Responding to COVID-19:
Remote Learning Data Support Services

Need help tracking and analyzing data under remote learning? We can help.

1) **NEW - End of Year Benchmark Assessment**

2) **NEW - Grading Equity Analysis**

3) Track and Analyze Attendance

4) Understand Academic Performance Trends

5) Automate and Personalize Family Outreach

6) Analyze COVID-19 Progress to Graduation (HS only)

7) Customized solutions

Contact us for pricing and more information:
T: 347-466-1034
E: luke@district-public.com
W: www.district-public.com
NYC DOE Vendor Number: DIS642107

1) **NEW** - End of Year Benchmark Assessment

Remote learning has created challenges for schools trying to track student progress, see where students are falling behind, and plan for 2020-2021. It has amplified existing inequities as some students have greater access than others to technology, connectivity, and family resources to access learning. We can help you build and administer a short end of year benchmark assessment to help you plan for 2020-2021.

With our support, teachers or administrators create a common short assessment using Google Forms inside a Google Classroom assignment. Items can be selected from any source, or we can provide a standardized mini-assessment based on previous state exams that focuses on standards of greatest concern.

8.F.B.4

3 At a factory, the cost of making different numbers of toothbrushes is shown in the table below.

COST OF TOOTHBRUSHES

Number of Toothbrushes	3	6	9	12
Cost (dollars)	$4.50	$9.00	$13.50	$18.00

A linear function models the cost based on the number of toothbrushes made. Which statement about the rate of change of this function is true?

A The cost increases by $1.50 for each additional toothbrush made.

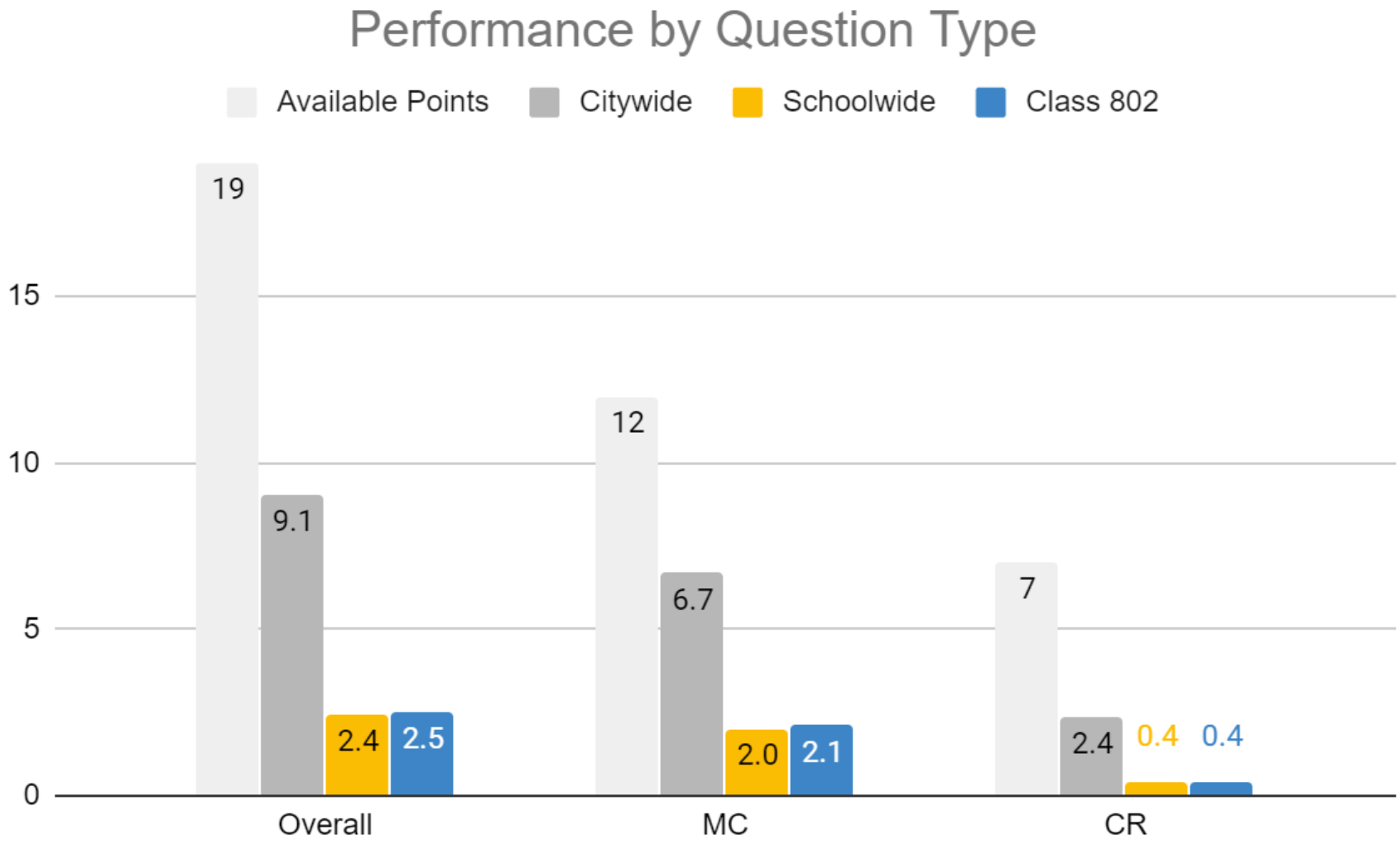
B The cost increases by $4.50 for each additional toothbrush made.

C The cost increases by $9.00 for each additional 3 toothbrushes made.

D The cost increases by $18.00 for each additional 3 toothbrushes made.

