



# REDBIRD

## MATHEMATICS

### Data-driven reporting in *Redbird Mathematics*

*Redbird Mathematics* provides robust reporting capabilities that empower districts and teachers to personalize and accelerate instruction. All reports are real-time and accessible online in the click of a button. With data that is easy to understand, teachers can immediately:

- Track progress of the entire class in one dashboard
- Use data to inform their instructional planning
- Share results with parents to improve transparency

District-level reports help administrators easily see how often the program is being used and how schools within the district are performing.

While *Redbird Mathematics* offers a robust suite of reporting capabilities, here are the key reports you won't want to miss:

- 1) Classroom Overview
- 2) News Feed
- 3) Student Snapshot
- 4) Student Replay
- 5) Pathways Report
- 6) District Benchmark
- 7) Standards Proficiency Report (CCSS)

# Classroom Overview

Provides a detailed report including time spent on task, correct first attempts, lesson pace, lesson location, and activity breakdown. These key metrics help teachers determine how well students are progressing and identify which students need teacher attention.



## A Closer Look:

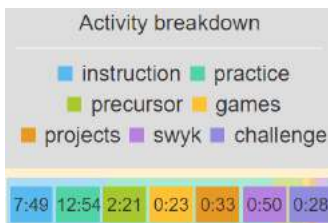


**Date Range:** Teachers can change the time span for each report to view the student's progress data for the selected class. They can select Last 7 Days, Last 14 Days, Last 30 Days, Last 60 Days, Last 90 Days, or choose a custom time span.



The **Class Overview** report will provide information about each student's experience in the course during the time span selected. The report contains the following information:

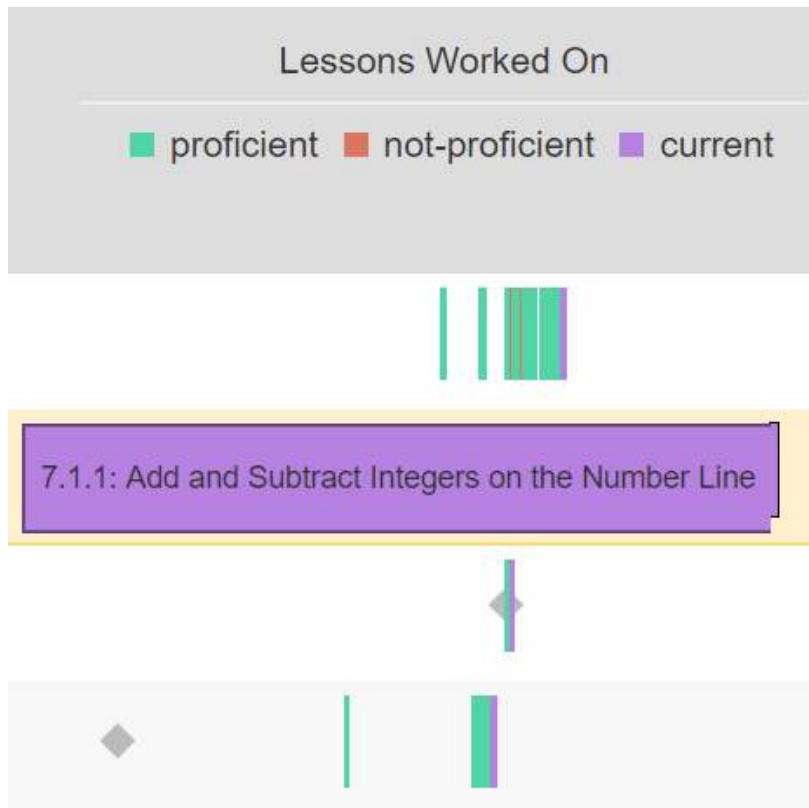
- **On-Level Lessons Completed:** Number of on-level lessons student completed
- **Precursor Lessons Completed:** Number of precursor lessons student completed
- **Time Spent (hh:mm):** Time spent in the course during the time span selected.
  - **Green:** Student has completed 60 or more minutes in the course per week during the time span selected
  - **Yellow:** Student has completed between 30 and 59 minutes in the course per week during the time span selected
  - **Red:** Student has completed between 0 and 29 minutes in the course per week during the time span selected
- **CFA %:** Correct First Attempt percentage during the time span selected
  - **Green:** Student answered practice items 65% or higher correctly on the first try during the time span selected
  - **Yellow:** Student answered practice items between 50% and 64% correctly on the first try during the time span selected
  - **Red:** Student answered practice items 49% correctly on the first try during the time span selected
- **Lesson Pace:** Lessons per week pace the student has completed during the time span selected. If students are completing 60-90 minutes per week in the course, they should be able to complete up to 2 lessons per week.
  - **Green:** Student completed 2 or more lessons per week during the time span selected
  - **Yellow:** Student completed between 1 and 2 lessons per week during the time span selected
  - **Red:** Student completed between 0 and 1 lesson per week during the time span selected
- **Activity Breakdown:** Number of minutes the students worked in the course by activity type. Rolling over the bar reveals the number of minutes per activity type.



