



**Sample Book – Elementary and Middle Schools
School Year 2021-2022**

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NYC DOE Vendor Number: DIS642107

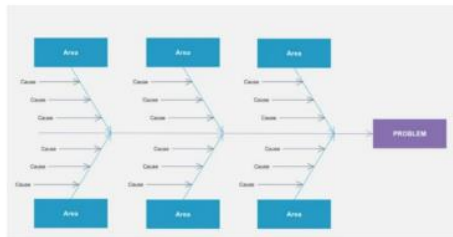
We're listed on [ShopDOE!](#)

1) School Improvement Tools and Processes

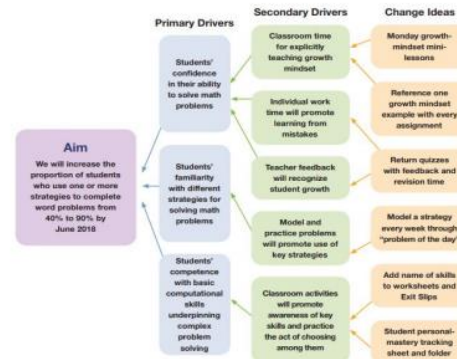
Do you have a department, grade, or inquiry team that could use some guidance? We all know inquiry is important but can be challenging. We have methods, facilitators, and customized data analysis at the ready to explore not only *what* to improve, but *how*. Examples of the process and inquiry data collection tools we have used with schools are below.

The Continuous Improvement Process

Step 1: Analyzing the problem
Tool: Fishbone diagram



Step 2: Create a theory of change
Tool: Driver diagram



Step 3: Test changes
Tool: Plan-Do-Study-Act Cycle



Step 4: Iterate and Scale

Source: NYC Department of Education, [Improvement Science Handbook](#), 2018.

11/10 version - theory of change

If we want to ensure that *students leave* more independent learners, then we need to focus on *students' confidence*, through *ensuring that students can name what they are learning and why*, and the best way we can think of doing this is to *include a 'why we are learning this' intro into every lesson*.

Goal

by June 2022, 50% more students across the school will engage in productive struggle when confronted with a task, as evidenced by the number of students who did not engage in avoidant behavior on an endline assessment, compared with the baseline.

PRIMARY DRIVERS
What conditions need to be in place to meet your goal?

Students are confident learners

SECONDARY DRIVERS
What factors comprise the primary driver?

Students can name what they are learning and why

CHANGE IDEAS
Small instructional or behavioral shifts

Include a "why are we learning this" intro to every lesson

Embedded evidence	<i>Proportion of students who engage in productive struggle when confronted with a task</i>	Proportion of students who self report being more confident in directing their own learning	Proportion of students able to name what they have learned and why	Proportion of lessons that begin with "why we are learning this" intro
Collection method	<i>Teacher data tracker</i>	Student survey	Exit ticket	Teacher data tracker
Measure	<i>% of students that engage in productive struggle in baseline and endline task, vs. % who demonstrate avoidant behaviors</i>	Improvement from baseline on % responding positively	% of students who successfully name what they have learned and why	% of classes that begin with "why we are learning this" intro

Class and Teacher(s)	Date	Description of task and why-framing used
Student Name	Initiated task promptly? (<u>mark</u> yes, no, or absent)	Notes (<u>clarification</u> if yes and no choices are both misleading, and/or info from student about why they did not initiate task)

			Date:	1/21/22		Date:	1/26/22		Date:	
			Subject:	Math		Subject:	Math		Subject:	Math
			Teacher(s):	Teacher1		Teacher(s):	Teacher1		Teacher(s):	Teacher1
			task:	Percent data. The		task:	video and made		task:	conversions.
Name	SWD	# times did NOT initiate task	Did the student initiate the task? (Y/N/absent)	Notes (optional - only if you feel the Y/N/absent classification is misleading, or you want to track a student more closely)		Did the student initiate the task? (Y/N/absent)	Notes (optional - only if you feel the Y/N/absent classification is misleading, or you want to track a student more closely)		Did the student initiate the task? (Y/N/absent)	Notes (optional - only if you feel the Y/N/absent classification is misleading, or you want to track a student more closely)
Student1		2	N			absent			N	
Student2		0	Y			Y			Y	
Student3		2	absent			Y			N	
Student4		2	N			Y			Y	
Student5		1	Y			Y			Y	
Student6		0	Y			Y			Y	
Student7		2	N			Y			N	
Student8		0	Y			Y			Y	
Student9		1	absent			Y			Y	
Student10		3	N			Y			N	
Student11		2	N			Y			Y	
Student12		1	absent			absent			absent	
Student13		3	N			Y			N	
Student14		1	Y			Y			Y	
Student15		1	absent			Y			N	
Student16		0	Y			Y			Y	
Student17		0	Y			Y			Y	
Student18		1	Y			Y			Y	
Student19		1	absent			Y			N	

DATE:		TEACHER NAME:				CLASS (grade level, subject, period):				
		PREDICTIONS				OBSERVATIONS				
Student Name		Will complete WITHOUT prompts	Will complete with prompts	Will START but not complete	Will not get started	Student was present in class today	Completed WITHOUT prompts	Completed but needed prompts	STARTED but did not complete	Did not get started
TOTALS:	Students tracked:									

	A	B	C	D	E	F	G	H	I	J	K	L	M
1				enter your predictions here					enter what actually happened here				
2	Your name	Date of trial	Class trialed (grade level, subject, period)	# students in group	will complete WITHOUT prompts	will complete with prompts	will START but not complete	won't get started	students in group who were	completed WITHOUT prompts	completed but needed prompts	STARTED but did not complete	did not get started
3		12/9/21	Global 9 Period 5	6	2	1	1	2	6	0	2	1	3
4		12/10/21	Global 9 Period 5	6	0	2	1	3	6	2	0	1	3
5		12/13/21	Global 9 Period 5	6	0	0	3	3	6	0	3	1	2
6		12/14/21	Global 9 Period 5	6	0	0	3	3	6	0	3	1	2
7		12/7/21	Period 1	5	2	1	0	2	2	1	0	1	0
8		12/8/21	Period 1	5	2	1	1	1	3	2	1	0	0
9		12/13/21	Period 1	5	2	2	0	1	2	1	1	0	0
10		12/14/21	Period 1	5	2	2	0	1	3	2	1	0	0
11		12/9/21	9th grade Algebra I	5	0	2	1	2	4	0	2	1	1
12		12/10/21	9th grade Algebra I	5	2	0	2	1	5	1	1	1	2
13		12/13/21	9th grade Algebra I	5	2	0	2	1	4	1	1	1	1
14		12/14/21	9th grade Algebra I	5	1	1	3	0	3	0	1	1	1
15		12/14/21	11th grade ELA	4	0	2	1	1	3	1	2	0	0

2) Interim Assessments and Analysis

District Public can build and analyze an assessment aligned to the NYC DOE priority standards to help you identify students' strengths and weaknesses, and create a starting point for your inquiry process.

Math Baseline Assessment for Incoming 6th Graders

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

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

What is your name?

Your answer _____

Question 11 point

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

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

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

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

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

☐ A

☐ B


☐ C

☐ D

When items are pulled from past state exams, we can 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.

12X242

Math 6th Grade Endline - Performance by Question

97 Students 

Performance based on percentage of possible points earned (# students)

Percent of students selecting each answer choice

Correct answer indicated with * **

Questions where school underperformed historical citywide avg by more than 10 pct

Legend for Color Codes *

0% - 50% - 70% - 85% - 100%

* The colors and scales correspond to multiple choice performance based on typical profiles of students that have historically scored 55 (yellow), 65 (green), and 80 (blue) on the Geometry Regents exam.

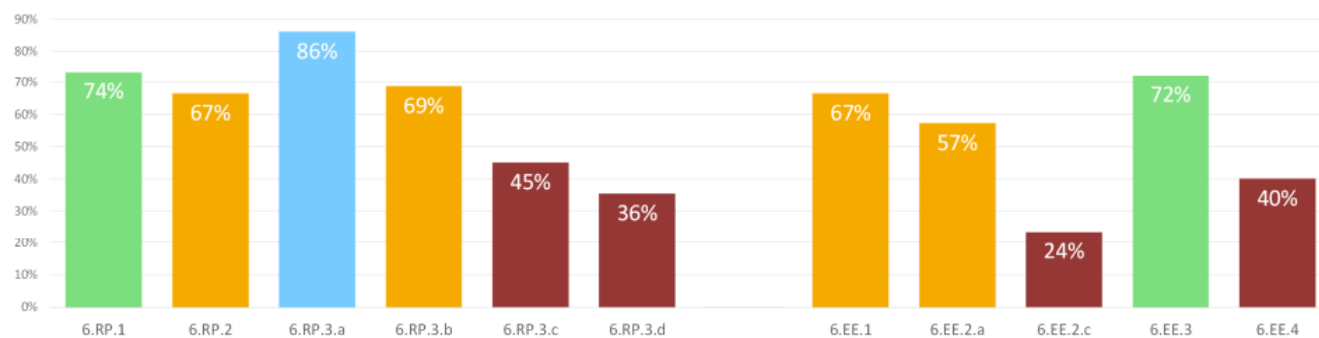
Answer Choices

Question	Standard	Description	Question Type	Correct Answer	Points	Citywide Avg	Schoolwide Avg (97)	+/-	A	B	C	D	Left Blank
1	6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the	MC	A	1	77%	92%	+15%	*	1%		7%	0%
2	6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups	MC	B	1	82%	77%	-5%	4%	*	1%	18%	
3	6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups	MC	D	1	51%	63%	+12%	6%	23%	8%	*	0%
4	6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups	MC	C	1	80%	78%	-2%	11%	2%	*	8%	
5	6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables	MC	C	1	62%	84%	+22%	3%	11%	*	2%	0%
6	6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be	MC	C	1	65%	95%	+30%		1%	*	4%	0%
7	6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	MC	C	1	61%	63%	+2%	8%	3%	*	26%	0%
8	6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	MC	D	1	74%	95%	+21%		1%	4%	*	0%
9	6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers.	MC	B	1	69%	86%	+17%	2%	*	2%	10%	0%
10	6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second	MC	A	1	75%	76%	+1%	*	14%	6%	3%	0%
11	6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive	MC	C	1	51%	52%	+1%	18%	16%	*	13%	1%
12	6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	MC	D	1	70%	79%	+9%	2%	6%	11%	*	1%
13	6.EE.A.2.a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	MC	B	1	58%	52%	-6%	26%	*	12%	10%	0%
14	6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	MC	A	1	57%	73%	+16%	*	10%	8%	8%	0%
15	6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	MC	D	1	64%	65%	+1%	9%	7%	18%	*	1%

Grade 6	Grade Summary	87 Students	Math	DP
Midline Assessment	Performance based on percentage of possible points earned			

Breakdown of Student Scores									Question Type / Strands - Pct Earned			
# Students	Baseline	Midline	+/-	<div>Does Not Meet Grade Expectations (0% - 49.9%)</div> <div>Approaches Grade Expectations (50% - 69.9%)</div> <div>Meets Grade Expectations (70% -)</div> <div>Exceeds Grade Expectations (85% - 100%)</div>				Multiple Choice	Response	Ratios and Proportions	Expressions and Equations	
				15 Points	7 Points	13 Points	9 Points					
Grade 6	87	36%	57%	+21%	31	29	19	8	62%	44%	60%	52%
Class 601	29	42%	60%	+17%	9	11	7	2	62%	54%	65%	51%
Class 602	29	31%	45%	+14%	17	9	1	2	51%	32%	50%	38%
Class 603	29	35%	66%	+30%	5	9	11	4	74%	47%	64%	67%

Standards - Midline Assessment - Pct Earned



Students

Class 601

29

Baseline

42%

Midline

60%

+/-

+17%

Strands - Midline

Multiple Choice

62%

Response

54%

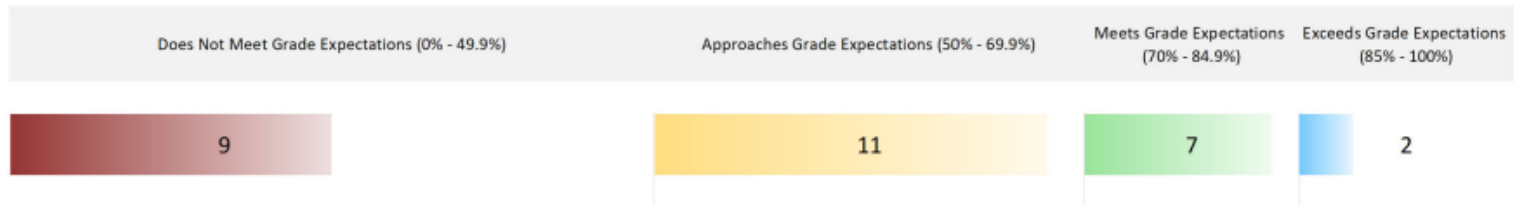
Ratios and
Proportions

65%

Expressions and
Equations

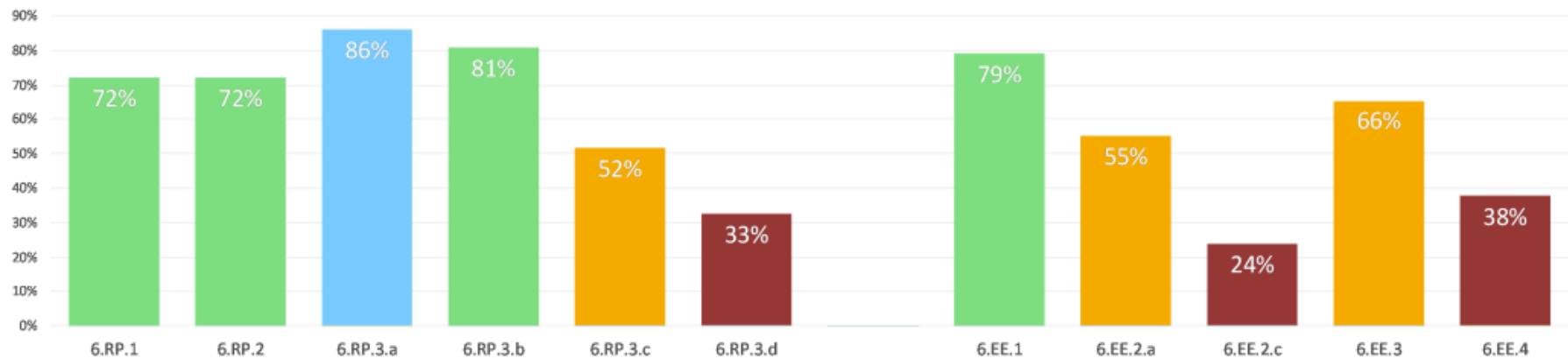
51%

Breakdown of Student Scores on Midline Assessment



Students' names are here (anonymized in this document for privacy purposes)

