Distance Learning in St. Paul Public Schools

What We Know:
Spring 2020 Evaluation Results
Revised 6/25/20

Prepared and Presented by
Department of Research, Evaluation & Assessment

Alison Horner, Research Analyst
Josh Quinn, Research Analyst
Kelsey Curran, Research Analyst
Kara Arzamendia, Assistant Director
Holly Miller, Program Evaluator
Pang Yang, Program Evaluator
Stacey Gray Akyea, PhD, Director
Inspire students to think critically, pursue their dreams and change the world.

Background

On March 15 Governor Walz issued Executive Order 20-19:

1. Prepare for distance learning
2. Provide meals
3. Provide care for children of essential workers

Subsequent directions from the Governor extended timeline to June or end of school year.
Evaluation

1. Documentation of the implementation of distance learning in SPPS. The primary question to be answered is, “What did we do to organize for effort for the implementation of distance learning?”.

1. Regular and ongoing reporting of the core components; attendance, participation, meal provision, child care and technical access. The primary question to be answered is, “What is happening as distance learning is rolled out on April 6, 2020?”.

1. Exploration of the impacts on families. The primary question to be explored is, “What kind of experiences are our families having as a result of their students participating in distance learning?”.
Results
What did we do to organize effort for the implementation of distance learning?

Summary

SPPS quickly organized for Distance Learning by focusing on the key needs of staff, students and families during the transition, employing a strategic and comprehensive understanding of the situation from several perspectives, prioritizing the three required components of essential care, meal provision and distance learning, leveraging existing areas of expertise and centralized and consistent leadership at the core. It must be noted the foundation of Personalized Learning Through Technology (PLTT), a six-year effort was critical to the success.
What did we do to organize effort for the implementation of distance learning?

Detailed highlights

- **Timeline**
- **Qualitative Themes**
  - Growth mindset  - The effort within a growth mindset emphasizes learning and improvement which, for SPPS, led to innovations, efficiencies and new strategies.
  - Relationship development  - Relationships deepened and expanded with new ways of doing business. This led to greater collaboration and more empathy towards one another.
  - Communication  - Communication during this time was paramount and the infrastructure for communication during this time, while not perfect, was extraordinary.
  - Resourcefulness  - Administrators wisely leveraged existing resources to accomplish emergent requirements.
  - Balance  - All interviews reflected that each individual leader was required to exercise balance - for example, technical and adaptive change, hurry up and go slow, personal and professional boundaries.
What is happening as distance learning is rolled out on April 6, 2020?

Summary

The roll out of Distance Learning reflected continual efforts to provide access, connection, engagement and support and while not perfect, by far a majority of SPPS were able and did continue to experience learning from March to June.
What is happening as distance learning is rolled out on April 6, 2020?

Detailed highlights

● Connecting has been successful for students:
  ○ Between 80-84% students are completing the daily connect question each week.
  ○ The vast majority of students across all weeks (89%) connected using their iPads.
  ○ Over 90% of students have submitted work through Schoology.
  ○ Over 3 million meals have been distributed to students.
  ○ On average, daily attendance at Essential Kids was 120 students.

● Over time connections to the various information systems decreased showing the lowest connection the week of June 1-5.
  ○ The week of May 5-8 there was a spike in connection activity after the Governor announced distance learning would continue through the end of the school year.

● While differences in iPad usage were slight across student groups, absence data showed large gaps across FRL, special education, and race/ethnicity.
What kind of experiences are our families having as a result of their students participating in distance learning?

Summary

Experiences varied greatly. As one respondent commented, “there are some good days and there are some bad days”. Particular challenges were noted for English language learner families and students with special needs.
What kind of experiences are our families having as a result of their students participating in distance learning?

Detailed highlights

Student Survey (N=3,125)

<table>
<thead>
<tr>
<th>Before Distance Learning</th>
<th>During Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 87% learned most or everything taught</td>
<td>● 64% learned most or everything taught</td>
</tr>
<tr>
<td>● 15% academic workload was too much</td>
<td>● 39% academic workload was too much</td>
</tr>
</tbody>
</table>
What kind of experiences are our families having as a result of their students participating in distance learning?

Detailed highlights

Staff Survey (N=962)

- Staff workload increase
- Technology use increase
- Not all students are completing assignments & logging onto Google Meet
- Staff are overwhelmed and frustrated
- Move all K-5 to one platform (Seesaw)
- Meeting the needs of SPED has been a challenge

<table>
<thead>
<tr>
<th></th>
<th>Before Distance Learning</th>
<th>During Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload too much</td>
<td>37%</td>
<td>62%</td>
</tr>
<tr>
<td>Schoology/Seesaw</td>
<td>47%</td>
<td>96%</td>
</tr>
<tr>
<td>Screencast/Recording</td>
<td>3%</td>
<td>57%</td>
</tr>
<tr>
<td>Video Conference</td>
<td>1%</td>
<td>56%</td>
</tr>
<tr>
<td>Virtual Feedback</td>
<td>15%</td>
<td>82%</td>
</tr>
<tr>
<td>Virtual Meeting</td>
<td>1%</td>
<td>82%</td>
</tr>
<tr>
<td>Video Creation/editing</td>
<td>5%</td>
<td>63%</td>
</tr>
</tbody>
</table>
What kind of experiences are our families having as a result of their students participating in distance learning?