- **Instructions:** Number of minutes completing/viewing Instruction Modes & Videos
- **Practice:** Number of minutes completing practice items within the course
- **Precursor:** Number of minutes completing precursor practice items.
- **Games:** Number of minutes playing the on-level and multi-level games.
- **Projects:** Number of minutes completing project items within the course (this does not include time spent on the project tool)
- **SWYK:** Number of minutes spent on the "Show What You Know" assessment presented at the beginning of every unit.
- **Challenge:** Number of minutes completing each unit's concluding challenge items.

- **Current Location:** Where the student currently is within the course. This will display as: *Grade.Unit.Lesson.Lesson Name* [6.2.1. Graphs on the Coordinate Plane].
  - If student is in a precursor it will display a (P) prior to the lesson name [1.6.1. (P) Add Two Multiples of Ten]

- **Lessons Worked On:** Displays a bar graph of on-level and precursor lessons the student has worked on during the time span selected.
  - Diamond indicates student's initial placement
  - Rolling over bar displays the lesson name
  - **Purple:** Student's current lesson
  - **Green:** Student displayed proficiency in lesson
  - **Red:** Student did not show proficiency in lesson



# Student News Feed

Real-time updates on student activity and progress including when students struggle and when they soar—filtered by **ALL**, **Positive**, **Alerts**, **Session Info** and **Games**.

The screenshot displays the Student News Feed interface. On the left, there is a sidebar with student profiles: Diana Prince (2), Peter Parker (K), Clark Kent (2), Carol Danvers (1), and Bruce Wayne (2). Each profile includes a name, a grade level, and a progress bar. The main feed area is titled 'Sort by Online Status' and has a 'Filter by' section with tabs for 'All', 'Positive', 'Alerts', 'Session Info', and 'Games'. The feed contains several entries, each with a colored icon, a student name, a description of the activity, a timestamp, and a 'Dismiss' button. The entries are: 1. Bruce Wayne has correctly answered the last 10 consecutive items (Positive, 2 minutes ago). 2. Peter Parker has been idle for 10 minutes (Alerts, 2 minutes ago). 3. Diana Prince has just finished 1 minute of playing the game Math Buzz (Games, 4 minutes ago). 4. Diana Prince has started playing the game Math Buzz as part of their course (Games, 5 minutes ago). 5. Diana Prince is accelerating through the curriculum (Positive, 5 minutes ago). 6. Carol Danvers has been idle for 10 minutes (Alerts, 8 minutes ago). 7. Clark Kent has started a session (Session Info, 10 minutes ago).

- Teachers won't miss important messages while they are working with students. Alerts will display in Happening Now for events that happened approximately 10 minutes prior to the teacher logging in.

