



Sample Book – Elementary and Middle Schools

School Year 2020-2021

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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

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1) Interim Assessments and Analysis

Remote learning has created challenges for schools trying to better understand what students know and don't know, well into the 2020-2021 school year. District Public can build and analyze an assessment aligned to the NYC DOE priority standards to help you identify students' strengths and weaknesses, and create a starting point for your inquiry process.

Math Baseline Assessment for Incoming 6th Graders

Please read each passage before the questions and answer the questions accordingly.

Your email address [REDACTED] will be recorded when you submit this form.
Not you? [Switch account](#)

What is your name?

Your answer _____

Question 11 point

Which equation correctly shows the relationship between the numbers 2,560 and 256?

A $2,560 = 1,000 \times (2 + 5 + 6)$

B $2,560 = 10 \times (2 + 5 + 6)$

C $2,560 = 10 \times (200 + 50 + 6)$

D $2,560 = \frac{1}{10} \times (200 + 50 + 6)$

☐ A

☐ B

☐ C

☐ D

Where items are pulled from past state exams, we can also compare students' results against citywide averages. Easy-to-read results are provided by grade, class, subgroup, and individual student for each question, question type, standard, and reading passage assessed.

6th Grade Math Baselines - Question Analysis

Number of students assessed: **128**

Question	1	2	3	4	5	6	7	8	9	10
Standard	5.NBT.A.1	5.NF.A.2	5.MD.A.1	5.MD.C.5.a	5.NF.A.1	5.MD.C.5.a	5.NF.B.6	5.NF.B.7.a	5.NBT.A.2	5.NBT.B.7
Question Type	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC
Available points	1	1	1	1	1	1	1	1	1	1
Correct Answer	C	A	A	D	D	B	D	B	C	B
Citywide	79%	63%	41%	81%	75%	71%	75%	73%	64%	75%
Schoolwide	55%	38%	31%	42%	34%	27%	52%	52%	31%	40%
Difference	-24%	-26%	-10%	-39%	-41%	-44%	-23%	-21%	-33%	-35%
Rank	7	8	1	15	16	17	6	5	11	14

Weak questions

The questions students struggled with most were:

Rank	Question
17	Question 6
16	Question 5
15	Question 4

Strong questions

The questions students did best on were:

Rank	Question
1	Question 3
2	Question 16
3	Question 12

Legend

Greater than the city average
0 to 20 percentage points below the city average
More than 20 percentage points below the city average

6th Grade Math Baselines - Standard Analysis

Number of students assessed: 128

	Question Type		
	Overall	MC	CR
Available Points	17	17	
Citywide	63%	63%	
Schoolwide	34%	34%	
Difference	-29%	-29%	

	Standard										
	5.MD.A.1	5.MD.B.2	5.MD.C.5.a	5.NBT.A.1	5.NBT.A.2	5.NBT.B.7	5.NF.A.1	5.NF.A.2	5.NF.B.6	5.NF.B.7.a	5.NF.B.7.b
Available Points	1	1	3	1	1	2	1	2	3	1	1
Citywide	41%	60%	72%	79%	64%	58%	75%	55%	61%	73%	56%
Schoolwide	31%	28%	34%	55%	31%	30%	34%	32%	35%	52%	23%
Difference	-10%	-32%	-38%	-24%	-33%	-28%	-41%	-23%	-26%	-21%	-33%
Rank	1	7	10	4	8	6	11	3	5	2	9

Weak standards

The standards students struggled with most were:

Rank	Standard
11	5.NF.A.1
10	5.MD.C.5.a
9	5.NF.B.7.b

Strong standards

The standards students did best on were:

Rank	Standard
1	5.MD.A.1
2	5.NF.B.7.a
3	5.NF.A.2

Legend

Greater than the city average
0 to 20 percentage points below the city average
More than 20 percentage points below the city average

6th Grade Math Baselines - Standard Analysis by Subgroup

Legend

Greater than the city average
0 to 20 percentage points below the city average
More than 20 percentage points below the city average

		Question Type			Standard					
	Number of students assessed	Overall	MC	CR	5.MD.A.1	5.MD.B.2	5.MD.C.5.a	5.NBT.A.1	5.NBT.A.2	5.NBT.B.7
Available Points		17	17		1	1	3	1	1	2
Citywide		63%	63%		41%	60%	72%	79%	64%	58%
Schoolwide	128	34%	34%		31%	28%	34%	55%	31%	30%
Difference		-29%	-29%		-10%	-32%	-38%	-24%	-33%	-28%
6DA	12	39%	39%		25%	8%	39%	50%	42%	46%
6DD	11	31%	31%		27%	45%	30%	64%	36%	27%
6D2	11	36%	36%		18%	27%	39%	36%	45%	23%
6B3	8	29%	29%		13%	13%	29%	63%	38%	19%
6A4	7	30%	30%		14%	29%	29%	57%	29%	21%
6B1	7	34%	34%		14%	14%	38%	43%	29%	36%
6B2	7	39%	39%		29%	57%	38%	86%	14%	29%
6A1	6	39%	39%		50%	33%	22%	83%	17%	33%
6DB	5	36%	36%		80%	20%	20%	60%	20%	50%
6B4	5	36%	36%		40%	20%	47%	80%	40%	30%
6A2	4	32%	32%		50%	0%	25%	75%	50%	25%
6A3	3	25%	25%		0%	33%	67%	33%	0%	33%

6th Grade Math Baselines - Question Analysis by Subgroup

Legend

Greater than the city average

0 to 20 percentage points below the city average

More than 20 percentage points below the city average

Number of students assessed	Question	1	2	3	4	5	6	7	8	9
	Standard	5.NBT.A.1	5.NF.A.2	5.MD.A.1	5.MD.C.5.a	5.NF.A.1	5.MD.C.5.a	5.NF.B.6	5.NF.B.7.a	5.NBT.A.2
	Question Type	MC	MC	MC	MC	MC	MC	MC	MC	MC
	Points	1	1	1	1	1	1	1	1	1
	Correct Answer	C	A	A	D	D	B	D	B	C
	Citywide	79%	63%	41%	81%	75%	71%	75%	73%	64%
128	Schoolwide	55%	38%	31%	42%	34%	27%	52%	52%	31%
	Difference	-24%	-26%	-10%	-39%	-41%	-44%	-23%	-21%	-33%
61	Blended	62%	44%	28%	43%	28%	31%	46%	51%	28%
67	Remote	49%	31%	34%	42%	39%	24%	57%	52%	34%
36	IEP	36%	33%	19%	44%	28%	31%	39%	44%	25%
92	GenEd	63%	39%	36%	41%	36%	26%	57%	54%	34%
31	ELL	35%	35%	26%	26%	39%	16%	32%	42%	23%
97	Non-ELL	62%	38%	33%	47%	32%	31%	58%	55%	34%
13	Temp Housing	69%	38%	38%	38%	46%	31%	46%	62%	46%
115	Non Temp Housing	54%	37%	30%	43%	32%	27%	52%	50%	30%
57	Females	54%	37%	23%	46%	33%	28%	47%	51%	28%
71	Males	56%	38%	38%	39%	34%	27%	55%	52%	34%

Student Detail Analysis

Legend		Standard									5.NBTA.1	5.NFA.2	5.MDA.1	5.MD.C.5.a	5.NFA.1	5.MD.C.5.a
Greater than the city average		Question Type									MC	MC	MC	MC	MC	MC
0 to 20 percentage points below the city avg		Available points	17 Possible Points								1	1	1	1	1	1
Over 20 percentage points below the city avg		Correct Answer									C	A	A	D	D	B
		Citywide	Number of students assessed								79%	63%	41%	81%	75%	71%
		Schoolwide	Schoolwide	128							55%	38%	31%	42%	34%	27%
Instructions		Difference vs City									-24%	-26%	-10%	-39%	-41%	-44%
		Filtered group	128								55%	38%	31%	42%	34%	27%
First Name	Last Name	Score (out of 17)	Remote/B lended	Class	IEP	ELL	ELL level	Temp housing	Gender	Ethnicity	Q1	Q2	Q3	Q4	Q5	Q6
		4	B	6A4					F	Hispanic	A	C	C	B	B	C
		3	B	6A1					M	Hispanic	C	B	A	B	C	D
		4	B	6A1					M	Black	C	B	A	A	C	D
		7	B	6A4					M	Hispanic	C	D	A	B	C	D
		3	B	6A1	Y				M	Hispanic	C	D	C	C	C	D
		6	B	6A1					F	Hispanic	D	A	B	D	C	C
		4	B	6A4	Y				M	Hispanic	C	A	C	D	B	B
		7	B	6A4					M	Hispanic	C	A	C	D	D	D
		10	B	6A1					M	Hispanic	C	A	C	A	D	D
		14	B	6A1					F	Black	C	A	A	D	D	B
		1	B	6A4		Y	TR		M	Hispanic	A	C	B	C	A	
		6	B	6A4					F	Hispanic	D	A	C	D	C	D
		7	B	6A4				Y	F	Hispanic	C	D	C	B	A	C
		6	B	6A2	Y				M	Hispanic	A	A	A	C	C	C
		6	B	6A2	Y				F	Hispanic	C	A	D	A	C	B
		8	B	6A3					F	Hispanic	C	A	D	D	B	B
		4	B	6A3					F	Black	A	D	C	D	D	B
		1	B	6A3					M	Hispanic	B	B	D	B	C	B
		4	R	6D4					M	Hispanic	C	C	D	A	C	D
		6	B	6D4	Y				F	Hispanic	A	B	C	D	D	

2) Standardized Assessment Analysis

Break down performance by school, grade, class, and individual student, with a focus on performance relative to peers. We highlight key test questions to prompt teacher discussion and analysis. We support our analysis with hands-on, interactive professional development for teachers and administrators. We can analyze any standardized assessment, including the New York State (NYS) Math and English Language Arts - Grades 3-8 assessments, NYSESLAT, Reading Assessments, or any commercially available standardized assessment. Our sample NYS state assessment and F&P (reading) analyses are below.