- ○ A
- ○ B
- ○ C
- ○ D

Our tool analyzes the results of each assessment to identify which questions and standards students struggled on most. Where items are pulled from past state exams, we can also compare students' results against citywide averages for those items when the exams were administered. Easy-to-ready results are provided by grade, class, subgroup, and individual student.



Results are filterable and sortable by grade, class, subgroup, and individual student

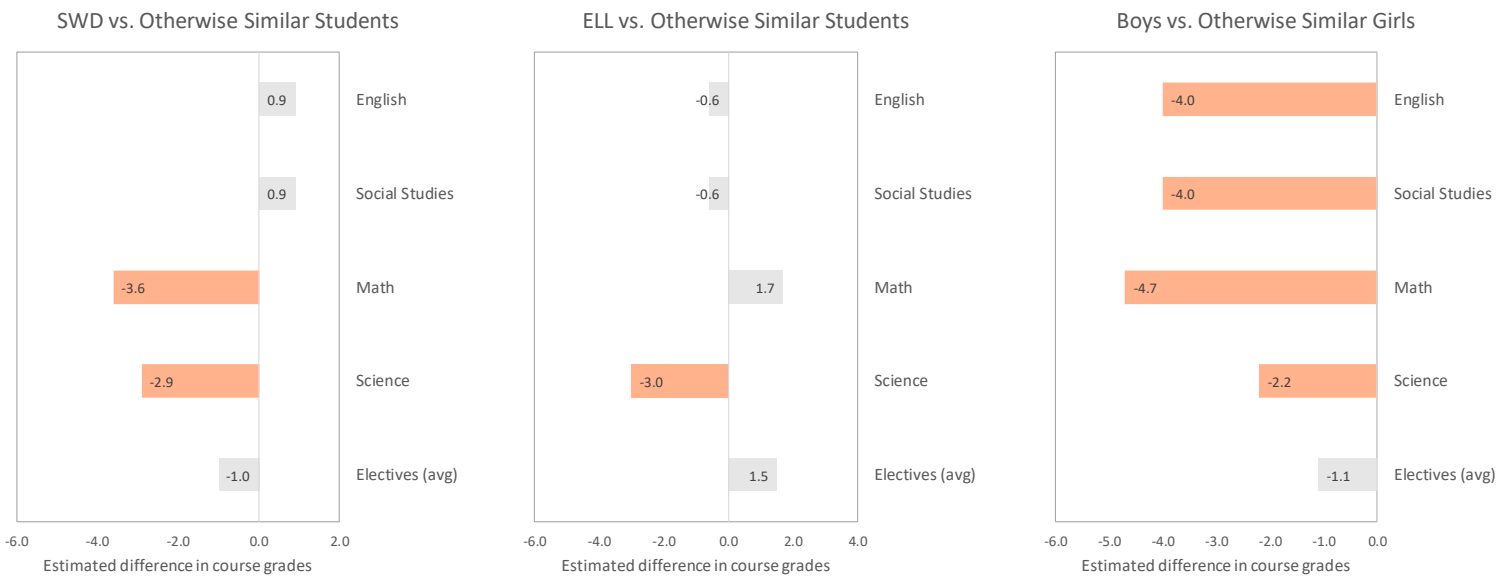
			Question Type				Standard					
Name	Class		Overall	MC	CR		8.EE.A.1	8.EE.A.3	8.EE.C.8b	8.F.A.2	8.F.A.3	8.F.B.4
Available Points			19	12	7		1	1	1	1	1	3
Citywide			9.1	6.7	2.4		0.6	0.7	0.6	0.5	0.6	2.5
Schoolwide			2.4	2.0	0.4		0	0.1	0.3	0.1	0.3	0.1
Students:												
			4	4	0		0	1	0	1	1	0
			4	4	0		0	0	1	0	1	0
[redacted]	201		1	1	0		0	0	0	0	0	1
[redacted]	202		0	0	0		0	0	0	0	0	0
[redacted]	801		2	2	0		0	0	0	0	0	0
[redacted]	702		3	3	0		0	0	1	0	0	0

	Standard					8.EE.A.3	8.F.B.4	8.F.A.3	8.SP.A.3	8.G.A.2	7.G.A.2	8.EE.A.1	8.F.A.2
	Question Type					MC	MC	MC	MC	MC	MC	MC	MC
	Points					1	1	1	1	1	1	1	1
	Correct Answer					B	A	C	B	C	D	C	A
	Citywide					0.66	0.68	0.59	0.52	0.55	0.48	0.55	0.48
	Schoolwide					0.14	0.14	0.29	0.14	0.14	0.14	0.00	0.14
Name	Class	IEP	ELL	STH	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
						B	C	C	A	C	C	A	A
						C	C	C	B	A	B	B	D
[redacted]	201	Y			F	A	A	B	C	B	B	A	D
[redacted]	202		Y		F	C	C	B	A	A	B	B	B
[redacted]	801			Y	M	A	C	B	C	D	D	A	C
[redacted]	702				M	A	C		C	D	A	A	C

2) **NEW** - Grading Equity Analysis

How do you know if your school is grading students fairly and equitably? To inform this question, we can provide an analysis that shows how students have been graded compared to what we would expect based on the previous year's state exam scores. For example, how do the grades of students with IEPs compare to the grades of non-IEP students with the exact same state exam scores? Why? While the answers may be complex, this data can help inform critical conversations among teachers and leadership about grading and equity.

Estimated differences in course grades attributable to disability status, language learner status, and gender



Left chart shows average difference in marking period 2 grades between SpEd and GenEd students *who are matched* on 2019 test score, 2019-20 grade level, 2019-20 attendance (through March 2020), ELL status, and gender. Middle and right charts are analogous.