Standards - Midline Assessment - Pct Earned



Students listed alphabetically by last name

General Information			Baseline		Midline		Strand:				Tested Standards:											
							Multiple Choice	Response	Ratios and Proportions		Expressions and Equations	Ratio	Rate and Ratio	Table of Equiv. Ratios	Solve Unit Rate Problems	Find Percent as a Rate	Convert Measures w Ratios	Expression with Exponents	Write Expression s	Evaluate Expression s	Generate Equiv. Express.	ID Equivalent Expressions
Student Name	IEP	ELL	Points	Points	+/-						6.RP.1	6.RP.2	6.RP.3.a	6.RP.3.b	6.RP.3.c	6.RP.3.d	6.EE.1	6.EE.2.a	6.EE.2.c	6.EE.3	6.EE.4	
			22	22							1	2	1	4	3	2	1	3	2	2	1	
Average	3	2		60%			62%	54%	65%	51%	72%	72%	86%	81%	52%	33%	79%	55%	24%	66%	38%	
Students' names are here (anonymized in this document for privacy purposes)				41%			40%	43%	38%	44%	0%	50%	0%	75%	33%	0%	100%	33%	0%	100%	0%	
			75%	36%	-39%		33%	43%	54%	11%	0%	50%	0%	100%	33%	50%	0%	0%	0%	50%	0%	
			75%	82%	+7%		80%	86%	92%	67%	100%	100%	100%	100%	100%	50%	100%	67%	50%	50%	100%	
	Y		44%	68%	+24%		60%	86%	77%	56%	100%	50%	100%	100%	67%	50%	100%	0%	100%	100%	0%	
	Y		56%	82%	+26%		80%	86%	69%	100%	100%	100%	100%	100%	33%	0%	100%	100%	100%	100%	100%	
			44%	68%	+24%		73%	57%	77%	56%	100%	100%	100%	75%	67%	50%	100%	100%	0%	50%	0%	
			25%	64%	+39%		67%	57%	69%	56%	100%	100%	100%	100%	0%	50%	100%	33%	50%	100%	0%	
			50%	59%	+9%		67%	43%	62%	56%	100%	100%	100%	75%	33%	0%	100%	100%	0%	50%	0%	
	Y		31%	77%	+46%		80%	71%	85%	67%	100%	100%	100%	100%	67%	50%	100%	67%	50%	100%	0%	
			38%	27%	-10%		40%	0%	23%	33%	100%	0%	0%	0%	0%	100%	100%	0%	0%	100%	0%	
			31%	36%	+5%		33%	43%	38%	33%	0%	100%	0%	75%	0%	0%	0%	67%	0%	50%	0%	
			25%	23%	-2%		27%	14%	15%	33%	0%	0%	100%	25%	0%	0%	100%	33%	0%	0%	100%	
			50%	68%	+18%		80%	43%	77%	56%	100%	100%	100%	50%	100%	50%	100%	33%	0%	100%	100%	
			44%	36%	-7%		33%	43%	46%	22%	100%	0%	100%	75%	0%	50%	0%	33%	0%	0%	100%	
			25%	68%	+43%		80%	43%	77%	56%	100%	100%	100%	75%	67%	50%	0%	67%	0%	100%	100%	
			69%	86%	+18%		93%	71%	77%	100%	100%	100%	100%	100%	33%	50%	100%	100%	100%	100%	100%	
			31%	50%	+19%		47%	57%	62%	33%	0%	50%	100%	100%	67%	0%	100%	67%	0%	0%	0%	
			38%	77%	+40%		73%	86%	92%	56%	100%	100%	100%	100%	100%	50%	100%	67%	50%	50%	0%	
			38%	41%	+3%		47%	29%	54%	22%	100%	50%	100%	50%	67%	0%	0%	67%	0%	0%	0%	
			19%	73%	+54%		80%	57%	85%	56%	100%	100%	100%	100%	67%	50%	100%	33%	0%	100%	100%	
			44%	73%	+29%		80%	57%	85%	56%	100%	100%	100%	100%	67%	50%	100%	100%	0%	50%	0%	
	r		31%	45%	+14%		47%	43%	54%	33%	0%	50%	100%	100%	33%	0%	0%	33%	0%	50%	100%	
	Y		81%	82%	+1%		80%	86%	92%	67%	100%	100%	100%	100%	100%	50%	100%	100%	67%	50%	100%	0%
			19%	45%	+27%		47%	43%	54%	33%	100%	0%	100%	75%	67%	0%	100%	67%	0%	0%	0%	
			38%	64%	+26%		53%	86%	85%	33%	100%	100%	100%	100%	100%	0%	100%	33%	50%	0%	0%	
			50%	50%	+0%		73%	0%	38%	67%	0%	100%	100%	25%	33%	0%	100%	67%	0%	100%	100%	
			31%	55%	+23%		60%	43%	46%	67%	0%	0%	100%	100%	0%	50%	100%	67%	0%	100%	100%	
	Y			86%			87%	86%	100%	67%	100%	100%	100%	100%	100%	100%	100%	100%	67%	50%	100%	0%
			64%	64%	+0%		60%	71%	69%	56%	100%	100%	100%	75%	67%	0%	100%	33%	50%	100%	0%	

3) Standardized Assessment Analysis

We can analyze any standardized assessment, including the New York State (NYS) Math and English Language Arts - Grades 3-8 assessments, NYSESLAT, Reading Assessments, or any commercially available standardized assessment (F&P and state exam analysis shown below). Break down performance by school, grade, class, and individual student, with a focus on performance relative to peers. We pair our analysis with hands-on, interactive professional development for teachers and administrators and encourage teams to use our reports as a jumping off point for inquiry.

All Grades

Schoolwide - Summary

ELA

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

Growth Percentiles:

Above 54

50-54

45-49

< 45

School Performance:

> = 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

Difference: Grade vs City:

> = 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

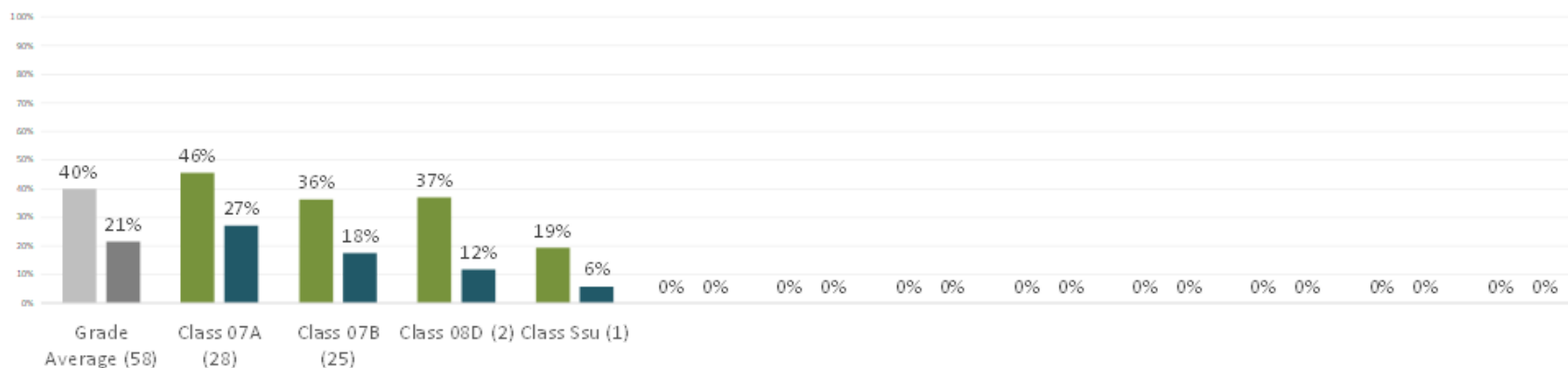
Data from 2019 6th Grade Math state exam

Number of students in each class and subgroup shown in parenthesis

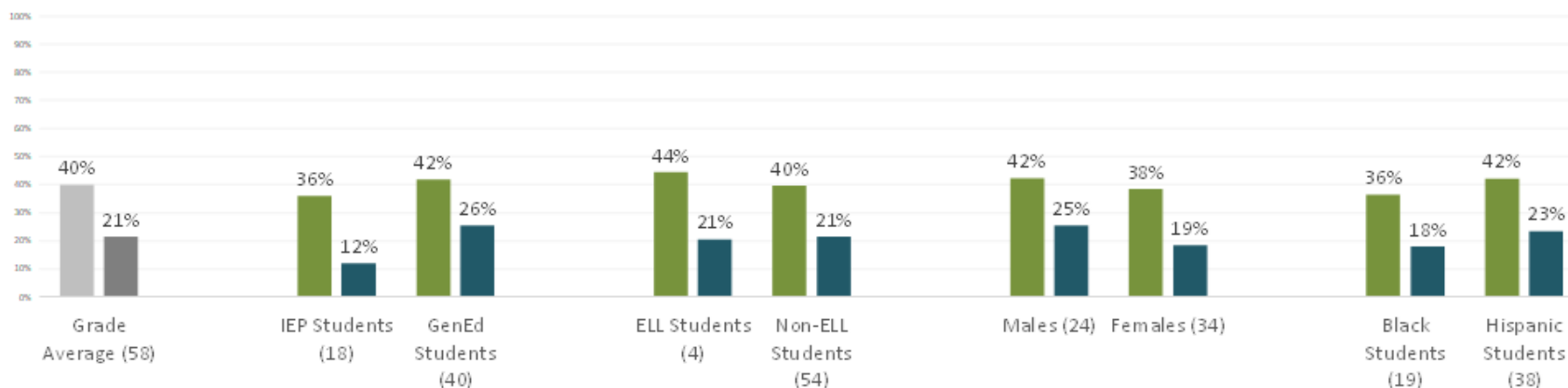
Avg Proficiency:

2.11

Classes - Performance by Question Type



Subgroups - Performance by Question Type



Legend

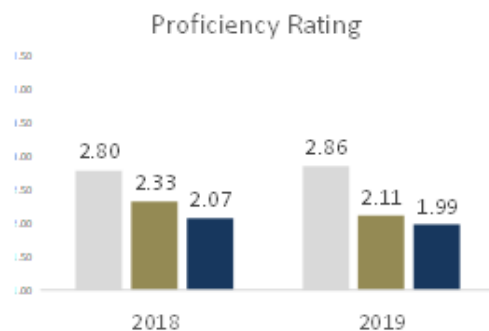
Grade Average

Multiple Choice

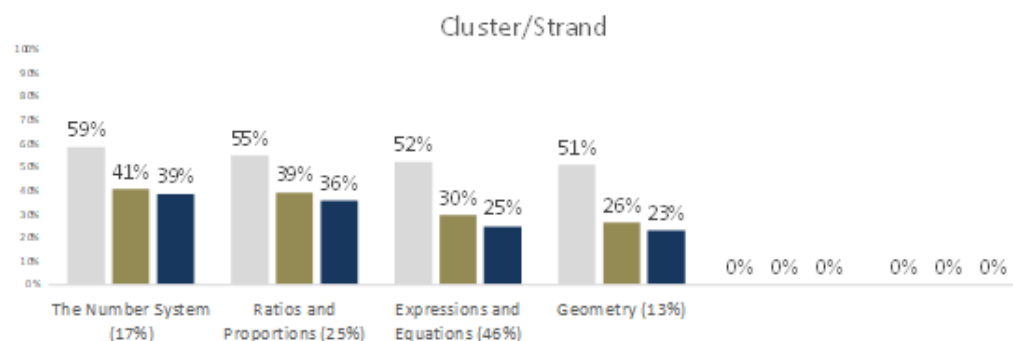
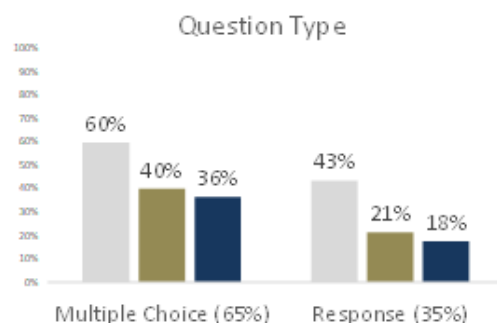
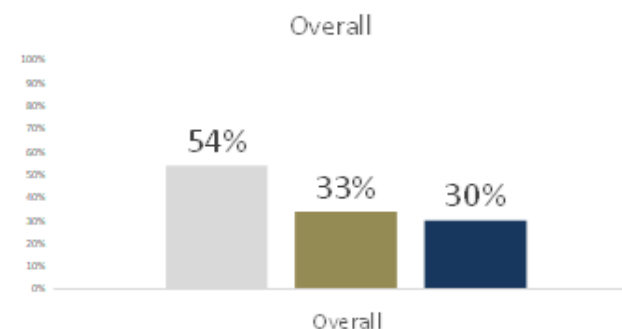
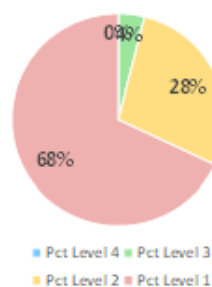
Response

Data from 2019 6th Grade Math state exam

Performance based on percentage of possible points earned

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

Pct by Proficiency Level



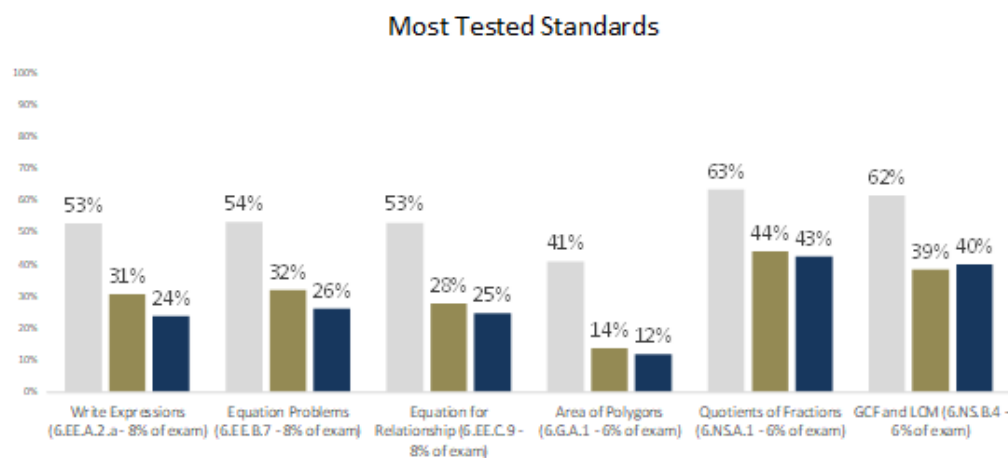
Legend

Citywide Performance

Schoolwide Performance

Class 07B Performance

Question Type and Cluster Charts:
Exam Weights shown in parenthesis



Data from 2019 6th Grade Math state exam

Standards and Questions ordered based on performance relative to the city

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

Strongest standards compared with city

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

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

Weakest standards compared with city

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

Strongest questions compared with city

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

Weakest questions compared with city

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

Total Standards Tested:

23

Total Points:

48

Questions Not
Released

Class 07B vs City

>= 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: 1.99

General Information			Proficiency and Growth					Question Type		Strand				Most Tested Standards						
			5th Grade	6th Grade							Major Work		Supporting		6.EE.A.2.a	6.EE.B.7	6.EE.C.9	6.G.A.1	6.NS.A.1	6.NS.B.4
Student Name	IEP	ELL	2017-2018	2018-2019	Points to Next Level	Growth	Overall	Multiple Choice	Response	The Number System	Ratios and Proportions	Expressions and Equations	Geometry	Write Expressions	Equation Problems	Equation for Relationship	Area of Polygons	Quotients of Fractions	GCF and LCM	
							48	31	17	8	12	22	6	4	4	4	3	3		
							100%	65%	35%	17%	25%	40%	13%	8%	8%	8%	6%	6%	6%	
City Average			2.8	2.86			54%	60%	43%	59%	55%	52%	51%	53%	54%	53%	41%	63%	62%	
Grade Average			2.33	2.11		32	33%	40%	21%	41%	39%	30%	26%	31%	32%	28%	14%	44%	39%	
Class 07B Average	13	0	2.07	1.99		37.5	30%	36%	18%	39%	36%	25%	23%	24%	26%	25%	12%	43%	40%	
Difference: Class 07B vs City							-24%	-23%	-26%	-20%	-19%	-27%	-28%	-29%	-28%	-28%	-29%	-21%	-22%	
			3.42	3.08	9	28	60%	71%	41%	100%	67%	50%	33%	50%	25%	75%	0%	100%	100%	
	Y		2.33	2.75	3	64	52%	52%	53%	88%	50%	50%	17%	75%	50%	50%	0%	67%	100%	
	Y		2.67	2.67	4	41	50%	61%	29%	88%	50%	41%	33%	50%	50%	25%	67%	100%	100%	
			2.00	2.42	7	62	44%	48%	35%	63%	50%	36%	33%	50%	50%	25%	0%	100%	67%	
			3.75	2.42	7	3	44%	39%	53%	38%	75%	41%	0%	50%	50%	50%	0%	33%	33%	
			2.25	2.33	8	46	42%	45%	35%	63%	25%	41%	50%	50%	50%	25%	33%	33%	100%	
			2.08	2.08	10	42	38%	52%	12%	50%	58%	32%	0%	25%	75%	0%	0%	100%	33%	
			2.58	2.00	11	19	35%	32%	41%	38%	58%	18%	50%	25%	50%	25%	33%	0%	100%	
			2.25	1.98	1	27	33%	32%	35%	38%	42%	27%	33%	0%	50%	75%	0%	33%	33%	
	Y		2.00	1.95	2	32	31%	39%	18%	38%	33%	27%	33%	25%	50%	25%	0%	67%	33%	
	Y		1.83	1.95	2	67	31%	45%	6%	50%	25%	27%	33%	25%	50%	25%	0%	67%	33%	
			1.97	1.95	2	37	31%	35%	24%	50%	33%	27%	17%	25%	0%	75%	0%	33%	67%	
			1.42	1.90	4	86	27%	42%	0%	38%	17%	27%	33%	0%	25%	0%	0%	0%	33%	
	Y		1.83	1.87	5	48	25%	39%	0%	38%	33%	18%	17%	25%	0%	0%	0%	0%	33%	
	Y		2.00	1.83	6	14	23%	29%	12%	25%	17%	23%	33%	25%	0%	25%	33%	33%	33%	
	Y		1.80	1.83	6	48	23%	32%	6%	25%	33%	14%	33%	0%	0%	25%	33%	67%	0%	
	Y		1.54	1.78	7	66	21%	32%	0%	25%	25%	23%	0%	0%	25%	0%	0%	33%	0%	
			1.62	1.78	7	62	21%	19%	24%	13%	33%	18%	17%	50%	0%	25%	0%	33%	0%	
	Y		1.95	1.78	7	16	21%	32%	0%	13%	33%	18%	17%	25%	0%	0%	0%	0%	0%	
			1.54	1.78	7	66	21%	29%	6%	38%	25%	14%	17%	25%	0%	25%	0%	67%	33%	
	Y		1.92	1.70	8	15	19%	29%	0%	0%	33%	14%	33%	0%	0%	0%	0%	0%	0%	
	Y		1.86	1.51	10	9	15%	23%	0%	13%	17%	9%	33%	0%	0%	0%	33%	33%	0%	
	Y		1.80	1.51	10	16	15%	19%	6%	13%	8%	18%	17%	0%	0%	50%	33%	0%	0%	
			1.62	1.43	11	18	13%	16%	6%	13%	25%	9%	0%	0%	25%	0%	0%	0%	33%	
	Y		1.83	1.37	12	5	10%	16%	0%	13%	25%	5%	0%	0%	25%	0%	0%	0%	33%	

Growth Percentiles:	Above 54	45-49	Student Performance:	> = 15% Above City Avg	0% to 15% Below City Avg	Difference: Class 07B vs	> = 15% Above City Avg	0% to 15% Below City Avg
	50-54	< 45		0% to 15% Above City Avg	< 15% Below City Avg		0% to 15% Above City Avg	< 15% Below City Avg

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: 1.99

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

Student Responses:

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

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

Questions Not Released

Difference:
Class 07B vs
City

>= 15% Above City Avg

0% to 15% Above City Avg

0% to 15% Below City Avg

< 15% Below City Avg

Class 07B Average /
Overall:

>= 15% Above City Avg

0%-15% Above City Avg

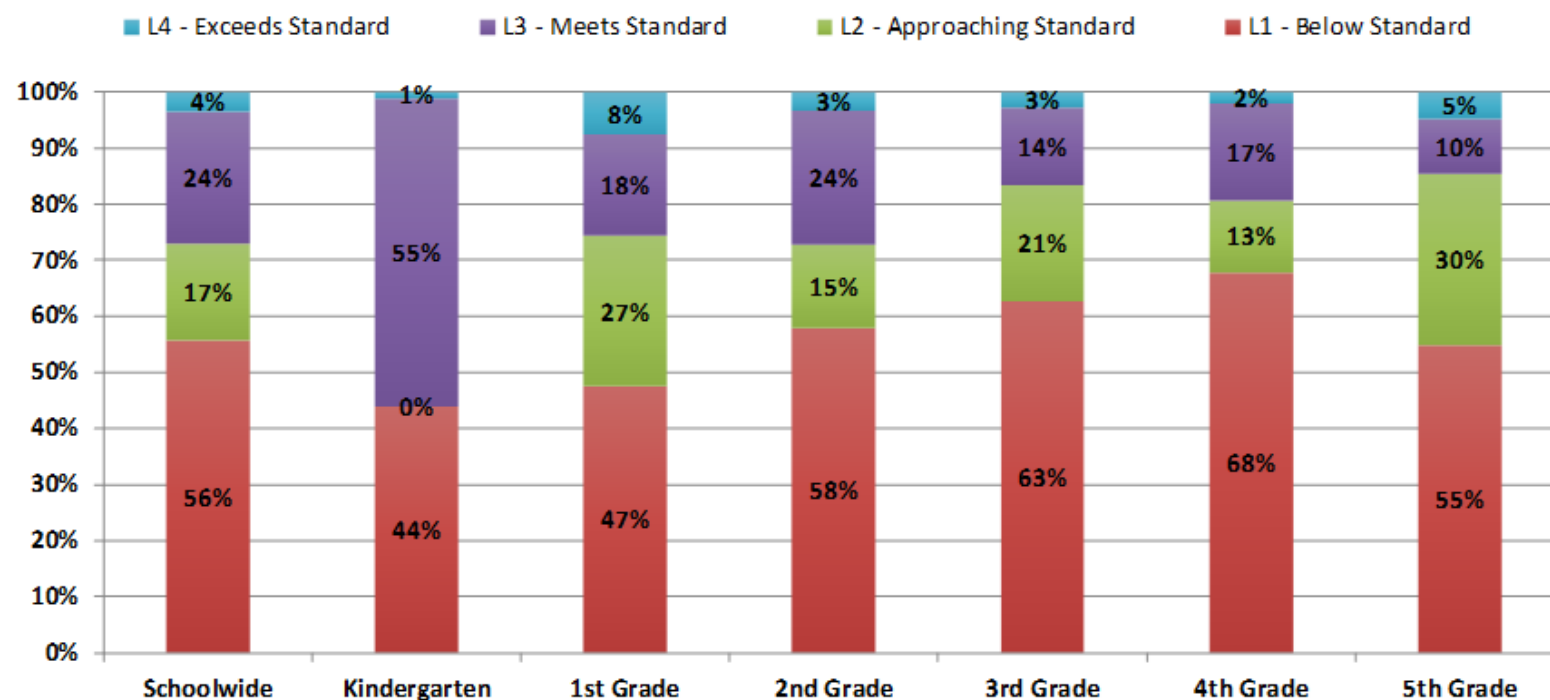
0%-15% Below City Avg

0%-15% Below City Avg

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



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



Progress - Schoolwide

Progress Sept 19 - November 19

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

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

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

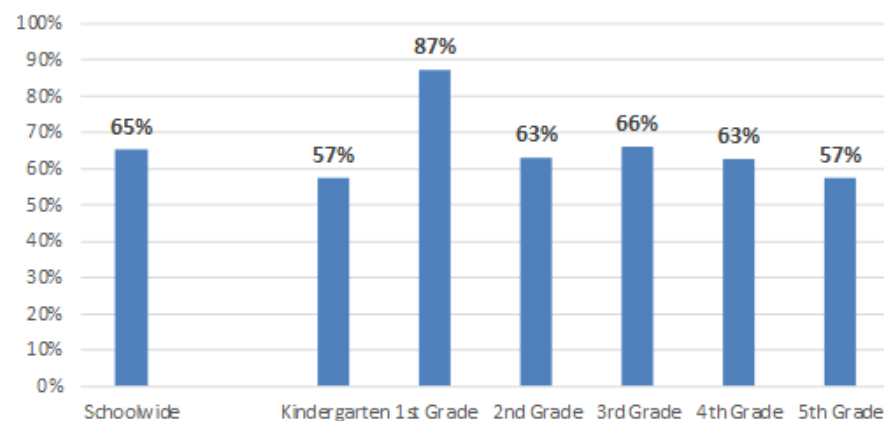
Progress November 18 to November 19

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

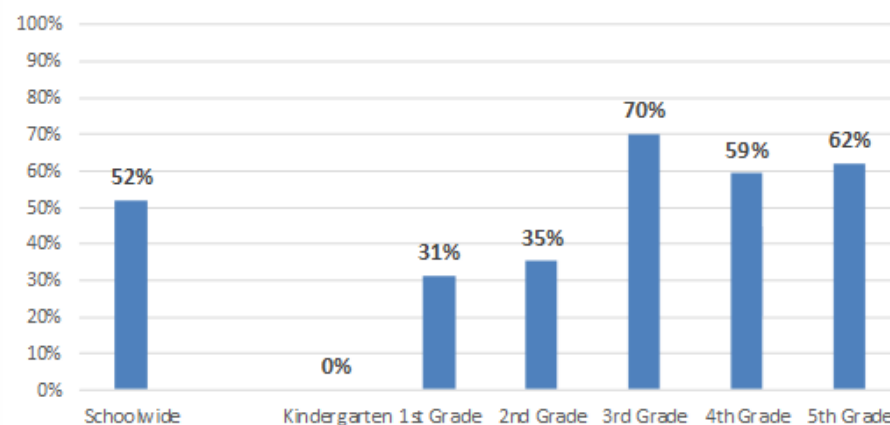
344	G	J	3.26	0.91	52%
0					
61	A	D	3.36	0.67	31%
71	C	F	3.58	0.72	35%
60	G	J	3.52	1.17	70%
81	I	L	2.91	0.97	59%
71	M	P	3.04	1.01	62%

% of Students on Track for 1 year progress

Sept 19 - Nov 19



Nov 18 to Nov 19

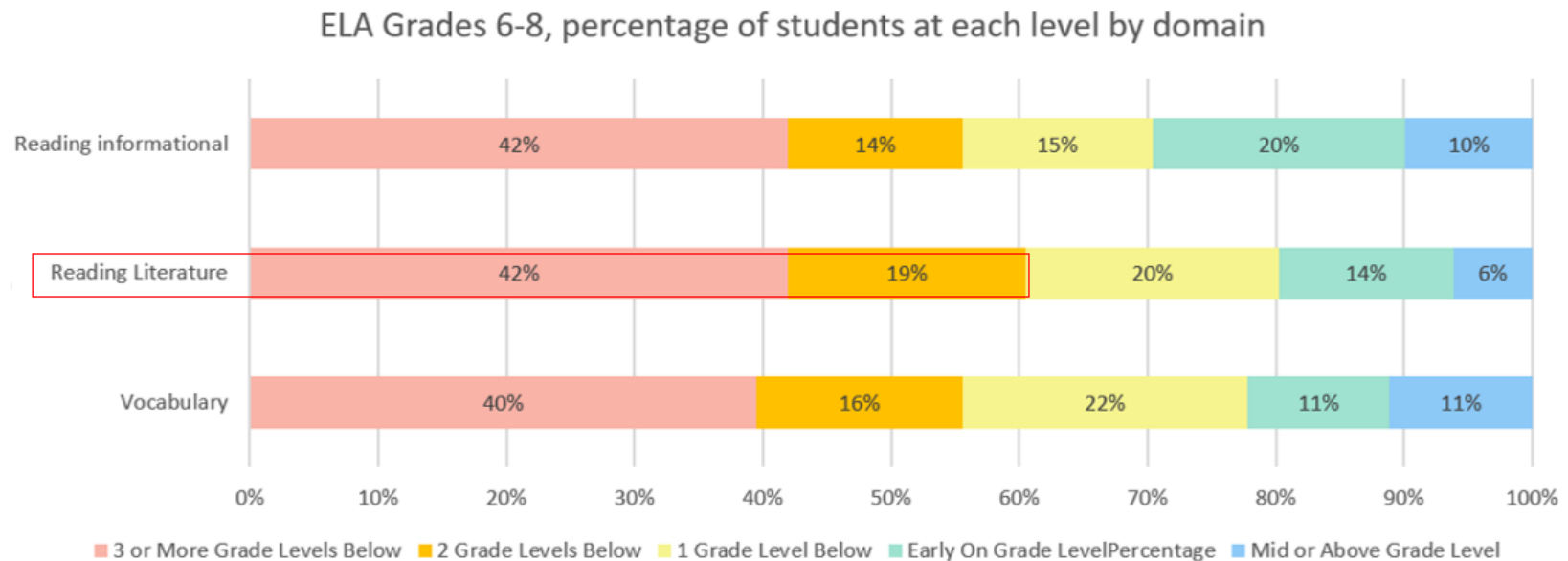


4) Screener Analysis

We can take your screener results and make them meaningful. You send us the downloadable excel file of results from whatever platform you are using (iReady, Acadience, MAP, etc.) and we create a customized, easy-to-digest report that helps you pick a direction for further inquiry.

For 6-8th graders ELA, reading literature is a slight relative weakness when compared to reading information text or vocabulary.

61% of students scored 2 or more levels below in Reading Literature.



In addition, we can provide charts based on student growth broken down by subgroup for any analysis:

iReady ELA

Fall - Overall Scores and Projected Proficiency Levels					Winter - Overall Scores and Projected Proficiency Levels				
Group	# Students	Avg Scaled Score	Pct Level 3 and 4	Projected Levels * (Assuming Typical Growth)	# Students	Avg Scaled Score	Pct Level 3 and 4	Projected Levels * (Assuming Typical Growth)	+/- Pct Level 3 and 4
				Level 1 Level 2 Level 3 Level 4				Level 1 Level 2 Level 3 Level 4	
Middle School	144	541	19%	42% 38% 14% 6%	136	544	18%	41% 41% 10% 7%	-2%
6th Grade	45	529	24%	56% 20% 18% 7%	49	531	16%	49% 35% 8% 8%	-8%
7th Grade	46	541	9%	48% 43% 9% 0%	36	544	11%	53% 36% 11% 0%	2%
8th Grade	53	551	25%	26% 49% 15% 9%	51	556	24%	25% 51% 12% 12%	-1%
SWD	54	523	9%	56% 35% 4% 6%	49	523	10%	51% 39% 4% 6%	1%
GenEd	90	551	26%	34% 40% 20% 6%	87	554	22%	36% 43% 14% 8%	-4%
									0%
ELLs	11	510	0%	73% 0%	11	509	0%	82% 18% 0%	0%
Non-ELLs	133	543	21%	40% 39% 15% 6%	125	547	19%	38% 43% 11% 8%	-2%
Black	73	540	16%	42% 41% 14% 3%	73	544	15%	37% 48% 11% 4%	-1%
Hispanic	65	540	20%	45% 35% 12% 8%	57	544	19%	46% 35% 7% 12%	-1%

* iReady provides a Projected Proficiency level for each student based on three different scenarios: No Growth (student shows no further improvement in scaled score), Typical Growth (student improves scaled score at a typical growth rate for their given grade through the Spring term), and Stretch Growth (student improves at a rate greater than what is typical through the Spring term)

