



SMFCSD PROGRESS MONITORING

Board Update

February 4, 2021

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

Performance & Implementation Evidence

Performance Data

- Attendance & Engagement Aeries data
- Middle School Grade Data

Implementation Evidence

- Distance Learning Support Hubs
- Student Survey & Focus Group data

Attendance & Participation

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

Attendance & Participation Data (7/16 weeks)

Reviewed this data at October 22 Board Meeting:

- ***Current Chronic Absenteeism***: currently absent 10+% of days attended (Week 7: 3+ days out of 33 days. Week 16: 7+ days out of 77)
- ***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)

Attendance & Participation Data (7/16 weeks)

A note about the 16 week attendance analysis:

- Includes: Thanksgiving and Winter vacations, flu season, and peak pandemic
- Need to compare data with 19-20 school year, for baseline.
- Need to analyze “causes” of absences more specifically

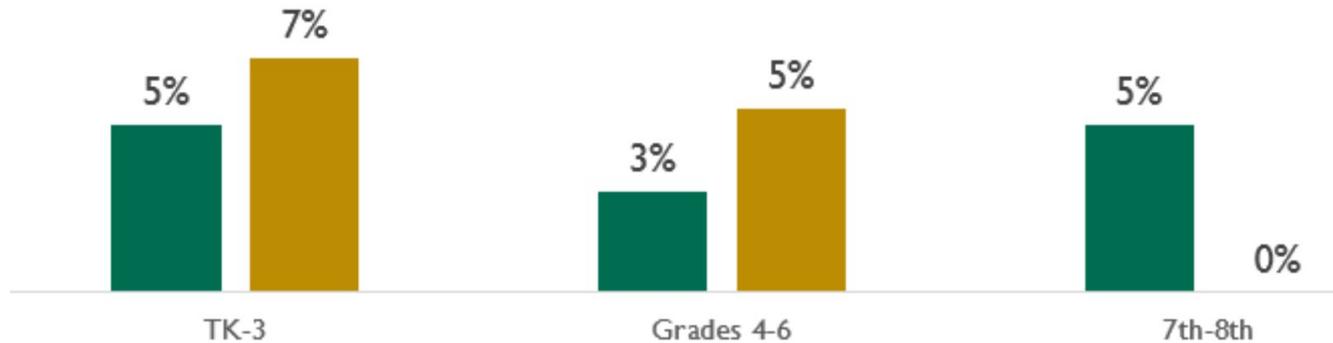
Percent of SMFCSD Students Currently Chronically Absent*

At Week 7

(3+ days out of 33)

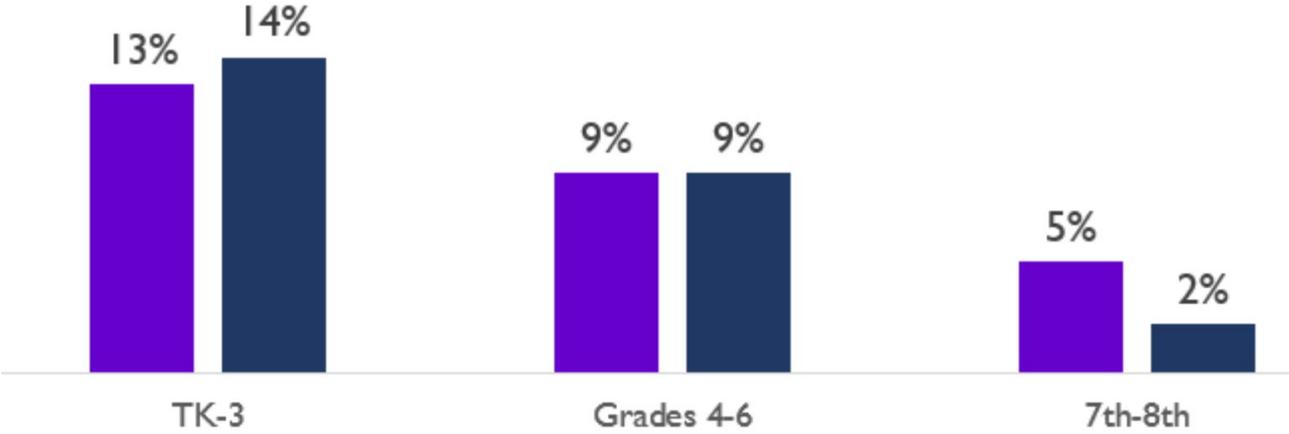
At Week 16

(7+ days out of 77)



Percent of SMFCSD Students Currently Chronically Absent* with Participation/Engagement absences added

At Week 7 (3+ days out of 33) **At Week 16** (7+ days out of 77)

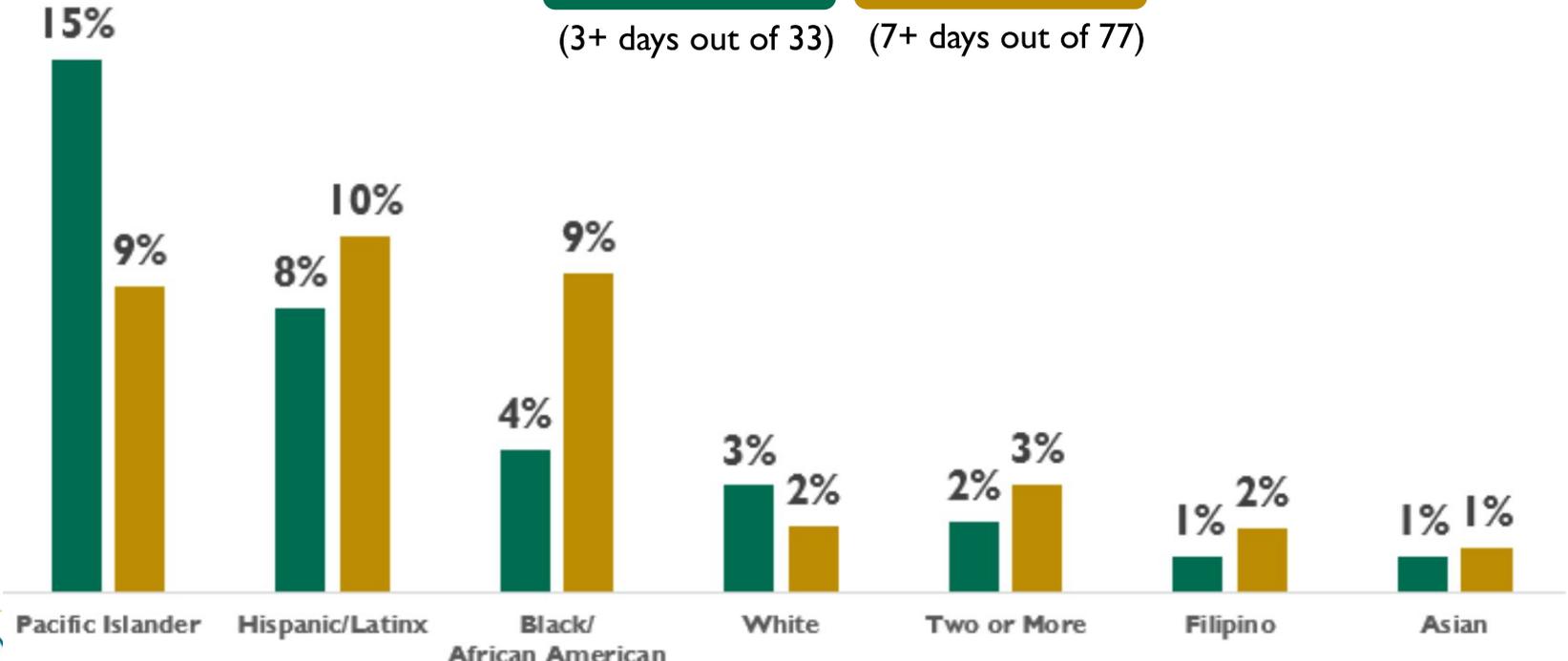


*Chronically Absent = Missing 10% or more of the days a student is enrolled in the district

Percent of SMFCSD Students Currently Chronically Absent*

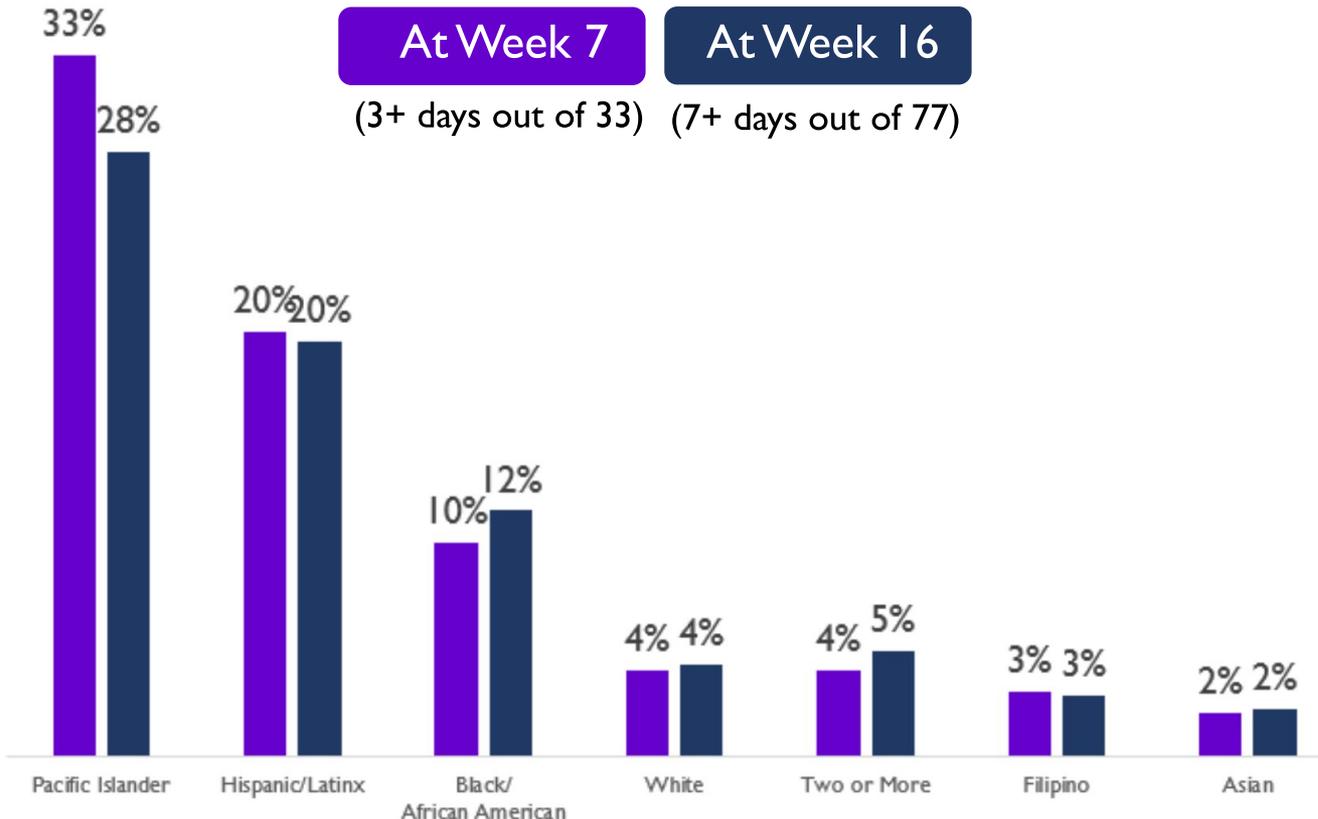
At Week 7
(3+ days out of 33)