All Grades				Schoolwide - Summary							ELA		DP			
General Information				Proficiency & Growth				Question Type			Cluster					
Grade / Exam	# Students	IEP	ELL	2017-2018	2018-2019	Pct Level 3+4	Growth %ile	Overall	Multiple Choice	Response	L - Language and Vocabulary	RI - Key Ideas and Details	RI - Craft and Structure	RI - Key Ideas and Details	RI - Craft and Structure	
Current 6th Graders	52	15	7	2.67	2.43	33%	54.7	58%	58%	58%	69%	54%	63%	64%	55%	
Citywide (ELA 5th Grade Exam)				2.99	2.71			63%	64%	62%	75%	61%	66%	69%	60%	
Difference: Grade vs City								-5%	-6%	-4%	-5%	-7%	-4%	-5%	-5%	
Current 7th Graders	57	17	4	2.27	2.20	19%	32.4	50%	50%	50%	51%	52%	58%	35%	48%	
Citywide (ELA 6th Grade Exam)				2.72	2.91			66%	64%	70%	72%	67%	71%	46%	65%	
Difference: Grade vs City								-16%	-14%	-20%	-21%	-15%	-12%	-11%	-17%	
Current 8th Graders	55	11	8	2.58	2.47	31%	52.3	59%	58%	61%	51%	55%	61%	54%	59%	
Citywide (ELA 7th Grade Exam)				2.96	2.80			67%	63%	74%	55%	65%	71%	66%	66%	
Difference: Grade vs City								-8%	-5%	-13%	-4%	-10%	-10%	-11%	-7%	
Current 9th Graders	83	20	4	2.57	2.65	33%	40.1	62%	58%	68%	61%	63%	62%	53%	61%	
Citywide (ELA 8th Grade Exam)				2.81	3.02			70%	66%	78%	64%	72%	69%	62%	72%	
Difference: Grade vs City								-8%	-8%	-9%	-3%	-9%	-7%	-9%	-12%	
Growth Percentiles:		Above 54 50-54 45-49 < 45		School Performance:		> = 15% Above City Avg 0% to 15% Above City Avg 0% to 15% Below City Avg < 15% Below City Avg		Difference: Grade vs City:		> = 15% Above City Avg 0% to 15% Above City Avg 0% to 15% Below City Avg < 15% Below City Avg						

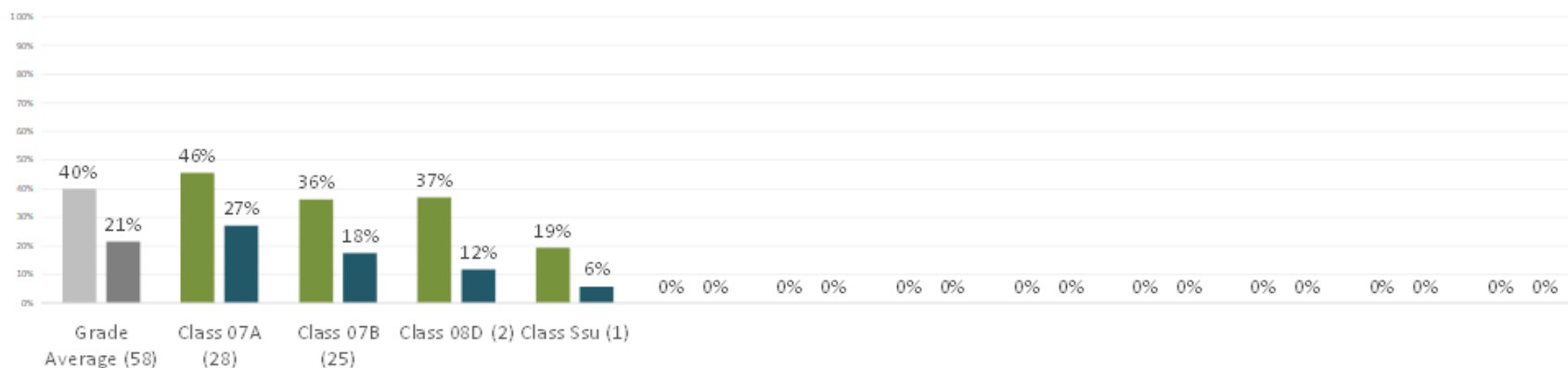
Data from 2019 6th Grade Math state exam

Number of students in each class and subgroup shown in parenthesis

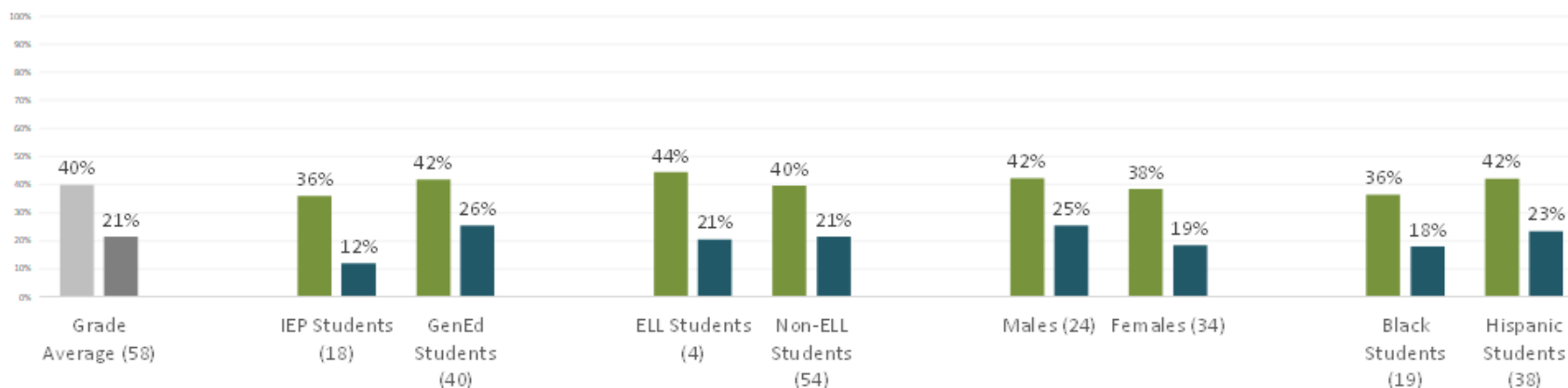
Avg Proficiency:

2.11

Classes - Performance by Question Type



Subgroups - Performance by Question Type



Legend

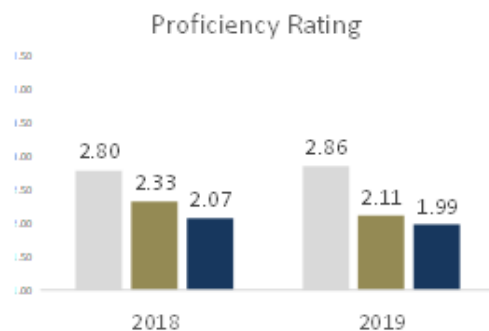
Grade Average

Multiple Choice

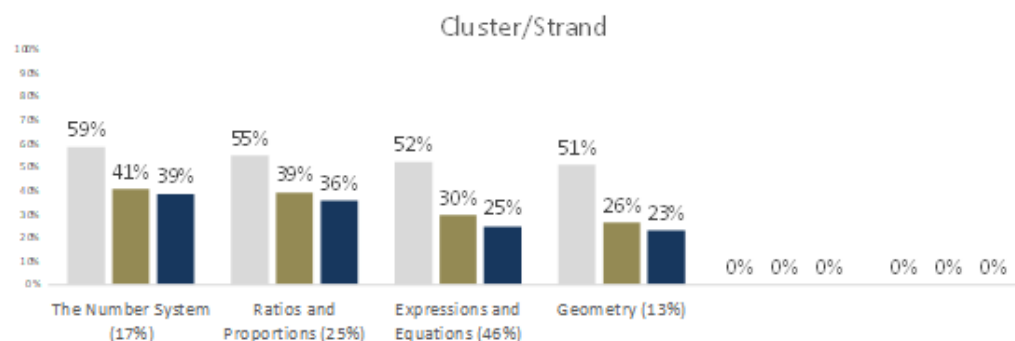
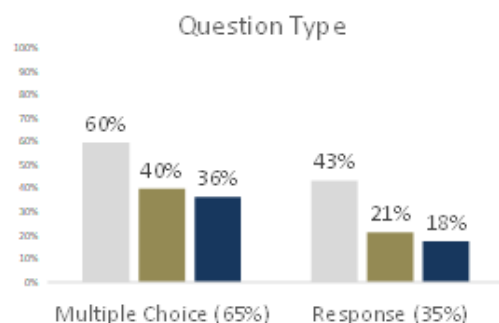
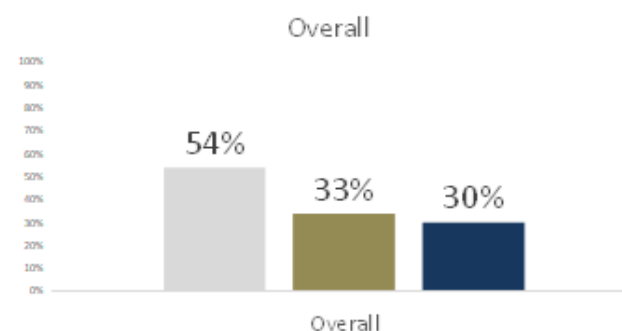
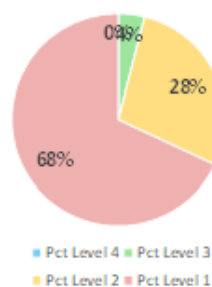
Response

Data from 2019 6th Grade Math state exam

Performance based on percentage of possible points earned

Avg Proficiency: **1.99**Avg Growth: **37.5**

Pct by Proficiency Level



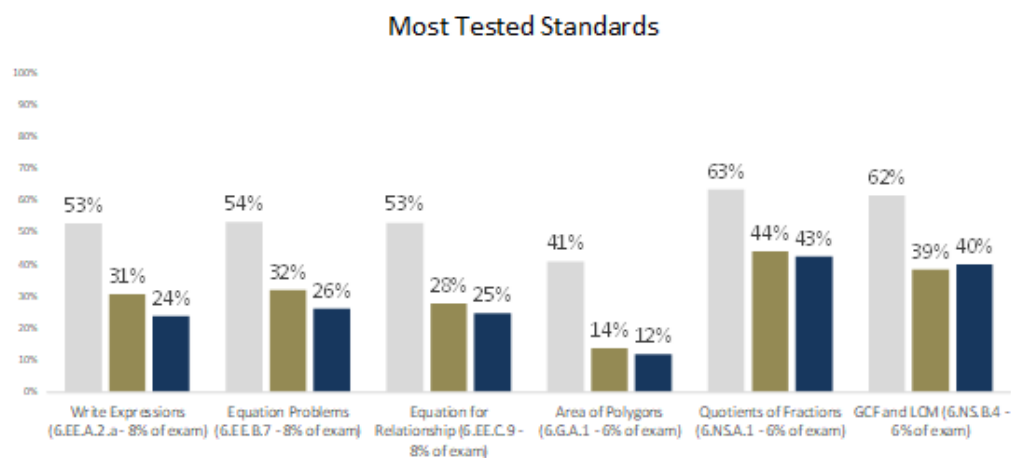
Legend

Citywide Performance

Schoolwide Performance

Class 07B Performance

Question Type and Cluster Charts:
Exam Weights shown in parenthesis



Data from 2019 6th Grade Math state exam

Standards and Questions ordered based on performance relative to the city

Avg Proficiency: **1.99**Avg Growth: **37.5**

Strongest standards compared with city

Standard	Standard Description	Released Questions	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
6.RP.A.3.a	Table of Equiv. Ratios	26	1	72%	72%	70%	+2%
6.EE.B.6	Use Variables in Problem	37	1	32%	28%	37%	-5%
6.RP.A.1	Ratio	29	2	46%	41%	62%	-16%
6.RP.A.3.d	Convert Measures w Ratios	4, 45	3	16%	20%	35%	-19%
6.EE.B.5	Understand Eq/Inq	32, 35	2	38%	39%	59%	-21%
6.NS.A.1	Quotients of Fractions	10, 13, 28	3	43%	44%	63%	-21%
6.RP.A.2	Rate and Ratio	41	3	35%	41%	56%	-21%
6.NS.B.4	GCF and LCM	16, 40	3	40%	39%	62%	-22%
6.EE.A.2.c	Evaluate Expressions	27	1	20%	24%	43%	-23%
5.OA.B.3	Analyze patterns and relationships	43	2	12%	18%	35%	-23%
6.G.A.3	Polygons with Coordinates	1, 36	2	42%	47%	66%	-24%
6.EE.B.7	Equation Problems	30, 42	4	26%	32%	54%	-28%

