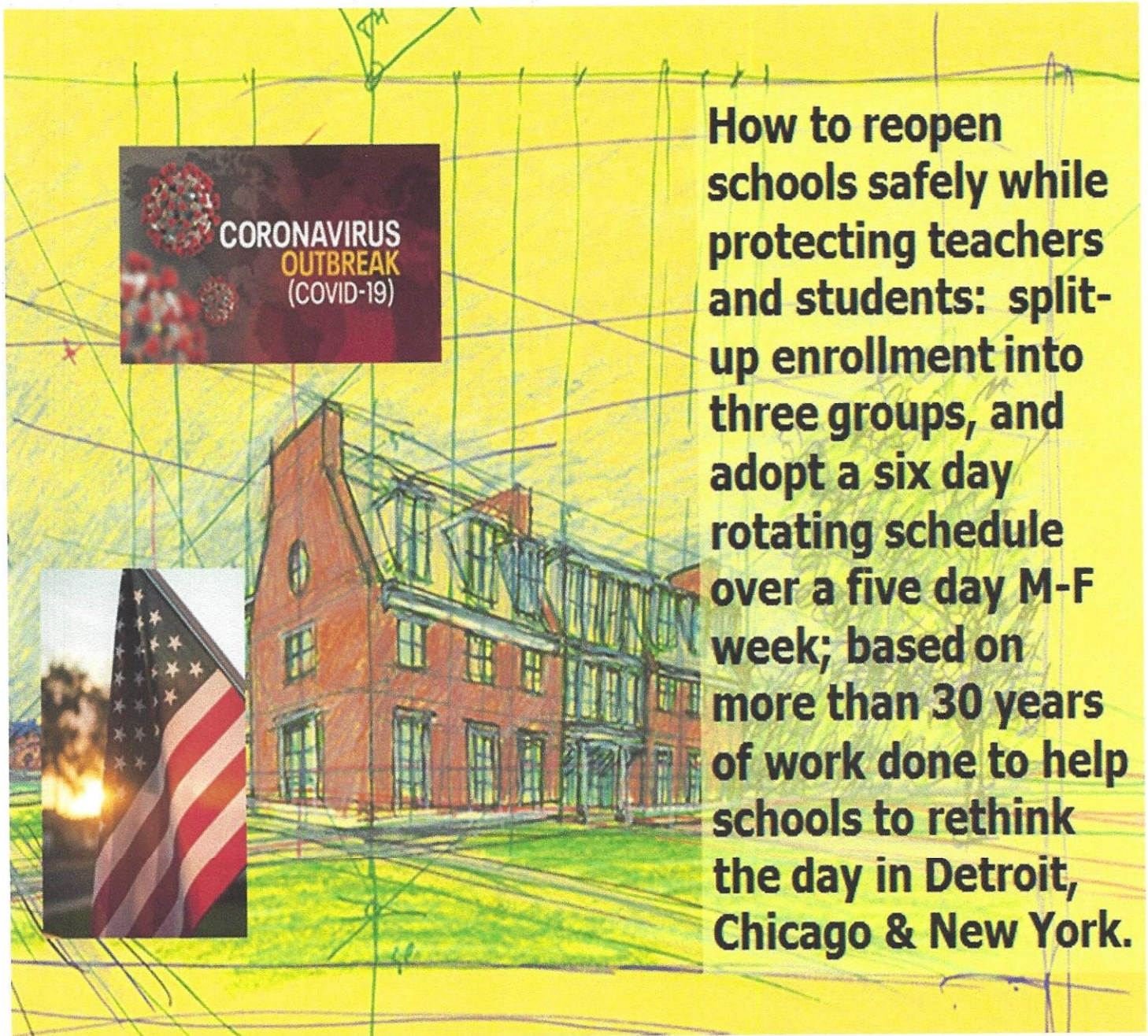


The Reopening of America's Schools



How to reopen schools safely while protecting teachers and students: split-up enrollment into three groups, and adopt a six day rotating schedule over a five day M-F week; based on more than 30 years of work done to help schools to rethink the day in Detroit, Chicago & New York.

Proposed Innovative Solution: Public-Private Partnership

May 2020

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Executive Summary

The report was prepared in an effort to help America's Schools reopen after the coronavirus pandemic, however not to simply restart schools as before. The crisis presents an opportunity to rethink and reimagine our nation's schools to help all children reach their full potential. It's a good time, because engaged parents now have a better understanding and appreciation for just how difficult and challenging teaching can be. The ideas, models and designs presented in this report are based on over 30 years of working in K-12 schools with 100's of school administrators. The report is openly and freely provided for all to consider.