Detailed highlights

Parent Feedback

● Mixed bag of both good and bad experience
● Teachers are doing a great job of navigating distance learning
● Distance learning presents an overwhelming amount of work for both students and families to navigate
● Challenge for students with special needs.
● Families desired the structure that traditional school provides
● Challenges with using Schoology/Seesaw and other applications
● Kids miss school and the social emotional aspect of the school experience

Parent Log:

● Language support
● iPad support
● login/password
● Contact school/teacher
● Hotspot request
● Meal request
● Enrollment
What kind of experiences are our families having as a result of their students participating in distance learning?

Detailed highlights

Student Focus Group (Preliminary results)

● Liked about distance learning
  ○ Flexibility to do work at own pace and time
  ○ Comfort of being at home

● Challenges
  ○ Not being able to get immediate teacher feedback
  ○ Workload expectation
  ○ Balance between school work and family obligations

● Suggestions
  ○ Be realistic with the amount of work and due dates
  ○ Be more specific with assignment and expectations (weekly folder)
  ○ Google meet (different times, agenda, priority, assigned groups)
What kind of experiences are our families having as a result of their students participating in distance learning?

**Detailed highlights**

**Staff End of Year Survey (Preliminary results)**

<table>
<thead>
<tr>
<th>What worked:</th>
<th>What did not work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Direct contact and communication w/students</td>
<td>● Google Meet with large groups</td>
</tr>
<tr>
<td>● Consistency/create routine</td>
<td>● Students engagement, participation &amp; motivation</td>
</tr>
<tr>
<td>● Collaboration/teamwork with other staff</td>
<td>● Work &amp; home life balance</td>
</tr>
<tr>
<td>● Support from Teaching &amp; Learning and IT</td>
<td>● Grading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student learning:</th>
<th>Suggestions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Student responding to prompts and school work submission</td>
<td>● More PD around DL</td>
</tr>
<tr>
<td>● Student engagement</td>
<td>● Clear expectation &amp; accountability for student participation and attendance</td>
</tr>
<tr>
<td>● Discussion in Google Meet</td>
<td>● Reevaluate learning tool for grade 3-5</td>
</tr>
<tr>
<td>● Work sample</td>
<td>● iPads for teachers</td>
</tr>
</tbody>
</table>

**Inspire students to think critically, pursue their dreams and change the world.**
### Additional Analysis: Who is Engaged?

<table>
<thead>
<tr>
<th>Participating</th>
<th>Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“absence”</strong></td>
<td><strong>American Indian, Black, Two+ race, FRL and special education students missed more than 10 days on average.</strong></td>
</tr>
<tr>
<td>– White students missed 5.8 days on average.</td>
<td>– Journeys, Gordon Parks, and John A Johnson had an average of 15 days or higher missed.</td>
</tr>
<tr>
<td>– Schools with an average of less than five days missed: OWL, St. Anthony Park, Jie Ming, Crossroads, Capitol Hill, Randolph Heights, Horace Mann, and Nokomis South.</td>
<td></td>
</tr>
<tr>
<td><strong>iPad usage</strong></td>
<td><strong>12th grade</strong></td>
</tr>
<tr>
<td>– At least 87% of K-6th grade students logged in every week.</td>
<td>– SPED</td>
</tr>
<tr>
<td><strong>Schoology usage (submission)</strong></td>
<td><strong>76% of American Indian students submitted at least one assignment on Schoology platform.</strong></td>
</tr>
<tr>
<td>– 95% of Asian students and 90% of Black students submitted at least one assignment on Schoology</td>
<td></td>
</tr>
</tbody>
</table>
Results Summary

What did we do to organize for effort for the implementation of distance learning?

* SPPS **quickly** organized for Distance Learning by focusing on the key needs of staff, students and families during the transition, employing a strategic and comprehensive understanding of the situation from several perspectives, **prioritizing the three required components of essential care, meal provision and distance learning**, leveraging existing areas of expertise and centralized and consistent leadership at the core. It must be noted the **foundation of Personalized Learning Through Technology (PLTT)**, a six-year effort was critical to the success.

What is happening as distance learning is rolled out on April 6, 2020?

* The roll out of Distance Learning reflected continual efforts to provide **access, connection, engagement and support** and while not perfect, by far a majority of SPPS were able and did continue to experience learning from March to June.

What kind of experiences are our families having as a result of their students participating in distance learning?

* Experiences varied greatly. As one respondent commented, "**there are some good days and there are some bad days**".
  
  **Particular challenges were noted for English language learner families and students with special needs.**
Inspire students to think critically, pursue their dreams and change the world.

Next Steps

Stakeholder Pulse: Getting Ready for Reopen June-July

Distance Learning 2.0 August +
Inspire students to think critically, pursue their dreams and change the world.