* Given the number of standards in Math, data for only includes standards with released questions

Weakest standards compared with city

Standard	Standard Description	Released Questions	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
6.EE.A.1	Expression with Exponents	2	1	24%	38%	70%	-46%
6.RP.A.3.c	Find Percent as a Rate	33	2	20%	34%	63%	-43%
6.EE.A.3	Generate Equiv. Express.	31	1	24%	28%	63%	-39%
6.G.A.4	3D Figures Using Nets	38	1	20%	21%	51%	-31%
6.EE.A.2.a	Write Expressions	7, 34, 44	4	24%	31%	53%	-29%
6.G.A.1	Area of Polygons	3, 39	3	12%	14%	41%	-29%
6.NS.C.7.d	Absolute Value and Order	17	1	28%	38%	57%	-29%
6.EE.C.9	Equation for Relationship	46	4	25%	28%	53%	-28%
6.EE.B.7	Equation Problems	30, 42	4	26%	32%	54%	-28%
6.G.A.3	Polygons with Coordinates	1, 36	2	42%	47%	66%	-24%
6.EE.A.2.c	Evaluate Expressions	27	1	20%	24%	43%	-23%

Strongest questions compared with city

Question Number	Standard	Standard Description	Question Type	Correct Answer	Common Incorrect	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
16	6.NS.B.4	GCF and LCM	MC	B	A	1	64%	53%	60%	+4%
8	6.RP.A.3.b	Solve Unit Rate Problems	MC	D	C	1	72%	62%	68%	+4%
26	6.RP.A.3.a	Table of Equiv. Ratios	MC	B	A	1	72%	72%	70%	+2%
37	6.EE.B.6	Use Variables in Problem	MC	A	C	1	32%	28%	37%	-5%
23	6.NS.C.6.b	Coord Plane: Signed Num	MC	D	B	1	32%	38%	39%	-7%
13	6.NS.A.1	Quotients of Fractions	MC	C	A	1	48%	43%	56%	-8%
19	6.RP.A.1	Ratio	MC	A	C	1	56%	48%	65%	-9%
36	6.G.A.3	Polygons with Coordinates	MC	C	B	1	48%	47%	57%	-9%
45	6.RP.A.3.d	Convert Measures w Ratio	CR	0-2	N/A	2	8%	8%	22%	-14%
25	6.RP.A.2	Rate and Ratio	MC	C	D	1	60%	69%	76%	-16%
32	6.EE.B.5	Understand Eq/Inq	MC	B	A	1	40%	40%	57%	-17%
42	6.EE.B.7	Equation Problems	CR	0-2	N/A	2	24%	25%	42%	-18%
7	6.EE.A.2.a	Write Expressions	MC	D	B	1	32%	36%	53%	-21%
5	6.EE.A.4	ID Equivalent Expressions	MC	C	D	1	44%	48%	66%	-22%
29	6.RP.A.1	Ratio	MC	A	B	1	36%	34%	59%	-23%
43	5.OA.B.3	Analyze patterns and relate	CR	0-2	N/A	2	12%	18%	35%	-23%
27	6.EE.A.2.c	Evaluate Expressions	MC	D	B	1	20%	24%	43%	-23%
41	6.RP.A.2	Rate and Ratio	CR	0-2	N/A	2	22%	28%	46%	-24%
35	6.EE.B.5	Understand Eq/Inq	MC	D	A	1	36%	38%	60%	-24%
28	6.NS.A.1	Quotients of Fractions	MC	D	C	1	40%	45%	64%	-24%

Weakest questions compared with city

Question Number	Standard	Standard Description	Question Type	Correct Answer	Common Incorrect	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
2	6.EE.A.1	Expression with Exponent	MC	D	B	1	24%	38%	70%	-46%
33	6.RP.A.3.c	Find Percent as a Rate	MC	D	C	1	28%	41%	74%	-46%
11	6.RP.A.3.c	Find Percent as a Rate	MC	D	A	1	12%	28%	52%	-40%
20	6.EE.B.7	Equation Problems	MC	C	B	1	20%	28%	60%	-40%
31	6.EE.A.3	Generate Equiv. Express.	MC	D	A	1	24%	28%	63%	-39%
1	6.G.A.3	Polygons with Coordinate	MC	A	C	1	36%	48%	75%	-39%
14	6.EE.A.4	ID Equivalent Expressions	MC	D	A	1	8%	12%	45%	-37%
44	6.EE.A.2.a	Write Expressions	CR	0-2	N/A	2	14%	24%	50%	-36%
40	6.NS.B.4	GCF and LCM	CR	0-2	N/A	2	28%	31%	63%	-35%
30	6.EE.B.7	Equation Problems	MC	B	C	1	36%	50%	70%	-34%
22	6.EE.C.9	Equation for Relationship	MC	C	A	1	20%	21%	53%	-33%
38	6.G.A.4	3D Figures Using Nets	MC	C	A	1	20%	21%	51%	-31%
39	6.G.A.1	Area of Polygons	CR	0-2	N/A	2	2%	3%	32%	-30%
10	6.NS.A.1	Quotients of Fractions	MC	C	D	1	40%	45%	70%	-30%
4	6.RP.A.3.d	Convert Measures w Ratio	MC	C	A	1	32%	45%	61%	-29%
17	6.NS.C.7.d	Absolute Value and Order	MC	A	C	1	28%	38%	57%	-29%
3	6.G.A.1	Area of Polygons	MC	B	C	1	32%	34%	59%	-27%
46	6.EE.C.9	Equation for Relationship	CR	0-3	N/A	3	27%	30%	53%	-27%
34	6.EE.A.2.a	Write Expressions	MC	D	A	1	36%	38%	60%	-24%

Total Standards Tested:

23

Total Points:

48

Questions Not
Released

Class 07B vs City

>= 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: 1.99

General Information			Proficiency and Growth				Question Type		Strand				Most Tested Standards						
			5th Grade	6th Grade					Major Work		Supporting		6.EE.A.2a	6.EE.B.7	6.EE.C.9	6.G.A.1	6.NS.A.1	6.NS.B.4	
Student Name	IEP	ELL	2017-2018	2018-2019	Points to Next Level	Growth	Overall	Multiple Choice	Response	The Number System	Ratios and Proportions	Expressions and Equations	Geometry	Write Expressions	Equation Problems	Equation for Relationship	Area of Polygons	Quotients of Fractions	GCF and LCM
						Points--> 48 Exam Weight--> 100%		31 17 65% 35%		8 12 22 6 17% 25% 46% 13%				4 4 4 3 3 3 8% 8% 8% 6% 6% 6%					
City Average			2.8	2.86			54%	60%	43%	59%	55%	52%	51%	53%	54%	53%	41%	63%	62%
Grade Average			2.33	2.11		32	33%	40%	21%	41%	39%	30%	26%	31%	32%	28%	14%	44%	39%
Class 07B Average			13	0		37.5	30%	36%	18%	39%	36%	25%	23%	24%	26%	25%	12%	43%	40%
Difference: Class 07B vs City							-24%	-23%	-26%	-20%	-19%	-27%	-28%	-29%	-28%	-28%	-29%	-21%	-22%
			3.42	3.08	9	28	60%	71%	41%	100%	67%	50%	33%	50%	25%	75%	0%	100%	100%
	Y		2.33	2.75	3	64	52%	52%	53%	88%	50%	50%	17%	75%	50%	50%	0%	67%	100%
	Y		2.67	2.67	4	41	50%	61%	29%	88%	50%	41%	33%	50%	50%	25%	67%	100%	100%
			2.00	2.42	7	62	44%	48%	35%	63%	50%	36%	33%	50%	50%	25%	0%	100%	67%
			3.75	2.42	7	3	44%	39%	53%	38%	75%	41%	0%	50%	50%	50%	0%	33%	33%
			2.25	2.33	8	46	42%	45%	35%	63%	25%	41%	50%	50%	50%	25%	33%	33%	100%
			2.08	2.08	10	42	38%	52%	12%	50%	58%	32%	0%	25%	75%	0%	0%	100%	33%
			2.58	2.00	11	19	35%	32%	41%	38%	58%	18%	50%	25%	50%	25%	33%	0%	100%
			2.25	1.98	1	27	33%	32%	35%	38%	42%	27%	33%	0%	50%	75%	0%	33%	33%
	Y		2.00	1.95	2	32	31%	39%	18%	38%	33%	27%	33%	25%	50%	25%	0%	67%	33%
	Y		1.83	1.95	2	67	31%	45%	6%	50%	25%	27%	33%	25%	50%	25%	0%	67%	33%
			1.97	1.95	2	37	31%	35%	24%	50%	33%	27%	17%	25%	0%	75%	0%	33%	67%
			1.42	1.90	4	86	27%	42%	0%	38%	17%	27%	33%	0%	25%	0%	0%	0%	33%
	Y		1.83	1.87	5	48	25%	39%	0%	38%	33%	18%	17%	25%	0%	0%	33%	67%	33%
	Y		2.00	1.83	6	14	23%	29%	12%	25%	17%	23%	33%	25%	0%	25%	33%	33%	33%
	Y		1.80	1.83	6	48	23%	32%	6%	25%	33%	14%	33%	0%	0%	25%	33%	67%	0%
	Y		1.54	1.78	7	66	21%	32%	0%	25%	25%	23%	0%	0%	25%	0%	0%	33%	0%
			1.62	1.78	7	62	21%	19%	24%	13%	33%	18%	17%	50%	0%	25%	0%	33%	0%
	Y		1.95	1.78	7	16	21%	32%	0%	13%	33%	18%	17%	25%	0%	0%	0%	0%	0%
			1.54	1.78	7	66	21%	29%	6%	38%	25%	14%	17%	25%	0%	25%	0%	67%	33%
	Y		1.92	1.70	8	15	19%	29%	0%	0%	33%	14%	33%	0%	0%	0%	0%	0%	0%
	Y		1.86	1.51	10	9	15%	23%	0%	13%	17%	9%	33%	0%	0%	0%	33%	33%	0%
	Y		1.80	1.51	10	16	15%	19%	6%	13%	8%	18%	17%	0%	0%	50%	33%	0%	0%
			1.62	1.43	11	18	13%	16%	6%	13%	25%	9%	0%	0%	25%	0%	0%	0%	33%
	Y		1.83	1.37	12	5	10%	16%	0%	13%	25%	5%	0%	0%	25%	0%	0%	0%	33%

