



Blended and Remote Learning Data Support

School Year 2020-2021

- 1) Interim Assessments and Analysis**
- 2) Attendance Tracking and Analysis**
- 3) Data Trackers**
- 4) Supportive Environment Survey Design and Analysis**
- 5) Automated and Personalized Family Outreach**
- 6) Cohort Assignment Tool**
- 7) Grading Equity Analysis**
- 8) Customized solutions**

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NYC DOE Vendor Number: DIS642107

1) Interim Assessments and Analysis

Remote learning has created challenges for schools trying to better understand what students know and don't know, even well into the 2020-2021 school year. We 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 1

1 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%

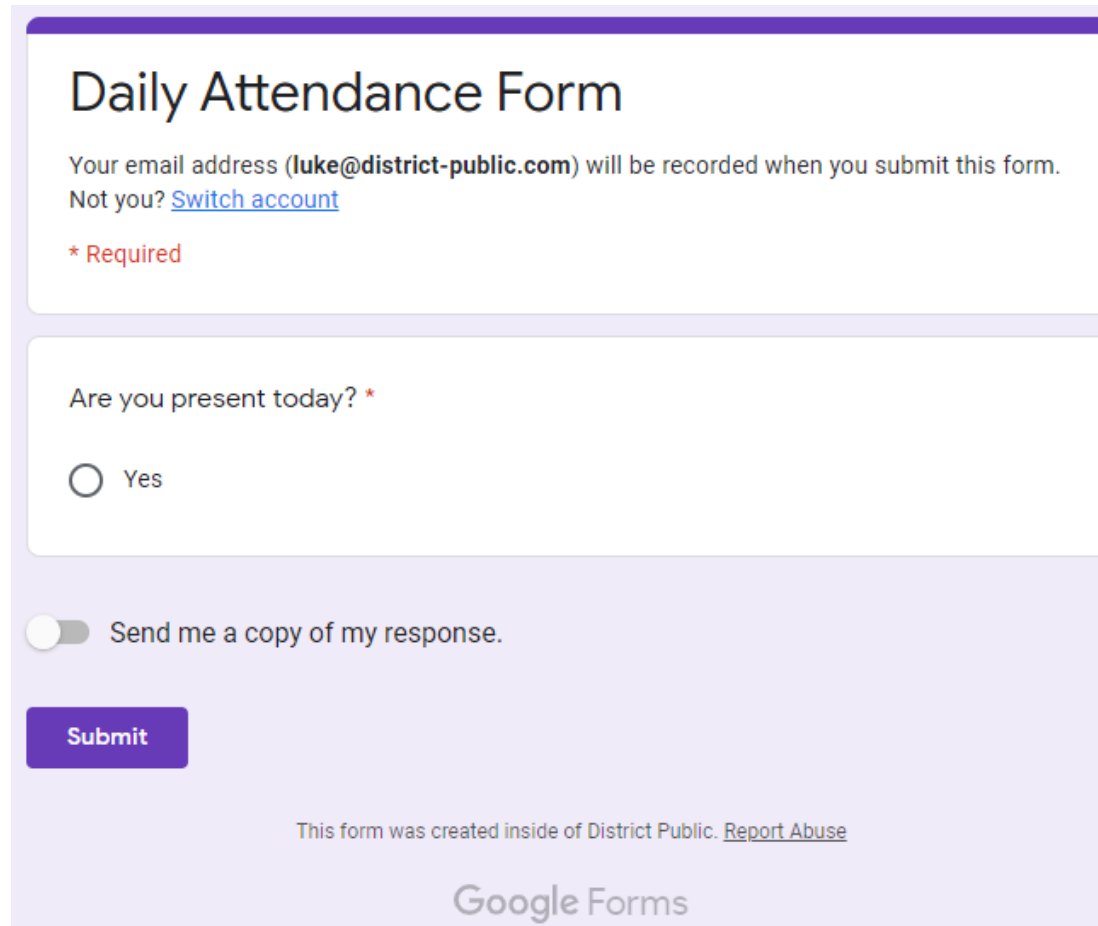
Student Detail Analysis

Legend		Standard									5.NBTA.1	5.NFA.2	5.MD.A.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
Instructions		Citywide	Number of students assessed								79%	63%	41%	81%	75%	71%
		Schoolwide	Schoolwide 128								55%	38%	31%	42%	34%	27%
		Difference vs City									-24%	-26%	-10%	-39%	-41%	-44%
		Filtered group	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	A

2) 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 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%

For high schools using Skedula to track attendance, keep track of how many sections students are attending, compare results by blended or remote.

