SMFCSD PROGRESS MONITORING

Board 14th Week Update

November 19, 2020

14th Week Progress Monitoring Priority

IMPLEMENT ACTIONS IN LCP

- In-Person Learning
- **Distance Learning**
- Mental/Social-Emotional Well Being
- Pupil/Family Engagement & Outreach
- Nutrition

STUDENT ATTENDANCE & ENGAGEMENT

STUDENT PERFORMANCE

- Academic
- Social-Emotional

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Performance & Implementation Evidence

Performance Data

- Attendance & Engagement Aeries data (from Oct 22)
- Student Assessment data

Implementation Evidence

- Distance Learning Support Hubs
- Wednesday Teacher PD Feedback data
- Student Focus Group data

Attendance & Participation

Objective: Every student attends/engages/participates in their distance learning classroom(s) every day.

Attendance & Participation Data 1st Period (1st 7 weeks of school)

Reviewed this data at October 22 Board Meeting:

- ***Current Chronic Absenteeism***: currently absent 10+% of days attended (3+ days out of 33 days)
- ***Current Chronic Non-Participation***: currently did not participate 10+% of days (counted as an absence)
- ***Confirmed Chronic Absenteeism***: already absent 18+ days (10% of entire school year)

Committed to look at impact of Learning Hubs strategy by looking at the attendance of students in the hubs

Attendance & Participation Strategies

Distance Learning Support Hubs:
How do these impact student attendance?

Stage One Hubs
- City & Community partner programs serving ~130 students
- Annex Program currently provides 14 classrooms serving ~170 vulnerable students

Stage Two Hubs
- New Learning Hubs for ~170 vulnerable students:
  - 7 classes at College Park - Annex
  - 5 classes at Laurel - Newton
  - 2 classes at Bayside - District

Stage Three Hubs...coming soon

STAGE ONE Learning Hubs--Community & Annex

Community Hubs**
- 126 students have been enrolled in the Community Hubs
- 83% (105/126) have good DL attendance
- 17% (17/126) are "Currently" Chronically Absent
- 0% are "Confirmed" Chronically Absent (C.A. already for the year)

Annex Hub** (enrollment before district expansion)
- 166 students have been enrolled since August
- 73% (122/166) have good DL attendance
- 27% (44/166) are "Currently" Chronically Absent
- 5% (9/166) are "Confirmed" Chronically Absent (C.A. already for the year)

**Some students likely started after struggles appeared. Could have been C.A. before enrolling.

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STAGE TWO Learning Hubs--Annex, Newton, Bayside

Recent District Expansion, targeting struggling students
- 166 students have been enrolled in the Community Hubs
- 55% (92/166) have good DL attendance
- 45% (74/126) are "Currently" Chronically Absent
- 14% (23/126) are "Confirmed" Chronically Absent (C.A. already for the year)

Enrolled specifically because struggles appeared. Poor attendance was a criteria.

Distance Learning Support Hubs:
How do these impact student attendance?

- Stage One Hubs suggest positive impact, but confounded by uncertainty of start date

- Stage Two: too early to assess impact, but enrollment of many Chronically Absent students will allow us to assess impact

- Use this data as a baseline and track improvement going forward

  - Inputting Learning Hub enrollment into Aeries to support student-group analysis of attendance and performance

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Distance Learning

Objective: Every student experiences 4 hours of high quality distance learning every day

Distance Learning Data: Student Focus Group Feedback

3 FGs so far with a dozen 6th/7th graders, incl. 4 Newcomer students

Positives about DL

- Can stay safe from COVID but still continue to learn
- "I really am learning. My teachers are helping me a lot."
- "It's pretty organized. At first, it was hard because of all the new things online. But we're used to them now."
- "I am making friends online. We meet in breakouts and do projects together."
- "We have choices to work with the teacher or independently. But if you don't get your work done, the teacher will make you work with them."

Distance Learning Data: Student Focus Group Feedback

Challenges about DL

- Wifi challenges: can't get in; dropped meetings; can't see/hear clearly; can't present.
- Miss being in class and with friends.
- "Miss sports, playing on teams. We have some clubs but it's hard online."
- A few classes have time for students to work with other students, but usually spend most time with the teacher or alone.
- Distractions from home. Sometimes the teacher gets distracted. The hubs can be noisy.
- "Real life is better than online."
- Newcomer students generally reported many more difficulties due to wifi and language challenges, than the other students.

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Distance Learning Data: Student Focus Group Feedback

What is day like during DL?

- Pretty structured. Not a lot of free time. Sometimes get a headache from being online so long.
- Wide variety of ways that teachers organize time: some on meet whole time; some or for a lesson at beginning and then work independently; some open and close, but mostly independent
- Usually see just the teacher. Most students mute their video. They describe feeling uncomfortable with being on camera or letting people see what's behind them in their house.
- Many reported that they don't talk much during the day; only when called on.

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Distance Learning Data: Student Focus Group Feedback

If confused or don't understand …

- Use the chat and ask. Teachers help, or sometimes other students see it and help.
- Many reported that teachers have extra hours for help or are willing to set up separate Google Meets to give 1:1 help.
- "It's hard in my classes that aren't with [my newcomer teacher]. I'm embarrassed to interrupt the teacher when I don't understand--because my English isn't very good."
- Many reported they have parents or siblings at home who help them.

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Distance Learning

Objective: Ensure teachers have the resources & expertise to deliver high quality distance learning every day

Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

SEPTEMBER 2: ELEMENTARY
PLANNING & TEACHING IN DISTANCE LEARNING
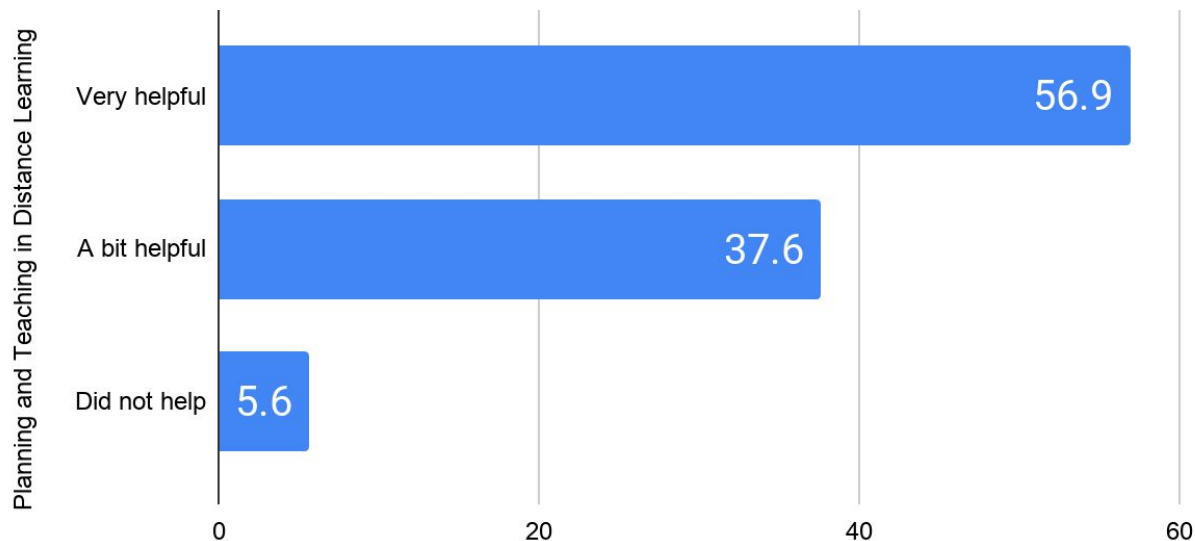
Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