Charts show the estimated differences due *solely* to disability status, language status, or gender, which means that these estimates are additive. In other words, we estimate that a boy who is both SWD and ELL was graded, on average, 8.1 points lower in science than a typical girl who is neither SWD nor ELL (but has the same 2019 test score, has the same 2019-20 attendance, and is in the same grade

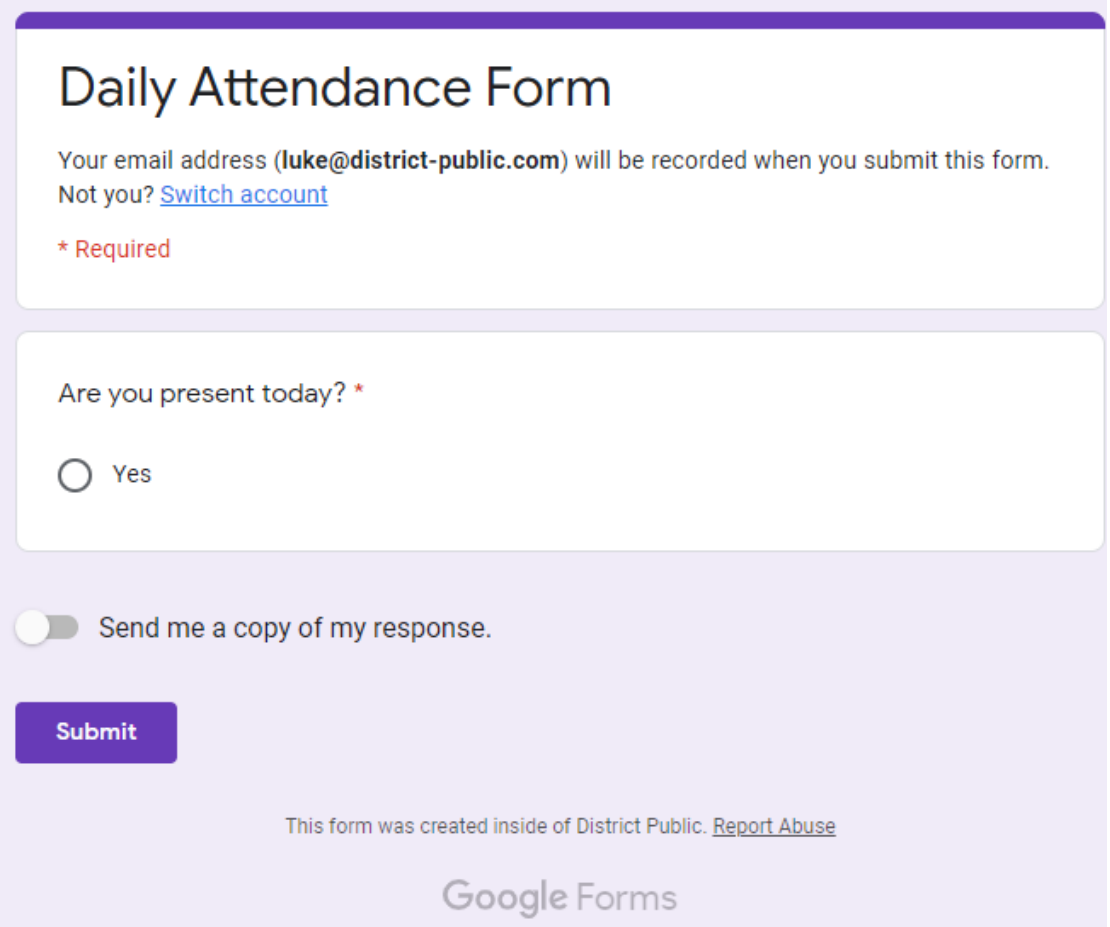
Grey bars represent estimates that are very uncertain. This means there's a good chance that there's no real difference in average grades for this subject between the two groups being compared.
No meaningful differences were observed in any subject attributable to students' free lunch eligibility or housing status.

Students were matched on 2019 ELA exam scores for comparisons of English, Social Studies, Science and Elective grades. Scores from the 2019 math exam were used for comparisons of math grades.

3) Remote Learning Attendance Tracking and Analysis

We can build or customize a simple, easy-to-use system for tracking and analyzing students' attendance in the COVID-19 remote learning environment. We can help you launch a new system, or improve your current systems to more easily track, analyze, and prepare attendance data for upload the data to STARS in the DOE Daily Interaction spreadsheet.

Students fill out a simple, one-question Google Form.



Alternatively, teachers input data into a Google Sheet. We can provide a pre-populated template…

									Total cumulative attendance since 3/23	78.3%				
Enter data in Yellow filled cells									Average attendance for each week	72.2%				
									Average daily attendance	52.2%	56.5%	82.6%	82.6%	87.0%
OSIS	Student Last Name	Student First Name	Grade	Class	Teacher	IEP	ESL	Gender	Grade Code	3/23/2020	3/24/2020	3/25/2020	3/26/2020	3/27/2020
[redacted]			1	301				M	110	Present	Present	Present	Present	Present
			1	301				F	110	Present	Present	Present	Present	Present
			1	301		SP,OT	EX	M	110	Present	Present	Present	Present	Present
			1	301		SP,OT	CM	M	110	Present	Present	Present	Present	Present
			1	301			EX	M	110	Absent	Absent	Present	Absent	Absent
			1	301			EX	M	110	Absent	Absent	Present	Present	Present
			1	301			CM	F	110	Present	Present	Present	Present	Present
			1	301				F	110	Absent	Absent	Absent	Absent	Absent
			1	301				F	110	Present	Present	Present	Present	Present
			1	301				M	110	Present	Present	Present	Present	Present
			1	301				F	110	Present	Present	Present	Present	Present
			1	301				F	110	Present	Present	Present	Present	Present
			1	301			TR	M	110	Absent	Absent	Present	Absent	Present
			1	301			EX	F	110	Absent	Absent	Absent	Present	Present
			1	301			EX	M	110	Absent	Present	Present	Present	Present
			1	301				M	110	Present	Present	Present	Present	Present
			1	301			EN	M	110	Absent	Absent	Present	Present	Present
			1	301			CM	F	110	Absent	Absent	Absent	Present	Present
			1	301			CM	F	110	Present	Present	Present	Present	Present

…or work with whatever system you have already in place.