Growth Percentiles:

Above 54	45-49
50-54	< 45

Student Performance:

>= 15% Above City Avg
0% to 15% Above City Avg

0% to 15% Below City Avg
< 15% Below City Avg

Difference:
Class 07B vs

>= 15% Above City Avg
0% to 15% Above City Avg

0% to 15% Below City Avg
< 15% Below City Avg

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: 1.99

General Information			Question	1	2	3	4	5	7	8	10	11	13	14	16	17	19	20	22	23	25	26	27	28			
Question Type -->				MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC		
Student Name			IEP	ELL	2018-2019																						
Standard -->				6.G.A.3	6.EE.A.1	6.G.A.1	6.RP.A.3.d	6.EE.A.4	6.EE.A.2.a	6.RP.A.3.b	6.NS.A.1	6.RP.A.3.c	6.NS.A.1	6.EE.A.4	6.NS.B.4	6.NS.C.7.d	6.RP.A.1	6.EE.B.7	6.EE.C.9	6.NS.C.6.b	6.RP.A.2	6.RP.A.3.a	6.EE.A.2.c	6.NS.A.1			
Correct Answer -->				A	D	B	C	C	D	D	C	D	C	D	B	A	A	C	C	D	C	B	D	D			
Proficiency				Overall																							
City Average			2.86	54%	75%	70%	59%	61%	66%	53%	68%	70%	52%	56%	45%	60%	57%	65%	60%	53%	39%	76%	70%	43%	64%		
Grade Average			2.11	33%	48%	38%	34%	45%	48%	36%	62%	45%	28%	43%	12%	53%	38%	48%	28%	21%	38%	69%	72%	24%	45%		
Class 07B Average			13	0	1.99	30%	36%	24%	32%	32%	44%	32%	72%	40%	12%	48%	8%	64%	28%	56%	20%	20%	32%	60%	72%	20%	40%
Difference: Class 07B vs City				-24%	-39%	-46%	-27%	-29%	-22%	-21%	+4%	-30%	-40%	-8%	-37%	+4%	-29%	-9%	-40%	-33%	-7%	-16%	+2%	-23%	-24%		
		3.08	60%	A	D	C	C	C	D	D	C	A	C	A	B	A	C	B	C	D	C	B	C	D			
	Y	2.75	52%	A	D	D	C	A	D	D	C	A	B	C	B	A	A	A	D	D	C	B	D	D			
	Y	2.67	50%	B	D	B	C	C	D	A	C	D	C	D	B	A	A	C	D	B	C	B	A	D			
		2.42	44%	A	B	C	A	B	D	D	C	A	C	A	C	C	A	C	A	B	C	B	C	D			
		2.42	44%	B	B	D	A		C	D	A	A	B	A	B	C	A	D	A	D	C	B	A	D			
		2.33	42%	C	D	B	C	D	C	C	A	B	C	C	B	D	D	C	A	D	B	B	D	C			
		2.08	38%	D	B	C	C	A	D	D	C	B	C	A	B	D	B	C	D	B	C	B	B	D			
		2.00	35%	A	A	B	D	A	D	D	B	A	D	A	B	B	A	B	D	B	C	B	B	C			
		1.98	33%	A	B	C	C	D	A	B	B	B	A	C	B	A	A	B	C	A	C	D	B	D			
	Y	1.95	31%	A	C	C	D	C	C	B	C	B	C	C	B	D	A	A	A	B	C	B	B	C			
	Y	1.95	31%	C	A	D	B	C	A	A	D	D	C	A	B	C	C	A	C	D	D	B	A	D			
		1.95	31%	B	C	C	A	C	C	D	C	A	B	A	A	A	A	D	C	C	C	A	C	B			
		1.90	27%	A	D	D	A	C	B	D	D	B	A	C	B	A	C	D	A	D	B	C	D	C			
	Y	1.87	25%	B	C	B	A	C	D	D	D	A	C	A	B	D	D	B	D	B	C	B	A	D			
	Y	1.83	23%	C	A	B	B	D	B	D	B	A	C	B	B	B	A	D	D	C	D	A	D	A			
	Y	1.83	23%	D	C	B	C	B	B	D	C	B	C	C	A	B	B	B	A	C	A	B	B	B			
	Y	1.78	21%	B	D	C	C	C	B	C	C	A	A	C	D	C	C	C	A	D	C	B	B	A			
		1.78	21%	C	B	C	B	A	D	D	C	B	A	A	D	C	A	D	A	C	B	C	A	B			
	Y	1.78	21%	C	B	A	A	D	B	D	D	C	C	A	B	C	C	D	A	B	D	B	C	D			
	Y	1.70	19%	A	B	A	B	C	B	D	D	D	A	B	C	B	D	B	D	A	C	B	A	B			
	Y	1.51	15%	A	C	B	D	C	C	D	D	A	C	C	D	C	A	B	A	C	D	A	C	A			
	Y	1.51	15%	C	C	B	A	D	B	D	A	C	A	C	D	A	B	D	C	A	D	A	D	C			
		1.43	13%	C	B	C	A	C	A	D	B	A	A	A	B	C	A	B	A	B	D	B	B	C			
	Y	1.37	10%	B	A	C	A	D	B	C	D	A	D	A	B	B	A	A	A	A	C	B	B	A			

Student Responses:

Multiple Choice Questions: Correct Answer; Response Questions: Earned all possible points

Multiple Choice Questions: Incorrect Answer; Response Questions: Did not earn all possible points

Questions Not Released

Differences:
Class 07B vs
City

>= 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

Class 07B Average /
Overall:

>= 15% Above City Avg

0%-15% Above City Avg

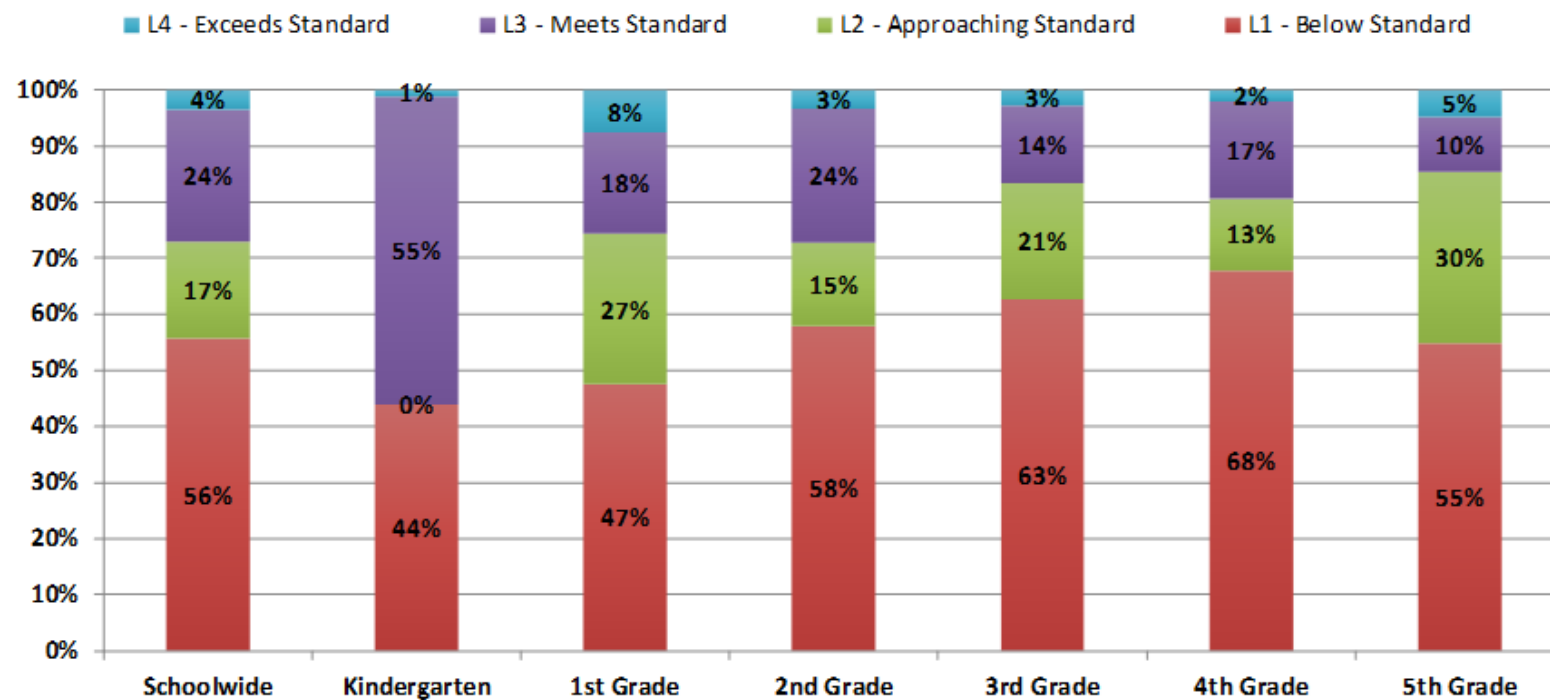
0%-15% Below City Avg

0%-15% Below City Avg

F&P - Summary of Round 2 Results - Schoolwide - All_Students - November 2019



Grade	Total # Students Tested	L1 - Below Standard		L2 - Approaching Standard		L3 - Meets Standard		L4 - Exceeds Standard		PA*		Meeting or Exceeding Standard	Avg Reading Level	Avg
		#	%	#	%	#	%	#	%	#	%			
Schoolwide	502	280	56%	86	17%	118	24%	18	4%	59	12%	27%	H	7.74
Kindergarten	89	39	44%	33	37%	49	55%	1	1%	39	44%	56%	A	0.62
1st Grade	78	37	47%	21	27%	14	18%	6	8%	5	6%	26%	D	3.58
2nd Grade	88	51	58%	13	15%	21	24%	3	3%	7	8%	27%	F	6.08
3rd Grade	72	45	63%	15	21%	10	14%	2	3%	5	7%	17%	I	9.18
4th Grade	93	63	68%	12	13%	16	17%	2	2%	3	3%	19%	L	11.86
5th Grade	82	45	55%	25	30%	8	10%	4	5%	30	37%	15%	O	15.27



Progress - Schoolwide

Progress Sept 19 - November 19

# of Students with Sept & Nov 19 results	Avg Letter Grade - Sept 19	Avg Letter Grade - Nov 19	Avg Letter Grades Progress	Avg Years Progress*	% on track for 1 or More Year Progress*
--	----------------------------	---------------------------	----------------------------	---------------------	---

*For K-2, 1 year progress = 5 letter grades. For 3-5, 1 year progress = 3 letter grades.