Most Common Feedback from Teachers

It was comforting to hear my colleagues share what they are experiencing.... I suddenly felt "oh, they are going through this too" ... we all laughed and you could feel the "team" bonding

Breakouts by grade level are extremely beneficial. I liked being able to collaborate with grade level teams at other schools.
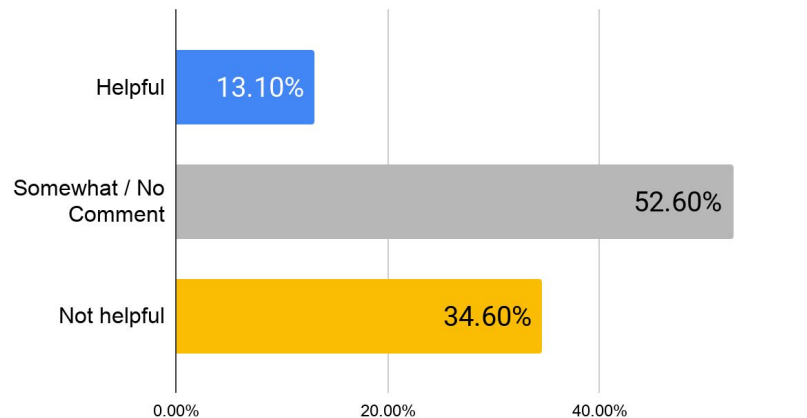
We got to explore Zearn independently, but I wanted more direct training

Our team has already been doing a lot of the things given today, so it was an affirmation that we are on the right track.
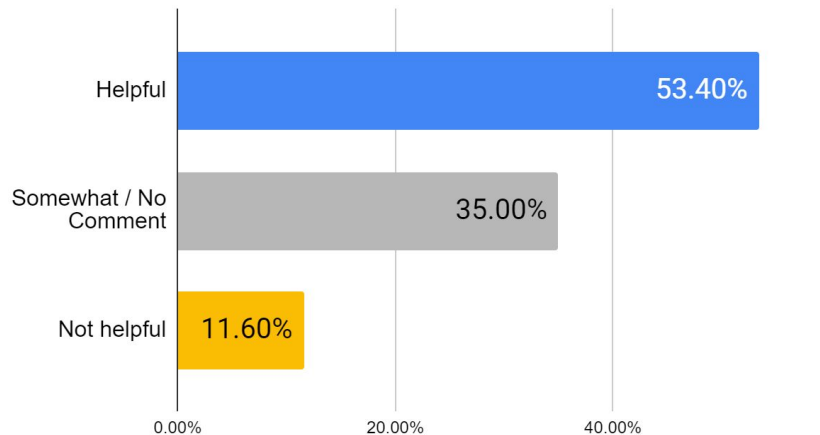
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Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

SEPTEMBER 2 and OCTOBER 28 ELEMENTARY : ZEARN

September 2

	Percentage
Helpful	13.10%
Somewhat / No Comment	52.60%
Not helpful	34.60%

October 28

	Percentage
Helpful	53.40%
Somewhat / No Comment	35.00%
Not helpful	11.60%

Note: The Education Services team made significant changes between the September and October PD Days, resulting in much better reflection from the teachers

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Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

Most Common Feedback from Teachers: September 2 Zearn

- ★ I got some resources for teaching routines
- ★ Incorporate questions: "What did you notice?" "What do you wonder?"
- ★ Collaboration between Special Education and General Education
- ★ Games (Splat), Applications like Jamboard
- ★ How might we make digital exit tickets for students to complete?
  - ○ Hands-on and digital manipulatives
  - ○ More time in break-out groups
  - ○ Not helpful to TK and K as they don't teach Zearn
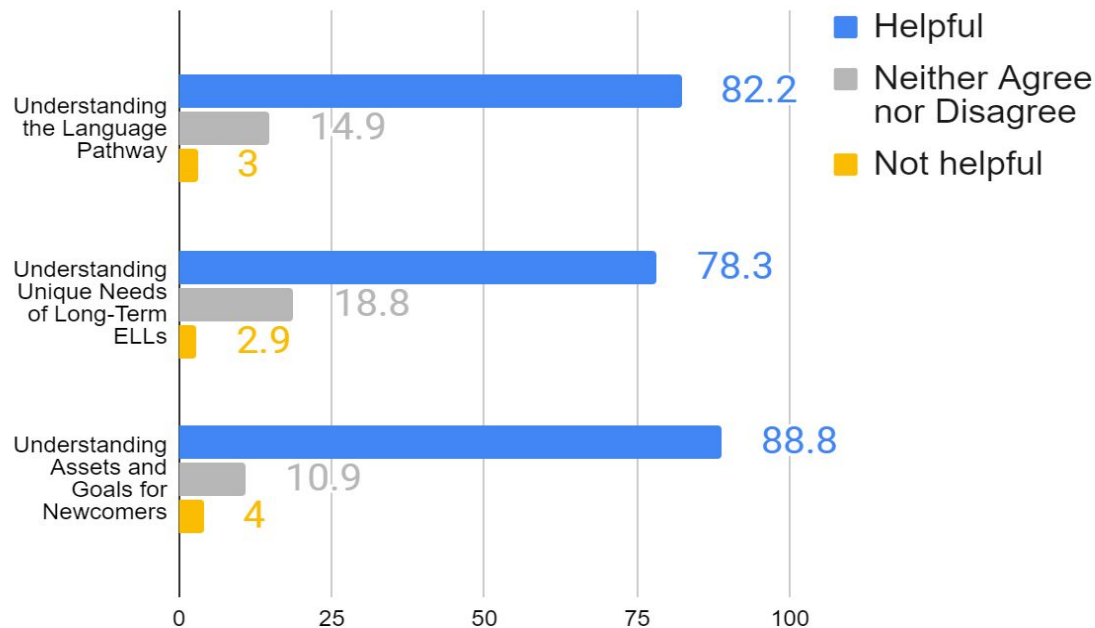 - ○ Need information on how to assess in Zearn

Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

Most Common Feedback from Teachers: October 28 Zearn

★ We were part of engaging lessons so we could see the student and teacher side. It was similar to observing a class lesson. Super helpful.

★ We were able to complete so much for our grade level with respect to curriculum and reporting.

★ We learned about counting collections, and it was great.