Weekly Attendance Report

Teacher:	LAST NAME	FIRST NAME	Contact #	Date 03-23-2020								Date 03-24-2020					
				ELA	MATH	SS	SCI	PE	ART	MUSIC	TIONAL	ELA	MATH	SS	SCI	PE	
Class : 101	[redacted]	[redacted]	[redacted]	A	A		A	P				P	P		P	P	
				A	A		A	P				P	P		P	P	
Week of: 03/23/2020 - 03/27/2020				P	P		p	P				P	P		P	P	
				A	A		A	P				A	A		A	P	
				A	A		A	P				P	P		P	P	
				P	P		P	A				P	P		P	P	
				A	A		A	A				A	A		A	A	
				A	A		A	P				A	A		A	P	
				P	P		P	P				P	P		P	P	
P = Present				P	P		P	P				P	P		P	P	
A = Absent				A	A		A	P				A	A		A	P	
				P	P		P	P				P	P		P	P	
				P	P		P	P				A	A		A	P	
				A	A		A	P				A	A		A	P	
				P	P		P	P				A	A		A	A	
				A	A		A	P				P	P		P	A	
				A	A		A	P				P	P		P	P	
				A	A		A	A				A	A		A	A	

We turn that into in real-time Remote Learning analysis by grade and subgroup, and compare to 2019-2020 pre-Remote Learning attendance and 2018-2019 attendance.

Attendance Analysis - Grades and Subgroups

Legend: Above 94 | 90 - 94 | 85 - 89 | Below 85

		Pct >= 90% Attendance				Pct >= 90% Attendance				Attendance by Level - Since Remote Learning			
	# Students	2018-2019	2019-2020 pre-Remote Learning	2019-2020 Since Remote Learning (4/13/20 - present)	Change pre RL to RL	2018-2019	2019-2020 pre-Remote Learning	2019-2020 Since Remote Learning (4/13/20 - present)	Change pre-RL to RL	0 - 50%	51-75%	76-90%	91-100%
School Average	**489**	**91.7**	**92.8**	**62.0**	**-30.7**	**68%**	**74%**	**18%**	**-56%**	**27%**	**24%**	**31%**	**18%**
Grades:													
6th Grade	**181**	**92.0**	**94.3**	**63.2**	**-31.1**	**67%**	**78%**	**21%**	**-57%**	**26%**	**22%**	**31%**	**21%**
7th Grade	**156**	**92.3**	**92.8**	**64.1**	**-28.7**	**70%**	**72%**	**19%**	**-53%**	**26%**	**24%**	**31%**	**19%**
8th Grade	**152**	**90.6**	**91.0**	**58.5**	**-32.5**	**69%**	**71%**	**12%**	**-60%**	**31%**	**28%**	**30%**	**12%**
Subgroups:													
Females	**244**	**92.1**	**92.9**	**66.6**	**-26.3**	**69%**	**75%**	**20%**	**-54%**	**21%**	**20%**	**39%**	**20%**
Males	**245**	**91.3**	**92.6**	**57.4**	**-35.1**	**68%**	**73%**	**15%**	**-58%**	**33%**	**29%**	**23%**	**15%**
IEP Students	**97**	**89.6**		**57.8**	**+57.8**	**53%**		**13%**	**13%**	**33%**	**23%**	**31%**	**13%**
ELL Students	**127**	**93.2**	**94.7**	**62.1**	**-32.6**	**77%**	**81%**	**22%**	**-59%**	**29%**	**22%**	**27%**	**22%**
Black Students	**81**	**92.4**	**93.3**	**58.8**	**-34.5**	**72%**	**75%**	**19%**	**-56%**	**35%**	**21%**	**26%**	**19%**
Hispanic Students	**383**	**91.6**	**92.5**	**62.7**	**-29.8**	**69%**	**73%**	**17%**	**-57%**	**26%**	**24%**	**33%**	**17%**
Students in Temp Housing	**103**	**89.8**	**91.9**	**62.0**	**-29.9**	**59%**	**67%**	**17%**	**-51%**	**26%**	**27%**	**30%**	**17%**

For each student, you can see today's attendance, attendance for the past 5 school days, and attendance since the beginning of Remote Learning in a sortable, filterable format. Flag students whose attendance is low or declining.