At Week 16
(7+ days out of 77)



*Chronically Absent = Missing 10% or more of the days a student is enrolled in the district

Percent of SMFCSD Students Currently Chronically Absent* with Participation/Engagement absences added

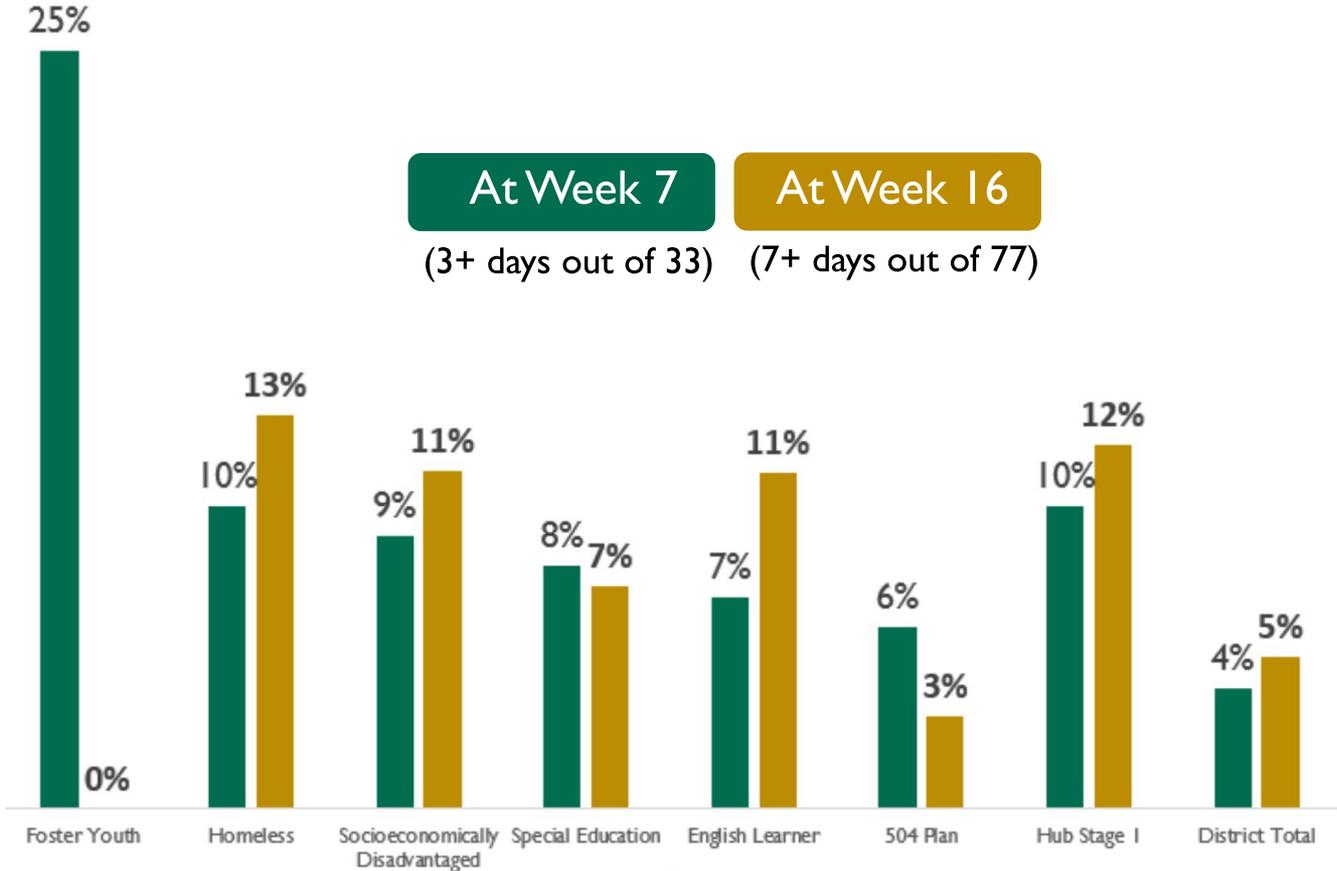


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Percent of SMFCSD Students Currently Chronically Absent*

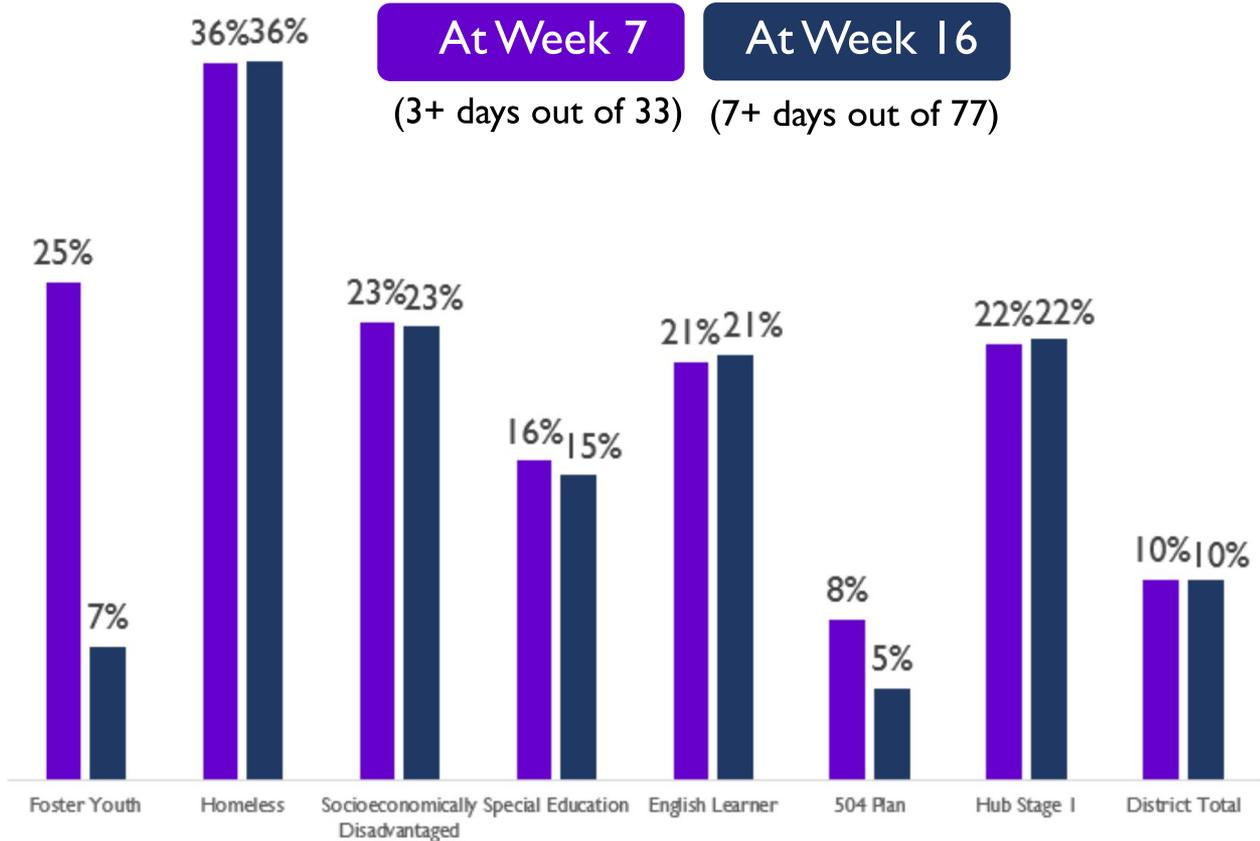
Absent*



*Chronically Absent = Missing 10% or more of the days a student is enrolled in the district



Percent of SMFCSD Students Currently Chronically Absent* with Participation/Engagement absences added

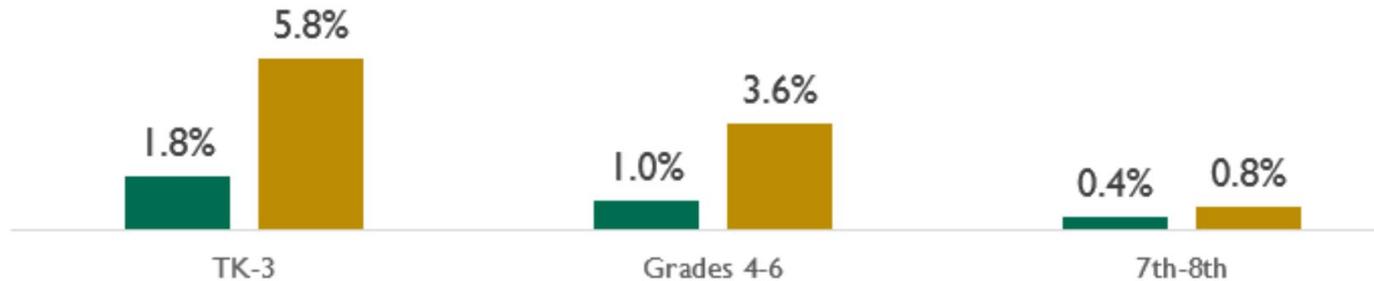


Percent of SMFCSD Students Confirmed Chronically Absent* for the entire school year by the 16th week of school