Schoolwide	496	G	H	0.92	0.23	65%
Kindergarten	87	PA	A	0.63	0.13	57%
1st Grade	78	B	D	1.56	0.31	87%
2nd Grade	87	E	F	1.01	0.20	63%
3rd Grade	71	I	I	0.75	0.25	66%
4th Grade	91	K	L	0.90	0.30	63%
5th Grade	82	O	O	0.67	0.22	57%

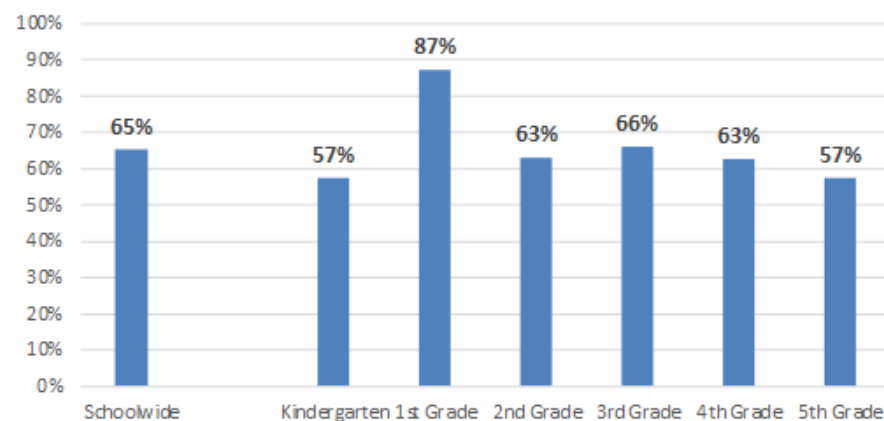
Progress November 18 to November 19

# of Students with Nov 18 & Nov 19 results	Avg Letter Grade - Nov 18	Avg Letter Grade - Nov 19	Avg Letter Grades Progress	Avg Years Progress*	% on track for 1 or More Year Progress*
--	---------------------------	---------------------------	----------------------------	---------------------	---

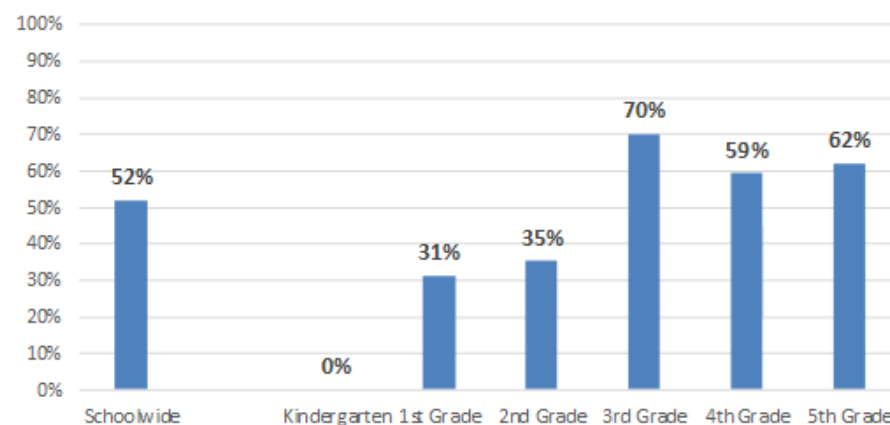
344	G	J	3.26	0.91	52%
0					
61	A	D	3.36	0.67	31%
71	C	F	3.58	0.72	35%
60	G	J	3.52	1.17	70%
81	I	L	2.91	0.97	59%
71	M	P	3.04	1.01	62%

% of Students on Track for 1 year progress

Sept 19 - Nov 19



Nov 18 to Nov 19



3) Supportive Environment Survey Design and Analysis

It's never been more critical to create a supportive environment and to support students' social emotional learning. But to address students' needs and assess your efforts, you need data and insights. District Public can help you create and analyze surveys that can help you get to know your students, uncover insights on your school's initiatives, guide future programs, and identify students in greatest need.

Gender Pronouns *

A pronoun is a word that refers to either the people talking (like I or you) or someone or something that is being talked about (like she, it, them, and this). Gender pronouns (like he and hers) specifically refer to people that you are talking about. Which words would you like us to use for you?

☐ he/him

☐ she/her

☐ they/them

☐ Other...

My favorite food is... *

Short answer text

My favorite hobby is... *

Short answer text

One thing I wish my teachers knew about me is... *

Short answer text

My responsibilities outside of school are... *

Short answer text

District Public helps schools make sense of open-response questions by identifying themes and flagging notable responses.

Sample responses: What do you like least about Remote Learning?

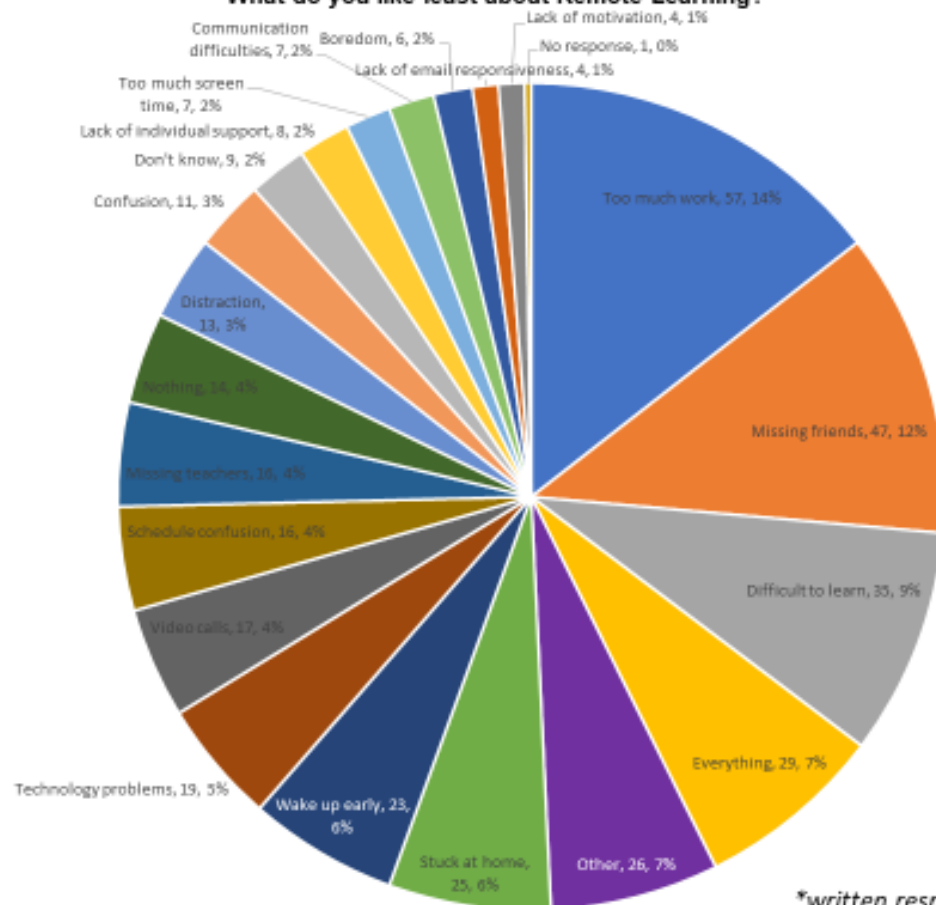
Approach 3: Thematic analysis

Response	Theme
<i>"I miss human contact. Were I in real school, I'd get to be around people my age while also working on making friends (since I'm quite lonely)." –10th grader</i>	Missing friends
<i>"It's more independent so I really can't get the 1 on 1 learning like I could get in school." – 12th grader</i>	Difficult to learn
<i>"The lack of human communication, I feel I learn better, and maybe even everyone, with someone in front of me explaining or correcting " – 11th grader</i>	Difficult to learn
<i>"Having to depend on technology. I'd rather use my pen and notebook to write things down so that my handwriting can be on point. Typing is frustrating." – 9th grader</i>	Technology challenges
<i>"Well you guys are constantly dropping assignments like the album's. Like I thought there was no school today. Ya be dragging it, " –9th grader</i>	Excessive work
<i>"Some teachers take advantage of the fact that we are home, they think that we have all day to do their work." –12th grader</i>	Excessive work



Students' top complaints about remote learning were excessive work, missing human interaction with friends and teachers, and difficulties learning remotely

What do you like least about Remote Learning?*



Approach 3: Thematic analysis

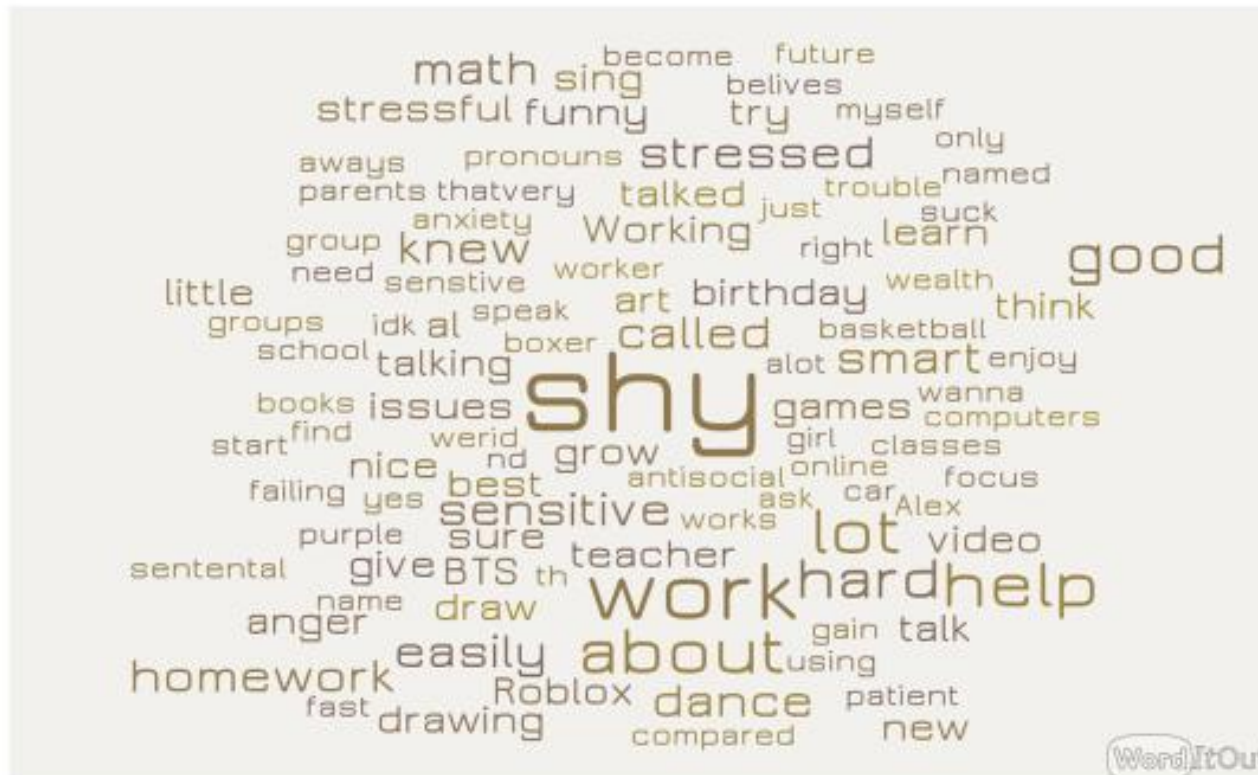
- 14% complained that **there was too much work**
- 12% cited **missing their friends**, or missing out on meeting new friends
- 9% cited some way in **which learning remotely was more difficult that in person**.
- 6% cited **waking up early** as a chief complaint
- Others cited **frustration related to using technology**.
 - 5% cited problems with technology not working,
 - 2% complained of spending too much time in front of screens
- **Confusion** was a common theme.
 - 3% cited being confused about instructions or content
 - 4% cited specifically confusion about schedules
- **Boredom** was another theme.
 - 6% made some version of a complaint about being stuck at home
 - 2% said explicitly they were bored.
- 4% said that **they didn't like video calls** – some citing attending calls and others not wanting to speak on them