★ The math standard is posted as a question so that we can go back to it

★ I learned new ways to engage students
  ○ There were great ideas and suggestions on how to make lessons more accessible, but no one to help create and make the changes happen
  ○ I want more information on assessments
  ○ Today's presentation is something we already do at our grade level

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Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

SEPT 2 MIDDLE SCHOOL: ENGLISH LANGUAGE LEARNERS

Legend:
- Helpful (blue)
- Neither Agree nor Disagree (gray)
- Not helpful (yellow)

Understanding the Language Pathway: Helpful 82.2, Neither Agree nor Disagree 14.9, Not helpful 3

Understanding Unique Needs of Long-Term ELLs: Helpful 78.3, Neither Agree nor Disagree 18.8, Not helpful 2.9

Understanding Assets and Goals for Newcomers: Helpful 88.8, Neither Agree nor Disagree 10.9, Not helpful 4

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SEPT 2 MIDDLE SCHOOL: ENGLISH LANGUAGE LEARNERS

★ Course realignment and rationale was important
★ Strategies were tangible, clear, and concise
★ The 3 R's: Routines, Relationships, and Regulations
★ Important to know reasons why students become Long-Term ELLs
★ After listening and watching the presentations, I am ready to set clear goals and make learning more meaningful
★ Having time to collaborate was hugely beneficial and a breath of fresh air
  ○ I was overwhelmed; too much information for one meeting
  ○ I would like to see examples of lessons that provide these supports
  ○ It is difficult to do individual outreach when I have 150 students

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Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

OCT 28 MIDDLE SCHOOL: SOCIAL EMOTIONAL LEARNING

Support Social Emotional Wellness for Students and Myself

Helpful	74
Neither Agree nor Disagree	20.7
Not Helpful	5.3
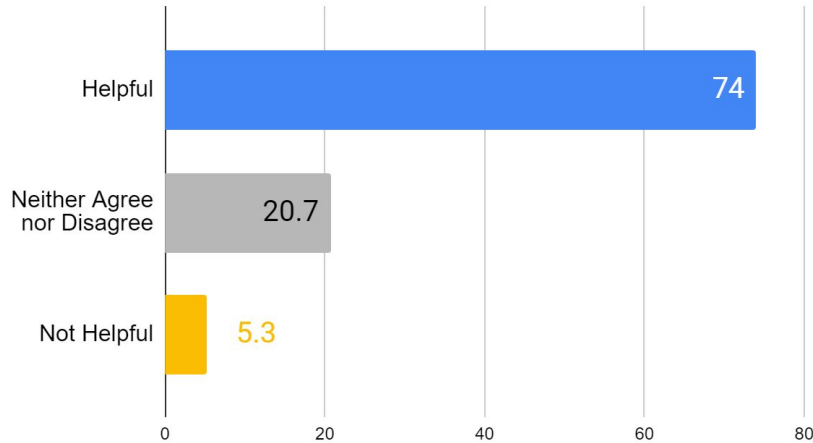
Identify and Assist Vulnerable Youth

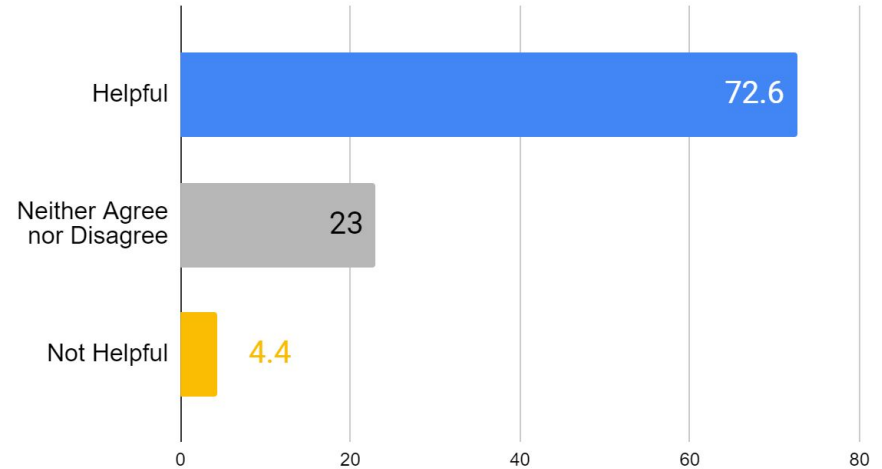|	
Helpful	72.6
Neither Agree nor Disagree	23
Not Helpful	4.4

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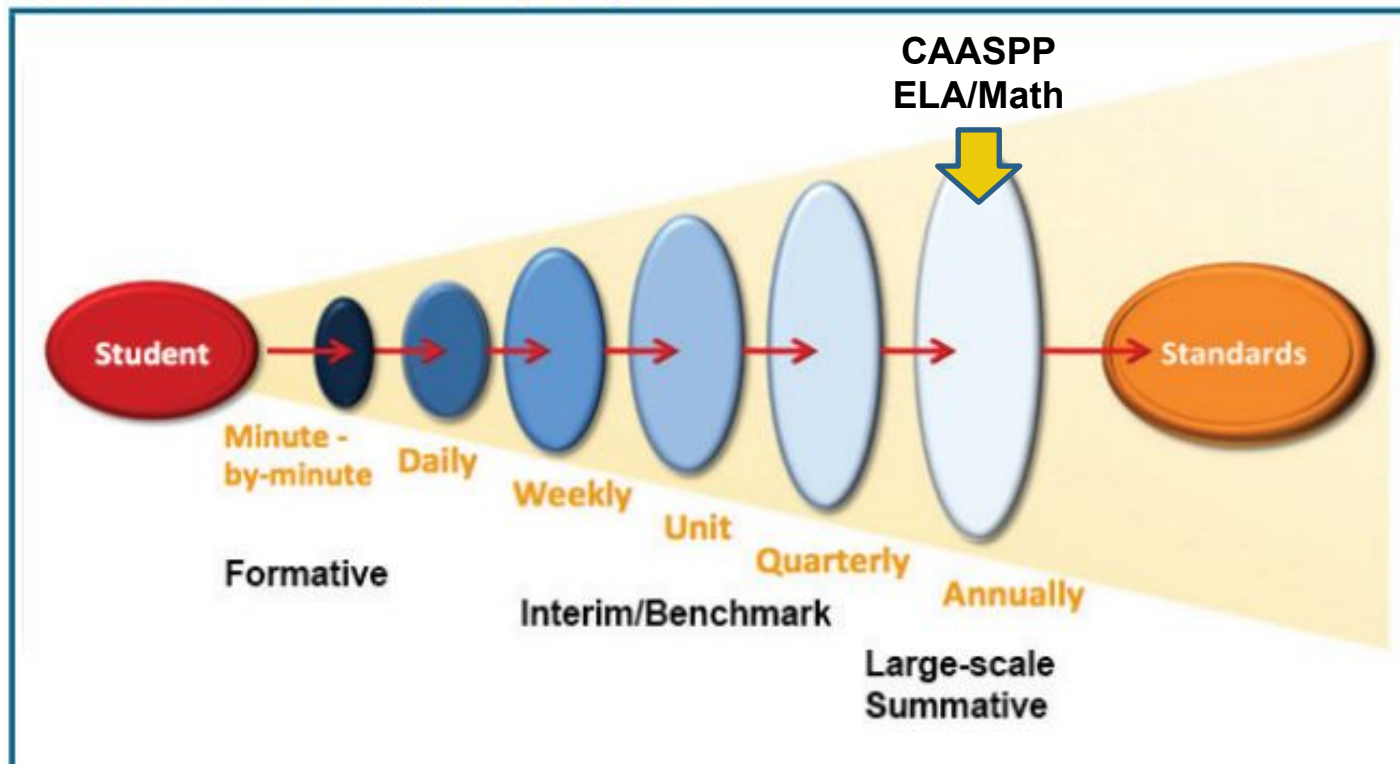# Distance Learning Data: Teacher Feedback on Monthly Wednesday Professional Development

OCT 28 MIDDLE SCHOOL: SOCIAL EMOTIONAL LEARNING

★	Connecting with other teachers is always needed, and lessens the isolation I've been feeling in the pandemic

★	Complete examples were provided

★	Heard good ideas for student engagement and running a circle

★	Got ideas on how to open the conversations with students, how to look for the danger signs, and to focus on proactive factors

★	Breakout rooms were great, and I wish we had them in staff meetings
  ○	It is hard to know what is happening through a computer. Steps to follow are cumbersome and take even more time
  ○	Would like the opportunity to pick a topic or get the agenda much earlier

Student Performance Assessment

Objective: Student learning in ELA and Math is assessed on a continuous basis, allowing teachers to adjust instruction with greater accuracy and immediacy. Thereby, enhancing student learning throughout the year.