To see the list of specific students included in each count, apply these filters or sorts to the "STARS Template" tab:

Column G: select "P" and/or "O" marks

Column G: select "A" and/or "M" marks

Column F: select "Blended" or "Remote"

Attendance summary for: Tuesday 11/10/20

	Blended		Full-Time Remote		Whole School	
	Number	Percent	Number	Percent	Number	Percent
All students marked present (by teacher or by self-report)	24	18%	121	38%	145	32%
Students marked absent for STARS upload	109	82%	199	62%	308	68%
All students in group	133	100%	320	100%	453	100%

Level of Engagement for Students Marked Present

Column K: select 100% only

Sort by column K, find 50%-99% values in K

Sort by column K, find 1%-49% values in K

Column I: select 0, AND column L: all except 0

	Blended		Full-Time Remote		Whole School	
	Number	Percent	Number	Percent	Number	Percent
Students marked present in all of their classes	0	0%	0	0%	0	0%
Marked present in at least half of classes (but not all)	0	0%	0	0%	0	0%
Marked present in fewer than half of classes (but at least one)	0	0%	0	0%	0	0%
Marked absent by all teachers (but self-reported with form)	24	18%	121	38%	145	32%
All students marked present (by teacher or by self-report)	24	18%	121	38%	145	32%

Track how many sections – and which ones - teachers have taken attendance for.

Skedula attendance entry status

	Number	Percent
Sections with NO attendance recorded for date	109	100%
All sections meeting on date	109	100%

To see the list of specific students or sections included in each count, go to the tab and column named below:

Teacher Summary, column D: filter for under 100%	Section List, column K: filter for "no"
--	---

Possible errors in student data

	Number
Students missing from Email-OSIS Map	0
Skedula records not included in STARS Template counts	0
Students with no Skedula attendance records on date	453

must be zero

STARS Template, column M: filter for "no email"

Error Checks, column D: filter for "not found"

STARS Template, column J: filter for "no data"

Possible errors in section data

Skedula records not included in Section List counts	0
Sections WITH attendance but NOT scheduled to meet	0

Error Checks, column I: filter for "not found"

Section List, filter col. K for "yes" and col. J for "false"

Teacher	# sections with data	# sections assigned	% sections completed	Sections missing attendance data	attendance date:	11/10/2020
	0	4	0%	EARTH SCIENCE Period 5 (SES21) LIVING ENVIRONMENT Period 3 (SLS21) EARTH SCIENCE Period 7 (SES21) EARTH SCIENCE Period 2 (SES21)	0	148
	0	3	0%			
	0	4	0%	ENGLISH 11 Period 4 (EES85) ENGLISH 12 Period 1 (EES87) ENGLISH 12 Period 2 (EES87) ENGLISH 12 Period 6 (EES87)		
	0	5	0%	FORENSICS Period 7 (SDS21) FORENSICS Period 3 (SDS21) FORENSICS Period 5 (SDS21) LIVING ENVIRONMENT Period 2 (SLS21) FORENSICS Period 6 (SDS21)		
	0	5	0%	DRAMATIC LITERATURE Period 5 (CLS21) DRAMATIC LITERATURE Period 6 (CLS21) AP ENGLISH LITERATURE Period 1 (EES87X) ENGLISH 12 Period 2 (EES87) ENGLISH 12 Period 3 (EES87)		
	0	13	0%	PHYS ED Period 7 (PPS21) PHYS ED 1 Period 4 (PPS81) PHYS ED 3 Period 1 (PPS83) PHYS ED 3 Period 3 (PPS83) PHYS ED 5 Period 1 (PPS85) PHYS ED 7 Period 7 (PPS87) PHYS ED 7 Period 3 (PPS87)		
	0	5	0%	GLOBAL HISTORY 9 Period 7 (HGS41) GLOBAL HISTORY 9 Period 6 (HGS41) GLOBAL HISTORY 9 Period 3 (HGS41) INTRO TO LAW I Period 1 (HLS61T) GLOBAL HISTORY 9 Period 5 (HGS41)		
	0	4	0%	ENGLISH 9 Period 1 (EES81) ENGLISH 9 Period 7 (EES81) ENGLISH 9 Period 6 (EES81) ENGLISH 9 Period 3 (EES81)		

3) Data Trackers

Tired of flipping between systems to find data on students' progress? We 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.

