Virtual Summer School 2020 Final Report
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Executive Summary

In June and July 2020, over 2,500 students in grades K-12 enrolled in Shelby County Schools' (SCS) online summer school program. Summer school served as the first wide-scale fully virtual instructional program the District has attempted since the start of the COVID-19 pandemic. Therefore, this report serves to highlight best practices, lessons learned and actions needed to better prepare teachers, students and families to implement online instruction effectively this fall.

This report uses a variety of data sources and methods to assess stakeholders' experiences with online learning in the summer. They include surveys for participating students, parents and teachers, a teacher focus group, and student activity analytics from the platforms used during the program (Microsoft Teams, iReady, Grade Results, and Canvas).

Major themes across all data sources are as follows:

- Most students and parents who completed the surveys reported positive experiences with the online summer school program. Over 70% of students said they would be supportive of more online learning opportunities, and 90% said they learned new content. 85% of parents said their children learned as much or more than they would in a typical school setting.
- Teachers feel significantly more comfortable delivering online instruction as they gain hands-on experience and know more about how to use each platform's main features.
- Most teachers had positive experiences with Microsoft Teams training to prepare for summer school and strongly encouraged the District to provide training opportunities for students and parents before the start of the school year.
- Summer school teachers developed some promising tactical and technical solutions to mitigate problems and keep students engaged during online instruction. The District can leverage their experiences to help acclimate other SCS teachers and also prepare them for contingencies when instruction doesn't go according to plan.
- Having regular contact with students and parents is vital to students' success completing courses. A major barrier is maintaining complete, up-to-date contact information in PowerSchool, and teachers will likely need administrative support to address this barrier with larger course loads in the fall.
- 30-40% of teachers, students and parents reported having technical issues at least occasionally during the online summer school program, but less than 10% reported having major recurring issues or issues that could not be addressed in 24 hours or less.

Recommendations:

1. Provide all teachers with guidance and multiple opportunities to practice delivering online instruction using Microsoft Teams as part of upcoming in-service, professional development and PLC meetings.
    a. One area teachers need more guidance on is how to deliver instruction via screen-sharing while also being able to monitor students for questions and engagement, as many teachers ended up using multiple devices/screens to do so this summer.
2. Provide students and parents with user guides, videos and other training resources on how to use major platforms such as Teams, iReady and Canvas and on norms and expectations for the student online learning environment. Determine how school staff can help promote these resources early and frequently with parents during the school year.
3. Leverage teachers who have participated in Summer School, Summer Learning Academy and Memphis Virtual School to promote best practices and troubleshooting techniques for online instruction on a recurring basis with other teachers.
4. Identify specific school- and District-level staff who can help contact parents and update contact information in PowerSchool to improve support and follow through with low- and no-engagement students. Consider utilizing staff whose responsibilities may change significantly without brick-and-mortar school such as behavior specialists and athletic coaches.
5. Provide basic training to school administrative support staff who can help field common questions and issues with technology from students and parents to sustain District help desk and call center capacity.

Go To:

Key Survey Findings

- Teachers reported that their students were, for the most part, engaged throughout the summer sessions.
- While most teachers did not experience many technical issues, almost a third experienced them at least once a week, with some reporting daily technical issues. Nearly all technical issues were resolved within 24 hours—and most of them within a few hours or less.
- Teachers' comfort level with using technology for instruction increased dramatically from the beginning to the end of summer school.
- Nearly all teachers found the training and resources for learning Microsoft Teams to be helpful.
- Teachers cited the following as their top three needs for successful online instruction:
  - training families on appropriate practices for online learning
  - improving student access to the internet and needed technology
  - increasing and/or improving teacher training
- Most students said they had no technical problems using the computer for summer learning, though some experienced many problems.
- All elementary students reported learning new things in reading and math, and nearly all said they learned *many* new things in those subjects. Nearly all middle- and high-schoolers said they learned new things, though a tenth of them said they mostly reviewed things they already knew.
- A sizeable majority of students at every level (elementary, middle, and high) said they:
  - found it easy to use the computer for summer classes
  - understood what to do each day
  - got help from a teacher when they needed it
  - would like to do more school work on the computer
- Over half of parents reported that their child experienced technical problems at least some of the time during summer school.
- Most parents felt that their child learned *more* in remote summer school than during regular schooling, with over a third reporting that their child learned *much* more. By contrast, only 15% of parents felt their child learned less in remote summer school than in regular schooling.
- While most parents reported no barriers to their child's online learning, a quarter reported problems with course content/assignments, and a fifth reported problems stemming from situational factors that made learning at home difficult.
- Parents said the following would have the biggest impact for improving their child's remote learning:
  - more guidance for parents on how to help students learn
  - more technical guidance/assistance for parents and students
  - a computer and/or better internet access
- Teachers' efforts to contact parents were hindered by outdated contact information. It is imperative that the District collect accurate, up-to-date parental contact information to ensure that teachers can reach parents to discuss and troubleshoot students' learning situations.

Introduction

In an effort to learn as much as possible to prepare for districtwide virtual schooling in the fall, Shelby County Schools (SCS) surveyed teachers, students, and parents who participated in 2020 summer

school, which took place 100% remotely. Nearly all summer instruction took place on the computer, although a small percentage of students could not participate via computer and were issued a workbook instead. In addition, a small percentage of students used both a workbook and a computer for their summer learning.

This report summarizes the findings of the four surveys administered to the following groups: 1) teachers, 2) elementary students, 3) middle and high school students, and 4) parents. The survey results are followed by an overview of completion rates and grades for summer courses and then by an overview of usage levels for four key online platforms used during summer school.