The proposed solution DOES NOT require schools to: [hire additional teachers](#), [purchase a new Student Information System \(SIS\)](#) or [create alternate bus routes](#). It's an innovative approach to reopen schools safely while protecting teachers, students and parents by splitting up a school's student enrollment randomly into three groups, evenly divide across all grade levels, so that no more than one-third the students attend school on a given day to maintain social distancing. And, adopting a proven six day rotating school day, over a five day M-F week, already used by many schools, where students will only attend school two of the six days; until such time it is safe for all students to attend school every day. There is a family exception that allows for children from the same home to attend school on the same days. And, there is a teacher exception for individuals granted a temporary or permanent leave-of-absence that allows for his or her lessons to be taught from home, because they are self-quarantined or at high risk, respectfully.

The Power of Innovative Scheduling to reimagine the school day is a resource not tapped into by most school administrators to make better use of time, space and resources. Despite the common misconceptions about scheduling, observed reasons are shared as to why the resource remains untapped, based on years of working with 100's of school administrators. Ten (10) possible school day improvements are offered based on work done to date in many schools (urban, suburban and rural) seeking help. Accomplished by a public-private partnership to create a better learning experience for students and a better instructional environment for teachers; all done without extending the school day or without adding new staff.

students have been promoted to the next grade level without mastering the skills (competencies) that they need to succeed, placing an unfair burden on teachers that could have students in their class behind as much as one or two grade levels and leaving parents to wonder why their child is struggling to learn. *Teachers, parents and students*, at the appropriate grade level, *have the right to know what has been mastered or not.*

Contextualized Online Educational Resources are needed to help schools make up for lost instructional time, because of the coronavirus pandemic. The report recommends that school districts should provide direct links to online educational resources; reducing the amount of time and frustration by teachers and by parents trying to find educational content on the web. More needs to be done by districts, where it's NOT good enough to simply tell teachers and parents about websites to find content; resulting in an unfair burden placed on teachers and parents ending with finding the wrong content or not finding any content at all.

Introduction

Introduction – The Challenge to Reopen America’s Schools safely

To reopen schools safely, social distancing must be maintained to protect teachers, students and their parents. To accomplish that a way is needed to reduce the number of students in a school at a given time. One-third of the student enrollment in a school should provide for safe social distance, where a school with 1500 students would have only 500 students attended on a given day evenly divided across all grade levels in the school, where the students should be grouped randomly to prevent any bias; except for multiple children from the same family to relieve parents of the home school burden on the days their children attend school.

For example, a Middle School with 1500 students, grades 5-8, should randomly divide students into three (3) groups of approximately 500 students ($500 \times 3 = 1500$), with 125 students per grade in each group [$5^{\text{th}} 125$] + [$6^{\text{th}} 125$] + [$7^{\text{th}} 125$] + [$8^{\text{th}} 125$] = Total 500 Students/Group. Each group should locally be given a name, similar to the way schools currently name teams of students, like Tigers, Eagles and Warriors or Red, White and Blue teams. Since the title of this report is the reopening of America’s schools, the author’s preference is to use the colors in the flag: Red, White and Blue.

The first component of the proposed solution to reopen schools safely is for only one-third of the student enrollment for a school to attend on a given day. This way a teacher would only have approximately one-third of their students in class at a given time. For example, classrooms with very high class sizes of thirty (30) students, there would be about ten (10) students in a class with a teacher at a given time, which would provide for maintaining safe social distancing, whether students are sitting in desks, at tables or some other format. In other words, about one-third of a teacher’s total class size would attend school on a given day.

The second component of the proposed solution is for schools to adopt a flexible six (6) day rotating schedule of days 123456, where initially with a controlled reopening each group of students (red, white & blue)

would receive in-person instruction for two (2) days per six (6) day cycle. That is, students would attend school for two (2) days and would receive four (4) days of remote learning. The days that each group will attend school to be determined by the local school and posted on the school’s website. For example: Red (day 1&4), White (day 2&5) and Blue (day 3&6) or Red (day 1&2), White (day 3&4) and Blue (day 5&6) or any two-day combination. Over time with careful monitoring for the safety of teachers and students, the local school can increase the number of days that each group attends school; until such time where all students once again can attend school every day.

The proposed six (6) day rotating schedule is NOT a new school day model. Schools have been adopting the model since the 1980’s. Originally traditional school day schedules were based on the five (5) day week, where classes meet every day of the week M-F or alternating days of the week like MWF or TR. However, school administrators realized that the amount of instructional time was not equal when students were scheduled into alternating classes on MWF or TR. For example, like when some students are scheduled to have Science MWF and Social Studies TR and other students are scheduled to have Social Studies MWF and Science TR. A six day model provides equal amount of instructional time for alternating classes, whether Science or Social Studies days are 135 or 246.