Figure 8.4. Assessment Cycles by Purpose

CAASPP
ELA/Math

Student → Standards

Minute-by-minute
Daily
Weekly
Unit
Quarterly
Annually

Formative

Interim/Benchmark

Large-scale
Summative

Source
Adapted from

Herman, Joan L., and Margaret Heritage. 2007. *Moving from Piecemeal to Effective Formative Assessment Practice: Moving Pictures on the Road to Student Learning.* Paper presented at the Council of Chief State School Officers Assessment Conference, Nashville, TN.

A Comprehensive Assessment System

- **Formative Assessments:** District focus this year

  Example: F&P (although continue to use in an Interim fashion at the district level)

- **Interim Assessments:** District focus on alignment with new curriculum (vs. more summative, standards focus)
  Example: Comprehensive End-of-Unit Assessments

- **Summative Assessments:** State mandated; perhaps adjusted
  Example: CAASPP ELA & Math

Evaluating Our Implementation Process

How will we know we are implementing the planned Assessment System?

- **Formative Assessments are being administered to every student**

- **Interim Assessments are being administered to every student**

- **Summative Assessments are being administered to every student**

- **ALL Teachers (TK-5) (6-8) are given the tools and resources needed to understand and act upon the formative results they are receiving**

- **ALL Teachers (TK-5) (6-8) are given the tools and resources needed to understand and act upon the Interim results they are receiving**

Validity & Reliability challenges due to remote assessments.

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Evaluating Outcomes

How will we know we are making a difference?

- **ALL students (Race/Ethnicity, EL, SWD, SED, FY) (TK-5) (6-8) are progressing through the ELA & Math units of study (ACCESS)**

- **ALL students (Race/Ethnicity, EL, SWD, SED, FY) (TK-5) (6-8) are meeting ELA & Math grade-level academic targets (PERFORMANCE)**

Elementary Literacy Assessment Process

How will we know we are implementing the planned Assessment System?

- **Continue with the Fountas & Pinnell Reading Assessment, although modified this year to allow for administration in distance learning context.**

- **Use F&P as both a Formative and an Interim Assessment.**

- **Explore other Interim Literacy Assessments tied to the Benchmark Advanced/Adelante curriculum. Coming this spring.**

- **Identify a Formative & Interim <u>Language</u> Assessment to support strategies for English Learners.**

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What Percent of SMFCSD students participated in the fall 2020 formative literacy assessment?

Overall Participation Rate	79%
1st Grade	74%
2nd Grade	80%
3rd Grade	77%
4th Grade	75%
5th Grade	75%

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Student Performance Outcomes: Elementary Literacy

What Percent of SMFCSD students are Reading on Grade-level?

% Reading on Grade-Level spring 2019-20

% Reading on Grade-Level fall 2020-21

Challenges of Comparison:
- *Different Testing Conditions*
- *Slight Different Tests*
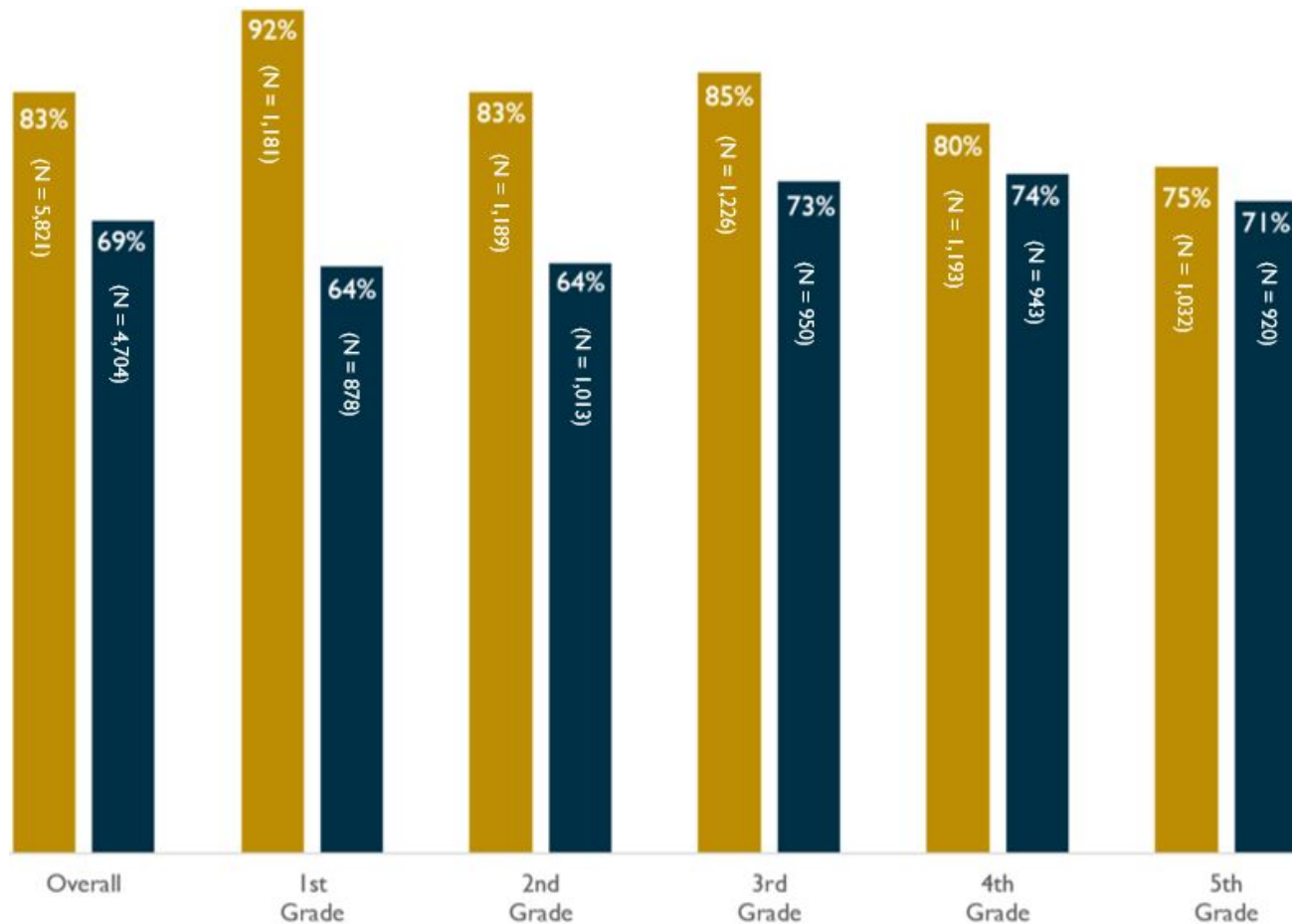
	Spring 2019-20	Fall 2020-21
Overall	83% (N = 5,821)	69% (N = 4,704)
1st Grade	92% (N = 1,181)	64% (N = 878)
2nd Grade	83% (N = 1,189)	64% (N = 1,013)
3rd Grade	85% (N = 1,226)	73% (N = 950)
4th Grade	80% (N = 1,193)	74% (N = 943)
5th Grade	75% (N = 1,032)	71% (N = 920)

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Student Performance Outcomes: Elementary Literacy

What Percent of SMFCSD students are Reading on Grade-level by Program Type?

