THE SCHOOL DISTRICT OF PHILADELPHIA

Evaluation of the Spring 2020 Covid-19 Continuity of Education Plan

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July 2020

On March 16, 2020, the School District of Philadelphia closed all schools and offices in response to the global Covid-19 pandemic. Like many school districts across the country, SDP had to quickly pivot from in-person instruction in schools to virtual instruction for its nearly 130,000 students and 8,500 instructional employees.

SDP's comprehensive plan for online instruction for the remainder of the 2019-20 school year was outlined in the District's "Continuity of Education Plan," which identified four expected outcomes:

1. Students within the District are provided with instructional resources, digital or printed, and technology to remain continuously engaged in learning.
2. Staff will receive training, if needed, via virtual training sessions.
3. Students and families will receive tutorials via online resources or PSTV to support learning, the use of Google Classroom, and the use of other Google tools.
4. Students within the District will engage in planned instruction designed to introduce and apply new content and skills, inclusive of assessment of learning, graded assignments, and progress monitoring.

This report provides an evaluation of the District's efforts to achieve these four expected outcomes.

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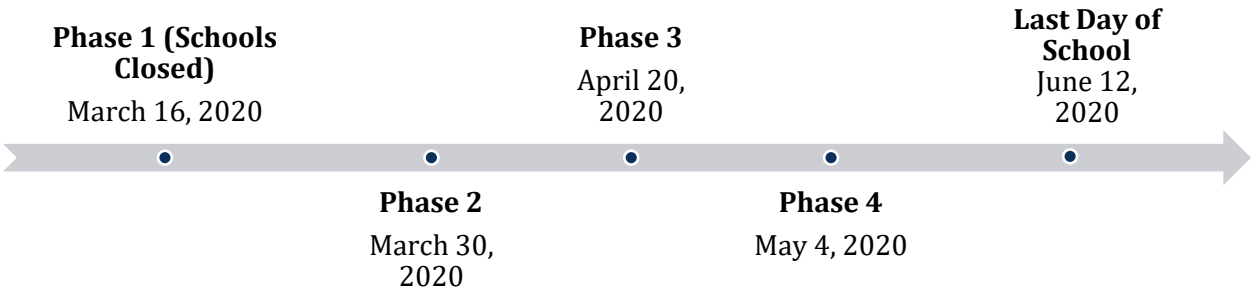
School Closures for Covid-19 and the Continuity of Education Plan

On March 16, 2020, the School District of Philadelphia (SDP) closed all schools and the Central Office in response to the global Covid-19 pandemic. Like many school districts across the country, SDP had to quickly pivot from in-person instruction in schools to virtual instruction for its nearly 130,000 students and 8,500 instructional employees.

SDP's comprehensive plan for online instruction for the remainder of the 2019-20 school year was outlined in the "Continuity of Education Plan," which also included instructional materials, resources, and supports for students, families, and staff.[1] The Plan was broken **into four phases** (dates are when each phase of the Plan began):



- **Phase 1 (March 16-March 27)**: SDP-created English Language Arts (ELA) and Mathematics Learning Guides (printed and printable packets of educational activities) were made available on SDP's website and distributed at 30 meal distribution sites around the city.
- **Phase 2 (March 30-April 17)**: Additional Learning Guide content in ELA and math, as well as Learning Guides for Science and Social Studies, were released. Learning Strategy Guides[2] were developed and released to support students with IEPs and English Learners (ELs). These guides were made available on SDP's website and were distributed at 49 meal distribution sites around the city. At the end of Phase 2, the District began offering professional development on virtual instruction to instructional staff.
- **Phase 3 (April 20-May 1)**: This phase included the review and enrichment phase of online instruction, in conjunction with the distribution of Chromebooks. In this phase, teachers used their own lessons or SDP-created lessons to engage students with content and skills they learned prior to the school shutdown. Teachers provided review and enrichment lessons in ELA, math, science, social studies, career and technical education, post-secondary readiness, arts education, and health and physical education via Google Classroom.

[1] SDP's Continuity of Education Plan can be accessed at https://www.philasd.org/wp-content/uploads/2020/04/The-School-District-of-Philadelphia%E2%80%99s-Continuity-of-Education-Plan-.pdf.

[2] Learning Strategy Guides included supplementary resources and activities for English Learners and students with IEPs.

- **Phase 4 – Planned Instruction (May 4-June 12)**: The final phase of the Plan combined review and enrichment with virtual planned instruction in which teachers presented students with new content and skills in all subject areas via Google Classroom (similar to the approach of other districts across the country).[3]

The Plan also articulated **four expected outcomes** for the four phases of the Continuity of Education time period, which were:

1. Students within the District are provided with instructional resources, digital or printed, and technology to remain continuously engaged in learning.
2. Staff will receive training, if needed, via virtual training sessions.
3. Students and families will receive tutorials via online resources or PSTV[4] to support learning, the use of Google Classroom, and the use of other Google tools.
4. Students within the District will engage in planned instruction designed to introduce and apply new content and skills, inclusive of assessment of learning, graded assignments, and progress monitoring.

Research Questions

SDP's Office of Evaluation, Research, and Accountability (ERA) collected data from a variety of sources to assess the Plan's progress toward the four stated outcomes and to collect feedback to inform reopening plans for the fall. (See Appendix A for an overview of data collected.)

The Continuity of Education evaluation was guided by five research questions. Questions 1-4 mirror the Plan's four expected outcomes. The fifth research question examines the extent to which the District successfully communicated the Continuity of Education plan with employees:

1. To what extent were students within the District provided with technology and instructional resources, digital or printed, to remain continuously engaged in learning?
2. To what extent did staff receive needed training via virtual training sessions?
3. To what extent did students and families receive tutorials via online resources or PSTV to support learning, the use of Google Classroom, and use of other Google tools?
4. To what extent did students engage in planned instruction?
5. To what extent did the District successfully communicate the Plan, expectations, and available supports?

[3] A nationally representative, stratified poll of 1,249 parents of K-12 students conducted in May 2020 by Education Next and Ipsos Public Affairs revealed that most parents (74%) reported that their child's school introduced new content and material during school closures. The report can be accessed at https://www.educationnext.org/what-american-families-experienced-when-covid-19-closed-their-schools/.
[4] PSTV is the educational channel for the School District of Philadelphia.

Findings

1. Students were provided with digital and printed instructional resources and Chromebooks.

The District used two primary strategies to provide students and families with the technology and instructional resources to remain engaged with learning, despite school closures: (1) providing packets of printed and printable Learning Guides and (2) distributing Chromebooks.

Learning Guide Development and Distribution

During Phases 1 and 2 of the Continuity of Education Plan, staff in the Office of Curriculum and Instruction created Learning Guides in ELA and math for students in grades K-12.[5] These guides were based on the District's scope and sequence and were designed to provide students an opportunity to engage with academic content and skills while SDP distributed Chromebooks.[6] Each Learning Guide contained 10 days of learning activities. ELA and Math Learning Guides were posted online (along with Science and Social Studies Learning Guides, which were only available online due to copywrite restrictions) and distributed at meal sites across the city.[7] While completing each guide was highly encouraged, it was not mandatory and students were not penalized for not participating.

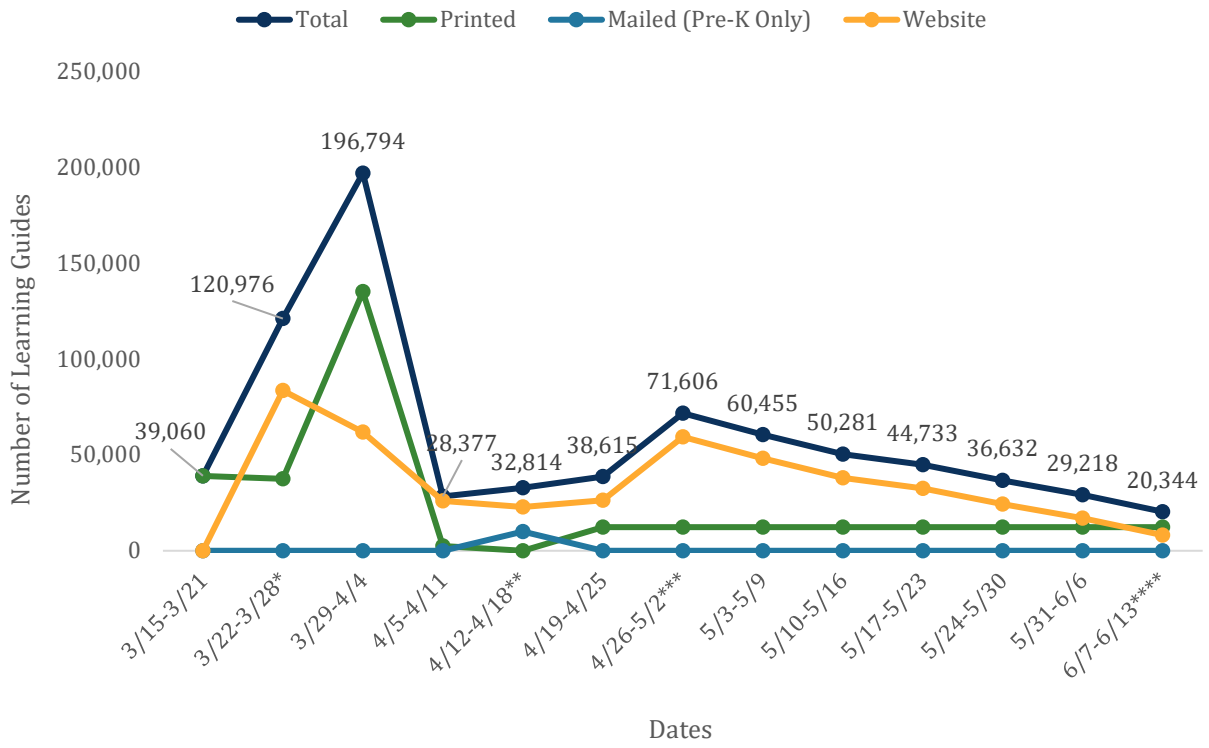
A total of 769,355 Learning Guides were accessed (either in print or online) across all grade levels (PK-12): 311,950 K-12 Learning Guides were printed for distribution at meal sites, 2,450 Pre-K Learning Guides were printed for distribution at meal sites, 447,955 unique website pageviews were logged online, and an additional 10,000 Pre-K learning guides were printed and sent to students' homes.

Because Learning Guides were intended to "bridge the gap" between in-person instruction and virtual instruction while the District was acquiring and distributing Chromebooks, Learning Guides were accessed most often between school closure (March 16) and the beginning of online instruction in Phase 3 (April 20) (Figure 1). However, Learning Guides continued to be available to

[5] Resources from the Office of Curriculum and Instruction are located at https://www.philasd.org/curriculum/.
[6] Learning Guides can be accessed at https://www.philasd.org/curriculum/home/supplemental-resources/lg-weeks1-2/ and https://www.philasd.org/curriculum/home/supplemental-resources/learning-guides-m30-a10/.
[7] The District used citywide meal sites as distribution points for Learning Guides for two primary reasons: many families would already be traveling to meal sites to pick up food, and the meal sites were located around the city, many within walking distance of the neighborhood public school. The first week of school closure, Learning Guides were available at 30 meal sites. Starting the second week of closure and continuing until the last day of school, Learning Guides were available at 49 meal sites. The locations of the meal sites changed over time to ensure access across the city. Learning Guides were also created for Pre-Kindergarten students attending a District pre-k or a District partner program; these guides were printed and mailed to families.

students and families for the remainder of the school year, in case some students were unable to access online content.

Figure 1. Number of learning guides distributed and website views, by week



*End of Phase 1, **End of Phase 2, ***End of Phase 3, ****End of Phase 4

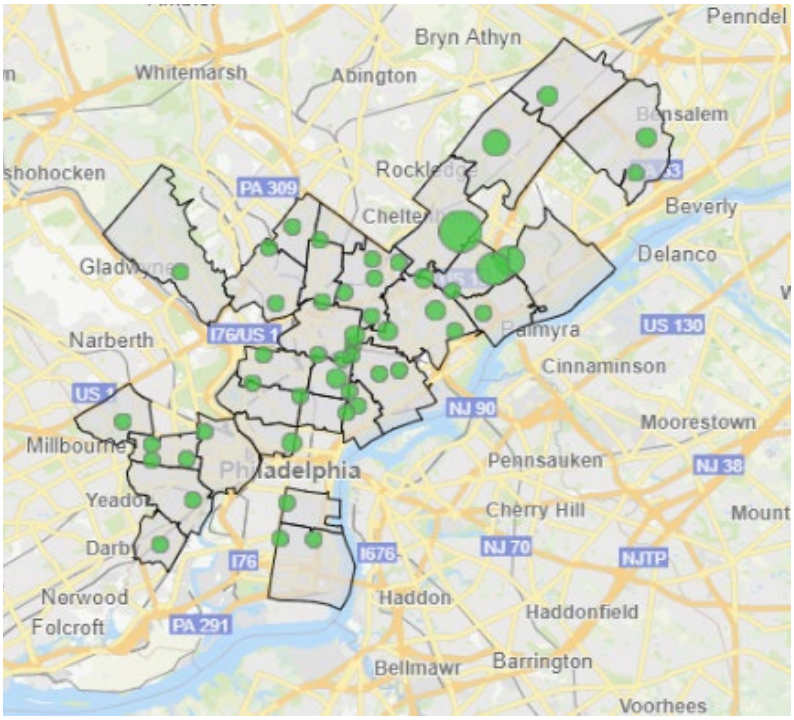
Note: Printed Learning Guides for Meal Sites in the week of 3/29-4/4 also included guides needed for the week of 4/5-4/11, which covered spring recess (4/6 through 4/9). "Unique Website Pageviews" counts the number of unique pageviews by a unique user. If a single user visits five unique webpages on the website in a single week, they will be counted five times in the weekly total. The graph does not include the 2,450 Pre-K Learning Guides that were printed and distributed to meal sites.

The District chose to distribute Learning Guides at meal sites to ensure that the Guides were easily accessible to families across the District and to ensure that Guides were distributed safely. Initially, Learning Guides were available at 30 meal sites; after the first week of school closure, Guides were available at 49 meal sites. Learning Guides continued to be available at 49 sites for the remainder of the school year; however, the location of the 49 meal sites changed (i.e., some sites closed, and others opened) to ensure that all areas of the District were served (Table 1 and Figure 2).

Table 1. List of learning guide distribution sites

School Locations Where Learning Guides Were Distributed			
Baldi	Duckrey	Juniata Park	PLAS
Barry	Edison	Kelly	Rhodes
Barton	Fels	Kensington CAPA	Roosevelt
Bartram	Finletter	Lawton	Roxborough
Bethune	Fitzpatrick	Lincoln	Sayre
CAPA	FLC	Loesche	South Philadelphia
Clemente	Frankford	Marshall, Thurgood	Strawberry Mansion
Comegys	Franklin K8	Mayfair	Wagner
Conwell	Furness	MLK	Washington, Grover
Cooke	Hackett	Munoz-Marin	Webster
Cramp	Harding	Northeast	West Philadelphia
De Burgos	Hunter	Overbrook EC	Ziegler
Decatur			

Figure 2. Map of printed learning guide distribution sites



Note: Circles sized by May 2020 enrollment.

How to read this figure: Each green dot represents a school where Learning Guides were available during the extended school shutdown (see list in Table 1); the size of the dot reflects a school's enrollment (larger dots represent more students).

Chromebook Distribution

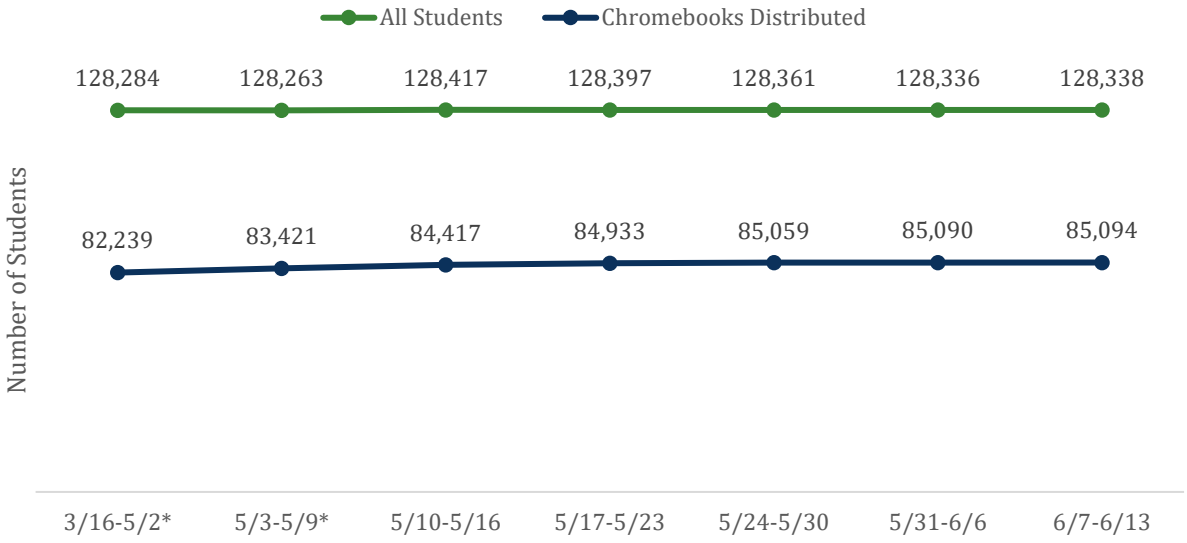
The District committed to loaning a Chromebook laptop to every student who needed access to online instruction. Available data suggest that about half of District students may not have had access to a computer at home prior to the Chromebook distribution effort: on the previously administered annual District-wide student survey,[8] slightly more than half (52%) of students in grades 3-12 who responded to the survey (n=66,468) reported accessing the internet from a computer at home. When disaggregated by grand band, a smaller percentage of students in grades 3-5 reported accessing the internet from a computer at home (45%), compared to students in grades 6-8 and 9-12 (56% and 58%, respectively).[9] The annual District-wide parent survey also asked parents if they have internet access at home. Nearly all (91%) of parents who responded to the question on the survey (n=23,787)[10] reported that they had internet access at home. However, only 22% of parents responded to the parent survey in Spring 2019, which suggests that this result may not be representative of all households in the District.

On March 26, 2020, the Board of Education approved the purchase of up to 50,000 new Chromebooks to distribute to students during the school closure. At the beginning of April, schools notified families of a date and time to safely pick up their Chromebook at their child's school; Chromebooks were distributed to students the weeks of April 6 and April 13. After that, Chromebook distribution was moved to the Education Center at 440 N. Broad Street and the Fitzpatrick Annex Building.

Between April 6 - May 2 (the beginning of Phase 4 of Planned Instruction), the District distributed 82,239 laptops to students (Figure 3). By the end of the school year (June 12), approximately 66% of students (n=85,094) had received a laptop from the District.[11]

[8] Data based on results from the 2018-19 District-Wide Survey, administered in Spring 2019. For more details and complete results, see www.philasd.org/dws.
[9] Because the District-Wide Survey is not administered to students in grades K-2, there are no easily available data on computer access for the District's youngest students.
[10] Data from 2018-19. The overall parent response rate was 22%, which suggests that this is not likely representative of home internet access across the District.
[11] To determine this percentage, we used the student enrollment count of 128,338 students, which is based on enrollment information on June 12, 2020.

Figure 3. Number of Chromebooks distributed, by week



*Does not include data entered directly into the SIS by schools.
Note: Student count of 128,338 is based on enrollment information on June 12, 2020.

Of all 128,338 students in the District, 85,094 (66%) received a Chromebook from the District.

We used responses from the 2018-19 District-wide student survey to examine the relationship between students indicating they accessed the internet the at home with a computer and whether they received a District-issued Chromebook (Table 2). Although these data are incomplete (e.g., not all students answered this question, students may have accessed the internet with a computer previously but still needed a District-issued Chromebook to complete online instruction because other computers in the home were in use, or other reasons), it still provides us with suggestive information about students indicating need in Spring 2019 and receiving a Chromebook in Spring 2020.

Of the roughly 26,000 grade 3-11 students who reported that they did NOT access the internet at home with a computer on the Spring 2019 District-wide student survey, 19,163 (71%) received a Chromebook from the District in Spring 2020 (Table 2).

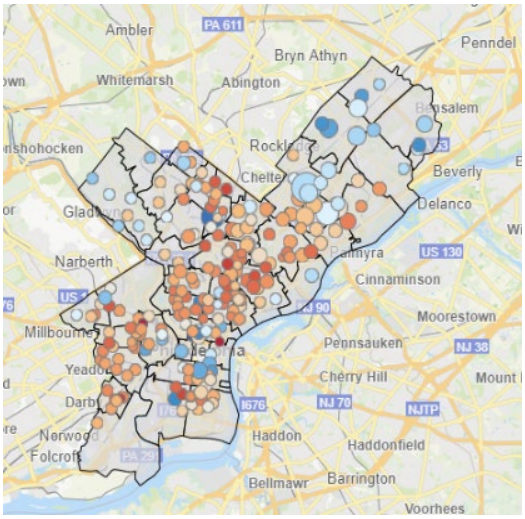
Table 2. Count of students who received a Chromebook by survey response, all students (n = 128,338; through June 12, 2020)

Answer to the Spring 2019 District-Wide Student Survey Question: Do You Access the Internet at Home with a Computer?	Number of Responses	Received Chromebook in Spring 2020	
		Yes	No
Yes	**28,504^**	15,748	12,756
No	**26,807^**	19,163	7,644
No Response (Did not take the DWS)	**73,027**	50,183	22,844
Total	**128,338**	**85,094**	**43,244**

^ Number of District-Wide Survey responses that could be connected to Chromebook distribution records

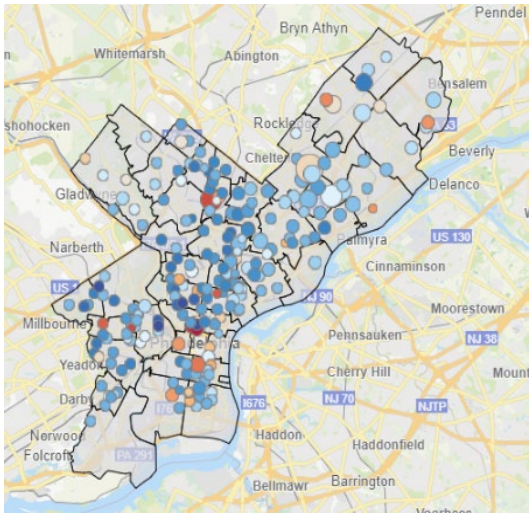
Schools in which fewer than 40% of students reported that they accessed the internet on a computer at home on the Spring 2019 District-wide student survey were concentrated in North, Southwest, and West Philadelphia (red and orange circles; Figure 4). The blue dots in Figure 5 represent schools in which 60% or more of students received a Chromebook from the District. Schools with orange and red dots in Figure 4 have light or dark blue dots in Figure 5, which suggests that the District was able to distribute laptops to students with the greatest need.

Figure 4. Percentage of enrolled students who reported "accessing the internet at home with a computer" (2018-2019 DWS)



Note: Circles represent schools and are sized by May 2020 enrollment and colored by percent of students who said they access the internet at home with a computer on the 2018-19 District-Wide Survey. Blue represents higher percentage (>60%), Red/Orange represents lower percentage (<40%).