Student Name	Class	Attend Tier	Attend Tier	ELL	Jan-Feb	YTD	DRP Score		DRP Score -	DRP Level -	ELA 1819	Math 1819
		YTD	Sep-Dec		Attend	Attend	- 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

4) Supportive Environment Survey Design and Analysis

It's never been more critical to create a supportive environment and support students' social emotional learning. But to address students' needs and assess the strengths and weaknesses of our learning environment, you need data and insights. We can work with you to create and analyze surveys that can help you get to know your students, uncover insights on your school's SEL 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

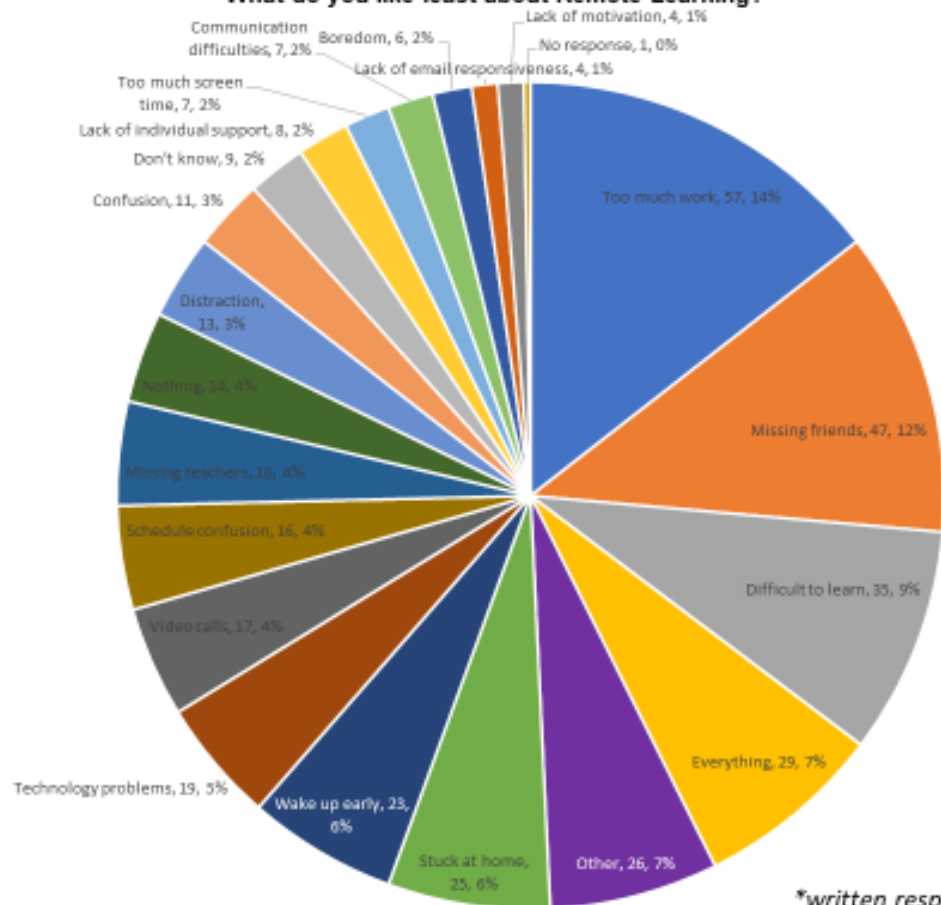
My responsibilities outside of school are... *

Short answer text

We use a variety of analysis techniques to pull out the key insights: thematic analysis, natural language processing, clustering analysis, and others.

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 than 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.

