



Sample Book – High School

School Year 2020-2021

Analyses

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1) Mock Regents Assessments and Analysis

Remote learning has created challenges for schools trying to better understand what students know and don't know. District Public can help you administer and analyze mock assessment results by cohort, subgroup, standard, and question to help you identify students' strengths and weaknesses, and create a starting point for your inquiry process.

Living Environment Regents mini-mock assessment - Sample

* Required

Email address *

Your email

What is your name?

Your answer

Question 1 - 4.2

1 point

Identical twins were separated at birth and raised by two different families. Years later, one twin was a physically fit member of the cross-country team, and the other twin was overweight with slightly higher-than-normal blood pressure. The differences in these twins could be explained by the fact that

- (1) the genes in the two individuals are completely different
- (2) in twins, each individual inherits genes from only one parent
- (3) the DNA bases in twins combine differently
- (4) the environment can influence the expression of genes

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

2) Regents Exams Analysis

Our Regents analyses come in two parts: 1) Leadership Team Analysis and 2) Teacher Team Analysis.

The Leadership Team Analysis is a breakdown of overall results on past and most recent Regents exams across all subjects, aimed at helping school leaders see overall trends in exam attempts, passing rates, and performance across all subjects.

The Teacher Team Analysis are detailed subject level views of results on past Regents exams for each subject, aimed at helping teachers hone in on what standards and question types their students have struggled with most over the past few Regents exams. Included here are a subset of the analysis for the Algebra I exam.