At Week 7

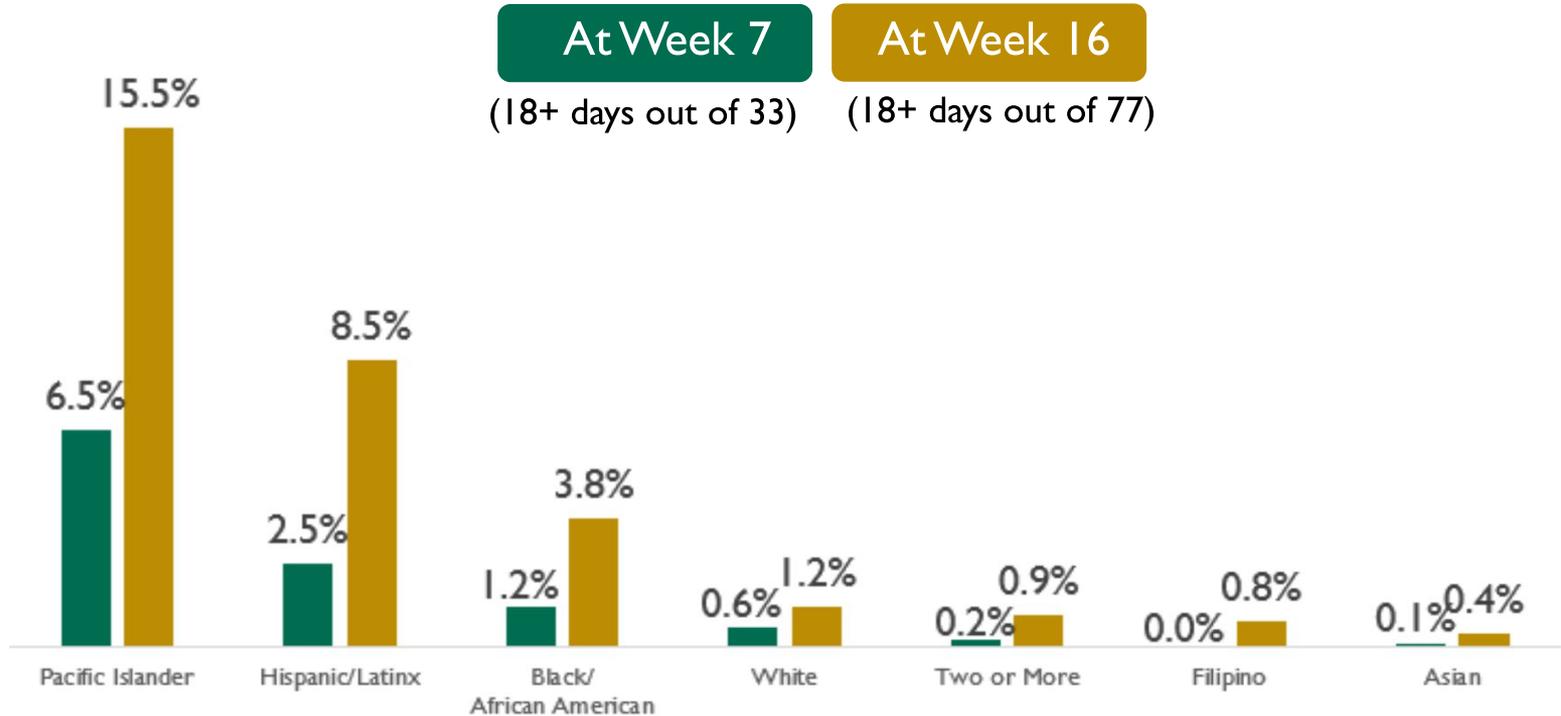
At Week 16

(18+ days out of 33) (18+ days out of 77)



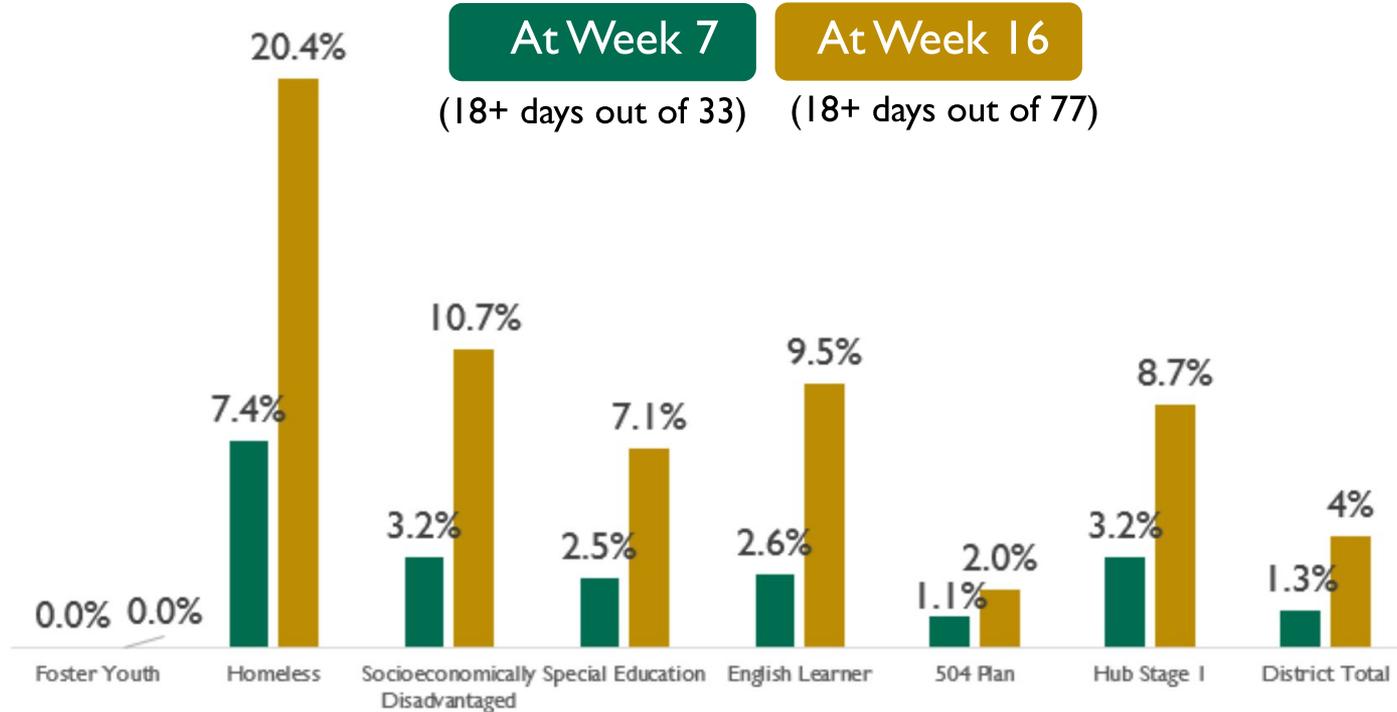
*Chronically Absent = Missing 10% or more of the total 180 days a student is typically enrolled in the district

Percent of SMFCSD Students Confirmed Chronically Absent* for the entire school year by the 16th week of school



*Chronically Absent = Missing 10% or more of the total 180 days a student is typically enrolled in the district

Percent of SMFCSD Students Confirmed Chronically Absent* for the entire school year by the 16th week of school



*Chronically Absent = Missing 10% or more of the total 180 days a student is typically enrolled in the district

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
- 1 class at LEAD - YMCA

Have there been changes in attendance and participation for for students who were enrolled in a Stage 2 Learning Hub?

Learning Hub Stage 2

Missing 10% or More of Enrolled School Days (Week 1 - Week 7)



Missing 10% or More of Enrolled School Days (Week 8 - Week 16)



Average percent of Absences due to Participation/Engagement (Week 1 - Week 7)



Average percent of Absences due to Participation/Engagement (Week 8 - Week 16)



Distance Learning Implementation

Distance Learning Data: Student SURVEY Feedback

and % of Students who Responded

- 3rd-5th graders: 2002 responses; ~50%
- 6th-8th graders: 1525 responses: ~50%

How do you feel Distance Learning is going?

| 3rd-5th graders | | 6th-8th graders | |
|-----------------|------------------------------|-----------------|------------------------------|
| Very Good/Good | Not Good/ Not Good at All | Very Good/Good | Not Good/ Not Good at All |
| 73% | 10% | 67% | 14% |

Distance Learning Data: Student SURVEY Feedback

How difficult is your distance learning work?

| | 3rd-5th | 6th-8th |
|------------|---------|---------|
| Too Hard | 12% | 17% |
| Just Right | 77% | 77% |
| Too Easy | 11% | 6% |

Distance Learning Data: Student SURVEY Feedback

How often do you experience big internet connection problems at home (E.g., class meeting ends suddenly, can't see class assignments)?

| | 3rd-5th | 6th-8th |
|-----------|---------|---------|
| Every Day | 3% | 2% |
| Most Days | 11% | 12% |
| Some Days | 37% | 34% |
| Few Days | 39% | 44% |
| No Days | 10% | 8% |

Distance Learning Data: Student SURVEY Feedback

I learn best in distance learning when ...

| | 3rd-5th | 6th-8th |
|---|---------|---------|
| Whole Group with Teacher | 33% | 30% |
| Small Group with Teacher | 23% | 14% |
| Small Group with Just Students | 14% | 15% |
| By Self, using videos/online curriculum | 19% | 27% |
| By Self, using printed materials | 10% | 14% |

Distance Learning Data: Student SURVEY Feedback

Learning using the online curriculum is going well.

| | 3rd-5th | | 6th-8th | |
|---------|--------------------------|--------------------------------|--------------------------|--------------------------------|
| | Strongly Agree/ Agree | Disagree/ Strongly Disagree | Strongly Agree/ Agree | Disagree/ Strongly Disagree |
| ELA | 67% | 10% | 74% | 7% |
| Math | 75% | 13% | 74% | 10% |
| Science | 71% | 10% | 77% | 8% |
| History | NA | NA | 84% | 4% |

Distance Learning Data: Student SURVEY Feedback

Elementary: I like starting my day in our Morning Meeting.

