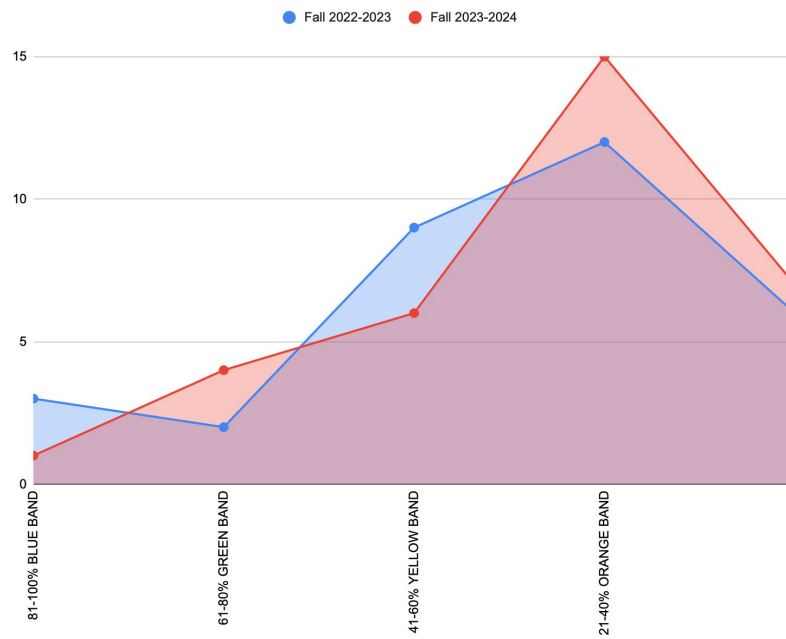


Math Results by Band 8th Grade



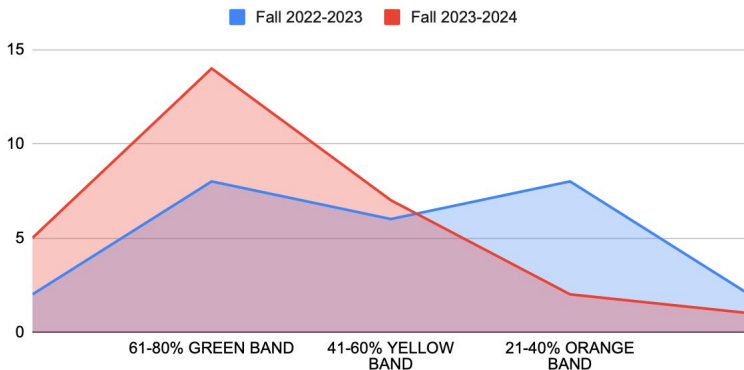
Number of Students by Percentile

Number of Students per Results Level 7th Grade Math



Number of Students by Percentile

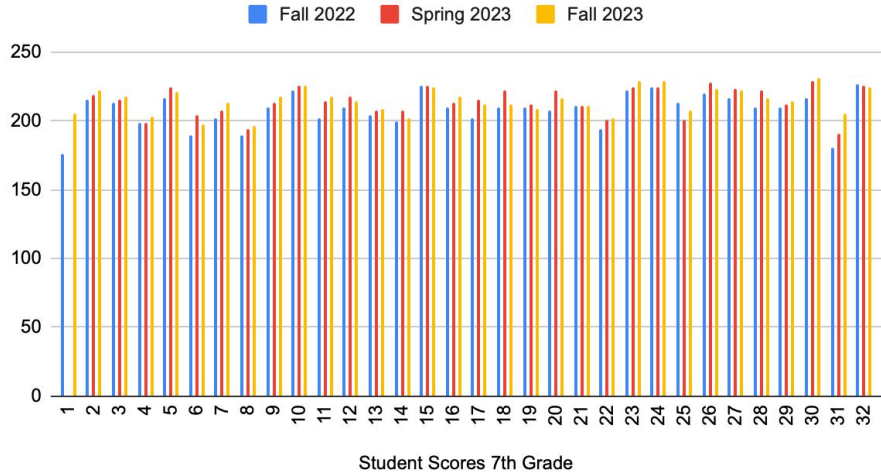
Language Arts Results by Band 8th Grade