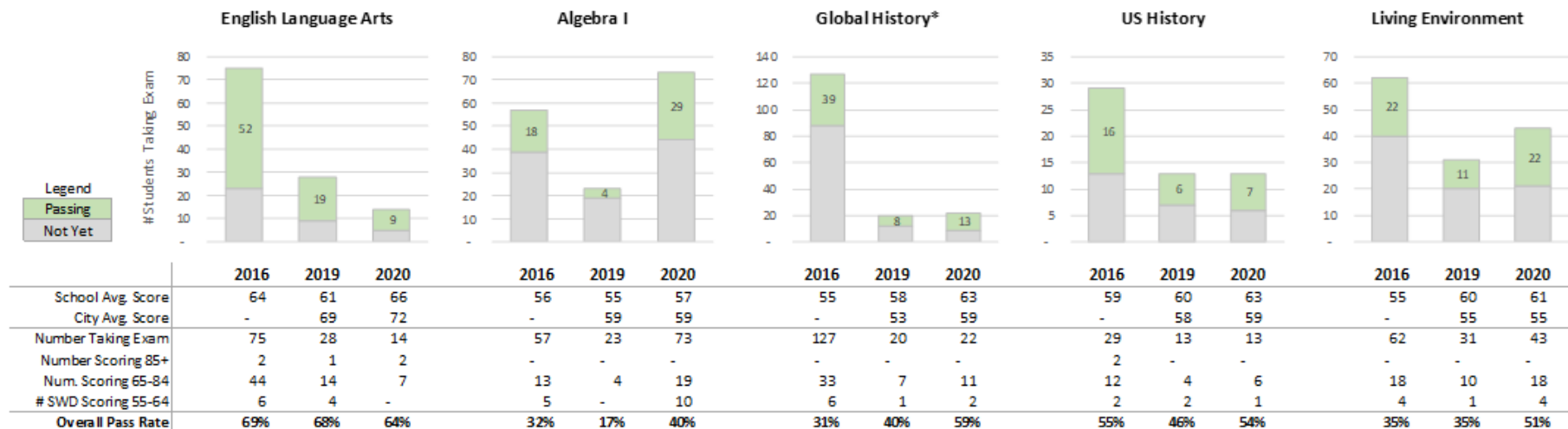
Regents Trends - Schoolwide Summary

January & June
Exam Periods

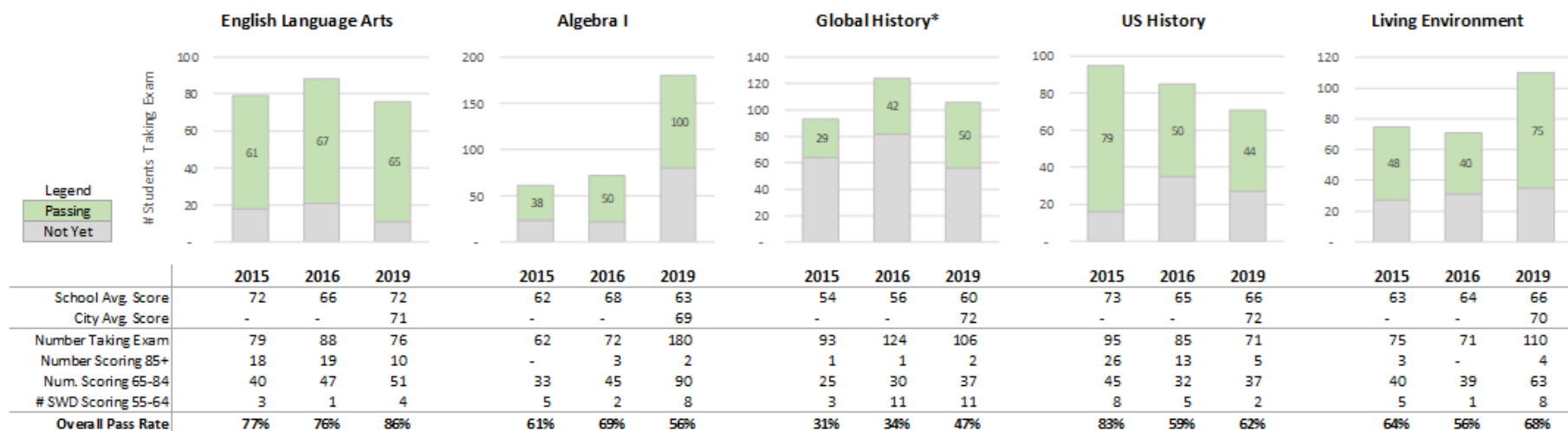


This page surveys Regents passing trends at this school for the exams taken by the most students. Bar charts show the total number of students who took each exam; green portions show the number of students who passed.

January Administrations - Major Exams



June Administrations - Major Exams



*Global History results are reported for the old exam June 2015-January 2018, the transition exam June 2018-January 2019, and the Global II exam in June 2019-January 2020.

This page summarizes the performance of different subgroups of students at your school, reported in terms of weighted raw points earned on different components of the exam. Question types add up to the full exam. Major standards or topics add up to points available on multiple choice and constructed response. For exams with more than eight standards, the most heavily weighted standards are shown (based on avg. weights in the last three years).

The biggest point deficits vs. the city (shown at the top) indicate both where improvement would help the most (because a lot of points are available) and where improvement may be most feasible (using city average as a proxy for difficulty). SPED, ELL, and female students are compared to other students at your school, highlighting discrepancies in performance between these students and their comparison groups within the school.

Points by Question Type							Points by Major Standard/Topic								
# Took	# Passed	Pass Rate	Final Score	Total Points	Multiple Choice	Constr. Response	Create Equations (A-CED.A)	1-Var. Equations & Ineq. (A-REI.B)	Graph Equalities & Ineq. (A-REI.D)	Interpret Expressions (A-SSE.A)	Function Concept & Not. (F-IF.A)	Interpret Functions (F-IF.B)	Analyze Functions (F-IF.C)	Interpret Linear Models (S-ID.C)	
Points Available				86	48	38	14	8	6	8	10	6	4	4	
Needed to Score 65				27											
Schoolwide	73	29	40%	57	23	18	4	1.7	2.2	1.3	3.1	4.0	1.2	1.5	0.5
City Average				59	25	21	5	1.7	2.8	1.2	3.5	4.9	1.0	1.3	0.2
School vs. City				-2	-3	-2	0	0.0	-0.6	0.0	-0.4	-1.0	0.1	0.2	0.3

Disability

Special Ed.	22	11	50%	52	19	16	2	1.0	2.0	1.0	2.7	3.7	1.2	1.2	0.0
General Ed.	51	18	35%	59	24	19	5	1.9	2.3	1.4	3.3	4.1	1.2	1.7	0.7
SPED vs. GenEd			15%	-7	-6	-3	-3	-0.9	-0.3	-0.4	-0.5	-0.4	0.0	-0.5	-0.7

Language Access

English Learners	9	2	22%	52	19	16	3	0.7	1.8	1.0	3.3	3.6	1.2	1.7	0.1
English Proficient	64	27	42%	57	23	19	5	1.8	2.3	1.3	3.1	4.0	1.2	1.5	0.5
ELL vs. Proficient			-20%	-5	-4	-2	-2	-1.1	-0.5	-0.3	0.3	-0.5	0.1	0.2	-0.4

Gender

Female	30	8	27%	56	21	17	4	1.5	2.2	1.1	2.9	3.8	1.1	1.4	0.6
Male	43	21	49%	58	24	19	5	1.8	2.2	1.3	3.2	4.1	1.2	1.7	0.4
Female vs. Male			-22%	-2	-2	-2	-1	-0.3	0.0	-0.2	-0.3	-0.3	-0.1	-0.3	0.2

Race/Ethnicity

Asian	1	0	0%	37	11	10	1	0.0	2.0	0.0	0.0	4.0	0.0	2.0	0.0
Black	18	5	28%	52	19	16	3	1.1	2.3	1.2	3.0	3.3	0.9	1.3	0.4
Latinx	54	24	44%	59	24	19	5	1.9	2.2	1.3	3.2	4.2	1.3	1.6	0.5
Other															
White															