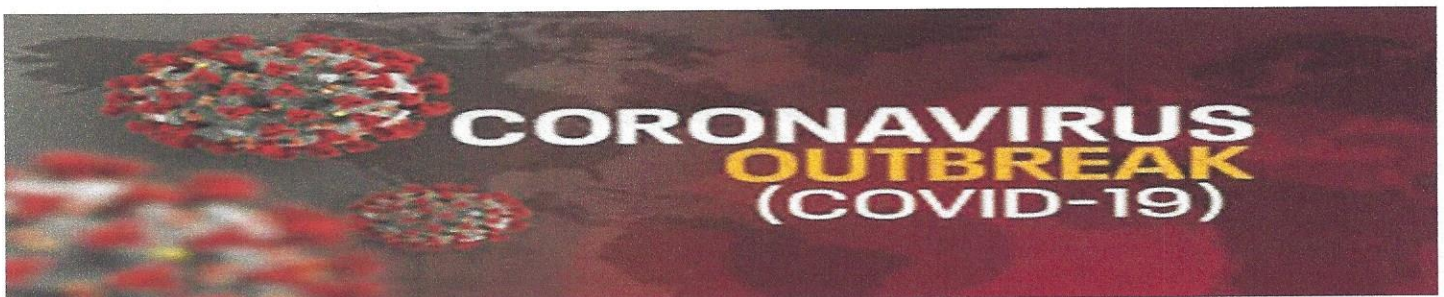
In addition, the six (6) day rotating schedule has advantages, like instructional time is not lost, because the days rotate, so that when a school is closed for inclement weather, like a snow day, or closed for day to sanitized the building to prevent the spread of the coronavirus, the next day of school resumes the rotation. That is, if a school closed on Monday, scheduled to be a Day 3 in the rotation because of bad weather, when school resumes on Tuesday it's a Day 3 of instruction. Specials, like Art, Music and Computers can each be equally scheduled to meet for two (2) days each. Overall in general, adopting the six (6) day rotating model provides a more effective use of time, space and resources (human as well as materials).

The six (6) day rotating schedule is mathematically preferred over the traditional fixed five (5) day week, which cannot be evenly divided by three (3) groups. The same is true for a two (2) day alternating schedule, where classes meet every day AB or some days of the week, like A or B, or a four (4) day alternating schedule, where classes meet every day 1234 or some days of the week, like days 1&3 or days 2&4. Please note that students currently scheduled into a five (5) day MTWRF format, an alternate two (2) day or four (4) day alternate 1234 format or a block format can be reconfigured to work with a six (6) day rotating schedule (see appendix for examples) using the current Student Information Systems (SIS) that school districts already use to schedule students. In other words, the

good news is that schools DO NOT have to purchase a new SIS system to implement the proposed reopening.

Bases on years of reconfiguring schools from different formats into a flexible six (6) day rotating schedule, schools also DO NOT have to hire additional teachers; in fact, a six (6) day format actually makes better use of existing staff and resources, where the number of classes, class size, preparation and lunch times, number of classes taught in a row, number of preparations, total number of students as well as all other teacher contract conditions are honored and maintained. And, the proposed solution DOES NOT require additional or alternate bus routes. The same bus routes and same stops can be used, where only one-third of the students are picked up on a given school day.

In these difficult times of the coronavirus pandemic, Arthur J. Ardolino, Co-Founder of NewWay prepared the report: *The Reopening of America's Schools*, based on more than 30 years of experience helping 100's of administrators to rethink the school day. The Report is openly and freely provided to the public (governors, state and county officials, teacher associations, school board members, school administrators, classroom teachers, parents or anyone) to consider, however, if the content or ideas in the report are used, he (the author) and NewWay (the company) shall be given proper credit.



Prior to the coronavirus pandemic, the master schedule experts at NewWay have helped hundreds (100's) of school administrators (urban, suburban and rural), willing to rethink the school day, where an existing outdated structure, often inherited, has been used for many years. Now today, in light of the coronavirus and the need to reopen schools, administrators may be forced by their state governors to rethink the school day so that teachers and students are kept safe. NewWay is here to help any way we can in this difficult time by providing professional services at a reduced cost and technologically advanced AI tools at no cost to help America's schools open the 2020-21 school year this Fall.