				Cumulative Remote Learning Attendance		Most recent school day	Last 5 School Days				
			Total	62%	76%	56%	99%	94%	65%	60%	62%
			Filtered Group	62%	76%						
OSIS	Student Name	Grade	Class	Attendance since 4/13/20	Attendance rate - last 5 school days	4/28/2020	4/27/2020	4/24/2020	4/23/2020	4/22/2020	4/21/2020
[redacted]		8	CSON (801)	75%	60%	Present	Present	Present	Present	--	--
[redacted]		8	CSON (801)	83%	80%		Present	Present	--	Present	Present
[redacted]		8	VT (803)	67%	40%	Present	Present	Present	--	--	--
[redacted]		8	TUSK (805)	75%	100%	Present	Present	Present	Present	Present	Present
[redacted]		7	RENS (705)	33%	60%		Present	Present	--	Present	--
[redacted]		8	VT (803)	17%	40%		Present	--	--	--	Present
[redacted]		6	WCC (602)	17%	40%		Present	Present	--	--	--
[redacted]		8	TUSK (805)	8%	20%		Present	--	--	--	--
[redacted]		8	VT (803)	50%	60%	Present	Present	Present	--	Present	--
[redacted]		8	VT (803)	8%	20%		Present	--	--	--	--
[redacted]		6	PRATT (603)	75%	100%		Present	Present	Present	Present	Present
[redacted]		6	PARS (606)	25%	40%		Present	Present	--	--	--
[redacted]		6	WCC (602)	92%	100%	Present	Present	Present	Present	Present	Present
[redacted]		6	CU (605)	67%	100%	Present	Present	Present	Present	Present	Present
[redacted]		6	FIT (619)	17%	40%	Present	Present	Present	--	--	--
[redacted]		7	RIT (704)	92%	100%	Present	Present	Present	Present	Present	Present
[redacted]		6	PARS (606)	25%	40%		Present	Present	--	--	--
[redacted]		7	MIT (703)	33%	40%		Present	Present	--	--	--
[redacted]		8	HOPK (802)	75%	100%		Present	Present	Present	Present	Present
[redacted]		7	A&T (702)	92%	100%		Present	Present	Present	Present	Present
[redacted]		6	RISD (601)	83%	100%	Present	Present	Present	Present	Present	Present
[redacted]		7	A&T (702)	92%	100%	Present	Present	Present	Present	Present	Present
[redacted]		6	PARS (606)	67%	100%		Present	Present	Present	Present	Present
[redacted]		8	HOPK (802)	25%	60%		Present	Present	Present	--	--
[redacted]		7	RIT (704)	67%	100%	Present	Present	Present	Present	Present	Present
[redacted]		6	PARS (606)	75%	80%	Present	Present	Present	Present	--	Present

Save time entering data into the DOE's Daily Interaction Tool. You can populate the tool with a simple copy and paste.

Step 2: Copy and paste as values from the tab "Copy&Paste to DOE Spreadsheet Tool" in the DP Remote Learning Attendance Tool, cells A1 to E2000, into cells A3 to E2000 of this spreadsheet tab. Be sure to paste as values (so the values in the cells, not the formulas, are copied over). Double check that the dae in E3 of the DP Remote Learning Attendance tool is for the current date.

OSIS	Student Name	Grade	Class	4/3/2020
[redacted]	[redacted]	7	702	No
[redacted]	[redacted]	6	601	No
[redacted]	[redacted]	6	601	No
[redacted]	[redacted]	8	802	No
[redacted]	[redacted]	7	704	No
[redacted]	[redacted]	6	602	No
[redacted]	[redacted]	7	701	No
[redacted]	[redacted]	7	703	No
[redacted]	[redacted]	8	802	No
[redacted]	[redacted]	6	603	No
[redacted]	[redacted]	7	701	No
[redacted]	[redacted]	7	703	No
[redacted]	[redacted]	7	702	No
[redacted]	[redacted]	7	704	No
[redacted]	[redacted]	6	603	No
[redacted]	[redacted]	8	803	No
[redacted]	[redacted]	6	603	No
[redacted]	[redacted]	7	703	No
[redacted]	[redacted]	6	601	No
[redacted]	[redacted]	6	602	No
[redacted]	[redacted]	6	604	No
[redacted]	[redacted]	6	602	No
12345678	Davenport, Luke	7	703	No