Figure 5. Percentage of enrolled students who received a Chromebook from SDP (through June 12, 2020)



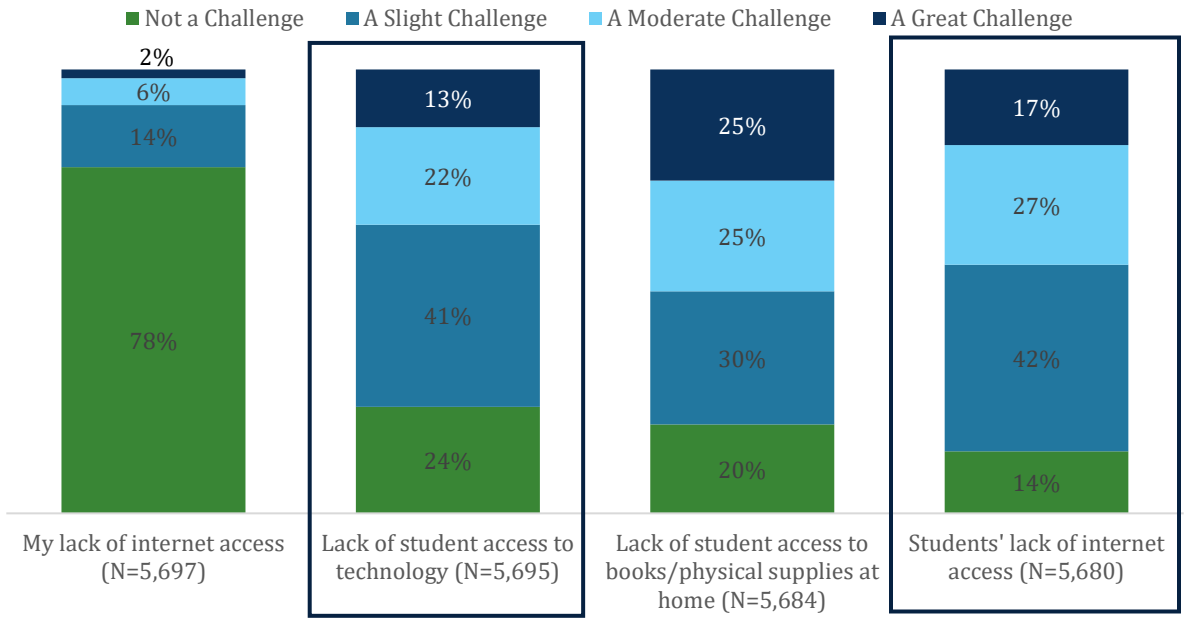
Note: Circles represent schools and are sized by May 2020 enrollment and colored by percent who received a Chromebook. Blue represents higher percentage (>60%), Red/Orange represents lower percentage (<40%).

Although the Chromebook distribution effort was successful, lack of technology and lack of internet access were still a challenge during Phase 4 (planned instruction).

After the close of the school year, school-based staff, students, and parents/guardians were asked to complete a survey about their online learning experiences and their comfortability returning school year. This "Online Learning and School Reopening Survey" was open from June 15-22 and received more than 28,000 responses (see Appendix A for more information about the survey).[12]

The Survey asked teachers how much of a challenge students' lack of technology and lack of internet access posed for them during Phase 4 (Planned Instruction). Forty-four percent of teachers who responded to the survey reported that students' lack of internet access was either a moderate or great challenge, and 35% of teachers reported that students' lack of technology was a moderate or great challenge (Figure 6). This suggests that despite efforts to provide Chromebooks to students, some students still lacked access to the technology and internet that would have enabled them to participate in virtual learning.

Figure 6. Challenges identified by teachers during the planned instruction phase of online learning



Furthermore, half (50%) of teachers reported that students' lack of access to books and physical supplies (such as pencils and paper) at home was a great or moderate challenge during planned instruction.

[12] A complete set of results from the Online Learning portion of the survey is available at: https://www.philasd.org/wp-content/uploads/2020/07/June-Survey-Findings-Online-Learning-COE-Qs.pdf

Summary of Key Findings for Expected Outcome 1:

- A total of 769,905 Learning Guides were accessed (either in print or online) across all grade levels (PK-12) and 311,950 K-12 Learning Guides were printed for distribution at meal sites.
- Of all 128,338 students in the District, 85,094 (66%) received a Chromebook from the District.
- Of the roughly 26,000 grade 3-11 students who reported that they did NOT access the internet at home with a computer on the Spring 2019 District-wide student survey, 19,163 (71%) received a Chromebook from the District in Spring 2020.

Recommendations:

- Address any remaining lack of access to computers by distributing additional Chromebooks.
- Work with internet providers to offer temporary low-cost or free wireless access for families.
- Provide basic school supplies to students to use at home.

2. More than 275 virtual professional development sessions were offered to staff on topics related to virtual learning.

The unexpected shift to virtual instruction required teachers to quickly master a variety of new technology platforms and pedagogical strategies. At the end of March, the District's Office of Teaching and Learning began offering several professional development (PD) sessions to assist teachers and school staff with the transition to online instruction. These initial sessions focused on using Google Classroom and other Google Suite products for online learning and virtual instruction. Each of the four sessions was offered multiple times. In total, over 275 PD sessions in these topics were offered, and a total of 16,612 teachers participated (Table 4).

Table 4. Professional development sessions offered to staff on virtual instruction, March 31-April 30, 2020

Session Title	Description of Session	Number of sessions offered (3/31-4/30)	Number of teachers* who attended (3/31-4/30)	Number of Responses to PD Survey
Google Classroom 101 Fundamentals	Participants will learn the basic features and functions of Google Classroom. Participants will learn how to post updates and assignments, review and provide feedback as needed in Google Classroom.	130	7,682	1,099

Session Title	Description of Session	Number of sessions offered (3/31-4/30)	Number of teachers* who attended (3/31-4/30)	Number of Responses to PD Survey
Google Docs and Drive	Participants will learn the basic features and functions of Google Drive and Docs. Participants will learn how to create store, share and organize their Google Drive and Docs.	119	6,030	3,050
Google Meet (Optional)	Participants will learn the functionalities and use of Google Meet as a meeting space for classroom learning and collaboration.	20	2,511	1,566
Grading in Google Classroom (Optional)	Participants will learn the basic features and functions of how to use Google Classroom for grading.	8	389	207
Total		**277**	**16,612**	**5,922**

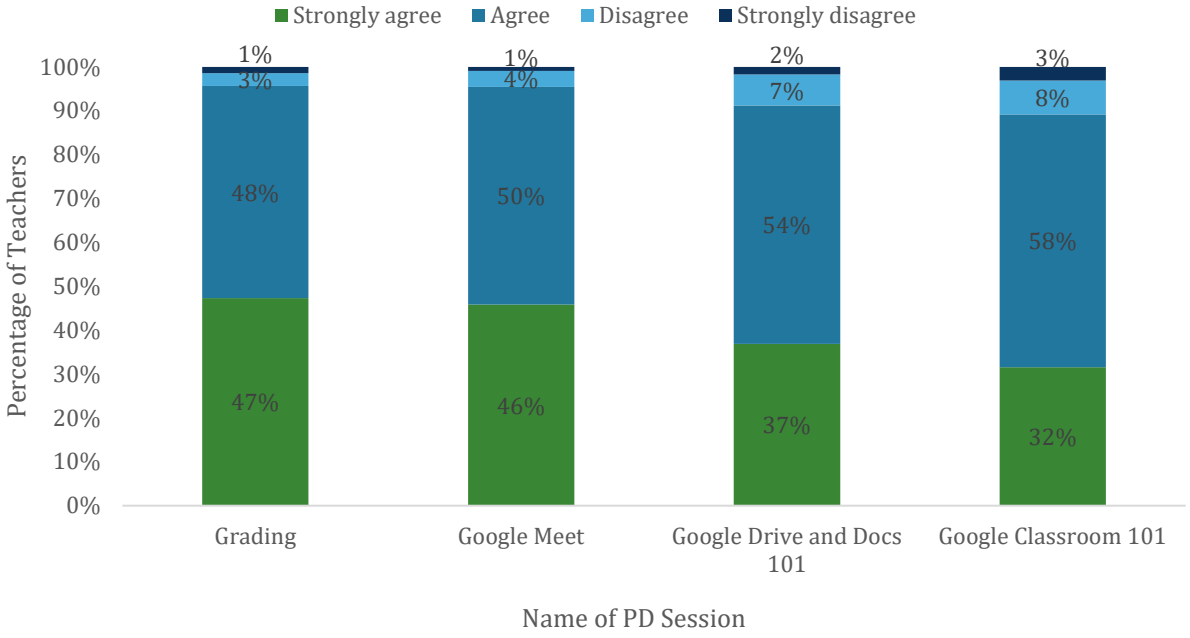
*Teachers may have attended a session more than once, so this is not an unduplicated count of teacher attendance.

These sessions were offered District-wide through the end of April; after this time, virtual technology coaches from the District were assigned to a caseload of schools to provide teachers and school staff with individualized PD as needed. The PDs were initially offered live and were recorded for later viewing (both the slide decks from the PDs and the PDs themselves were posted online).

The majority of teachers who responded to the surveys about the professional development on new technologies for virtual instruction responded positively to questions about the usefulness of the professional development sessions.

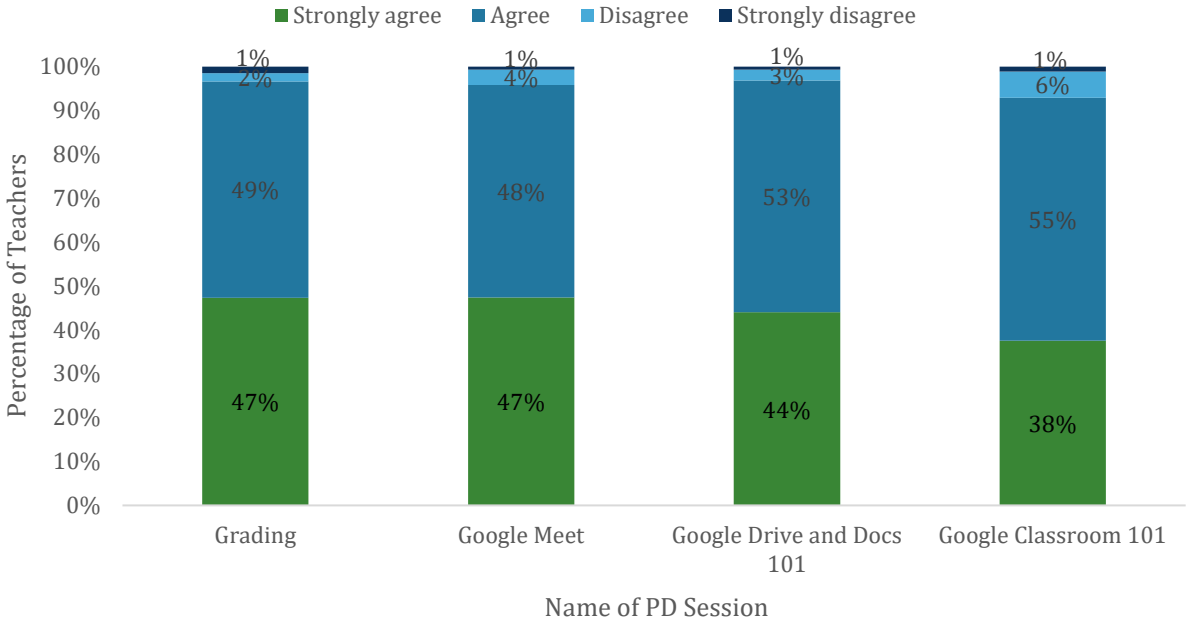
The District's Office of Teaching and Learning (OTL) administered surveys to teachers after professional development (PD) sessions to measure how useful the PDs were for teachers and how satisfied teachers were with the content of the PDs. Nearly 6,000 teachers (5,922) responded to the PD surveys. The majority of teachers who responded to the PD surveys agreed or strongly agreed that all four PDs on virtual instruction tools and strategies were an effective use of their time (90-95%, Figure 7).

Figure 7. Teacher responses to OTL PD survey question: "To what extent to you agree or disagree that today's session was an effective use of your time?"



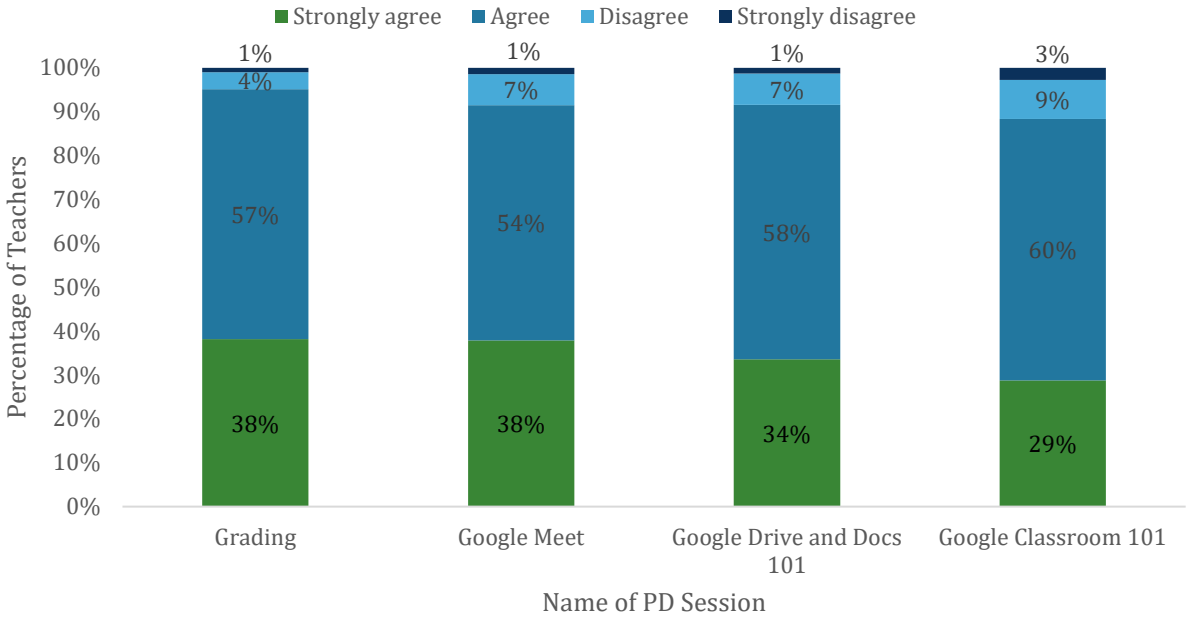
Most teachers (about 95%) who responded to the surveys also agreed or strongly agreed that they came away from each PD session with one strategy or tool they could use in their professional practice (Figure 8).

Figure 8. Teacher responses to OTL PD survey question: "To what extent do you agree or disagree that you have one strategy or tool to use in your professional practice?"



The majority of teachers who responded to the surveys also agreed or strongly agreed that, after the PDs, they had a better understanding of how to use the technologies to support online instruction (Figure 9). Nearly all teachers (95%) agreed or strongly agreed that after the PD, they had a better understanding of how to use the Grading Features in Google Classroom to assess student learning. Ninety-two percent of teachers agreed or strongly agreed that after the PD, they had a better understand of how to use Google Meet to engage in classroom meetings and digital learning with their students. Most (92%) teachers also agreed or strongly agreed that after the PD, they had a better understanding of how to use Google Drive and Docs to manage files and folders and uploading digital learning resources. Finally, 89% of teachers agreed or strongly agreed that after the PD, they had a better understanding of how to use Google Classroom to assign digital learning activities to their students.

Figure 9. Teacher responses to OTL PD survey question: "To what extent do you agree or disagree that you have a better understanding of the following virtual learning technologies after participating in the PD?"

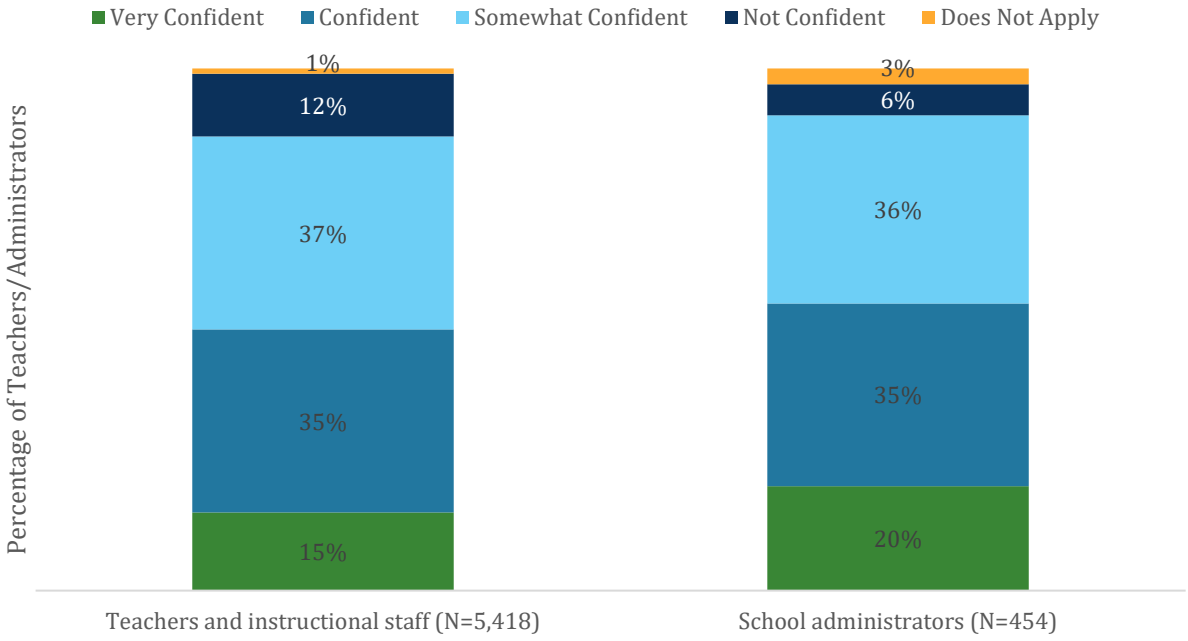


A majority of school-based staff (such as teachers and administrators) felt confident or very confident in their ability to engage students in a virtual environment (60%) and Google Classroom (78%) efficiently.

As part of the June 2020 Online Learning and School Reopening School-Based Staff Survey, school-based staff (such as teachers and administrators) were asked in mid-June to look back and identify how confident they were in their ability to implement online instruction during Phase 4 (planned instruction).

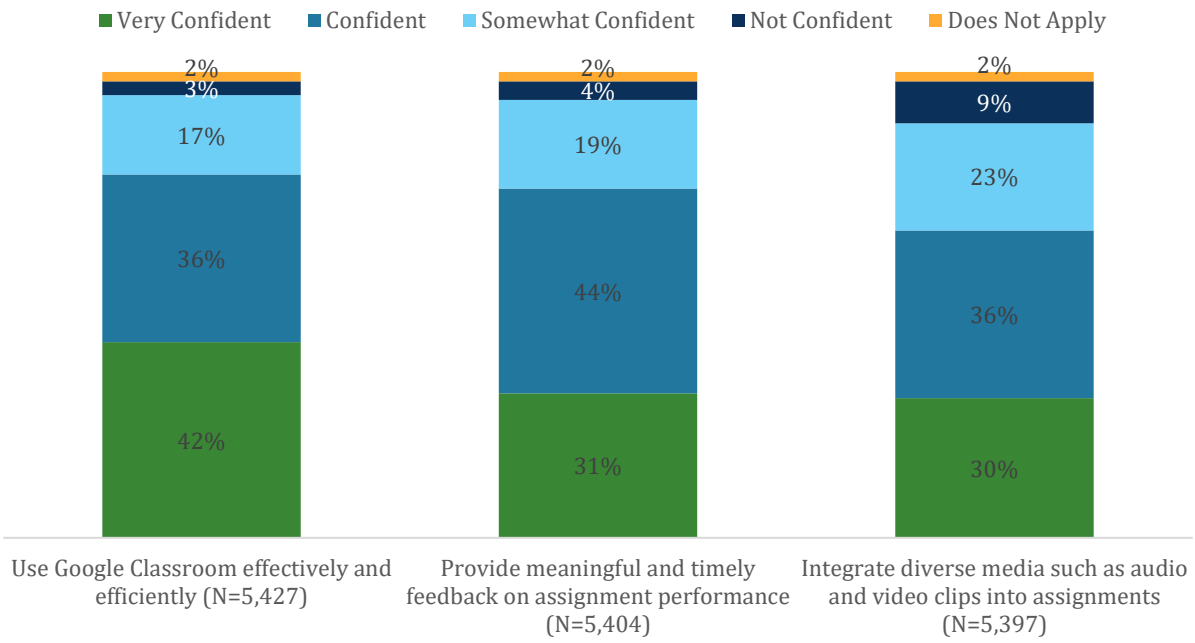
About 40% of teachers and school administrators reported that they were either not confident or only somewhat confident in their ability to engage students in a virtual environment (41% and 37%, respectively, Figure 10).

Figure 10. School-based staff responses to Online Learning and School Reopening survey question (June 2020): "How confident are you in your ability to motivate students to participate in virtual learning?"



About three-quarters (78%) of teachers felt confident or very confident in their ability to use Google Classroom effectively and efficiently (Figure 11). Only 3% of teachers did not feel confident at all in their ability to use Google Classroom. Fewer teachers reported confidence in their ability to integrate diverse media (such as audio and video clips) into assignments: 66% reported feeling either confident or very confident in this, and 9% reported that they were not confident in their ability to do this.

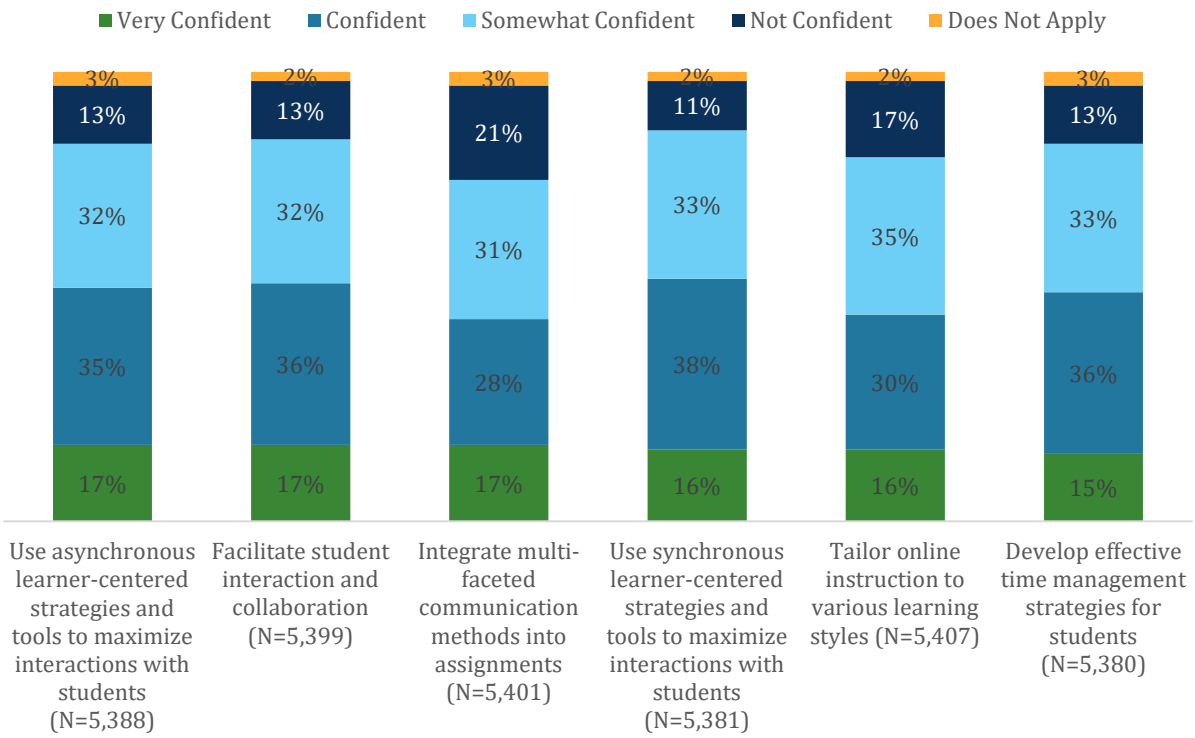
Figure 11. Teacher responses to Online Learning and School Reopening survey question (June 2020): "Currently, how confident do you feel in your ability to do the following?"