*written responses coded by category. Responses collected from 394 students.

16

Common words like “shy”, “stressed”, and “homework” give a clue as to what was on students’ minds. 25 students (22% of respondents) said “nothing” or that they didn’t know

Word cloud- Middle schoolers' responses to: "One thing I wish my teachers knew about me is..."*



Approach 2: Natural Language Processing

**Based on 113 middle school responses. Duplicate responses were removed. Select words that did not provide useful information were removed, such as "sometimes", "I'm", "person", "people", etc*

District Public's analysis helps schools identify and get to better know the groups of students who are especially struggling with remote learning and may need extra support.

Clustering analysis reveals three distinct groups of students. The group with the greatest need flagged needing extra help and greater responsiveness and wants less work assigned

Typical responses by group

Question	Group A	Group B	Group C
Q3 How do you feel overall about distance education?	Good	Average	Below Average
Q4 How stressful is distance learning for you during this time?	I'm Okay	Somewhat Stressful	Very Stressful
Q5 How peaceful is the environment at home while learning?	Very Peaceful	Moderately peaceful	Moderately peaceful
Q6 How comfortable are you with Google Classroom?	Comfortable	Comfortable	Not very comfortable
Q7* How can Sample School be more helpful to you? Top Response (>10 Students)	"Already Helpful" (38)	"Nothing" (49)	"Provide Extra Help" (18)
Q7* How can Sample School be more helpful to you? 2nd Response (>10 Students)	"Nothing" (31)	"Already Helpful" (35)	"Assign Less Work" (16)
Q7* How can Sample School be more helpful to you? 3rd Response (>10 Students)			"Be More Responsive" (12)

Q7 - Excludes "Don't Know", "No Response" from the list of most common responses

Number of responses by group, by grade

Grade	Group A	Group B	Group C	Total
6th	14	17	21	52
7th	14	16	9	39
8th	15	19	13	47
9th	37	28	27	92
10th	22	22	25	69
11th	10	14	24	48
12th	17	22	8	47
Schoolwide	129	138	127	394

6

Grade level	Group	Student name	Gender Pronouns	My favorite food is...	My favorite hobby is...	One thing I wish my teachers knew about me is...	My responsibilities outside of school are...
6	C	Student 13	he/him	rice in beans	I like being funny	i love being in your class	My responsibilities are doing homework
6	C	Student 14	they/them	mofongo	basketball	i am a person that believes in god. i like doing my work because in future that is something that will speak up for me	doing my homework help my brother with his work if he needs help
6	C	Student 15	she/her	Rice,chicken,soup,pizza,fries,mc donalds,	My favorite hobby is playing with my brothers,doing art,also painting	That I am a nice girl and. I like to paint and do art and when I grow up I want to be a police officer	Are to protect my self and also get home safe
6	C	Student 16	she/her	McDonald's	Drawing	That I like to learn more about math.	Behave.
6	C	Student 17	she/her	Baked potato with steak and corn.	Play the piano and singing.	That I am a very shy person and I be doubting myself a lot. My mom is always helping me bring my confidence back on track.	To stay focus on what's important and stay on track to achieve my goals.
6	C	Student 18	she/her	Rice	Sports	I am not really used to online classes	Be kind
6	C	Student 19	Actually she/her but also they/them	Macaroni	Drawing	How much I love art	Making my bed getting ready for work(school) cleaning my room
6	C	Student 20	she/her	Sushi	Singing	I don't really know when I'm doing well at something I always think I'm failing so if I'm doing something right can you let me know	Chores
7	C	Student 21	he/him	Churros	Gaming/Football	That homework is really stressful and it's not good to give a lot of homework during this pandemic and with the elections it's just to stressful	Taking care of myself/my belongings
7	C	Student 22	she/her	Burger w/ fries	Dancing and singing	I'm a little shy	Chores
7	C	Student 23	they/them	Lasagna	Gaming	How incredibly lazy I can be compared to how much I can do	Homework
7	C	Student 24	she/her	Yellow Rice with corn and Mashed Potatoes. ❤️	My favorite hobby is to draw. 😊	One thing I wish my teachers knew about me is the date of my birthday, October 2nd.	Learning how to cook food and taking care of my pets.
7	C	Student 25	she/her	spaggeti	music/singing	i can sing	making my bed cooking and taking care of my siblings when moms at work
9	C	Student 46	she/her	I don't have a favorite food I like all foods	writing and singing	I'm very quite and stay to myself most of the time, I get mad/angry easily.	go home clean the dishes take the trash out if there is any and do my work.
9	C	Student 47	she/her	Koren food	to sleep and eat	I don't like people	a sister,a gf,etc
9	C	Student 48	she/her	i like quesadillas and salmon	i love to paint	i am really hardworking but i can easily get overwhelmed and i hate being put on the spot because i get a lot of anxiety.	currently nothing just to help around the house, but im looking top start a small business which is a big responsibility
9	C	Student 49	she/her	I love my mom's cooking anything she makes	Reading, drawing watching anime	Hate bullies, shy quiet won't talk unless I feel comfortable with you	Helping my mom around the house
9	C	Student 50	he/him	Pizza	Play games	Im shy	ok good
9	C	Student 51	she/her	Sushi	Playing football	I'm kind of bipolar and now I'm lazy but I am very organized	Playing sports making sure to do all my chores and taking care of my mom
9	C	Student 52	she/her	Chicken nuggets	to dance	I can't stay focus for that long unless it's something interesting	get good grades and be the best child i can be
9	C	Student 53	he/him	pizza	watching movies	idk	not sure
9	C	Student 54	she/her	Lasagna	Drawing and coloring	Nothing	Going home
9	C	Student 55	she/her	Pizza	Gymnastics	My name	Go home
9	C	Student 56	she/her	Ramen	art and minecraft	that I like anime	Washing dishes
9	C	Student 57	she/her	Chicken, mac and cheese, pizza	Singing, listening to music, talking to people	I love to sing and i'm very positive	Singing

4) Individual Student Reports for Families

District Public can help you deliver personalized reports to keep students and families informed and engaged about student learning. Deliver information by mail or email, with student attendance, learning progress, grades, or any other information you would like to include - building on the systems you are already using.

Dear Family Members of: Student Name Grade: 8th Grade
Class: 803

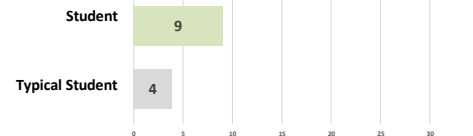
This report is to inform you how Student did in school last year and her attendance this year, to help you best support to succeed this school year. Please review the information carefully and let us know if you have any questions. Thank you!

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.

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

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's Attendance History				School Average 2019-2020 YTD
	2016-17	2017-18	2018-19	2019-20 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

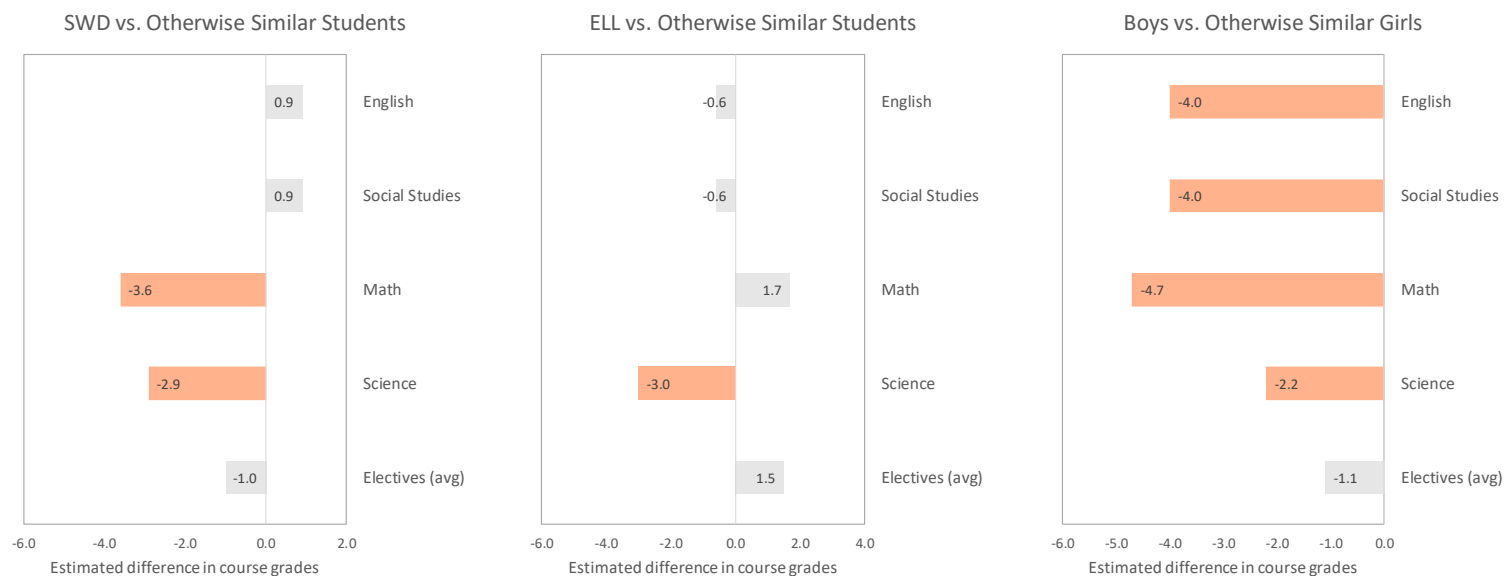
Student has been using the iReady program at school, which assesses her on Math and English. she is given a score in each of several areas. You can help by giving her support and practice with the areas she is weak on, which are the ones where she is one, two or more grade levels below. These are her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

Math				ELA					
Grade 5 ← Your Overall Math level in iReady				Grade 5 ← Your Overall ELA level in iReady					
Two or More Grade Levels Below				Two or More Grade Levels Below					
Number and Operations	Algebra	Measurement & Data	Geometry	Phonological Awareness Placement	Phonics Placement	High-Frequency Words Placement	Vocabulary Placement	Comprehension: Literature	Comprehension: Informational Text
Grade 5	Grade 6	Grade 5	Grade 6	Tested Out	Tested Out	Tested Out	Grade 5	Grade 4	Grade 7
Two or More Grade Levels Below	Two or More Grade Levels Below	Two or More Grade Levels Below	Two or More Grade Levels Below	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

5) Grading Equity Analysis

How do you know if your school is grading students fairly and equitably? District Public can provide an analysis that shows how students have been graded compared to what we would expect based on their performance on standardized assessments (e.g. MAP). This analysis can help inform 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.