Year in High School

5th Yr & Above															
4th Year (V)	19	5	26%	53	20	17	3	1.2	2.1	1.0	3.0	3.5	0.7	1.5	0.3
3rd Year (W)	13	2	15%	50	18	15	3	1.3	1.5	0.8	2.2	3.5	1.5	0.9	0.0
2nd Year (X)	41	22	54%	61	25	20	5	2.0	2.5	1.5	3.5	4.3	1.3	1.8	0.7
1st Year (Y)															

Teacher Team Analysis

School

Algebra I (CC)

Highest Leverage Areas of Focus

January 2019 -
January 2020 Regents



Areas of focus are based on standard or topic classifications provided by NYSED. They are sorted here by the average number of points that students at your school missed relative to the citywide average over the 3 administrations shown.

Areas of Focus (Questions totaled by Standards or Topics)		Points				Reference Questions		
Standard Code	Standard Description	Avg Available Points*	School Avg Points	City Avg Points	School vs City	January 2019	June 2019	January 2020
1 A-CED.A	Create Equations (A-CED.A)	14.7	2.6	3.6	-1.0	4 20 33 37	10 15 30 33 37	26 32 36 37
2 F-IF.A	Function Concept & Not. (F-IF.A)	8.7	3.6	4.4	-0.8	2 8 14 19	2 3 19 31	1 4 8 18 23
3 A-SSE.A	Interpret Expressions (A-SSE.A)	6.0	2.4	3.1	-0.7	6 13	1 5 17	6 12 16 24
4 A-REI.B	1-Var. Equations & Ineq. (A-REI.B)	8.0	2.3	2.9	-0.5	5 15 25 32	13 21 25 28	3 5 15 31
5 A-REI.A	Equation Reasoning (A-REI.A)	2.7	0.5	0.9	-0.4	7 27	9	29
6 A-APR.A	Operate on Polynomials (A-APR.A)	2.0	0.3	0.6	-0.3	11	26	28
7 F-LE.A	Linear, Quadratic, & Exp. Models (F-LE.A)	4.0	1.7	1.9	-0.2	16 26	6 11	2 17
8 S-ID.B	Summarize Two Variable Data (S-ID.B)	2.0	0.8	1.0	-0.2	1	12	10
9 N-Q.A	Quantities (N-Q.A)	2.0	0.4	0.6	-0.2	24	24	27
10 A-SSE.B	Expression Forms (A-SSE.B)	2.0	0.4	0.6	-0.2	23 30		19

* Average available points means the average number of points available PER EXAM from questions linked to that area of focus over the past three June Regents exams. For example, your school earned 2.6 points on average on questions testing Create Equations (A-CED.A), which was -1 points' difference vs. the city average points earned on those questions. Areas of focus with the largest point deficits vs. the city are the topics where students are likely to have the best opportunity to make up points on future Regents exams.

This page shows the twelve strongest questions from the January 2019, June 2019, and January 2020 administrations from a particular area of focus, while the previous page shows the twelve weakest questions from the same area of focus. Weakest and strongest are measured by the school's performance vs. the city average on that question. This page is provided for any area of focus that was among the school's three weakest vs. the city average, and that was linked to more than twelve questions in total across the past three June exams.

For example, students who took the January 2020 Algebra I (CC) Regents exam earned an average of 1.18 points on question 37, compared to a citywide average of 0.92 points (out of 6 possible points) on that question. The percentages under Answer Choice Distribution for multiple choice questions refers to the percentage of your students who selected each answer choice.

Questions			Answer Choice Distribution (correct answer highlighted in green)				Points earned			
Question	Source Exam	Question Type	1	2	3	4	# of Available Points	School Avg	City Avg	School vs City
37	January 2020	CR					6	1.18	0.92	0.26

This page shows the twelve weakest questions from the January 2019, June 2019, and January 2020 administrations from a particular area of focus. Weakest and strongest are measured by the school's performance vs. the city average on that question. This page is provided for each of the three areas of focus on which your students earned the fewest points compared to the city average.

For example, students who took the June 2019 Algebra I (CC) Regents exam earned an average of 1.02 points on question 33, compared to a citywide average of 1.72 points (out of 4 possible points) on that question. The percentages under Answer Choice Distribution for multiple choice questions refers to the percentage of your students who selected each answer choice.