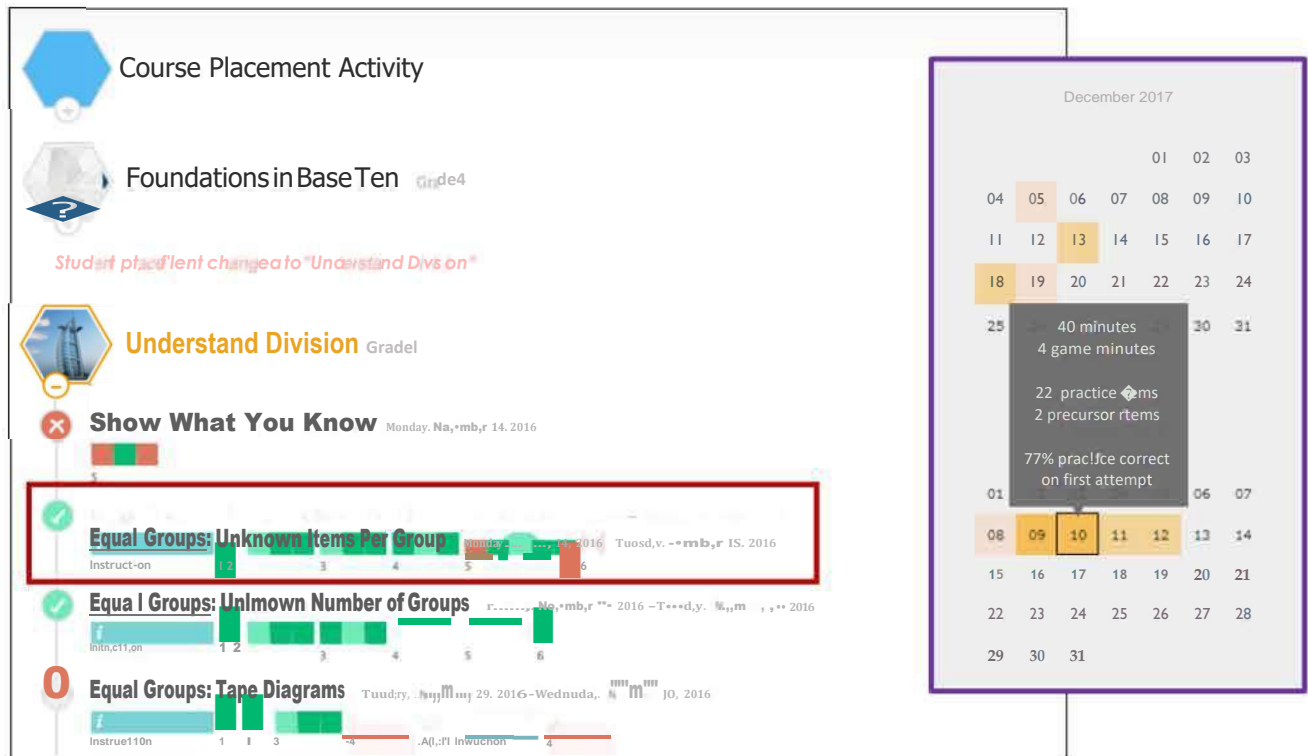
## Alerts include:

- Session started
- Session ended
- Completed a lesson
- Assigned a precursor lesson
- Accelerating through curriculum (on Fast Track)
- Answering correctly 10, 20, etc. consecutive items
- Game Play and whether or not they "Chose to play the game or if it was an in-lesson game that was presented to them automatically.