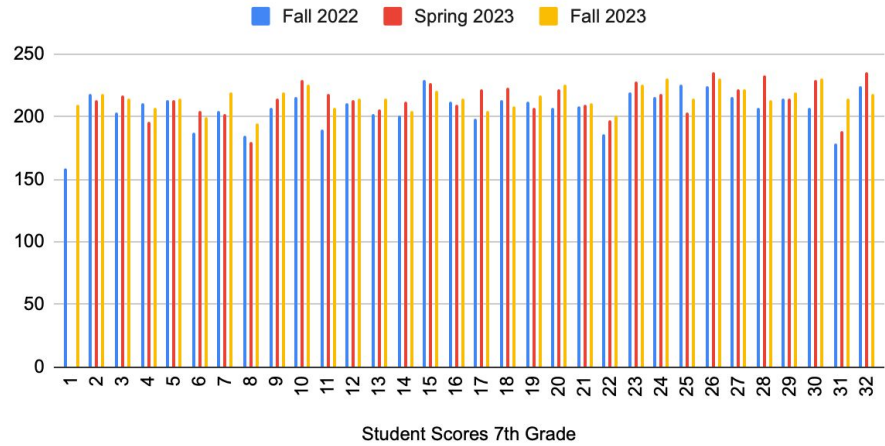
Number of Students by Percentile

MAP Language Arts Results 7th Grade

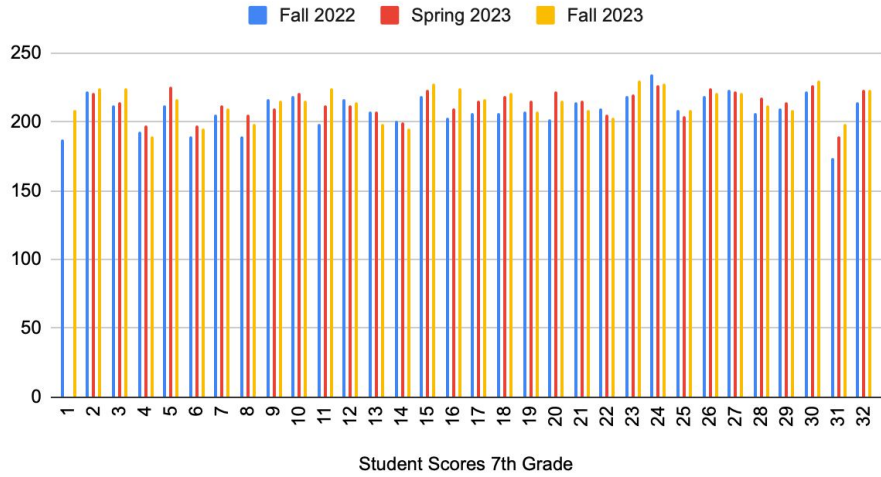
MAP Language Arts RIT Scores



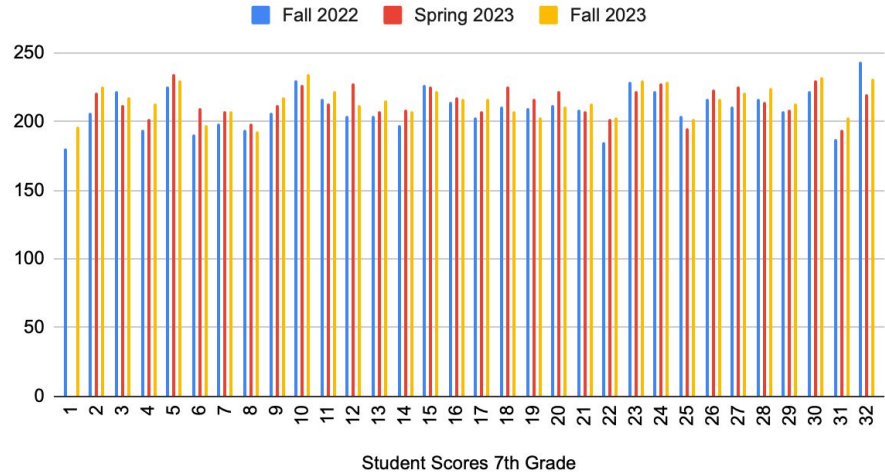
MAP Language Arts Writing: Write, Revise Texts for Purpose and Audience