86 available points	Standard	Standard Description									
27 points needed to earn 65 on this exam in January 2020	A-CED.A	Creating Equations CED.A: Create equations that describe numbers or relationships. A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V=IR$ to highlight resistance R .									
14.7 avg available points on this standard											
Questions		Answer Choice Distribution (correct answer highlighted in green)					Correct answer		Points earned		
Question	Source Exam	Question Type	1	2	3	4	# of Available Points	School Avg	City Avg	School vs City	
33	June 2019	CR					4	1.02	1.72	-0.70	
15	June 2019	MC	30%	24%	36%	9%	2	0.49	0.88	-0.39	
10	June 2019	MC	34%	38%	17%	11%	2	0.69	1.06	-0.37	
37	June 2019	CR					6	2.31	2.64	-0.33	
30	June 2019	CR					2	0.12	0.40	-0.28	
20	January 2019	MC	35%	13%	35%	17%	2	0.26	0.54	-0.28	
33	January 2019	CR					4	0.04	0.32	-0.28	
37	January 2019	CR					6	0.09	0.32	-0.23	
26	January 2020	CR					2	0.47	0.58	-0.11	
36	January 2020	CR					4	0.00	0.11	-0.11	
32	January 2020	CR					2	0.01	0.09	-0.08	
4	January 2019	MC	61%	13%	4%	22%	2	1.22	1.26	-0.04	

Performance by Component, Major Exams - Schoolwide Summary

January 2020 Regents



This page summarizes performance on major January 2020 exams, reported in terms of weighted raw points earned by the school's students on different components of the exam. Question types add up to the full exam. Standards or topics add up to points available on multiple choice and constructed response. For exams with more than eight standards, the most heavily weighted standards are shown (based on avg. weights in the last three years). Green and red backgrounds highlight the school's greatest strengths and weaknesses vs. the city within each exam.

The biggest point deficits vs. the city indicate **both** where improvement would help the most (because a lot of points are available) **and** where improvement may be most feasible (using city average as a proxy for difficulty).

Exam			Points by Question Type			Points by Major Standard/Topic								
English	Final Score	Total Points	Multiple Choice	Text Analysis	Argument Essay	Lit: Central Ideas (RI.2)	Lit: Elements of Story (RI.3)	Lit: Words in Context (RI.4)	Figurative Language (L.5)	Inf: Central Ideas (RI.2)	Inf: Analyze Complex Ideas (RI.3)	Inf: Words in Context (RI.4)	Inf: Analyze Structure (RI.5)	
	14 Students	Points Available	56	24	8	24	1	4	3	2	2	4	1	2
	9 Passing (64%)	Needed to Score 65	31											
	66	School Average	32	13	4	15	0.7	1.5	2.4	0.6	1.1	1.9	0.6	1.1
	72	City Average	36	15	5	15	0.6	2.3	2.2	1.1	1.3	2.7	0.6	1.4
	-6	School vs. City	-3	-3	-1	0	0.1	-0.8	0.2	-0.5	-0.2	-0.9	0.0	-0.3
Algebra I	Final Score	Total Points	Multiple Choice	Constr. Response		Create Equations (A-CED.A)	1-Var. Equations & Ineq. (A-REI.B)	Graph Equalities & Ineq. (A-REI.D)	Interpret Expressions (A-SSE.A)	Function Concept & Not. (F-IF.A)	Interpret Functions (F-IF.B)	Analyze Functions (F-IF.C)	Interpret Linear Models (S-ID.C)	
	73 Students	Points Available	86	48	38	14	8	6	8	10	6	4	4	
	29 Passing (40%)	Needed to Score 65	27											
	57	School Average	23	18	4	1.7	2.2	1.3	3.1	4.0	1.2	1.5	0.5	
	59	City Average	25	21	5	1.7	2.8	1.2	3.5	4.9	1.0	1.3	0.2	
	-2	School vs. City	-3	-2	0	0.0	-0.6	0.0	-0.4	-1.0	0.1	0.2	0.3	
Global II	Final Score	Total Points	Multiple Choice	Constr. Response	Enduring Essay	Identify Purpose (1.S3)	Claim Based on Evidence (1.S8)	Select Relevant Information (1.S9)	Identify Central Cause (2.S3)	Identify Central Effect (2.S4)	Identify Historical Context (3.S2)	Identify Similarities (3.S4)	Identify Recommended Action (5.S3)	
	22 Students	Points Available	50	28	7	15	3	3	3	2	3	1	2	
	13 Passing (59%)	Needed to Score 65	26											
	63	School Average	25	15	3	7	2.0	1.6	2.0	1.2	1.9	0.2	1.2	1.3
	59	City Average	23	14	3	6	2.0	1.5	1.8	1.1	1.7	0.3	1.3	1.2
	4	School vs. City	2	1	1	1	0.0	0.1	0.2	0.2	-0.1	-0.1	0.1	
US History	Final Score	Total Points	Multiple Choice	Short DBQ	DBQ Essay	Thematic Essay	Constitutional Foundations	Industrialization of US	The Progressive Movement	At Home & Abroad 1917-1940	US in Global Crisis (WWII)	Uncertain Times 1950-Present	Geography	
	13 Students	Points Available	93	50	13	15	15	13	5	5	6	3	14	4
	7 Passing (54%)	Needed to Score 65	49											
	63	School Average	47	24	12	6	5	6.2	2.4	2.8	3.4	1.2	5.9	2.2
	59	City Average	45	25	11	5	3	6.6	2.5	2.7	3.0	1.3	6.3	2.6
	4	School vs. City	2	-1	0	1	2	-0.3	-0.1	0.1	0.4	0.0	-0.3	-0.3
Living Environment	Final Score	Total Points	Multiple Choice	Constr. Response	Part D (Lab)		Ecology	Human Influence on Environment	Organization of Life	Evolution	Genetics & Biotechnology	Homeostasis & Immunity	Reproduction & Development	Scientific Inquiry
	43 Students	Points Available	85	46	26	13	10	9	10	10	6	12	5	10
	22 Passing (51%)	Needed to Score 65	40											
	61	School Average	37	20	12	5	4.2	4.7	4.1	5.1	2.6	4.9	1.2	5.1
	55	City Average	33	19	9	5	3.6	4.0	4.0	4.4	2.6	4.5	1.3	3.9
	6	School vs. City	4	1	3	1	0.6	0.7	0.1	0.7	0.0	0.4	-0.2	1.2