About half of teachers who responded to the June 2020 Online Learning and School Reopening Survey felt confident or very confident in other key aspects of online instruction.

Only about half of teachers reporting feeling confident or very confident with other key aspects of online instruction, including developing time management strategies for students, tailoring instruction to different learning styles, and using synchronous and asynchronous strategies (Figure 12).

Figure 12. Teacher responses to Online Learning and School Reopening survey question (June 2020): "Currently, how confident do you feel in your ability to do the following?"



In open-ended comments on the June 2020 Online Learning and School Reopening School-Based Staff Survey, teachers and instructional staff expressed that additional professional development and clearer communication when schools closed would have been helpful. Selected comments include:

> "Additional training on using technology and virtual teaching skills."
>
> "To increase clarity, there should be additional training that provides a more balanced approach of synchronous and asynchronous learning."
>
> "A professional development should have been set up guiding us through the expectations that were needed for virtual learning with more than 5 minutes at the end for a Q and A session. There were so many misunderstandings of what was expected."
>
> "Direct and specific professional development provided to address issues in communicating through the virtual platform-how to address student behavior, what to do when encountering social issues that extend beyond instruction (child abuse, perceived poverty, extensive support from parents (parents doing the work for their children)."

Summary of Key Findings for Expected Outcome 2:

- Over 275 professional development sessions on topics such as Google Classroom, Google Meet, and Google Docs were offered to teachers to assist with the transition to virtual instruction.

- Over 16,000 teachers participated in PDs about virtual instruction; generally, teachers reported positively about the usefulness of these PDs.
- About three-quarters (78%) of teachers and instructional staff felt confident or very confident in their ability to use Google Classroom effectively and efficiently.
- About 41% of teachers and instruction staff reported that they were either somewhat confident or not confident in their ability to engage students in a virtual environment.
- About half of teachers felt confident or very confident in their ability to use synchronous and asynchronous learner-centered strategies to engage with students; fewer teachers reported feeling confident or very confident tailoring online instruction to various learning styles.

Recommendations:

- Provide more and continued professional development on virtual instruction basics (such as Google Classroom) but also strategies for differentiating virtual instruction, using multiple methods of communication, identifying and incorporating compatible online programs into online instruction, and engaging students in the online environment.
- Provide professional development on expectations for staff and students, including behavior expectations for students.

3. Students and families were provided with a variety of resources to support learning.

The District's website, especially the Office of Family and Community Engagement (FACE) and the District's coronavirus information pages, were the primary sources of information for students and families during the Covid-19 school closures. The following District-created resources provided students and their parents/guardians with information and assistance relevant to the extended school closures and online learning:

- **Online Frequently Asked Questions (FAQs)**, including answers to questions about online teaching and learning, technology access, standardized testing, meal sites, etc. (https://www.philasd.org/faqs/);
- **Online Step-by-Step Guides Related to Virtual Learning**, with step-by-step "How To" guides for students and parents/guardians about using Chromebooks and iPads, Google Classrooms, Google Translate, and other distance learning tools (https://www.philasd.org/coronavirus/chromebooks/);
- **Parent & Family Technology Support Centers**, offering in-person technology assistance and repairs for students and parents/guardians available at two locations: the Education Center (Central Office) and the Fitzpatrick Annex Building;
- **Multiple Telephone Hotlines**, including the English-speaking District-staffed COVID Information Hotline, Family Tech Hotline, and Senior Hotline, as well as hotlines in nine

additional languages,[13] to provide students, families, and staff with live assistance (more information can be accessed at https://www.philasd.org/coronavirus/); and

- **Virtual Family Academy**, where live and pre-recoded webinars from the FACE Office were created, posted, and distributed to families via the FACE newsletter and social media to help families navigate virtual learning (https://www.philasd.org/face/recorded-sessions/).

In addition, schools communicated directly with students and families about online instruction through newsletters, emails, phone calls, and social media. The type and frequency of outreach and communication between school staff and students/families varied according to decisions made at each school.

More than 33,000 calls were received by staff answering the telephone hotlines.

The District opened multiple telephone hotlines to assist students, families, and staff during the extended school closure and online instruction period. In total, the hotlines received over 33,000 calls between March 16 and June 12 (Table 5).

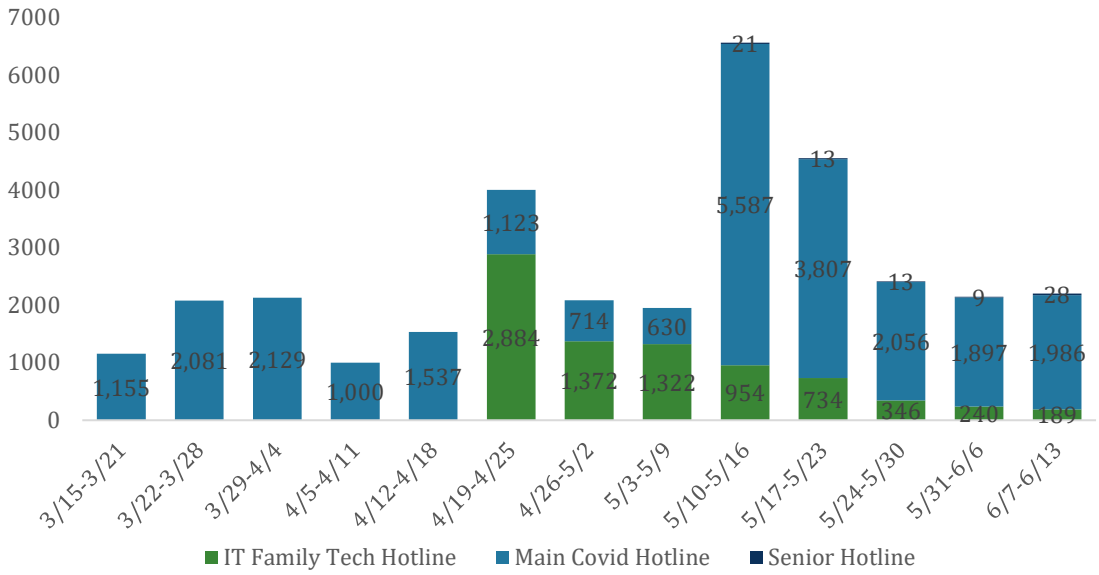
Table 5. Number of calls received by the three primary telephone hotlines

Hotline Name	Date Hotline Opened for Calls	Total Number of Calls Received (March 16 – June 12)
Main COVID Hotline & Language Hotlines	March 16, 2020	25,702
Family Tech Hotline	April 20, 2020	8,041
Senior Hotline	May 11, 2020	84
Total Calls		33,827

The main COVID Hotline, which was operated by the Family and Community Engagement (FACE) Office, received the most calls (25,702) compared to the other hotlines (Figure 13). In addition to operating an English-language phone line, the FACE Office also had staff answering hotlines in Albanian, Arabic, Chinese, French, Khmer, Portuguese, Russian, Spanish, and Vietnamese. FACE staff members would refer callers to other offices as appropriate, including the Office of Academic Supports.

[13] In addition to the main English hotline, hotlines were also available in Albanian, Arabic, Chinese, French, Khmer, Portuguese, Russian, Spanish, and Vietnamese.

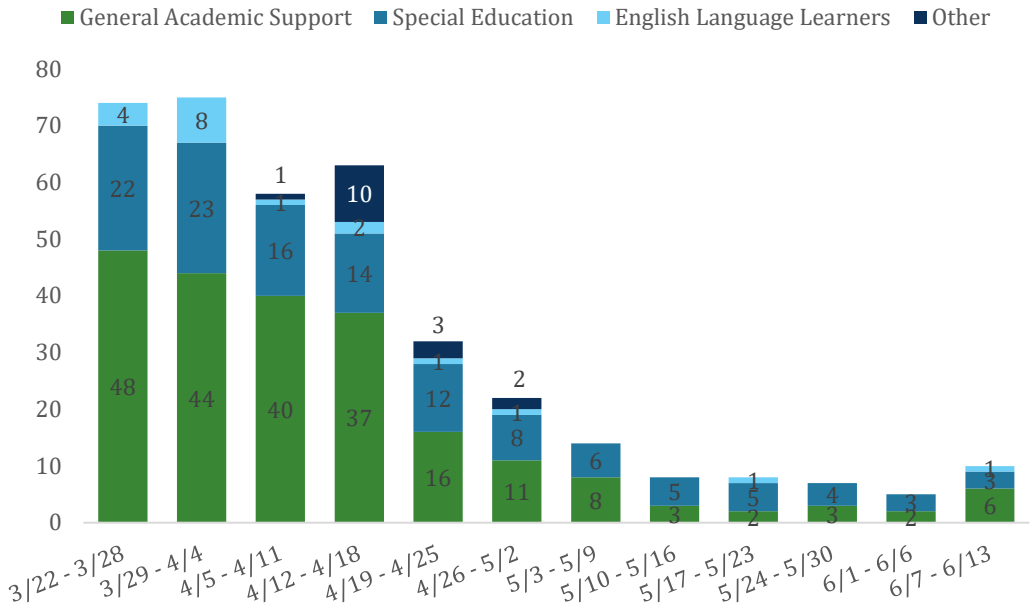
Figure 13. Number of telephone hotline calls received, by week



FACE staff answered the main COVID hotline and either answered the caller's question or referred the question to the appropriate office. Between March 16 and June 12, FACE staff made 376 hotline referrals to the Office of Academic Supports. Most often, these referrals were about English Learners (ELs), Special Education, or general academic support (Figure 14).[14]

[14] The Family Tech Hotline received calls about Chromebooks, Google Classroom, laptop repairs, and logins. The Senior Hotline received calls about dual enrollment, Career and Technical Education (CTE), and workforce and college readiness.

Figure 14. Telephone hotline topics referred to the Office of Academic Supports, by week



ORE analyzed the Academic referrals calls in more detail to better understand the types of assistance students, parents/guardians, and school staff requested. Of the 376 referrals to Academics over the course of the extended school closure, 246 calls came from parents, 26 came from teachers, and 10 came from students. The remainder of the calls came from social workers, external partners, and vendors.[15]

More callers requested information pertaining to elementary school students (70 calls) than middle or high school students (30 and 31 calls, respectively). Fourteen callers requested information or assistance pertaining to pre-Kindergarten.

Of the calls pertaining to English Learners (ELs),

- 11 calls were requesting learning and translation support for English Learner students, and
- 2 calls were about how to obtain or use Chromebooks.

Of the calls pertaining to students with Individualized Education Plans (IEPs)/Special Education,

- 52 calls were requesting learning support and specialized services for students with IEPs,
- 16 calls were about how to obtain or use Chromebooks,
- 14 calls were about a student's IEP evaluation meeting and/or results,

[15] In some cases, it was not possible to determine who the caller was, so the number of calls with an identified caller (i.e., parent, student, teacher) will not add up to the total number of referred calls.

- 12 calls were requesting use of Compensatory Education Funds,
- 5 calls were about teachers or school-based staff not responding to parental questions about supporting students with IEPs, and
- 2 calls were about grade-level promotion, specifically regarding the student's IEP.

Of the calls requesting general academic support,

- 66 calls were requesting assistance with student login access or technological support for Google Classroom,
- 31 calls were about how to obtain or use a District-issued Chromebook,
- 21 calls were reporting difficulties obtaining Learning Guides at designated pick-up sites,
- 17 calls were requesting learning support around Learning Guides and digital classrooms,
- 13 calls were about student registration or transfers,
- 10 calls were about Kindergarten registration,
- 14 calls were about Pre-Kindergarten registration,
- 6 calls were about on-time graduation for seniors,
- 4 calls were about the limited or lack of response (by phone or email) from teacher or school-based staff,
- 4 calls were about grade-level promotion,
- 2 calls were about a lack of internet in the caller's area,
- 2 calls were about support for the alternative education programs, and
- 2 calls were about grading.

Eight Family Academy Sessions were Offered to Help Families Navigate Virtual Learning

Starting in May, the FACE office created hour-long webinars to help families navigate virtual learning during the extended school shutdown. These webinars aired live and were later posted to the Virtual Family Academy (via YouTube), which is located on the District's website. The webinars were facilitated by school district content experts and the topics of the webinars were selected based on frequently asked questions. A total of 582 people viewed the webinars live, and the webinars were viewed an additional 339 times online (Table 6).[16]

[16] As of 07/13/2020.

Table 6. Family Academy Sessions offered, descriptions, and number of views as of 7/13/2020

Webinar Title	Description	Number of Live Participants	Number of Online Views
Understanding Remote Learning for Families[17]	In this session, parents and guardians will learn about five quick strategies that can be used at home for students of all ages in a remote learning environment. Additionally, we will share with parents and guardians the expectations for grading, participation, and learning time so that they can best support their children.	168	94
Google Classroom Fundamentals for Families	During this session, participants will learn the basic features of Google Classroom, such as completing and turning in assignments, in order to support children with digital learning.	75	86
District Dell Chromebooks: An Introduction for Parents	During this session, participants will learn the basic features of District Dell Chromebooks distributed by the District, including using them to access Google Classroom, in order to support children with digital learning.	37	28
District HP Chromebooks: An Introduction for Parents	During this session, participants will learn the basic features of the new HP Chromebooks distributed by the District, including using them to access Google Classroom, in order to support children with digital learning.	32	14
Continuity of Education and Special Education Services	The session will provide an overview to families of the instructional supports and related services that are being offered as a part of the District's Continuity of Education plan. In this session, parents will also be provided with information regarding how the District is handling individual education plan meetings and evaluations remotely.	51	14

[17] Understanding Remote Learning and Google Classroom Fundamentals were also offered in Albanian, Arabic, Chinese, Spanish, Khmer, and Portuguese. Attendance counts for non-English language sessions are included in the Understanding Remote Learning attendance total.

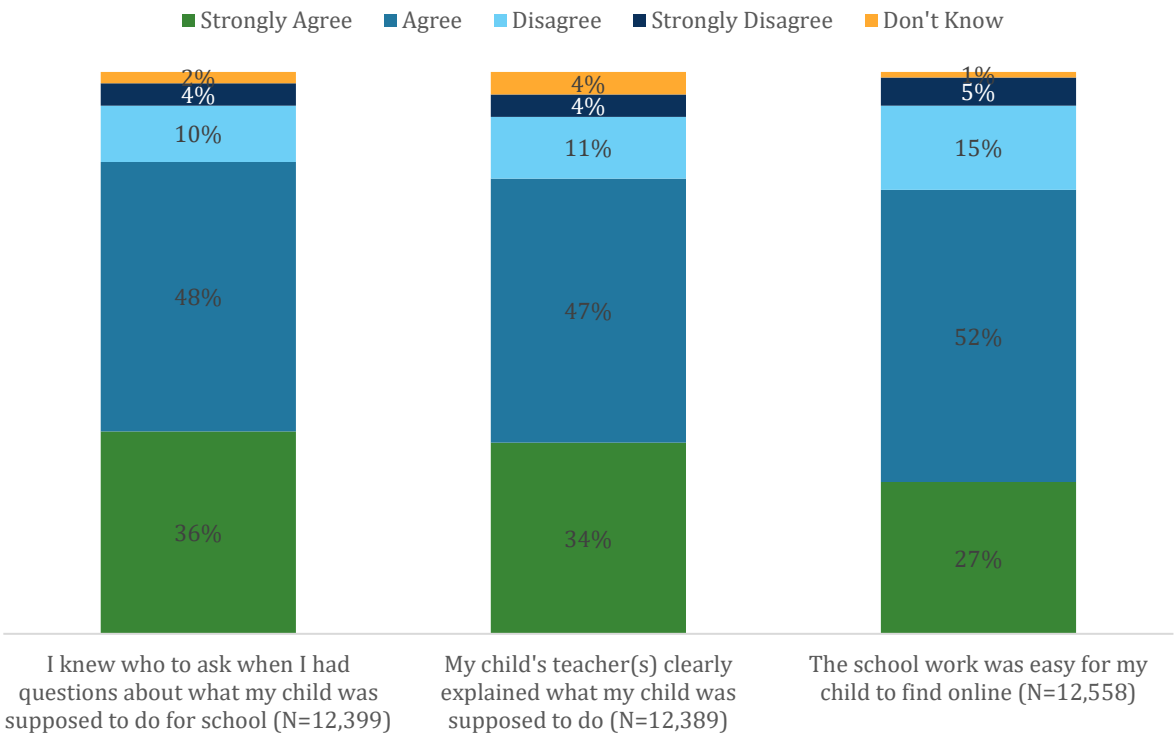
Webinar Title	Description	Number of Live Participants	Number of Online Views
Summer Programs: What the School District is Offering During Covid-19[18]	This workshop will provide an overview of summer programs hosted by the School District of Philadelphia. During this workshop, parents will be provided a brief overview of available programs and their requirements.	146	89
Senior Support: Uplifting the Class of 2020	It has been a challenging end of the school year for the class of 2020. During this workshop, parents will learn about current and future resources in place to support the class of 2020.	35	4
Supporting Families with Positive Behavioral Interventions and Supports (PBIS) at Home	Over 25,000 schools have embraced Positive Behavioral Interventions and Supports (PBIS) as a highly effective way to build children's social-emotional-behavioral skills and reduce challenging behaviors. This session will review some recommendations for families and caregivers on how to use PBIS to support their children's social and emotional growth and minimize behavioral disruptions in the home.	38	10
Total		**582**	**339**

The majority of parents/guardians who completed the June 2020 Online Learning and School Reopening Survey said they knew who to ask when they had questions about schoolwork (84%), the teacher clearly explained schoolwork (81%), and the schoolwork was easy for their child to find online (79%).

The Online Learning and School Reopening Survey (June 2020) asked parents and guardians about communication during the extended school shutdown. The majority of parents/guardians who responded to the survey (approximately 10% of all parents/guardians in the District) agreed or strongly agreed that they knew who to ask when they had questions about their child's schoolwork, that their child's teacher clearly explained schoolwork, and that schoolwork was easy for their child to find online (84%, 81%, and 79%, respectively; Figure 15).

[18] Summer Programs and HS Senior Support were also offered in Albanian, Arabic, Chinese, Spanish, Khmer, and Portuguese. Attendance counts for non-English language sessions are included in the Summer Programs attendance total.

Figure 15. Parent/guardian responses to Online Learning and School Reopening survey question (June 2020): "How much do you agree with the following?"



However, in open-ended feedback, some parents/guardians shared negative experiences with the communication around technology and online learning:

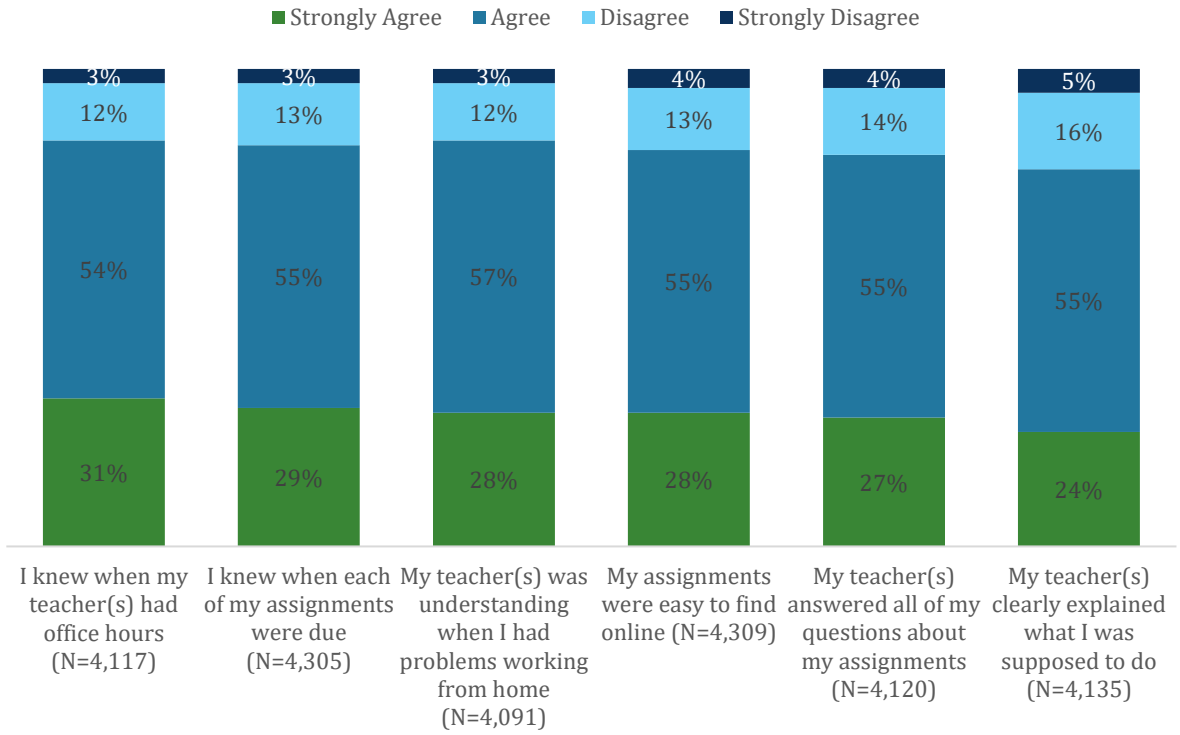
> "Hard to find material, too many links once in Google classroom."

> "Teachers should use a uniform method to distributing schoolwork and tracking it. All schoolwork should be posted in the 'to do' list in Google classroom. All schoolwork should be found or linked to in Google classroom. All communication between teachers, students, and parents should be done via Google classroom. There are way too many methods to keep track of, and it shouldn't require a thirty-minute search to find assignments."

Most students who responded to the Online Learning and School Reopening Survey responded positively to questions about virtual learning.

Most students who responded to the Online Learning and School Reopening Student Survey responded positively to questions about virtual learning (Figure 16). For example, 85% of students agreed or strongly agreed that they knew when their teachers had office hours. Over 80% of students agreed or strongly agreed that their assignments were easy to find online and that they knew when assignments were due (83% and 84%, respectively). A slightly smaller percentage of students (79%) agreed or strongly agreed that their teachers clearly explained what they were supposed to do.

Figure 16. Student responses to Online Learning and School Reopening survey question (June 2020): "How much do you agree with the following?"