Without prior master schedule experience, most people would not have an understanding of neither how difficult it is nor how much time is involved to design, engineer and build a new master schedule. Put bluntly it takes weeks –not days and hundreds of hours. A good comparison would be to compare a new master schedule project to that of a new school building project. If you can imagine the time it takes to architecturally design, present, review and make changes for a new school building. Once the design is approved, then an engineer has to provide the specifications for all the hidden systems needed every day to support the new school, like heat, air conditioning, electric, water, plumbing, etc. And then once all specifications are finalized, construction of the new school building begins, that can take months to complete, where unanticipated work order changes are made as the new school is actually built, if needed.

Realization of just how complex and difficult it is to build a new master schedule, cannot be fully understood or appreciated unless actually done. With that realization, one could then understand why school administrators use the same master schedule year after year after year; unwilling to change out of fear that the system could CRASH, where students would NOT have schedules when school opened.

NewWay offers Master Scheduling plans that are based on the school size and student needs as well as the administrator’s master schedule experience. These professional service plans include experts for hours/days online or onsite **at reduced cost** and **advanced AI tools at no cost**. Student course requests are exported or downloaded from the school’s SIS, a unique secured instance of NewWay’s AI scheduling system is provisioned in the cloud for the school, a new master schedule is designed, engineered and then built, where when done complete six (6) day rotating student schedules are imported or uploaded into the school district’s existing student information system (SIS).

Please go to <https://youtu.be/Bz8hNd3Vw5Q> to view the ABC news clip that received national attention. And, please watch a short video recently presented to school board members, converting from a traditional fixed five (5) day schedule to a flexible six (6) day rotating schedule, go to:

<https://www.youtube.com/watch?v=ee7GiUatWqs>

Below is a side-by-side comparison of a middle school that went from a five 5 day schedule to a flexible 6 day rotating schedule done without adding new teachers (see appendix page 10 for full screen slide).

Middle School: Grades 5 and 6	
BEFORE - M T W R F Week	AFTER – 1 2 3 4 5 6 Day Rotation
<ul style="list-style-type: none"> • A Teacher’s Class could Meet in Different Periods & Different Days • Common Planning Time only when Teacher Preps Aligned • Specials One Day/Week for Art, Music, Library and Computers • World Language One Day/ Week • PE/HLT 3 Days per Week for a total of 120 minutes • Double Period Math in 5TH Grade *** NOT in 6th Grade • Lunch 45 Minutes 	<ul style="list-style-type: none"> • A Teacher’s Class always Meets in the Same Period & the Same Days • Common Planning Time Daily for Academic Teachers plus Prep & Lunch • Specials Every Day for 10 week(s) Art, Music, Library and Computers • World Language Three Days/Week • PE/HLT 4 Days per Week a total of 160 minutes (new mandate requires 150/<u>wk</u>) • Double Period for Math in BOTH *** 5th and 6th Grade • Lunch 45 minutes
<p><u>Important to Note:</u> Transition accomplished without adding additional teachers</p>	

Islands of Success

In Detroit Public Schools (DPS), a new teacher-led school, Palmer Park Prep Academy, was formed so that teachers had more direct control of the management and the instructional programs provided. As a new school, at first they opened school using the same city-wide decade-old methods and practices for “grouping” students in grades 7 and 8 classes. As done in many urban districts, the students were grouped into homerooms, where they then traveled together the entire school day from teacher to teacher. An anonymous one-size fits all approach – not using individual student assessment data. They knew what they wanted to do, that is, personalize each student’s school day, but didn’t know how to do it. They wanted students to be placed into classes based on their test results in English Language Arts and Mathematics, where a student’s performance level could range from low to high and could be at a different level in those subjects. That is, they wanted students to individually travel to classes based on their needs – not as a group. In addition to the lead teachers not knowing how to do it, student data were in two separate information and assessment systems from separate companies in separate databases. And, the district’s legacy student information system could not schedule students as they wanted (please view <https://youtu.be/3acpOBVcE0U>).

The ground-breaking school day model success received national attention. Once parents found out about personalized schedules, they came to register their children at the school. Students commented that they felt for the first-time that their needs were being addressed. They knew that their initial placement in classes could change during the school year based on their individual progress. The new school day model provided teachers for the first time to have a common planning time. A top priority for teachers was to have a common planning period to share and to focus on student progress as well as school improvement plans (please view <https://youtu.be/Bhk9IKRLz6A>). A better learning environment (a positive rewarding climate) was created for teachers that were demoralized and

frustrated. The new schedule was launched at a reduced-cost, not needing three teachers that were calling in sick as often as 3 days a week; estimated at \$75K per teacher with salary, retirement and insurance benefits -- for a total annual savings of \$255K and a five-year savings of \$1.125M. With plans to implement the following year in 25 Detroit Schools, DPS would realize five (5) year savings of over \$27M dollars (please view the ABC news clip <https://youtu.be/Bz8hNd3Vw5Q>).