MAP Language Arts: Understand, Edit for Grammar, Usage

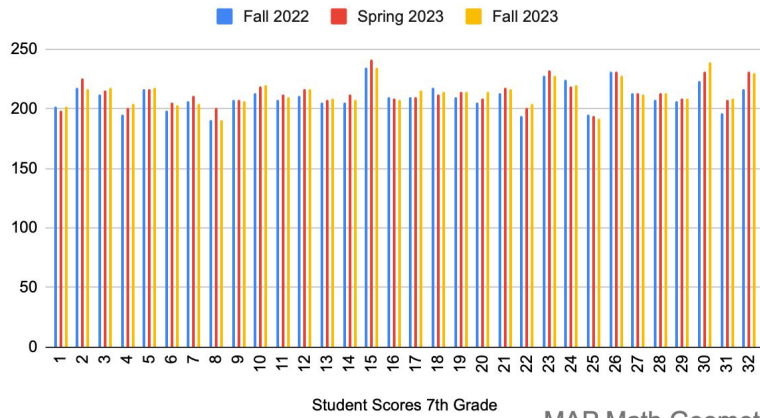


MAP Language Arts Understand, Edit for Mechanics

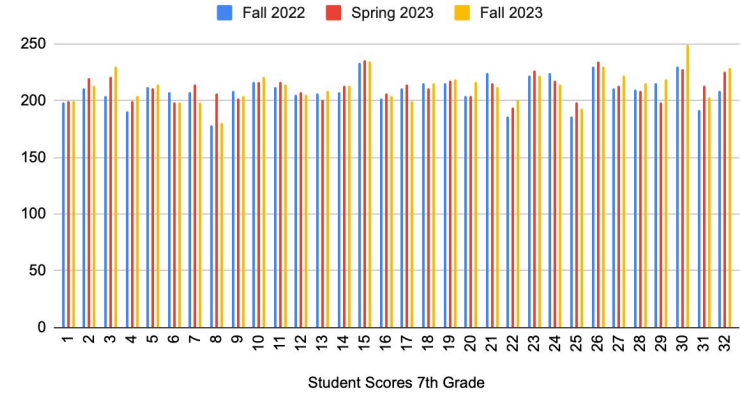


MAP Math Results 7th Grade

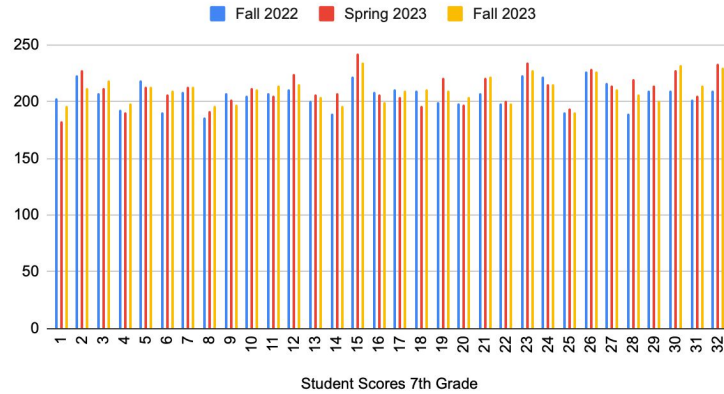
MAP Math RIT Scores



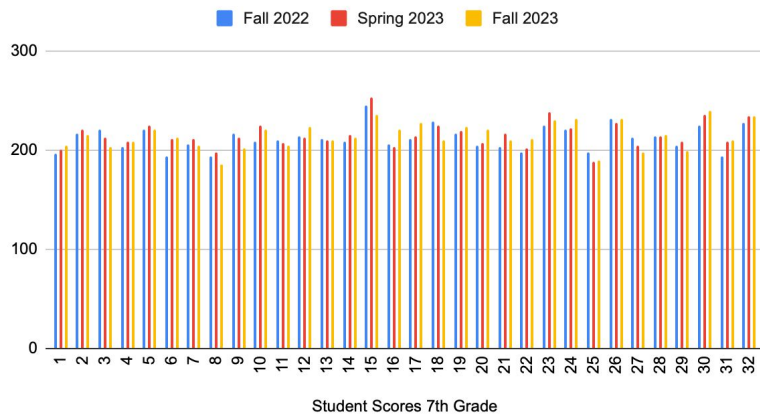
MAP Math Statistics and Probability



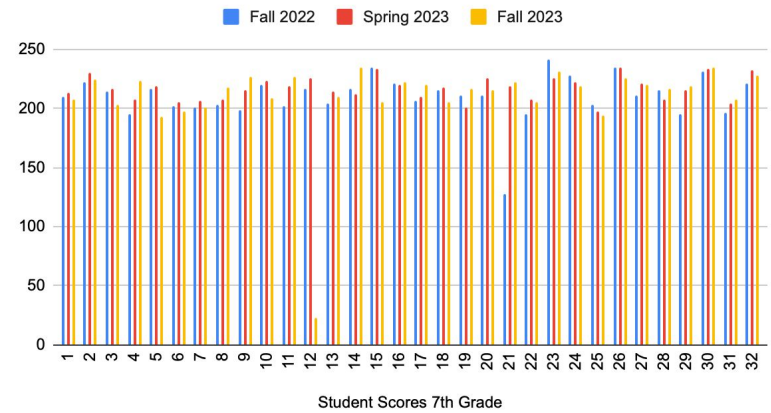
MAP Math Geometry



MAP Math The Real and Complex Number Systems