% Reading on Grade-Level
fall 2020-21
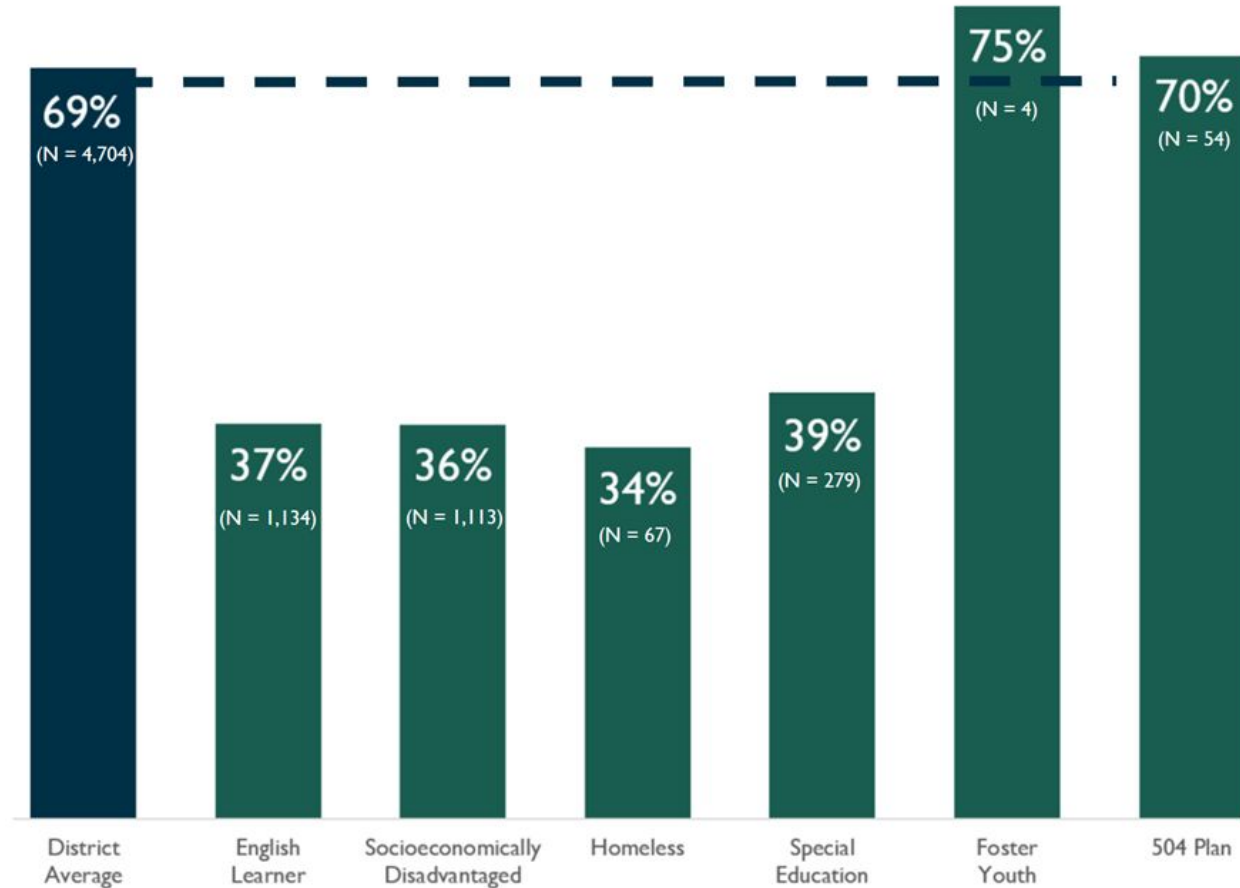
Program Type	% Reading on Grade-Level	N
District Average	69%	(N = 4,704)
English Learner	37%	(N = 1,134)
Socioeconomically Disadvantaged	36%	(N = 1,113)
Homeless	34%	(N = 67)
Special Education	39%	(N = 279)
Foster Youth	75%	(N = 4)
504 Plan	70%	(N = 54)

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Student Performance Outcomes: Elementary Literacy

What Percent of SMFCSD students are Reading on Grade-level by Race/Ethnicity?