In New York City, school leaders at a middle school, MS-399, were frustrated that every year it was not until late November, sometimes early December, before student schedules for 6th, 7th and 8th grades were finalized. They attended a conference where they found out about Cimple’s modern AI technology and met Dr. Joel Brodsky a retired middle school administrator from the nationally recognized Jericho School District on Long Island. As noted before, technology alone is not enough. They needed a consultant as a partner to work with them from conceptualizing what they needed, to codifying that into subject codes, to designing a new school day. For the first time ever, this inner city middle school, like Detroit, changed from students grouped together traveling in homerooms from teacher to teacher, without regard for their needs, to personalized schedules where students individually travel to teachers based on their strengths and weaknesses in each subject area to receive services that they need (please view <https://youtu.be/tonBVw3m9O4>).

In Chicago, failing for 17 years, Kelvyn Park High School, with a new administration was advised to seek help from Cimple based on the company’s success in other inner city schools. Using modern technology, a secured cloud-based system was provisioned with machine-learning artificial intelligence (AI). Then, three (3) different new school day models were designed, tested and presented using real-data simulations. Without the public-private partnership with Cimple, working together onsite and online, these school leaders alone could not have created these new school day models!

The Power of Innovative Scheduling to Reimagine the School Day

Unfortunately, for the most part school administrators have not tapped into this resource. When most administrators hear the word scheduling, they think of moving pieces (teacher classes) around on a fixed board, like a home with just some many rooms. Very often the school day structure used has been passed down, inherited from previous administration; often used year after year after year with minor adjustments, but essentially it's the same structure. Teachers are placed into rooms and students are placed into classrooms. Over time adjustments are made to comply with new state mandates, but essentially the overall structure of the school day remains unchanged.

Scheduling is a valuable but untapped resource for school improvement. A well-designed and engineered school day schedule can: (1) improve instructional climate (a better learning environment for students); (2) help solve problems to the delivery of instruction (a viable instructional program for teachers); (3) result in more effective use of time, space and resources (human and materials); (4) help in establishing time for instructional programs and practices (enrichments, supplemental instructions and remedial interventions); (5) provide common planning time for teachers daily to collaborate (individual student progress, lesson plans, share ideas, discuss strategies, and school improvements); (6) equitably even and fair placement of students at different learning levels into classes (blended learning in balanced small groups); (7) balance all of a teacher's classes evenly by size as well as by overall teacher student loads (improve teacher work conditions); (8) reduce the number of schedule changes after school opens (prevent the loss of valuable instructional time every year); (9) improve the overall organizational structure and stability (consistency by having the same class time for subjects every day for students); and, (10) schedule specials every day, like Art, Music, Library and Computers for a specified number of weeks, like 6, 8 or 10 weeks (continuous instruction, more meaningful and rewarding experience for teachers and students). *[Note: All the above school day improvements have been done in many schools -- without extending the school day or adding new staff.]*

Why haven't school administrators tried to change the school day to make better use of time, space and resources?

There are several reasons based on working with 100's of school administrators over many years. First, most new principals at a school would be reluctant to change the existing schedule his or her first year(s). Even if the inherited, passed down schedule from the previous administration is not perfect. It has been used for many years, even with its drawbacks. It's safe and people are comfortable; most people don't like change. Second, the complex computer system used to schedule students may have to be reconfigured, which requires technical skills; otherwise, students may not be properly scheduled into the right classes or not scheduled at all. And third, the ideas for a new school day schedule may look good on paper, but may NOT actually work as expected in the computer system, where complications occur that may have been unforeseen -- not well thought out, or the existing computer system may have not been reconfigured properly. Either way, the resulting student schedules were WRONG or the computer system CRASHED resulting in NO schedules at all when school opens, which has been known to happen to other administrators whom have unsuccessfully tried to change their school's scheduling system. Furthermore, administrators only have a couple of months, a limited amount of time, over the summer to complete the scheduling process. It's very risky for school administrators to change the school's schedule, especially since most of them DID NOT receive any formal training, when they obtained their administrative degree (not taught by most Schools of Education).

The coronavirus pandemic was forced upon schools with little time to prepare. However now is the time, in the next few months, to rethink how time, space and resources could be used by teachers, students and parents. Let's look at some possible options for instruction, where the school's enrollment is split-up into three groups and a six day rotating schedule, over a five day M-F week, with students by group initially only in school for two days of the six day rotation.

Teachers would report to school every day when schools reopen; unless they are sick or they have been given an exception to present their lessons from home; either because they have been self-quarantined or because of their age they are at higher risk. In the case of a coronavirus teacher exception, where the teacher does his or her lessons from home, classroom coverage is needed, but it does not have to be a substitute teacher. That's because the lesson is being delivered from home by the regular classroom teacher.