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

"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

"It's more independent so I really can't get the 1 on 1 learning like I could get in school." - 12th grader

"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

"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 dont like that its harder to explain things when i dont understand and also i dont get to see my friends." - 8th grader

"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

"Some teachers take advantage of the fact that we are home, they think that we have all day to do their work." –12th grader

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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

A natural language processing approach can help us identify patterns in open response questions quickly and efficiently

An analysis of common 3 and 2-word phrases among the responses provides hinted at shyness and stress as a theme

Most common 3-word phrases

Word/Phrase	Count
one thing wish	4
thing wish my	4
wish my teachers	4
about me is	3
don like being	3
is that like	3
that like to	3
and don like	2
and get stressed	2
being talked to	2
can be shy	2
don know nothing	2
don like talking	2
have anger issues	2
iam shy and	2
like being talked	2
like to dance	2
like to work	2
my teachers knew	2
my teachers new	2
nothing not sure	2
nothing nothing not	2
shy and don	2
shy and get	2
that am very	2
that my teachers	2
try my best	2
want to be	2
would like to	2

Most common 2-word phrases

Word/Phrase	Count
like to	10
that like	7
don like	6
my teachers	6
nothing nothing	6
want to	6
and get	5
can be	5
is that	5
one thing	5
am very	4
don know	4
shy and	4
thing wish	4
wish my	4
about me	3
am not	3
get stressed	3
know nothing	3
like being	3
me is	3
nothing not	3
that am	3
that love	3
to be	3

Approach 2:
Natural Language
Processing

5) Automated and Personalized Family Outreach

We can help you deliver 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

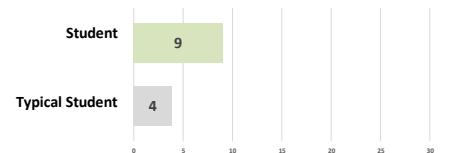
This report is to inform you how Student did in school last year and her attendance this year, to help you best support to succeed this school year. Please review the information carefully and let us know if you have any questions. Thank you!

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				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

6) Cohort Assignment Tool

Trying to figure out how to assign your cohorts A, B, C, and Remote only? We can help you create balanced cohorts that consider sibling pairs, ELL, IEP status, subgroups, grades, and classes. School leaders can easily change assignments and see the impact on cohort balance 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	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	
A	6A6		6						160	602	
A	6A1		6						160	604	
A	6A6		6						160	604	
A	6A1		6						160	605	
A	6A2		6						160	605	
A	6A3		6						160	605	
A	6A4		6						160	604	
A	6A2		6						160	604	
A	6A4		6						160	604	
A	6A3		6						160	604	
A	6A4	Y	6						160	605	
A	6A5	Y	6						160	605	
A	6A5	Y	6						160	606	
B	6B6		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