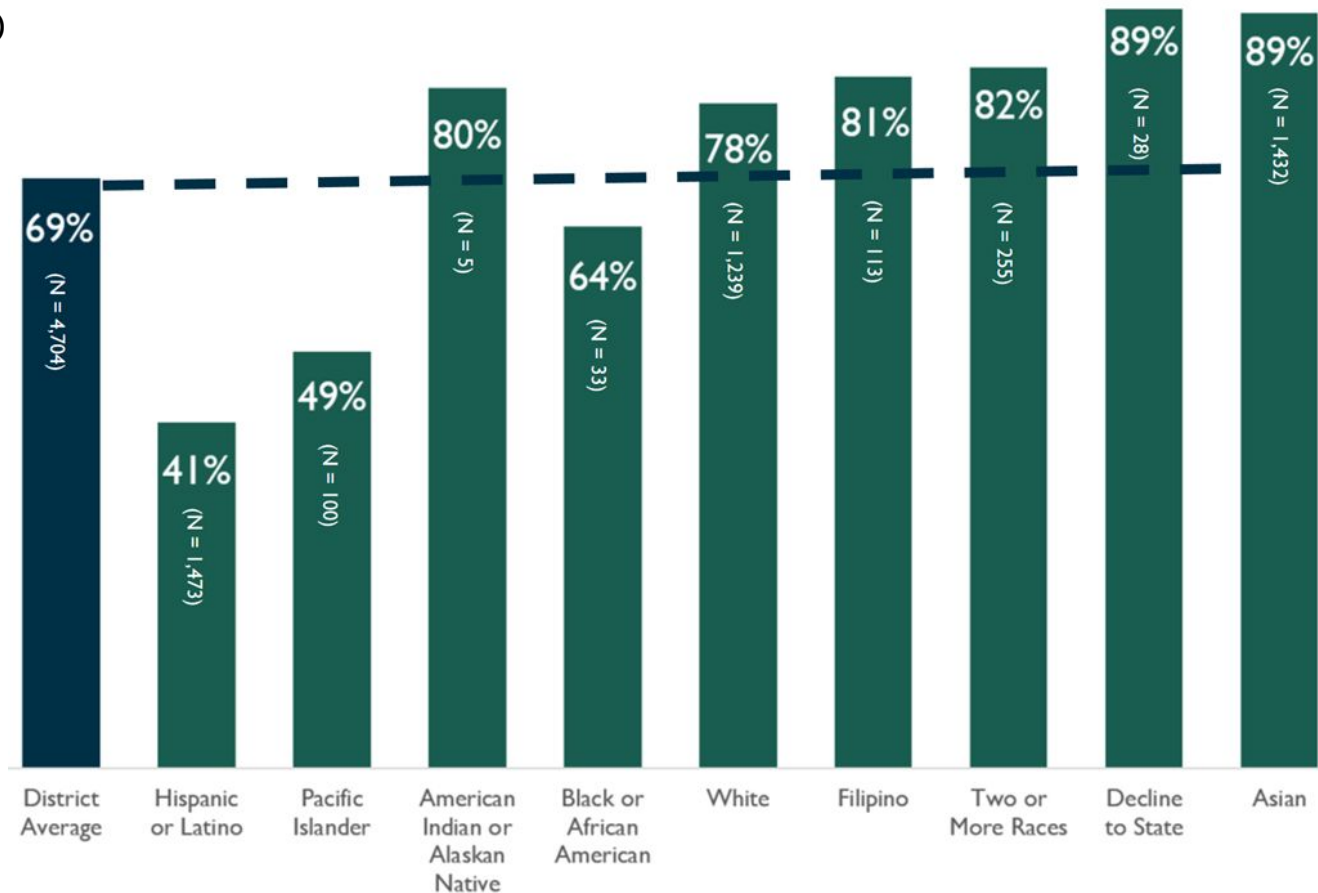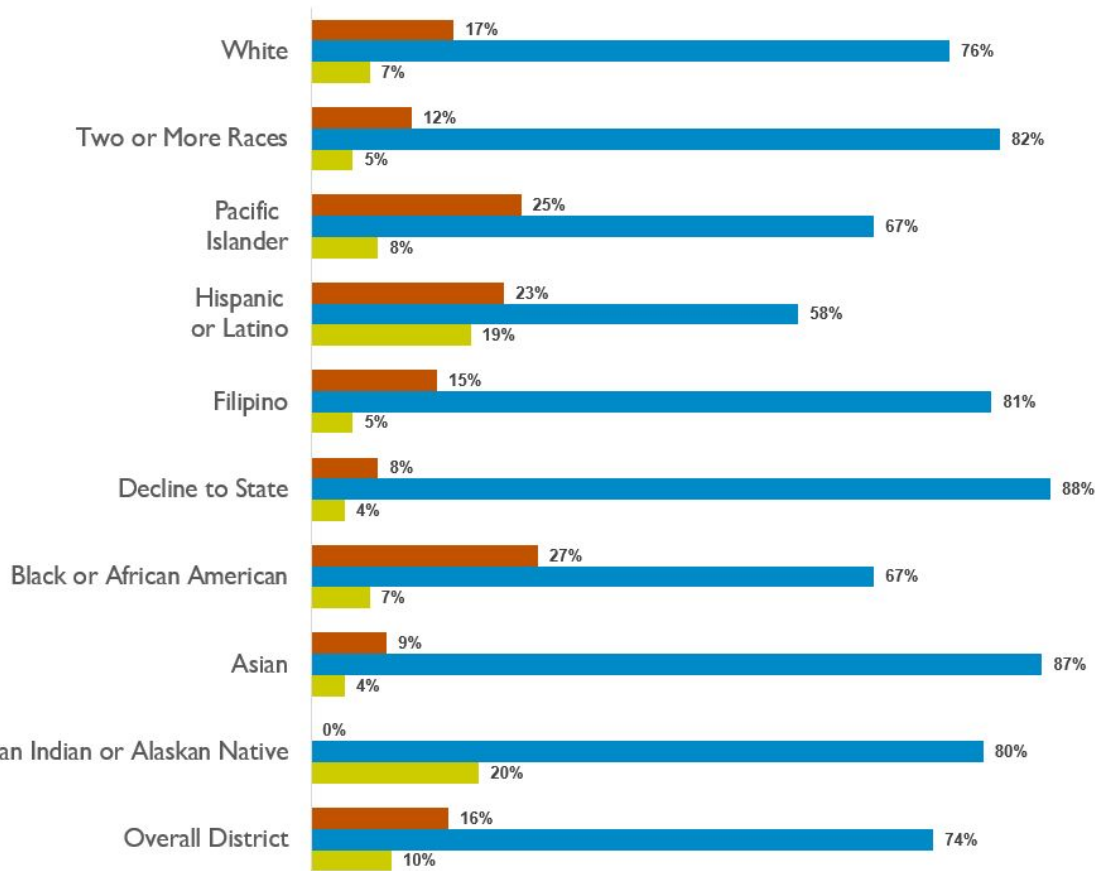% Reading on Grade-Level
fall 2020-21

	% Reading on Grade-Level
District Average	69% (N = 4,704)
Hispanic or Latino	41% (N = 1,473)
Pacific Islander	49% (N = 100)
American Indian or Alaskan Native	80% (N = 5)
Black or African American	64% (N = 33)
White	78% (N = 1,239)
Filipino	81% (N = 113)
Two or More Races	82% (N = 255)
Decline to State	89% (N = 28)
Asian	89% (N = 1,432)

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Student Performance Outcomes: Elementary Literacy

What Percent of SMFCSD students are Maintaining, Increasing, or Decreasing their Overall Reading Level?

**Maintained Overall Reading Level** spring 2019-20 to fall 2020-21

Increased Overall Reading Level spring 2019-20 to fall 2020-21

Declined Overall Reading Level spring 2019-20 to fall 2020-21

Group	Maintained	Increased	Declined
White	17%	76%	7%
Two or More Races	12%	82%	5%
Pacific Islander	25%	67%	8%
Hispanic or Latino	23%	58%	19%
Filipino	15%	81%	5%
Decline to State	8%	88%	4%
Black or African American	27%	67%	7%
Asian	9%	87%	4%
American Indian or Alaskan Native	0%	80%	20%
Overall District	16%	74%	10%

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* Percentages reflect scores from students that were tested during both spring and fall administrations

Student Performance Outcomes: Elementary Literacy

What Percent of SMFCSD students are Maintaining, Increasing, or Decreasing their Overall Reading Level?