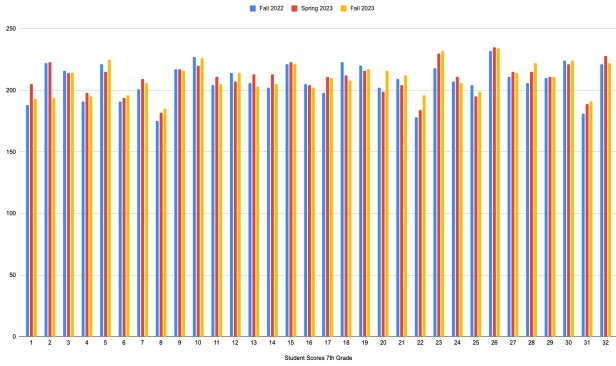


MAP Math Operations and Algebraic Thinking

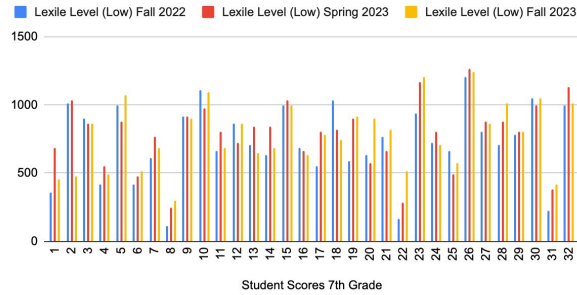


MAP Reading Results 7th Grade

7th Grade MAP Reading RIT



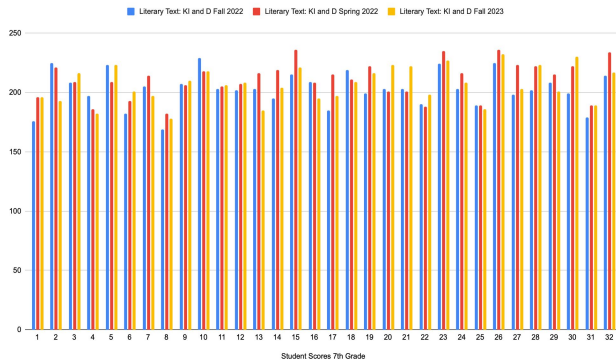
Lexile Level (Low) Fall 2022, Lexile Level (Low) Spring 2023 and Lexile Level (Low) Fall 2023



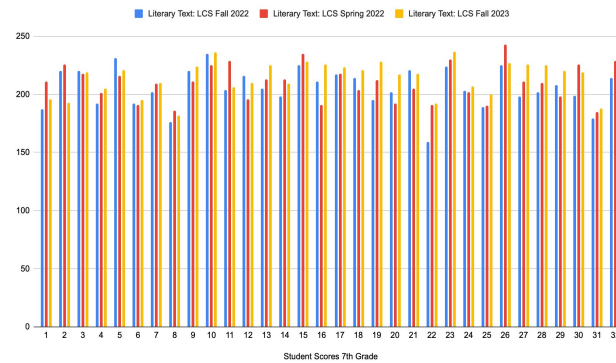
7th Grade MAP Reading Results Vocabulary Acquisition and Use