Summary of Key Findings for Expected Outcome 3:

- In total, the main COVID (and language), technology, and senior hotlines received over 33,000 calls.
- FACE staff forwarded 376 hotline calls from the main COVID hotline to Academics for additional support around online learning and access to technology, assisting Special Education students, and assisting English Learners.
- 8 Virtual Family Academy webinars were viewed 339 times on YouTube; 582 people attended these sessions "live" online.

Recommendations:

- Continue to offer and publicize hotlines.
- Track call details for all hotlines additional FAQs can be created as needed.
- Continue to offer and publicize FACE Virtual Family Academy webinars.
- Simplify/streamline expectations for and communication about online learning to students and families.

4. District students' engagement in planned instruction was tracked in a variety of ways.

Student Participation Data

Participation was recorded beginning in Phase 2 of the Continuity of Education Plan.

- **Phase 1 (March 16-March 27)**: Student participation was not recorded.
- **Phase 2 (March 30-April 17)**: Student participation was tracked in three ways. The primary metric for tracking participation was teacher and student-recorded information of weekly participation in the Student Information System (SIS). Two other ways to indicate participation were through Naviance and Online Adaptive Programming (OAP) log-ins. We calculated participation as the percentage of students who were recorded in any participation metric out of the total number of students enrolled.
- **Phase 3 (April 20-May 1)**: Same as Phase 2.
- **Phase 4 – Planned Instruction (May 4-June 12)**: Same as Phases 2 and 3.

84% of students were recorded as participating in the Student Information System between May 4 and June 12. There were variations in participation rates according to school type, Network, grade level, and student race/ethnicity.

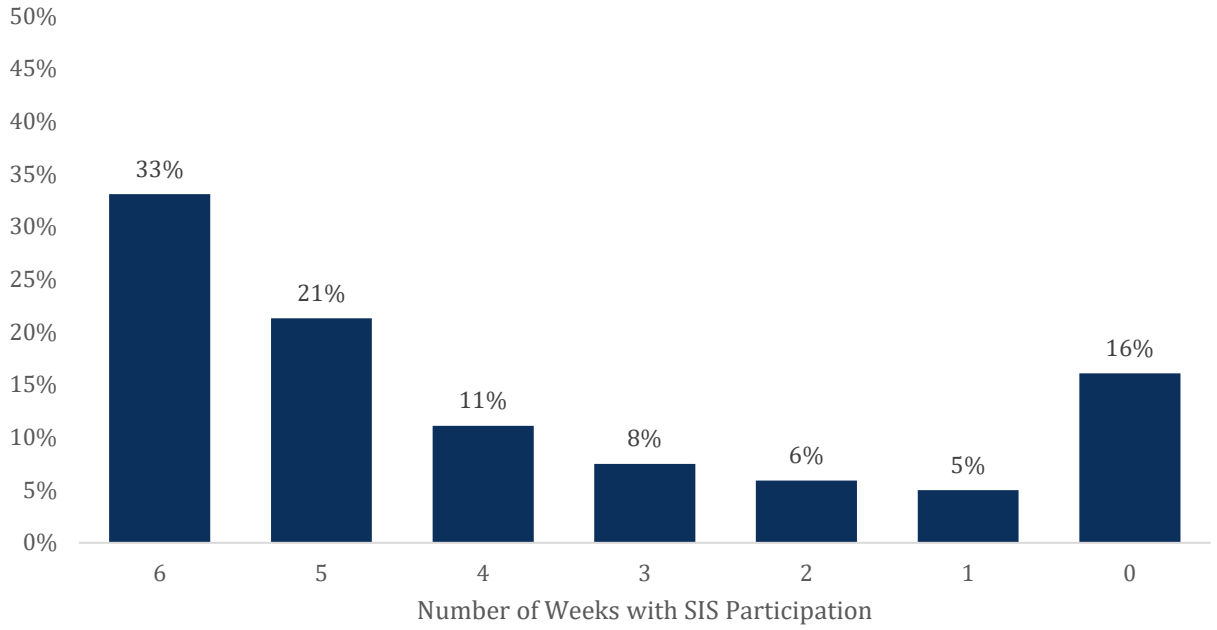
For most students, student participation was recorded by the student or teacher indicating participation in the Student Information System (SIS). Participation could be recorded in three ways: students' self-confirmation of class participation, teachers' confirmation of class participation, or both student and teacher confirmation of class participation as recorded in the SIS. To count toward the weekly participation metric defined in the Continuity of Education Plan, students needed to have at least one SIS participation record per week of any kind (self-confirmed, teacher-confirmed, or self- *and* teacher-confirmed).

Out of 128,338 students enrolled, 107,699 (84%) were recorded in the SIS as having participated[19] in an attendance-bearing course[20] at least one week during the planned instruction phase (May 4 – June 12). Of the students who participated (N=107,699) at all in Phase 4, about 40% (N=42,539) participated all six weeks and another 25% (N=27,335) participated five of the six weeks. This means that if students participated at all, they often participated for at least five of the six weeks of Phase 4 (Figure 17).

[19] Participation data only include students rostered to at least one attendance-bearing course in the SIS. Schools with no students in attendance-bearing courses are not included (i.e., Gateway to College, Franklin EOP, Northeast EOP, and South Phila EOP).

[20] Participation counts all students who have at least one instance of participation (student-reported, teacher-reported, or both) recorded in the SIS for the week.

Figure 17. Percentage of students and number of weeks they participated based on SIS log-ins (n=128,338 students)

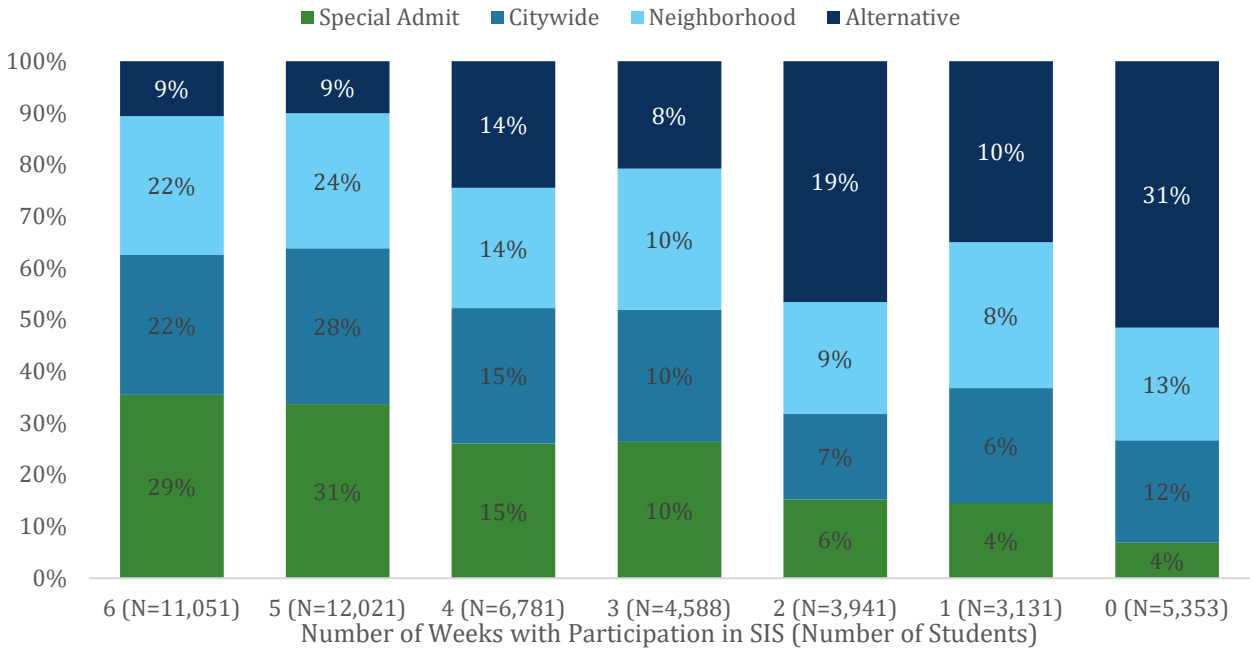


SIS participation levels varied across school type[21] and Network.

Middle and high school students in Special Admission schools participated at higher rates than their peers at Citywide, Neighborhood and Alternative Schools. While 29% of Special Admission students participated all six weeks, only 22% of Neighborhood and Citywide students did. When looking at the percentage of students who participated five weeks or more, the gap between school types becomes more apparent. The percentage of students who met the five week or more metric for Special Admission, Citywide, and Neighborhood was 60%, 50%, and 46%, respectively (Figure 18).

[21] There are three types of SDP High Schools: Neighborhood schools; Citywide admission schools; and Special Admission schools. In order to attend a Citywide or Special Admission high school, students must participate in the school selection process, which occurs each fall for the following year's enrollment. All students are highly encouraged to participate in the school selection process; however, those who do not participate must attend their neighborhood school.

Figure 18. Percentage of students by the number of weeks participated based on SIS log-ins, by school type (high, middle, and middle-high schools only) (n=46,866)

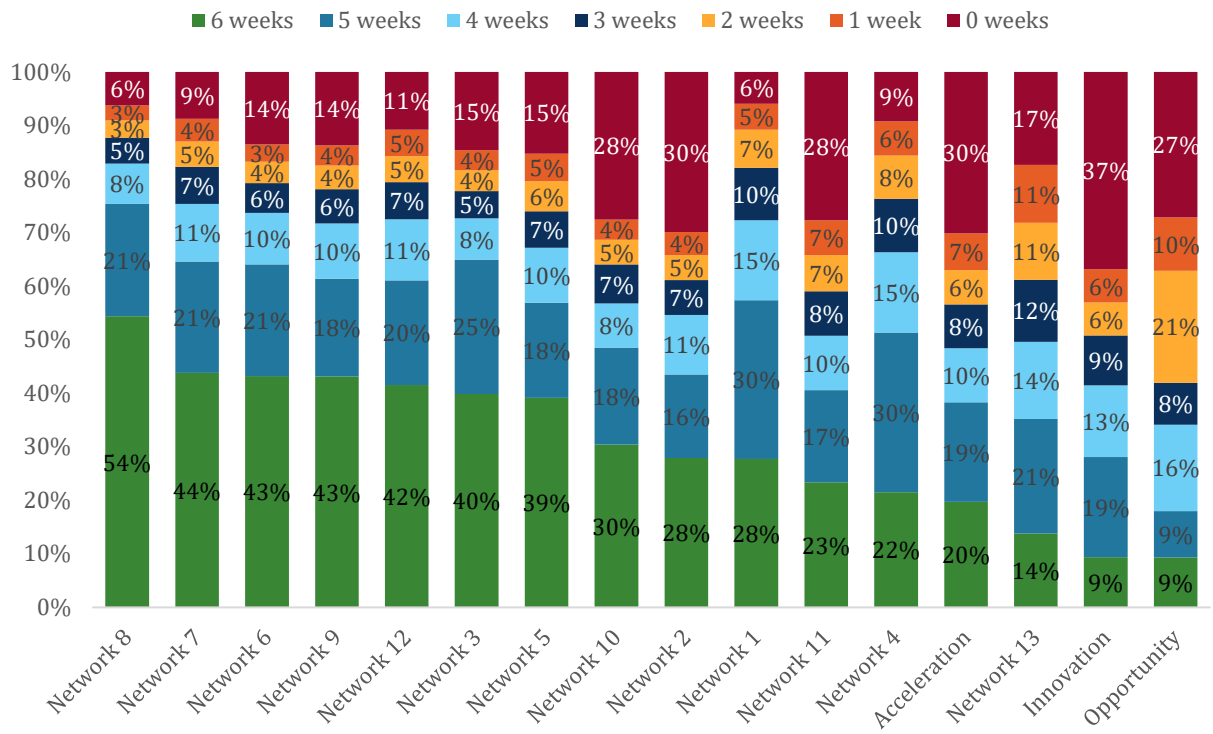


How to read this figure: Each bar represents the population of middle and high school District students grouped according to the number of weeks they participated in SIS and the percentage enrolled in each of the different types of middle and high schools. For example, 29% of students who participated all six weeks were students enrolled in Special Admission schools (green section of first bar).

There were also variations in student participation across Networks (Figure 19).[22] There was only one Network where over 50% of students participated at least once for each of the six weeks, Network 8. Network 8 is comprised of middle, elementary-middle, and elementary schools located in the Northeast section of the city. The three Networks where less than 20% of students met the six-week participation metric were Network 13, Innovation Network, and Opportunity Network. All but one of the schools (Crossroads at Hunting Park) in these Networks are middle, middle-high, or high schools. Additionally, the Innovation and Opportunity Networks include all of the Alternative Education schools, which provide non-traditional/alternative educational options for out-of-school youth, students who are significantly at risk for dropping out, and students who are subject to disciplinary transfer. Network 13 is made entirely of Neighborhood high schools.

[22] Network groupings presented in this report represent the 2019-20 Network configurations.

Figure 19. Percentage of students in each Network who were recorded as participating in 0-6 weeks of online instruction



How to read this stacked bar chart: Each bar represents the total population of District students in each Network and the percentage participating 0-6 weeks as recorded in the SIS. Networks have been organized in descending order by the percentage of students who were recorded as participating in six weeks of online instruction. For example, 54% of Network 8 students were recorded as participating in six weeks of online instruction (green section of first bar).

Participation varied by grade level, with seventh- and eighth-grade students having the lowest levels of participation.

Across grade levels, students in grades 7-8 had the lowest levels of participation while students in grades 10-12 had the highest. For elementary students (K-5), students in grades 1-3 had higher levels of participation compared to students in grades K, 4, and 5 (Table 7).

Table 7. Number and percentage of students with any participation based on SIS log-ins, by grade level

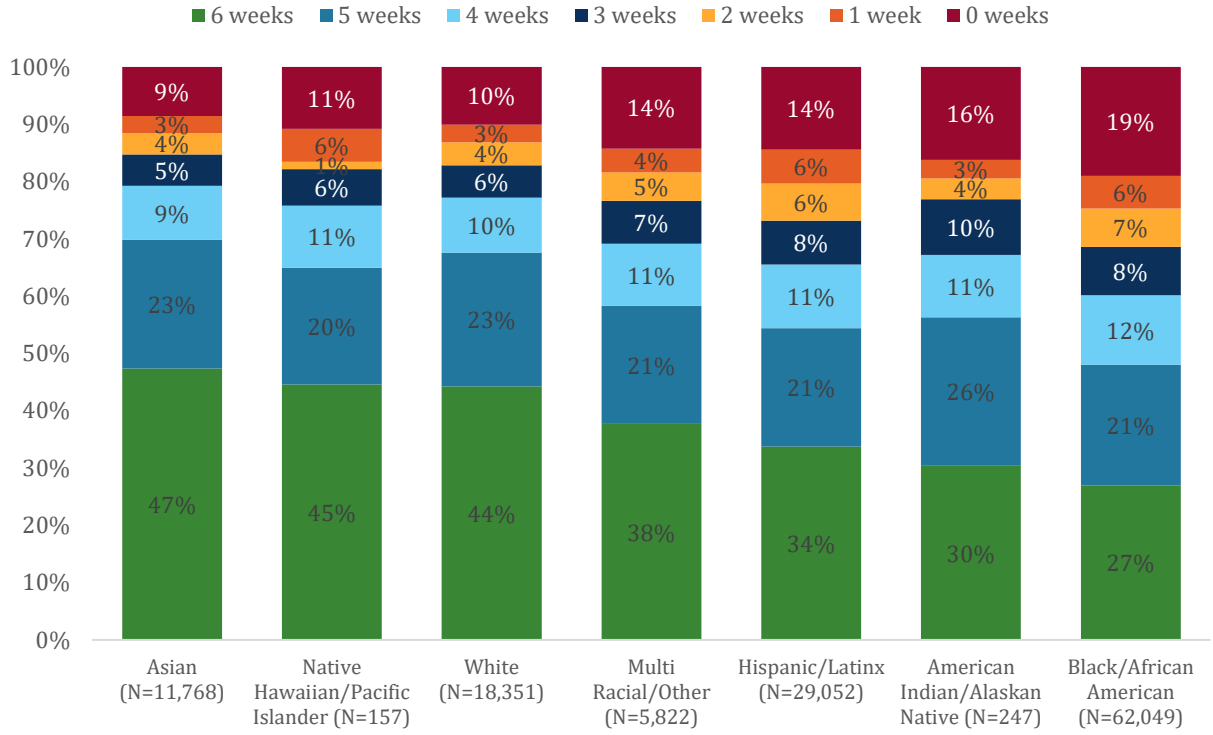
Grade	Number of Students Participating	Percentage of Students Participating
Kindergarten	8,489	84%
1	8,957	86%
2	8,881	86%
3	8,888	86%
4	8,734	83%
5	8,635	85%
6	7,937	82%
7	7,789	80%
8	7,181	80%
9	9,094	86%
10	8,507	87%
11	7,263	87%
12	7,306	87%

Note: Students are counted as participating if they participated at least once at any point during Phase 4.

SIS participation varied by student race/ethnicity.

Black/African American students were recorded as participating at lower rates compared to students of other race/ethnicities. When looking at weekly participation, Black/African American students had the lowest rate of six-week participation (27% compared to 47% of Asian and 44% of White students). When looking at the percentage of students who participated for at least five weeks by racial/ethnic group, Black/African American students are the only group under 50% (Figure 20).

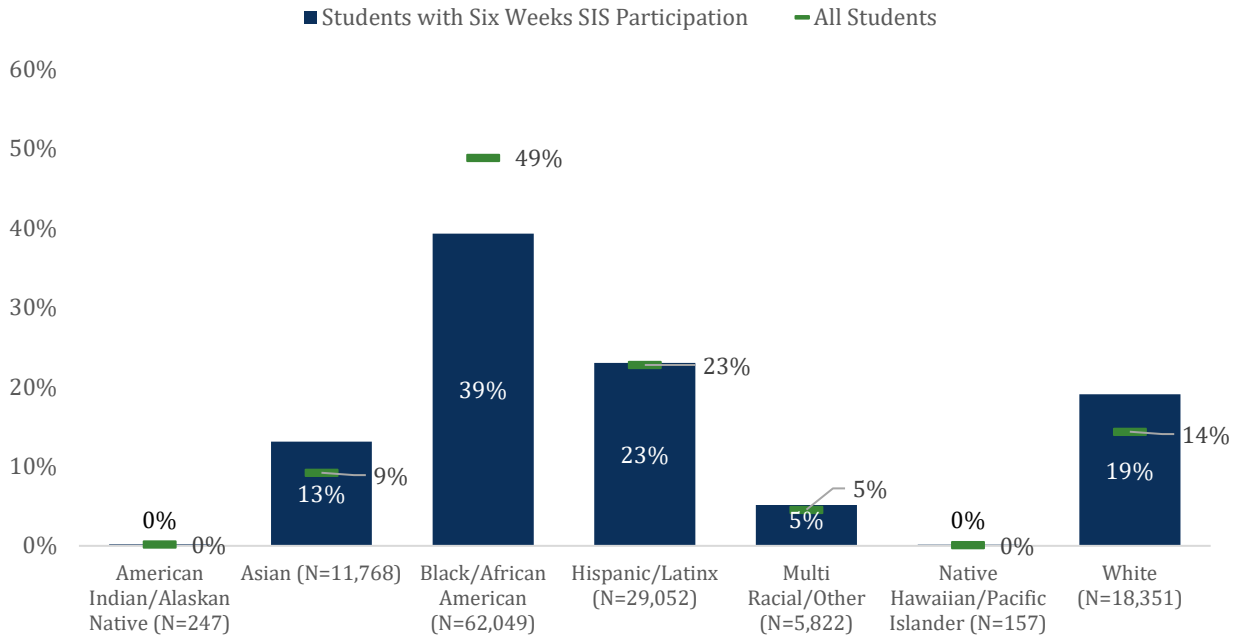
Figure 20: Percentage of students in each racial/ethnic subgroup and the number of weeks of participation recorded in the SIS



How to read this stacked bar chart: Each bar represents the total population of District students in each race/ethnicity subgroup and the percentage participating 0-6 weeks as recorded in the SIS. Student groups have been organized in descending order by the percentage of students who were recorded as participating in six weeks of online instruction. For example, 47% of Asian students were recorded as participating in six weeks of online instruction (green section of first bar).

There was disproportionality in student participation (as recorded in the SIS) for all six weeks (Figure 21). Disproportionality occurs when students with a specific characteristic are overrepresented or underrepresented in a sub-group (in this case, students with six weeks of participation data in the SIS) compared to the degree to which students with that characteristic are represented in the overall population (students enrolled in SDP). In a case where there was no disproportionality, the percentage of students with participation data in each subgroup would be equal to the percentage of students enrolled in SDP overall, shown in the following figures as the green dash being the same height as the blue bar.

Figure 21. The percentage of each racial/ethnic subgroup of students in the District (green dash) and the percentage of students in each racial/ethnic subgroup who participated all six weeks based on SIS log-ins in Phase 4 in each group (blue bar)



How to read this bar chart: This chart uses bars and lines to indicate whether any student group was over- or underrepresented among the students with 6 weeks of participation recorded by the SIS; such over- or under-representation is also referred to as disproportionality. The green dashes represent the percentage of students in each racial/ethnic group in the entire student population (green dashes add to 100%). The blue bar indicates the percentage of students in each racial/ethnic group with six weeks of participation recorded in the SIS. If the students who participated for six weeks were proportional to the overall student population, then the green dash would be the same height as the blue bar. Black/African American students were disproportionately underrepresented in the group of students who participated in six weeks of online instruction, while White and Asian students were disproportionately overrepresented in the group of students who participated in six weeks of online instruction.

The trend of disproportionality of participation also holds when looking at the percentage of students by race/ethnicity who had any SIS-recorded log-ins at any point over the six weeks of planned online instruction. Compared to 91% of Asian students and 90% of White students, 81% of Black/African American students logged in to the SIS at any point over the six weeks (Table 8).

Table 8. Number and percentage of students with any recorded participation in the SIS, by race/ethnicity

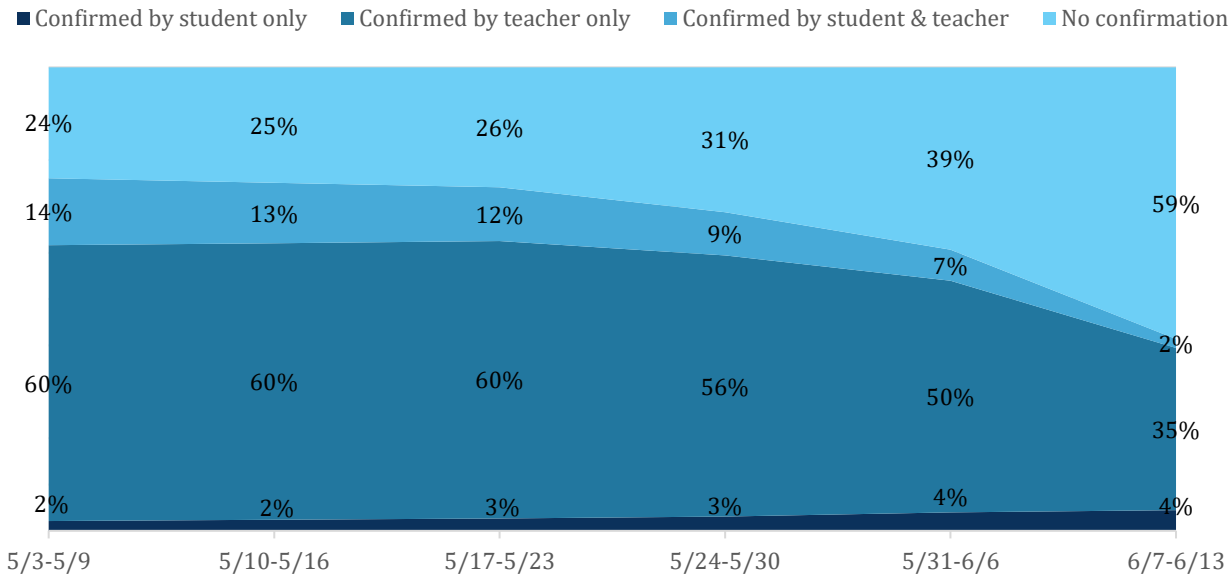
Race/Ethnicity	Number of Students Participating	Percentage of Students Participating
American Indian/ Alaskan Native	207	84%
Asian	10,758	91%
Black/African American	50,247	81%
Hispanic/Latinx	24,851	86%
Multi-Racial/Other	4,992	86%
Native Hawaiian/ Pacific Islander	140	89%
White	16,504	90%

Note: Students are counted as participating if they participated at least once at any point during Phase 4.