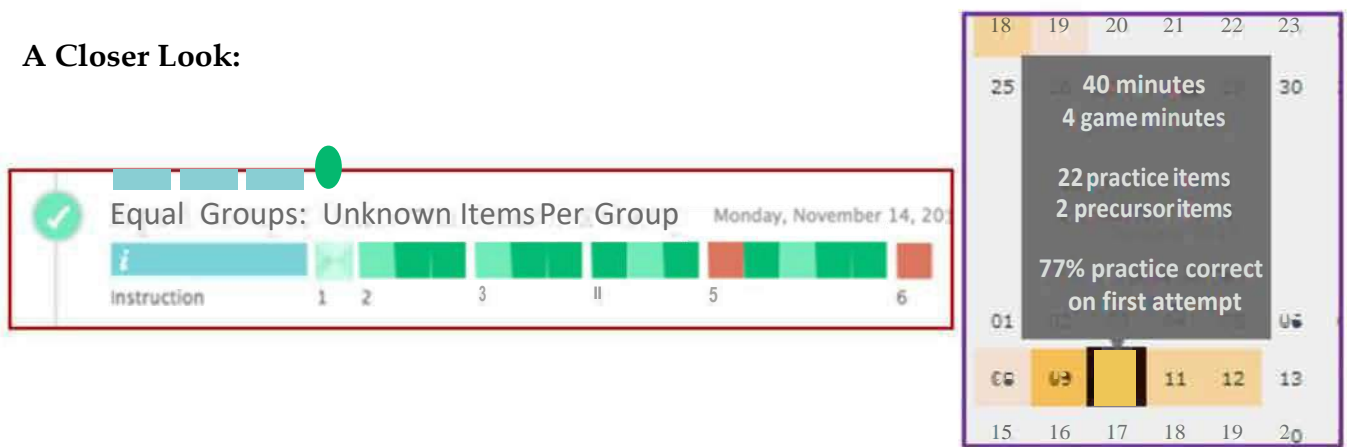
# Student Snapshot

Sequence of every attempt at a skill, including a heat map (Calendar) showing student progress by calendar day. Enables teachers to review progress, discuss understandings, and improve effective use of Redbird.

■ Correct first attempt   
 ■ Correct second attempt   
 ■ Incorrect second attempt



## A Closer Look:



## Student Replay

Keystroke-by keystroke replay of every student action including instruction and open ended responses. Enables teachers to review and discuss areas where a student struggles.

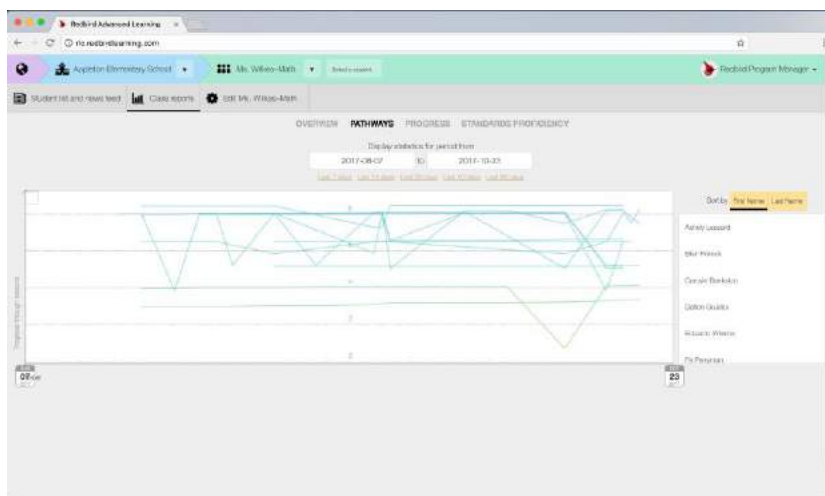
The screenshot shows a software interface for a math activity. At the top, the title bar reads "Foundations in Base Ten" and "Read and Write Multi-Digit Numbers 9278". A red box highlights a status bar containing a red square, the text "On part A, student first answered correctly...", and "completed on Mon Sep 11 2017 at 7:04:44 PM". Below this, there are "Part A" and "Part B" tabs. The main area contains a question: "Bobby used place value blocks to represent a value. Use the tool to explore different representations of the value." Below the question are four columns representing place values: Thousands (2), Hundreds (10), Tens (1111), and Ones (15). Each column has corresponding base ten blocks. A "reset" button is visible. At the bottom, there is a "Correct." notification with a green checkmark and a blue arrow icon.