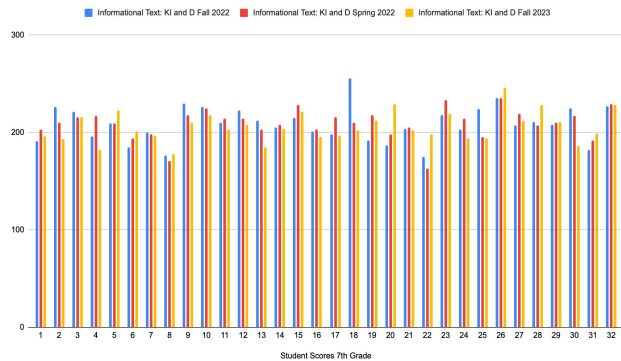
7th Grade MAP Reading Results Literary Text: Key Ideas and Details



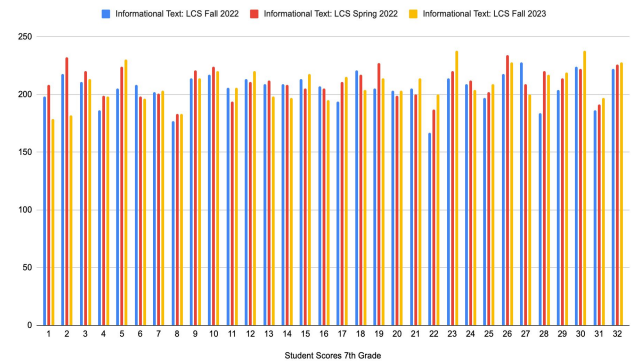
7th Grade MAP Reading Results Literary Text: Language, Craft, and Structure