The percentage of students recorded as participating in the SIS declined from the beginning to the end of the six-week planned instruction period.

Fewer students were recorded as having participated each week during the six-week period of planned instruction (May 4 – June 12). Overall, there was a 35-percentage point drop in student participation between week one and week six (Figure 22 and Table 9).

Figure 22. Student participation based on SIS log-ins, by week and participation confirmation type



How to read this area chart: This chart uses lines and shading to indicate the percentage of students who were recorded as participating in the SIS each week and how their participation was confirmed. Each week, the percentages along the y-axis add up to 100%. For the week of May 3, 2% of students had student-only confirmation, 60% of students had teacher-only confirmation, and 14% of students had both student and teacher confirmation. The remaining 24% of students did not have any recorded participation.

Table 9. Percentage of students with recorded participation in the SIS

Week	Percentage of Students Participating	Percentage of Students Not Participating
5/3-5/9	76%	24%
5/10-5/16	75%	25%
5/17-5/23	74%	26%
5/24-5/30	69%	31%
5/31-6/6	62%	38%
6/7-6/13	41%	59%

A small percentage of students logged into the Naviance system during Phase 4.

Naviance is a commercial online tool purchased by SDP designed to support students in completing a variety of college and career readiness activities. Naviance supports students across multiple objectives, including researching and applying to colleges. There is also a suite of modules that help students learn about post-graduation options and the steps required to pursue those options. School personnel can give students assignments, or "tasks," and the platform is capable of capturing information about whether these tasks are completed. To be sure that we were capturing all kinds of student participation during Phase 4 (including students who may not have been recorded as participating in the SIS), we collected information from the Naviance platform about student log-ins. The number of students with Naviance logins during the six-week planned instruction period ranged from a low of 2,162 log-ins in week 6 to a high of 5,485 log-ins in week 3 (Table 10).

Table 10. Number and percentage of students logging in to Naviance, by week

Week	Number of Students Logging In	Percentage of Students Logging In
5/3-5/9	4,458	3.5%
5/10-5/16	5,102	4.0%
5/17-5/23	5,485	4.3%
5/24-5/30	4,242	3.3%
5/31-6/6	3,403	2.7%
6/7-6/13	2,162	1.7%

Students logged into iReady and Edgenuity during Phase 4.

Two of the most commonly used online adaptive programs (OAP) in SDP schools are iReady and Edgenuity. Login data for these two programs during the six-week Phase 4 period show a similar trend to the other login metrics, with the number of students logging in decreasing over time (Table 11).

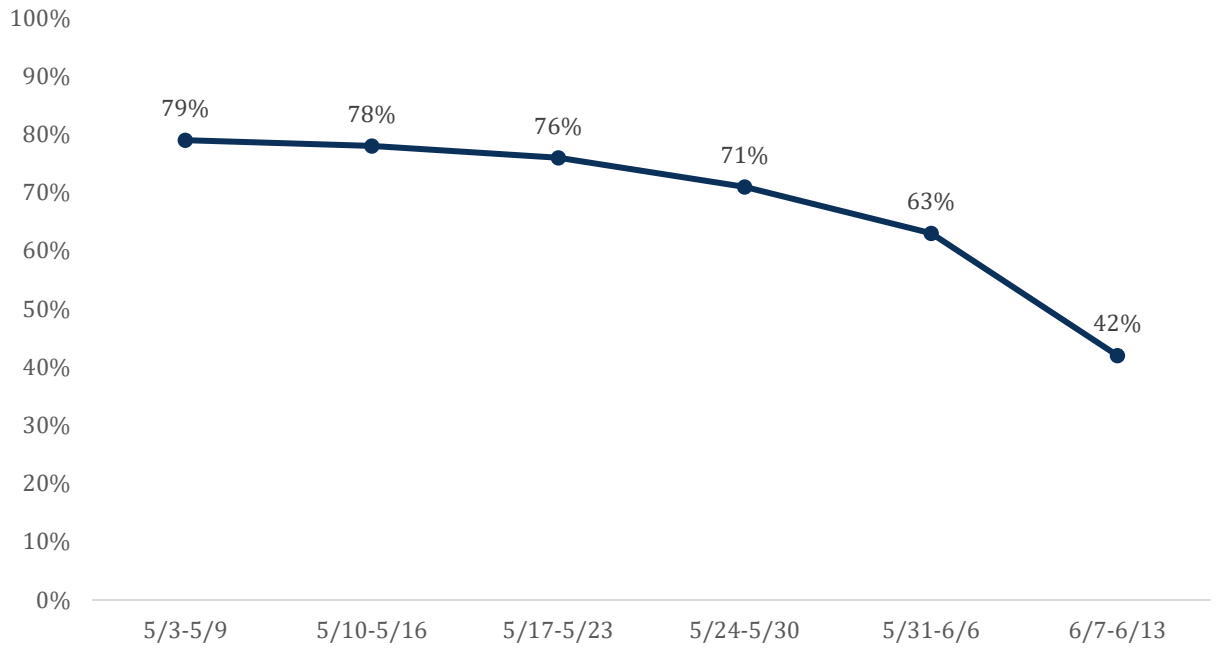
Table 11. Number of student logins to Edgenuity and iReady, by week

Week	Number of Edgenuity Student Logins	Number of iReady Student Logins
5/3-5/9	1,217	21,387
5/10-5/16	1,113	19,873
5/17-5/23	1,089	18,663
5/24-5/30	1,067	15,987
5/31-6/6	892	13,493
6/7-6/13	414	8,203

Overall, student participation of any kind declined from 79% of students in week 1 (5/3-5/9) to 42% of students in week 6 (6/7-6/13) during Phase 4 (Planned Instruction).

Student participation (as recorded in the SIS, through Naviance log-ins, or through iReady/Edgenuity log-ins) decreased over the course of Phase 4, with the largest decrease occurring between weeks 5 and 6 (Figure 23).

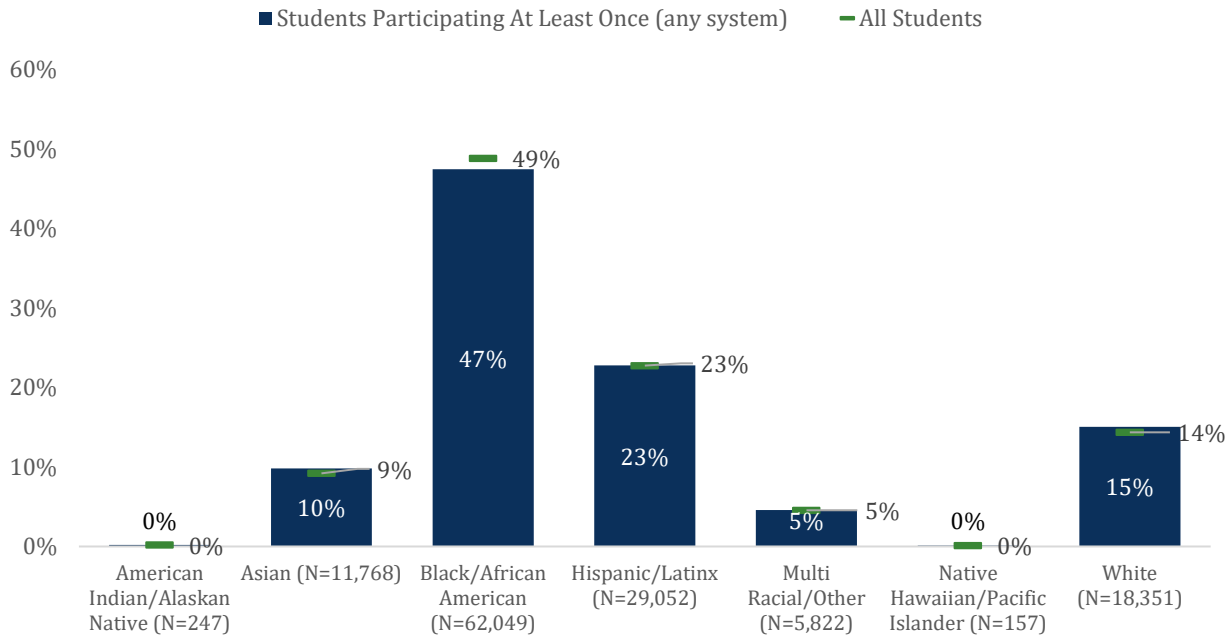
Figure 23. Percentage of students meeting any participation metric over the course of Phase 4



The figures below can be used to determine if there was disproportionality in student participation by racial/ethnic group (Figure 24), economic disadvantage (Figure 25), English Learner status (Figure 26) and Special Education status (Figure 27). Disproportionality occurs when students with a specific characteristic are over or under represented in a sub-group (in this case, students with any participation data) compared to the degree to which students with that characteristic are represented in the overall population (students enrolled in SDP). In a case where there was no

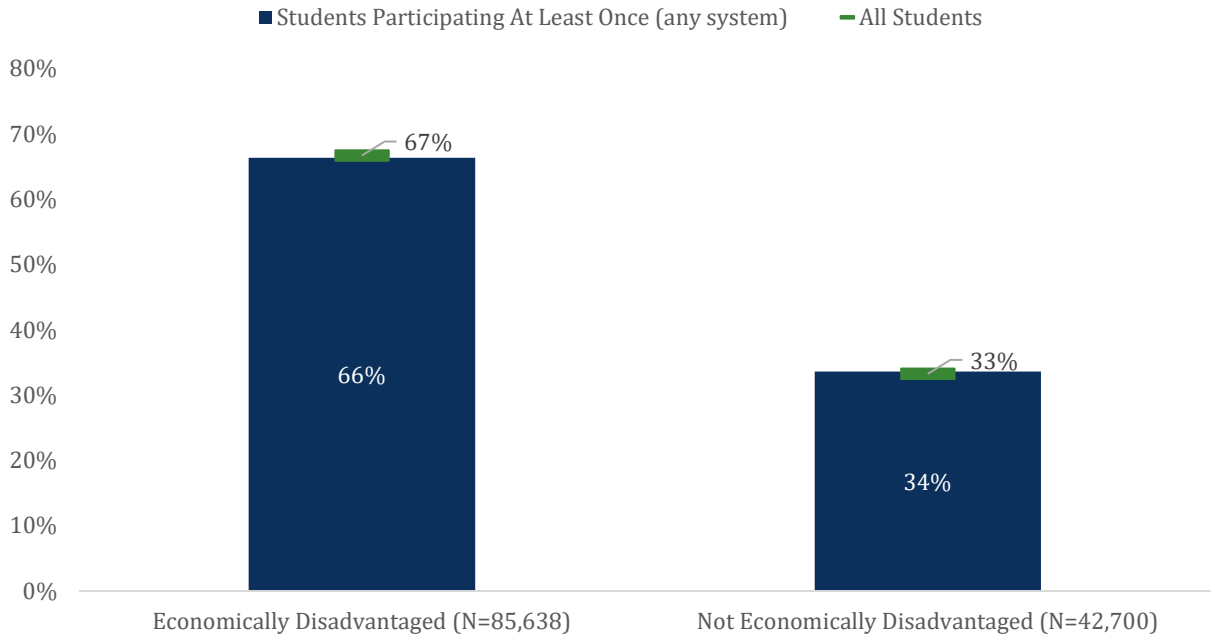
disproportionality, the percentage of students with any record of participation data would be equal to the percentage of students enrolled in SDP overall. Overall, there was slight underrepresentation of Black/African American students and overrepresentation of Asian and White students when looking at any participation metric, but proportional participation according to economic disadvantage status, English Learner status, and special education status.

Figure 24. The percentage of each racial/ethnic subgroup of students in the District (green dash) and the percentage of students in each racial/ethnic subgroup who were recorded as participating at any point in Phase 4 in each group (blue bar)



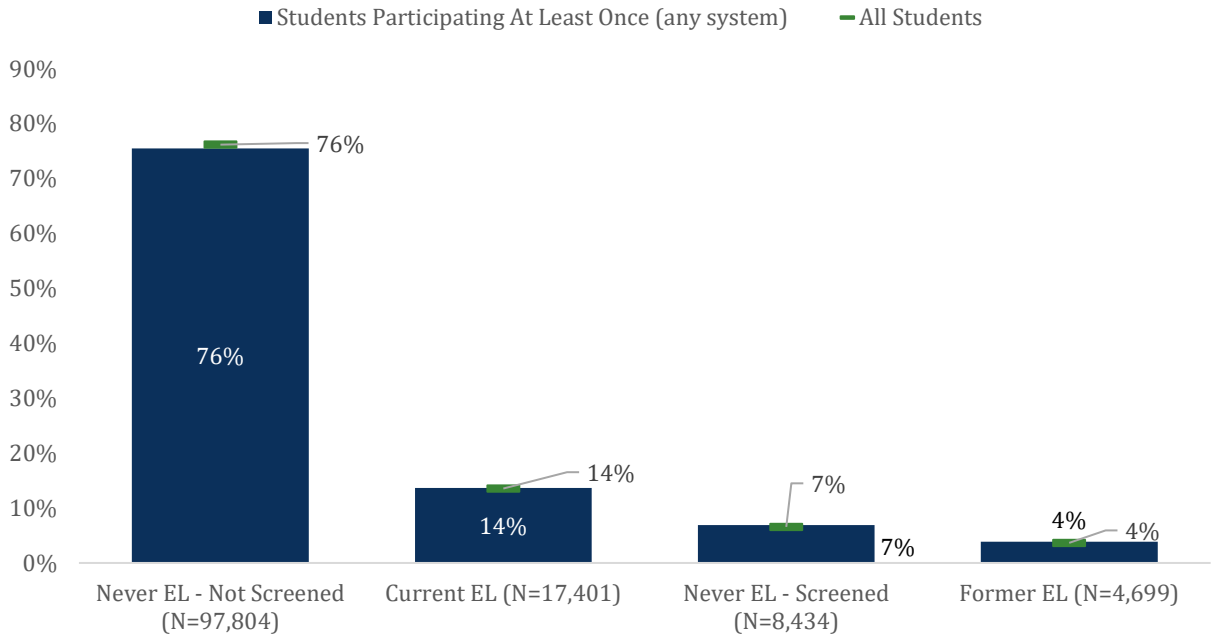
How to read this bar chart: This chart uses bars and lines to indicate whether any student group was over- or underrepresented among the students with any participation as recorded by in any system; such over- or under-representation is also referred to as disproportionality. The green dash represents the percentage of students in each racial/ethnic grouping in the entire student population (dashes add to 100%). The blue bars indicate the percentage of students in each racial/ethnic group with any participation recorded in any system (SIS, Naviance, iReady, or Edgenuity). If the students who participated were proportional to the overall student population, then the green dash would be the same height as the blue bar. Black/African American students were slightly disproportionately underrepresented in the group of students who participated at all with online instruction while White and Asian students were slightly disproportionately overrepresented in the group of students who participated at all with online instruction.

Figure 25. The percentage of economically disadvantaged and non-economically disadvantaged students in the District (green dash) and the percentage of economically disadvantaged and non-economically disadvantaged students who were recorded as participating at any point in Phase 4 in each group (blue bar)



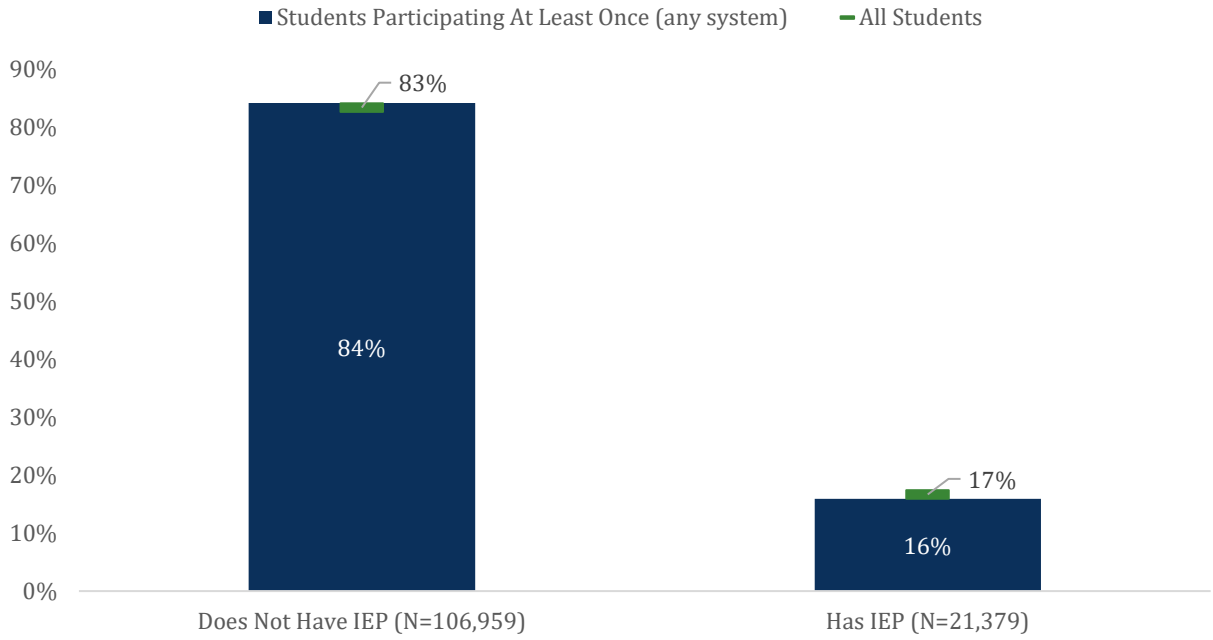
How to read this bar chart: This chart uses bars and lines to indicate whether any student group was over- or underrepresented among the students with any participation as recorded by in any system; such over- or under-representation is also referred to as disproportionality. The green dashes represent the percentage of students in each economic status grouping in the entire student population (green dashes to 100%). The blue bar indicates the percentage of students in each economic status group with any participation recorded in any system (SIS, Naviance, iReady, or Edgenuity). If the students who participated were proportional to the overall student population, then the green dash would be the same height as the blue bar. There is no disproportionality between economically disadvantaged and non-economically disadvantaged students.

Figure 26 The percentage of students by EL status in the District (green dashes) and the percentage of students who were recorded as participating at any point in Phase 4 in each group (blue bar)



How to read this bar chart: This chart uses bars and lines to indicate whether any student group was over- or underrepresented among the students with any participation as recorded by in any system; such over- or under-representation is also referred to as disproportionality. The green dashes represent the percentage of students in each in the entire student population (dashes add to 100%). The blue bar indicates the percentage of students in each group with any recorded participation during Phase 4. There was no disproportionality in participation by EL status.

Figure 27. The percentage of students with and without IEPs in the District (green dash) and the percentage of students who were recorded as participating at any point in Phase 4 in each group (blue bar)



How to read this bar chart: This chart uses bars and lines to indicate whether any student group was over- or underrepresented among the students with any participation as recorded by in any system; such over- or under-representation is also referred to as disproportionality. The green dashes represent the percentage of students in each group (students without IEPs and students with IEPs) in the entire student population (green dashes add to 100%). The blue bar indicates the percentage of students in each group with any recorded participation during Phase 4. Students without IEPs were slightly overrepresented in the group of participating students, but the difference is very small (1 percentage point).

Although students with IEPs had recorded participation rates similar to their peers, parents/guardians and students expressed a need for more supports for students with IEPs during online instruction.

Some parents/guardians and students indicated in the open-ended response box on the on the June 2020 Online Learning and School Reopening survey that some students with IEPs had difficulties participating in online learning. For example:

> "My son has a one-on-one aide as part of his IEP, it's been very difficult to do distance learning with him, if it continues we'll need some kind of one on one assistance for him to connect with at home." (Parent/Guardian)

> "As a mother with a child with Autism, my child needs to be in a classroom setting with children his age. With him being isolated @ home with virtual learning, he's learning how to use the computer better but it's taking away from his daily social interaction. I'm all for the district safely opening back up in the Fall." (Parent/Guardian)

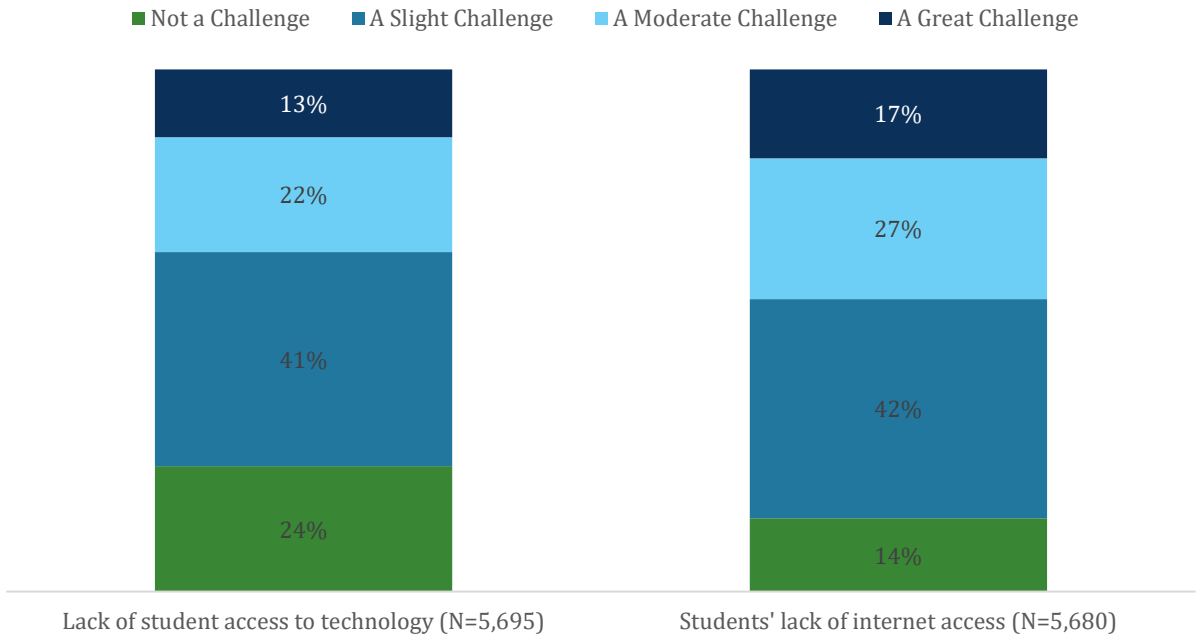
"Virtual learning is not ideal for special education students like my child who has autism & ADHD and need consistency and social interaction and engagement in addition to learning to prepare for adulthood and some level of independence." (Parent/Guardian)

"I am a special education student and it was not easy to complete assignments online. Because of my disability I am not comfortable on Google Meets with too many students. My teachers were accommodating but it was not easy to do all my work online." (Student)

Computer access and internet access were factors that contributed to student participation rates.