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?

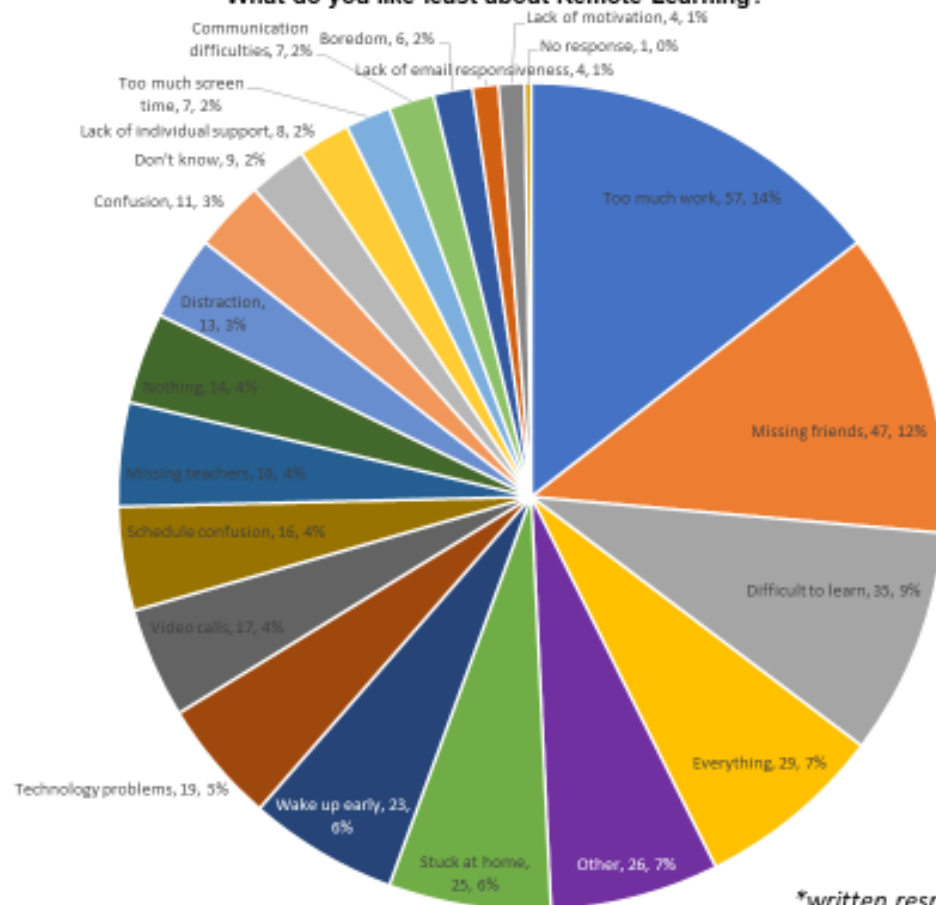
Approach 3: Thematic analysis

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

17

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?*

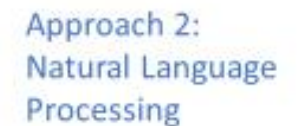


Approach 3: Thematic analysis

- 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.