7th Grade MAP Reading Results Informational Text: Key Ideas and Details

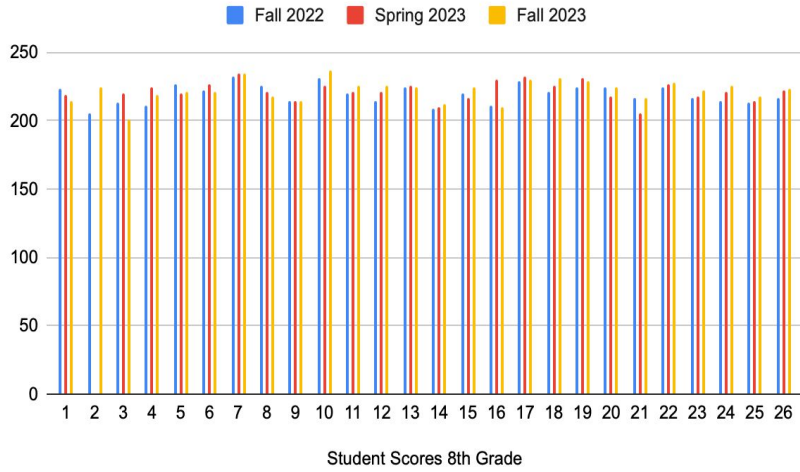


7th Grade MAP Reading Results Informational Text: Language, Craft, and Structure

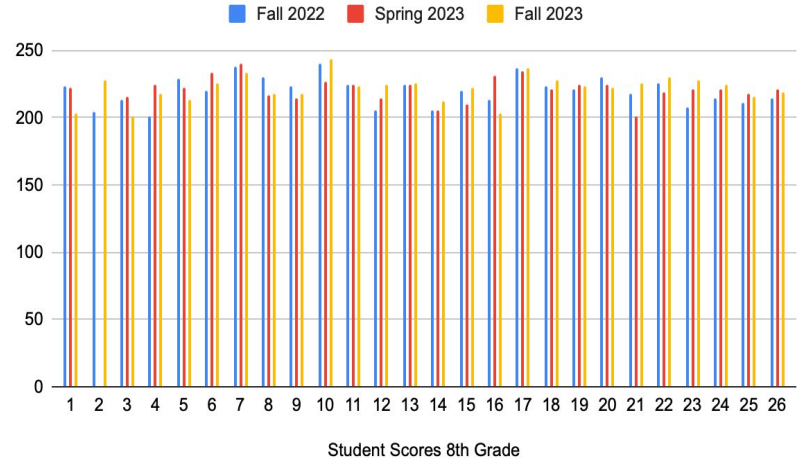


8th Grade NWEA Language Arts

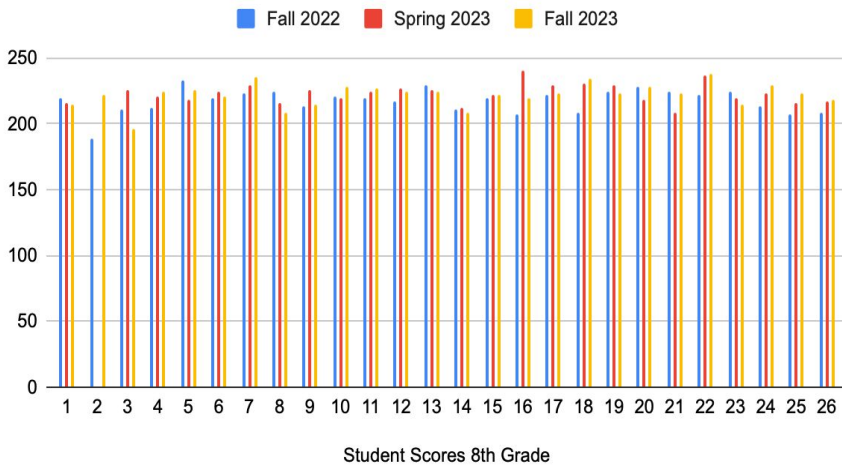
MAP Language Arts RIT



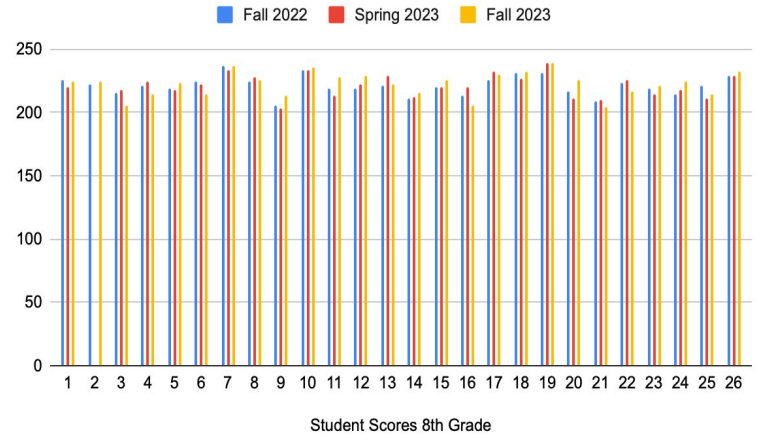
MAP Language Arts Understand, Edit for Grammar, Usage