The survey asked teachers and administrators about factors that may have contributed to student participation rates. Computer access, internet access, and motivation were factors identified by school-based staff about student participation. Approximately a third (35%) of school-based staff identified access to technology as a great or moderate challenge. Similarly, nearly 40% of school-based staff who completed the survey identified students' lack of internet access as a great or moderate challenge (Figure 28).

Figure 28. Challenges identified by school-based staff during the planned instruction phase of online learning



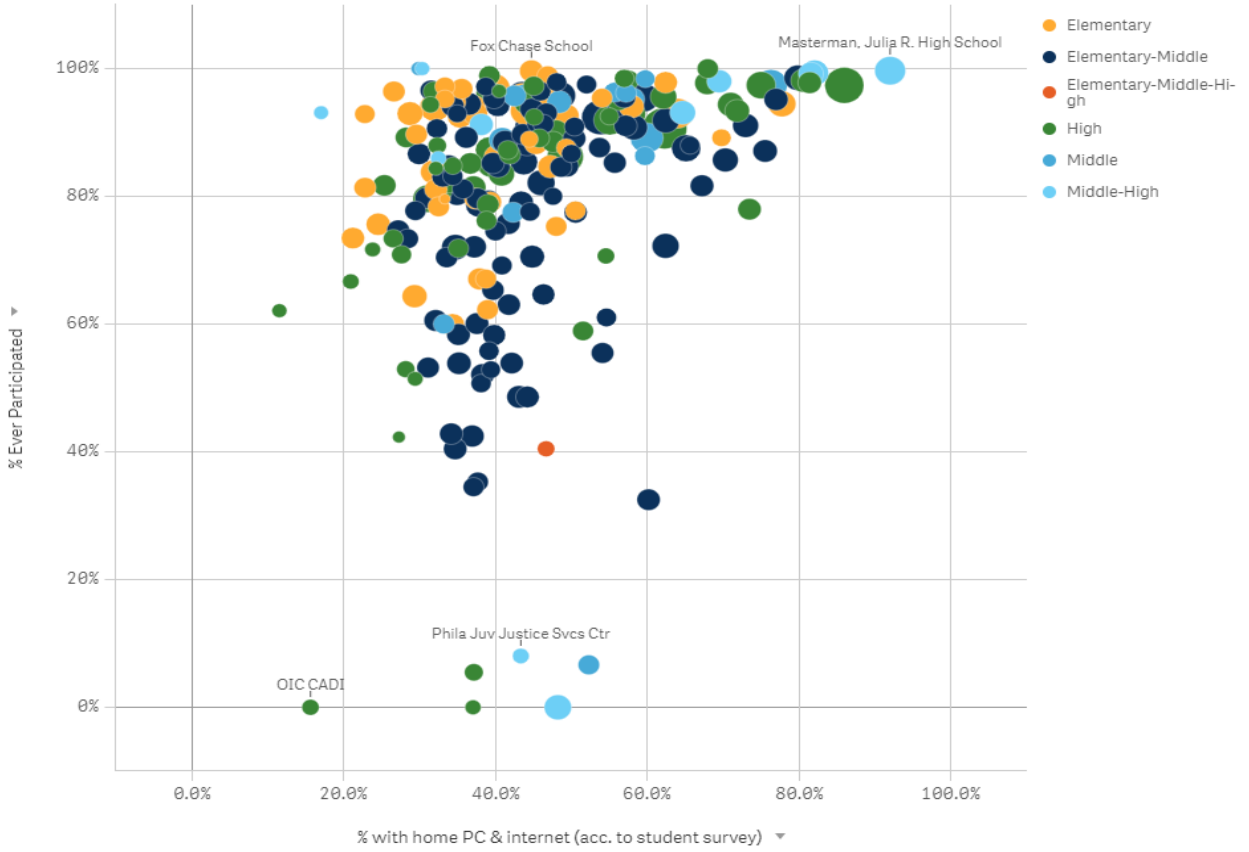
On average, schools where higher percentages of students reported having a home computer with internet on the Spring 2019 District-Wide student Survey had higher rates of students recorded as participating in online learning at least once between May 4 and June 12, 2020 (Figure 29).

Similarly, on average, students who received an SDP Chromebook were more likely to participate at least once since May 4 than students who did not receive an SDP Chromebook (Figure 30). These

two trends reinforce teachers' perceptions that students' lack of internet and computer access prevented them from participation.

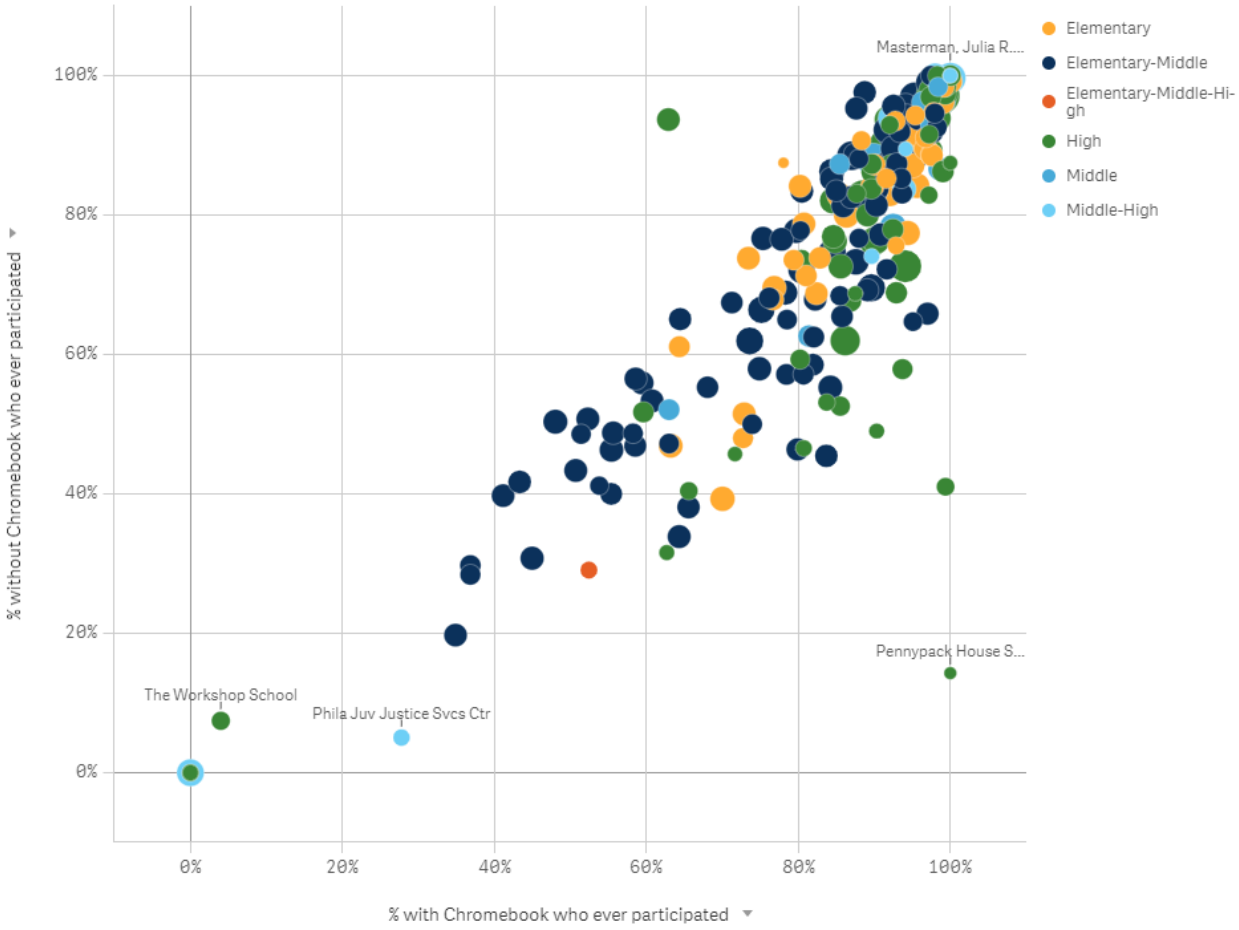
Figures 29 and 30 both use circles to represent individual schools (larger schools are bigger circles, and color of each circle represents the grade bands served). The percentage of students with any recorded participation is the unit on the vertical (y-axis) and the percentage of students at each school who accessed the internet with a computer in Spring 2019 (Figure 29) and received of an SDP Chromebook in Spring 2020 (Figure 30) is the unit on the horizontal (x-axis). The trend for both figures (especially for Chromebook receipt – Figure 30) is that as the percentage of students with either computer access or SDP Chromebook increases, the percentage of students with any recorded participation also increases.

Figure 29. Relationship between the percentage of enrolled students who reported "accessing the internet at home with a computer" on the Spring 2019 student District-Wide Survey and the percentage of students with any record of Phase 4 participation, by school



How to read this figure: In this figure, circles represent individual schools: larger schools are bigger circles and the color of each circle represents the grade bands served by the school. The percentage of students at each school who reported that they accessed the internet with a computer at home in Spring 2019 is the unit on the horizontal axis, and the percentage of students at each school with any recorded participation in Phase 4 is the unit on the vertical axis.

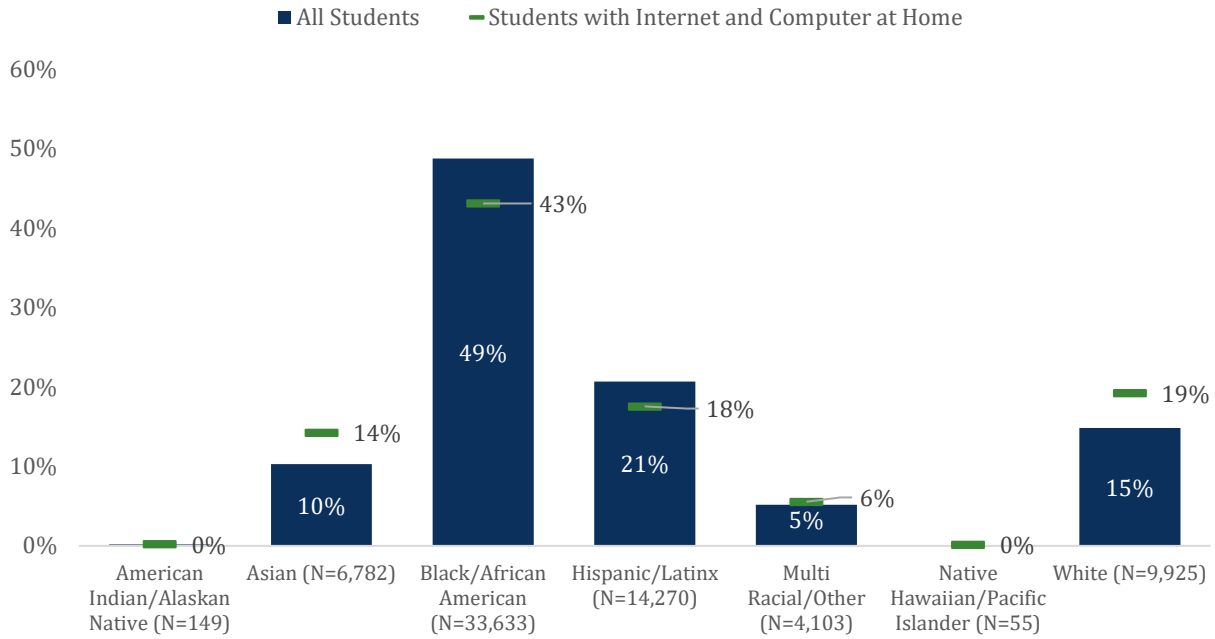
Figure 30: Relationship between the percentage of students who received an SDP Chromebook and the percentage of students with any record of Phase 4 participation, by school



How to read this figure: In this figure, circles represent individual schools: larger schools are bigger circles and the color of each circle represents the grade bands served by the school. The percentage of students at each school who received an SDP Chromebook is the unit on the horizontal axis, and the percentage of students at each school with any recorded participation in Phase 4 is the unit on the vertical axis.

Black/African American and Hispanic/Latinx students disproportionately reported lacking a computer to access the internet on the Spring 2019 DWS student survey (Figure 31).

Figure 31. Disproportionality in prevalence of home computer and internet access based on student responses to the 2018-19 District-Wide Survey

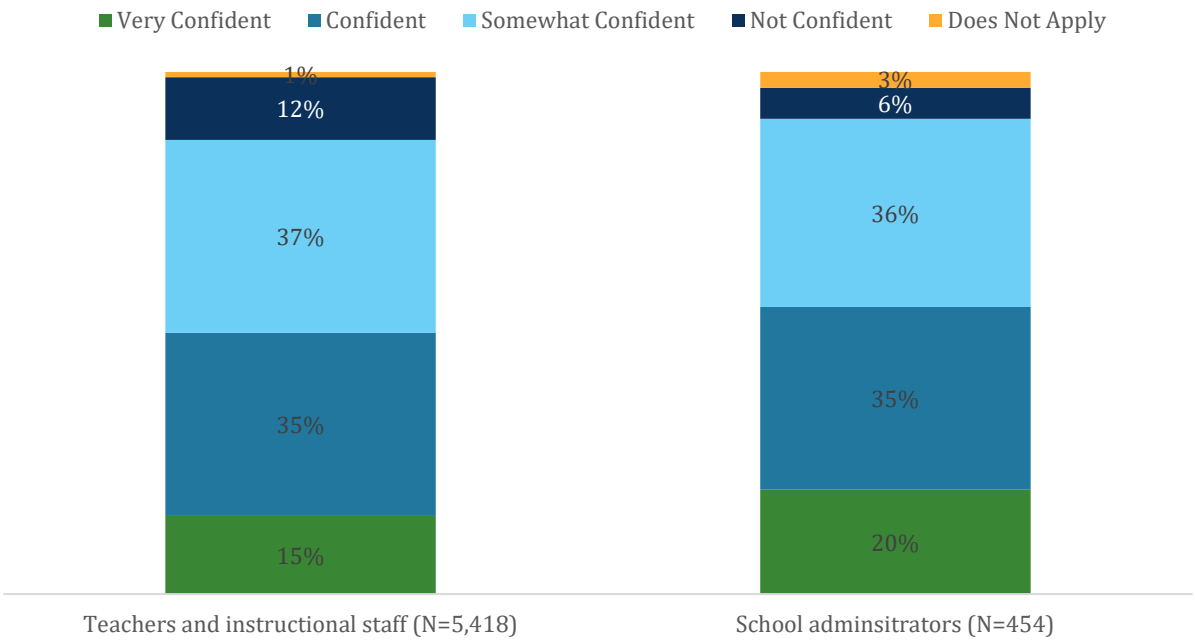


How to read this bar chart: This chart uses bars and lines to indicate where there was over- or underrepresentation of students who identified accessing a computer at home, by racial/ethnic group. The blue bars represent the percentage of students in each in the entire student population (bars add to 100%). The green dash indicates the percentage of students in each group who reported on the 2018-19 District-Wide Survey that they accessed the internet from a computer at home.

Student motivation and online engagement could have contributed to participation rates.

Survey responses from both teachers and students suggest that some students with internet and computer access did not participate because they were not motivated or engaged to do so. For example, about half of instructional staff (50%) and administrators (42%) who responded reported being somewhat confident or not confident in their ability to motivate students to participate in virtual learning (Figure 32).

Figure 32. Answers from school-based staff to the Online Learning and School Reopening Survey question (June 2020): "How confident are you in your ability to motivate students to participate in virtual learning?"



Similarly, expectations for participation likely played a role in student motivation and engagement. Some instructional staff and administrators who completed the June 2020 Online Learning and School Reopening Survey noted that, after students learned that their grades would not be negatively impacted, they were less motivated to participate and complete assignments. For example:

> "Communication of expectations of students and families was VERY confusing. Many families heard that 'grades don't count' and so attendance was low."
>
> "Advising students that they were not expected to do assignments and that they would not fail, was misconstrued by students and parents. Giving the expectation that students were expected to complete assignments should have been the only communication."
>
> "While the expectations for grading were clear it was put on tv that it didn't count against students anyway. Even if that was true, it should not have been common knowledge to students/parents."
>
> "Students needed to have clear accountability and consequences for their attendance, behavior, and learning. I absolutely believe that we need to be flexible to student need in an awful time like this, but letting everyone go with inflated grades had a devastating impact on how we were expected to teach and the extent that our students achieved. Most of them checked out while teachers were expected to work miracles."
>
> "Your staff gave out the laptop and put out to the media that school was optional and the students will get the same grade they received in the 2nd quarter. You wasted our time with

online learning. You undermined education in the way that it was supposed to be platformed. You blasted this on the news. This was not teaching."

Some students also wrote about how they were not motivated to participate in online learning:

"I can barely do school while at school so doing school at home and online is impossible for me. I have no motivation."

"In-person classroom learning is extremely important. To me anyway. I feel more focused and feel more motivated. I hope that a plan that doesn't interrupt my learning process can be implemented before September."

"Please let us come back to school in person, online school is very difficult and it's hard to learn. It makes you lazy, ruins sleep schedule. I just feel more motivated and happy when I'm in school. Not all of us have a great home, and school is our escape."

Overall, the majority of students participated in online learning and completed a variety of educational activities.

The majority of students participated in online learning and reported that their experiences were characterized by teacher-led group sessions, interesting assignments, and learning new things (Figure 33). Most parents/guardians also reported that their child had interesting schoolwork, learned something new, and participated in group online sessions during distance learning (Figure 34). This data speaks to why many students continued to participate in online learning over the six weeks of Phase 4.

Figure 33. Answers from students to the Online Learning and School Reopening Survey question (June 2020): "How much do you agree with the following?"

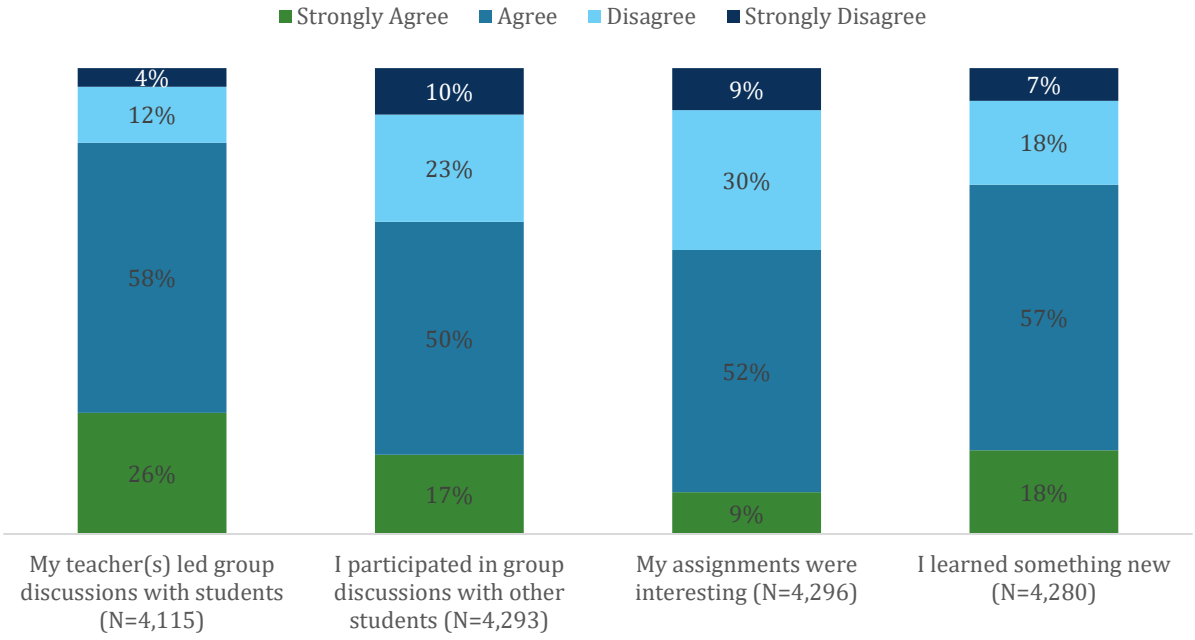
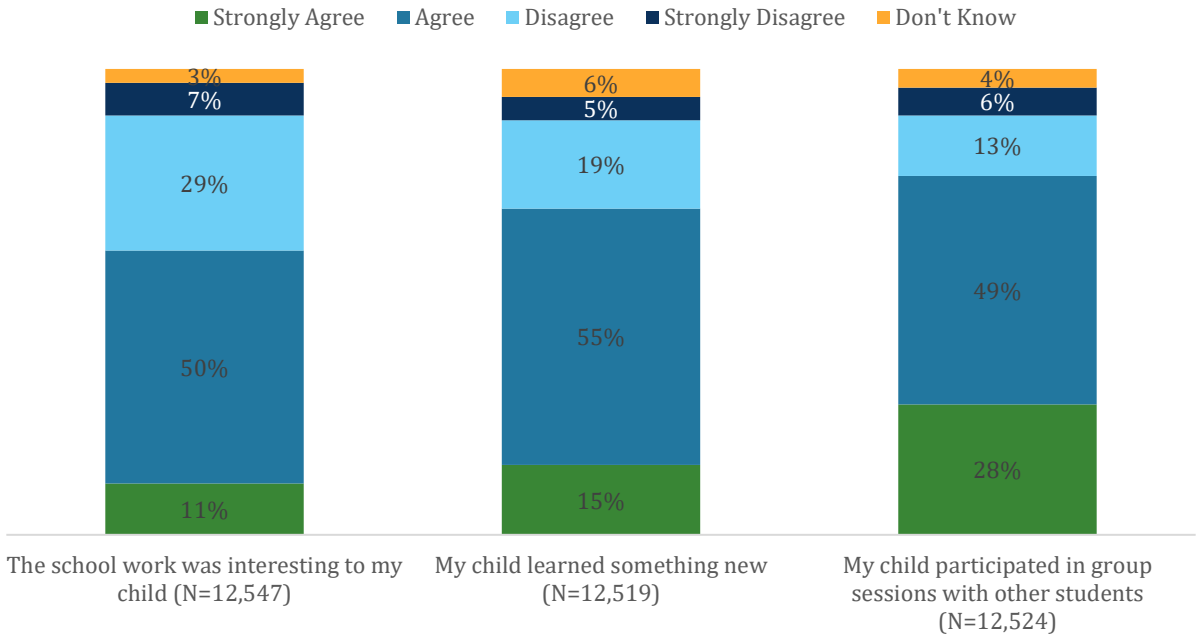


Figure 34. Answers from parents/guardians to the Online Learning and School Reopening Survey question (June 2020): "How much do you agree with the following?"



Parents/guardians and students provided both positive and negative feedback about their online learning experiences.

Some parents/guardians and students left comments explaining more about what they liked about their online learning experience.