Middle School: I like my Advisory/Homeroom class.

| 3rd-5th | | 6th-8th | |
|-----------------------|--------------------------------|-----------------------|--------------------------------|
| Strongly Agree/ Agree | Disagree/ Strongly Disagree | Strongly Agree/ Agree | Disagree/ Strongly Disagree |
| 71% | 6% | 80% | 6% |

Nine (9) Elementary Student Focus Groups

- 26 fourth and fifth graders
- Included two (2) Newcomer students

*Appreciations to principals for contacting families
to arrange these groups,
and to students for their time and candor*

Distance Learning Data: Student FOCUS GROUP Feedback

What students liked most about distance learning

- We can learn and be safe during Covid
- “The morning activity relieves stress. In my class, you can mess up and keep trying and it’s nothing bad.”
- Flexibility with time. I can move when I want, and can hug my stuffed animal if I need a break. I can use the computer to figure things out.
- “English is easier for me in Distance Learning because I am using a translator on my computer, and can understand what the teacher is saying. I am learning more words.” (English Language Learner)
- “I love my teacher, and she has made it really fun. I wake up every day knowing I am going to get to see my teacher and my classmates. It is amazing that in a pandemic, I still have a great teacher and amazing classmates”

Distance Learning Data: Student Focus Group Feedback

Challenges about Distance Learning

- Internet connections and technology glitches
- Knowing how to give answers on a computer, or showing my work to my teachers
- Trying to keep up with all the groups I'm supposed to attend
- Some extra challenging work to do if the lesson is too easy or I finish quickly
- I wish we had more partner projects or group projects. I think we could do that on Google Docs
- "Slides-- 'son costosos!' Slides are time consuming and hard to get through. They are all in English. I want to know more English so I can learn. I want to spend more time learning English. Why should I spend time working on slides I don't understand? Please teach me more English and have more patience with me as I learn English." - English Language Learner

Distance Learning Data: Student Focus Group Feedback

What is your day like during Distance Learning?

- Most reported large group and small group instruction. Some preferred independent work, some partner work, and some group work.
- Most reported starting at 8:30; ending at 12:30 with a recess and some breaks
 - Students in combination classes meet with their teacher, then go to independent work while the teacher met with the other grade level
- Many reported that they have afternoon small group time, and that there are afternoon classes like PE or music, or parent-led activities.
- Most reported that the work was easy in one class, and harder in another.
- Many reported using Jamboard, Google Docs, raising their hand, or being called on by the teacher if they hadn't yet raised their hand.
- "I think it's just right because every time I finish one of my assignments, I feel sparks in my brain and I am learning something new every day."

Distance Learning Data: Student Focus Group Feedback

What do you do when you need help or are confused?

- Email the teacher
- Stay in the meeting a little longer to ask questions / join an afternoon group
- Ask my mom (family, classmates)
- Private chat in Google Classroom
- When I don't understand Zearn, I get it wrong on purpose and it explains it for me.
- Push a button that raises your hand

Distance Learning Data: Student Focus Group Feedback

If you had a magic wand, what would you ask for?

- I have a noisy household. I would make the house quieter / fewer distractions.
- I would fix the internet so we don't get kicked off. When I get kicked off and have to come back, I am behind.
- I would make Covid end and get back to school
- There isn't enough homework. We read books, but don't have a reading log.
- The work is hard and academically heavy, and there is too much homework.
- There is not a lot of time to be silly with my friends. When it's recess and lunch, I don't get to play fun games with my friends. I would ask for more time for silliness,

Student Performance: Middle School Grade Data

**What percent of specific Letter Grades
did SMFCSD Middle School students
earn in core academic classes their
first Semester,
this year compared to last year?**

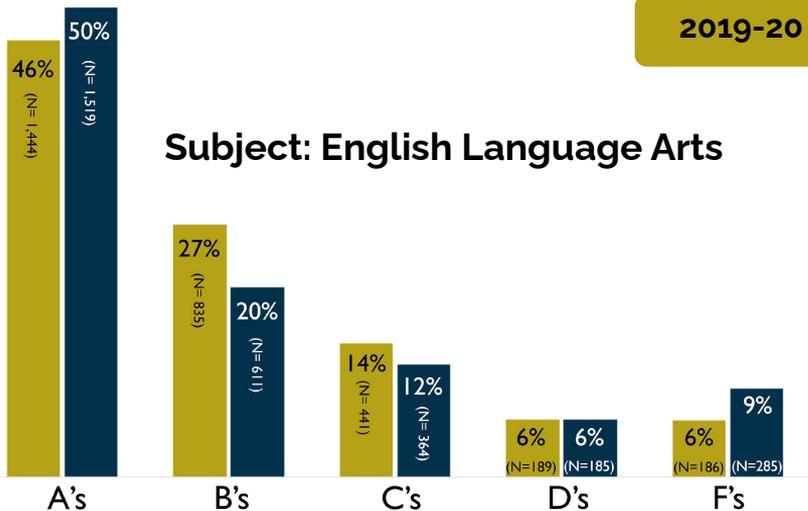
**End of 1st Semester
2019-20**

**End of 1st Semester
2020-21**

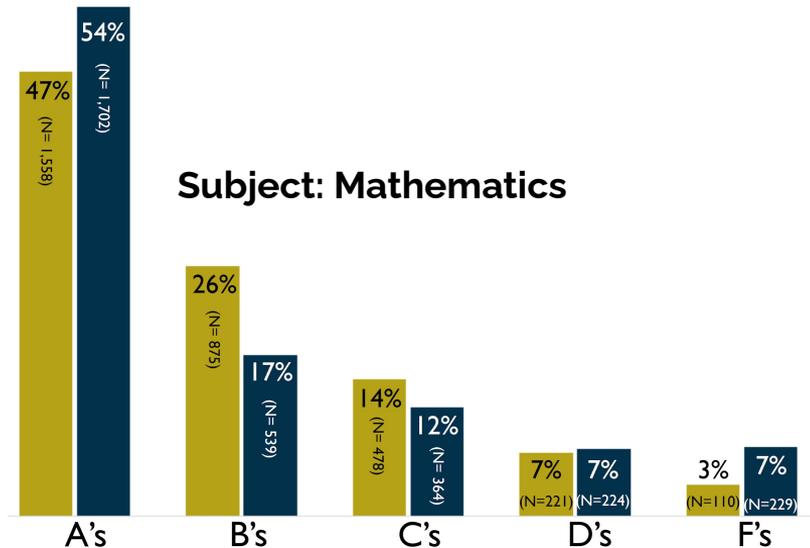
2019-20

2020-21

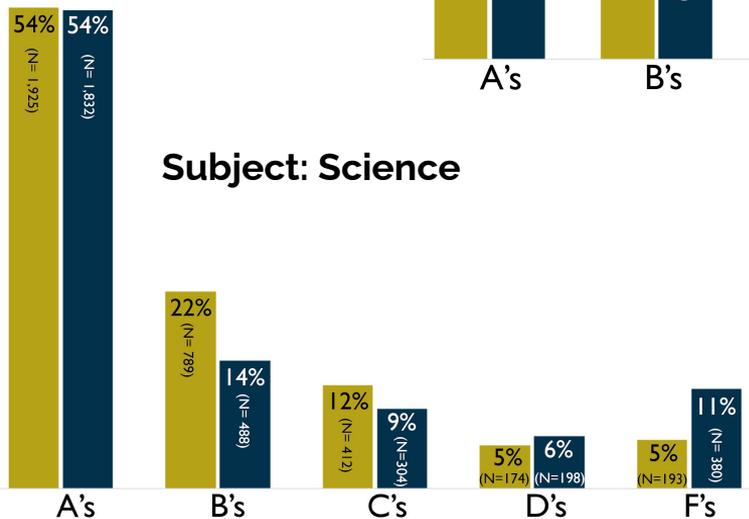
Subject: English Language Arts



Subject: Mathematics



Subject: Science

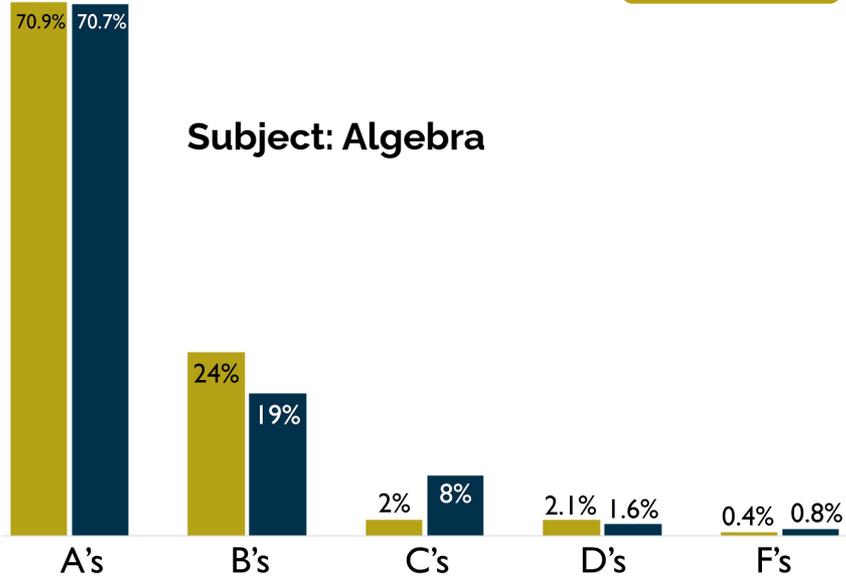


District Overall

2019-20

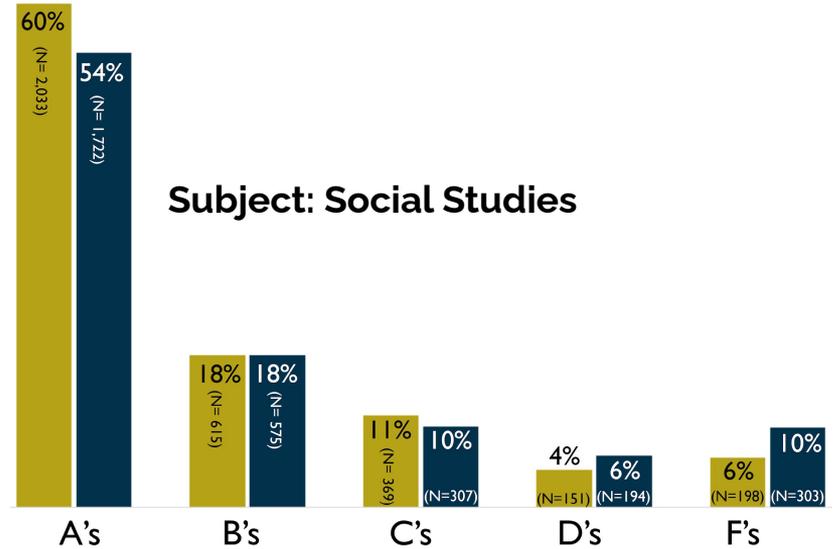
2020-21

Subject: Algebra



*N sizes are not provided to protect student privacy

Subject: Social Studies

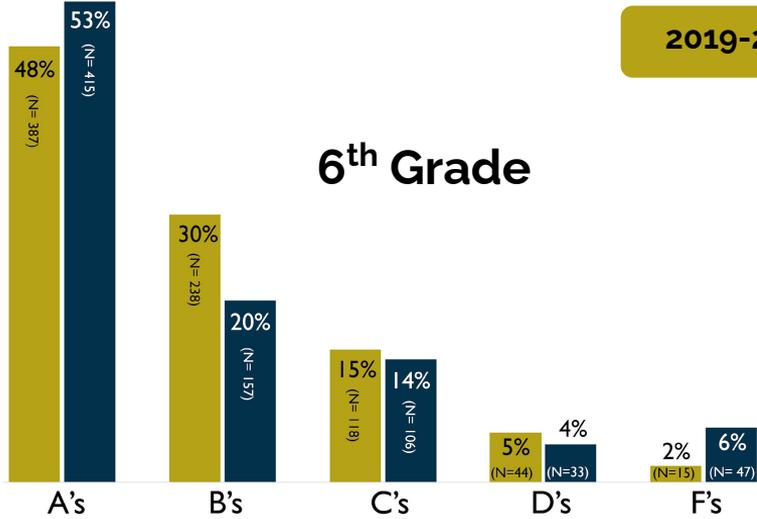


District Overall

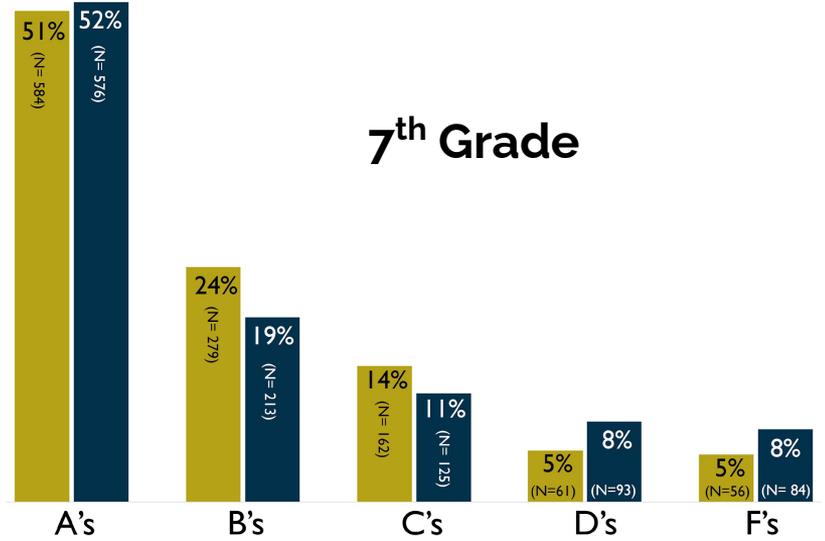
2019-20

2020-21

6th Grade

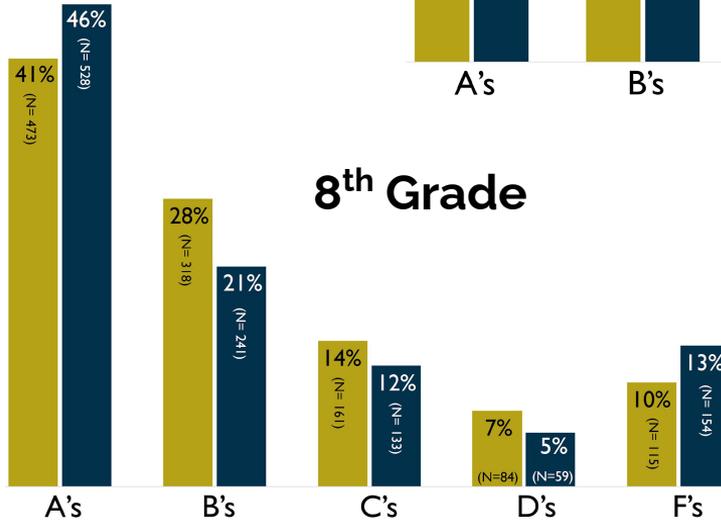


7th Grade



Subject: English Language Arts

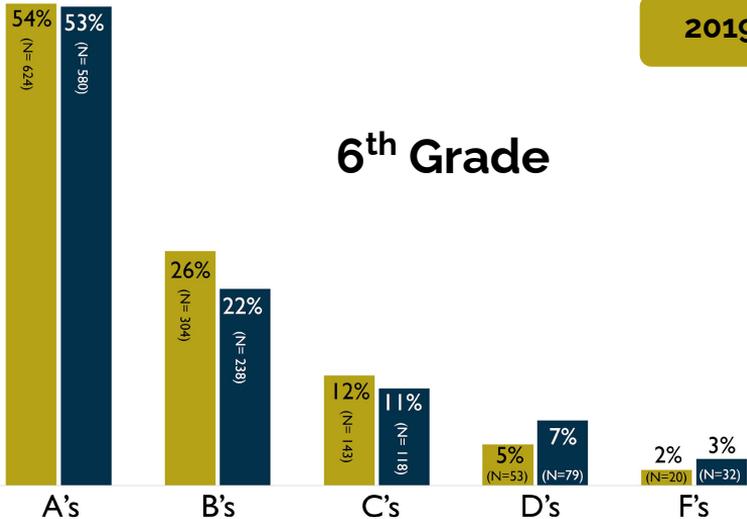
8th Grade



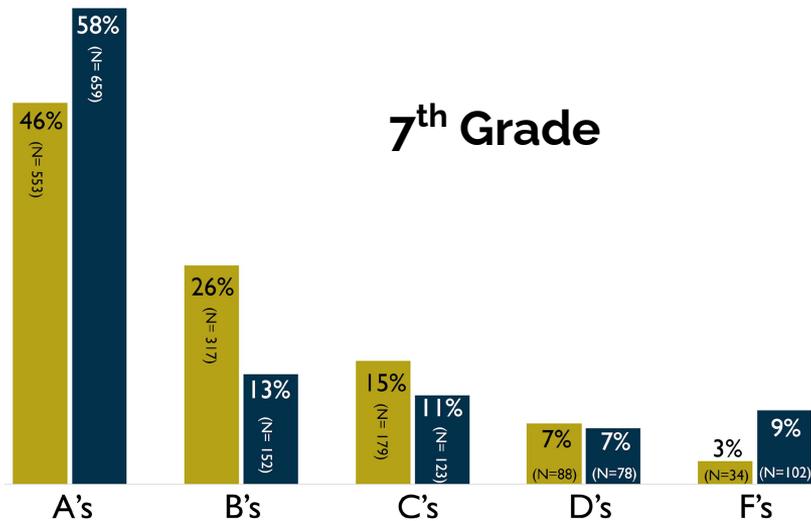
2019-20

2020-21

6th Grade

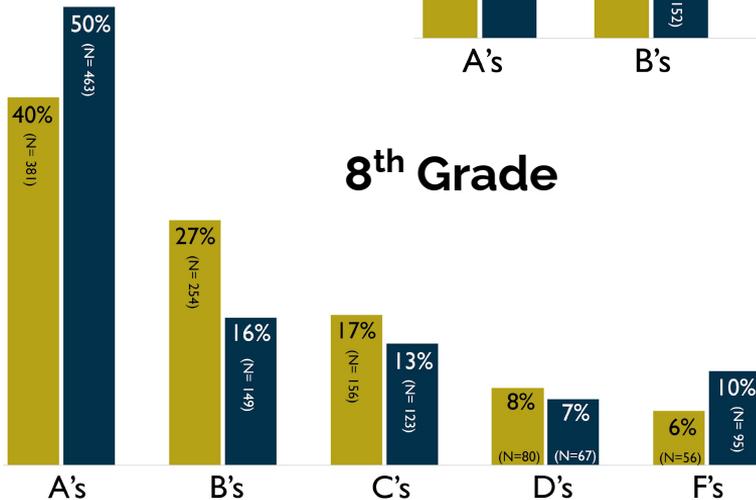


7th Grade



Subject: Mathematics

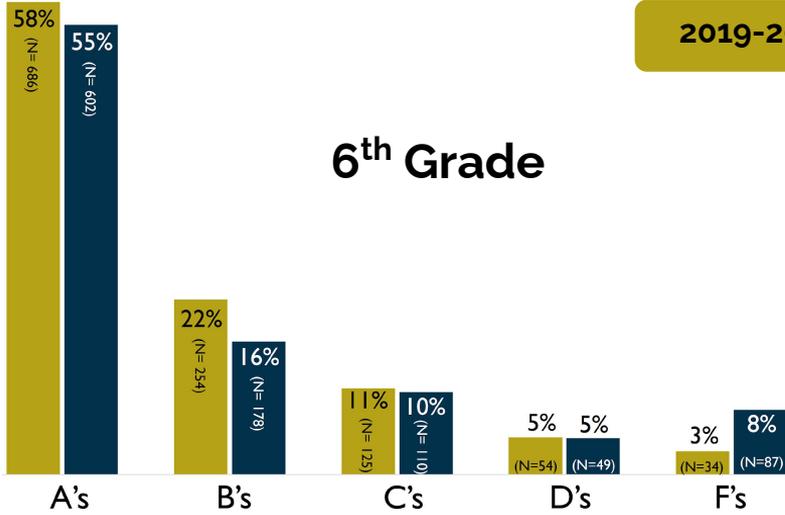
8th Grade



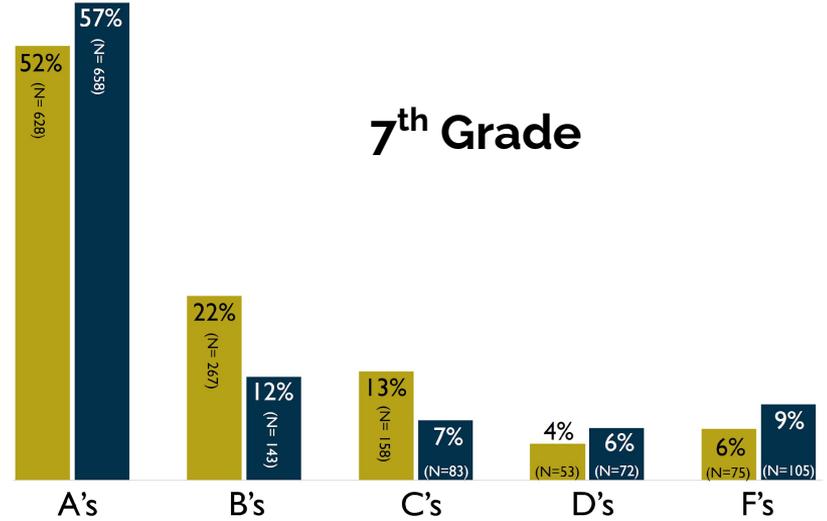
2019-20

2020-21

6th Grade

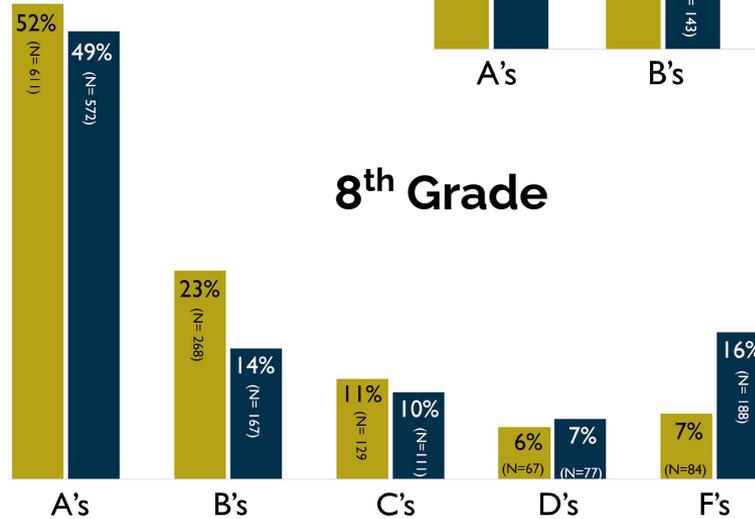


7th Grade



Subject: Science

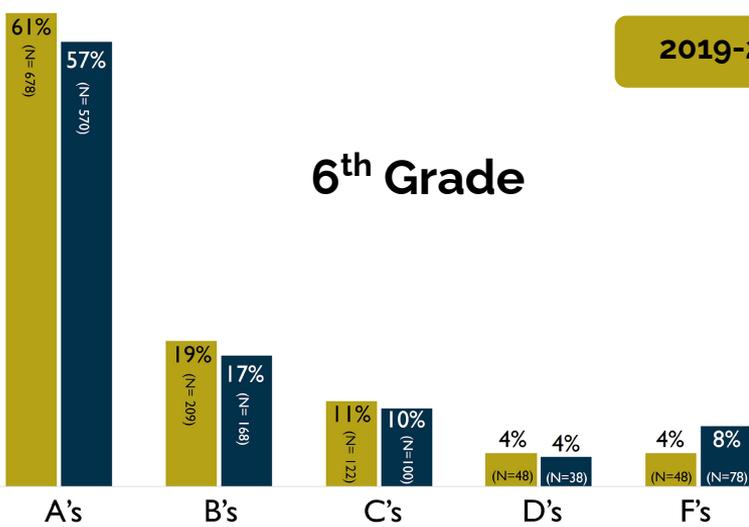
8th Grade



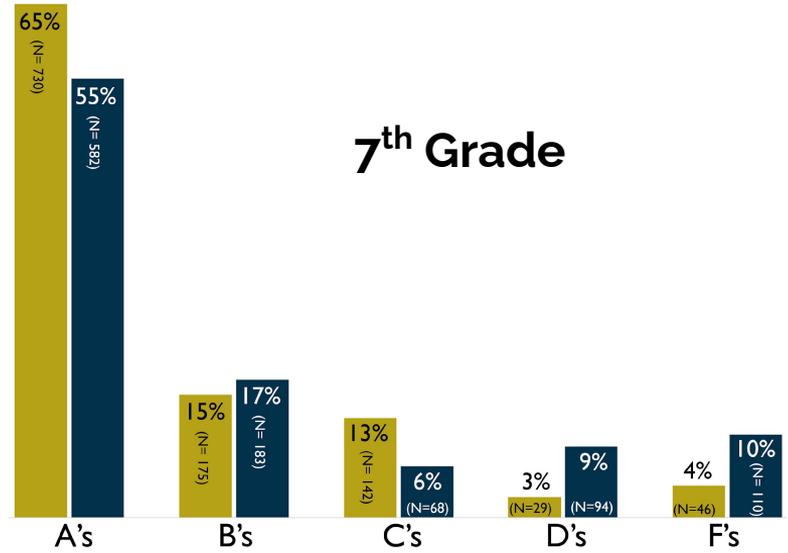
2019-20

2020-21

6th Grade

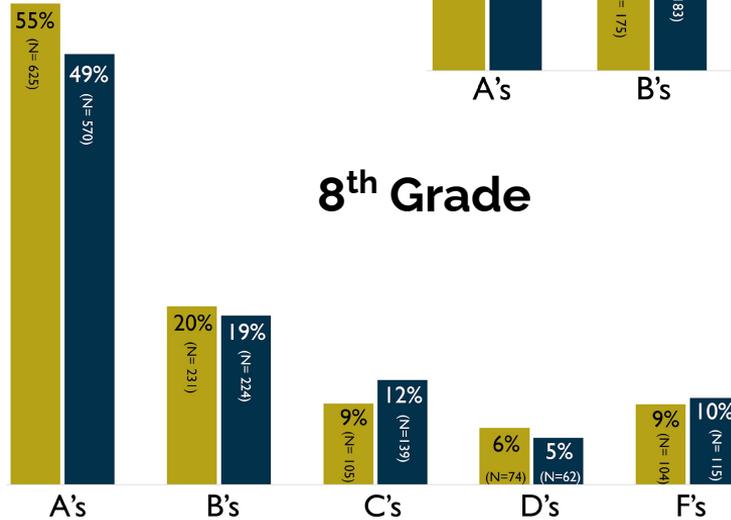


7th Grade



Subject: Social Studies

8th Grade

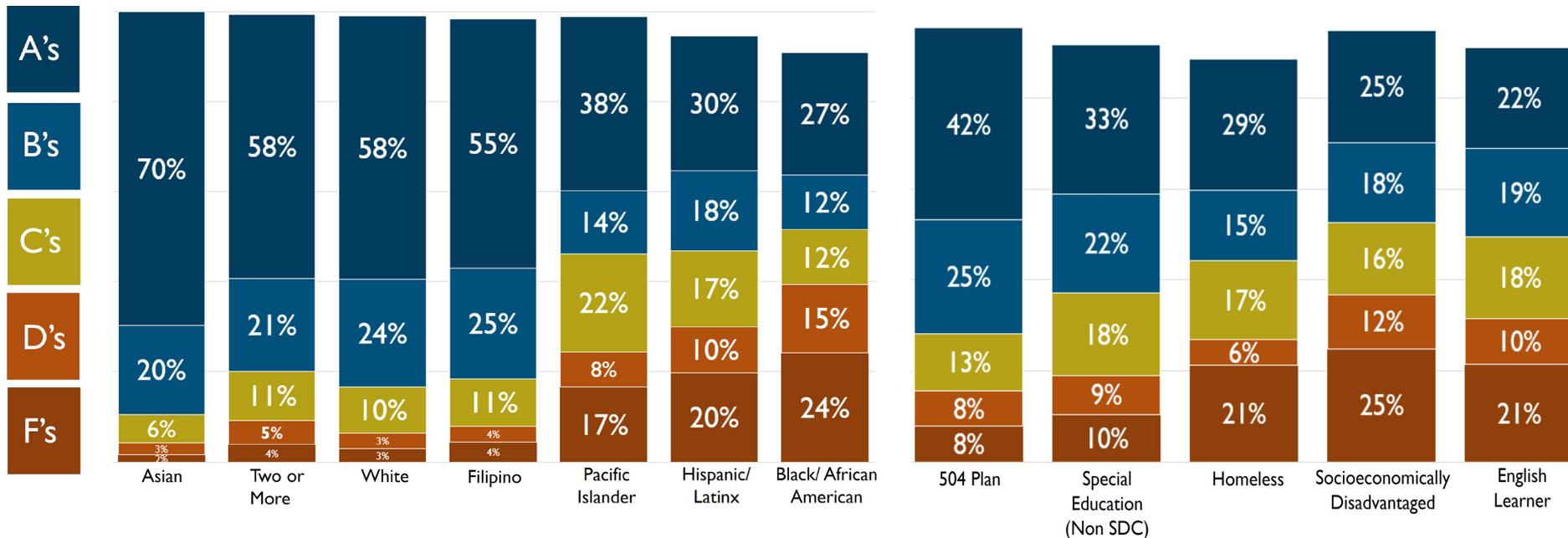


What is the distribution of letter grades earned by different groups of SMFCSD Middle School students in core academic classes their first Semester this year?

**End of 1st Semester
2020-21**

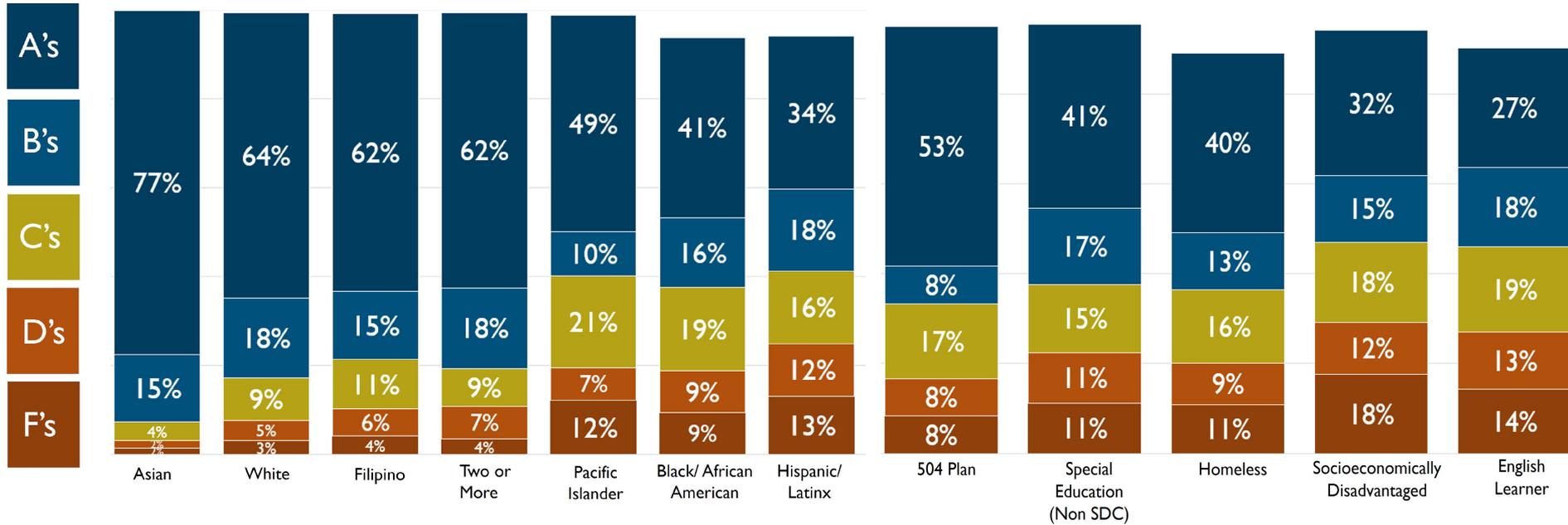
Subject: English Language Arts

2020-21



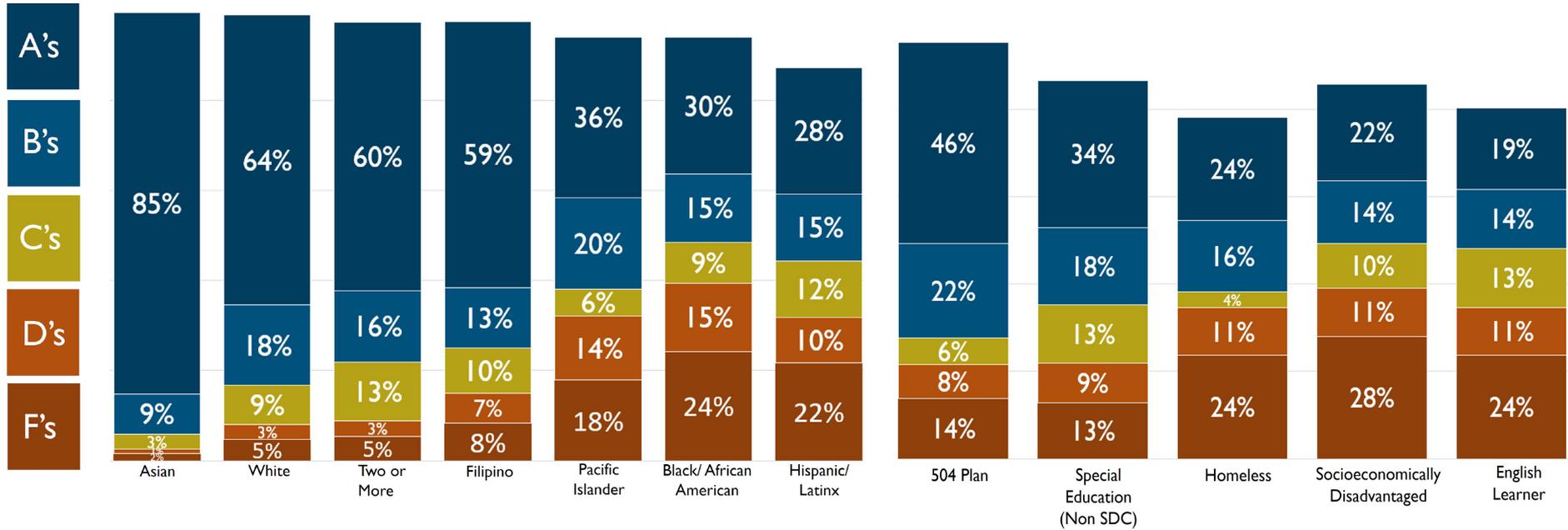
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2020-21



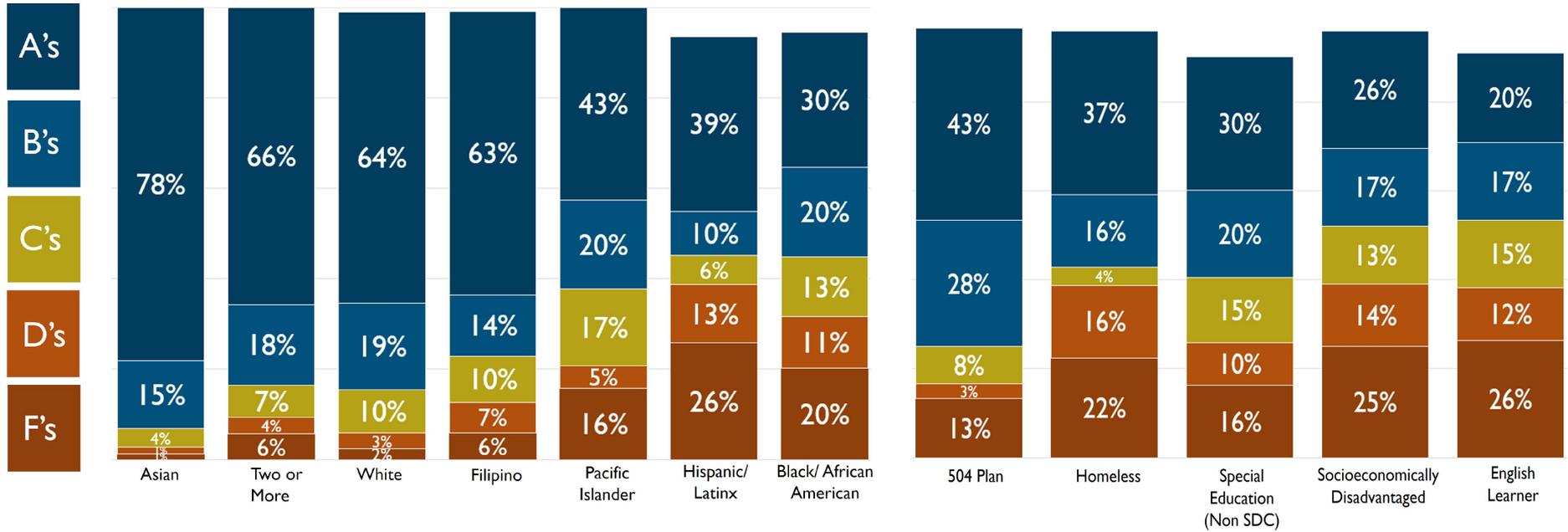
Subject: Science

2020-21



Subject: Social Studies

2020-21



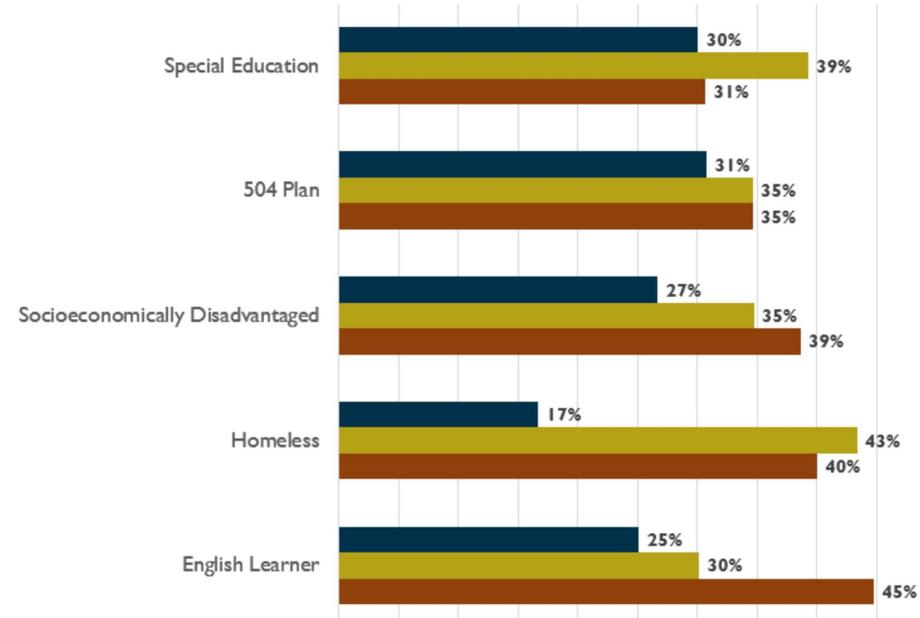
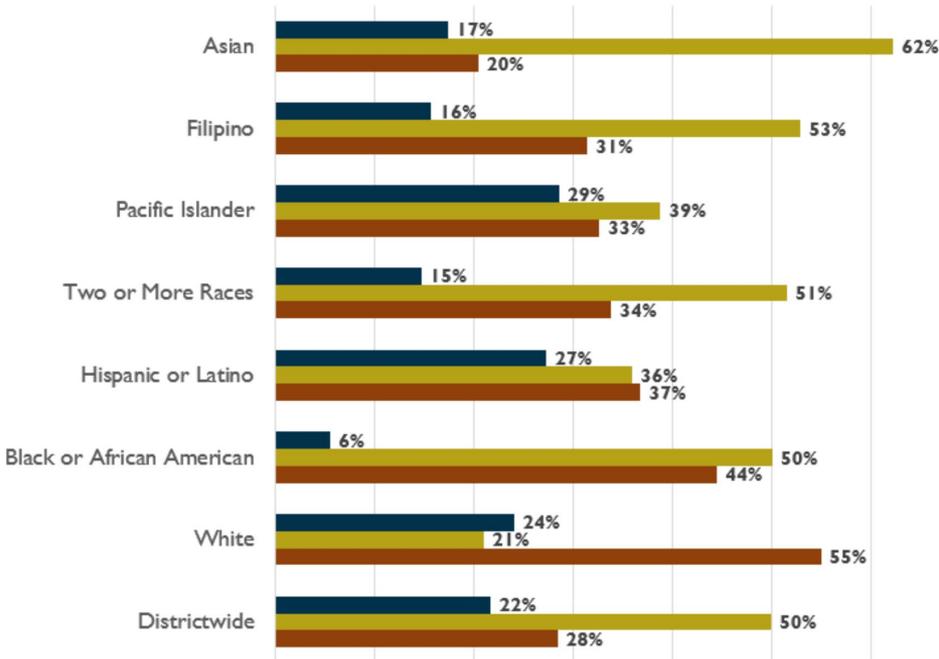
**What percent of SMFCSD Middle School students
Increased/Maintained/Dropped
their letter grades in core academic classes,
between their first semester of 19-20 & 20-21?**

**End of 1st Semester
2019-20**

**End of 1st Semester
2020-21**

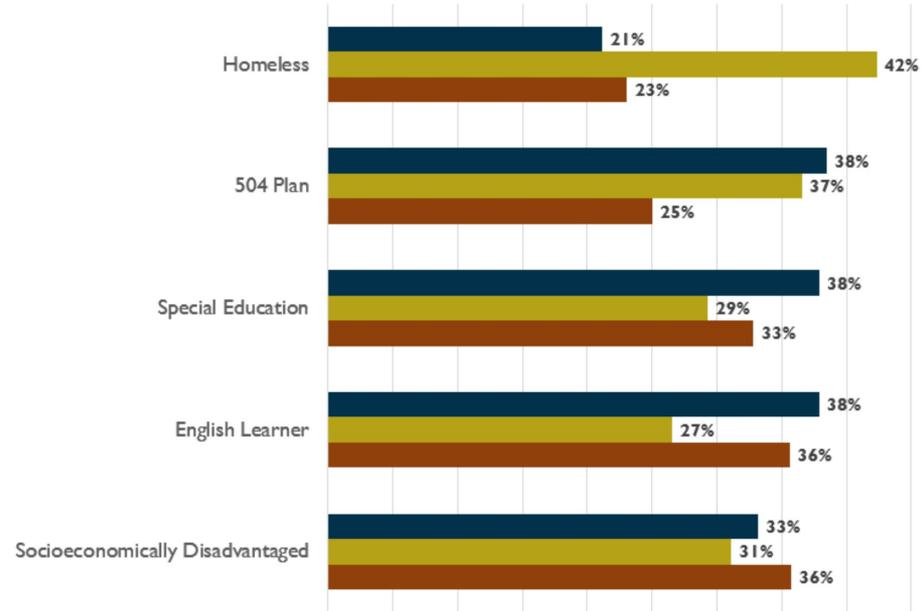
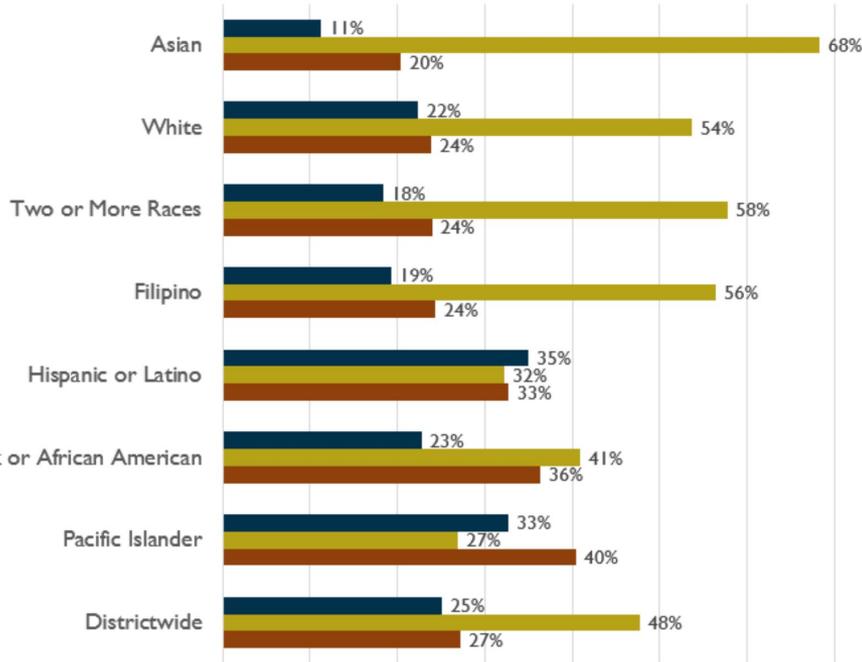
Subject: English Language Arts

■ Increased ■ Maintained ■ Dropped



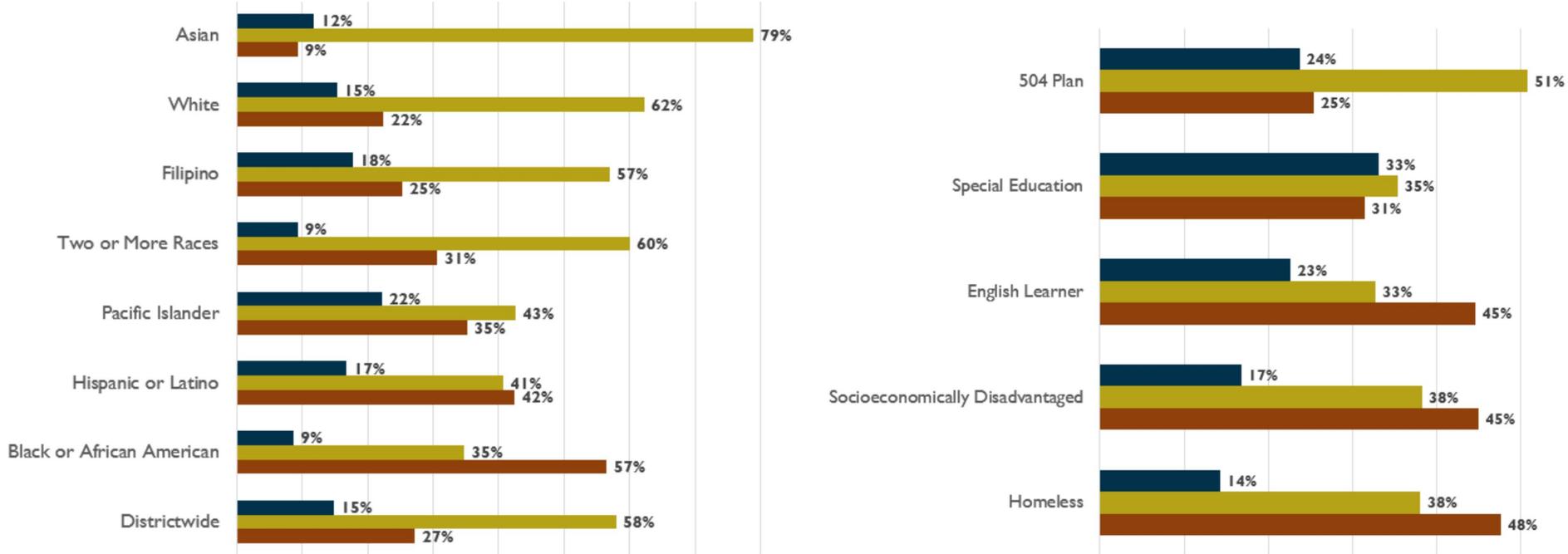
Subject: Mathematics

■ Increased ■ Maintained ■ Dropped



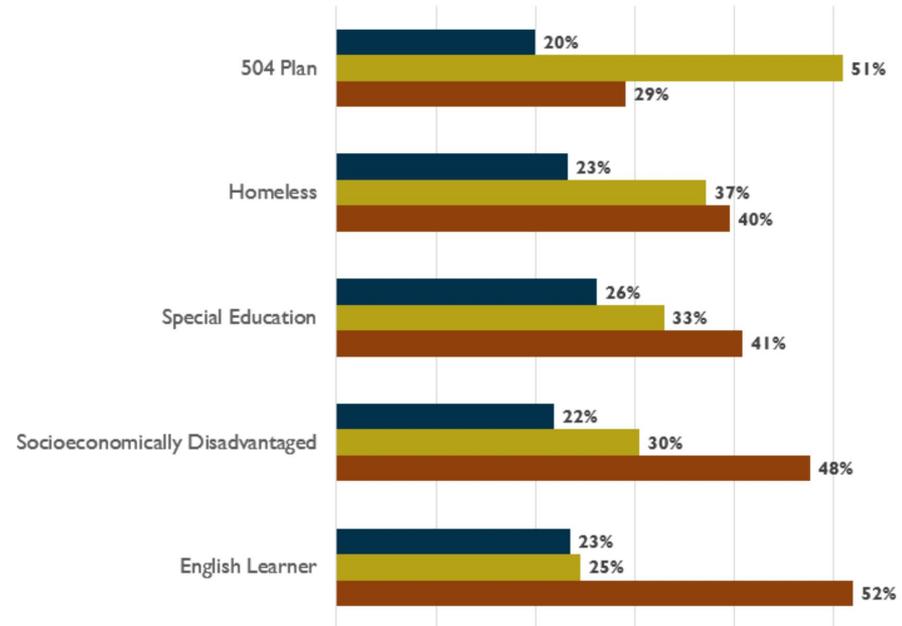
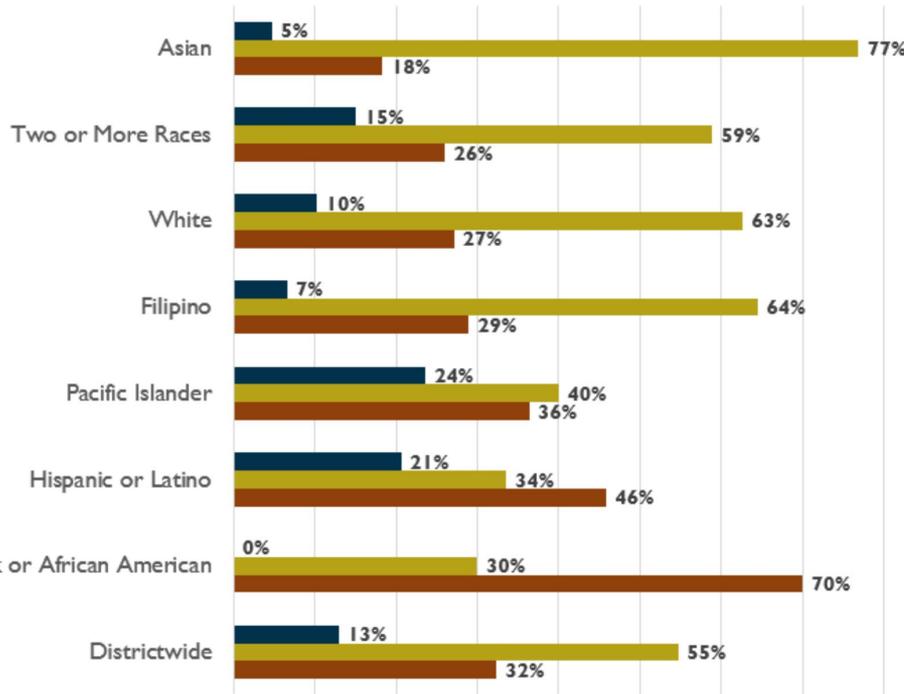
Subject: Science

■ Increased ■ Maintained ■ Dropped



Subject: Social Studies

■ Increased ■ Maintained ■ Dropped



Next Progress Monitoring Report

Teacher Professional Learning

Middle School Interim Assessments

- Literacy: Reading Inventory
- Mathematics: EdgeXL/Algebra Nation

Student Survey part 2

Questions?