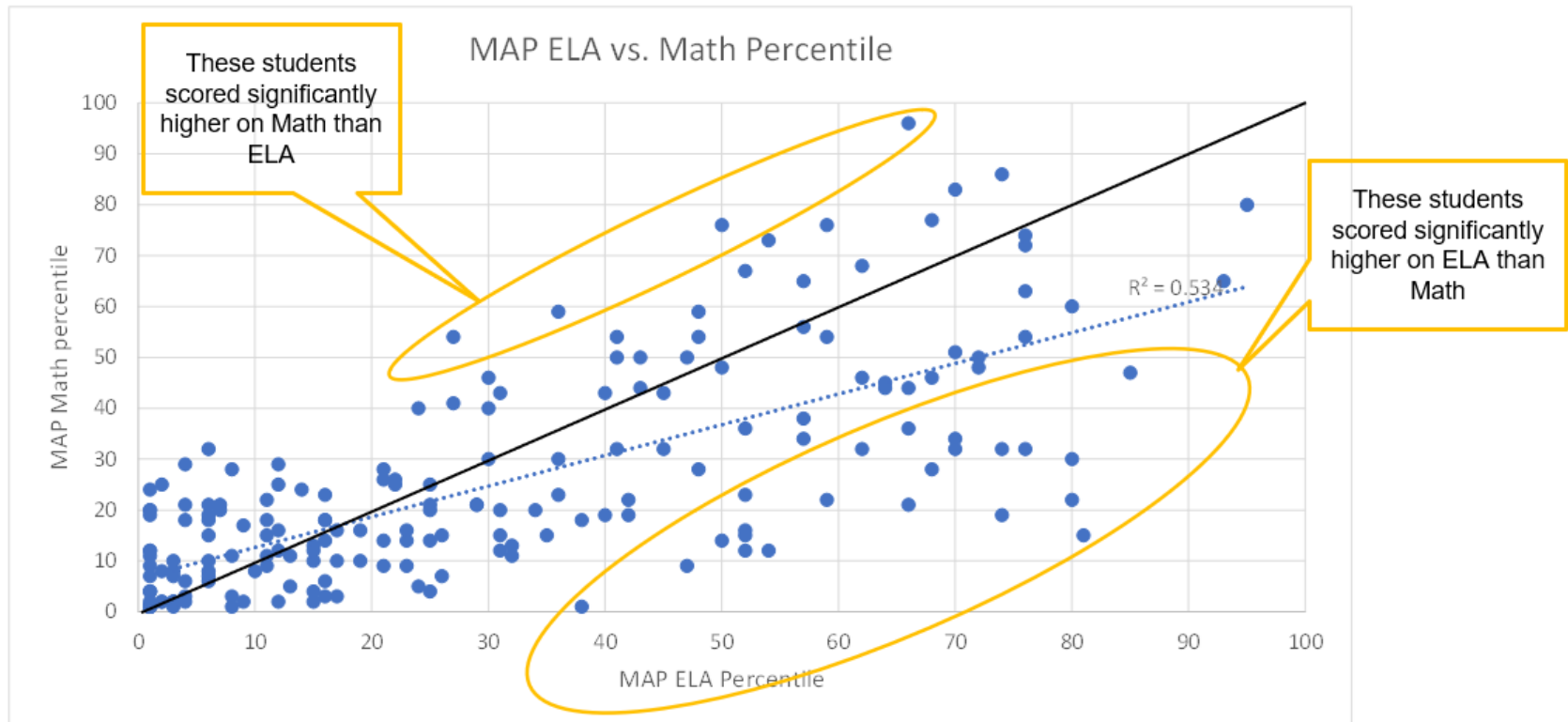
MAP Math - Classes - Growth and Placement Levels

Group	# Students	Achievement					Growth (Change in RIT Score)	Quintile by Growth Percentile*	Pct Meeting Growth Target**
		# Took Math K-12 MAP in Fall & Winter	Fall RIT Score	Fall Pctile	Winter RIT Score	Winter Pctile			
Schoolwide	536	213	212	26	215	28	+3	<div> <div>26%</div> <div>13%</div> <div>15%</div> <div>22%</div> <div>24%</div> </div>	56%
6th Grade	53	36	204	29	208	28	+4	<div> <div>28%</div> <div>25%</div> <div>17%</div> <div>25%</div> <div>6%</div> </div>	42%
7th Grade	60	56	205	26	211	31	+6	<div> <div>11%</div> <div>5%</div> <div>23%</div> <div>29%</div> <div>32%</div> </div>	79%
8th Grade	59	10	200	9	209	16	+9	<div> <div>60%</div> <div>0%</div> <div>0%</div> <div>30%</div> </div>	30%
9th Grade	130	52	212	26	217	31	+5	<div> <div>25%</div> <div>13%</div> <div>17%</div> <div>19%</div> <div>25%</div> </div>	54%
10th Grade	99	33	218	27	222	31	+4	<div> <div>36%</div> <div>12%</div> <div>9%</div> <div>18%</div> <div>24%</div> </div>	48%
<u>Subgroups</u>									
GenEd	461	149	216	30	220	33	+4	<div> <div>22%</div> <div>12%</div> <div>17%</div> <div>23%</div> <div>26%</div> </div>	59%
SPED	135	64	203	14	204	14	+1	<div> <div>34%</div> <div>14%</div> <div>13%</div> <div>19%</div> <div>20%</div> </div>	48%
Non-ELL	548	186	213	27	216	30	+3	<div> <div>25%</div> <div>11%</div> <div>15%</div> <div>23%</div> <div>25%</div> </div>	58%
ELL	48	27	202	12	207	14	+5	<div> <div>30%</div> <div>22%</div> <div>19%</div> <div>11%</div> <div>19%</div> </div>	41%
Females	354	137	213	27	216	29	+3	<div> <div>24%</div> <div>12%</div> <div>13%</div> <div>27%</div> <div>23%</div> </div>	60%
Males	182	76	211	24	214	26	+3	<div> <div>29%</div> <div>13%</div> <div>20%</div> <div>12%</div> <div>26%</div> </div>	49%
Black Students	139	49	210	24	212	26	+2	<div> <div>31%</div> <div>6%</div> <div>18%</div> <div>27%</div> <div>18%</div> </div>	59%
Hispanic Students	379	158	213	26	216	28	+3	<div> <div>30%</div> <div>22%</div> <div>19%</div> <div>11%</div> <div>19%</div> </div>	54%

* Growth Percentile data only includes students that have taken both the Fall and Winter assessments. Growth percentile is not a measure of absolute achievement, but a measure of *progress* each student made *relative to peers who started at the same achievement level*. Growth percentile results here are reported by quintile. For example, a student with a growth percentile of 15 would be in the "low" category, a student with a growth percentile of 24 would be in the "LoAvg" category, and a student with a growth percentile of 85 would be in the "high" category.

** This is the percentage of student who have met their individual growth target from Fall to Winter. If a student made the same or greater progress than the average student who started at the same achievement level and received the same number of instructional days from Fall to Winter, they are considered to have met their growth target.

While students who scored well in Math tended to score well in ELA and vice versa, there are significant exceptions



Overall, 60% of students are at benchmark or above, according to Acadience, for the four domains highlighted below.

Group	Pct of Students at or above benchmark			Acadience Legend	ELA Winter - Pct of Students at each Benchmark Level				
	# Took Fall + Winter*	Fall	Winter		+/- Pct meeting benchmark	well below benchmark	below benchmark	at benchmark	above benchmark
Composite Score	300	58%	57%	-1%		26%	17%	19%	38%
First Sound Fluency (FSF)	56	75%	64%	-11%		16%	20%	46%	18%
Phoneme Segmentation Fluency (PSF)	56	16%	52%	36%		23%	25%	39%	13%
Correct Letter Sounds (CLS)	117	21%	46%	25%		34%	20%	21%	26%
Whole Words Read (CLS)	61	64%	57%	-7%		26%	16%	26%	31%
Oral Reading - Words Correct (CR)	244	48%	66%	18%		23%	11%	17%	50%
Oral Reading - Retell	166	63%	64%	1%		17%	18%	34%	30%
Oral Reading - Retell Quality	166	62%	93%	31%		0%	0%	93%	0%

In our screener work, we create filterable lists that allow us to identify specific students that you are curious to know more about (anonymized here for privacy):

These 21 students scored in the 30th percentile or below in the Math MAP, but in the 40th or higher in ELA MAP

ELA MAP												Math MAP									
		STH Housing Status	SW	ELL	21-22 CL	21-22 Grade Level	21-22 YTD as of 10/18/21	Overall Percentile	Achievement Quintile	Rapid Guessing	Understand Key Ideas, Details, & Connections	Understand Language, Craft, & Structure	Vocabulary: Acquisition & Use		Overall Percentile	Achievement Quintile	Rapid Guessing	Operations & Algebraic Thinking	The Real & Complex Number Systems	Geometry	Statistics & Probability
Last Name	First Name					705	7	92%	47	Avg	5.0	LoAvg	HiAvg	Avg	9	Low	0.0	Low	Low	Low	Low
		D				601	6	87%	54	Avg	0.0	HiAvg	Avg	LoAvg	12	Low	3.8	Low	Low	Low	LoAvg
		D		Y		620	6	100%	52	Avg	0.0	LoAvg	HiAvg	Avg	12	Low	1.9	Low	LoAvg	Low	Low
			Y			604	6	83%	50	Avg	12.5	Avg	HiAvg	Avg	14	Low	2.0	Low	Low	Low	Low
						702	7	96%	81	High	0.0	High	HiAvg	High	15	Low	0.0	LoAvg	Low	LoAvg	Low
						605	6	100%	52	Avg	0.0	HiAvg	Avg	Avg	15	Low	0.0	Low	LoAvg	Low	LoAvg
		S				602	6	100%	52	Avg	0.0	HiAvg	Avg	LoAvg	16	Low	0.0	LoAvg	LoAvg	LoAvg	Low
			Y			705	7	50%	42	Avg	2.5	LoAvg	Avg	Avg	19	Low	0.0	LoAvg	LoAvg	Low	Low
			Y			702	7	96%	40	LoAvg	0.0	LoAvg	LoAvg	HiAvg	19	Low	0.0	Low	LoAvg	LoAvg	Low
						701	7	90%	74	HiAvg	0.0	High	HiAvg	HiAvg	19	Low	0.0	LoAvg	Low	Low	Low
						602	6	88%	66	HiAvg	0.0	Avg	HiAvg	HiAvg	21	LoAvg	0.0	Low	LoAvg	Low	LoAvg
						701	7	100%	42	Avg	5.0	LoAvg	HiAvg	LoAvg	22	LoAvg	0.0	LoAvg	LoAvg	Low	LoAvg
						701	7	100%	80	HiAvg	0.0	High	HiAvg	HiAvg	22	LoAvg	0.0	LoAvg	Avg	Low	Low
						702	7	100%	59	Avg	0.0	Avg	HiAvg	HiAvg	22	LoAvg	0.0	Avg	Low	LoAvg	Low
						803	8	96%	52	Avg	0.0	Avg	HiAvg	Avg	23	LoAvg	0.0	Avg	LoAvg	Low	Low
			Y			701	7	92%	68	HiAvg	15.0	HiAvg	HiAvg	HiAvg	28	LoAvg	1.9	Low	LoAvg	LoAvg	Avg
		S		Y		802	8	100%	48	Avg	0.0	HiAvg	Avg	Low	28	LoAvg	0.0	LoAvg	Avg	LoAvg	LoAvg
			Y			705	7	79%	80	HiAvg	17.5	High	HiAvg	High	30	LoAvg	1.9	LoAvg	LoAvg	LoAvg	LoAvg

5) 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?

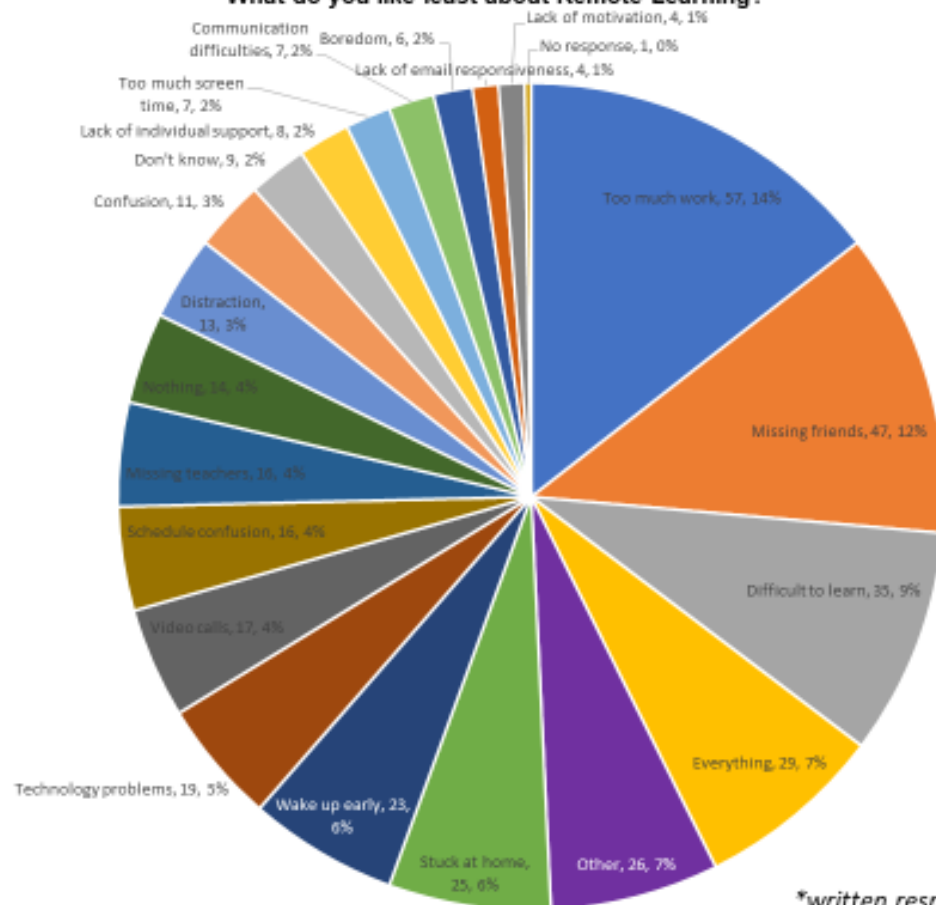
Approach 3: Thematic analysis

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

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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.

