

Illustrative sample — not data from a real school. Names, counts, and quotes are invented to show the report's shape.

Month 1 report

Actionable feedback students use

October 5, 2026 — Month 1 · Day 30

Prepared for Willow Creek Middle School · Generated October 14, 2026

What this report is based on: what teachers reported about their own practice, and what happened in the application. It does not include classroom observation or student outcomes, and no individual teacher's entries, ratings, or coaching appear anywhere in it.

ENROLLED
18
teachers

ACTIVE
13
72% of cohort

AVG. CHECK-INS/WK
2.7
per teacher

CONFIDENCE CHANGE
+0.5
Day 1 → Day 30

Engagement by Week

% of cohort that checked in at least once each week

Evidence: Product telemetry — What happened in the application — check-ins completed, teachers active.



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How to Read This Report

Every number in this report is explained here — what it measures, how it's calculated, and what it deliberately doesn't show.

Enrolled

What it measures. The total number of teachers in this cohort, counting everyone who was added — whether they're actively participating right now or not.

How it's calculated. A straight headcount of every teacher enrolled in the cohort. It doesn't change when a teacher pauses or finishes; it's the full roster.

What it doesn't show. This is a roster count, not a participation measure — it doesn't tell you how many are checking in or how they're doing. For that, look at Active and at engagement.

Active this cycle

What it measures. How many of your enrolled teachers are currently active — meaning enrolled and not paused, withdrawn, or finished.

How it's calculated. A count of teachers whose status is active, shown against the total enrolled (for example, 24 of 30).

What it doesn't show. Active is about enrollment status, not daily participation — a teacher can be active here but still have a quiet week. It doesn't name who's paused or withdrawn, only the count.

Avg. weekly engagement

What it measures. The share of your active teachers who checked in at least once in a given week. On the dashboard this is the most recent week; in the report it's shown week by week.

How it's calculated. For each week, the number of active teachers who checked in at least once, divided by the number of active teachers. Paused, withdrawn, and finished teachers are left out of the math, so they don't drag the number down.

What it doesn't show. It's a cohort percentage, and it counts whether a teacher checked in at all that week — not how much they wrote or how they rated themselves. A high number means most teachers showed up; it doesn't measure depth.

Avg. check-ins/wk

What it measures. On average, how often each active teacher checks in during a week — a measure of rhythm, not just whether they showed up.

How it's calculated. Total check-ins across the cohort, divided by the number of active teachers, divided by the weeks since the cohort began. A 3.2 means the typical active teacher checks in a little over three times a week.

What it doesn't show. It's an average, so it smooths over the spread — some teachers check in daily, others less. It doesn't reveal any individual's frequency, and it's different from weekly engagement, which asks only whether a teacher showed up at all.

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Avg. confidence change

What it measures. The average shift in how confident teachers feel, on the practice they're working on. Teachers rate themselves 1–5 at check-in; this is the change from the cohort's early average to its most recent average.

How it's calculated. We average everyone's self-ratings near the start of the cycle, average them again at the latest point, and show the difference. A "+0.8" means the cohort's average confidence rose by 0.8 points. It's built only from teachers who actually rated themselves at both points.

What it doesn't show. This is a cohort average, never an individual teacher's confidence. If fewer than five teachers have rated themselves at a given point, we don't show a number there at all — that's a privacy floor, so no number can be traced back to one person. And it's self-rated confidence, not a measure of classroom practice.

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Confidence Growth

Confidence in the practice (self-rated, 1–5)

Evidence: Teacher-reported — What teachers say they tried or experienced. Self-report, not observation.

Growth this cycle is carried by the confidence trend below and the cohort narrative that follows. Teachers co-build a personal rubric at their Day 30 goal revisit, so rubric-based movement isn't measured yet. This section fills in from the next milestone, once rubrics are in place.

+0.5
average confidence growth across the cohort



What Teachers Are Working On

What the cohort reports trying, with how many teachers' entries stand behind each theme:

Trying · Feedback tied to one next action — 11 of 18 teachers. Teachers report pairing each comment with a single, doable next step instead of a list.

Adapting · Shorter feedback cycles during class — 7 of 18 teachers. Several moved one written round into a live, in-class pass so students act on it the same day.

Needs support · Helping students interpret success criteria — 6 of 18 teachers. The stuck point named most often: students read the comment but not the criterion behind it.

Where the practice gets stuck:

Time is the constant. Teachers describe the practice as workable in a normal week and the first thing to go in a grading week — the written round gets deferred, then batched, then loses the moment it was meant to catch.

The second theme is judgment, not workload: how much scaffolding to give a student who reads the comment and changes nothing. Teachers report wanting a shared answer rather than each deciding alone.

Input for your next staff-meeting agenda — not a compliance list.

Where a number is withheld:

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Goal revisions: 3 teachers changed their goal during the cycle. Where those revisions went isn't described here — fewer than five teachers changed a goal, and a direction drawn from that few would point at the individuals who made it.

Week-4 check-in rate for the 6th-grade team: withheld — fewer than five eligible teachers.

School Goal Progress

• Developing

Actionable feedback students use

11 of 18 teachers' entries describe pairing each comment with one next step, and 7 of 18 describe moving a written round into a live pass. What teachers report needing next is help making success criteria legible to students (6 of 18). This is what teachers reported about their own practice; it is not an observation of it.

Goal Alignment

Teachers' own goals cluster on the same practice from two directions: making the comment itself actionable, and making the criterion behind it legible. The second is where the cohort reports needing help.

Recommended Next Steps

Give the success-criteria stuck point 15 minutes

Give the "success criteria" stuck point 15 minutes at the 9 Nov staff meeting: ask three volunteers to bring one rubric row they rewrote in student language. Do not call on quiet teachers — participation data is not a list of who to talk to.

Sustain: single-next-step feedback

Sustain — single-next-step feedback — most-tried, still rising. If you run a second cycle, keep the focus and change the support, rather than changing the focus.

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