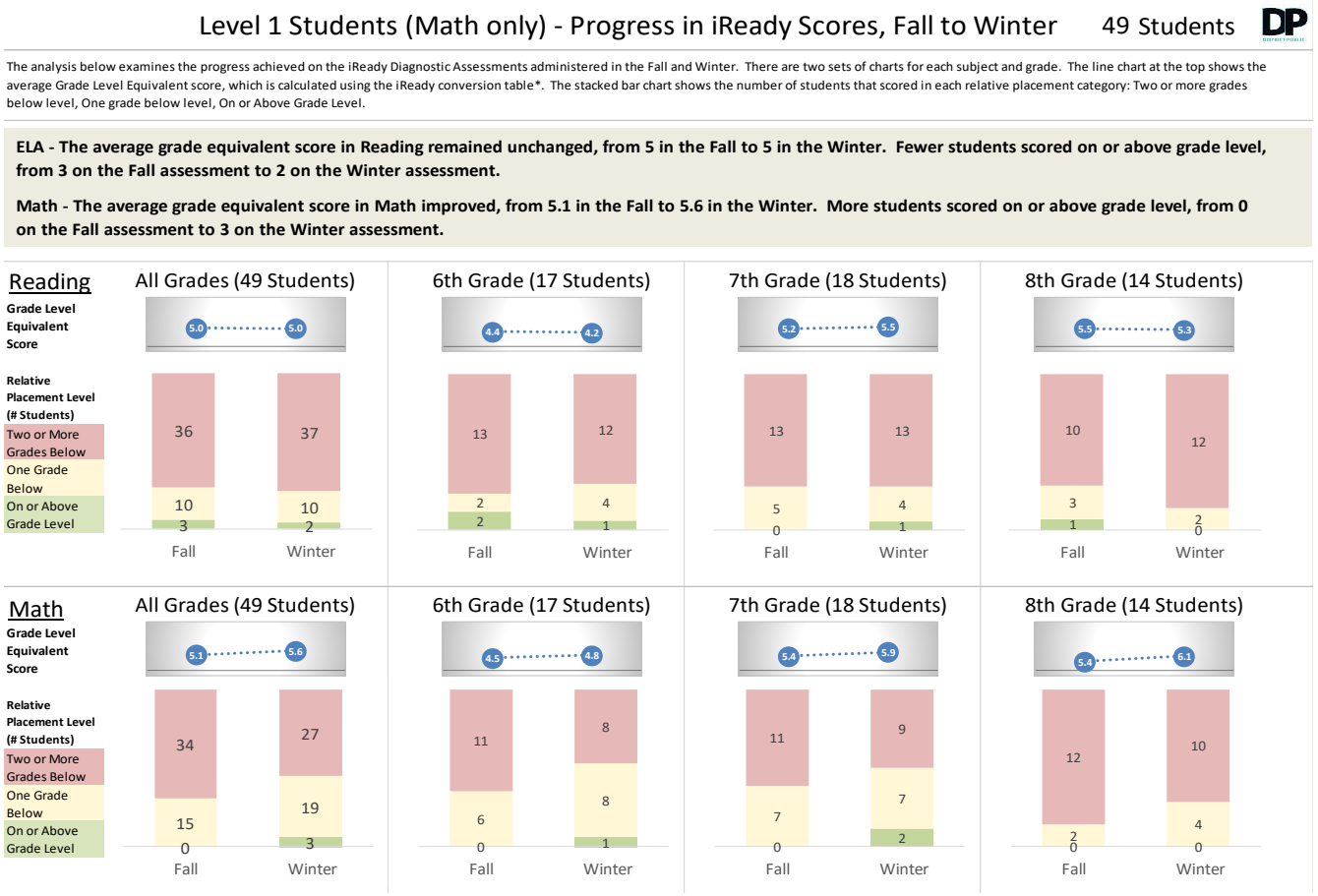
1. Copy&Paste from DOE tool | **2. Copy&Paste from Attnd Tool** | 3. Copy&Paste to DOE tool

4) Understand Academic Performance Trends

We can build tools to help you see student trends across and within digital platforms. We can combine data from multiple sources according to your needs. For example:

1) See how students are doing across subject areas, or from one assessment to the next in Google Classroom,
2) Compare pre- and post-Covid iReady and Google Classroom results, or
3) Compare Google Classroom engagement with pre-Covid attendance data

Understand iReady progress from diagnostic to benchmark exam for subsets of students.



See progress by student by standard from one assessment to another, given in Google Classroom. Turn raw data like this…

Timestamp	First Name	Last Name	Class	Which best describes the	Emma is buying potatoes	Solve the system of linear	The graph below represen	Which equation represent
11/28/2018 11:47:41	[redacted]		801	no solution	the unit price, $1.50 per p	no solution	Shift each point 2 units dc	B
11/28/2018 11:45:04			801	p = 0	the unit price, $1.50 per p	(2,-4)	Shift each point 2 units dc	C
11/28/2018 11:43:57			801	infinitely many solutions	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:39:35			801	p = -8	the unit price, $1.50 per p	(2,-4)	Shift each point 5 units dc	A
11/28/2018 11:41:20			801	no solution	the unit price, $1.50 per p	infinitely many solutions	Shift each point 2 units up	B
11/28/2018 11:36:30			801	p = 0	the unit price, $3.00 per p	(2,-4)	Shift each point 5 units dc	B
11/28/2018 11:38:34			801	p = -8	the unit price, $3.00 per p	(2,-4)	Shift each point 2 units up	B
11/28/2018 11:44:35			801	no solution	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:45:57			801	infinitely many solutions	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:46:34			801	infinitely many solutions	the unit price, $1.50 per p	(2,-4)	Shift each point 5 units up	A
11/28/2018 11:42:16			801	no solution	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:55:03			801	p = 0	the unit price, $1.50 per p	(2,-4)	Shift each point 2 units dc	A
11/28/2018 11:42:02			801	no solution	the unit price, $1.50 per p	no solution	Shift each point 2 units up	C
11/28/2018 11:50:38			801	no solution	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:45:06			801	p = 0	the total amount Emma s	infinitely many solutions	Shift each point 5 units up	D
11/28/2018 11:39:23			801	p = -8	the unit price, $1.50 per p	(2,4)	Shift each point 5 units dc	D
11/28/2018 11:46:34			801	p = 0	the total amount Emma s	(2,-4)	Shift each point 5 units up	A
11/28/2018 11:50:32			801	p = 0	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:56:55			801	p = 0	the number of pounds Em	(2,-4)	Shift each point 5 units up	B
11/28/2018 11:53:09			801	p = -8	the number of pounds Em	(2,4)	Shift each point 5 units dc	B
11/28/2018 11:39:25			801	p = 0	the unit price, $1.50 per p	(2,-4)	Shift each point 2 units dc	B
11/28/2018 11:55:56			801	p = 0	the unit price, $1.50 per p	(2,4)	Shift each point 5 units up	D
11/28/2018 11:45:49			801	p = 0	the number of pounds Em	(2,-4)	Shift each point 2 units dc	D
11/28/2018 11:46:07			801	no solution	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:46:53			801	p = 0	the unit price, $3.00 per p	no solution	Shift each point 5 units up	A
11/28/2018 11:37:21			801	p = -8	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:38:55			801	p = -8	the unit price, $1.50 per p	no solution	Shift each point 5 units dc	B
11/28/2018 11:53:12			801	infinitely many solutions	the unit price, $1.50 per p	(2,-4)	Shift each point 5 units dc	B
11/28/2018 11:40:38			801	p = 0	the unit price, $1.50 per p	(2,-4)	Shift each point 5 units dc	A
11/28/2018 11:55:43			801	p = 0	the unit price, $1.50 per p	(2,-4)	Shift each point 2 units up	B
11/28/2018 11:45:08			801	p = 0	the unit price, $1.50 per p	no solution	Shift each point 2 units dc	B
11/28/2018 8:54:02			802	p = -8	the unit price, $1.50 per p	no solution	Shift each point 2 units dc	B
11/28/2018 8:50:44			802	p = -8	the unit price, $3.00 per p	(2,-4)	Shift each point 5 units dc	B