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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

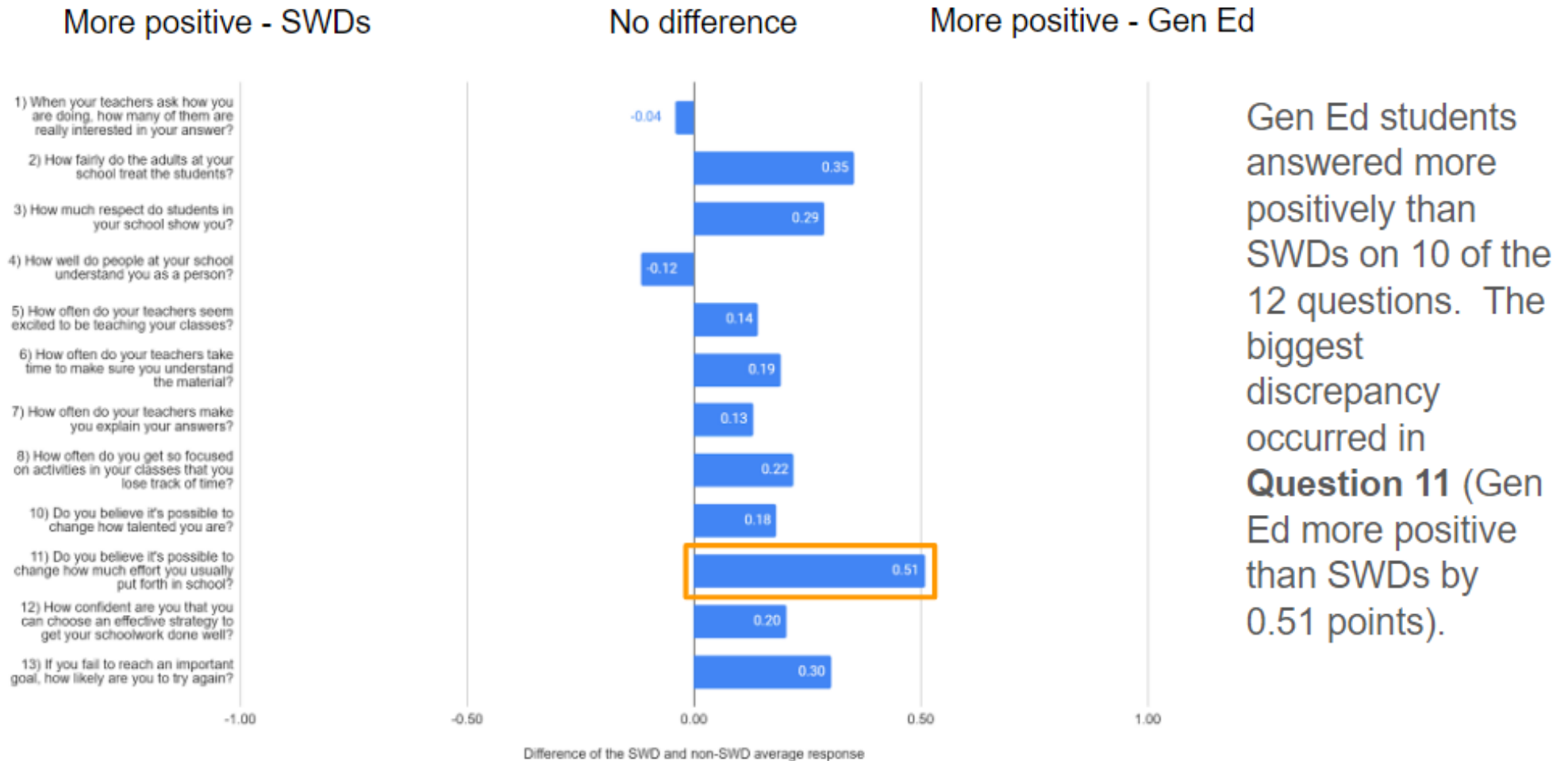
Number of responses by group, by grade

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

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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

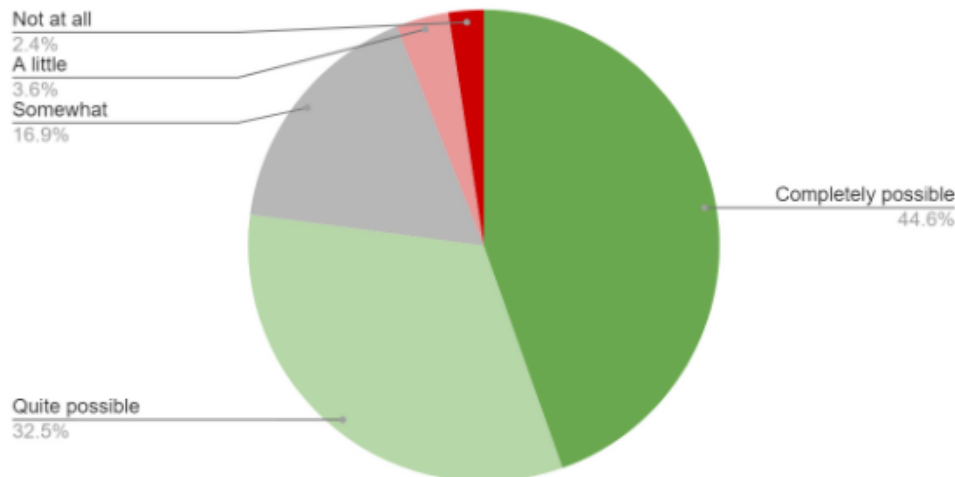
We are also able to note trends among groups of students that can illuminate responses to survey questions for further inquiry and curiosity:



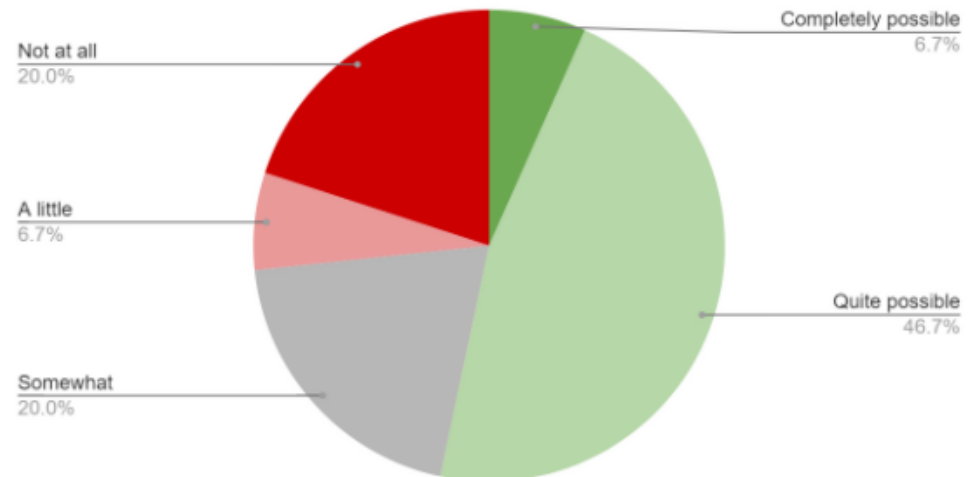
By contrast, responses from English proficient students were dramatically more positive than ELL responses on two questions

The biggest discrepancy occurred in Question 11) Do you believe it's possible to change how much effort you usually put forth in school?

Responses to Q11 by English proficient students (166 responses)



Responses to Q11 by English language learners (15 responses)



English proficient students also answered much more positively than ELLs to Question 10) Do you believe it's possible to change how talented you are?

We also take the time to analyze and categorize qualitative data to make it more digestible when thinking about school improvement:

14) What is one change the school could make that would help you succeed?

More challenging or interesting classes & activities

- Harder classes (2nd year)
- More AP classes (2nd year)
- Tell students about so many opportunities there are out there to help them succeed (4th year)
- I would say trying to discuss our interests (4th year)
- I wish they had more clubs (3rd year)
- Having the same format of classes becomes boring I need something that will engage me (4th year)

More learning supports or better teaching

- Quiet spaces to work (1st year)
- An after school club that solely helps students practice for the SAT's (4th year)
- Help me with assignments I don't understand (2nd year)
- Work in groups so we can all understand (4th year)
- Some teachers don't really explain material (3rd year)
- Some teachers get so annoyed when you ask for help over and over again...it makes students not even want to ask for help (3rd year)
- Give more time not everyone going to be on top of they hw not everything we say is an excuse (1st year)

Many students said the school is already doing well

- Nothing because I'm already succeeding (1st year)
- Nothing much it's all [up to] me to succeed (2nd year)
- I cannot think of anything because the way they do teach helps me understand (1st year)
- I can't think of any changes. It's pretty fine right now. (3rd year)

Suggestions to strengthen student support

- More language inclusion especially letters sent home (1st year)
- Individual meeting times with students for support (2nd year)
- Frequent check-ins (4th year)

Other common suggestions

- Fix the Wifi (3rd year)
- To be able to leave for lunch (3rd year)
- Making the late bell ring [2 or 2.5] minutes after the first bell. The amount given right now is too little and requires running in the hallways which is a classic school rule of "no". (1st year)

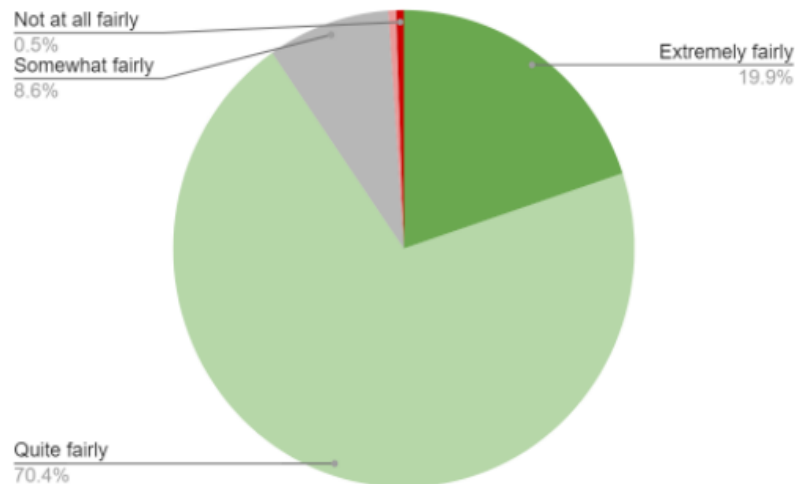
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Questions with the most vs. the least positive responses

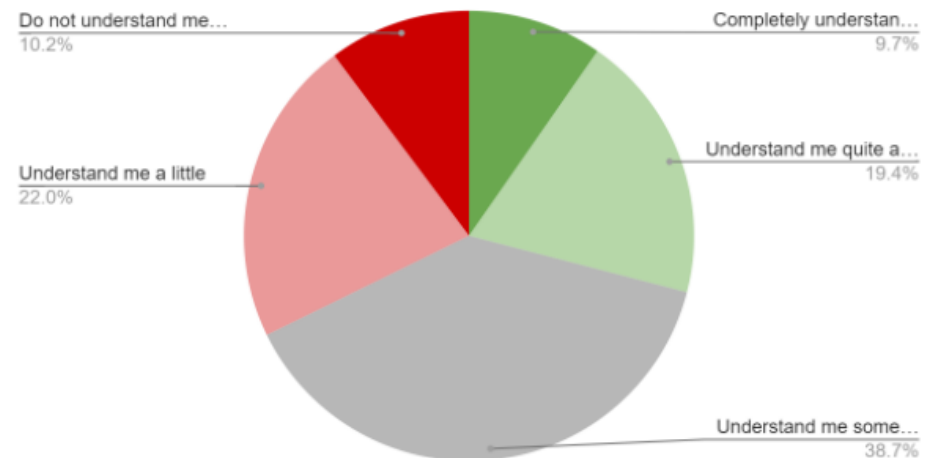
Most positive: 2) How fairly do the adults at your school treat the students?

Least positive: 4) How well do people at your school understand you as a person?

2) How fairly do the adults at your school treat the students?



4) How well do people at your school understand you as a person?



6) Individual Student Reports for Families, Students and Teachers

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

Dear Family Members of: [REDACTED]

Grade: 4th Grade
Class: 401

This report is to inform you how [REDACTED] has done in school this year, to help you best support him to succeed. Please review the information carefully and let us know if you have any questions. Blanks mean there is no information. Thank you!

Attendance

As of 3/11/22, the number of days this school year that [REDACTED] has been absent is 8. That is the same amount his classmates. You can have a big impact on [REDACTED] attendance by ensuring that he is in school every day.

Days absent this school year

Typical Student 8

[REDACTED] 8

	2019-2020	2020-2021	2021-2022 year to date
Days Absent	18	13	8
Attendance Rate	84.3%	92.6%	92.7%

8	typical days absent
90.0%	typical attendance rate

Reading and Math Skills

[REDACTED] took several assessments measuring his skills in reading and math. MAP measures achievement and progress in reading and math for grades 3-8, Fountas & Pinnell measures reading skills in all grades, and Acadience measures early reading skills in grades K-2. These results are used by [REDACTED] teacher to design lessons so he progresses with these skills.

Reading

MAP Assessment (Grades 3-8 only)	Fountas & Pinnell Assessment	Acadience (Grades K-2 only)
Achievement Quintile Winter 2022: Average Fall 2021: Average On the MAP Winter Reading Assessment, [REDACTED] scored as well as or better than 46 percent of students in his peer group in reading across the country.	Independent Reading Status Winter 2022: L1 - Below Standard The F&P Independent Reading Status Level tells us how well [REDACTED] can read without support.	Reading Composite Score Status Winter 2022: (Did not take) Fall 2021: (Did not take) The Reading Composite Score Status compares [REDACTED]'s reading skills to benchmarks in reading we expect him to meet.

You can help [REDACTED] with reading by:

- Allowing him to choose his own books to read and encouraging him to read often.
- Talking to him about whatever book, magazine, graphic novel or other material he is reading. Ask questions about it.
- Make sure [REDACTED] comes to school every day!

Math

MAP Assessment (Grades 3-8 only)

Achievement Quintile
Winter 2022: Low-Average
Fall 2021: Average

On the MAP Winter Math Assessment, [REDACTED] scored as well as or better than 39 percent of students in his peer group in math across the country.

You can help [REDACTED] with math by:

- Playing games involving numbers like Monopoly or 24.
- If you feel anxious about math, try not to let it show to [REDACTED]. [REDACTED] is watching you for cues about how to feel and staying positive will help him.
- Make sure [REDACTED] comes to school every day!

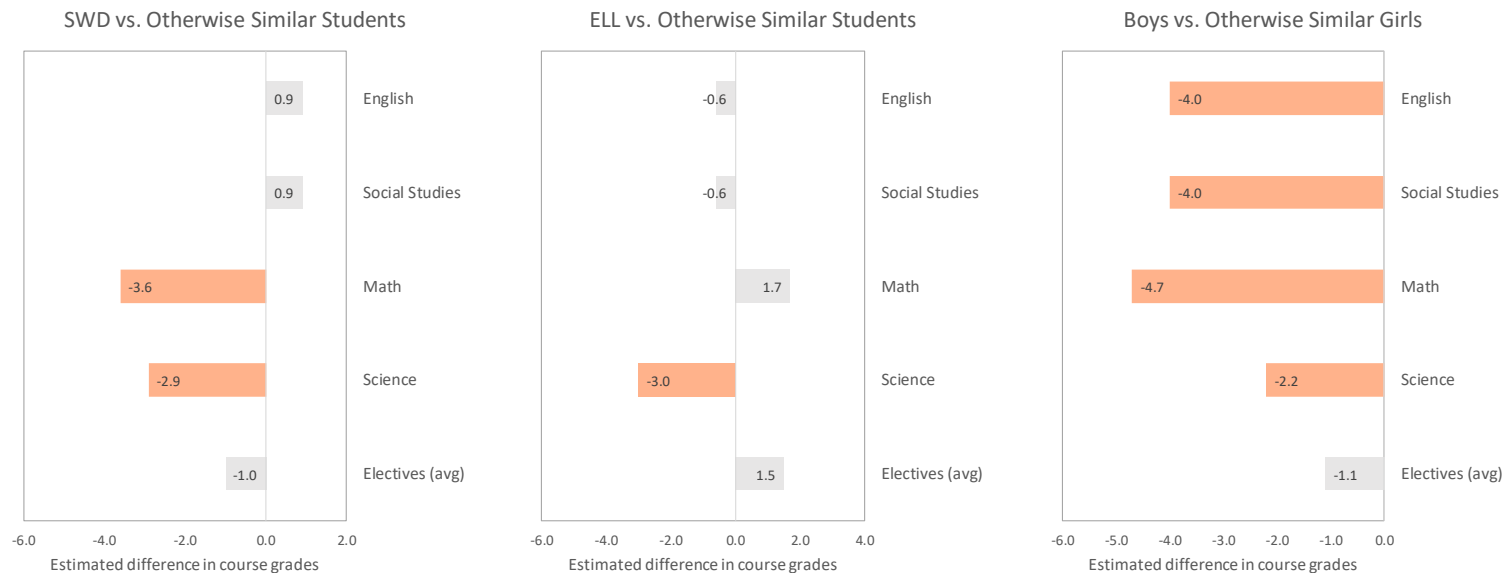
Please let us know if you have any questions about this report.

7) Equity Analysis

Grading:

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.