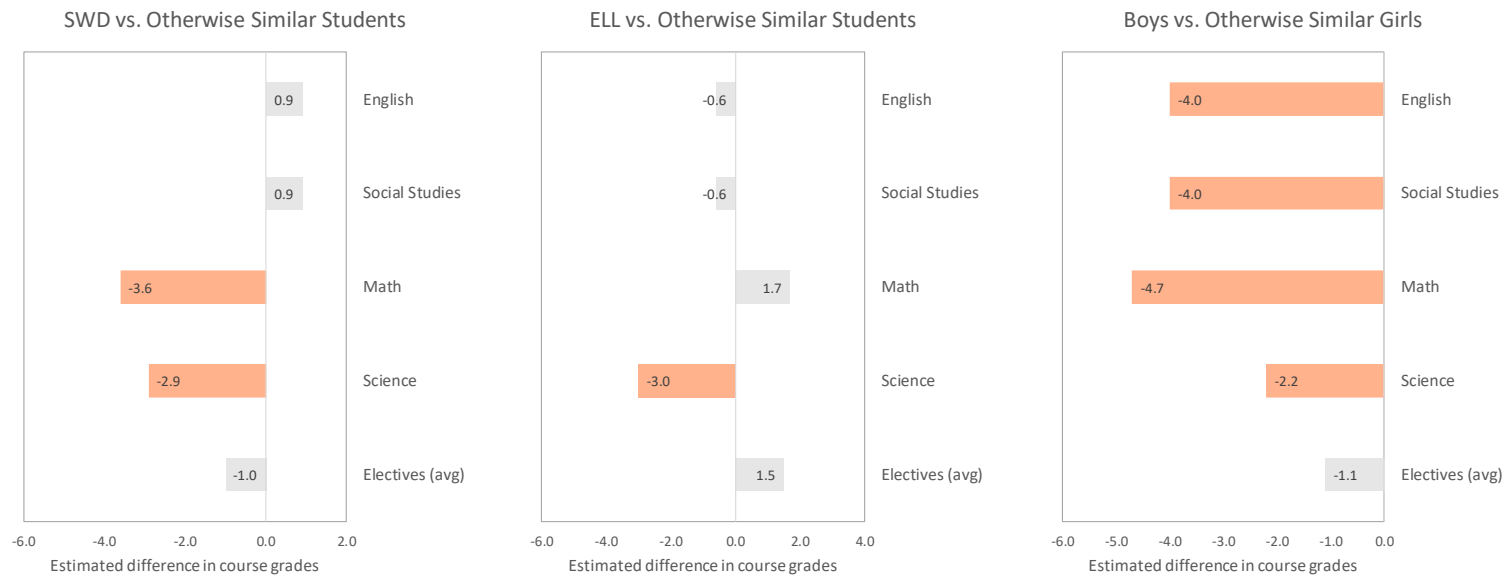
Cohort A				# Classes	=< 7 Students	8-9 Students	>= 10 Students										
Cohort B				# Classes	3	5	5										
Cohort A		114	38	39	37	24	34		Cohort B		97	41	38	18	18	21	
Class	Room #	# Students	High Scores	Mid Scores	Low Scores	# SPED	# ELL		Class	Room #	# Students	High Scores	Mid Scores	Low Scores	# SPED	# ELL	
6A1	363	10	4	3	3	3	2		6B1	363	9	3	4	2	2	2	
6A2	361	10	5	3	2	2	0		6B2	361	9	3	5	1	2	2	
6A3	364	7	4	2	1	0	1		6B3	364	9	2	4	3	1	2	
6A4	368	8	4	3	1	3	1		6B4	368	9	5	3	1	0	2	
									6B5	561	2	1	0	1	0	1	
6A5	569	5	0	3	2	5	3										
7A1	365	11	4	3	4	2	3		7B1	365	10	4	5	1	3	2	
7A2	367	9	3	3	3	3	1		7B2	367	9	2	6	1	3	2	
7A3	461	0	0	0	0	0	0		7B3	461	0	0	0	0	0	0	
7A4	463	9	3	2	4	0	4		7B4	463	10	5	3	2	1	2	
7A5	561	6	0	0	6	0	6										
8A1	565	10	3	5	2	2	1		8B1	565	10	4	2	4	4	3	
8A2	567	11	4	6	1	4	0		8B2	567	10	6	2	2	2	1	
8A3	467	0	0	0	0	0	0		8B3	467	0	0	0	0	0	0	
8A4	465	9	4	4	1	0	3		8B4	465	10	6	4	0	0	2	
8A5	563	9	0	2	7	0	9										
Remote Groupings					=< 7 Students	8-9 Students	>= 10 Students										
Remote Cohort 1 (D)				# Classes	1	2	6										
Remote Cohort 2 (E)				# Classes	1	1	5										
Cohort A		125	47	44	34	35	32		Cohort B		121	31	48	42	31	35	
Class	Room #	# Students	High Scores	Mid Scores	Low Scores	# SPED	# ELL		Class	Room #	# Students	High Scores	Mid Scores	Low Scores	# SPED	# ELL	
6D1	Remote	14	6	5	3	4	3		6E1	Remote	16	3	6	7	6	6	
6D2	Remote	12	5	4	3	5	4		6E2	Remote	13	2	5	6	5	5	
6D4	Remote	14	4	6	4	3	5		6E4	Remote	12	4	5	3	1	5	
6D5	Remote	2	0	0	2	0	2										
6D5	Remote	8	0	1	7	8	4										
7D1	Remote	15	6	6	3	4	2		7E1	Remote	15	4	5	6	5	3	
7D2	Remote	12	4	5	3	3	2		7E2	Remote	14	5	4	5	4	3	
7D4	Remote	10	2	4	4	1	6		7E4	Remote	10	2	3	5	1	5	
									7E5	Remote	5	0	0	5	0	5	
8D1	Remote	17	9	6	2	5	1		8E1	Remote	16	5	10	1	5	0	
8D2	Remote	12	6	4	2	2	0		8E2	Remote	12	4	6	2	4	2	
8D4	Remote	9	5	3	1	0	3		8E4	Remote	8	2	4	2	0	1	
									8E5	Remote	8	0	0	8	0	8	

3. The tool allows school leaders to see the number and distribution of students across *classes* as well – in this case by 2019 state exam achievement level, IEP and ELL status

7) Grading Equity Analysis

How do you know if your school is grading students fairly and equitably? We 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 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.

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.