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



13

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

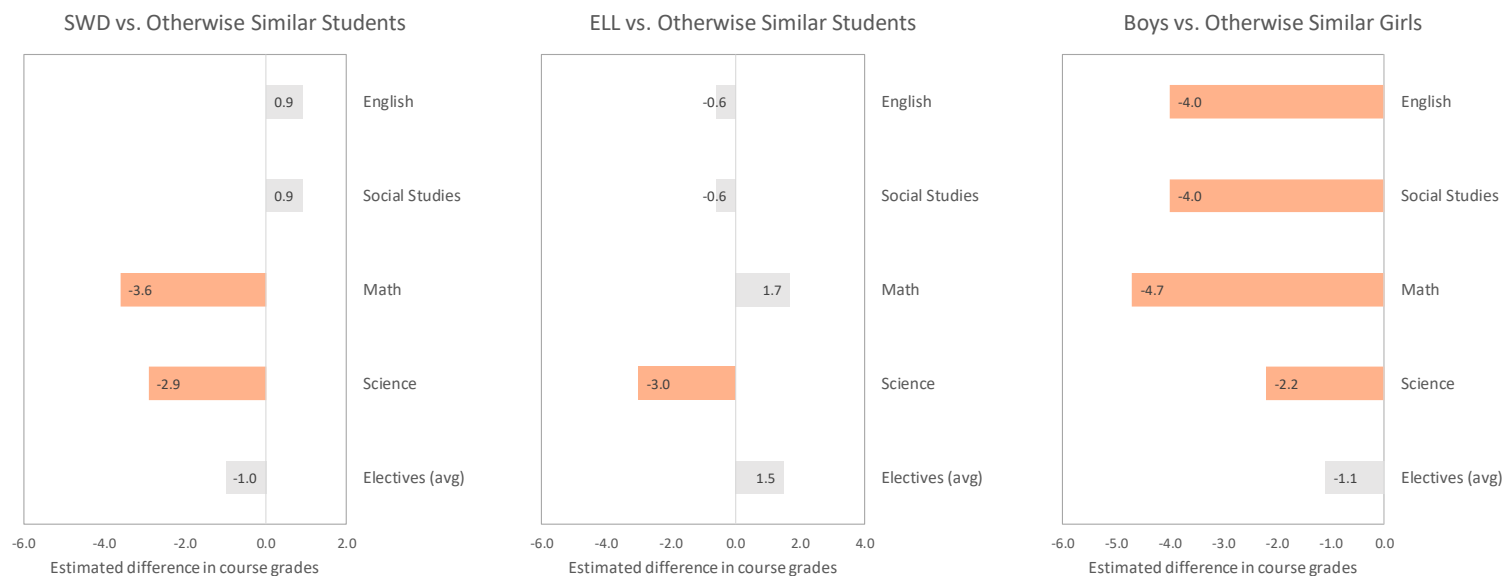
District Public can help you deliver personalized reports to keep students and families informed and engaged about student learning. Deliver information by mail or email, with student attendance, learning progress, grades, or any other information you would like to include - building on the systems you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



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) Graduation Requirements Tracker

All your students' data in one place. Sort and filter to select students. Explore subject-level tabs to drill down to find students' unmet graduation requirements.

Student ID	LastName	FirstName	Grade Level	Age Dec31	Eligible Years	2019-20 Attend	IEP	ELL	Grad Cohort	CreditStatus	Credit Requirements Met					
											All Required Credits	English Credits	SocS Credits	Math Credits	Science Credits	Other Required Credits
			9	15	7	91%	Y	Y	Z	On Track	4	0	0	2	2	0
			12	19	3	96%	Y	Y	V	On Track	Complete	Complete	Complete	Complete	Complete	Complete
			9	15	7	58%			Y	2 Sem. Behind	0	0	0	0	0	0
			12	19	3	24%	Y		U	4 Sem. Behind	24.5	6	1	3	2	12.5
			9	15	7	89%			Z	On Track	4	0	0	2	2	0
			11	18	3	76%		Y	V	1 Sem. Behind	43	7	Complete	Complete	Complete	Complete
			12	17	4	88%			W	On Track	38	6	6	Complete	Complete	14
			11	18	3	72%	Y	Y	V	1 Sem. Behind	42.98	Complete	Complete	Complete	5	15.98
			10	16	6	96%			X	On Track	23.16	4	4	4	2	9.16
			9	14	7	84%			Z	On Track	0	0	0	0	0	0
			10	16	6	97%		Y	Y	On Track	11.5	2	2	0	2	5.5
			10	16	5	98%		Y	Y	On Track	12.5	2	3	2	2	3.5
			9	15	7	93%		Y	Z	On Track	2	0	0	2	0	0
			11	18	4	80%		Y	W	On Track	35	6	6	Complete	4	13
			9	15	6	91%		Y	Y	2 Sem. Behind	3	0	0	1	0	2
			11	17	4	81%		Y	V	1 Sem. Behind	42.98	7	Complete	Complete	Complete	15.98
			10	15	7	97%			Y	On Track	12	2	2	2	2	4
			9	14	8	97%			Z	On Track	0	0	0	0	0	0
			12	18	3	86%			V	On Track	Complete	Complete	Complete	Complete	Complete	Complete
			10	16	5	69%	Y	Y	X	2 Sem. Behind	11.16	4	1	2	0	4.16
			11	18	3	94%	Y	Y	W	On Track	38	6	6	Complete	Complete	14
			12	18	3	86%			V	1 Sem. Behind	42	Complete	Complete	Complete	4	Complete
			11	16	5	90%			X	On Track	29	4	4	Complete	4	11
			9	15	7	100%			Z	On Track	6	0	2	2	2	0
			10	15	7	90%		Y	Y	On Track	12.5	2	2	2	2	4.5