On any given school day approximately one-third of a teacher's class will be in his or her classroom, where the **in-person** time could be used in many different ways, to be determined (TBD) by the teacher. Here are a few, *but certainly not all*, possibilities:

1. **A traditional classroom lesson** is provided directly to students attending school, where the home-bound students are connected live remotely to see and to hear the lesson OR a video of the lesson is captured that is then shared electronically with the home-bound students, *where the lesson is taught only once – not three times to the different groups attending school on different days.* (Note: The first option requires technical equipment that may not exist in classrooms; however, the second option is possible if a student volunteer used an iPhone to record the lesson, which could then be shared with the students at home.)
2. **A flipped classroom approach** for a lesson that was viewed at home by students before attending school. The lesson could be prepared previously and recorded by the teacher, or it could be an online lesson from an educational resource. Then the dynamic interactive discussion of the students in the classroom could be shared immediately, if the technology exists, or it could be recorded by a student volunteer and then shared with the students at home.
3. **A small group intervention** for the teacher to work individually with the particular group of students attending school that day and/or to work with students in that group to address their individual needs.
4. **An online scheduled webinar** at a designated time; perhaps weekly, for all students in a teacher's classes for the same subject or course, like for example a teacher with several Algebra classes, to register for the webinar, and then attend and participate. Like a power point lesson including links to resources, followed by a teacher answering questions electronically submitted by his or her students, where the complete webinar, and the question and answer session, are recorded and then saved for any student to play back at any time.
5. **A zoomed virtual classroom**, where students in a teacher's class all participate at the same time, whether in school or at home, that is, a live online classroom. (Note: For this option to work every student at home or in-school would need to have a device able to connect to the internet, all at the same time.)

The Use of Data to Drive Student Success: The Right to Know

When schools reopen it will be important to know what the child knows or DOES NOT know based on his or her grade level. That is, the skills that he or she has mastered or not. For far too long, students have been promoted to the next grade level without mastering the skills they need to succeed, placing an unfair burden on teachers that could have students in their class behind as much as one or two grade levels. Teachers have the right to know, parents have right to know and even students, at the appropriate grade level, have the right to know what has been mastered or not. That is, what a child should have mastered in order to advance to the next grade level in each and every subject.

The Use of Data to Drive Student Success (cont'd)

Unfortunately it is likely that most schools will reopen automatically promoting students to the next grade level, where teachers will be expected to show student growth despite the fact their students this year are NOT at the same level as their students were in previous school years. That is, because of the coronavirus pandemic, an unfair burden will be placed on teachers in a school that simply promotes students to the next grade level. Teachers individually will then decide whether to remediate students or not. Many teachers will simply proceed with their lessons that they have taught for many years. Why? Because it has become a norm in many of our nation's schools to promote students even when they have NOT mastered all the skills needed to be advanced to the next grade level.

Now is the time to reopen schools with a competency-based education (CBE) approach that allows students to advance based on their ability to master a skill or competency at their own pace regardless of the environment, where the method of instruction is tailored to meet different learning abilities and can lead to better student outcomes; increasing the likelihood that all students will achieve their full potential.

Hopefully, some schools will reopen by first determining what all their students know or DO NOT know, where that data are then shared with teachers, parents, and students, at the appropriate age. Then lessons need to be prepared and/or online educational resources need to be contextualized by the district so that students can master those skills (competencies), that would have been mastered had schools not closed because of the coronavirus pandemic.

Schools could take advantage of the summer time to make up for the instructional time lost, because of the coronavirus pandemic, by making available individual state assessment data from 2019 detailed by subject standards mastered or not (see appendix page 10 for example) so parents can help their child master those skills over the summer so that when schools reopen their child will be able to learn at faster pace. Although all parents in the district would receive the detailed data about their children, it would then be up to the parents whether or not take advantage of the opportunity. Unfortunately, what most parents may not realize is that a skill (competency) NOT mastered can prevent a child from reaching their full potential. In fact, once a skill has been mastered by a child in a particular subject, a previous gap (hole) in his or her learning, like fractions in Math, a child can then advance at a much faster pace; often surpassing other students at the same grade level.

Contextualized Online Educational Resources are needed to help schools make up for lost instructional time, because of the coronavirus pandemic. School districts should provide contextualized links to online educational resources for specific grade level subject standards; reducing the amount of time and frustration by anyone trying to find educational content on the web. Districts should make available links of vetted content to be used by their teachers in their classrooms, and their parents and students at home; greatly reducing the amount of time, frustration and burden placed on teachers to improve student outcomes, and placed on parents to help their child at home with remote learning. It's NOT good enough to simply tell teachers and parents about websites, where they can search to find content; that's frustrating and tremendously time consuming experience, and a burden unfairly placed on teachers and parents, often ending with the wrong or no content found at all.