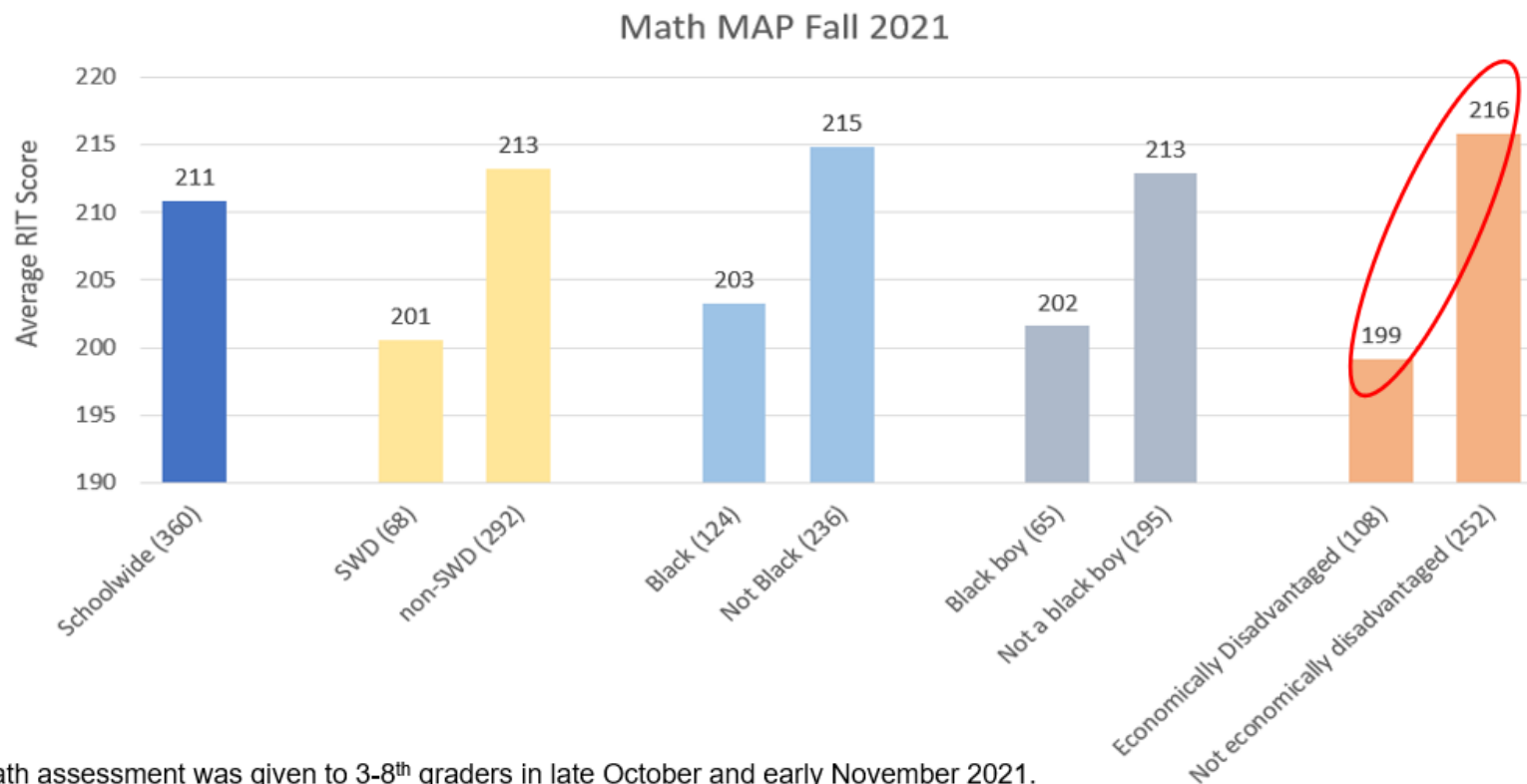
Students were matched on 2019 ELA exam scores for comparisons of English, Social Studies, Science and Elective grades. Scores from the 2019 math exam were used for comparisons of math grades.

Subgroup analysis:

We can also compare subgroups to their counterparts as a way of identifying which students it might be beneficial to focus on in your inquiry work. This example displays screener results by subgroups requested by one of our schools.

On the Math MAP assessment*, the greatest gap (17 points) was between economically disadvantaged students and non-economically disadvantaged students.

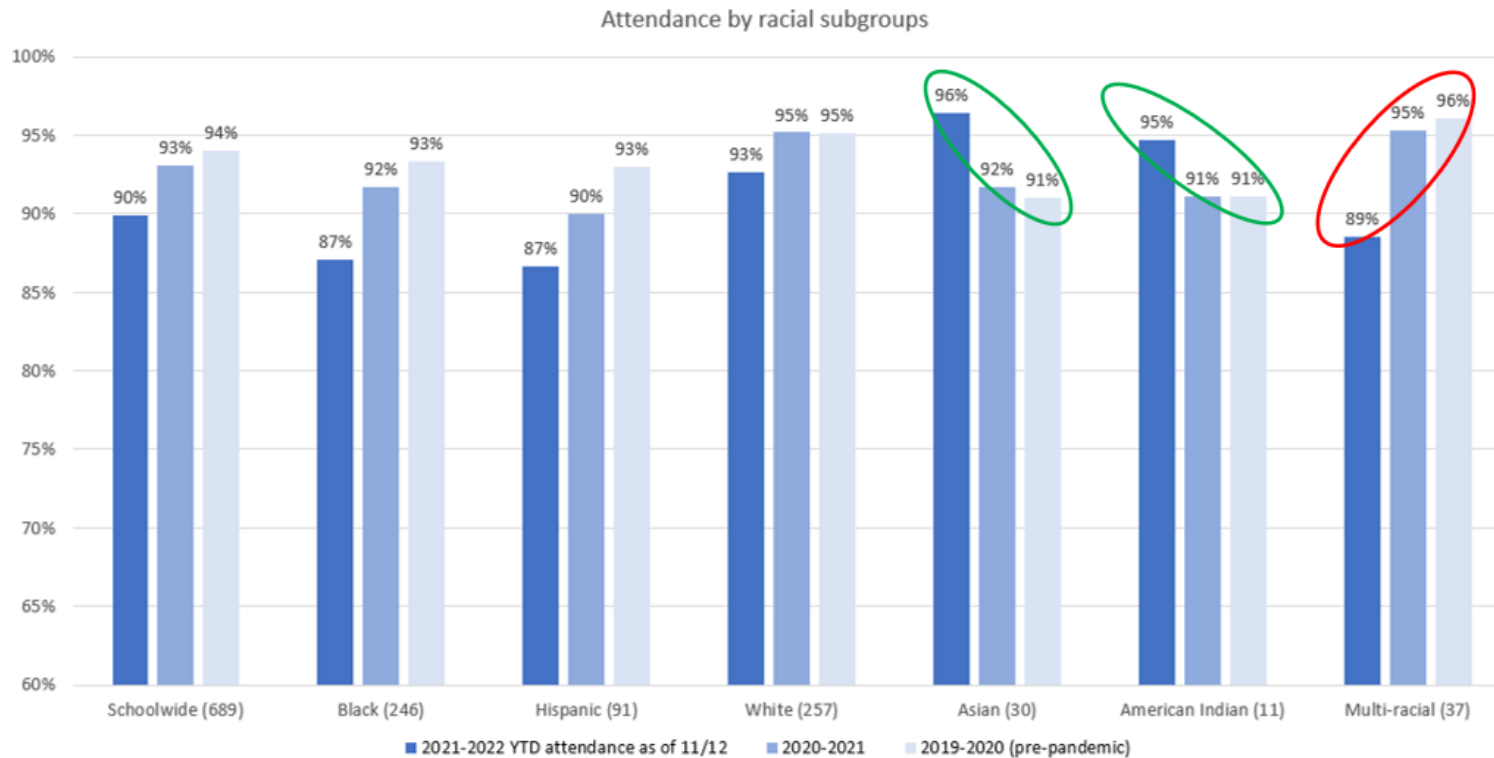
Of the subgroups listed, all had a 10 point or greater gap with their comparison group on their average math RIT score.



*MAP Math assessment was given to 3-8th graders in late October and early November 2021.

Whatever subgroups and trends you would like to learn more about, we can make it happen. Here is an attendance analysis displaying trends from pre-pandemic to current day.

Looking at race alone, multi-racial students' attendance has dropped the most, while Asian and American Indian students are attending at higher rates than they were last year



8) NYSESLAT Analysis

There continues to be a strong and growing focus on multilingual student and their progress. How is each grade doing in general and across modalities with ELL students? Subgroups within? What are individual students' strengths and weaknesses? Our NYSESLAT analysis can help you better understand your students' progress or decline over time in each modality, by placing each on a comparable scale.

Schoolwide

School Summary - Current ELLs

134 Students

DP

DISTRICT PUBLIC

Results by school, grade, and subgroup are provided an ELL level equivalent (e.g. Entering, Emerging, Transitioning, etc) for each modality. Current ELLs are all ELLs enrolled in 2021-2020, including any currently enrolled student who took the NYSITEL in 2021 and scored lower than Commanding, plus any student who took the 2021 NYSESLAT and scored lower than Commanding level. Former ELLs are students who reached Commanding level on the 2017, 2019, or 2021 NYSESLAT. 1st Year Former ELLs are those who reached Commanding on the 2021 NYSESLAT. Performance by Modality considers only currently enrolled students who took the NYSESLAT in 2021.

Legend

Entering

Emerging

Transitioning

Expanding

Commanding

Performance by Modality* - 2021 NYSESLAT Takers

All values are expressed as percentage of possible points, by taking the scaled score (minimum of 30, maximum of 90) and converting it into percentage of possible points. For example, a scale score of 60 is represented as 50% of possible points.

Group	Current ELLs	# of 2021 NYSESLAT Takers	Total	Listening	Speaking	Reading	Writing
Schoolwide	122	58	51%	47%	77%	47%	34%
Kindergarten	15						
Grade 1	19	9	53%	50%	64%	57%	43%
Grade 2	18	11	36%	31%	66%	35%	12%
Grade 3	22	12	54%	48%	87%	46%	35%
Grade 4	26	14	51%	46%	82%	42%	32%
Grade 5	23	12	61%	60%	80%	57%	48%
Females	56	27	57%	52%	80%	52%	43%
Males	66	31	46%	43%	74%	43%	26%
Special Ed	10	4	43%	43%	78%	40%	10%
General Ed	112	54	52%	47%	77%	48%	36%
>= 3 Yrs as ELL*	39	38	55%	51%	83%	49%	36%
< 3 Yrs as ELL	83	20	44%	39%	64%	44%	29%

* Students with no NYSITEL data available are not included in this calculation.

Legend Entering Emerging Transitioning Expanding Commanding

Performance by Modality

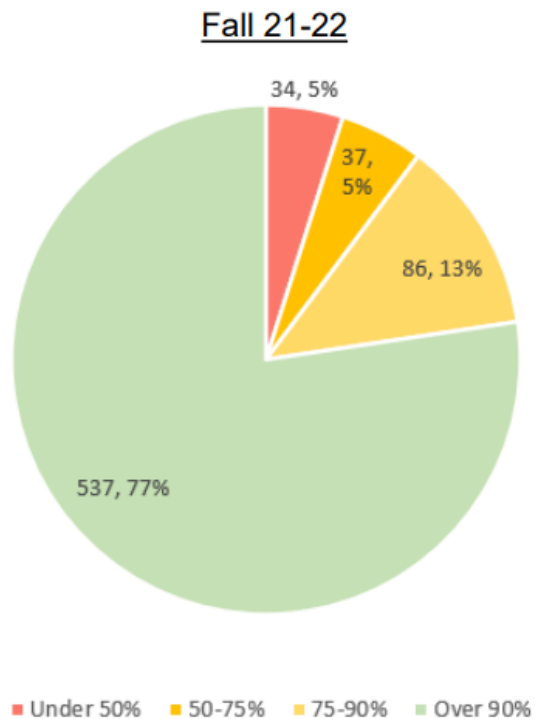
Student Name	SWD	Year Initially Tested (NYTL)	Starting Level (NYTL)	Performance by Modality																
				ELL Level		Total			Listening			Speaking			Reading			Writing		
				2019	2021	2019	2021	+/-	2019	2021	+/-	2019	2021	+/-	2019	2021	+/-	2019	2021	+/-
Class 302 (23 Students)				EX	TR	61%	56%	-5%	65%	51%	-14%	61%	88%	+27%	72%	48%	-24%	48%	37%	-11%
		2018	EN	EM		40%			58%			63%			37%			0%		
		2021	EM	EX		66%			58%			70%			77%			60%		
		2017	EM		TR		58%			52%			100%			30%			48%	
		2017	EX	EX	EM	60%	42%	-18%	45%	30%	-15%	57%	88%	+32%	87%	30%	-57%	52%	18%	-33%
		2018	EN	EM		52%			55%			42%			67%			43%		
		2019	EN		EM		30%			30%			48%			17%			27%	
	1	2018	EN	EX	TR	67%	58%	-9%	72%	48%	-23%	52%	83%	+32%	77%	57%	-20%	67%	42%	-25%
	1	2018	CM																	
		2018	EX	EX	CM	75%	84%	+9%	82%	77%	-5%	83%	100%	+17%	77%	92%	+15%	60%	68%	+8%
		2018	EM	EX	EX	68%	70%	+2%	72%	68%	-3%	60%	97%	+37%	87%	62%	-25%	55%	55%	+0%
		2021	EN																	
		2017	EM	TR	EM	57%	45%	-12%	67%	48%	-18%	55%	88%	+33%	67%	33%	-33%	38%	8%	-30%
		2021	EM	EX		72%			67%			78%			77%			67%		
		2021	TR	TR		57%			67%			57%			67%			38%		
		2021	TR	EX		72%			72%			63%			87%			67%		
		2021	TR	TR		53%			67%			12%			77%			55%		
		2018	TR	EX	EX	66%	78%	+11%	67%	55%	-12%	60%	100%	+40%	87%	80%	-7%	52%	75%	+23%
		2018	EN		EM		40%			37%			83%			30%			8%	
		2017	EN	TR	EM	56%	36%	-20%	55%	35%	-20%	60%	80%	+20%	58%	30%	-28%	52%	0%	-52%
		2021	EM	EM		45%			52%			57%			55%			17%		
		2017	EX	EX	EX	78%	77%	-0%	82%	77%	-5%	92%	100%	+8%	77%	70%	-7%	60%	62%	+2%
		2021	TR																	
		2021	EM	TR		59%			62%			70%			72%			33%		

9) Executive Summary

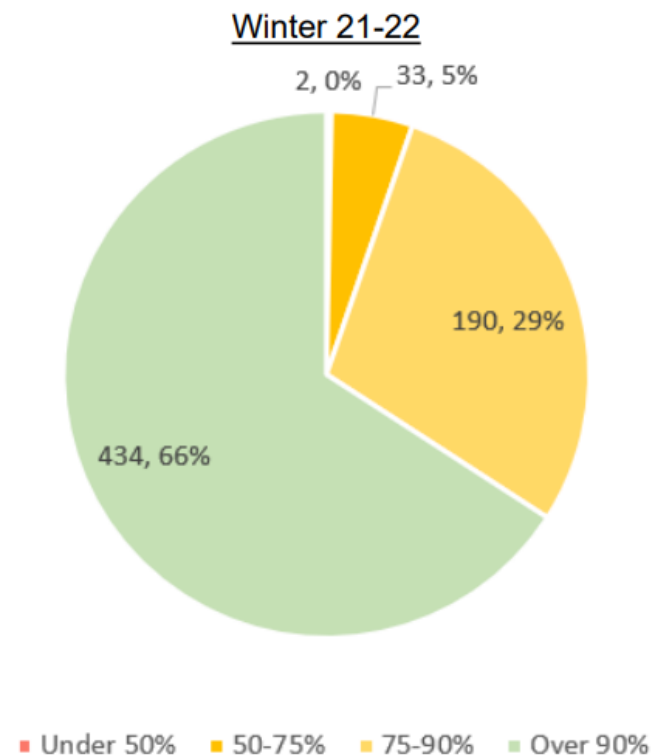
Do you have all your data in one place and still can't easily make sense of it? Allow us. We put together top-level reports for principals regarding attendance, test results, SEL surveys and any other data sources you would like to make meaning of.

Fewer students than in the Fall have very high attendance, and fewer have very low attendance

66% of students are attending school over 90% of the time. This marks an 11 percentage point drop from the fall. However nearly 0% of students are attending under 50% of the time, an improvement from the fall.



**Attendance as of 11/12/21*



**Attendance as of 2/25/22*

There are 42 students who are chronically absent this year who were NOT chronically absent last year.