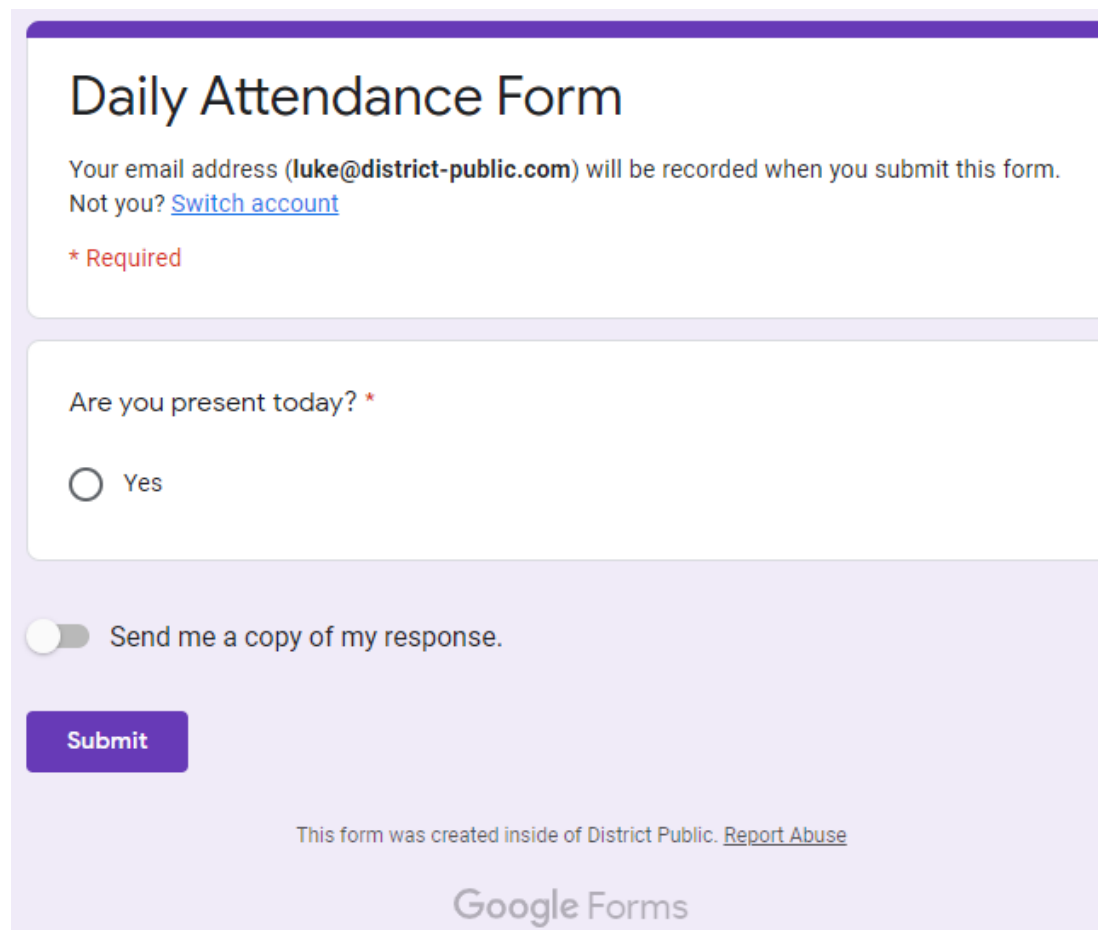
Exam Requirements Met								College/Career Readiness					
Local Diploma	Regents Diploma	Advanced Diploma	ELA Exam All Pass	SocS Exams All Pass	Math Exams All Pass	Science Exams All Pass	Other Exams All Pass	CUNY Proficiency Scores	Shows the number of score pairs (a score between 45-54 and a score of 65+ in a different subject) that could be used for the compensatory safety net option. The English and math exam requirements cannot be satisfied with 45-54 scores via compensation. (However, a 65+ score on English or math can be used as compensation for a 45-54 score in a different subject. Also, a 45-54 score on a math exam can be used to satisfy the plus 1 requirement via compensation.)			Possible Compensatory Pairs	ELL Appeal for English
2	2	2	0	0	1	1	0	Neither				0	No
Complete	4	4	1	2	1	1	1	Math				1	No
N/A	0	0	0	0	0	0	0	Neither				N/A	N/A
4	4	4	1	1	2	1	0	Math				0	N/A
N/A	2	2	0	0	1	1	0	Neither				N/A	N/A
N/A	Complete	5	1	2	1	1	1	Neither				N/A	No
N/A	4	4	1	1	1	1	0	Neither				N/A	N/A
4	4	4	1	2	1	0	0	Neither				0	No
N/A	1	1	0	0	0	1	0	Neither				N/A	N/A
N/A	0	0	0	0	0	0	0	Neither	N/A	N/A			
N/A	1	1	0	0	0	1	0	Neither	Neither	0	N/A	No	
N/A	2	2	0	0	1	1	0	Neither	Neither	0	N/A	No	
N/A	1	1	0	0	1	0	0	Neither	Neither	0	N/A	No	
N/A	3	3	0	2	0	1	0	Neither	Neither	1	N/A	No	
N/A	0	0	0	0	0	0	0	Neither	Neither	0	N/A	No	
N/A	2	2	0	0	1	0	1	Neither	Neither	2	N/A	No	
N/A	2	2	0	0	1	1	0	Neither	Neither	0	N/A	N/A	
N/A	0	0	0	0	0	0	0	Neither	Neither	0	N/A	N/A	
N/A	Complete	5	1	2	1	1	1	Math only	Neither	0	N/A	N/A	
0	0	0	0	0	0	0	0	Neither	Neither	0	0	No	
3	2	2	0	2	2	0	0	Neither	Neither	0	0	No	
N/A	Complete	7	1	2	2	2	0	Both	Both	0	N/A	N/A	
N/A	Complete	6	1	1	2	2	0	Math only	Neither	0	N/A	N/A	
N/A	3	3	0	1	1	1	0	Neither	Neither	0	N/A	N/A	
N/A	2	2	0	0	1	1	0	Neither	Neither	0	N/A	No	