…Into an analysis of progress by standard for each student

Student Level Summary - Class 801

Grade 8
_Domain2b
_Module4

34 Students	Overall			8.EE.5			8.EE.6			8.EE.7.a			8.EE.7.b			8.EE.8			8.EE.8.b		
	Diagnostic	Summative	Change	Diagnostic	Summative	Change	Diagnostic	Summative	Change	Diagnostic	Summative	Change	Diagnostic	Summative	Change	Diagnostic	Summative	Change	Diagnostic	Summative	Change
Points-->	6	6		3	3		2	2		1	1		1	1		1	1		1	1	
Class Total	34%	55%	16%	43%	64%	13%	59%	66%	-5%	14%	64%	48%	14%	64%	48%	21%	32%	14%	39%	41%	-5%
Student Name																					
	33%	17%	-17%	33%	33%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	-100%
	17%	50%	33%	33%	67%	33%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%
	67%	83%	17%	67%	100%	33%	100%	100%	0%	100%	100%	0%	100%	100%	0%	0%	100%	100%	100%	0%	-100%
	50%	17%	-33%	67%	33%	-33%	100%	50%	-50%	0%	0%	0%	0%	0%	0%	100%	0%	-100%	0%	0%	0%
	17%			33%			50%			0%			0%			0%			0%		
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	67%	67%	0%	67%	67%	0%	100%	50%	-50%	100%	100%	0%	100%	100%	0%	0%	0%	0%	100%	100%	0%
	50%			33%			50%			100%			100%			100%			0%		
	50%	67%	17%	67%	100%	33%	100%	100%	0%	0%	100%	100%	0%	100%	100%	0%	0%	0%	100%	0%	-100%
	33%	17%	-17%	33%	0%	-33%	50%	0%	-50%	0%	100%	100%	0%	100%	100%	100%	0%	-100%	0%	0%	0%
	67%	100%	33%	100%	100%	0%	100%	100%	0%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	0%
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	33%	50%	17%	33%	33%	0%	50%	50%	0%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	0%	-100%
	33%	50%	17%	67%	33%	-33%	100%	50%	-50%	0%	0%	0%	0%	0%	0%	0%	100%	100%	0%	100%	100%
NE	17%	33%	17%	0%	67%	67%	0%	100%	100%	0%	0%	0%	0%	0%	0%	100%	0%	-100%	0%	0%	0%
	67%	67%	0%	100%	100%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	-100%
	17%	67%	50%	33%	67%	33%	0%	50%	50%	0%	100%	100%	0%	100%	100%	0%	0%	0%	0%	100%	100%
	17%			33%			50%			0%			0%			0%			0%		
	17%	83%	67%	33%	100%	67%	50%	100%	50%	0%	100%	100%	0%	100%	100%	0%	0%	0%	0%	100%	100%
	17%	100%	83%	33%	100%	67%	50%	100%	50%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%
	0%			0%			0%			0%			0%			0%			0%		
S	50%	50%	0%	67%	33%	-33%	100%	0%	-100%	0%	100%	100%	0%	100%	100%	0%	0%	0%	100%	100%	0%
	33%			0%			0%			0%			0%			100%			100%		
	50%	17%	-33%	67%	0%	-67%	100%	0%	-100%	0%	100%	100%	0%	100%	100%	0%	0%	0%	100%	0%	-100%
	50%	33%	-17%	67%	67%	0%	100%	50%	-50%	100%	0%	-100%	100%	0%	-100%	0%	0%	0%	0%	0%	0%
	50%	100%	50%	67%	100%	33%	100%	100%	0%	0%	100%	100%	0%	100%	100%	100%	100%	0%	0%	100%	100%
	17%	33%	17%	33%	67%	33%	50%	100%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	33%	67%	33%	33%	100%	67%	50%	100%	50%	0%	100%	100%	0%	100%	100%	0%	0%	0%	100%	0%	-100%

5) Automate and Personalize Family Outreach

We can help you deliver automated, personalized outreach to keep students and families informed and engaged about student learning.

Deliver information by mail or email, with student attendance, remote learning progress, grades, or any other information - building on the systems you are already using

Dear Family Members of: Student Name

Grade: 8th Grade

Class: 803

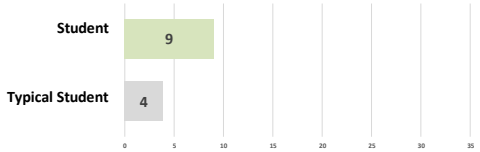
This report is to inform you how Student did in school last year and her attendance this year, to help you best support to succeed this school year. Please review the information carefully and let us know if you have any questions. Thank you!

Attendance

As of January 16th, 2020, Student has been absent for 9 of the 79 days she has been enrolled this school year. That is 5 more days than her classmates. You can have a big impact on Student's attendance, which can significantly impact her learning this school year.

In addition, Student was late 58 times so far this year. Please do your best to ensure Student arrives at school on time each day.