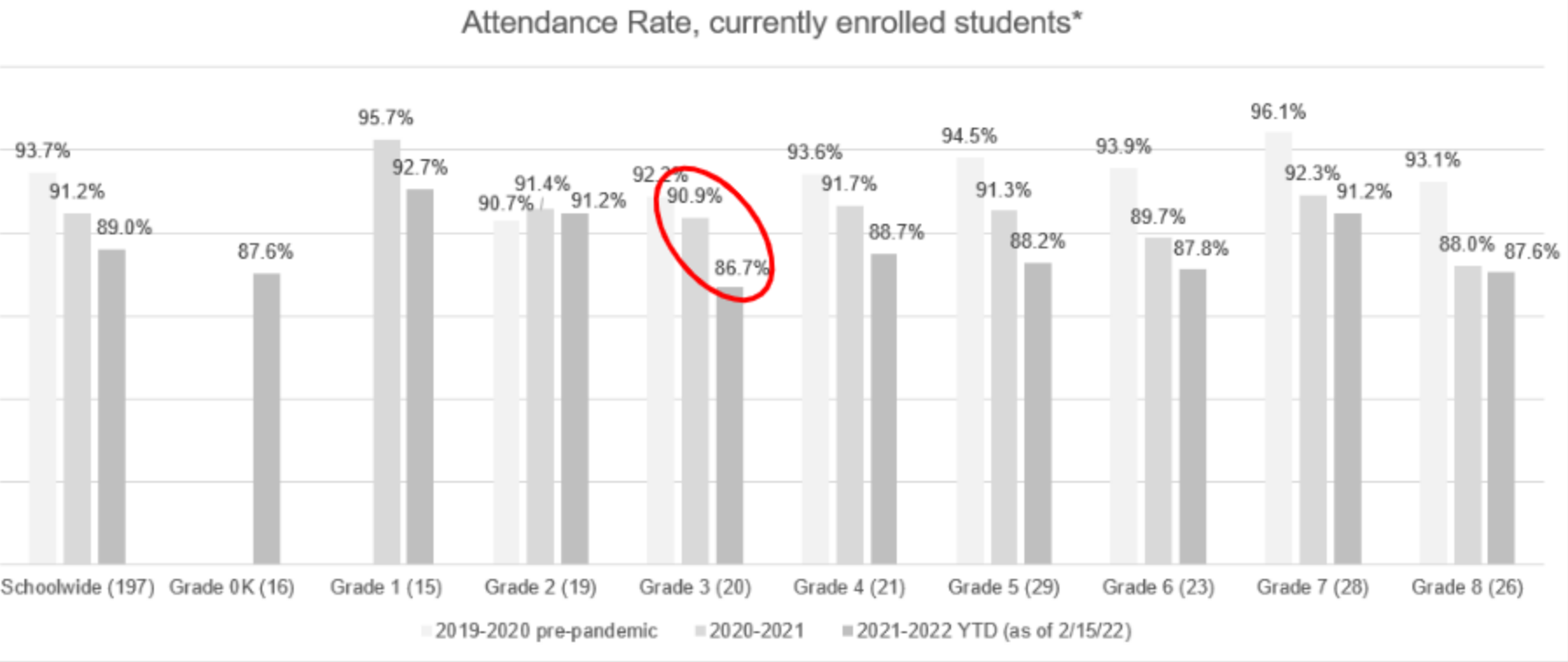
This is an increase of 26 students from the fall. What might have changed for these students that is keeping them out of school?

Last Name	First Name	SWD	ELL	Econ Dis	21-22 Class	21-22 Grade Level	19-20 Attendance rate	20-21 Attendance rate	21-22 Attendance rate (YTD 2/15/22)
				Y	301	03	97%	93%	89%
				Y	201	02	88%	98%	87%
				Y	501	05	92%	99%	89%
			Y	Y	501	08	97%	98%	71%
				Y	501	05	96%	99%	89%
				Y	701	07	97%	98%	87%
				Y	601	06	94%	90%	79%
				Y	701	07	97%	100%	88%
				Y	701	07	97%	99%	75%
				Y	101	01		91%	89%
			Y	Y	501	05	90%	90%	79%
				Y	801	08	88%	93%	88%
				Y	101	01		90%	88%
				Y	801	08	88%	100%	74%
					301	03	94%	97%	80%
				Y	501	05	84%	98%	88%
				Y	701	07	93%	99%	85%
				Y	401	04	99%	99%	70%
				Y	501	05	94%	90%	84%
				Y	801	08	92%	97%	87%
				Y	801	08	95%	95%	85%
			Y	Y	501	05	98%	99%	80%
			Y	Y	609	06	83%	93%	84%
				Y	501	05	91%	95%	80%
				Y	601	06	90%	97%	80%
				Y	701	07	98%	98%	78%
				Y	301	03	93%	93%	88%
				Y	501	05	97%	97%	88%
				Y	101	01	95%	91%	80%
				Y	801	08	91%	100%	77%
				Y	401	04	93%	97%	87%
					101	01	99%	100%	86%
				Y	501	05	90%	94%	80%
				Y	201	02	74%	99%	84%
				Y	609	06	91%	90%	88%
			Y	Y	801	08	91%	98%	81%
				Y	401	04	83%	97%	70%
				Y	701	07	85%	94%	84%
				Y	401	04	93%	100%	78%
				Y	801	08	88%	95%	77%
				Y	401	04	92%	100%	89%
				Y	501	05	97%	95%	87%

5

Attendance for all grade levels has dipped from years prior with 3rd graders dipping the most from an average of 90.9% in 20-21 to an average of 86.7% YTD.

*2021-2022 YTD attendance is as of 2/15/22



*This analysis is by cohort, not year over year. For example, data on 6th grade attendance for 2020-2021 and 2019-2020 refers to the *current 6th graders* when they were in 5th and 4th grades, *not* students who were 6th graders in 2019-2020 and 2020-2021

10) Reading Assessments

District Public has experience analyzing F&P, DRP, and any other reading assessment you are using. Our reading assessment reports can inform ELA, small group, and pull-out instruction. We pair our reports with impactful inquiry guidance to guide school teams on not just what to improve, but how.

Overall, 60% of students are at benchmark or above, according to Acadience, for the four domains highlighted below.

Group	Pct of Students at or above benchmark			+/- Pct meeting benchmark	ELA Winter - Pct of Students at each Benchmark Level				
	# Took Fall + Winter*	Fall	Winter		Acadience Legend	well below benchmark	below benchmark	at benchmark	above benchmark
Composite Score	300	58%	57%	-1%		26%	17%	19%	38%
First Sound Fluency (FSF)	56	75%	64%	-11%		16%	20%	46%	18%
Phoneme Segmentation Fluency (PSF)	56	16%	52%	36%		23%	25%	39%	13%
Correct Letter Sounds (CLS)	117	21%	46%	25%		34%	20%	21%	26%
Whole Words Read (CLS)	61	64%	57%	-7%		26%	16%	26%	31%
Oral Reading - Words Correct (CR)	244	48%	66%	18%		23%	11%	17%	50%
Oral Reading - Retell	166	63%	64%	1%		17%	18%	34%	30%
Oral Reading - Retell Quality	166	62%	93%	31%	0%	0%	93%	0%	0%

Students made progress on the DRP from Fall to Winter, but most are still reading well below grade level

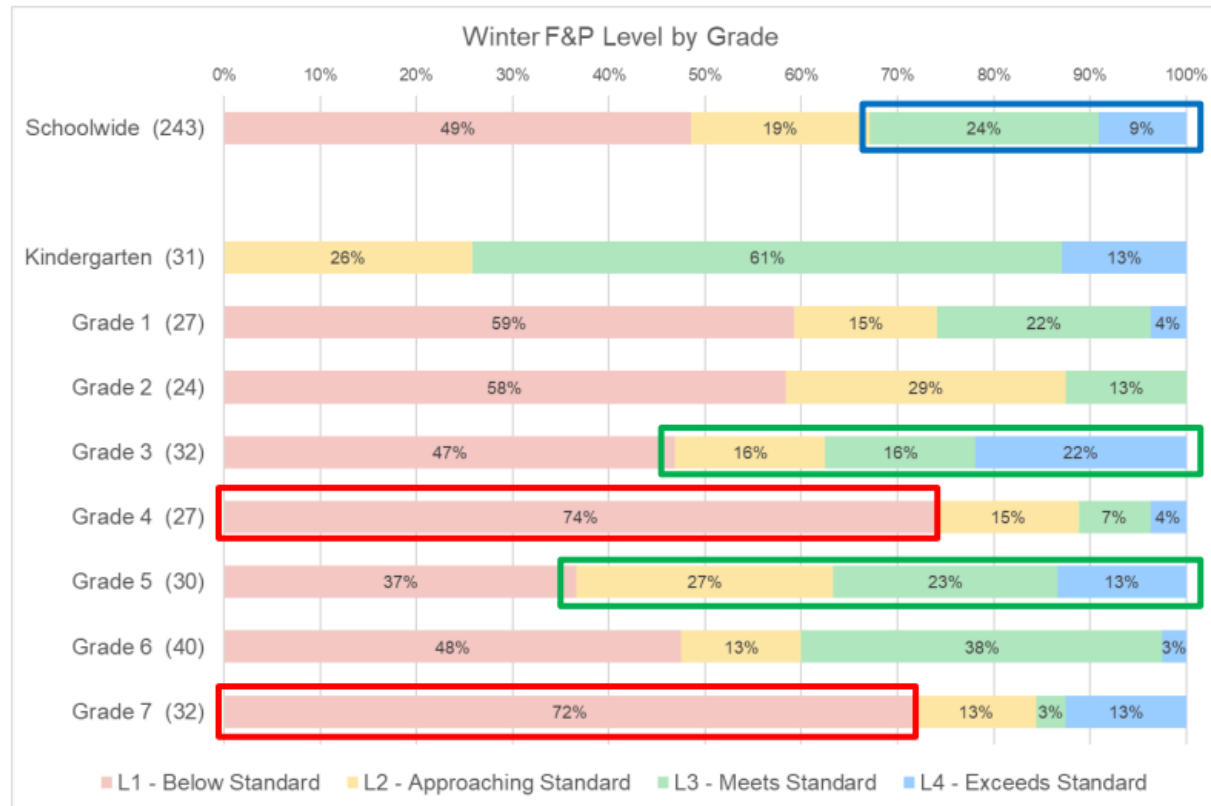
Students who took both the Fall and Winter DRP ticked up .3 raw score points but had about the same percentage (~27-28%) approaching or reaching grade level (high level 2 or higher). 6th grade had the largest percentage of students approaching or at grade level (33% in winter), and grew more in raw score points than the other grades - but the percentage of them reaching high level 2 or higher dropped slightly from 36% in Fall.

Group	# Students	DRP Growth*					
		# Took DRP Fall + Winter*	Fall DRP Avg Score	Fall % on or approaching grade level**	Winter DRP Avg Score	Winter % on or approaching grade level	Growth (Change in DRP Score)
Schoolwide	536	236	57.2	28%	57.5	27%	+0.3
6th Grade	53	45	50.5	36%	51.9	33%	+1.4
7th Grade	60	47	54.5	28%	54.3	30%	-0.2
8th Grade	59	45	54.7	22%	54.3	18%	-0.4
9th Grade	130	36	58.2		58.1		-0.1
10th Grade	99	63	65.3		65.9		+0.6

8th graders stagnated on the assessment, dropping points from Fall to Winter, with only 18% approaching or above grade level.

* This analysis considers *only* students who have scores for *both* Fall and Winter 21-22 DRP. Analysis that considers DRP *levels* applies *only* to the 6th, 7th, and 8th graders, while analysis considering raw scores includes 9th and 10th graders as well. This is because at the time of analysis there was no conversion table that assigned levels to each score for 9th and 10th graders.

F&P by grade: On the Winter F&P assessment*, 33% of students are reading at or above grade level. Grades 3 and 5 have the largest percentage of students at or above standard. Grades 4 and 7 have the lowest.



*Based on the F&P data that was available in the F&P tracker on 4/12/22. Because Winter F&P data had only letters, and not levels (e.g. “11 level below”), we used the January TC benchmarks for F&P published in 2017 to determine how students letter scores correspond with their levels.

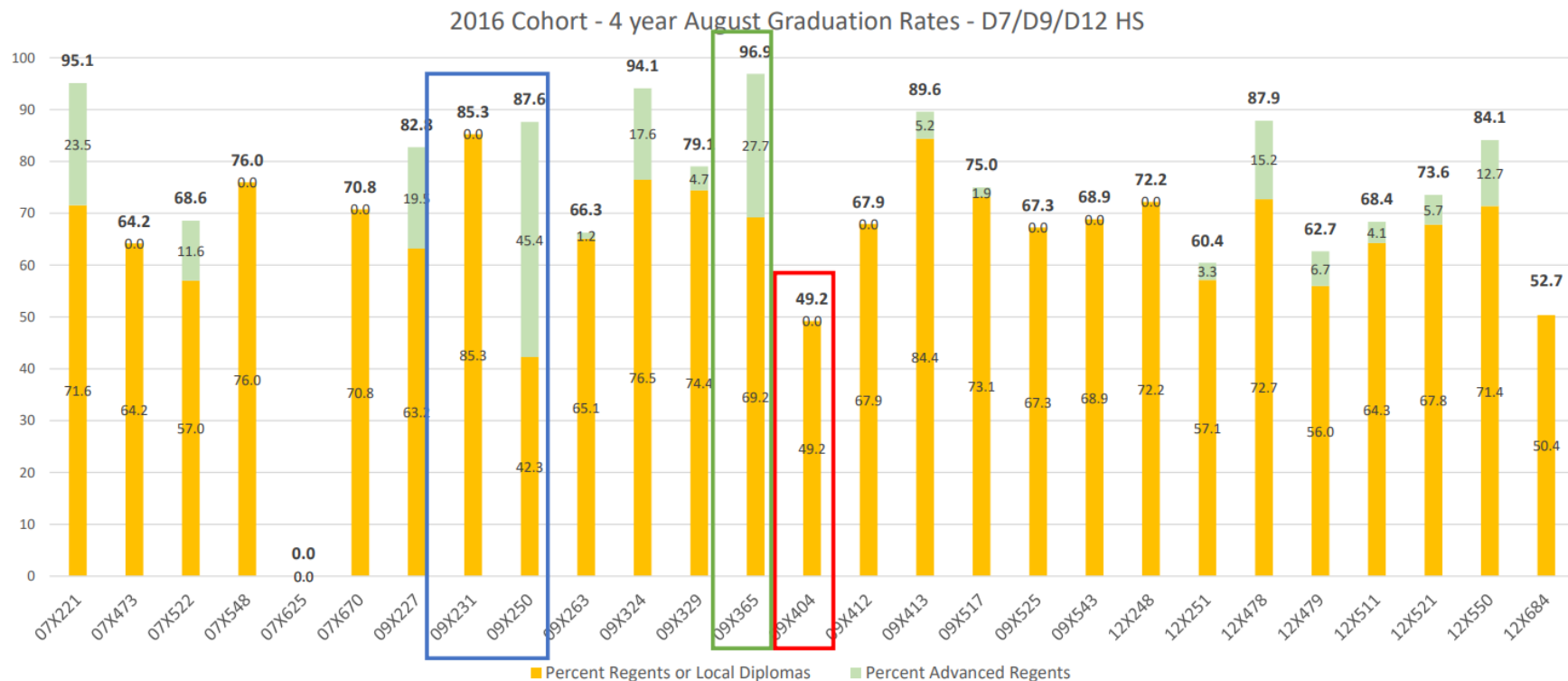
11) District Offerings

Are you a superintendent and responsible for large amounts of schools? Do you wish it weren't so difficult to get specific, customized information about your district and make meaning of it? We are here to help. We can take any information publicly available data or that which you provide and work with you to create and understand what is happening in your district.

4 year August graduation rates ranged from 49.2% (09X404) to 96.9% (09X365) for the 2016 cohort in Districts 7/9/12.