																	English Exam	
English Required Credits	English Exam All Pass	Student ID	LastName	FirstName	Official Class	IEP	ELL	Grad Cohort	Overall Credit Status	Lower Level English	English 9	English 10	Upper Level English	English 11	English 12	English Max Score	English Attempts	
0	0				0	Y	Y	Z	On Track	0	0	0	0	0	0	N/A	0	
Complete	1				0	Y	Y	V	On Track	3	1	2	8	6	2	Waiv-Covid	2	
0	0				Y11			Y	2 Sem. Behind	0	0	0	0	0	0	N/A	0	
6	1				0	Y		U	4 Sem. Behind	4.5	3	1.5	2	2	0	65	1	
0	0				0			Z	On Track	0	0	0	0	0	0	N/A	0	
6	0				W31			W	1 Sem. Behind	2	1	1	4	4	0	N/A	0	
6	1				W41			W	On Track	7	5	2	2	2	0	88	2	
1	0				Y21			Y	1 Sem. Behind	1	1	0	0	0	0	N/A	0	
4	0				X21			X	On Track	5	3	2	0	0	0	N/A	0	
0	0				0			Z	On Track							N/A	0	
2	0				Y2A		Y	Y	On Track	2	2	0	0	0	0	N/A	0	
2	0				Y2A		Y	Y	On Track	2	2	0	0	0	0	N/A	0	
0	0				0		Y	Z	On Track	0	0	0	0	0	0	N/A	0	
6	0				0		Y	W	On Track	4	4	0	2	2	0	N/A	0	
0	0				Y1A		Y	Y	2 Sem. Behind	0	0	0	0	0	0	N/A	0	
4	0				0		Y	W	1 Sem. Behind	6	4	2	0	0	0	N/A	0	
2	0				Y21			Y	On Track	2	2	0	0	0	0	N/A	0	
0	0				0			Z	On Track							N/A	0	
Complete	1				0			V	On Track	5	4	1	4	2	2	73	3	
4	0				X2C	Y	Y	X	2 Sem. Behind	5	2	3	0	0	0	N/A	0	
6	0				0	Y	Y	W	On Track	6	0	6	2	2	0	N/A	0	
5	0				0		Y	W	1 Sem. Behind	5	0	5	1	1	0	N/A	0	
4	1				X31			X	On Track	6	4	2	0	0	0	Waiv-Covid	0	
0	0				0			Z	On Track	0	0	0	0	0	0	N/A	0	
2	0				Y2A		Y	Y	On Track	2	2	0	0	0	0	N/A	0	

7) 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.

Daily Attendance Form

Your email address (luke@district-public.com) will be recorded when you submit this form.
Not you? [Switch account](#)

* Required

Are you present today? *

☐ Yes

☐ Send me a copy of my response.

Submit

This form was created inside of District Public. [Report Abuse](#)

Google Forms

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	CSON (801)	75%	60%	Present	Present	Present	Present	--	--
		8	CSON (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				

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											
		Above 94	90 - 94	85 - 89	Below 85								
	# Students	Pct >= 90% Attendance				Pct >= 90% Attendance				Attendance by Level - Since Remote Learning			
		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%

8) 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.