Socioeconomically Disadvantaged
- 25%
- 57%
- 18%

Special Education
- 24%
- 63%
- 13%

English Learner
- 22%
- 59%
- 19%

Overall District
- 16%
- 74%
- 10%

Maintained Overall Reading Level spring 2019-20 to fall 2020-21

Increased Overall Reading Level spring 2019-20 to fall 2020-21

Declined Overall Reading Level spring 2019-20 to fall 2020-21

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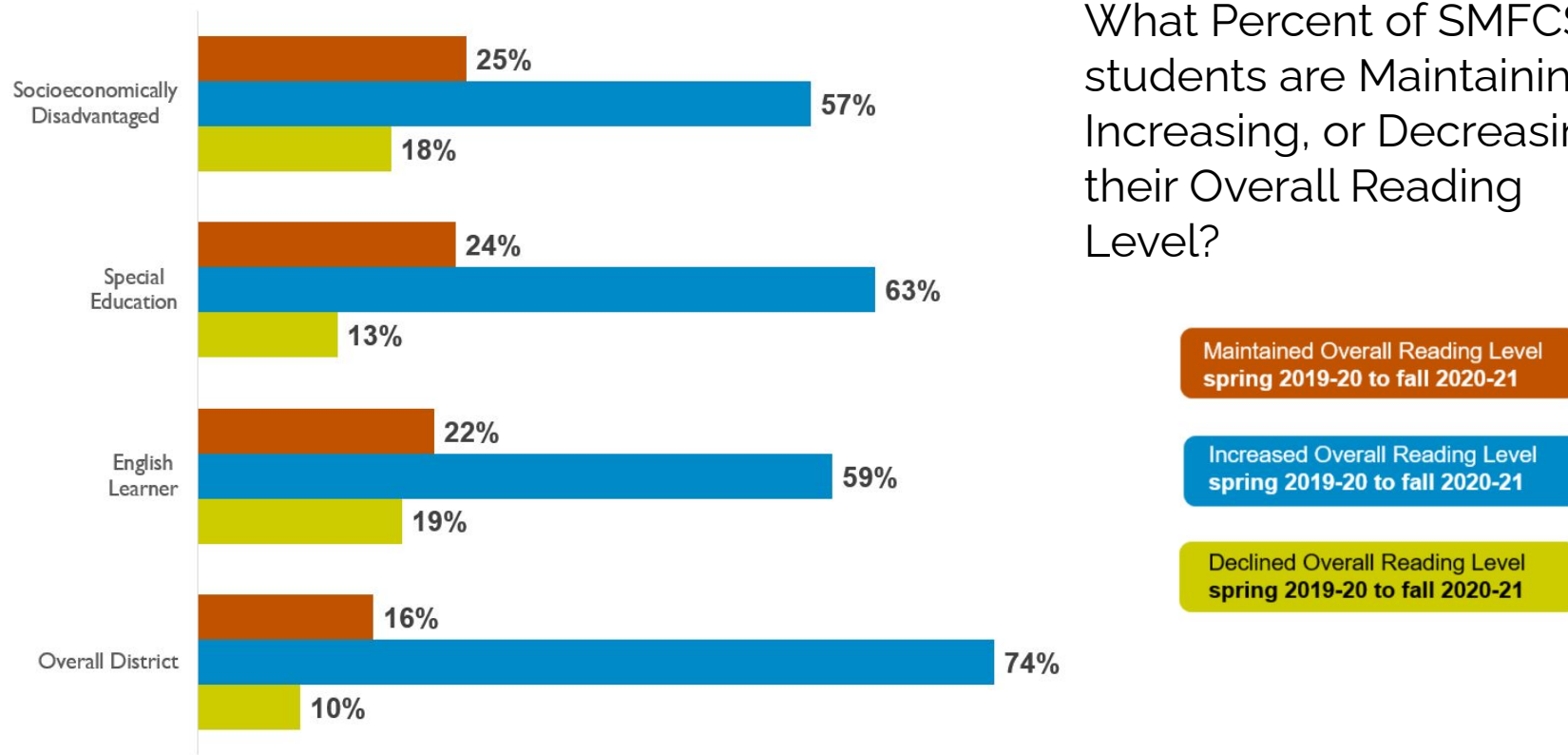
* Percentages reflect scores from students that were tested during both spring and fall administrations

Elementary Math Assessment Process

How will we know we are implementing the planned Assessment System?

- Teachers, with Math ToSA support, are implementing Formative and Unit Assessments in the newly adopted Zearn curriculum

- Central team is designing Interim Assessments and creating a web app to capture assessment scores (Zearn doesn't provide this.)

- MARS Tasks (another kind of Formative and Interim Assessment) continue to be piloted within classrooms with support from Math TOSAs

Middle School ELA Assessment Process

How will we know we are implementing the planned Assessment System?

- Technical issues regarding the implementation of the Reading Inventory system continue to slow collection of Literacy data (on-going problem from last year's district-wide pilot).

- Our District technology support is currently integrating Reading Inventory system with our CLEVER application

- Content teams identifying remote Interim Assessment options, including CAASPP Interim Assessment Blocks.

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Middle School Math Assessment Process

How will we know we are implementing the planned Assessment System?

- Teachers, with Math ToSA support, are implementing Formative and Unit Assessments in the newly adopted MathNation curriculum

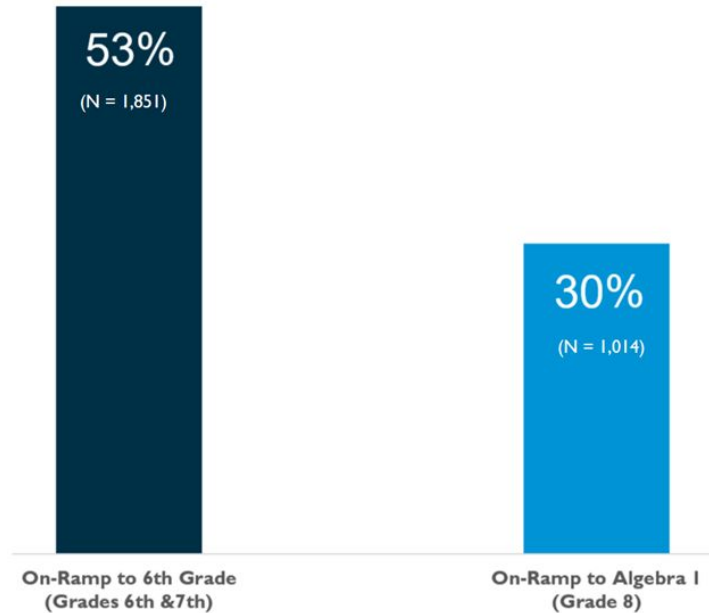- Teacher team is designing Interim Assessments within the MathNation platform, to be implemented this spring.

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A Look at Process: Middle School Formative Math Assessments are being administered to every student

What Percent of SMFCSD students participated in the fall 2020 On-Ramp Beginning Year assessments?