The curriculum being taught at the school should be online for each grade by subject for teachers and for parents to freely and openly access at any given time. It's important for a teacher each year to review the content to be covered in his or her class, which may have changed based on their state changing or dropping the Common Core Curriculum. And, it is equally important for parents to know the current curriculum as well to help their children at home.

About the Company

Entrepreneurs love the challenge of solving a problem; particularly, if others have tried and failed. In fact, if an entrepreneur is told that it is impossible to solve, that only encourages him or her to succeed even more. However, technology alone is not the answer; a partner is needed as well – not a vendor with a product.

It is the ability of an entrepreneur to use available technology in new ways or to invent new technology if needed to solve the problem. It begins by listening to people that know and work in schools, where the problems exist.

Cimple, founded in 1982, created an IBM PC office product that augmented existing mainframe systems. After schools received the initial student schedules to open, there were literally 1000's of schedule changes made by hand for weeks, sometime lasting until late October – early November. The problems ranged from no schedules and incomplete schedules to wrong schedules. It was impossible to know where students were with changes stapled one on top of each other and it was impossible to know accurately a class size. Teachers were frustrated with paperwork and high school students took advantage of the situation. A solution was developed that could produce new clean schedules when a change was made, print drop/add notifications for teachers, maintain accurate class counts for counselors so students were not put in classes that exceeded contract limits and generate new class lists as needed.

With the success of the first PC product, administrators asked if we could develop a scheduling system that could run on the IBM PC that would do a better job of prioritizing courses, placing students, and balancing classes with the goal to reduce the number of schedule changes before and after school opened. Cimple was the first company to design, engineer and build a PC solution using artificial intelligence (AI), first released in 1984. Over time, other PC office solutions were developed for schools, where when networked became a complete local school solution. From high schools and middle schools to elementary schools to district central offices, the company grew to offer a complete enterprise-wide student information decision system

solution by the mid-1990s. For more than 30 years, Cimple helped 100's of districts and 1000's suburban, rural and inner city schools, like New York, Chicago, Philadelphia and Detroit that received national recognition (<https://youtu.be/Bz8hNd3Vw5Q>).

When my son, Arthur, joined the company after graduating with honors from Carnegie Mellon in 1999 with a Master's Degree in Information Decision Systems, we began to move the business in a new direction to centralize data. When States, like New York and New Jersey, built data warehouses, and districts were required to send data in the form of extracts, called snapshots, the investment paid off! In 2005, 100% of our school districts purchased the platform. Why? It enabled them to send data to the state from a single verifiable source – not multiple disconnected systems. The solution was designed, engineered and built to be open, platform-agnostic and vendor neutral. The move away from a student information system company, Cimple, was completed by the end of 2012. Then in 2014, when States began implementing Common Core Standards, NewWay, a startup company, was formed to expand the infrastructure and to enhance the platform to store both state and local itemized assessment results.

NewWay has the infrastructure technology to provide every local school in the nation with an open platform, configured based on their needs and what they know is needed to produce better results. The web-services connection framework is proven and the secured cloud-based data platform can help to drive instruction, make decisions, and inform and engage parents.

Appendix Screens

Middle School: Grades 5 and 6

BEFORE - M T W R F Week

- A Teacher's Class could Meet in Different Periods & Different Days
- Common Planning Time only when Teacher Preps Aligned
- Specials One Day/Week for Art, Music, Library and Computers
- World Language One Day/Week
- PE/HLT 3 Days per Week for a total of 120 minutes
- Double Period Math in 5TH Grade
*** NOT in 6th Grade
- Lunch 45 Minutes

AFTER – 1 2 3 4 5 6 Day Rotation

- A Teacher's Class always Meets in the Same Period & the Same Days
- Common Planning Time Daily for Academic Teachers plus Prep & Lunch
- Specials Every Day for 10 week(s) Art, Music, Library and Computers
- World Language Three Days/Week
- PE/HLT 4 Days per Week a total of 160 minutes (new mandate requires 150/wk)
- Double Period for Math in BOTH
*** 5th and 6th Grade
- Lunch 45 minutes