MAP Language Arts Writing: Write, Revise Texts for Purpose and Audience

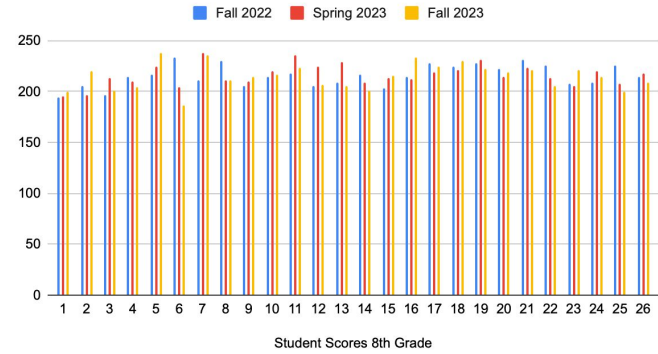


MAP Language Arts Understand, Edit for Mechanics

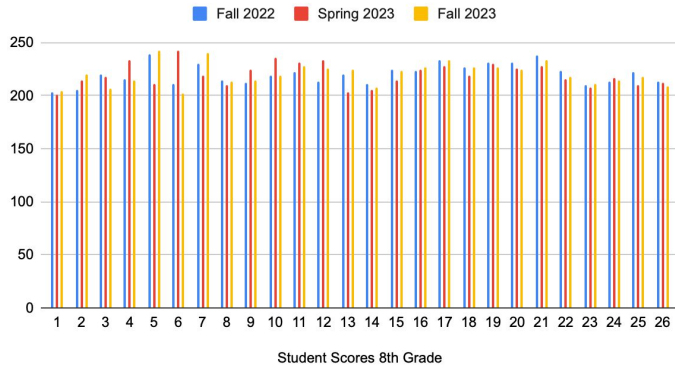


8th Grade NWEA Math Results

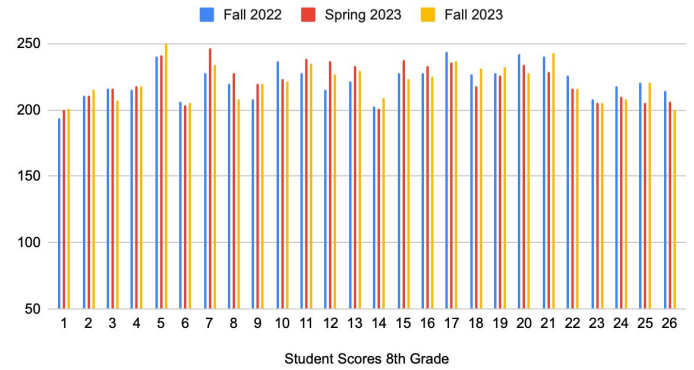
MAP Math Geometry



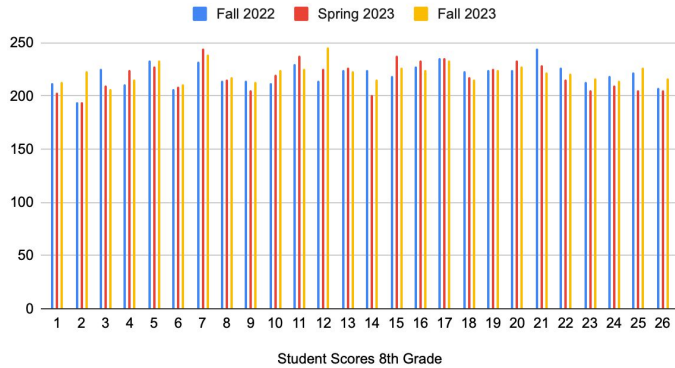
MAP Math RIT



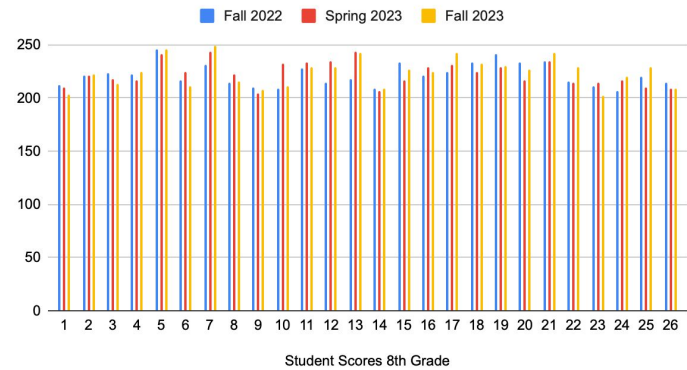
MAP Math The Real and Complex Number Systems