### A Closer Look:

This is a close-up of the top portion of the interface. It shows the title bar "Read and Write Multi-Digit Numbers" and "9278". The status bar below it contains a red square, the text "On part A, student first answered correctly...", and "completed on Mon Sep 11 2017 at 7:04:44 PM". To the right of the status bar are navigation icons: a left arrow, a pause icon, and a right arrow. A blue arrow points to the right arrow icon.

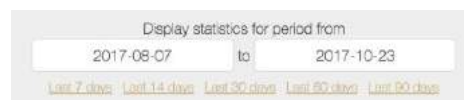
## Pathways Report

Each student's path through the course is plotted on the graph. Teachers can see how students progressed through the curriculum and identify students that might have stalled.



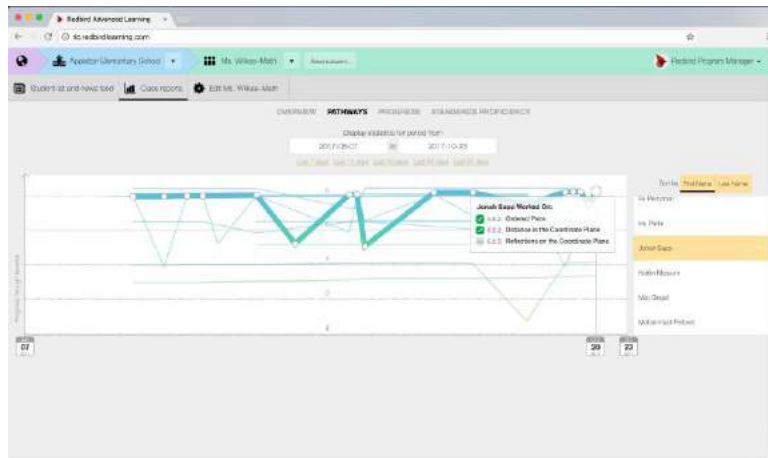
Users select a time span to view the pathway data for the selected class. They can select:

- Last 7 Days
- Last 14 Days
- Last 30 Days
- Last 60 Days
- Last 90 Days
- Or a custom time span

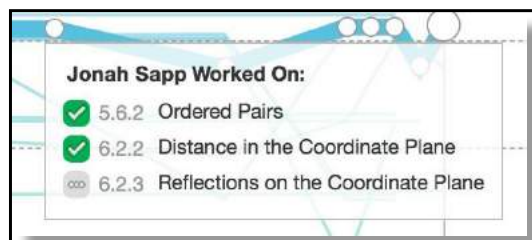


Each line on the graph represents a student in the class. Each point on a student's pathway represents a day the student worked in the course. As the student completes lessons, the line generally advances upwards. If a student is assigned a precursor lesson, the line will dip down, but then return back to the on-level lesson when the student completes the precursor.

Selecting a student name from the list on the right will highlight the student's line on the Pathway graph. Student names can be sorted alphabetically by First Name or by Last Name.



Clicking or rolling over any point on the graph will reveal a popup that shows the lesson(s) the student worked on that day, along with their achievement if the lesson was completed.



- Green:** Student displayed proficiency in lesson
- Red:** Student did not show proficiency in lesson
- Gray:** Student's current lesson



Adrielle Lee	07	manual
Adam Yoo	04	CPA
Adam Elter	02	CPA
Adam Yu	04	CPA

### Activity Report

This report tracks all of the student's major activities in Redbird. This includes Total Time spent on the course, Total Practice Items Completed, Total Correct Practice Items, Correct on First Attempts and Total Lessons Completed.