Important to Note: Transition accomplished without adding additional teachers

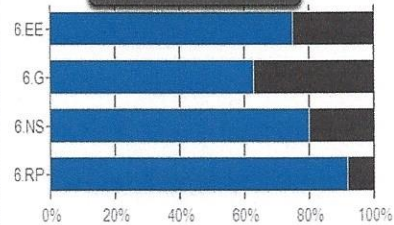
Go Back To Select Student: David Kautner School Year: 2019 Assessment: 2019 Grade 6 MATH

Standards (Skills/Competencies) NOT Mastered

Assessments 2019

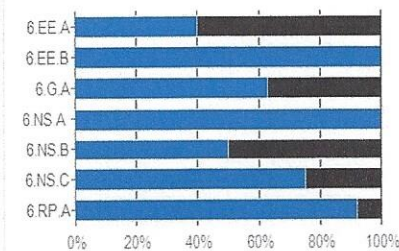
Grade 6 MATH Grade 6 ELA

Student: David
Grade 6 MATH
State Scale Score: 738
State Performance Level: 3
STAR Fall Grade Equivalent: 6.1
STAR Spring Grade Equivalent: 7.9



Assessment: 2019 Grade 6 MATH

Clusters - David Kautner



Assessment: 2019 Grade 6 MATH

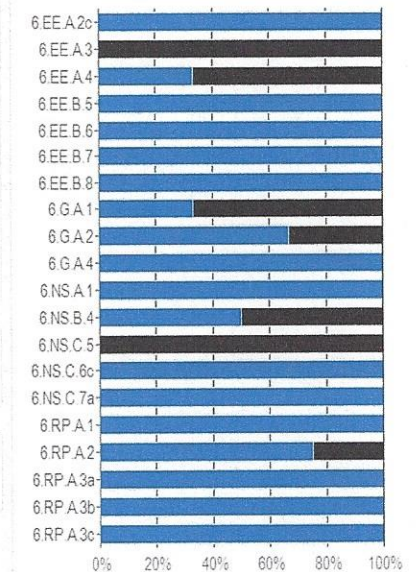
Cluster

ClusterCode ClusterDescription Curricula

Standard

StandardCode StandardDescription Lessons Questions Answers

Standards - David Kautner



Assessment: 2019 Grade 6 MATH

Go Back To Select

Appendix Videos and References

Detroit Palmer Park Academy Videos

- ABC News Ground Breaking Program: <https://youtu.be/PdBm-wKZebI>
- Full Video of Teaching Staff and Administration: <https://youtu.be/dBIQ-fApuMs>
- Implementing Research Based Forms: <https://youtu.be/ZaebGUTXyIM>
- Developing a Flexible School Day Schedule: <https://youtu.be/6elf9h2Y5ss>
- Common Planning Time for Teachers: <https://youtu.be/Bhk9IKRLz6A>

New York City MS-399 Videos

- Full Unedited Interview Video of Mr. Fani <https://youtu.be/FqXdQne-E60>
- Why Programming Adjustments were needed <https://youtu.be/A6DS2QtQWeI>
- Where did the New Ideas come from <https://youtu.be/oeilL0tuOSE>
- Impossible to be done Without Technology <https://youtu.be/JxiS0JWab4A>
- Learning Begins Much Earlier than before <https://youtu.be/VwEy6xkgDOg>
- More Services to help Individual Students <https://youtu.be/pYSqZFhivCE>
- Personal Needs of Students being addressed <https://youtu.be/iJ4nEMY86ok>
- Nine Years prior Weeks before Conflicts Resolved <https://youtu.be/STuBLaUgFGg>
- From September until late November Problems <https://youtu.be/x7oQqu17gt8>
- The Importance of Stability and Consistency <https://youtu.be/6NRdDH4-YbU>

NewWay Sample Interactive Data Views

- Parents to Know Skills (competencies) NOT Mastered <https://youtu.be/SevWzuMvvcx>

Some References

- Education Commission of the States
http://www.ecs.org/ec-content/uploads/Examining_SLDS_Development_and_Utility.pdf
- U.S.D.E Statewide Longitudinal Data Systems SLDS Requirement P-20
<https://www2.ed.gov/programs/slids/factsheet.html>
- Our Schools are Drowning in Data
<http://www.sfreporter.com/santafe/article-13009-our-schools-are-drowning-in-data.html>
- National Center for Educational Statistics - Map of U.S. Funds received to build SLDS data warehouses
<https://nces.ed.gov/programs/slids/stateinfo.asp>
- Rand Corporation Will Take more than Charter Schools to make America great again
<http://www.rand.org/blog/2016/12/making-american-education-great-will-require-more-than.html>
- U.S.D.E Office of Education Technology
<https://medium.com/@OfficeofEdTech/preview-of-new-tool-for-schools-ed-tech-rapid-cycle-evaluation-rce-coach-2ddaa903e856>