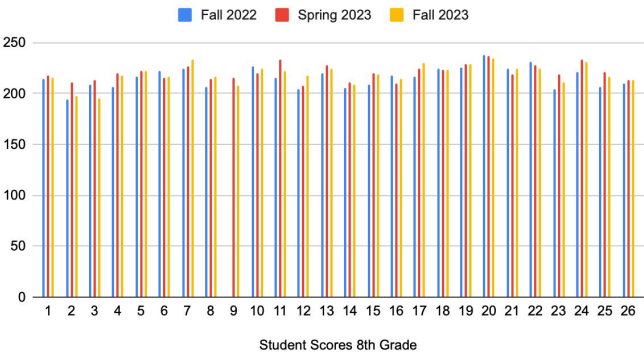
MAP Math Statistics and Probability



MAP Math Operations and Algebraic Thinking

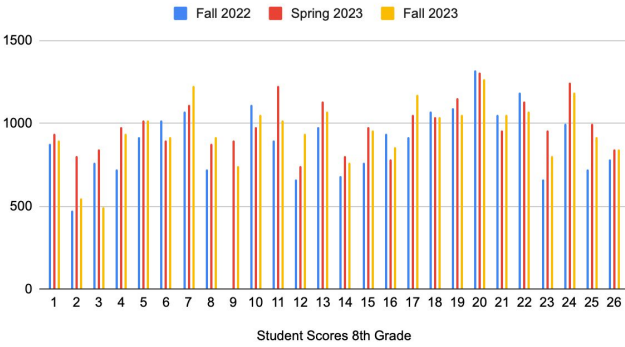


MAP Reading RIT

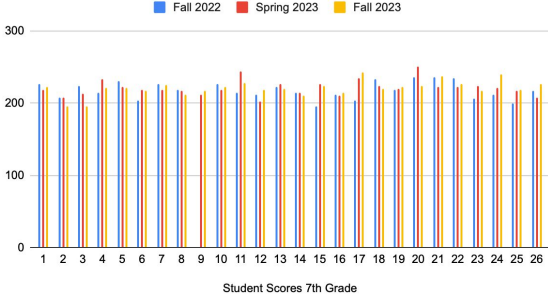


8th Grade Reading NWEA

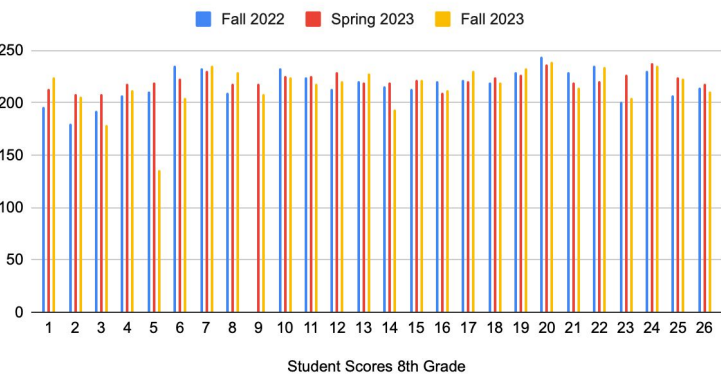
MAP Reading: Lexile Level (Low Range Number)



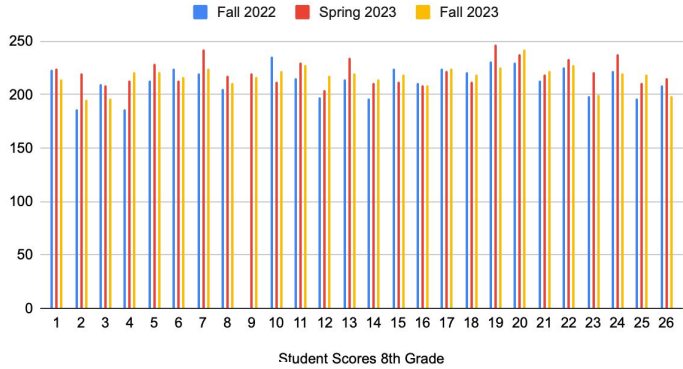
MAP Reading Vocabulary



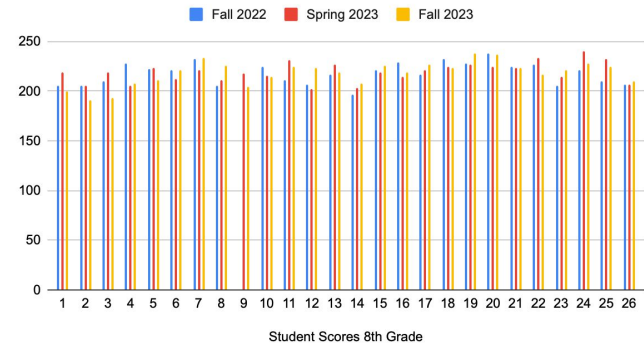
MAP Reading Informational Text: Language, Craft and Structure



MAP Reading Informational Text: Key Ideas and Details



MAP Reading Literary Texts: Language, Craft and Structure



MAP Reading Literary Text: Key Ideas and Details