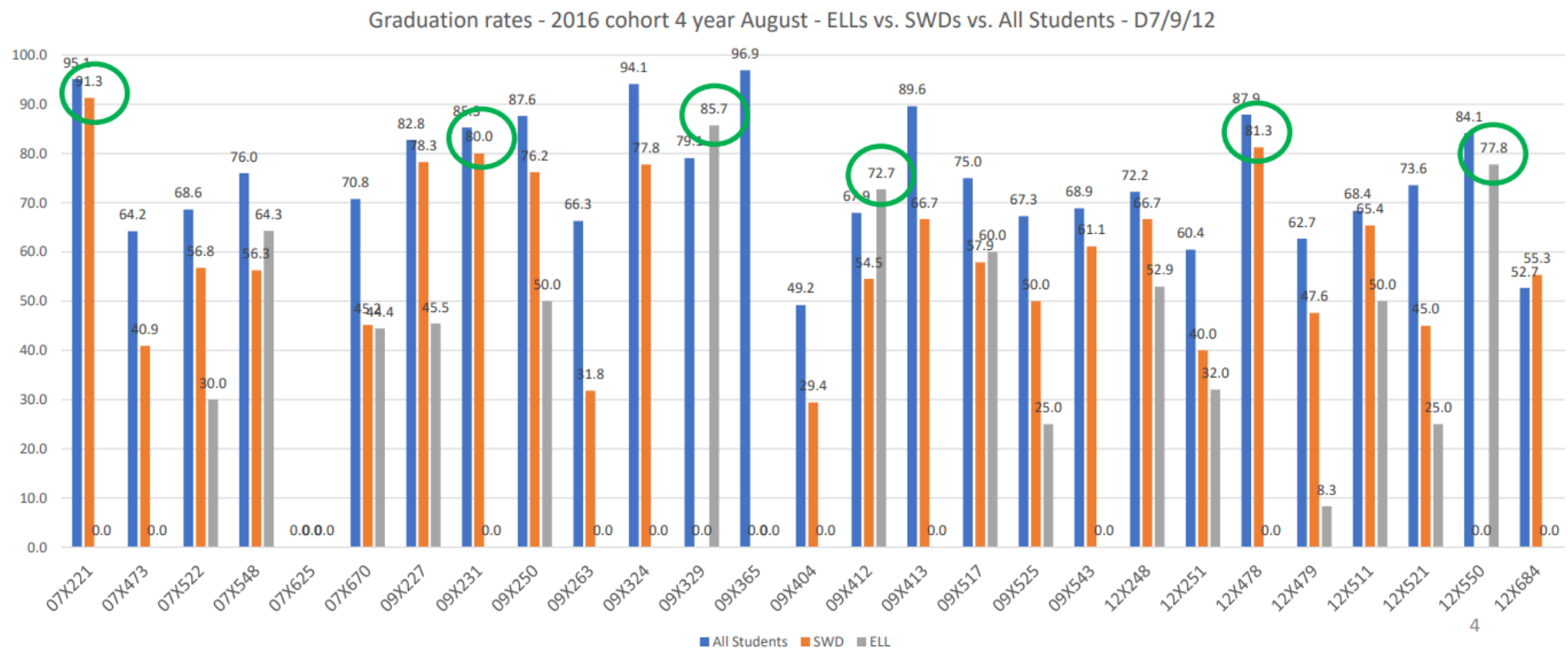


Over half of 09X250 graduates earned an advanced Regents diploma. By contrast, while 09X231 had a graduation rate nearly as high (85.3% compared to 87.6%), no students at this school earned an advanced Regents diploma.



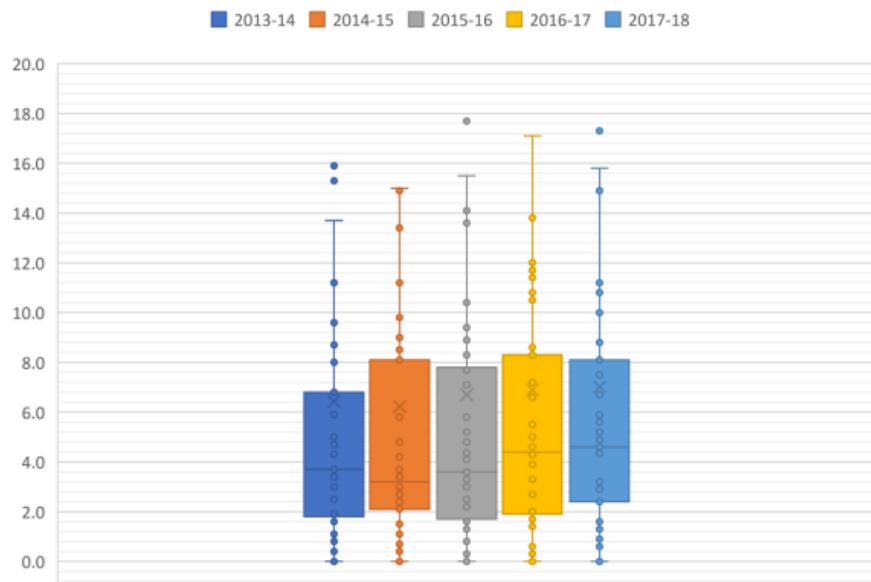
09X329, 09X412, and 12X550 had the highest graduation rates for ELLs among the D7/9/12 high schools.

07X221, 12X478, and 09X231 had the highest graduation rates for SWDs – each graduated over 80% of SWDs among the 2016 cohort (as of August 2020).

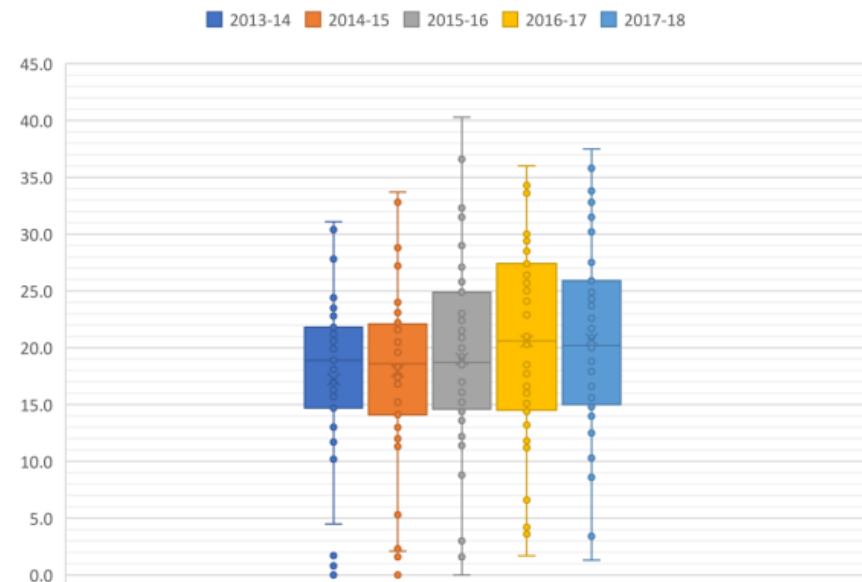


There is no clear pattern of change in the distribution of English Language Learners and students with IEPs among D13 schools

District 13 Schools - Pct ELL - Distribution over time



District 13 Schools - Pct IEP - Distribution over time




12) Data Trackers and Teacher Summaries

Tired of flipping between systems to find data on students' progress? District Public can bring your disparate data sources together into one, custom built, easy-to-navigate tool so you can see your key student data all in one place. We provide focused, easy-to-consume data to inform decisions at the school level, specifically where to focus your inquiry efforts.

8	Student grade, class, and demographics								Attendance			F&P Fall 2021		F&P Winter 2022		MAP ELA (3-5) Fall 2021							
9	StudentName	STH Housing Status	SWD	ELL	Gender	Ethnicity	21-22 Grade Level	21-22 Class	21-22 Attendance rate as of 3/11	20-21 Attendance rate	19-20 Attendance rate	Fall 2122 Instructional Score 1	Winter 2122 Instructional Score 2	Instructional Score 2 Status	Test Date	Test Duration (minutes)	Rapid Guessing	Overall RIT Score	Overall Percentile	Overall Achievement Quintile	Understand Key Ideas, Details, and Connections	Understand Language, Craft, and Structure	
10	StudentName	STH_Decor	SWD	ELL	Gender	ETH_Decor	deLev	Class	122_YTI	2021	1920	Instruc	al_Score			ELA_Test	ELA_T	ELA_F	ELA_C	ELA_U	ELA_Ovra	ELA_Under	ELA_Under
122					F	Hispanic	04	401	100.0%	98.3%	100.0%	Q				10/7/2021	52	2.5	191	37	LoAvg	LoAvg	LoAvg
123					M	Hispanic	04	402	96.3%			P				10/7/2021	21	20.0	188	30	LoAvg	LoAvg	LoAvg
124		Shelter	Y		M	Black	04	503	71.4%	44.6%	67.0%												
125			Y		F	Hispanic	04	401	85.5%	92.0%	92.2%	O				10/7/2021	40	0.0	181	18	Low	Low	Low
126					F	Black	04	402	98.1%	100.0%	96.5%	L				10/7/2021	74	2.5	195	46	Avg	Avg	Avg
127		Shelter			M	Black	04	402	94.1%														
128					F	Black	04	402	99.0%	94.9%	99.1%	O	P	L2 - Approaching Standard		10/7/2021	77	0.0	196	48	Avg	Avg	LoAvg
129			Y		M	Black	04	403	90.1%	90.9%	87.8%	A											
130					F	Hispanic	04	401	98.1%	98.3%	93.0%	N	P	L2 - Approaching Standard		10/7/2021	30	5.0	193	41	Avg	Avg	LoAvg
131			Y		M	Black	04	503	98.1%	93.1%	99.1%	E	G	L1 - Below Standard		10/7/2021	22	7.5	165	3	Low	Low	Low
132					M	Hispanic	04	401	94.5%	98.9%	93.0%	O	Q	L3 - Meets Standard		10/7/2021	80	0.0	194	44	Avg	LoAvg	LoAvg
133			Y		F	Black	04	503	66.6%	40.6%	53.0%	K	M	L1 - Below Standard		10/7/2021	105	0.0	193	41	Avg	LoAvg	LoAvg
134		Shelter			F	Black	04	401	88.2%	85.7%	84.3%	N	O	L1 - Below Standard		10/7/2021	82	0.0	209	77	HiAvg	HiAvg	High
135		Shelter		Y	M	Hispanic	04	401	98.1%	92.0%	99.1%	L	N	L1 - Below Standard		10/7/2021	37	5.0	180	16	Low	Low	Low
136		Shelter		Y	M	Hispanic	04	401	89.1%	97.7%	93.0%	L	O	L1 - Below Standard		10/7/2021	30	5.0	187	28	LoAvg	LoAvg	Low
137			Y		M	Black	04	401	92.7%	97.1%	94.8%	H	H	L1 - Below Standard		10/7/2021	28	0.0	161	2	Low	Low	Low
138		Shelter			M	Hispanic	04	401	90.9%	56.0%	97.6%	A	B	L1 - Below Standard		10/7/2021	11	10.0	150	1	Low	Low	Low
139			Y		M	Hispanic	04	401	62.5%	66.3%	99.1%												
140		Other temp hou			F	Black	04	402	100.0%	100.0%	98.3%	O	P	L2 - Approaching Standard		10/7/2021	62	0.0	194	44	Avg	HiAvg	LoAvg
141			Y	Y	F	Hispanic	04	401	95.4%	98.9%	94.8%	C	C	L1 - Below Standard		10/7/2021	64	9.3	176	11	Low	Low	Low
142		Doubled Up			F	Hispanic	04	402	98.1%	96.6%	90.3%	K				10/7/2021	49	0.0	182	19	Low	Avg	Low
143					F	Hispanic	04	402	89.1%	92.6%	86.1%	L	N	L1 - Below Standard		10/7/2021	71	0.0	202	62	HiAvg	HiAvg	HiAvg
144					M	Black	04	401	88.2%	92.6%	86.1%	J	L	L1 - Below Standard		10/7/2021	50	0.0	184	23	LoAvg	LoAvg	LoAvg
145		Shelter	Y	Y	M	Hispanic	04	401	94.5%	89.1%	94.8%	L	N	L1 - Below Standard		10/7/2021	45	0.0	195	46	Avg	Avg	Avg
146					F	Black	04	401	99.0%	92.0%	98.3%	I	K	L1 - Below Standard		10/7/2021	36	0.0	180	16	Low	Low	Low

Teacher summaries serve as data trackers at the classroom level to inform instructional decisions.

Class 301 - 2021-2022 Winter - Teacher List - ELA

18 Students 

F & P					MAP					Attendance:												
L1 - Well Below Standard L2 - Below Standard L3 - Meets Standard L4 - Exceeds Standard					<21 percentile 21-40 percentile 41-60 percentile 61-80 percentile 81-100 percentile					> 95% 90-95% 80-90% <80%												
F&P					MAP ELA - Fall 2021					MAP ELA - Winter 2021					Attendance							
Student Name	IEP	ELL	Temp Housing	F&P Instructional Level Fall	F&P Instructional Level Winter	Rapid Guessing	Overall RIT Score	Overall Achievement Quintile	Understand Key Ideas, Details, and Connections	Understand Language, Craft, and Structure	Vocabulary: Acquisition and Use	Rapid Guessing	Overall RIT Score	Overall Achievement Quintile	Understand Key Ideas, Details, and Connections	Understand Language, Craft, and Structure	Vocabulary: Acquisition and Use	Fall to Winter Growth (RIT Points)	Fall to Winter - Growth Quintile*	Attendance YTD (as of 3/11/22)	Attendance 2020-2021	
Class 301								174					183						8		87%	86%
				P	R								196	Avg	HiAvg	LoAvg	Avg			86%	98%	
				K	L								187	LoAvg	LoAvg	Avg	LoAvg			71%	75%	
	Y			H	K		155	Low	Low	Low	Low		164	Low	Low	Low	Low	9	LoAvg	95%	70%	
	Y			N	O		166	Low	Low	Low	Low		190	LoAvg	Avg	LoAvg	Avg	24	High	84%	89%	
				L	M	2.5	179	LoAvg	LoAvg	LoAvg	LoAvg	10.0	180	Low	Low	Low	Avg	1	Low	85%	84%	
													195	Avg	Avg	Avg	Avg	7	Avg	91%	91%	
				F	H		159	Low	Low	Low	Low	7.1	156	Low	Low	Low	Low	-3	Low	84%	95%	
				L	L	15	174	LoAvg	Low	LoAvg	LoAvg		173	Low	Low	Low	Low	-1	Low	87%	95%	
	Y			L	L		182	LoAvg	LoAvg	Low	HiAvg		195	Avg	HiAvg	LoAvg	HiAvg	13	High	93%	91%	
				N	P		188	Avg	Avg	Avg	Avg		190	LoAvg	HiAvg	LoAvg	LoAvg	2	Low	92%	92%	
				K	L		170	Low	LoAvg	Low	Low		190	LoAvg	Avg	Avg	LoAvg	20	High	99%	90%	
				P	R	12.5	180	LoAvg	LoAvg	LoAvg	LoAvg		191	Avg	Avg	Avg	LoAvg	11	HiAvg	90%	97%	
	Y											2.5	169	Low	Low	Low	Low	9	Avg	100%	79%	
				N	P								194	Avg	Avg	Avg	Avg			93%	75%	
														196	Avg	Avg	Avg	Avg	9	HiAvg	92%	98%
	Y			P	R		187	Avg	LoAvg	Avg	Avg		170	Low	Low	Low	Low			70%	61%	
				L	M								183	LoAvg	LoAvg	LoAvg	Low			77%		

* MAP growth Percentile results are reported by quintile. Growth percentile measures the progress each student made from Fall to Winter relative to peers who started with the same Overall RIT Score.

13) Customized Solutions

Are you seeking the answers to other questions? 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.