> "The only reason virtual learning worked for us this year was because our teacher was amazing about consistent daily lessons that served as the basis for the learning. If it was all online assignments, it would never have worked for us."
>
> "This year we had an excellent kindergarten teacher who really went above and beyond to make distance learning work. Similarly, I would say we went above and beyond to make distance learning work on our end, often times forsaking our own professional obligations. I think any changes must seriously consider what can reasonably be accommodated for working parents."
>
> "My child was fine working from home and we actually appreciated the time we spent together and he was still able to keep his schedule. He enjoyed being able to see his friends via Google and work independently."
>
> "Our children's teachers have done great job during this difficult and first time with online learning. It was difficult at the beginning but at the end it was ok. We thank them ALL."
>
> "Online learning worked for us although our daughter is also of an age and disposition that she is pretty self-motivated and self-directed. With both parents working and limited interest in directing her work, we're fortunate she's able to do this."

However, other open-ended comments from parents/guardians speak to the reasons why students and parents/guardians may have disagreed or strongly disagreed with the statements about their experiences with online learning. These responses may also shed light on why students may have stopped participating before the end of the school year. Some parents/guardians noted that a lack of teacher-led learning and support characterized their children's experiences with online learning:

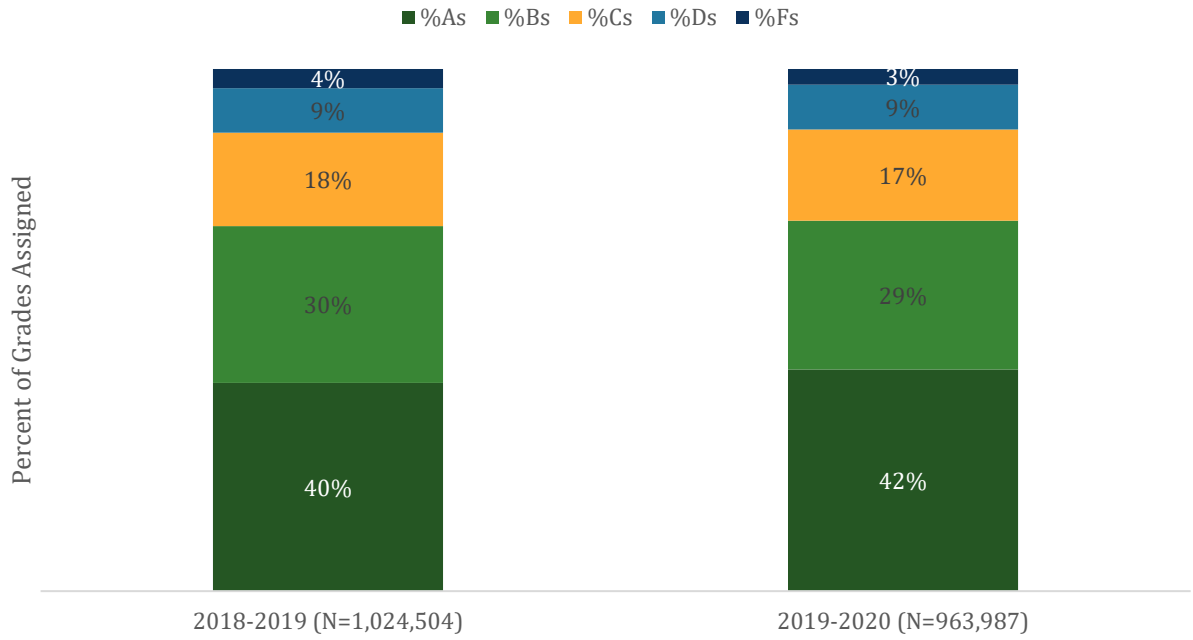
> "Also even though my school is excellent, the virtual learning was poor. Way too little learning happened, and the teachers spent way too little time with the kids, maybe ~30 mins a day. If you plan virtual education, there needs to be a substantial effort to generate materials and a commitment for teachers to interact/give lessons."
>
> "I would like teachers to hold regularly scheduled classroom sessions. I was not happy with just assigning work to do on their own."
>
> "My child would spend more than an hour and half completing the classwork with little support from the teachers. Also, teachers must be more available for questions and support. It was beyond ridiculous that they only had an hour of office time every other day."
>
> "It is hard for students to do their work correctly if the teacher doesn't explain everything to them over the computer. Some will just post assignments and not really explain it."
>
> "Please ensure all teachers have adequate training for online learning. Our student never received online instruction or opportunities to see his peers. This left the entire responsibility of teaching our first grader to us."

Students earned a similar percentage of As and Bs at the end of the 2019-20 school year compared to at the end of the 2018-19 school year.

Typically, there are four marking periods over the course of the school year, and a student's final grade for each course is the average of these four grades. In the 2019-20 school year, there was no fourth quarter as the third marking period was extended to the end of the school year. This means that for 2019-20, students' final grades were based on three marking periods rather than four. Additionally, it is important to note that the official policy of the SDP was that students' final grade for the 2019-20 school year could not be lower than the grade they had in a course on March 13, the final day before school closures.

Overall, roughly the same percentage of As and Bs were assigned as the final course grade in 2019-20 compared to 2018-19 (71% and 70%, respectively). The percentage of Fs was also fairly consistent from 2018-19 to 2019-20 (4% and 3%, respectively) (Figure 35).

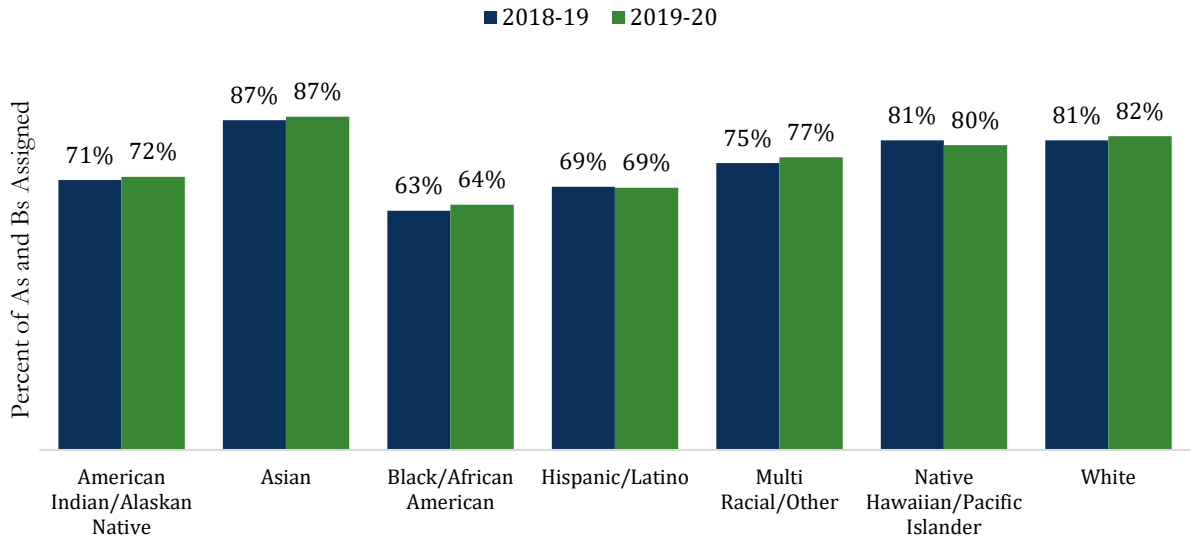
Figure 35. Distribution of final grades assigned to students in grades K-12 in 2018-19 and 2019-20



How to read this stacked bar chart: The first bar in the chart represents all the final grades assigned to students in grades K-12 at the end of the 2018-19 school year. About 70% of end-of-course grades were A or B in 2018-19 compared to 71% of course grades in 2019-20 (second bar).

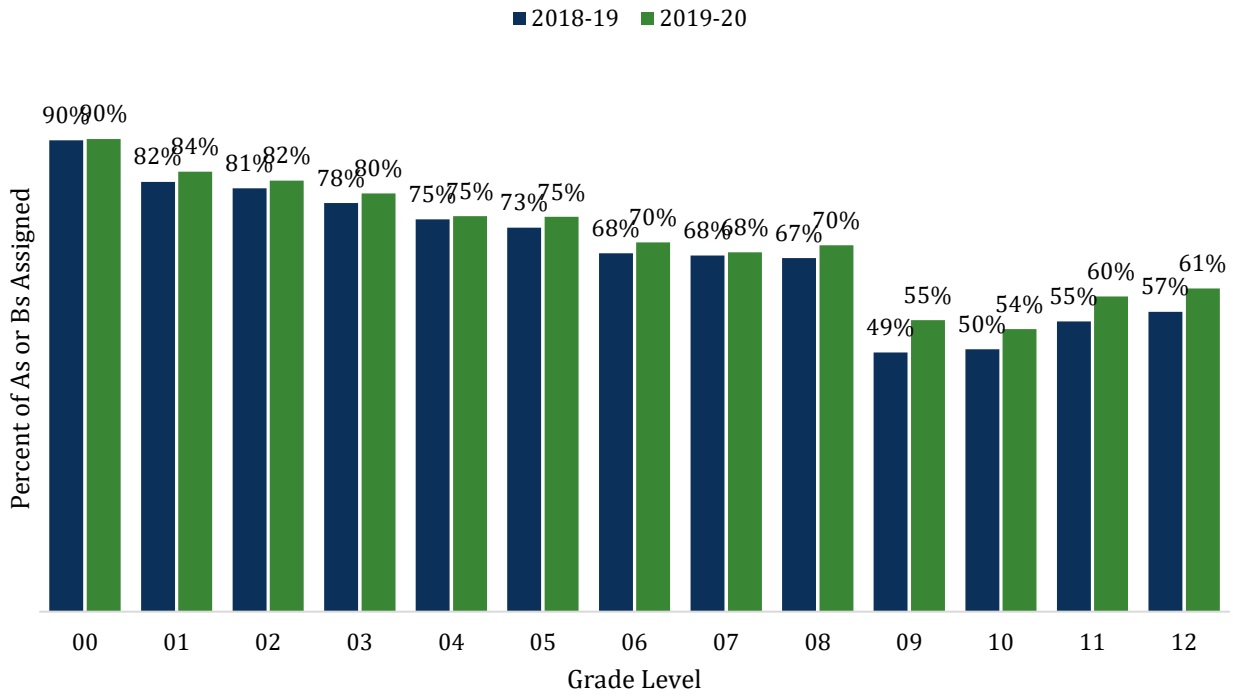
We also looked to see if there were differences in grades this year and last year based on student demographic data. Across all races/ethnicities, there were similar percentages of As and Bs assigned to students for their final grade last year (2018-19) and this year (2019-20) (Figure 36). When comparing final grades assigned to students by grade level, data show that the difference in percentage of As and Bs assigned to high school students (grade 9-12) in 2019-20 compared to the previous year is greater than the differences for grades K-8 (Figure 37). A higher percentage of grade 9-12 courses were assigned a final course grade of A or B in 2019-20 compared to 2018-19.

Figure 36. Percentage of As and Bs assigned to K-12 students by race/ethnicity, 2018-19 and 2019-20



How to read this bar chart: Each pair of bars represents the percentage of final grades of A or B for each racial/ethnic subgroup in 2018-19 (blue bar) and 2019-20 (green bar). For example, in 2018-19, 63% of the final grades assigned to Black/African American students were As or Bs, compared to 64% in 2019-20.

Figure 37. Percentage of As and Bs assigned to K-12 students by grade level, 2018-19 and 2019-20



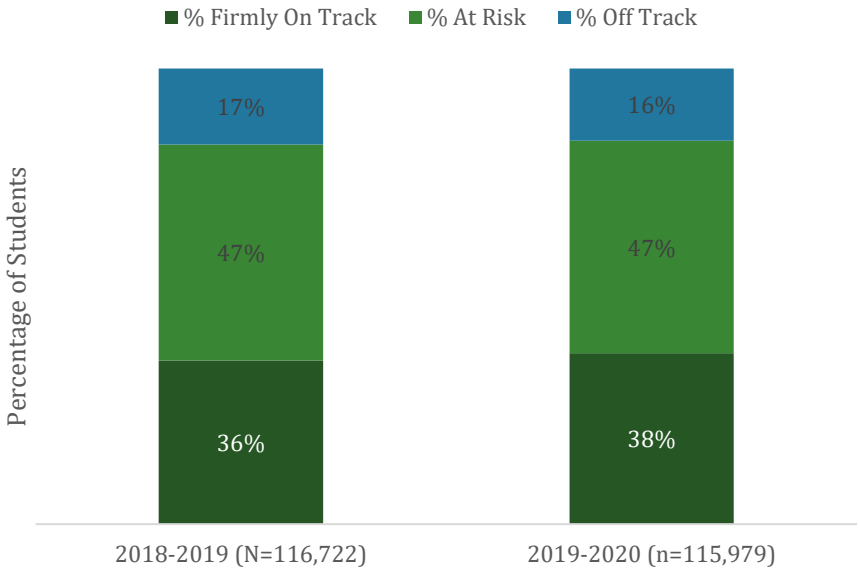
How to read this bar chart: Each pair of bars represents the percentage of final grades of A or B for each grade (K-12) in 2018-19 (blue bar) and 2019-20 (green bar). For example, in 2018-19, 49% of the final grades earned by ninth-grade students were As or Bs, compared to 55% in 2019-20.

A slightly higher percentage of students in grades 1-12 ended the 2019-20 school year on track compared to in 2018-19.

In SDP, students enrolled in grades 1-8 are considered on-track if they are enrolled in and passing all courses needed for promotion to the next grade level. Students enrolled in grades 9-12 are considered on-track if they are enrolled in and passing enough credits to reach the credit totals needed to graduate within four years of entering high school. The on-track metric is further broken into two categories: *firmly on-track* and *on-track but at risk*. Students are firmly on-track if they have all As and Bs and are on-track but at risk if they have some Cs or Ds.

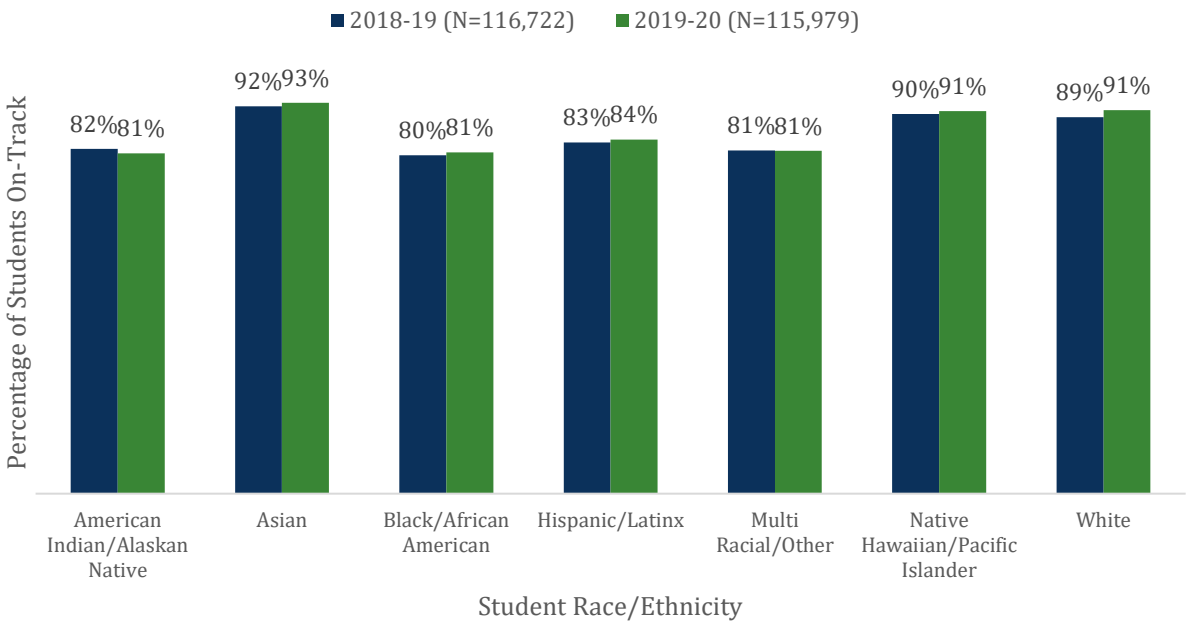
A slightly higher percentage of students ended the 2019-20 school year on-track or firmly on-track compared to 2018-19 (Figure 38). Across all races/ethnicities, there were similar percentages of students who ended the 2018-19 school year on-track compared to 2019-20 (Figure 39). When looking across grade levels, data show that the difference between the percentages of students in grades 9, 10, and 11 who ended the year on-track in 2019-20 and in 2018-19 is greater than the differences between years in grades 1-8. However, there was a decrease for students in grade 12 (Figure 40).

Figure 38. Distribution of On-Track status for students in Grades 1-12, in 2018-19 and 2019-20



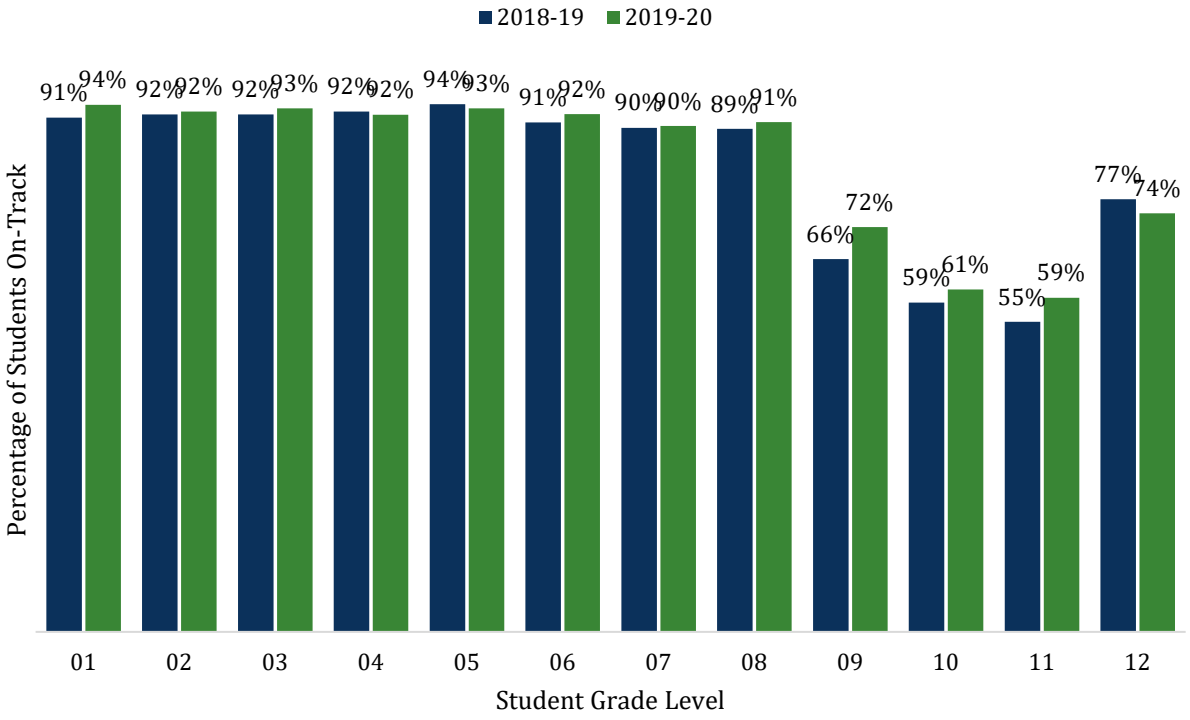
How to read this stacked bar chart: The bar on the left represents the on-track status of students in grades 1-12 at the end of the 2018-19 school year, and the bar on the right represents the on-track status of students for the 2019-20 school year. Students in the light green and dark green portions are on track. About 83% of students were on track at the end of 2018-19 compared to 85% of students in 2019-20.

Figure 39. Percentage of On-Track students in grades 1-12 by race/ethnicity in 2018-19 and 2019-20 (N=116,722)



How to read this bar chart: Each pair of bars represents the percentage of student in each racial/ethnic subgroup in grades 1-12 who were on track at the end of 2018-19 (blue bar) and 2019-20 (green bar). For example, 83% of Hispanic/Latinx students in grades 1-12 were on track at the end of 2018-19 compared to 84% at the end of 2019-20.

Figure 40. Percentage of On-Track students by grade level in 2018-19 and 2019-20



How to read this bar chart: Each pair of bars represents the percentage of students in each grade (1-12) who were on track at the end of 2018-19 (blue bar) and 2019-20 (green bar).

Summary of Key Findings for Expected Outcome 4:

- SIS, Naviance, iReady, and Edgenuity data show that the majority of students (86%) logged in to at least one program over the six-week period of Phase 4.
- Student participation was most commonly recorded through a student- or teacher-entered record of participation in the Student Information System (SIS).
- Students who logged into SIS mostly did so more than once for one or two weeks, and those who stopped logging in did so as it got closer to the end of the year.
- Some students may not have participated because they did not have a computer and/or internet access. It is also possible that some students chose not to participate because they did not receive clear messaging about the benefits of doing so and/or had negative experiences with online learning.
- Participation levels varied by school type, grade level, and student characteristics, with Black/African American students experiencing the highest disproportionality in participation. While Black/African American students made up 49% of the student population, they made up 47% of the population of students who participated in any system at any point and 39% of the students who met the six-week participation metric based on SIS log-ins.

- Overall, the majority of student respondents who participated in online learning reported that they learned something new and that the work was interesting.
- There were similar numbers of As and Bs assigned to students as final grades at the end of the final marking period this year and last year.[23]
- Similar percentages of students in grades 1-12 ended the year on-track in 2019-20 and 2018-19.

Recommendations:

- Before the beginning of the next Phase of online learning, establish and communicate participation metrics that encourage students to engage in online learning more than once a week.
- Before the beginning of the next Phase of online learning, ensure that there are clear and consistent systems to track participation across grades and schools. Communicate these systems to students, families, teachers, and school administrators, and confirm that the systems are accessible and manageable for all staff tasked with implementation.
- Throughout the next Phase of online learning, monitor student participation to ensure there are no equity issues with the metrics, systems of measurement, or implementation of the online learning plan.

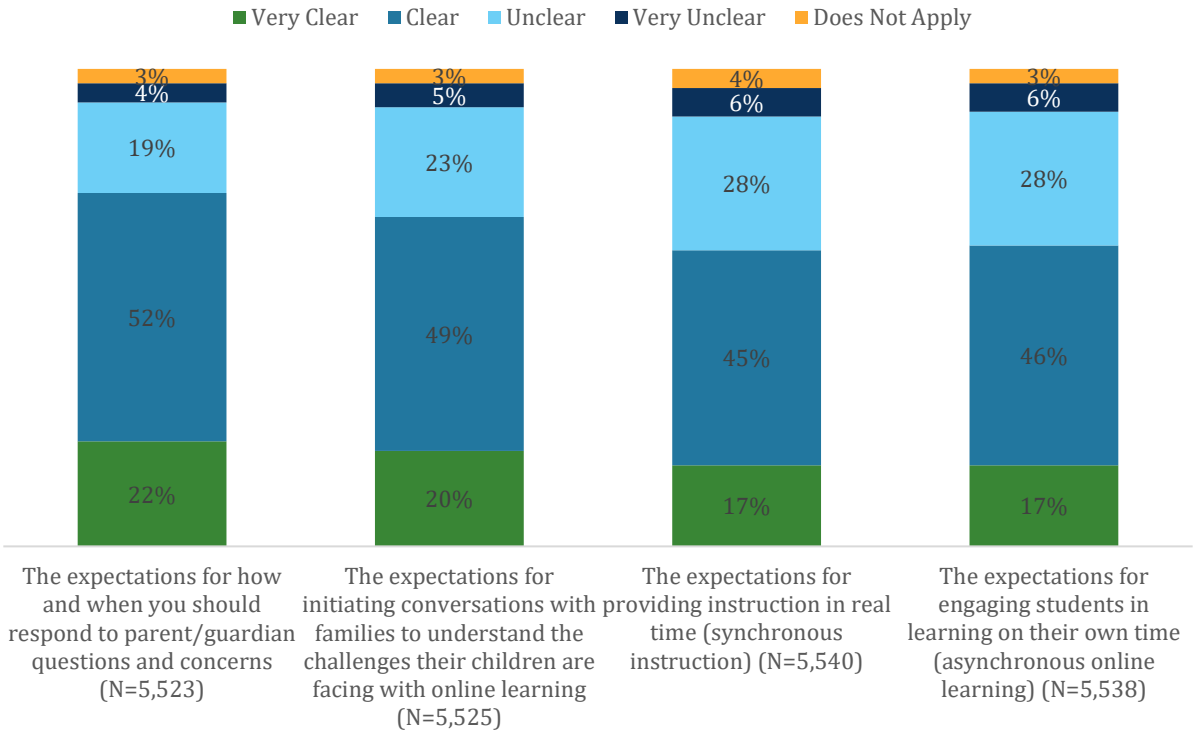
5. The District communicated plans and expectations to SDP employees in a variety of ways, with mixed perceptions of the clarity and usefulness of the communications.