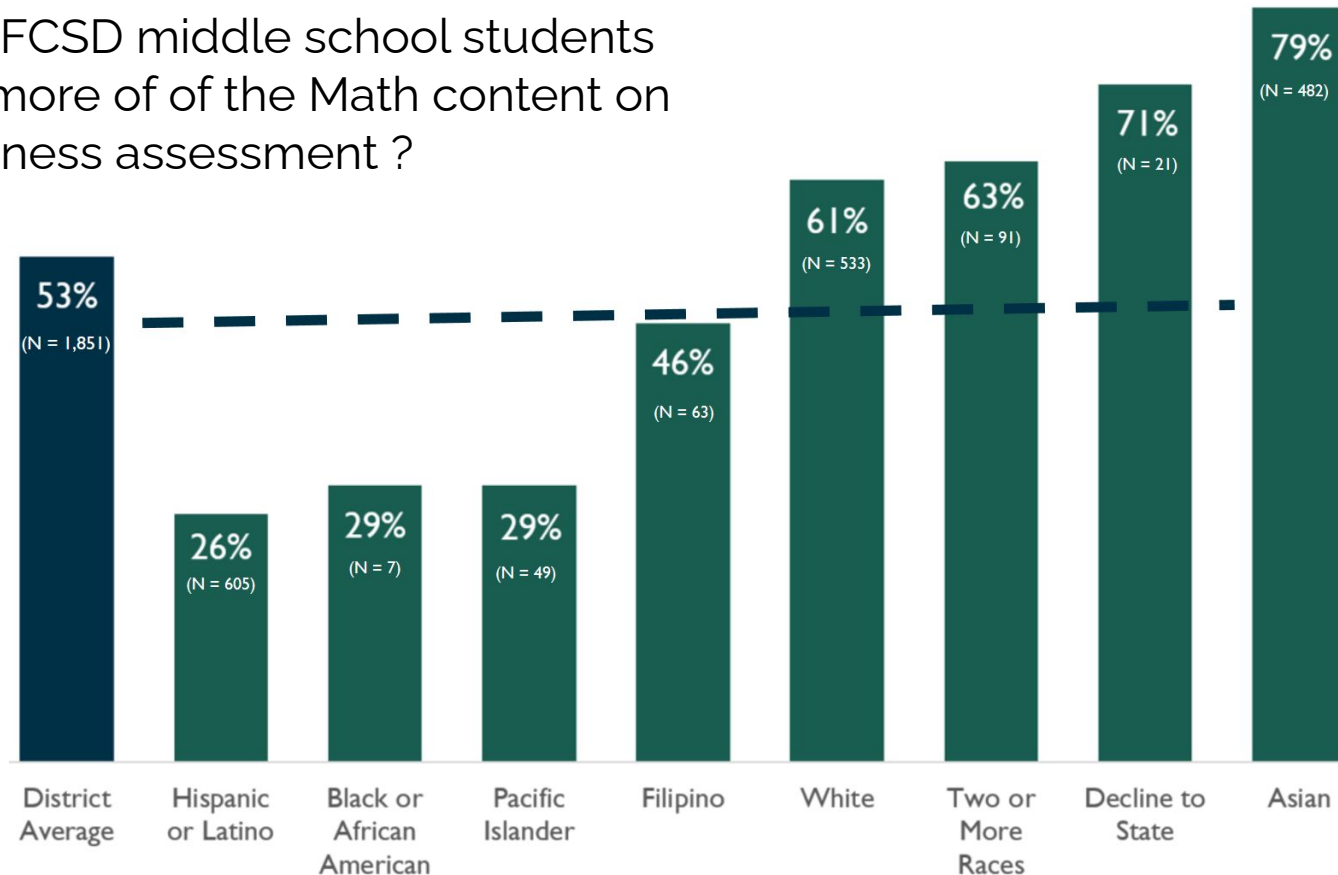|	
Overall Participation Rate	86%
6th Grade	85%
7th Grade	86%
8th Grade	87%

What Percent of SMFCSD middle school students understood 70% or more of of the Math content on their formative readiness assessment ?

53%
(N = 1,851)

30%
(N = 1,014)

On-Ramp to 6th Grade
(Grades 6th &7th)

On-Ramp to Algebra I
(Grade 8)

Student Performance Outcomes: Middle School Math

What Percent of SMFCSD middle school students understood 70% or more of of the Math content on their formative readiness assessment ?
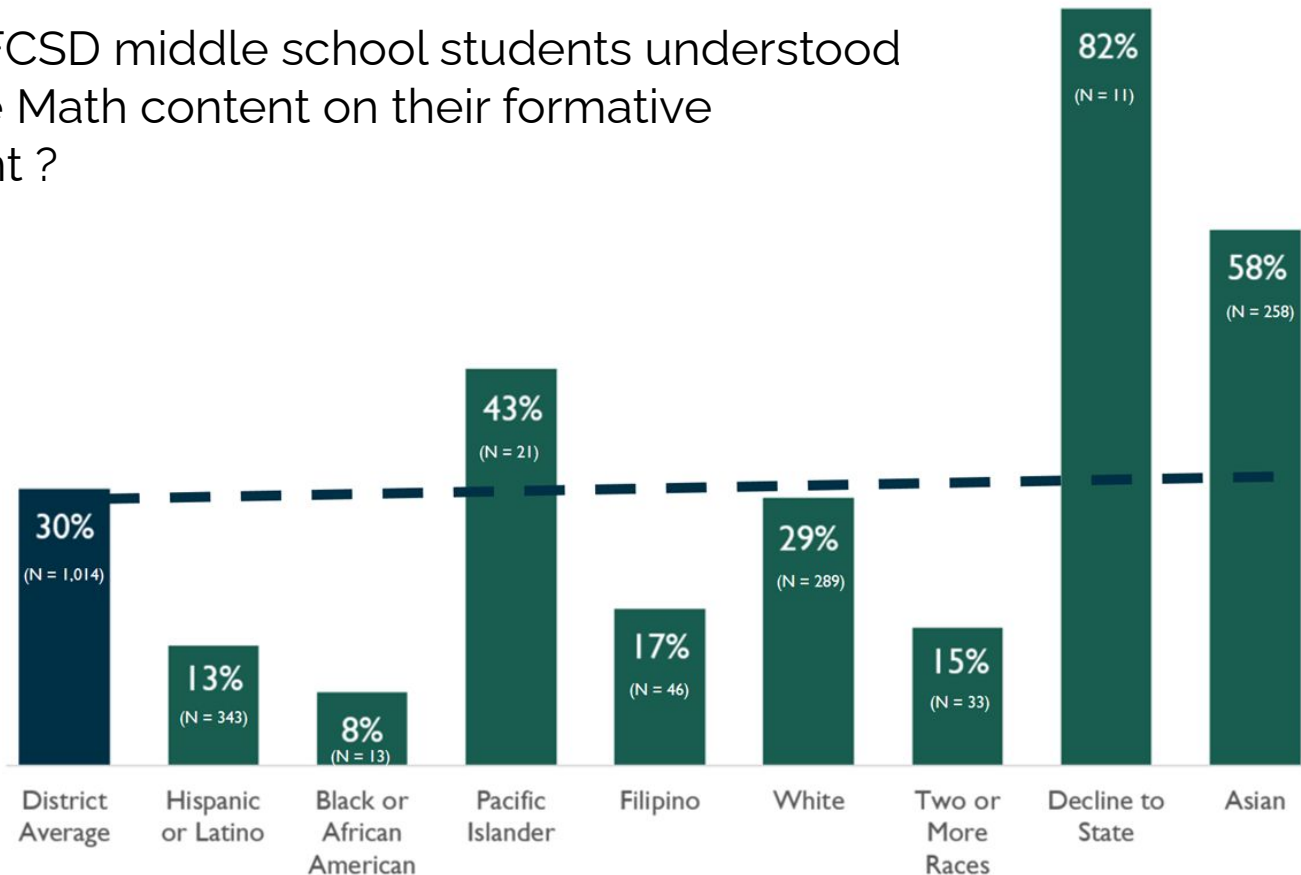
On-Ramp to 6th Grade
(Grades 6th & 7th)

District Average	Hispanic or Latino	Black or African American	Pacific Islander	Filipino	White	Two or More Races	Decline to State	Asian
53% (N = 1,851)	26% (N = 605)	29% (N = 7)	29% (N = 49)	46% (N = 63)	61% (N = 533)	63% (N = 91)	71% (N = 21)	79% (N = 482)

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IMPLEMENT ACTIONS
- In-Person Learning
- Distance Learning
- Mental/Social-Emotional Well Being
- Pupil/Family Engagement & Outreach
- Nutrition

STUDENTS ATTEND & ENGAGE

STUDENTS PERFORM
- Academic: at grade level
- Social-Emotional: live, lead, learn with integrity & joy

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Questions?