OVERVIEW PATHWAYS PROGRESS **ACTIVITY** BENCHMARK LESSONS COMPLETED PLACEMENT STANDARDS PROFICIENCY

Display statistics for period from

2018-07-27 to 2018-10-25

[Last 7 days](#) [Last 14 days](#) [Last 30 days](#) [Last 60 days](#) [Last 90 days](#)

Student	Time spent (hh:mm)	Practice Items Completed	Correct Practice Items	Correct on First Attempt	Lessons Completed
Adam Yoo	17:50	316	223	154	23
Adrielle Lee	11:19	175	122	99	15
Adam Yoo	7:03	59	47	34	2
Adam Elter	13:04	143	115	86	8

### Lessons Completed Report

This report tracks all of the lessons completed and how many were identified as being Proficient and Not Proficient. It also identifies when student's have been presented with Precursor Lessons.

OVERVIEW PATHWAYS PROGRESS ACTIVITY BENCHMARK **LESSONS COMPLETED** PLACEMENT STANDARDS PROFICIENCY

Display statistics for period from

2018-07-27 to 2018-10-25

[Last 7 days](#) [Last 14 days](#) [Last 30 days](#) [Last 60 days](#) [Last 90 days](#)

Class	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
CPA Student High Class	500:30	460	37	159

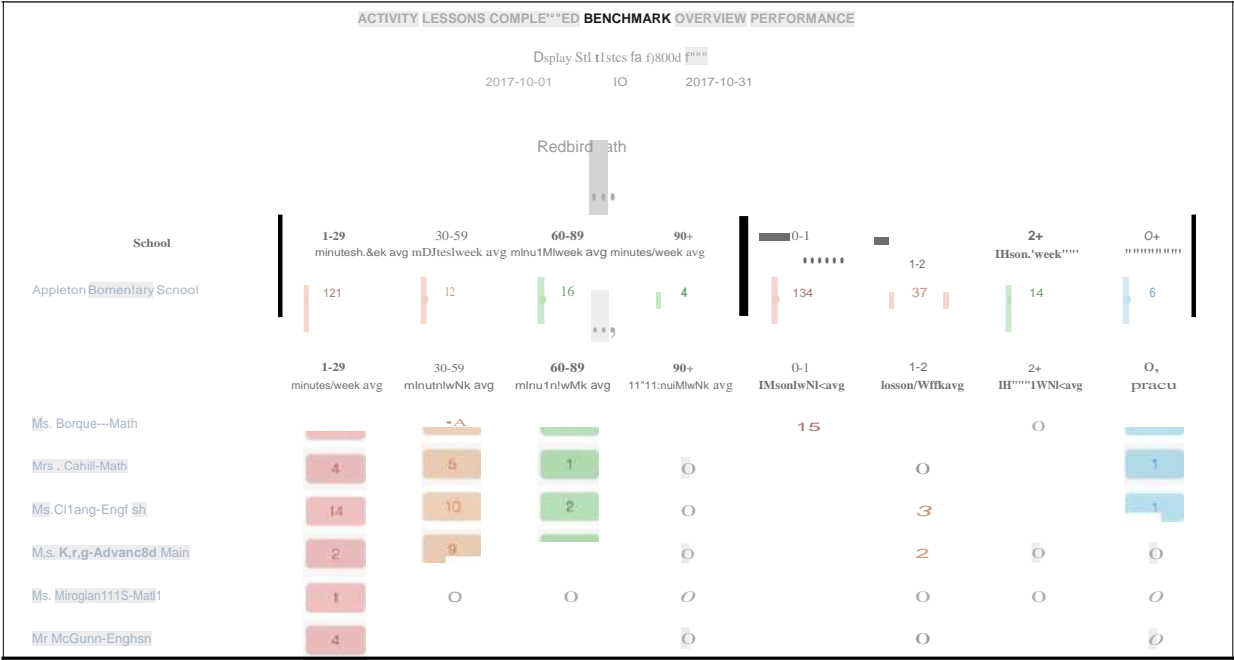
Student	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
Adam Yoo	17:50	21	2	4
Adrielle Lee	11:19	14	1	6
Adam Yoo	7:03	2	0	2

