The New Visions Student Sorter provides a baseplate for a growing array of "Custom Sorter Tools" designed in partnership with schools to enable more efficient and efficacious management of error-prone or otherwise difficult-to-organize processes that arise from the demand to personalize supports and marshal resources to maximize individual student success.

Each tool can be launched directly from a school’s Student Sorter from a menu option called “...

The purpose of this document is to provide a high-level overview of each of the New Visions Custom Sorter Tools, including each’s tool core components, and the school-level data-entry tasks and implementation requirements that are needed for use of the tool to be successful. In some cases, there are data conversation protocols associated with a tool. Where applicable, links are provided to sample tools, conversation Facilitation Guides and specific tool Help/User Guides.
The Student Profile Generator allows school staff to generate a PDF per student summarizing each student’s progress toward graduation and college readiness. Upon creation, PDFs created can be folded by advisor or counselor for easy downloading, printing and distribution, and emailed to the student and/or parent, CCing the advisor and/or counselor.

The foldering and email features require school staff to assign and maintain accurate advisor and counselor assignments, and Google Apps email addresses for students, parents, advisors and counselors in the Student Sorter.

A Student Profile includes information related to a student’s attendance, course progress in current classes, credit accumulation by graduation requirement, Regents and Advanced Regents performance, and a full course history. This information is made available in single student view in the Student Profile tab in each school’s Student Sorter. Great for parent/teacher conferences, along with a packet of other relevant information and resources.

School leader or staff member schedules one 30 minute hangout with a New Visions Systems Team member to run the Profile Generator.

School leader schedules a meetings with staff where expectations are set for how and when profiles should be used.

School leader schedules subsequent meetings to provide opportunities for staff to model and practice how to use the profiles in conversation with parents and students.

School leader has a way of tracking whether expectations are met, and follows up with staff accordingly.
The Credit Gaps Analysis tool enables schools to quickly audit their current student program by highlighting which students will be “off track” in credit accumulation by the end of the semester. The tool compares the number of credits a student will have by the end of the current semester, assuming they pass all of their currently scheduled courses, with the number of credits they would need to be considered on track.

School leaders should update their school’s credit metrics in the “On-Track Metrics” tab in their Student Sorter, which is how New Visions knows the number of credits a student should have in each credit area at the end of each term.

A single spreadsheet that includes any student from the Student Sorter who is flagged as having a "

The tool also displays the number of credits below and above the number needed to be on track that a student will have (assuming the student passes) at the end of the term in each subject they are programmed for.

This allows for a quick assessment of which courses a student needs to have added, and which can be dropped.

The school leader and programmer participate in a Strategic Data Checkin with New Visions staff where the tool is launched and introduced. The programming coordinator compares the audited records to each student's transcript and current program, and logs resolution statuses and other information related to actions taken into the tool. The school leader follows up with Program Coordinator to ensure corrections are made.
The Regents Prep Planning Tool helps schools identify what non-programmed (i.e. after school, saturday school, etc.) prep activities they should be offering to meet student need leading up to an administration of Regents exams. School staff can quickly identify students not currently sitting in a course preparing them for an upcoming exam. Schools can identify prep activities, assign students into activities, and generate activity rosters. The tool also centralizes attendance taking across all prep activities to allow school administrators to easily monitor school-wide prep attendance and attendance outreach.

Students must be flagged in the school’s Student Sorter as sitting for an upcoming Regents exam. The New Visions Data Team has pre-populated the “Next Scheduled:” columns for each exam in each school’s Student Sorter with the lists of students we believe should be sitting for each exam. School staff should review the pre-populated lists and make adjustments as needed.

Once launched, the tool includes four main components:

- **StudentsToTarget** tab that pulls in a row for each student for each exam he/she is sitting for from the Student Sorter. In this tab, school leaders should identify prep activity needs for each student and assign students into activities.
- **ActivitySheet** tab where school leaders indicate the prep activities will be offered.
- **A Setup Wizard** that walks the school leader through a process that generates a unique attendance taking web app link where each prep activity teacher will take attendance.
- **Prep Activity Attendance Log** tabs, which are generated during the Setup Wizard process that will store the attendance data taken by teachers through the web app.

The school leader participates in a Strategic Data Checkin with New Visions staff where the tool is launched and introduced. School leaders identify prep activities in the tool, and set up the attendance taking web app url. School leaders share a per-session posting with staff that clearly outlines the requirements of attendance taking and outreach, and schedules a 45-minute meeting with all prep activity teachers where the attendance taking url is shared, and attendance taking and outreach expectations are clearly articulated.

Prep activity teachers take attendance using designated url, and conduct home outreach upon each student absence. School leaders monitor prep activity attendance and outreach and follow up with staff accordingly, or assign a Prep Activity Coordinator to supervise attendance and outreach.
The Marking Period Grade Analyzer supports school leaders in identifying groups of students who are in need of mid-semester/trimester/year academic intervention. School leaders can view marking period grades by student, marking period, course, subject and teacher. Summary dashboards provide the counts of students failing or close to failing high priority classes, as well as trends in student performance from one marking period to the next.

School leaders should inform New Visions of their official Marking Periods end dates so the Data Team can process their marking period data as soon as possible.

Once launched, the tool contains one row per student per enrolled course for the current term. The Course Code, Course Title, Period, Teacher, Subject Area columns provide details about each course.

Grade marks and a Grade Flag designation ("Failing", "Borderline", and "Passing") are also provided to indicate student progress in each course for each marking period.

Course Priority designations measure how important each course is each student for graduation by examining the number of credits a student has earned in a particular graduation requirement against the number of terms remaining to each student's expected grad year.

School leaders can also easily produce reports by Teacher, Advisor, Counselor, Cohort, Grade Level, Official Class and/or Department. Upon creation these new reports can be auto shared with school staff with a custom email message.

School leaders participate in a Strategic Data Check-in with New Visions staff where the tool is launched and introduced, and an analysis is conducted to identify highest priority students in each cohort. School leaders determine how intervention plans should be gathered and generate Marking Period Grade Reports reports accordingly. School leaders communicate expectations for logging student intervention plans, and follow-up with staff accordingly.
The College Tracker is a college access tool designed to track the college application process. The tool integrates student-level academic performance data with college application information, so that counselors can easily monitor each student’s progress against critical college readiness benchmarks and against various stages of the application process, such as essay completion, initial FAFSA conversation, FAFSA completion, and letters of recommendation.

Spreadsheet cell validation and conditional formatting visually organizes and makes transparent huge amounts of information about students. Quickly find students who haven’t completed their college essay, or who need to sit for an upcoming administration of the SAT.

The College Fit Analysis summarizes whether the college a student is applying to is a reach, within-reach, or safety school -- to support counselors in ensuring that a student applies to a diverse range of schools.

Counselors can easily produce and distribute starter Google documents where students can write their college essays, as well as student-level snapshots summarizing key progress towards college indicators, which help to deepen conversations between adults and students.

School Leader sets expectations that the Counselor will use this tool to organize and record information about students. Counselors enter information about students’ application statuses, where students are applying, student performance on the PSAT, SAT, and ACT, and students’ financial information/status.

Counselor participates in monthly check ins with New Visions staff (combination of in-person and Hangout). Counselor and School Leader together participate in 3 Google Hangouts with New Visions staff to conduct analysis (December - College Fit Analysis; February - FAFSA Analysis; May - Reflective Analysis).