



# 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:

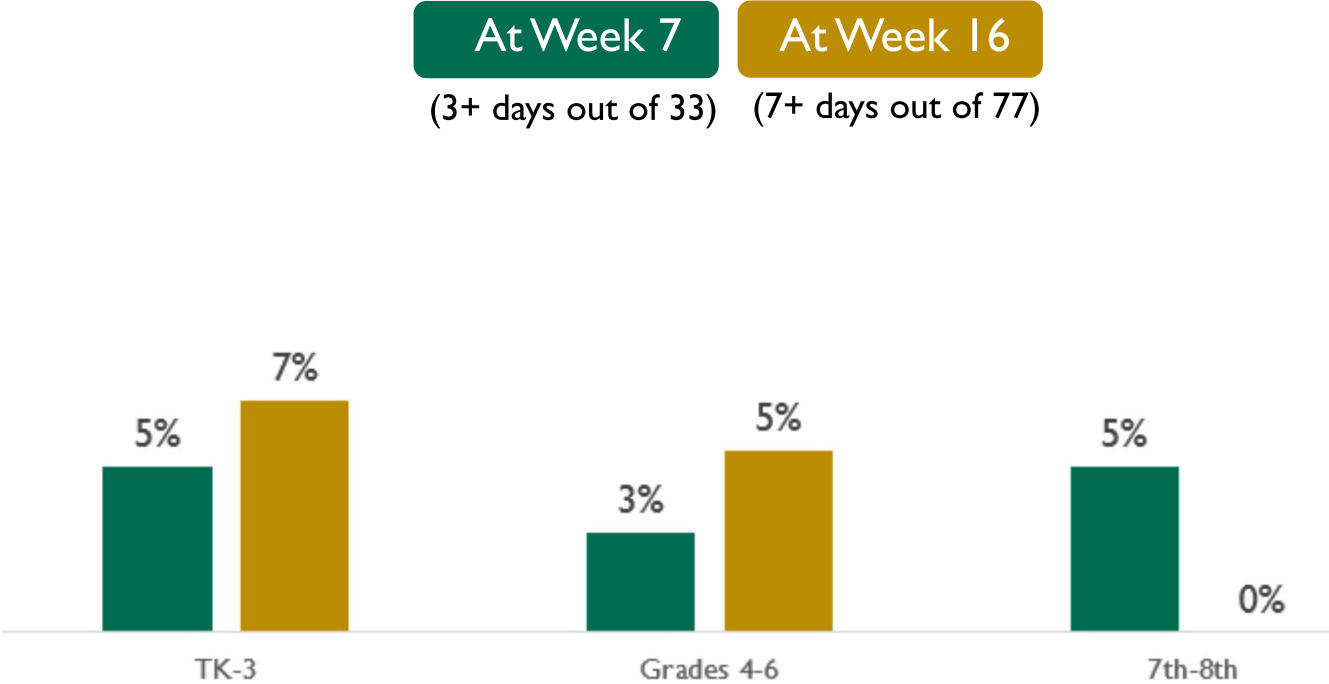
- ***Current Chronic Absenteeism***: currently absent 10+% of days attended (Week 7: 3+ days out of 33 days. Week 16: 7+ days out of 77)
- ***Current Chronic Non-Participation***: currently did not participate 10+% of days (counted as an absence)
- ***Confirmed Chronic Absenteeism***: already absent 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\*

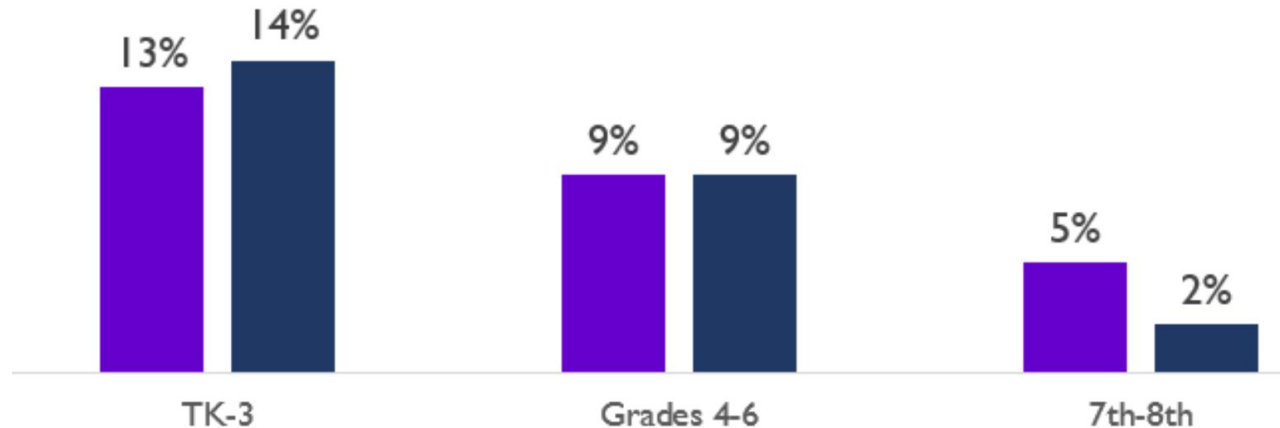


# Percent of SMFCSD Students Currently Chronically Absent\* with Participation/Engagement absences added

At Week 7

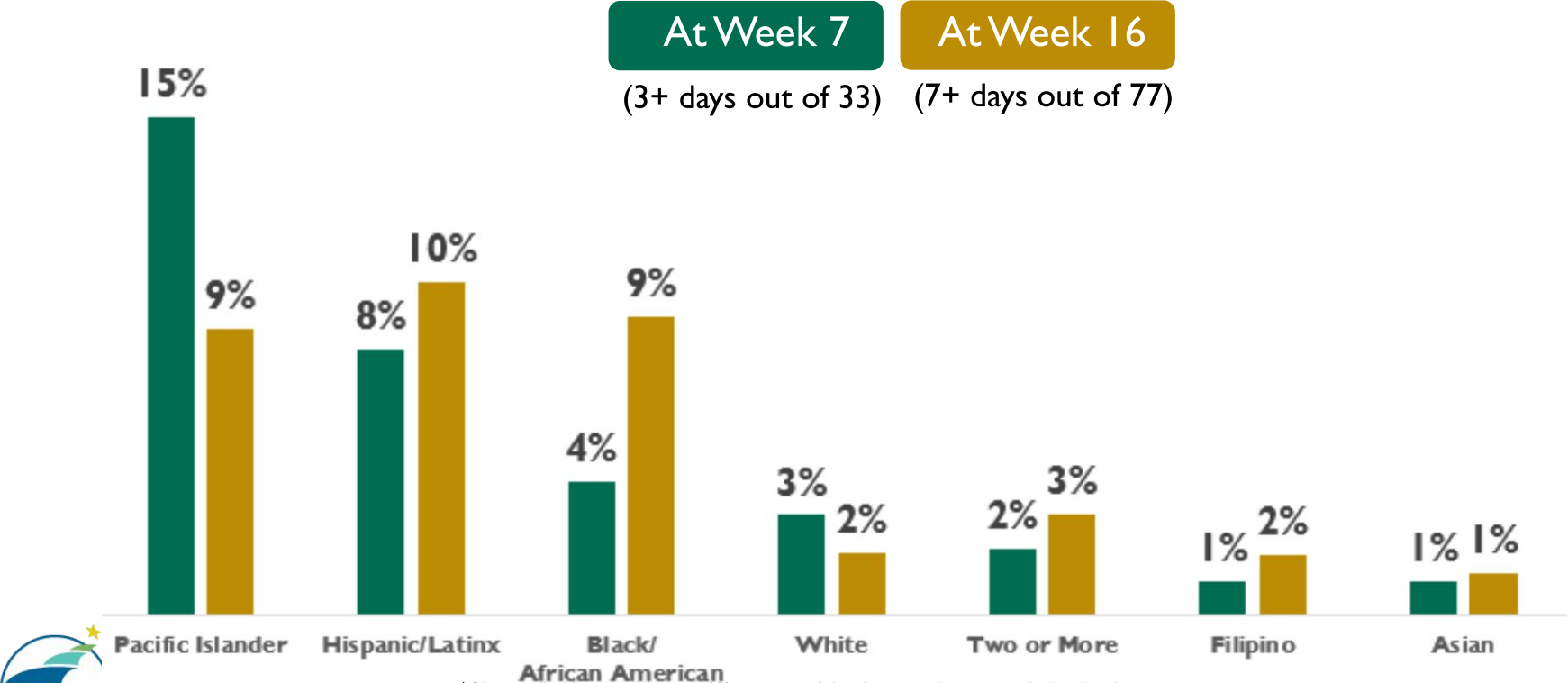
At Week 16

(3+ days out of 33) (7+ days out of 77)



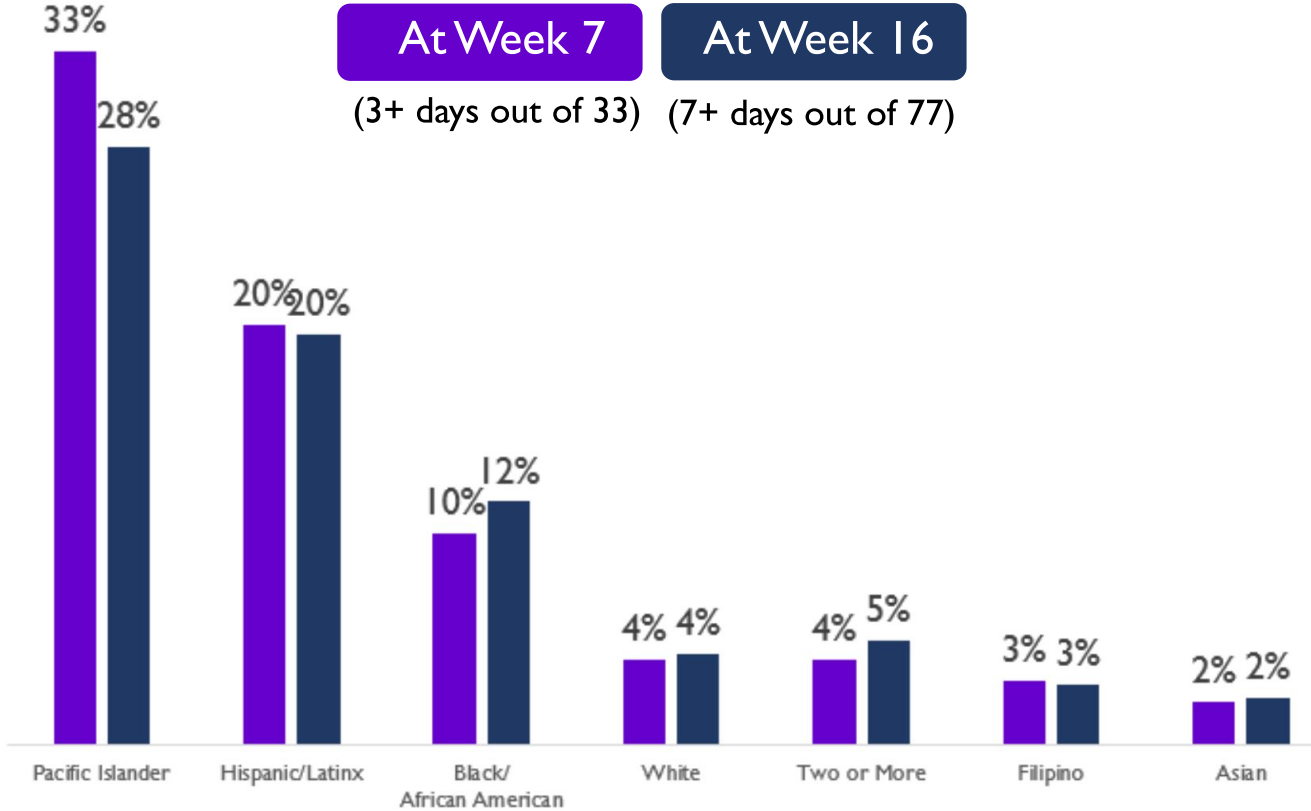


# Percent of SMFCSD Students Currently Chronically Absent\*



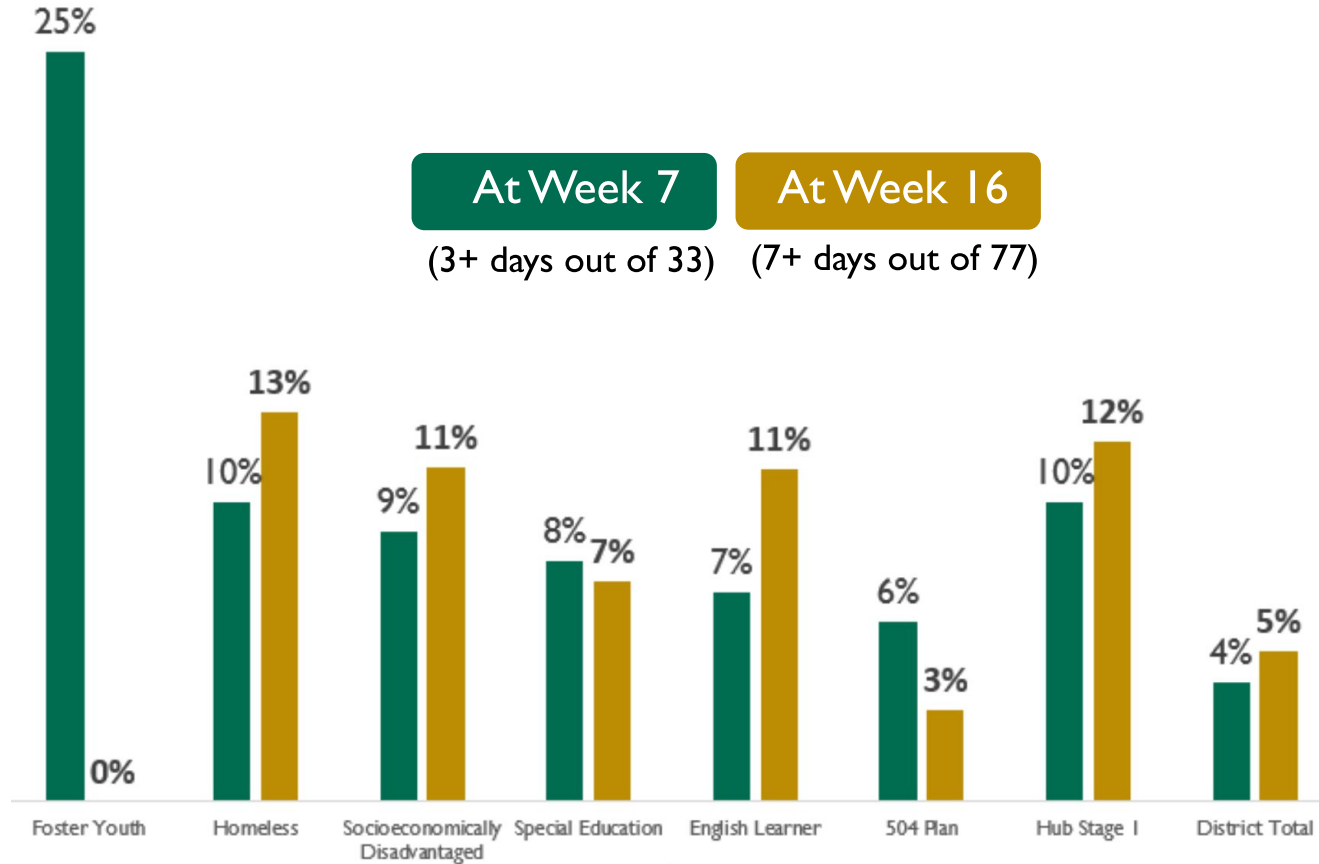
\*Chronically Absent = Missing 10% or more of the days a student is enrolled in the district

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

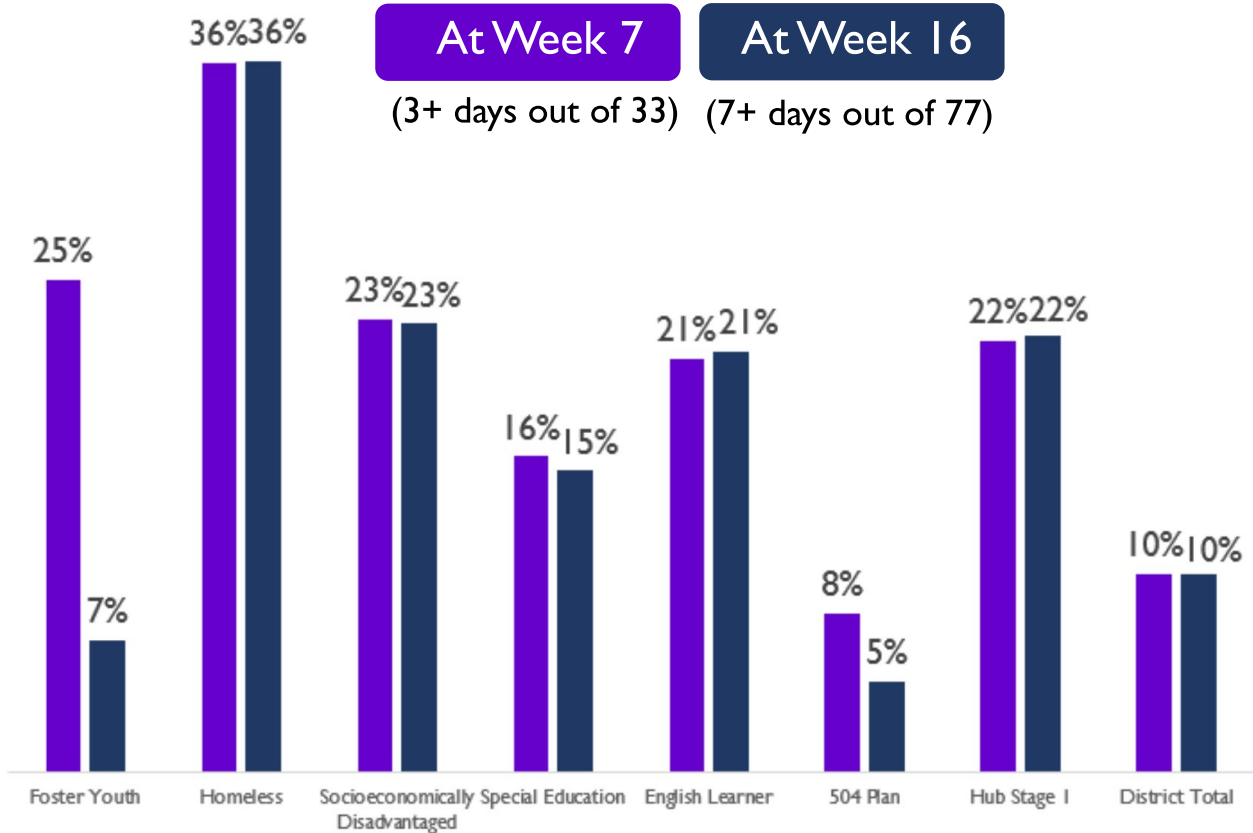


\*Chronically Absent = Missing 10% or more of the days a student is enrolled in the district

# Percent of SMFCSD Students Currently Chronically Absent\*



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



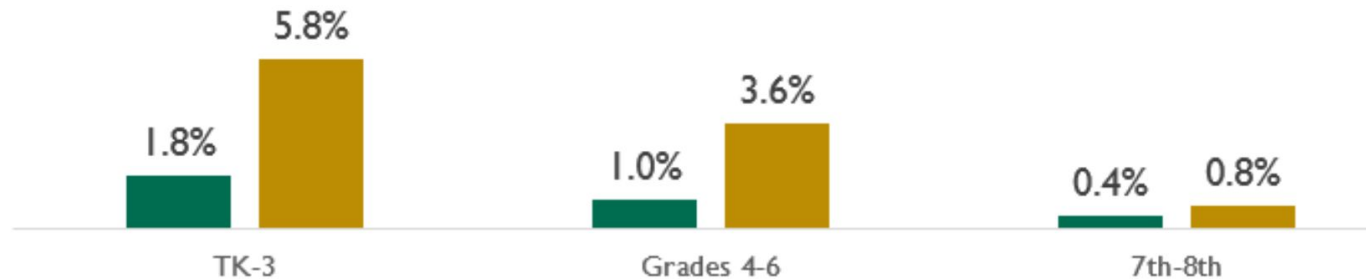
# Percent of SMFCSD Students Confirmed Chronically Absent\* for the entire school year by the 16<sup>th</sup> week of school

At Week 7

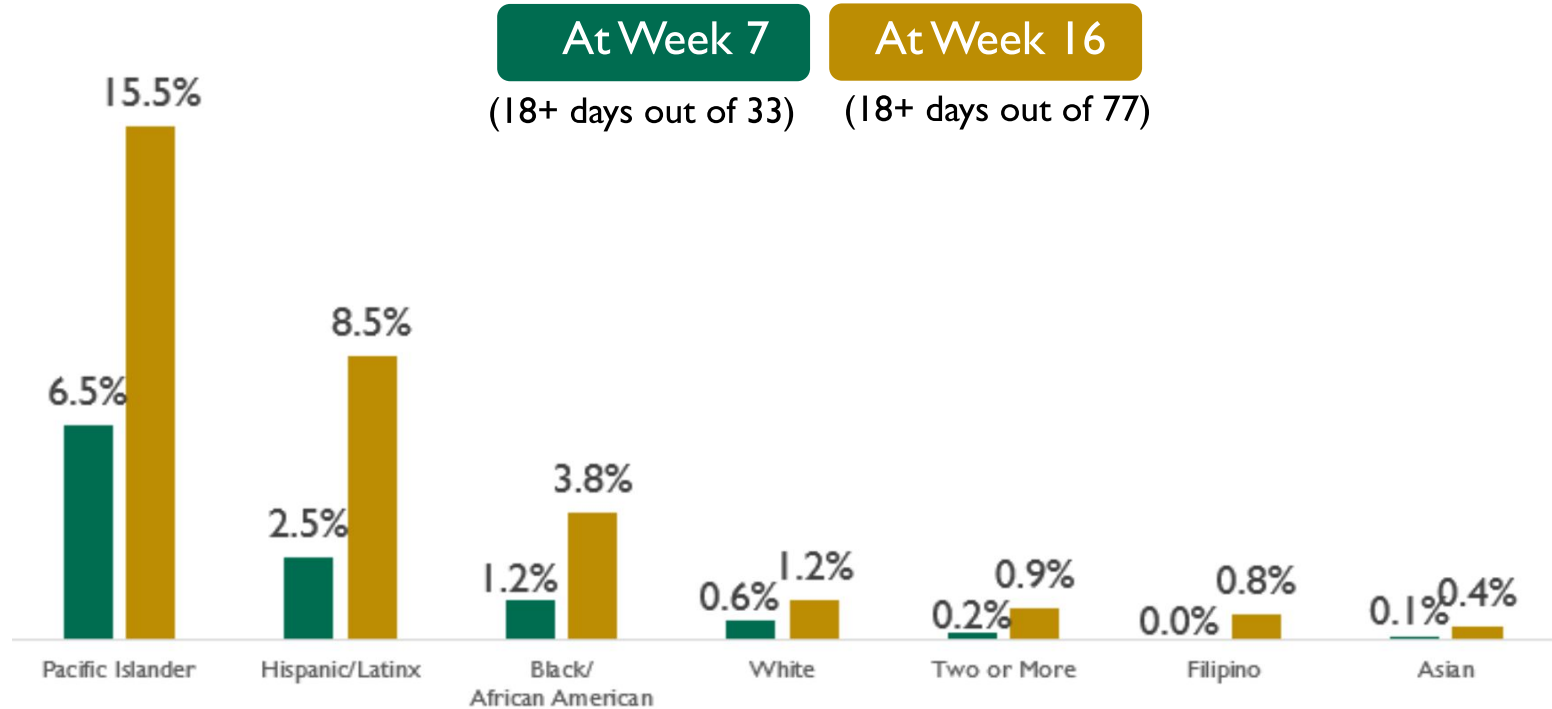
(18+ days out of 33)

At Week 16

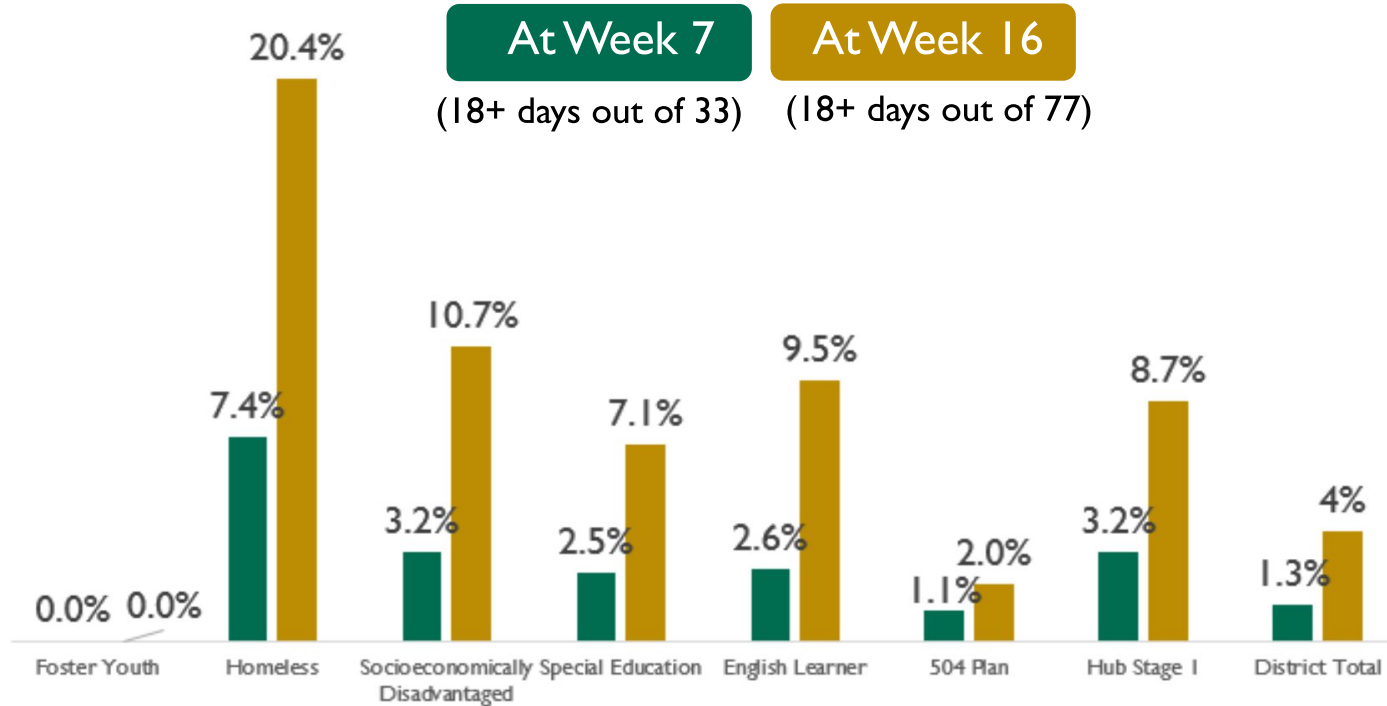
(18+ days out of 77)



# Percent of SMFCSD Students Confirmed Chronically Absent\* for the entire school year by the 16<sup>th</sup> week of school



# Percent of SMFCSD Students Confirmed Chronically Absent\* for the entire school year by the 16<sup>th</sup> week of school



# 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:

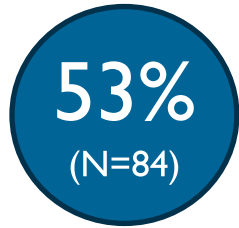
- 7 classes at College Park - Annex
- 5 classes at Laurel - Newton
- 2 classes at Bayside - District
- 1 class at LEAD - YMCA



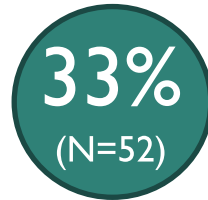
# Have there been changes in attendance and participation for students who were enrolled in a Stage 2 Learning Hub?

## 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%



# Distance Learning Data: Student FOCUS GROUP Feedback

## 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 1<sup>st</sup> Semester  
2019-20**

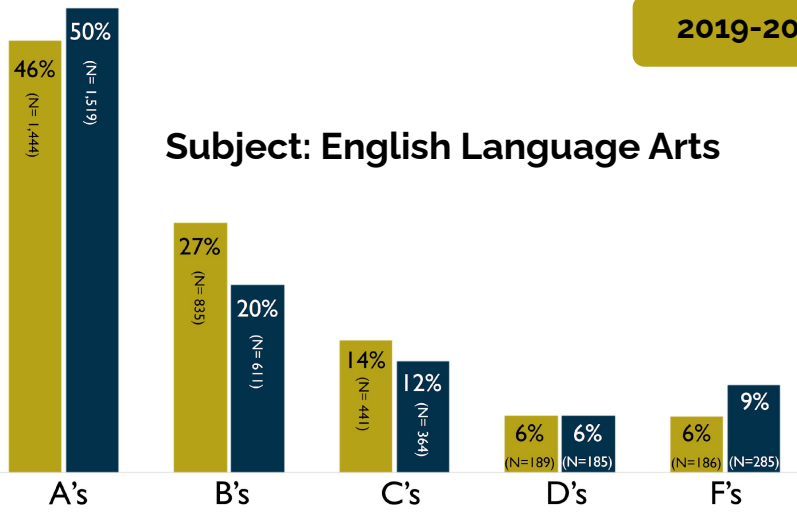
**End of 1<sup>st</sup> Semester  
2020-21**



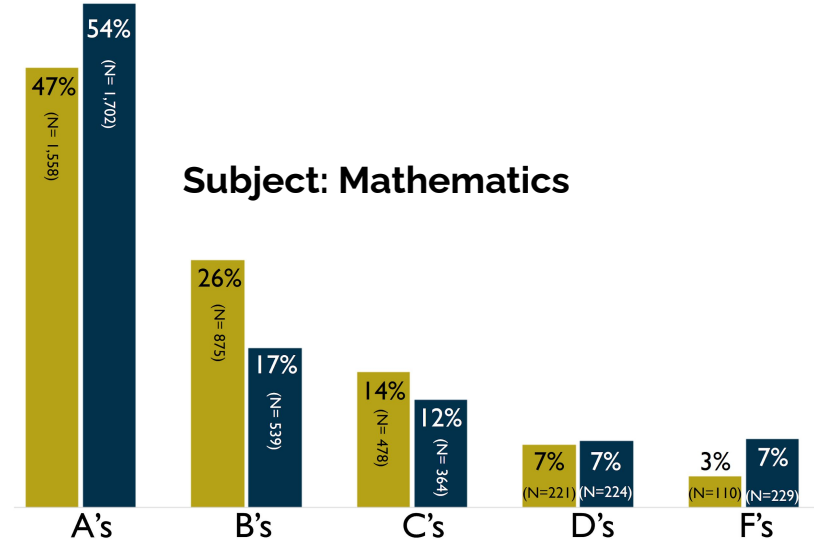
2019-20

2020-21

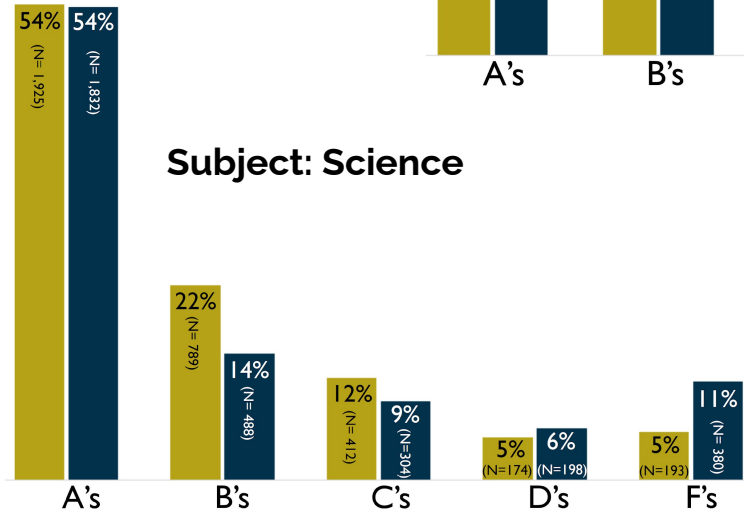
## Subject: English Language Arts



## Subject: Mathematics



## Subject: Science

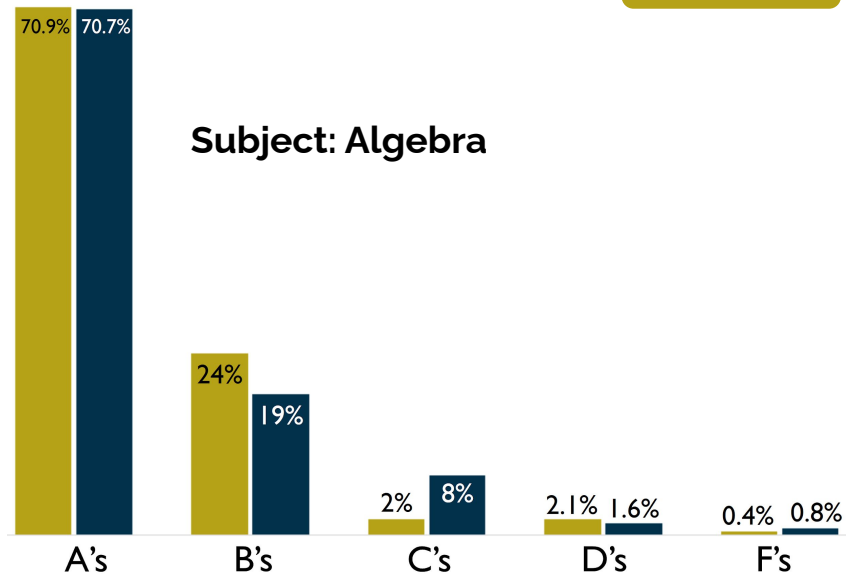


# District Overall

2019-20

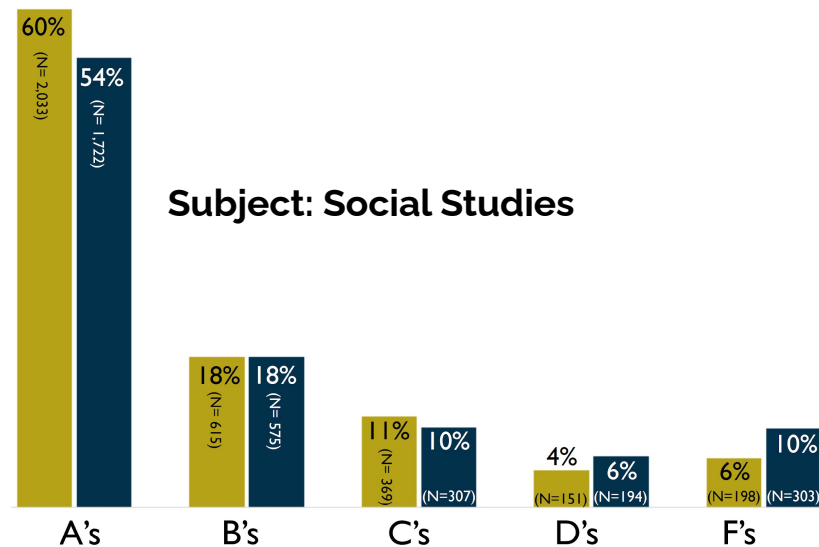
2020-21

## Subject: Algebra



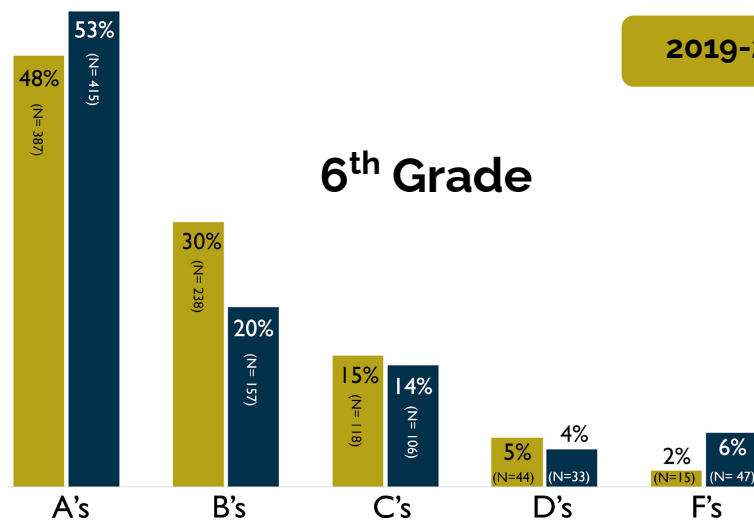
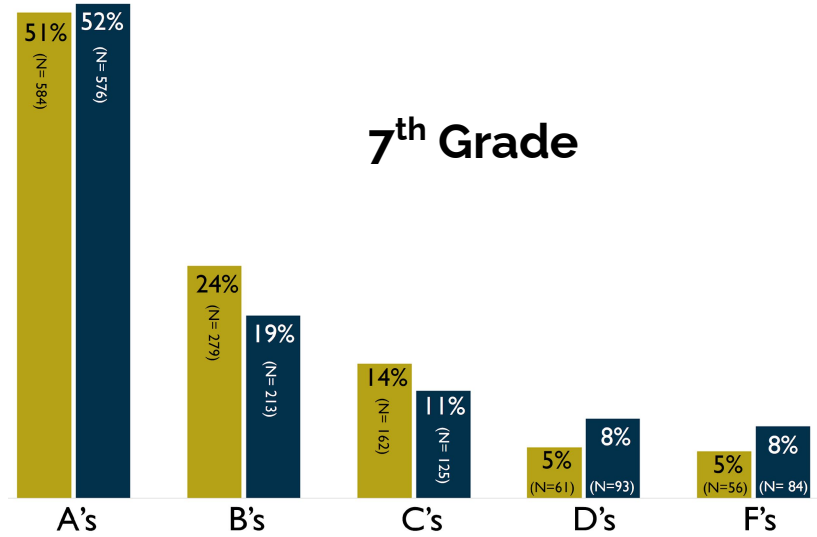
\*N sizes are not provided to protect student privacy

## Subject: Social Studies

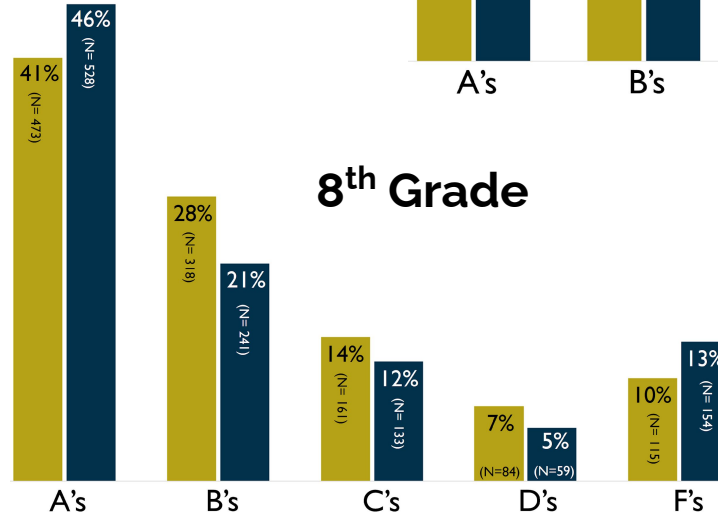
District  
Overall

2019-20

2020-21

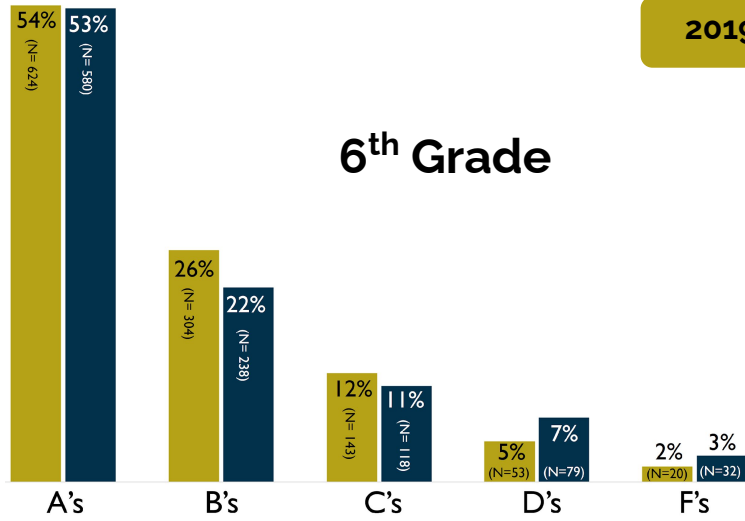
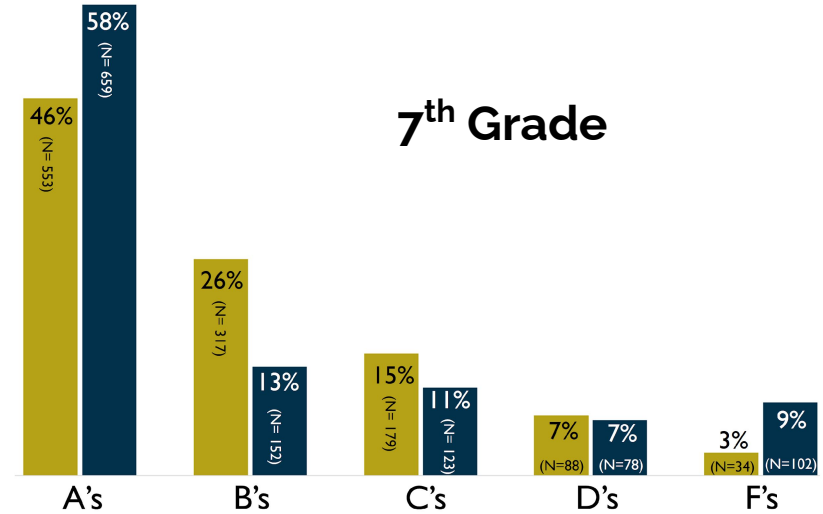
6<sup>th</sup> Grade7<sup>th</sup> Grade

# Subject: English Language Arts

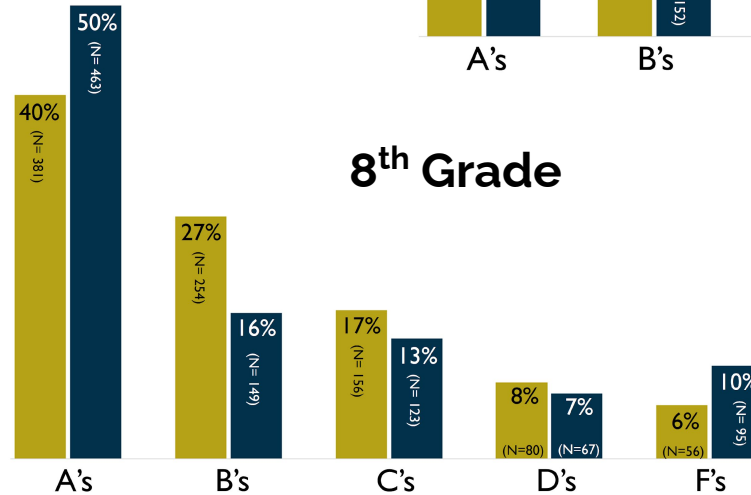
8<sup>th</sup> Grade

2019-20

2020-21

6<sup>th</sup> Grade7<sup>th</sup> Grade

# Subject: Mathematics

8<sup>th</sup> Grade

58%  
(N=696)55%  
(N=602)

2019-20

2020-21

6<sup>th</sup> Grade22%  
(N=254)16%  
(N=178)11%  
(N=125)10%  
(N=110)5%  
(N=54)5%  
(N=49)3%  
(N=34)8%  
(N=87)

A's

B's

C's

D's

F's

Subject:  
Science7<sup>th</sup> Grade52%  
(N=628)57%  
(N=658)22%  
(N=267)12%  
(N=143)13%  
(N=158)7%  
(N=83)4%  
(N=53)6%  
(N=72)6%  
(N=75)9%  
(N=105)

A's

B's

C's

D's

F's

8<sup>th</sup> Grade52%  
(N=611)49%  
(N=572)23%  
(N=268)14%  
(N=167)11%  
(N=129)10%  
(N=111)6%  
(N=67)7%  
(N=77)7%  
(N=84)16%  
(N=188)

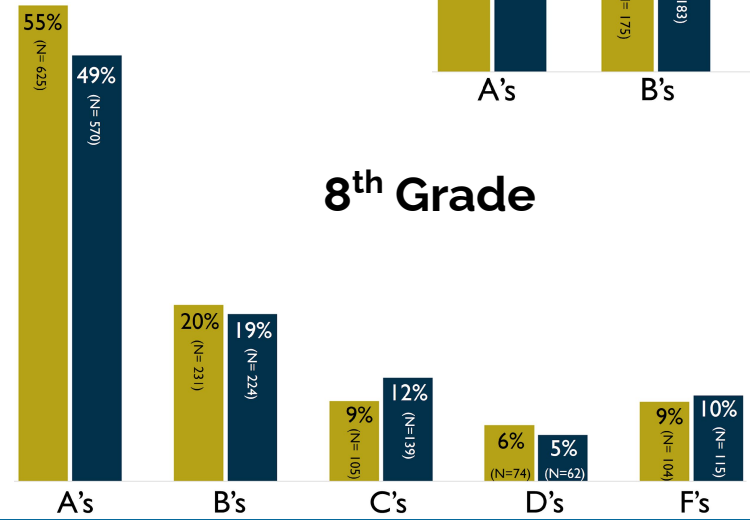
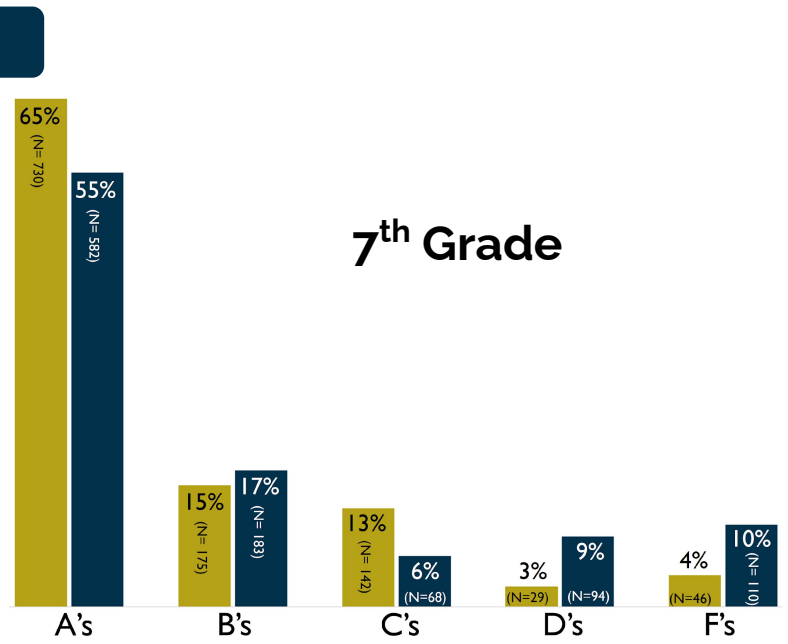
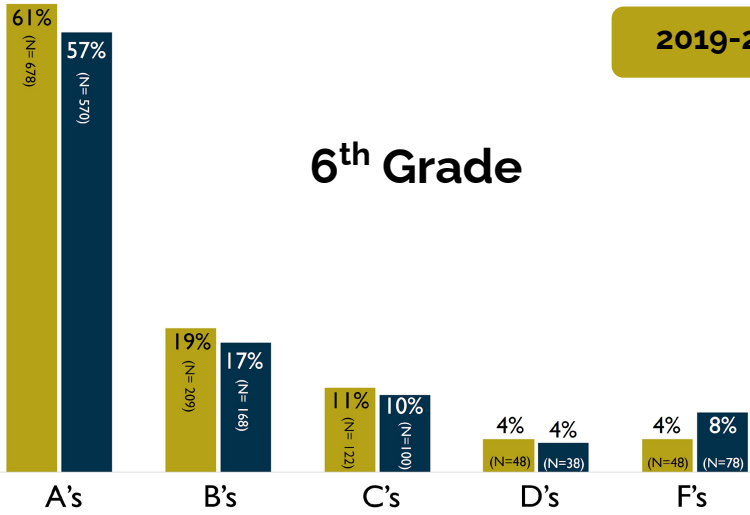
A's

B's

C's

D's

F's



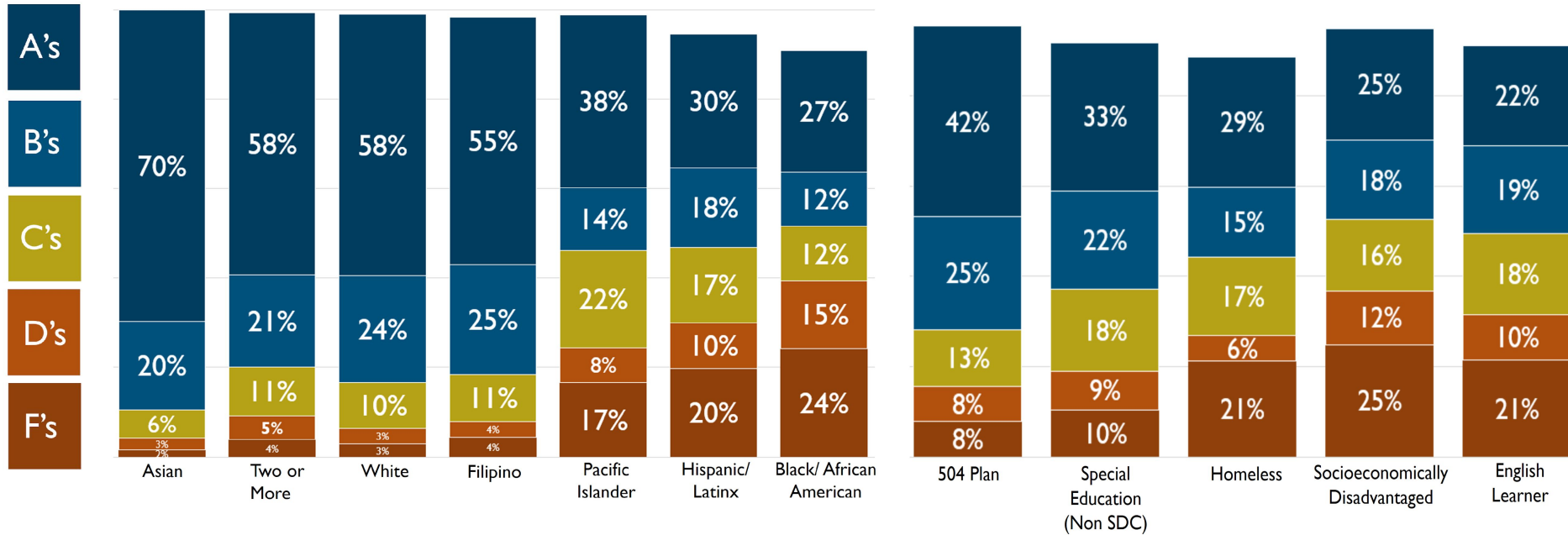
**Subject:  
Social Studies**

**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 1<sup>st</sup> Semester  
2020-21**

# Subject: English Language Arts

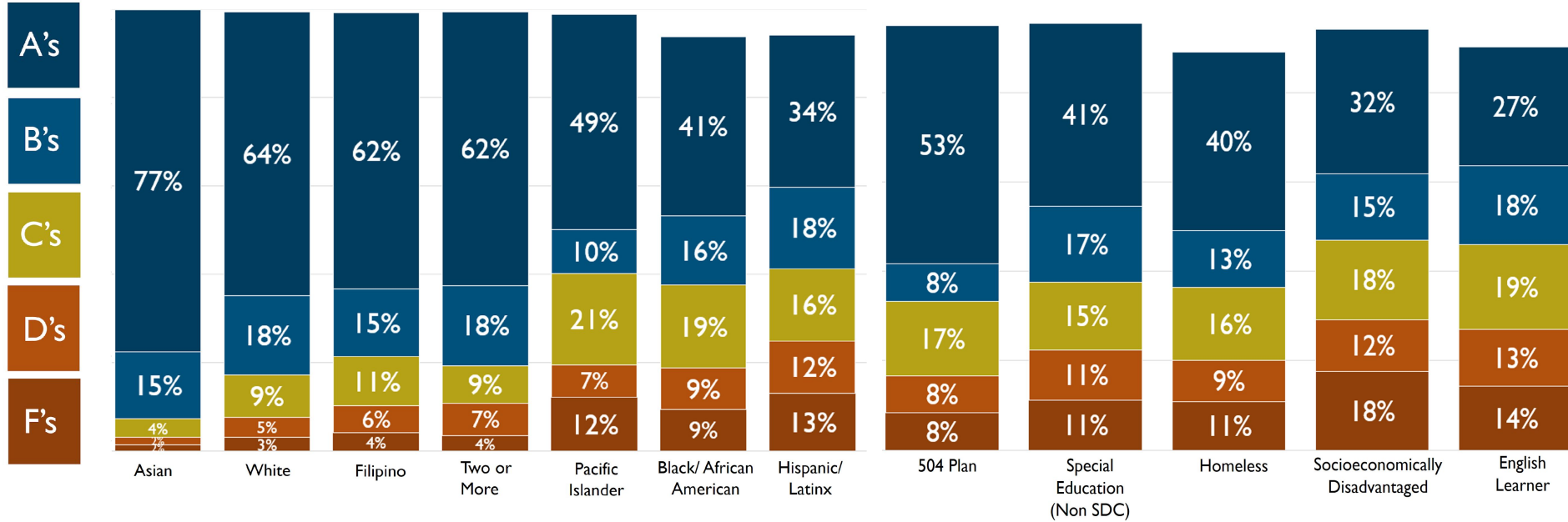
## 2020-21





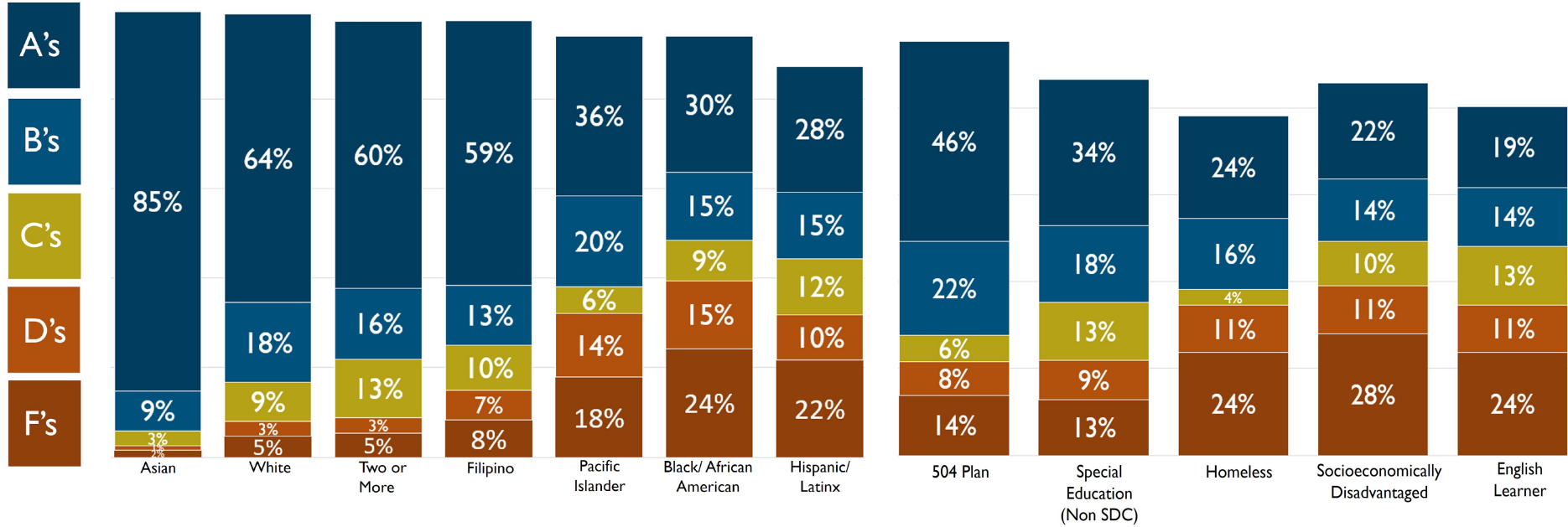
# Subject: Mathematics

## 2020-21



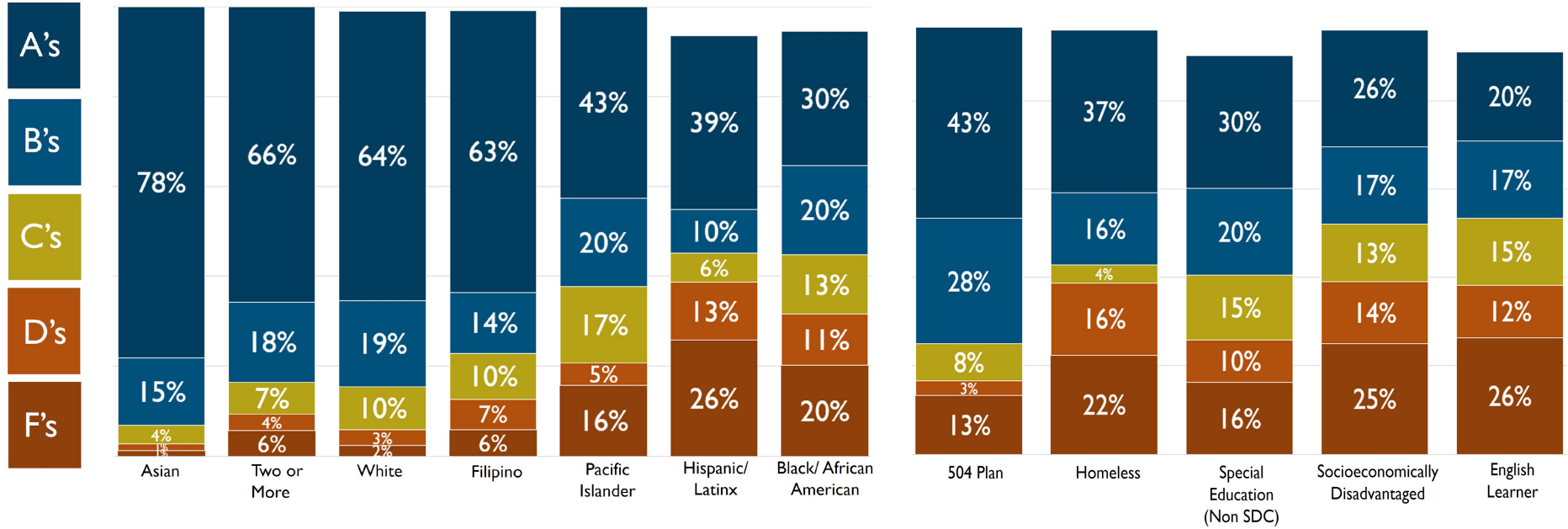
# Subject: Science

## 2020-21



# Subject: Social Studies

## 2020-21



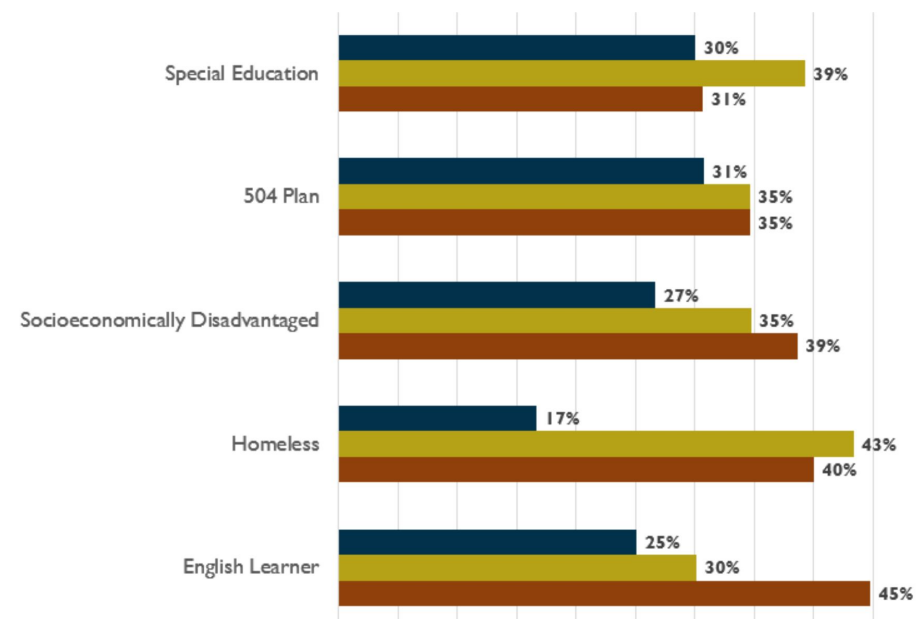
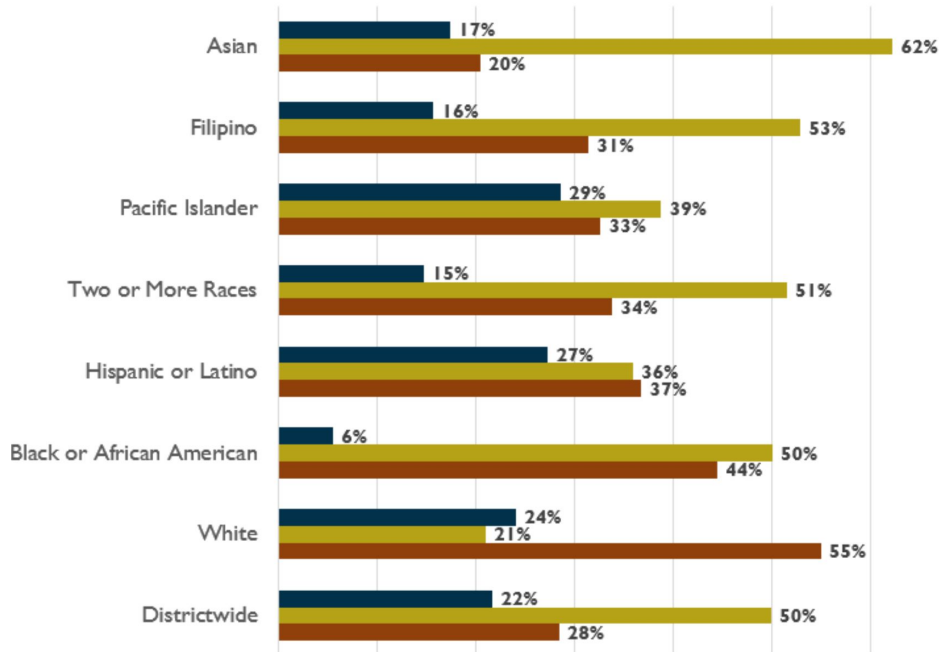
**What percent of SMFCSD Middle School students  
Increased/Maintained/Dropped  
their letter grades in core academic classes,  
between their first semester of 19-20 & 20-21?**

**End of 1<sup>st</sup> Semester  
2019-20**

**End of 1<sup>st</sup> Semester  
2020-21**

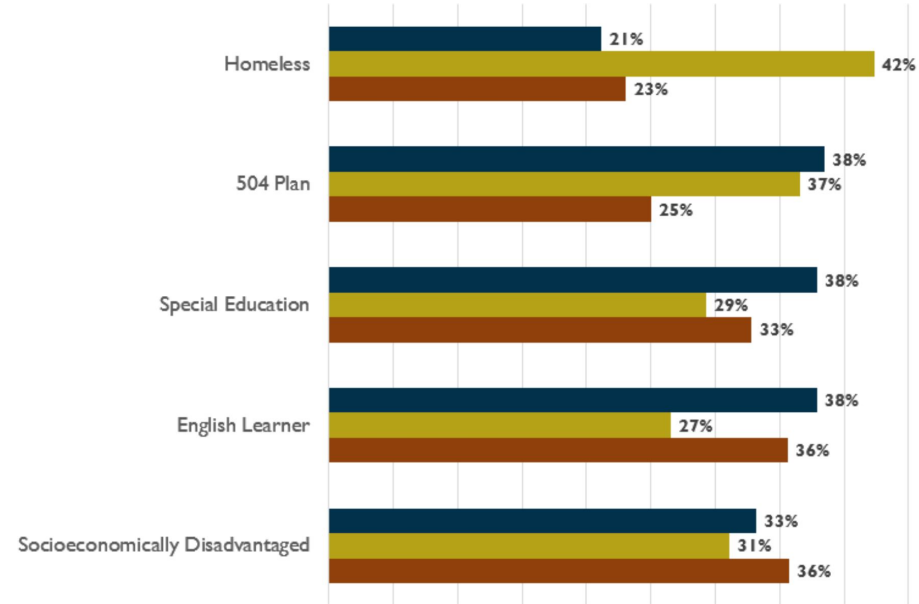
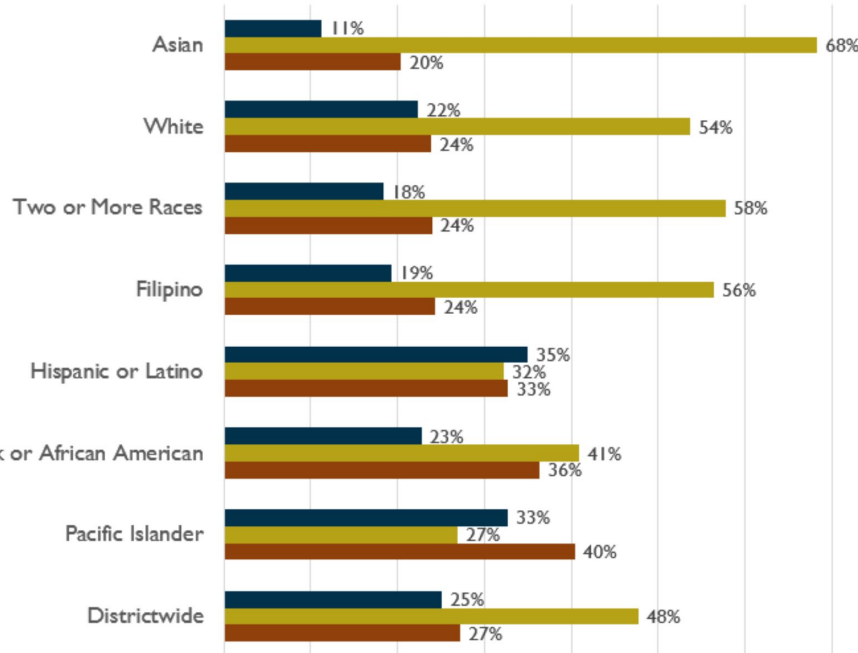
# Subject: English Language Arts

■ Increased ■ Maintained ■ Dropped



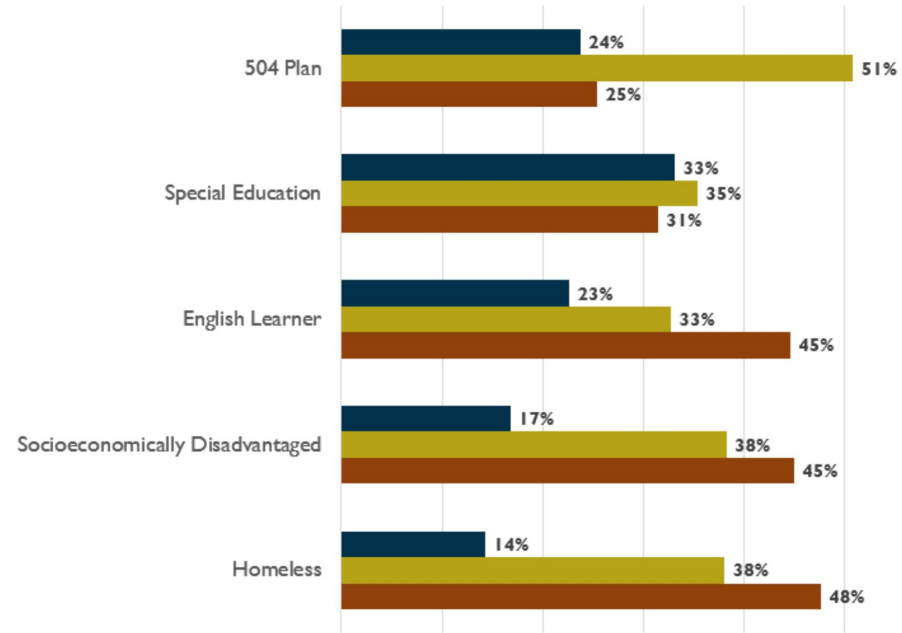
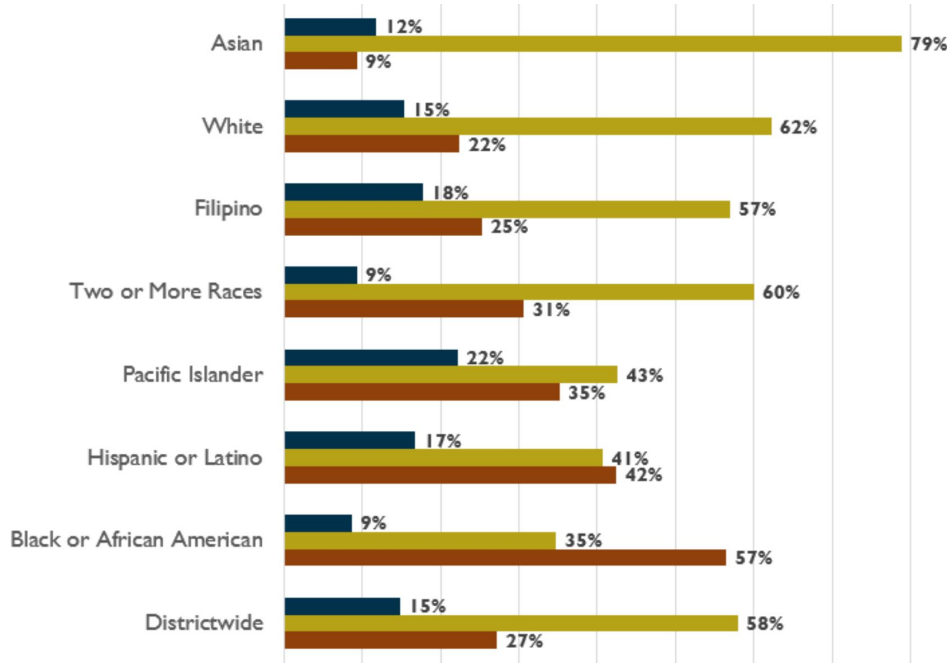
# Subject: Mathematics

■ Increased ■ Maintained ■ Dropped



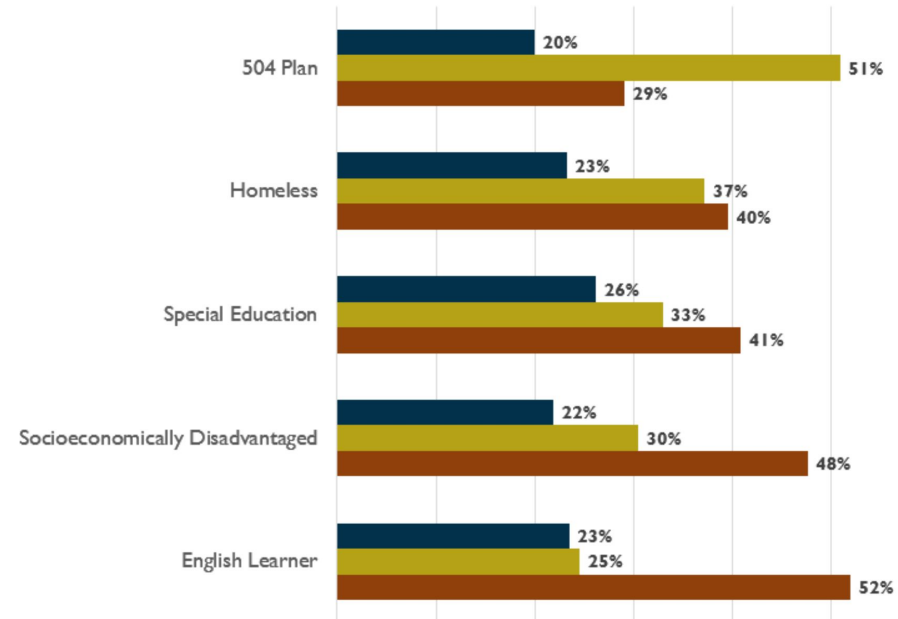
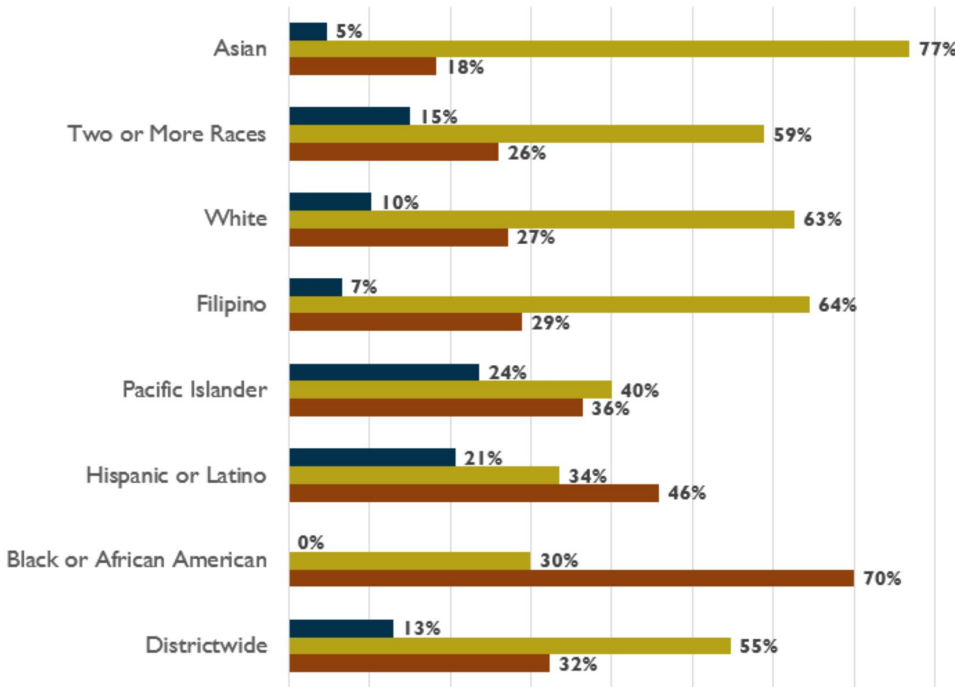
# Subject: Science

■ 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?