



ES/MS Student Report

June 26, 2020

The Academy of Alameda
AoA Public Schools

Student Engagement - Big Picture

Approximate % who actively engaged in learning

- About 90% of students were engaged in most of the activities
- About 10% did very little--with a small percentage who did nothing

How was this measured?

- Teachers took attendance at Zoom sessions and tracked participation data on IXL

What conditions led to the student engagement?

- Parent/guardian who could support the student and make sure they were participating



Student Engagement (Big Picture)

Percentage of students who did not or only slightly engaged?

- Primarily ELs and low income students of color

How was this measured?

- Teachers reported the names of students to Nora

What steps did you take to engage students who did not initially engage?

- Repeated attempts (phone, ParentSquare, text) to contact the families--classroom teachers and office staff

What was the success rate of the actions that were taken? Minimal. Some families who were not engaging began to appear at various points but it's unclear how much that was due to our outreach vs their own capacity



Strengths and Challenges

Strengths:

- Distance learning worked very well for many students on IEPs
- Small group instruction was nice for hitting specific skills and connecting with students who need it
- Class web sites and having all of the info and links in one place helped to streamline everything
- Many of the more shy students were more engaged and active than they are in the classroom setting
- Parents/guardians overwhelmingly reported that the communication home was strong and clear
- Focusing on a few, essential standards allowed for depth over breadth and gave most students the opportunity to achieve mastery



Strengths and Challenges

Challenges:

- There was a small percentage of kids who did not engage at all
- Relationships and day-to-day interactions are foundational to elementary education (esp K-2), very hard to mimic this experience in the virtual setting
- Having an adult at home who had the capacity to stay connected and to stay on top of the learning was **ESSENTIAL** to student participation. Not all students had this.
- Disengaged students were disproportionately EL and low income students of color



Questions



Student Engagement - What went well?

Approximate % of students who actively engaged in learning

87% of students received 1 or no Incompletes

Teachers reported that a higher percentage of students were inconsistently engaged

How was this measured?

Grading structure - A, B, C or Incomplete. Grades were determined by work completion, timeliness, and effort.

Teacher reports of general work completion and attendance for Zoom sessions



Student Engagement - What went well?

What were some of the conditions that led to student engagement?

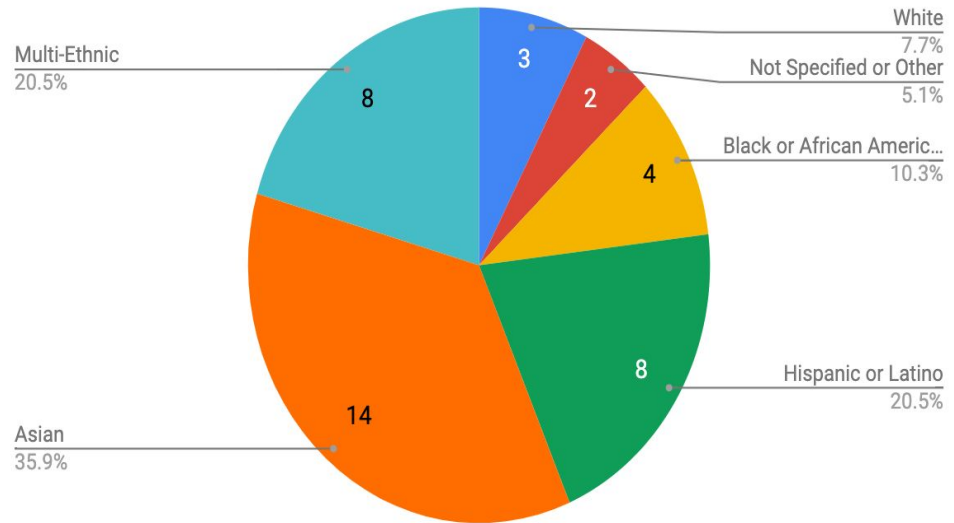
- Creating schedule for students, including office hours
- Teachers developing consistency with weekly assignments and expectations
- Assignments that offered choice, creativity, and collaboration
- Support from an adult at home
- Reliable technology and connectivity
- 1:1 or small group support for students who needed it
- Teachers reaching out to support students



Student Engagement - Who did not engage?

- 8% of students received 3 or more incompletes
- 13% of students received 2 or more Incompletes
- All but 8 students FRPM
- Majority EL, or RFEP
- Majority non-White

Students with 3 or More Incompletes
2020-2021 3rd Trimester



Student Engagement - Response to disengagement

What led to disengagement?

- Students without adult able to support at home
- Students who found it too hard to engage in online learning (wide variety of reasons)
- Students without reliable technology

How did we respond?

- Grade-level teams listed students of concern; utilized COST process
- Assigned staff member to connect with students; office made phone calls

Success?

- The greatest success occurred when there was partnership with an adult at home to help make the 1:1 sessions happen



Strengths and Challenges

Successes

- Continued to offer learning opportunities - positive parent reports
- Learned new technologies and supported iteration process to continually improve and adapt
- Maintained clear, positive, responsive communication

Challenges

- Building the plane as it was flying
- Adapting new technology without the time to learn how to use it
- Maintaining connectivity and equity (in all ways)
- Teaching new content, concepts, skills in an online environment



Looking Forward - how will we address the challenges?

- Adopt Learning Management System (Schoology)
- Adopt STAR assessments
- Focus on accelerating learning rather than remediation
- Develop plans to teach new technology to staff, parents, and students
- Prioritize synchronous learning
- Create a “homeroom” for community building and social-emotional support
- Re-examine our grading policies (resource: [Grading for Equity](#), Joe Feldman)
- Utilize resources from New Pedagogies for Deep Learning for teacher planning with a focus on student-centered, creative, choice-based, and non-screen-centered learning
- Take advantage of hybrid environment to personalize learning - greater differentiation and targeted intervention



Questions