Student has missed 5 more days of school than her classmates in 2019-20 so far (absences shown below).



	Student's Attendance History				School Average
	2016-17	2017-18	2018-19	2019-20 YTD	2019-2020 YTD
Days Absent	23	30	20	9	4
Attendance Rate	86.9%	83.1%	88.8%	88.6%	95.0%
Days Late				58	8

Class Grades

Student's class grades are below. They are the average of marking period 1 and 2, and are on a 0-100 scale.

English	Math	Social Studies	Science	Native Language Arts	Algebra	Living Environment	Music	Gym
67%	71%	77%	72%					95%

iReady

Student has been using the iReady program at school, which assesses her on Math and English. she is given a score in each of several areas. You can help by giving her support and practice with the areas she is weak on, which are the ones where she is one, two or more grade levels below. These are her results as of January 14th, 2020.

Math

Grade 5 ← Your Overall Math level in iReady

Two or More Grade Levels Below

Number and Operations	Algebra	Measurement & Data	Geometry
Grade 5	Grade 6	Grade 5	Grade 6
Two or More Grade Levels Below	Two or More Grade Levels Below	Two or More Grade Levels Below	Two or More Grade Levels Below

ELA

Grade 5 ← Your Overall ELA level in iReady

Two or More Grade Levels Below

Phonological Awareness Placement	Phonics Placement	High-Frequency Words Placement	Vocabulary Placement	Comprehension: Literature	Comprehension: Informational Text
Tested Out	Tested Out	Tested Out	Grade 5	Grade 4	Grade 7
On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	Two or More Grade Levels Below	Two or More Grade Levels Below	One Grade Level Below

6) Analyze COVID-19 Progress to Graduation (HS only)

NYSED's guidance on the June 2020 Regents administration means that some students will be able to use exemptions from Regents exams to meet graduation requirements – do you know who they are? We can help you identify students who are already exempt from exams based on credits already earned, as well as students whose exemptions depend on passing current courses.

StudentID	LastName	FirstName	Age On June30	YearInHS	Grade Level	Class	Spec Ed	ELL	Total Credits	Exam Requirements: Regents Diploma	English Exam	Math Exam	Social Studies Exam	Science Exam	Total Subjects Passed	Total Subjects Exempted	Total Subjects Pending
[redacted]	[redacted]	[redacted]	18	4th year	12	V41			38.48	Exempt	Passed	Passed	Exempt	Exempt	3	2	2
			19	3rd year	11	W3A		Y	68.22	Pending	Pending	Passed	Passed	Exempt	2	2	3
			17	3rd year	11	W31			32.82	Exempt	Passed	Passed	Passed	Passed	4	2	3
			15	1st year	9	Y11			6	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			15	1st year	9	Y1A		Y	6	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			15	2nd year	10	X21			16.16	Not Yet	Pending	Exempt	Not Yet	Passed	1	1	2
			18	4th year	11	V3A		Y	72.3	Pending	Pending	Exempt	Exempt	Exempt	0	4	3
			16	1st year	9	Y1A		Y	4.5	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			17	3rd year	11	W3A		Y	29.32	Pending	Pending	Exempt	Passed	Passed	2	1	4
			15	1st year	9	Y1A		Y	2.5	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			18	3rd year	11	W3D	Y	Y	39.4	Exempt	Passed	Passed	Exempt	Exempt	2	3	2
			14	1st year	9	Y11			5	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			18	4th year	12	V44			47.4	Exempt	Passed	Passed	Exempt	Exempt	3	4	1
			20	4th year	12	V4A		Y	61.06	Pending	Pending	Exempt	Passed	Exempt	1	3	3
			16	2nd year	10	X2C	Y	Y	8.16	Not Yet	Pending	Pending	Pending	Pending	0	0	4
			18	3rd year	11	W3B	Y	Y	33.32	Pending	Pending	Pending	Exempt	Exempt	0	2	3
			18	3rd year	11	W3A		Y	33.32	Pending	Pending	Exempt	Exempt	Exempt	0	4	3
			16	2nd year	10	X21			22.16	Not Yet	Pending	Passed	Not Yet	Passed	2	1	3
			14	1st year	9	Y1A		Y	6.5	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			16	3rd year	10	X21			20.16	Pending	Pending	Passed	Pending	Passed	2	0	4
			16	2nd year	10	X21			22.16	Not Yet	Pending	Passed	Not Yet	Passed	2	1	3
			15	1st year	9	Y1A		Y	4	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			15	2nd year	10	X2A		Y	21.16	Not Yet	Pending	Pending	Not Yet	Pending	0	0	3
			18	5th year	12	U4A		Y	60.4	Pending	Pending	Passed	Passed	Passed	5	0	1
			18	4th year	12	V41			42.9	Passed	Passed	Passed	Passed	Passed	8	1	0
			16	2nd year	10	X2C	Y	Y	15.66	Not Yet	Not Yet	Pending	Pending	Exempt	0	1	2
			18	4th year	11	V3A		Y	53.98	Pending	Pending	Passed	Passed	Passed	3	1	2
			16	3rd year	11	W3A			37.24	Passed	Passed	Passed	Passed	Passed	5	2	2
			14	1st year	9	Y1A			5	Not Yet	Not Yet	Pending	Not Yet	Pending	0	0	2
			15	2nd year	10	X21			22.16	Not Yet	Pending	Passed	Not Yet	Passed	3	0	3

7) Customized Solutions

Are you seeking the answers to other questions about how your Remote Learning is going so far? Spending much too much time wrangling Google Sheets and Google Forms? We can help. Whatever the task – big or small – let us help you. Contact us to schedule a videoconference or phone call.