# District Benchmark

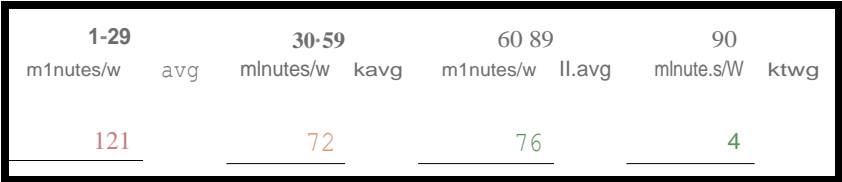
Provides data by school, with a rollup across all classes within the district. Easy color coding helps administrators see at a glance how often the program is being used and if the program is being used with fidelity. Usage is reported out in three ways:

- 1) Average number of minutes in program per week
  - a. ■ 60-90 min/week is recommended
- 2) Average number of student lessons completed per week
  - a. ■ 2+ lessons completed/week is the target
- 3) Average number of precursor lessons completed

NOTE: The District Benchmark report is visible only to administrator-level Redbird accounts.

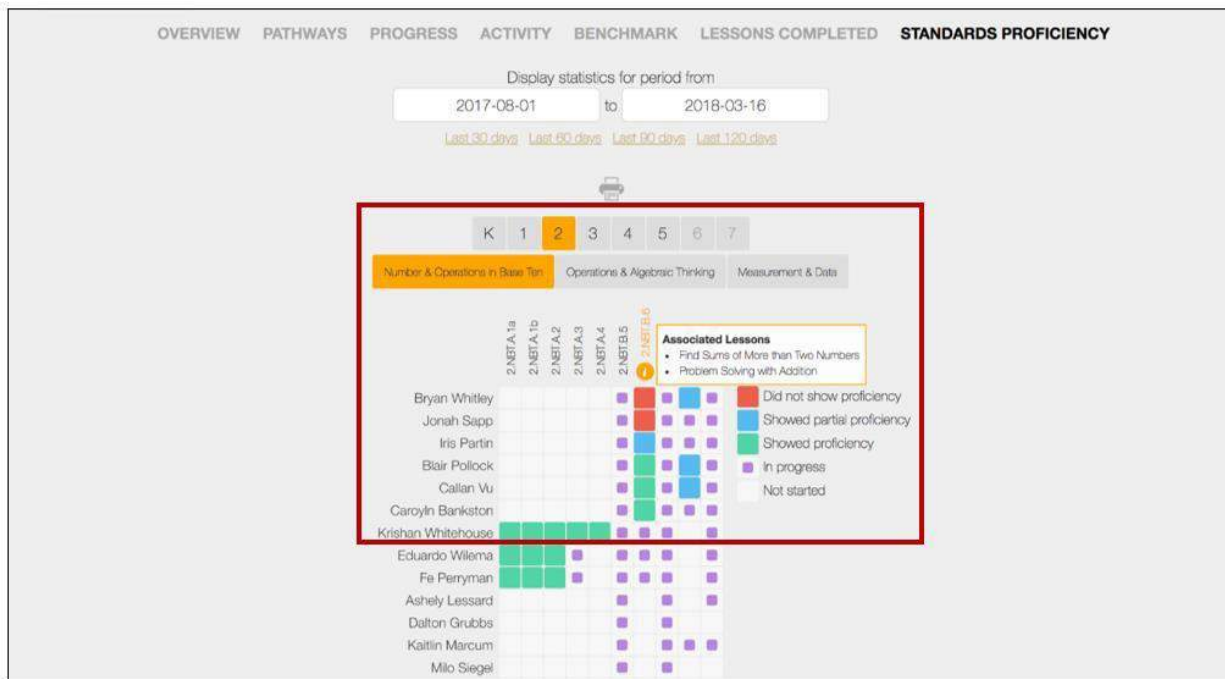


## A Closer Look:



# Standards Proficiency (CCSS)

Show student progress and proficiency against every CCSS at the class level. This report helps teachers pinpoint where individuals or groups of students may be struggling or progressing giving them the opportunity to provide the appropriate support or encouragement where students need it most.



## A Closer Look:

