



Support for Reopening Schools

Overwhelmed by planning for reopening? We can help.

- 1) ****NEW** - Reopening Planning**
- 2) ****NEW** - Individual Student Programming (HS only)**
- 3) ****NEW** - Program Design and Progress Analysis (HS only)**
- 4) **Progress Monitoring**
- 5) **Grading Equity Analysis**
- 6) **Remote + In-Person Attendance Tracking and Analysis**
- 7) **Automated and Personalized Family Outreach**
- 8) **Customized solutions**

Contact us for pricing and more information:

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NYC DOE Vendor Number: DIS642107

1) ****NEW**** - Reopening Planning

Trying to decide whether to go with Model 1, 2, or 3 for reopening? Have you already decided, but are now trying to decide which students and teachers will be in the building on which days?

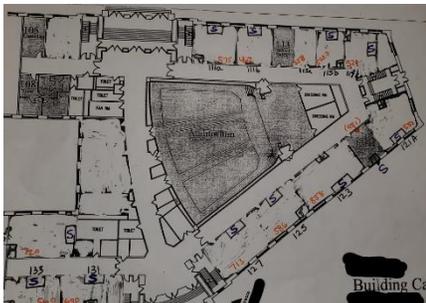
We can help you develop an optimal reopening plan by looking at your key constraints: space, staffing, student achievement levels, numbers and distributions of students with disabilities and English Language Learners, or anything else that may affect your ability to provide students in-person learning.

Input the dimensions of each classroom

Input your assumptions about space between desks and size of desks

The model automatically updates with the number of students each classroom, and the building as a whole, can hold

Classroom Dimensions			Scenario A: 65 sq feet per Person				Scenario B: 6 Feet Between People							
Inputs			Outputs				Inputs					Outputs		
			Total Number of Teachers	25		Distance between desks	6.0		Total Number of Teachers	25				
			Total number of students	173		Desk Width (Personal Space)	3.0		Total number of students	153				
			Students x2	346		Desk Length (Personal Space)	3.0		Students x2	306				
Classroom	Long Wall	Short Wall	SQ. FT.	Students	Teachers	Smartboard?	Rows	Columns	Students	Teachers	Difference - Number of Students - Scenario A - B			
111A	25	23	575	7.0	1	Long Wall	3	3	6	1	1.0			
111B	23	21	483	6.0	1	Short Wall	3	3	6	1	0.0			
115A	22.5	11.5	258.75	2.0	1		1	3	2	1	0.0			
115B	23.5	22.5	528.75	7.0	1	Short Wall	3	3	6	1	1.0			
117	25	23	575	7.0	1	Long Wall	3	3	6	1	1.0			
121A	24.5	22.5	551.25	7.0	1	Long Wall	3	3	6	1	1.0			
121B	21.5	21	451.5	5.0	1	Short Wall	3	3	6	1	-1.0			
123	39	22	858	12.0	1	Long Wall	5	3	10	1	2.0			
125	25.5	23	586.5	8.0	1	Long Wall	3	3	6	1	2.0			
227	31	23	713	9.0	1	Long Wall	4	3	8	1	1.0			
131	30	23	690	9.0	1	Long Wall	4	3	8	1	1.0			
132	33.5	21.5	720.25	10.0	1	Short Wall	4	3	9	1	1.0			
133	25	22.5	562.5	7.0	1	Long Wall	3	3	6	1	1.0			
229	29	23	667	9.0	1	Long Wall	3	3	6	1	3.0			
231	29	22.5	652.5	9.0	1	Long Wall	3	3	6	1	3.0			
232	25.5	21	535.5	7.0	1	Short Wall	3	3	6	1	1.0			
233A	22.5	13.5	303.75	3.0	1		3	2	5	1	-2.0			
234	33	18.5	610.5	8.0	1	Short Wall	4	2	6	1	2.0			
235	29	21.5	623.5	8.0	1	Short Wall	3	3	6	1	2.0			
238	33	19	627	8.0	1	Short Wall	4	2	6	1	2.0			
239	30	23	690	9.0	1	Short Wall	3	4	8	1	1.0			
B29	25	24	600	8.0	1		3	3	8	1	0.0			
B14	18.5	13	240.5	2.0	1		2	2	3	1	-1.0			
B15	18.5	13	240.5	2.0	1		2	2	3	1	-1.0			
152	24	14	336	4.0	1		3	2	5	1	-1.0			



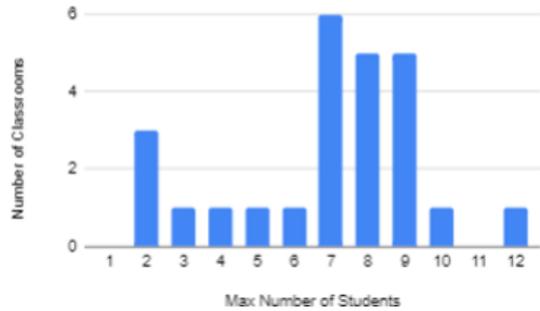
Based on your assumptions, the tool will calculate how many rooms you have at each max capacity – a key input to planning in-person learning

Scenario A: 65 sq feet per Person

Number of classrooms by max number of students:

Students	Classrooms
1	0
2	3
3	1
4	1
5	1
6	1
7	6
8	5
9	5
10	1
11	0
12	1
Total	25

Number of classrooms at each max student capacity

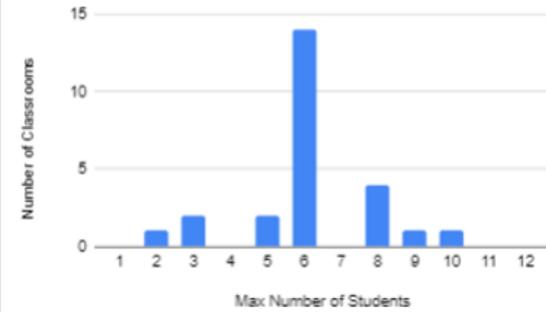


Scenario B: 6 Feet Between People

Number of classrooms by max number of students:

Students	Classrooms
1	0
2	1
3	2
4	0
5	2
6	14
7	0
8	4
9	1
10	1
11	0
12	0
Total	25

Number of classrooms at each max student capacity



Difference - Number of Classrooms by max number of students - A - B

0
2
-1
1
-1
-13
6
1
4
0
0
1

We can help you develop an optimal reopening plan that satisfies your most important criteria, considering your key constraints: space, staffing, student achievement levels, numbers and distributions of students with disabilities and English Language Learners, or anything else that may affect your ability to provide students in-person learning.

This school wanted to maximize in-person learning for their lowest third. We estimated the number of students in each achievement level...

The % of students in the building on any given day cannot exceed 49%

Proposed Student Groupings:

By Achievement:	Notes	# Students (Estimate)	% of School (Estimate)	Schedule
High Third	Max score >=2.40 on 2019 ELA and Math exams	87	35%	Every other Monday
Mid Third	Max score 1.85-2.40 on 2019 ELA and Math exams	84	34%	Every other Monday
Low Third	Max score < 1.85 on 2019 ELA and Math exams	75	30%	Every Tuesday
<i>Total Students:</i>		246		

By Grade:	Notes	# Students (Estimate)	% of School (Estimate)	Schedule
Grade 6	All 6th Grade Students in 20-21	85	35%	Wednesday
Grade 7	All 7th Grade Students in 20-21	73	30%	Thursday
Grade 8	All 8th Grade Students in 20-21	88	36%	Friday
<i>Total Students:</i>		246		

Student Groups by Support Need:

Category	Notes	# Students (Estimate)	% of School (Estimate)
ELL+IEP	SPED - ELL	48	20%
IEP Only	SPED - Proficient in English	47	19%
ELL Only	GenED - ELL	20	8%
Subtotal		115	47%
None	GenED - Proficient in English	131	53%

...but the school is constrained by the number and distribution of students with mandated service requirements

* Estimates based on Student level data from current RESI, historical data trends.
 * Groupings cannot exceed 49% of school's student body

Proposed Schedule:

We recommended an in-person learning schedule to prioritize in-person learning for students in the lowest third achievement level, while maintaining flexibility, and the ability to meet mandated service requirements.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	High Third Achievement	Low Third Achievement	6th Grade	7th Grade	8th Grade
Week 2	Mid Third Achievement	Low Third Achievement	6th Grade	7th Grade	8th Grade

2) ****NEW**** - Individual Student Programming (HS)

Existing tools provided by the DOE to summarize student progress to graduation do not provide detailed or accurate enough information to support programming decisions. Programmers are stuck manually reviewing each student's transcript or risking programming errors that could cost a student their chance to graduate on time.

Our programming tool provides the information you need, including:

- **Accurate credit totals:** Credits that can't be used to satisfy any graduation requirement are excluded from subject, content area, and overall totals, so you can see at a glance how far students really are from graduating.
 - Details that often trip students up are already reflected in credit totals, such as:
 - At least 4 of the 8 required English credits must be aligned to the 11th/12th grade content standards.
 - No more than 4 credits aligned to a single math or science Regents exam may be used to satisfy any graduation requirement (including the elective requirement).
 - PE credits cannot be accelerated: Students must continue to take PE until they reach their fifth year of high school, no matter how many PE credits they already have (however, excess credits from earlier years can compensate for failed PE courses in later years).
- **Course-level detail:** We show, not only how many global credits a student has (for example), but *which parts of the sequence* the student has completed.
 - To achieve this level of detail, we start with a thorough review of the school's transcript records, creating a custom map that aligns all course codes appearing in the transcripts with the school's overall program.
 - This translates credits earned at other DOE high schools, as well as discontinued or inconsistent codes used previously by the school, into a single system that allows our report to handle every credit for every student accurately.
- **Accurate information on exam requirements:** We show how close students are to both the standard Regents diploma and the advanced diploma (and the safety net local diploma for eligible students).
 - As with credits, exams that can't be used to satisfy a requirement for that diploma type are excluded from totals.
 - The report incorporates waivers (including Covid exemptions) as well as passing scores.
 - The three diploma types are shown side by side so you can see at a glance what is in reach for each student.

Programming Report: Progress Summary

Only credits that meet a specific graduation requirement are shown on this page, so it provides accurate information about how many more credits a student needs to graduate.

Similarly, we show how many of the specific exam requirements the student has satisfied for a local diploma (if the student is eligible), a standard Regents diploma, or an advanced Regents diploma.

This student started high school late, so despite being in Cohort W (Class of 2021), the upcoming school year is her last chance to graduate.

First Name	Age Dec31	Eligible Years	HS Cohort	Grade Level	Official Class	IEP	ELL	All Required Credits	English Credits	SocS Credits	Math Credits	Science Credits	Other Required Credits	Unused Credits	Local Diploma	Regents Diploma	Advanced Diploma	ELA Exam Passed
	17	4	W	11	W3A			37.66	6	6	Complete	Complete	13.66	4	N/A	Complete	5	1
	17	4	W	11	W31			31.32	5	5	5	4	12.32	2	N/A	4	4	1
	21	Last Year	W	11	W3A		Y	35.24	6	6	Complete	4	13.24	2	N/A	2	2	0
	18	4	V	12	V42	Y	Y	42	6	Complete	Complete	Complete	Complete	4.4	4	1	1	1
	18	4	W	11	W34	Y		35.32	6	6	Complete	5	12.32	2	4	4	4	1
	18	4	V	10	X2C	Y	Y	11.58	2	5	1	1	2.58	0	0	0	0	0
	17	5	W	11	W31			38.32	6	6	Complete	Complete	14.32	2	N/A	Complete	5	1
	16	6	X	10	X21			31.74	4	6	Complete	4	11.74	2	N/A	4	5	0
	16	5	X	10	X21			21	3	2	3	2	11	0	N/A	1	1	0
	17	5	W	11	W31			36.32	6	6	Complete	Complete	12.32	1	N/A	4	4	1

Age on December 31 is aligned to when students generally start kindergarten, so it can help identify students who entered high school behind their age group.

However, students are eligible for a free public education until the end of the *school* year in which they turn 21, so students' remaining years of eligibility are provided separately (based on their age on June 30).

Both of these students are eligible for safety net graduation rules, but one doesn't need them.

Even though this student has passed five Regents exams, he hasn't completed the requirements for a standard diploma because he hasn't passed the English exam.

Programming Report: Content Area Detail Pages

The report shows that this student has not earned all of the science credits needed to graduate, despite having 4 Living Environment Credits and 4 other life science credits, because he has only 1 physical science credit.

					Living Environment Exam					Earth Science Exam							
Science Credits	Science Exams Passed	Student ID	LastName	FirstName	Official Class	IEP	ELL	Required LifeSci	LivEnv Credits	LivEnv Max Score	LivEnv Attempts	Other Life Credits	Required PhysSci	EarthSci Credits	Earth Max Score	Earth Attempts	Chem Credits
2	0				Y11			Complete	2	N/A	0	0	0	0	N/A	0	0
5	1				X2A			Complete	2	73	1	0	Complete	2	N/A	0	0
5	1				V41			Complete	4	68	2	4	1	1	N/A	0	0
Complete	1				W3D	Y	Y	Complete	2	61	1	0	Complete	2	50	1	0
2	0				X2C	Y	Y	Complete	2	N/A	0	0	0	0	N/A	0	0
5	0				V3C	Y	Y	Complete	6	42	4	0	1	0	N/A	0	1
5	1				V41			Complete	2	72	2	0	1	1	54	1	0
4	1				U44			Complete	3	Waiver	0	2	0	0	N/A	0	0

Exams passed includes 65+ scores, exam waivers, and scores of 55-64 for safety net eligible students.

Students with more than four credits in a Regents-aligned math or science course are flagged. The report excludes these excess credits **both** from students' math or science credits **and** from their elective credits.

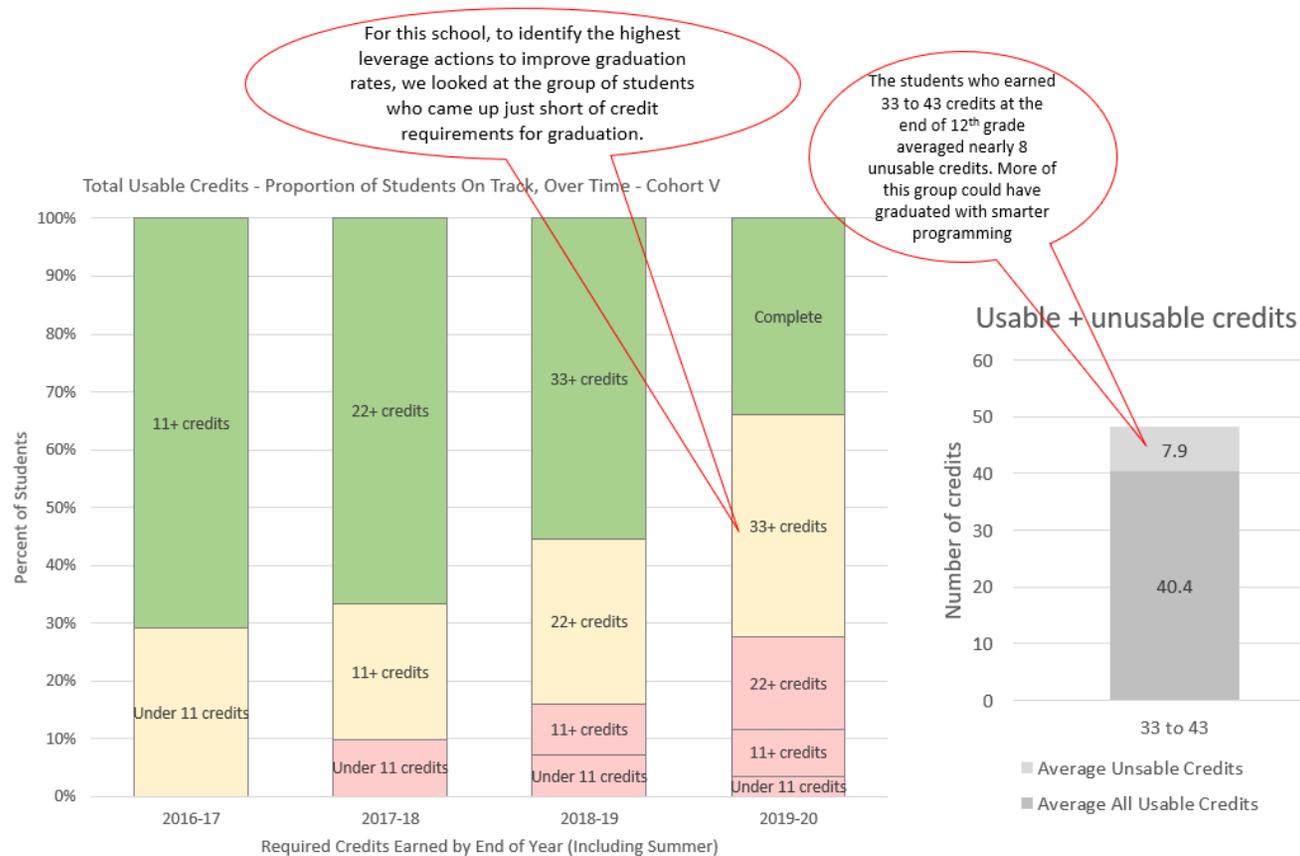
The right side of content area detail pages also shows exactly **which** credits students have earned in a sequence, using the custom classification system developed for this school.

Science Credits	Science Exams Passed	Student ID	LastName	FirstName	SLS21	SLS22	SLN11	SLN11P	SLS43	SLS44	SLN22	SWS21	SWS22	SWN11	SES21	SES22
2	0				1	1										
5	1				1	1									1	1
5	1				1	1	2							4	1	
Complete	1				1	1									1	1
2	0				1			1								
5	0				2	1		2	1							
5	1				1	1										1
4	1						1				2			2		

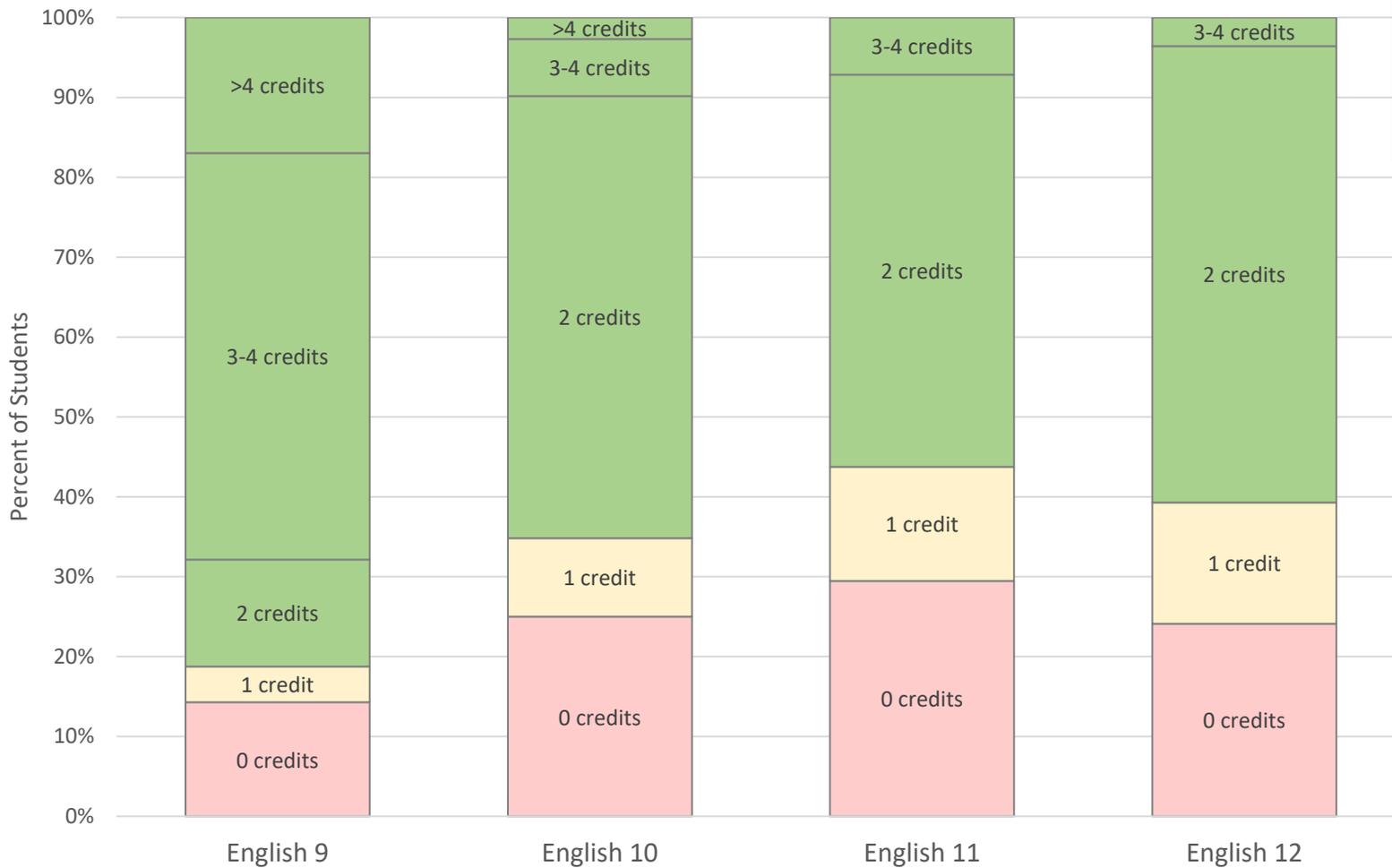
3) ****NEW**** - Program Design and Progress Analysis (HS)

What drives failure to graduate on time? The answers vary from student to student, and from school to school. Are students not being programmed for Health until 12th grade, then failing to graduate because they're not taking the class seriously? Is there no cushion in students' programs to allow for the possibility of needing to take US History a second time? Do students have enough opportunities to re-take Regents exams they need to graduate? These are a few of the programming considerations that affect students' likelihood to graduate.

Our analytical approach can help school leaders identify the specific reasons why students are going off track, and guide them to make the best decisions to increase graduation rates and better serve students.

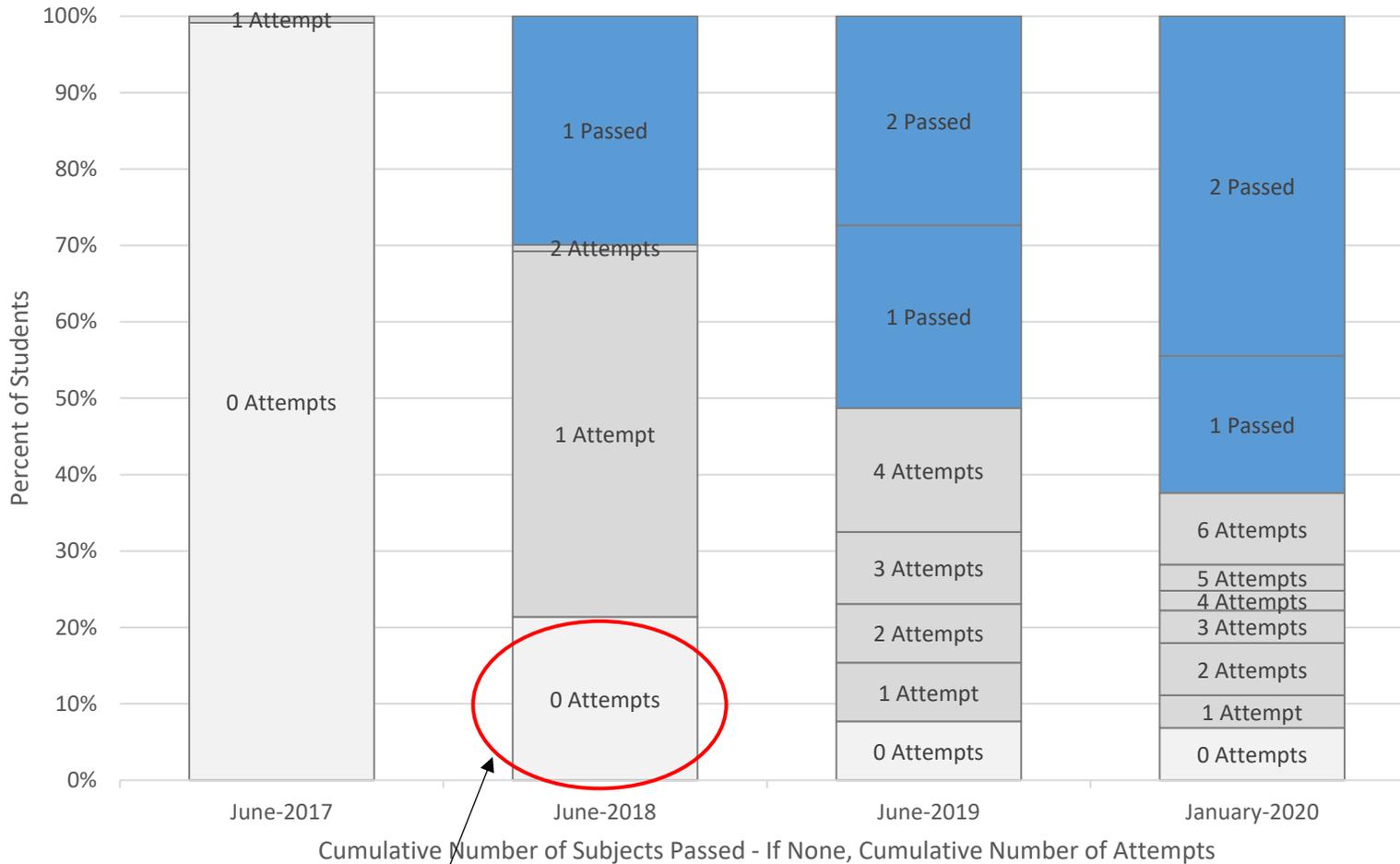


English Credits - Total Earned as of June 2020, by Course Level- Cohort V



Students at this school were much more likely to be short in upper-level English credits than in lower-level English.

Social Studies - Proportion of Students Passing 1 or More Exams, Over Time - Cohort V



Multiple versions of the global exam cannot be used to satisfy more than one exam requirement, so our analysis treats passing scores on all versions of the global exam as a single exam for progress to graduation purposes.

For students who haven't passed any exam in this content area, we treat scores from different versions of the global exam as different attempts.

20% of Cohort V had not taken any social studies exam by the end of their 10th grade year.

4) Progress Monitoring

Remote learning has created challenges for schools trying to track student progress, see where students are falling behind, and plan for 2020-2021. Fifty-five percent of NYC public school students said they would like an easier way to monitor progress when remote learning begins in the fall. We can help you build and administer a short, beginning of year diagnostic assessment to help identify incoming students' strengths and weaknesses, and create a starting point for monitoring progress.

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

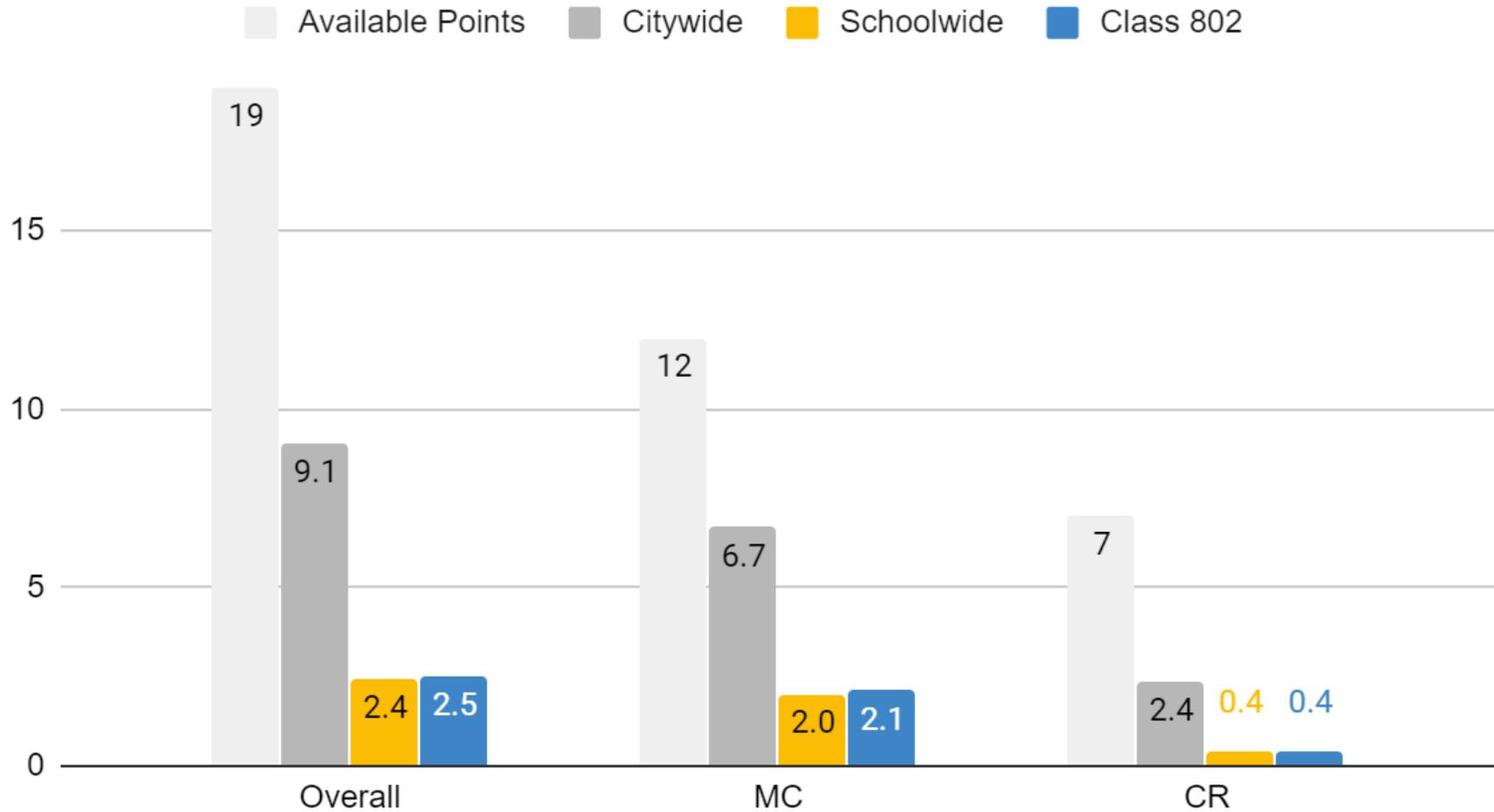
A linear function models the cost based on the number of toothbrushes made. Which statement about the rate of change of this function is true?

- 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.

Performance by Question Type



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

Name	Class	Question Type			Standard					
		Overall	MC	CR	8.EE.A.1	8.EE.A.3	8.EE.C.8b	8.FA.2	8.FA.3	8.FB.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
	201	1	1	0	0	0	0	0	0	1
	202	0	0	0	0	0	0	0	0	0
	801	2	2	0	0	0	0	0	0	0
	702	3	3	0	0	0	1	0	0	0

Standard	Question Type	Points	Correct Answer	Citywide	Schoolwide	8.EE.A.3	8.FB.4	8.FA.3	8.SPA.3	8.GA.2	7.GA.2	8.EE.A.1	8.FA.2
						MC	MC	MC	MC	MC	MC	MC	MC
		1	B	0.66	0.14	1	1	1	1	1	1	1	1
						B	A	C	B	C	D	C	A
						0.66	0.68	0.59	0.52	0.55	0.48	0.55	0.48
						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
	201	Y			F	A	A	B	C	B	B	A	D
	202		Y		F	C	C	B	A	A	B	B	B
	801			Y	M	A	C	B	C	D	D	A	C
	702				M	A	C		C	D	A	A	C

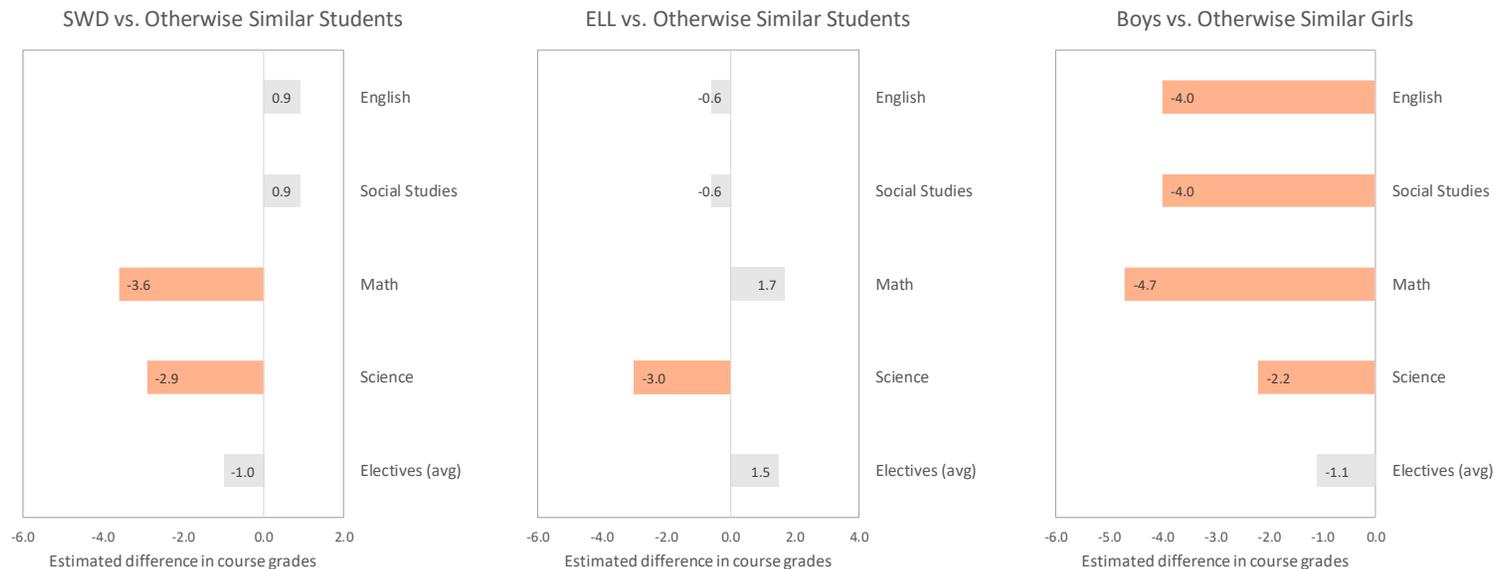
Progress can be tracked along with attendance, reading assessments, interim assessments, or any other data points that can guide interventions and instruction.

Student Name	Class	Attend Tier		ELL	Jan-Feb	YTD	DRP Score		DRP Score -	DRP Level -	ELA 1819	Math 1819
		YTD	Sep-Dec		Attend	Attendance	- Fall	DRP Level - Fa	Winter	Winter	ProfSco	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

5) 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

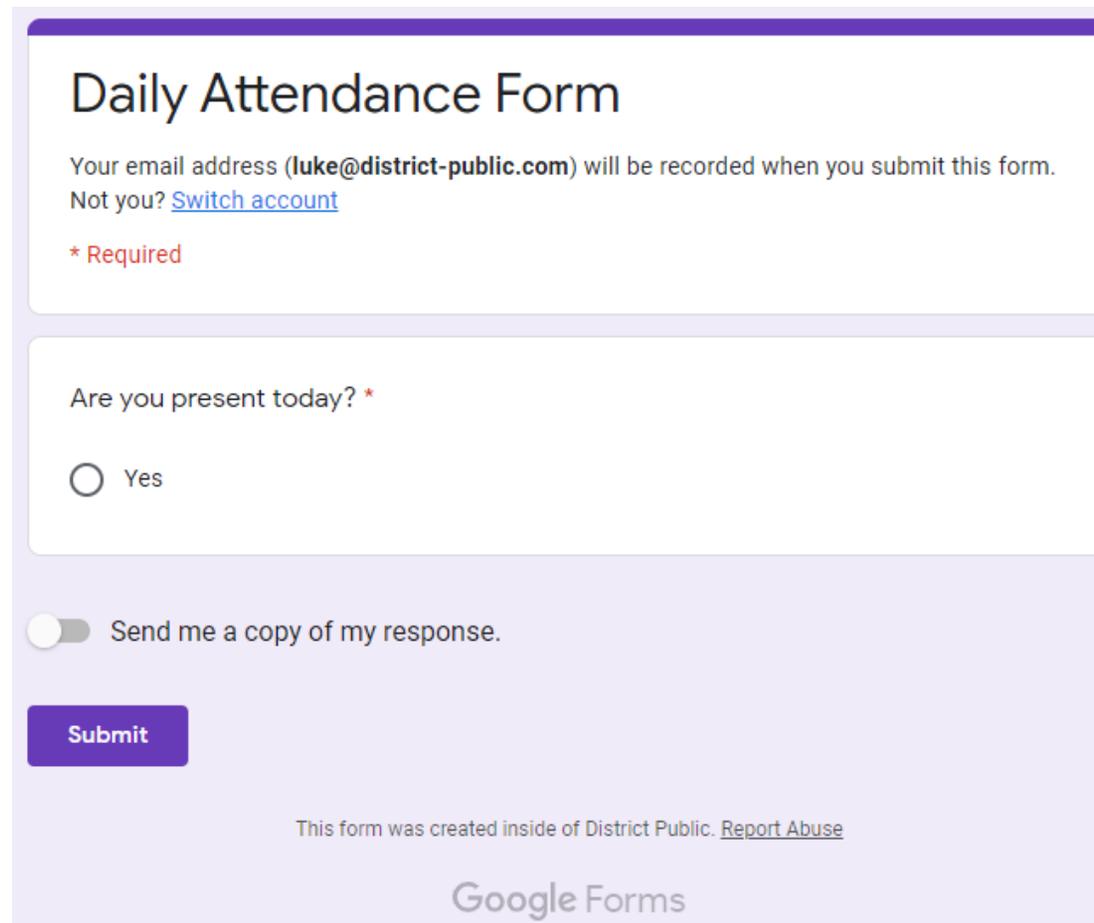
Grey bars represent estimates that are very uncertain. This means there's a good chance that there's no real difference in average grades for this subject between the two groups being compared. No meaningful differences were observed in any subject attributable to students' free lunch eligibility or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

6) Remote Learning + In-Person Attendance Tracking and Analysis

We 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 improve 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 for "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.

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

										Total cumulative attendance since 3/23	78.3%				
										Average attendance for each week	72.2%				
										Average daily attendance	52.2%	56.5%	82.6%	82.6%	87.0%

Enter data in Yellow filled cells

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
			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				A	A		A	P				P	P		P	P
Week of: 03/23/2020 - 03/27/2020				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
				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	P		P	P				P	P		P	P
				A	A		A	P				A	A		A	P
				P	P		P	P				A	A		A	P
				A	A		A	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

P = Present
A = Absent

We turn that 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%

For each student, you can see today's attendance, attendance for the past 5 school days, and attendance in a sortable, filterable format. You can 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
		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

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

7) Automated and Personalized 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, 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

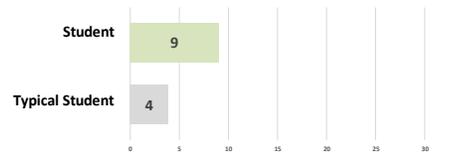
This report is to inform you how Student did in school last year and her attendance this year, to help you best support to succeed this school year. Please review the information carefully and let us know if you have any questions. Thank you!

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			

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

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