6) Data Trackers and Teacher Summaries

Tired of flipping between systems to find data on students' progress? District Public can bring your disparate data sources together into one, custom built, easy-to-navigate tool so you can see your key student data all in one place. Provide focused, easy-to-consume data to teachers to inform instruction.

Student Name	Class	Attend Tier YTD	Attend Tier Sep-Dec	ELL	Jan-Feb Attend	YTD Attenda	DRP Score - Fall	DRP Level - Fa	DRP Score - Winter	DRP Level - Winter	ELA 1819 ProfSco	Math 1819 ProfScor
	602	Tier 2	Tier 2		88.9%	87.8%	58	High Level 2	60	High Level 2	3.23	2.08
	602				97.2%	96.2%	41	High Level 1	41	Low Level 1	1.84	1.95
	602		Tier 1		100.0%	96.2%	47	Low Level 2	49	Low Level 2	1.75	1.94
	602				97.2%	96.2%	50	Low Level 2	52	Low Level 2	3.08	2.42
	602				100.0%	98.1%	48	Low Level 2	50	Low Level 2	2.13	2.33
	602	Tier 3	Tier 3		83.3%	82.2%	50	Low Level 2	52	Low Level 2	2.33	2.08
	602	Tier 1	Tier 1	Former	91.7%	93.4%	58	High Level 2	60	High Level 2	3.46	1.82
	602	Tier 1	Tier 1		86.1%	90.6%	74	Level 4	76	Level 4	3.23	2.42
	602				97.2%	99.0%	42	High Level 1	44	High Level 1	1.79	1.98
	602				100.0%	97.1%	52	Low Level 2	57	High Level 2	3.08	2.33
	602	Tier 1	Tier 1		100.0%	94.3%	45	Low Level 2	47	Low Level 2	1.86	2.00
	602	Tier 3	Tier 3		91.7%	82.2%	36	Low Level 1	38	Low Level 1	1.79	1.77
	602				100.0%	98.1%	53	Low Level 2	55	Low Level 2	1.81	3.08
	602				100.0%	97.1%	57	High Level 2	62	Level 3	3.08	2.67
	602	Tier 3	Tier 3		61.1%	51.8%					1.95	1.22
	602				97.2%	98.1%	60	High Level 2	62	High Level 2	3.00	2.75
	602				94.4%	97.1%	42	High Level 1	44	High Level 1	1.79	1.91
	602	Tier 2	Tier 2		94.4%	88.7%	56	High Level 2	58	High Level 2	2.60	1.77
	602	Tier 1	Tier 1	Former	88.9%	91.5%	35	Low Level 1	37	Low Level 1	2.00	1.74
	602	Tier 1	Tier 2		94.4%	90.6%	43	High Level 1	41	Low Level 1	2.13	2.25
	602				94.4%	96.2%	29	Low Level 1	31	Low Level 1	1.73	1.69
	602		Tier 1		97.2%	95.3%	63	High Level 2	65	High Level 2	4.04	2.33
	602				100.0%	100.0%	64	Level 3	66	Level 3	3.08	2.83
	602				97.2%	97.1%	55	High Level 2	57	High Level 2	3.46	2.08
	602				91.7%	96.2%	44	High Level 1	51	High Level 2	1.57	1.89
	602				100.0%	98.1%	49	Low Level 2	51	Low Level 2	2.13	1.95
	603			Former	100.0%	98.1%	79	Level 4	81	Level 4	3.69	4.41
	603	Tier 3	Tier 3		91.7%	79.2%					3.46	3.50
	603	Tier 1			88.9%	93.4%	55	High Level 2	57	High Level 2	2.47	3.42
	603			#N/A		100.0%					#N/A	#N/A
	603			Former	94.4%	95.3%	47	Low Level 2	49	Low Level 2	3.69	2.83
	603				97.2%	96.2%	51	Low Level 2	53	Low Level 2	2.33	4.07
	603	Tier 1	Tier 1		88.9%	91.5%	58	High Level 2	60	High Level 2	2.60	1.95
	603				100.0%	99.0%	54	High Level 2	56	High Level 2	2.60	2.83
	603				97.2%	99.0%	53	Low Level 2	55	Low Level 2	3.23	3.50

OSIS	Student Name	Learning Preference	Grade Level	Class	SWD	ELL	YTD Attendance as of 3/25/21	2019 state exam results				Math iReady - Winter								Math iReady Progress	IXL Progress (2/23/21)				
								ELA proficient	ELA growth percent	Math proficient	Math growth percent	Completion Date	Overall Placement	Overall Relative Placement	Quantile Measure	Number and Operations Placement	Algebra and Thinking Placement	Measurement and Data Placement	Geometry Placement	Overall Placement - Numerical equivalent	Overall Placement Gained/Lost	Math questions answered	Math skills practiced	Math skills proficient	Math skills mastered
		R	7	6DS			91.3%	1.81	39	1.77	4	2/25/2021	Level 4	3 or More Grade Levels Below	620Q	Level 5	Level 3	Level 6	Level 3	4.6	-0.6	0	0	0	0
		R	7	6DS			87.0%	2.33	74	3.42	94	2/9/2021	Level 5	2 Grade Levels Below	685Q	Level 5	Level 5	Level 4	Level 6	5.4	0.3	0	0	0	0
		R	7	6DS			98.2%	1.84	24	2.5	53	2/8/2021	Level 6	1 Grade Level Below	800Q	Level 6	Early 7	Level 6	Level 5	6.3	-0.6	107	2	2	2
		R	7	6DS	Y	Y	90.5%	2.27	76	1.94	43	2/9/2021	Level 5	2 Grade Levels Below	685Q	Level 5	Level 5	Level 3	Level 6	5.4	1.4	0	0	0	0
		R	7	6DS	Y		100.0%	2.73	61	1.95	64	3/3/2021	Level 5	2 Grade Levels Below	705Q	Level 6	Level 4	Level 6	Level 4	5.6	-0.5	0	0	0	0
		R	7	6DS			66.3%	2.13	43	1.82	51	3/11/2021	Level 3	3 or More Grade Levels Below	505Q	Level 4	Level 3	Level 2	Level 2	3.5	-0.1	0	0	0	0
		R	7	6DS			97.4%	4	49	2.33	87	2/8/2021	Level 9	Mid or Above Grade Level	1325Q	Max Score	Level 9	Max Score	Level 9	9.8	2.1	111	2	2	2
		R	7	6DS			87.0%	1.94	20	1.86	15	3/3/2021	Level 4	3 or More Grade Levels Below	560Q	Level 4	Level 5	Level 3	Level 2	4	-1	0	0	0	0
		R	7	6DS			94.8%	2.6	5	2.83	45	2/9/2021	Level 6	1 Grade Level Below	820Q	Level 6	Level 6	Level 6	Level 6	6.4	0	93	3	1	1
		R	7	6DS	Y	Y	99.1%	1.69	16	1.83	40	2/8/2021	Level 3	3 or More Grade Levels Below	480Q	Level 4	Level 2	Level 1	Level 4	3.2	-0.7	3	1	0	0
		R	7	6DS			93.9%	1.84	5	1.86	46	2/8/2021	Level 4	3 or More Grade Levels Below	650Q	Level 5	Level 5	Level 5	Level 3	5	-0.6	0	0	0	0
		B	7	7AB			92.2%	1.88	71	1.82	58											0	0	0	0
		B	7	7AB	Y	Y	95.6%	1.57	1	1.82	46	2/22/2021	Level 3	3 or More Grade Levels Below	505Q	Level 4	Level 5	Level 2	Level 2	3.5	0.6	42	2	0	0
		B	7	7AB	Y		93.1%	3	95	1.82	63	3/8/2021	Level 4	3 or More Grade Levels Below	650Q	Level 4	Level 5	Level 5	Level 5	5	0.1	0	0	0	0
		B	7	7AB			98.2%	2.47	33	2.25	60	2/23/2021	Level 5	2 Grade Levels Below	695Q	Level 5	Level 5	Level 3	Level 6	5.4	-0.4	2	1	0	0
		B	7	7AB			87.9%	1.98	30	2.5	84	3/1/2021	Level 6	1 Grade Level Below	755Q	Level 6	Level 4	Level 6	Level 6	6.1	-0.3	67	1	1	1
		B	7	7AB	Y		99.1%	1.95				2/9/2021	Level K	3 or More Grade Levels Below	125Q	Level K	Level 2	Level K	Level K	1	0	11	1	0	0
		B	7	78B			98.2%	3.69	85	2.25	25	2/8/2021	Level 6	1 Grade Level Below	780Q	Early 7	Level 6	Level 5	Level 4	6.2	-0.6	33	2	0	0
		B	7	78B	Y		62.9%	1.91	35	1.82	8											0	0	0	0
		B	7	78B			47.4%	3.46	88	2.67	87											0	0	0	0
		B	7	78B			91.3%	4.5	100	4.12	42	2/8/2021	Early 7	Early On Grade Level	1025Q	Mid 7	Early 7	Mid 7	Level 6	7.3	0	0	0	0	0
		B	7	78B			97.4%	3.69	69	3.17	73	2/8/2021	Level 6	1 Grade Level Below	755Q	Level 6	Level 6	Level 6	Level 5	6.1	-0.4	70	2	0	0
		B	7	7CB			90.5%	2	58	1.95	92	2/25/2021	Level 6	1 Grade Level Below	745Q	Level 6	Level 6	Level 6	Level 4	6	1.4	0	0	0	0
		B	7	7CB			75.8%					2/24/2021	Mid 7	Mid or Above Grade Level	1165Q	Late 7	Mid 7	Mid 7	Mid 7	7.7	0.4	0	0	0	0
		B	7	7CB			99.1%	3.46	83	3.42	60	2/8/2021	Level 6	1 Grade Level Below	865Q	Early 7	Level 6	Mid 7	Level 5	6.7	0.6	106	5	1	1
		B	7	7CB			99.1%	3.46	92	1.94	29	2/8/2021	Level 6	1 Grade Level Below	745Q	Level 6	Level 6	Level 5	Level 4	6	0.6	78	2	1	0
		B	7	7CB		Y	94.8%	1.73	52	1.82	58											0	0	0	0

7) Cohort Assignment Tool

Trying to figure out how to assign your students to classes for in person and remote learning, while adhering to social distancing guidelines and ensuring students receive their mandated services? Our cohort assignment tool can help you create assign classes quickly and efficiently, and allows school leaders to easily change assignments and see the impact in real time.