Most instructional staff indicated that communication was clear, but some reported confusion.

Overall, most instructional staff survey respondents[24] reported that the communication they received around proactive and reactive communication with parents/guardians and around providing synchronous and asynchronous instruction was clear or very clear. However, about a third (34%) of respondents rated communication around synchronous and asynchronous instruction as unclear or very unclear (Figure 41).

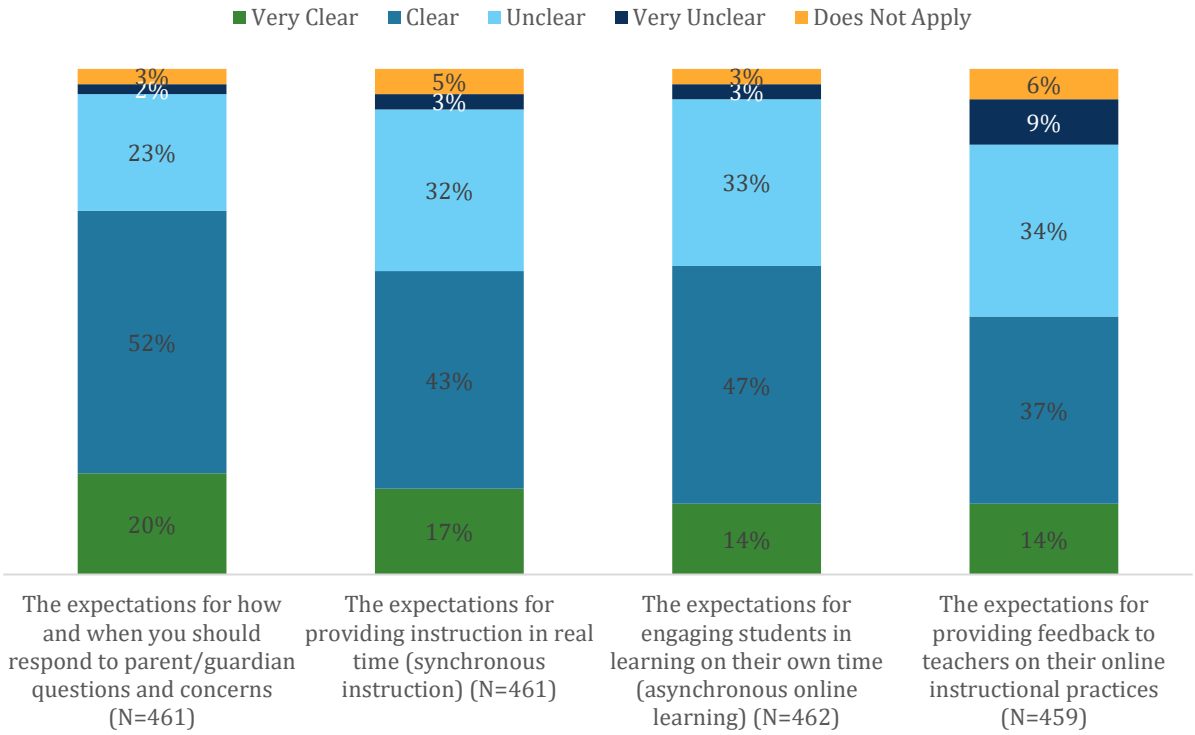
[23] In the 2019-20 school year, there was no fourth quarter as the third marking period was extended to the end of the school year. This means that for 2019-20, students' final grades were based on three marking periods rather than four.
[24] See Appendix A for more information about the June 2020 survey.

Figure 41. Instructional staff responses to the Online Learning and School Reopening Survey question (June 2020): "Thinking about the communication that you received from the District since March 16, how clear was communication about the following expectations?"



The majority of school administrator respondents also viewed communication from the District on parent/guardian communication and providing synchronous and asynchronous instruction as clear or very clear. Although, as with instructional staff, just over a third of administrators rated communication around synchronous and asynchronous instruction as unclear or very unclear. Additionally, 43% of administrators said that the communication around providing feedback to teachers was unclear or very unclear (Figure 42).

Figure 42. School administrator responses to the June 2020 Online Learning and School Reopening Survey question: "Thinking about the communication that you received from the District since March 16, how clear was communication about the following expectations?"



Write-in responses from instructional staff and administrators about communicating expectations highlighted areas of success and room for improvement.

Many survey respondents mentioned that the daily e-mail communication they received from the Office of Teaching and Learning (OTL) was extremely useful:

> "A lot of times guidance was overly wordy, complicated, or contradictory. Without [OTL's] daily 'unpacking' emails, a lot of info would have remained unclear."
>
> "[OTL] was amazing with making sure info was in one area but there was rarely info that pertained to spec Ed"
>
> "Until [OTL] started [sending] amazing daily emails, communication on instruction and operations from the district was very opaque."
>
> "I liked the daily emails from [OTL], I found them extremely informative."
>
> "Daily emails from [OTL] as well as Office hours offered by OSS and [OSS Staff] were very helpful, although I think that not enough teachers took advantage of this resource."

> "We often learned of new district policies through the news and social media before we ever got an email from the superintendent, which was frustrating. [OTL]'s emails, however, were the gold standard in communication: timely, informative, relevant, clear, and human!"

> "There were MANY emails coming from various people on what the expectations were for virtual learning. Communication often came at the very last minute and was sometimes contradictory to what other central office staffers stated. However, the most consistent and helpful feedback came from [OTL]. Kudos!"

However, some instructional staff and administrators expressed a desire for more concise, streamlined, and consistent communication from the District:

> "A clear, concise communication. NOT multiple, overlaying communications from a multitude of individuals. CLEAR information in 'subject' line of emails. Example, emails with subject lines reading "tips and tricks' should not also contain important guidelines, very misleading and often put off looking at when a[n] unmanageable volume of emails are being received."

> "Streamline the communications. Too many emails from too many sources often saying different things and inundation of emails."

> "The messaging on schedules, attendance, and grading were unclear and often seemed vague and ever changing. Messaging expectations for this required a great deal of legwork and interpretation on behalf of the building administration."

Some instructional staff explained that, at times, they received conflicting messaging from the District and their administrators:

> "Administrators were initiating instructions that often conflicted with the PhilaSD and even the PDE. There was an obvious disconnect between what was expected of me by 440 and what was expected by my administrator. By the time expectations were communicated to students, many had already disengaged."

> "All mandates should be singular. The district gave us instructions and the principal gave us contradictory mandates adding to the stress of which to follow. The principal's mandates were more demanding and time-consuming and caused confusion amongst staff on what exactly we were supposed to do."

> "Administration contradicted the main district communications on multiple occasions."

> "What I was reading from the SDP and what was being told to me from school leadership was not the same."

Instructional staff and administrators also expressed frustration about the timing of important messaging about online learning. Specifically, they commented that they were not informed about District plans before information was shared with the general public:

> "Allow time for principals to receive the information before communication went to teachers/school staff. It was hard as an admin to be prepared for any anticipated question."

"A plan of action overview should have been sent to administrators prior to public announcement. Most if not all communication was announced during Dr. Hite' weekly address."

"I did not appreciate how I received information from the media before I would receive an official statement from a verified philasd.org email address."

"A lot of information I found out about from Dr. Hite's Facebook sessions before it was communicated to teachers."

"Learning about the district initiatives before the media and news outlets would be helpful."

The two topics from the June 2020 Online Learning and School Reopening Survey that had the highest percentage of unclear or very unclear ratings from instructional staff and school administrators were how and when student learning should be assessed (Figures 43 and 44). About half of instructional staff were unclear or very unclear on how and when student learning should be assessed (48% and 45%, respectively). Similarly, 44% and 43% of administrators were unclear or very unclear on how and when student learning should be assessed, respectively.

Figure 43. Instructional staff responses to the Online Learning and School Reopening Survey question (June 2020): "Thinking about the communication that you received from the District since March 16, how clear was communication about the following topics about teaching and learning?"

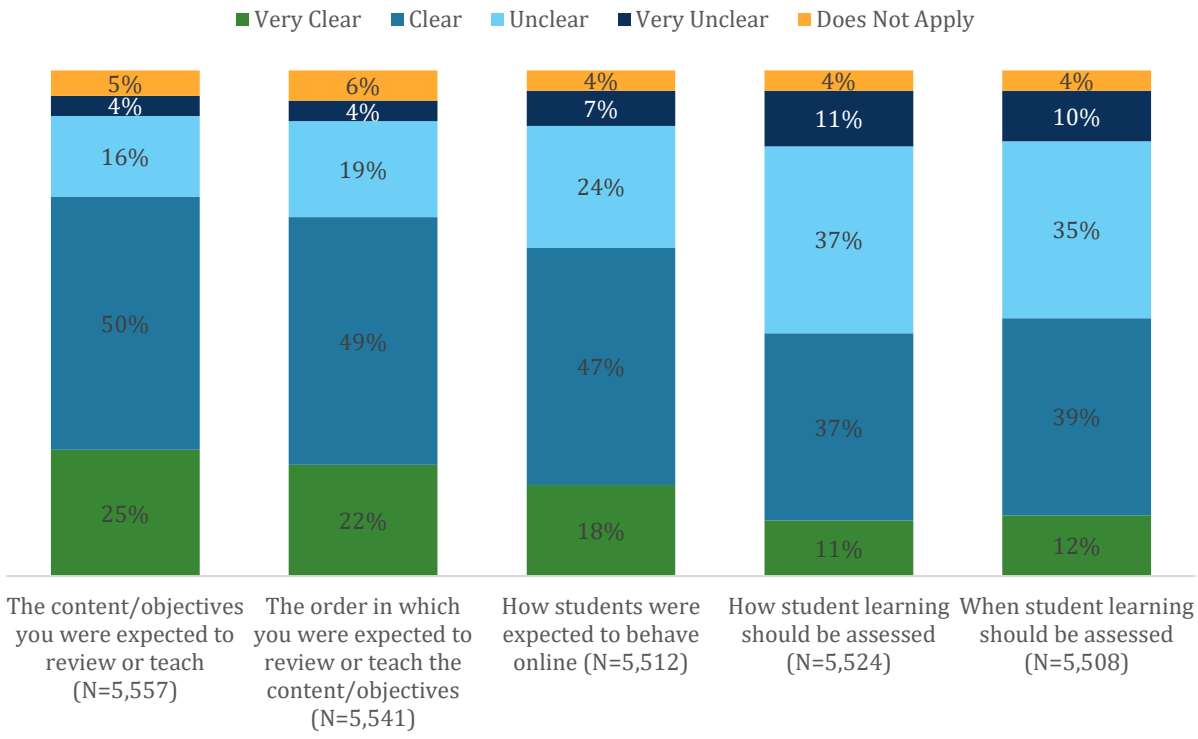
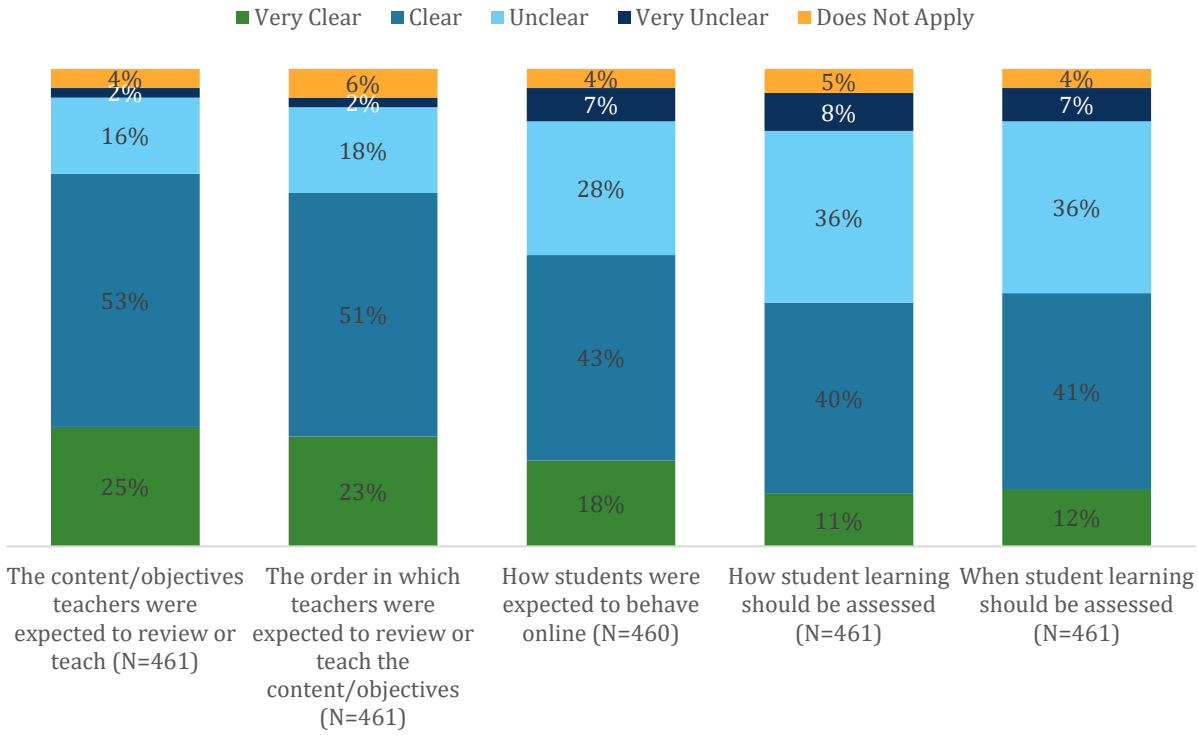


Figure 44. School administrator responses to the Online Learning and School Reopening Survey question (June 2020): "Thinking about the communication that you received from the District since March 16, how clear was communication about the following topics about teaching and learning?"



Write-in responses from instructional staff and administrators about communication related to teaching and learning identified challenges associated with assessing student learning.

In the open-ended section, instructional staff and administrators highlighted the need for more clarity around assessing student learning:

> "The part I was most concerned about was how to grade and assess students' online work. This should be made clearer if we move to online learning this fall."
>
> "I didn't notice any particular guidelines with regards to communication expectations [or] assessment (maybe because grades were not to be lowered). The instructional expectations, however, were very clear."
>
> "Learning assessment expectations were not clear at all. I hope this will be remedied by more concise online programs and expectations."
>
> "Finally, the assessment/lack of accountability by only improving the grade, may have lowered expectations for students and families. We need clear communication on what the assessments (variety and non-traditional) look like/sound like in an online setting."

"We were told to grade work but then told no child could fail so that graded work altered their averages and made it tough to have an accurate assessment of what they did during our remote learning."

"While I understood the need for the lack of assessing students, I believe that we weren't able to truly engage all of our students in online learning since many were satisfied with their grades and decided not to participate."

Summary of Key Findings about Communication:

- Over half of instructional staff and school administrator respondents to the June 2020 Online Learning and School Reopening Survey reported that the communication they received from the District around communicating with parents/guardians and delivering synchronous and asynchronous instruction was clear or very clear.
- Most of the instructional staff and administrators who responded rated District communication around which content/objectives should be covered and in what order as clear or very clear.
- Other open-ended comments identified a need for more consistent communication from school and District-level leaders.
- In the open-ended comments, teachers highlighted the daily emails from OTL as clear, concise, and extremely helpful.
- Instructional staff and school administrators were less clear on expectations for assessing student learning, as almost half were unclear or very unclear on how and when student learning should be assessed.

Recommendations:

- Coordinate all communications that are sent to school-staff so that they are consistent, clear, and timely. One way to do this is by funneling all communication to teachers through the daily OTL emails, which staff found extremely helpful.
- The District should ensure that SDP staff are made aware of important policy and practice decisions from SDP leadership, not from the media.
- Systems should be put in place to made clear which decisions are school-level and which are District-level so that there is no confusion about expectations based on inconsistencies in messaging from the District and school-based leadership.
- Support teachers in assessing student learning throughout the next Phases of online learning. Ensure that expectations are clear, consistent, student-centered, and equitable to all students.

Conclusions and Recommendations

SDP's Office of Evaluation, Research, and Accountability collected data from a variety of sources to evaluate the implementation of the District's Continuity of Education Plan and to collect feedback to inform reopening plans for the fall.

The four expected outcomes from the Continuity of Ed Plan were:

1. Students within the District are provided with instructional resources, digital or printed, and technology to remain continuously engaged in learning.
2. Staff will receive training, if needed, via virtual training sessions.
3. Students and families will receive tutorials via online resources or PSTV[25], to support learning, the use of Google Classroom, and the use of other Google tools.
4. Students within the District will engage in planned instruction designed to introduce and apply new content and skills, inclusive of assessment of learning, graded assignments, and progress monitoring.

For the evaluation, we asked five related questions. A brief summary of the questions and findings is below.

We asked:

To what extent were students within the District provided with technology and instructional resources, digital or printed, to remain continuously engaged in learning?

We found:

Nearly 800,000 printed and digital Learning Guides and 85,000 laptops were distributed to students to facilitate digital learning. However, some students still need internet access and basic school supplies to enable full participation. The District should work with local internet providers to increase free or low-cost internet access to all students and families, should continue to distribute Chromebooks to students who need them, and should consider providing families with basic school supplies.

We asked:

To what extent did staff receive needed training via virtual training sessions?

We found:

The District offered four primary PD sessions to teachers on virtual instruction technologies; tthese sessions were offered over 275 times and had more than 16,000 participants (many teachers attended more than one session). Overall, teachers rated

[25] PSTV is the educational channel for the School District of Philadelphia

these PDs favorably. However, about half of teachers reported a lack of confidence in their abilities to engage students in a virtual environment, particularly tailoring online instruction to various learning styles. This suggests that the District should offer more PD on using the Google technologies and other virtual learning strategies to engage learners. Teachers also requested clarification and additional training on the academic and behavioral expectations for staff and students in the online learning environment.

We asked:

To what extent did students and families receive tutorials via online resources or PSTV, to support learning, the use of Google Classroom, and use of other Google tools?

We found:

The District used its website as the primary form of outreach to students and families. The District also hosted multiple hotlines for students and families; these hotlines received over 33,000 calls over the course of the extended school closure. Many of these calls were about supporting Special Education students and English Learners. The FACE office offered Virtual Family Academy webinars. The District should consider alternate ways to reach families and should simplify and streamline communication about online learning.

We asked:

To what extent did students engage in planned instruction?

We found:

The majority of students participated in online instruction at least once over the six-week period of planned instruction (Phase 4), though participation decreased over time across all platforms. The majority of students who participated in online learning reported that they learned something new and that online work was interesting. However, students also expressed that it was more difficult to engage with content online, and parents of Special Education students and English Learners expressed the need for more support. The District should consider articulating clearer expectations for student attendance that encourage students to engage in online learning more than at least once a week. The District should also ensure that there are clear and consistent systems to track student participation and engagement and confirm that these systems are accessible to staff. The District should offer Special Education students and English Learners additional support for participating in online learning.

We asked:

To what extent did the District successfully communicate the plan, expectations, and available supports?

We found:

The District communicated plans and expectations to SDP employees in a variety of ways, with mixed perceptions of clarity and usefulness of the communications. On surveys, school staff and administered indicated that communication around content and delivering instruction was generally clear, but communication and expectations for student behavior and assessing student learning were less clear. Teachers asked for clearer, more consistent, and streamlined communication from school- and District-level leaders. The District should ensure that teachers and school staff are made aware of any important policy and practice decisions before this information is shared publicly and that communication from school and District leadership is consistent. There needs to be clearer guidelines around student behavior and assessing student work during virtual learning.

Appendix

Survey Data

The Office of Evaluation, Research & Accountability (ERA) administered surveys to gather feedback from school-based staff, parents/guardians and students about their experiences with online learning. The survey contained two sections, one about online learning and the second about school reopening. In the Online Learning portion of the survey, respondents were asked questions about communication, clarity of expectations, challenges with online learning, and how engaging online content was for students. Links to complete the surveys were posted on SDP's website, and the surveys were open from June 15 to June 22. A complete set of results from the Online Learning portion of the survey is available at: https://www.philasd.org/wp-content/uploads/2020/07/June-Survey-Findings-Online-Learning-COE-Qs.pdf

Collection Method	Number of Respondents	Dates Collected
Online Learning Teacher & Instructional Staff Survey	7,144	June 2020
Online Learning Administrator Survey	656	
Online Learning Parent Survey	14,001	
Online Learning Student Survey	7,120	

Participation Data

Student participation in online learning was tracked three ways over the course of school closures, in order to capture participation across multiple platforms. The primary metric for tracking participation was teacher and student-recorded information of weekly participation in the Student Information System (SIS). Two other ways to indicate participation were through Naviance and Online Adaptive Programming (OAP) log-ins. We calculated participation as the percentage of students who were recorded in any participation metric out of the total number of students enrolled.

Source	Description	Purpose
Naviance Data	Naviance is a commercial online tool purchased by SDP that is designed to support students in completing a variety of college and career readiness activities. During the extended school closure, teachers could assign tasks to students and Naviance will track completion of these tasks.	Student participation
Student Information System (SIS) Login Data	Student participation was recorded by the student or teacher indicating participation in the Student Information System (SIS). To count toward the weekly participation metric defined in the Continuity of Education Plan, students needed to have at least one SIS participation record per week of any kind (self, teacher, or self and teacher-confirmed).	Student Participation
Edgenuity and iReady data	Two of the most commonly used online adaptive programs (OAP) in SDP schools are iReady and Edgenuity. At schools that use these programs, students access them though their online student portals. Both programs monitor student activity in a variety of ways, including student log-ins and number of minutes students spend logged-in to the program. This report used students log-ins as the metric for participation.	Student Participation

Other Data Sources

Source	Description	Purpose
Hotline Call Data	These data tracked the number, and in some cases, the topic of calls to any one of the District's COVID-related hotlines (the main COVID hotline, the Family Technology hotline, the Senior hotline, or any of the non-English language hotlines)	Communication
Chromebook Data	These data indicate which students have received a Chromebook from the District during the extended school closure.	Access to technology
Office of Teaching and Learning Professional Development (PD) Surveys	Surveys administered to teachers after they participated in one of the four virtual instruction PDs; designed to measure satisfaction with and usefulness of the PD format and content.	Satisfaction and usefulness of teacher PD