	Cohort A	Cohort B	Difference		Cohort A	Cohort B	Difference		Cohort A	Cohort B	Difference
Overall	133	134	-1	GenEd	69	72	-3	All SPED	27	28	-1
Grade 6	43	43	0	GenEd ELL	37	34	3	ICT / SETTS	11	15	-4
Grade 7	45	44	1	SPED Mono	21	21	0	Self-Contained	16	13	3
Grade 8	45	47	-2	SPED+ELL	6	7	-1				

**** Update Only Columns A and B - Manually assign students to Cohort (Column A) and Class (Column B), formulas at the top automatically update**

						365	Students in Filter				
Cohort	Class	Sibling	Level	Last Name	First Name	Student ID	Parent	Location	Phone #	Grade	Off Cls
A	6A6		6							160	605
A	6A8		6								0
A	6A1		6								606
A	6A1		6								606
			6								604
			6								603
			6							160	606
			6							160	603
			6							160	605
			6					Blended		160	602
			6					Blended		160	604
			6					Blended		160	605
			6							160	605
			6							160	605
			6					Blended		160	604
			6					Blended		160	604
			6					Blended		160	604
			6							160	604
			6							160	605
			6							160	605
			6							160	606
			6							160	605

1. School leaders can assign students to cohorts and classes

2. The results of the assignments on the balance of cohorts is immediately seen, and flagged where a significant imbalance is created

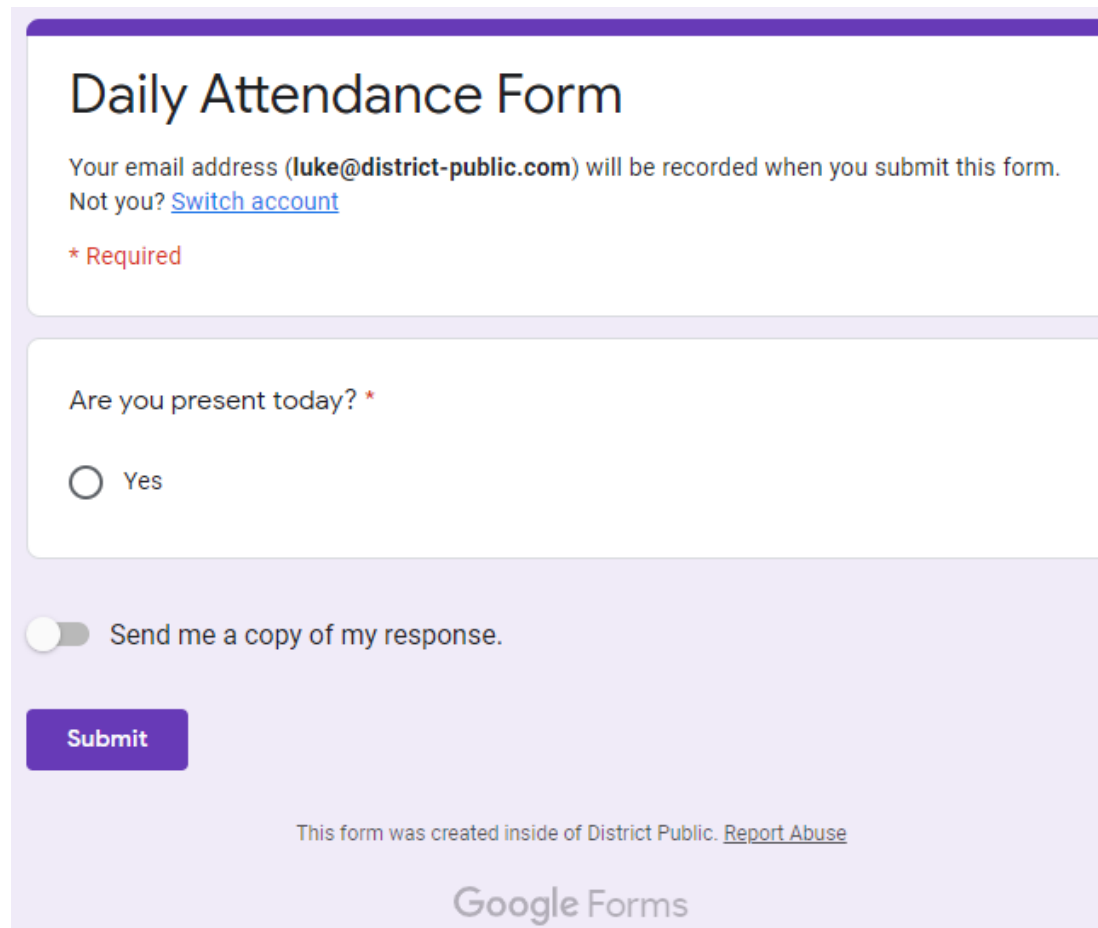
						=< 7 Students	8-9 Students	>= 10 Students
Cohort C					# Classes	11	1	7
Cohort C			152	56	56	38	31	47
Class	Room #	Capacity	# Students	High Scores	Mid Scores	Low Scores	# SPED	# ELL
6C1	368	16	15	2	6	7	3	9
6C2	364	12	12	5	4	3	4	
6C3	361	11	10	7	3		1	
6C4	363	12	12	8	3	1		
6A5			2			2		2
9CS	569	8	5		2	3	5	4
7C1	365	12	12	3	7	2	5	10
7C2	367	11	11	3	6	1	5	
7C3	461	13	11	7	3	1		
7C4	463	13	11	6	4	1		
7A5			4			3		4
8A1			7	2	4	1	2	2
8A2			6	2	3	1	2	
8A3			0					
8A4			5	2	2	1		2
8A5			8		2	6		8
8B1			7	4	1	2	2	3
8B2			7	3	1	3	2	1
8B3			0					
8B4			7	2	5			2

3. The tool allows school leaders to see the number and distribution of students in classes, and where rooms might be approaching or exceeding capacity

8) Attendance Tracking and Analysis

District Public can build or customize a simple, easy-to-use system for tracking and analyzing students' attendance in both remote and in-person learning environments. We can help you launch a new system, or streamline your current systems to more easily track, analyze, and prepare attendance data.

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



The image shows a Google Form titled "Daily Attendance Form". At the top, it states: "Your email address (luke@district-public.com) will be recorded when you submit this form. Not you? [Switch account](#)". Below this is a red asterisk and the word "Required". The main question is "Are you present today? *", followed by a radio button labeled "Yes". At the bottom left, there is a toggle switch labeled "Send me a copy of my response." which is currently turned off. A purple "Submit" button is located below the toggle. At the very bottom, it says "This form was created inside of District Public. [Report Abuse](#)" and the "Google Forms" logo.

For each student, you can see today's attendance, attendance for the past 5 school days, and attendance year to date in a sortable, filterable format. You can flag students whose attendance is low or declining for intervention.

				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
		8	CSO (801)	75%	60%	Present	Present	Present	Present	--	--
		8	CSO (801)	83%	80%		Present	Present	--	Present	Present
		8	VT (803)	67%	40%	Present	Present	Present	--	--	--
		8	TUSK (805)	75%	100%	Present	Present	Present	Present	Present	Present
		7	RENS (705)	33%	60%		Present	Present	--	Present	--
		8	VT (803)	17%	40%		Present	--	--	--	Present
		6	WCC (602)	17%	40%		Present	Present	--	--	--
		8	TUSK (805)	8%	20%		Present	--	--	--	--
		8	VT (803)	50%	60%	Present	Present	Present	--	Present	--
		8	VT (803)	8%	20%		Present	--	--	--	--
		6	PRATT (603)	75%	100%		Present	Present	Present	Present	Present
		6	PARS (606)	25%	40%		Present	Present	--	--	--
		6	WCC (602)	92%	100%	Present	Present	Present	Present	Present	Present
		6	CU (605)	67%	100%	Present	Present	Present	Present	Present	Present
		6	FIT (619)	17%	40%	Present	Present	Present	--	--	--
		7	RIT (704)	92%	100%	Present	Present	Present	Present	Present	Present
		6	PARS (606)	25%	40%		Present	Present	--	--	--
		7	MIT (703)	33%	40%		Present	Present	--	--	--
		8	HOPK (802)	75%	100%		Present	Present	Present	Present	Present
		7	A&T (702)	92%	100%		Present	Present	Present	Present	Present
		6	RISD (601)	83%	100%	Present	Present	Present	Present	Present	Present
		7	A&T (702)	92%	100%	Present	Present	Present	Present	Present	Present
		6	PARS (606)	67%	100%		Present	Present	Present	Present	Present
		8	HOPK (802)	25%	60%		Present	Present	Present	--	--
		7	RIT (704)	67%	100%	Present	Present	Present	Present	Present	Present
		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 date in E3 of the DP Remote Learning Attendance tool is for the current date.

OSIS	Student Name	Grade	Class	4/3/2020				
		7	702	No				
		6	601	No				
		6	601	No				
		8	802	No				
		7	704	No				
		6	602	No				
		7	701	No				
		7	703	No				
		8	802	No				
		6	603	No				
		7	701	No				
		7	703	No				
		7	702	No				
		7	704	No				
		6	603	No				
		8	803	No				
		6	603	No				
		7	703	No				
		6	601	No				
		6	602	No				
		6	604	No				
		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

Turn your attendance results into in real-time Remote Learning analysis by grade and subgroup. We can compare remote and in-person attendance to better understand trends by grade, class, subgroup, and individual student.



Attendance Analysis - Grades and Subgroups

Legend													
<div>Above 9490 - 9485 - 89Below 85</div>													
		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%

9) 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? District Public can help. Whatever the task – big or small – let us help you. Contact us to schedule a videoconference or phone call.