Teacher Survey Results

Demographics

Two hundred thirteen teachers serving at 80 different schools completed this survey. Figure 1 shows that most responding teachers were high school (35.9%) and elementary (32.1%) teachers. Figure 2 displays the school in each category with the most responding teachers.

Figure 1. Grade Taught

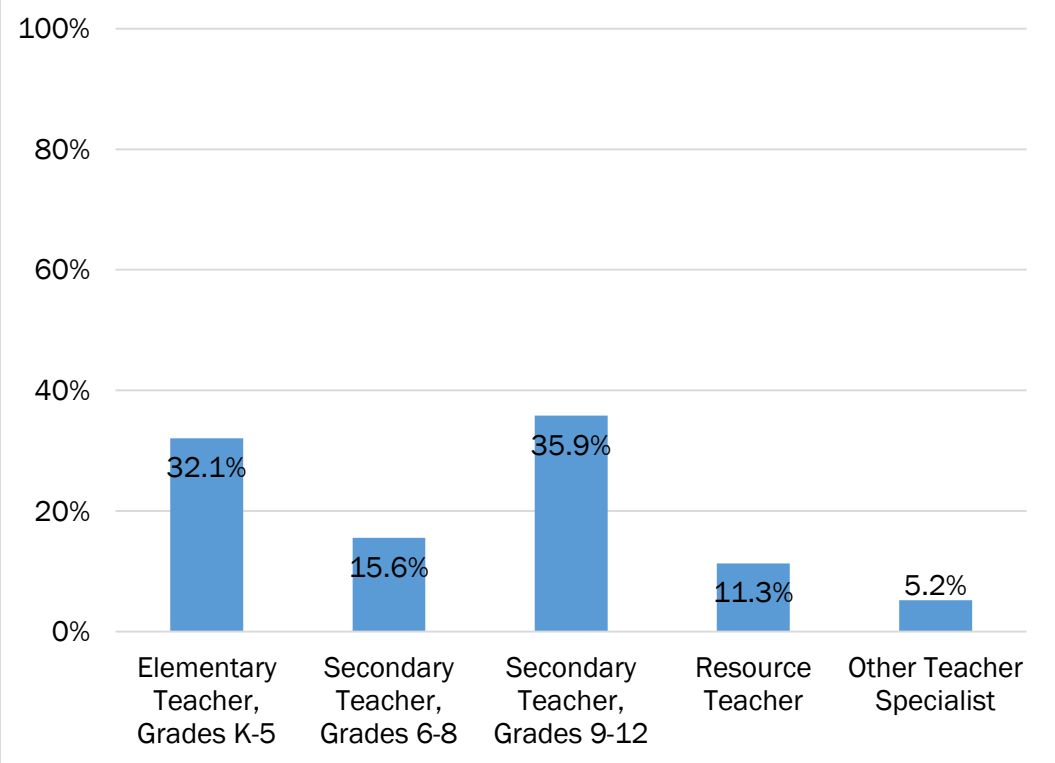
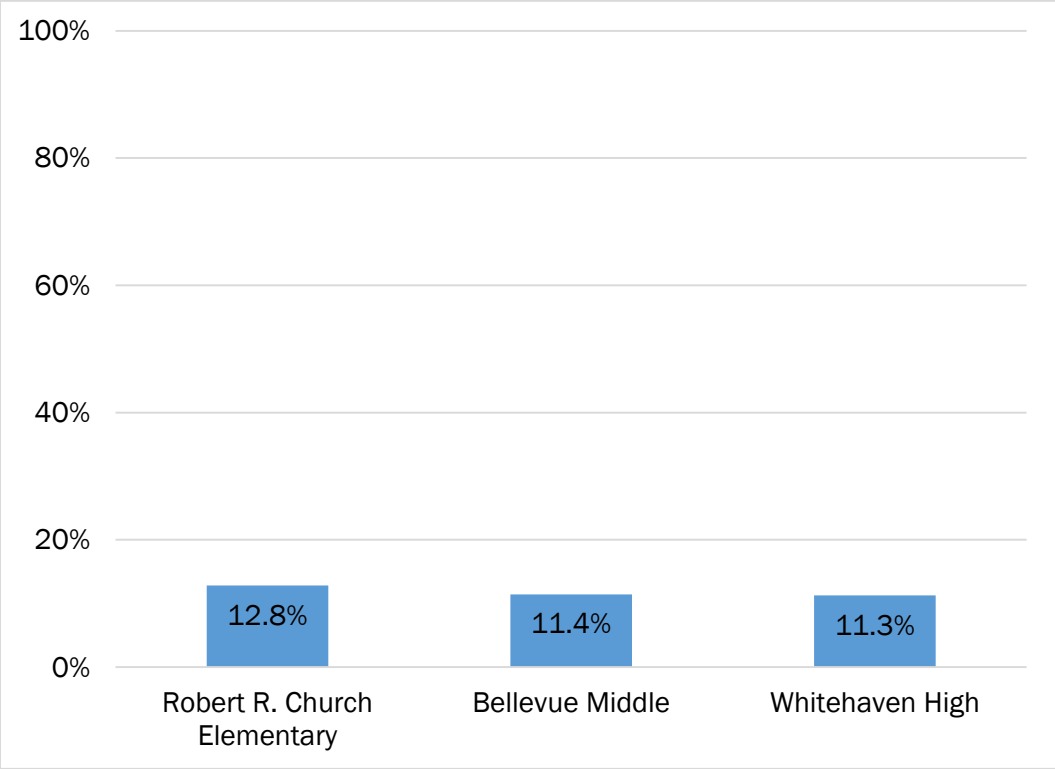


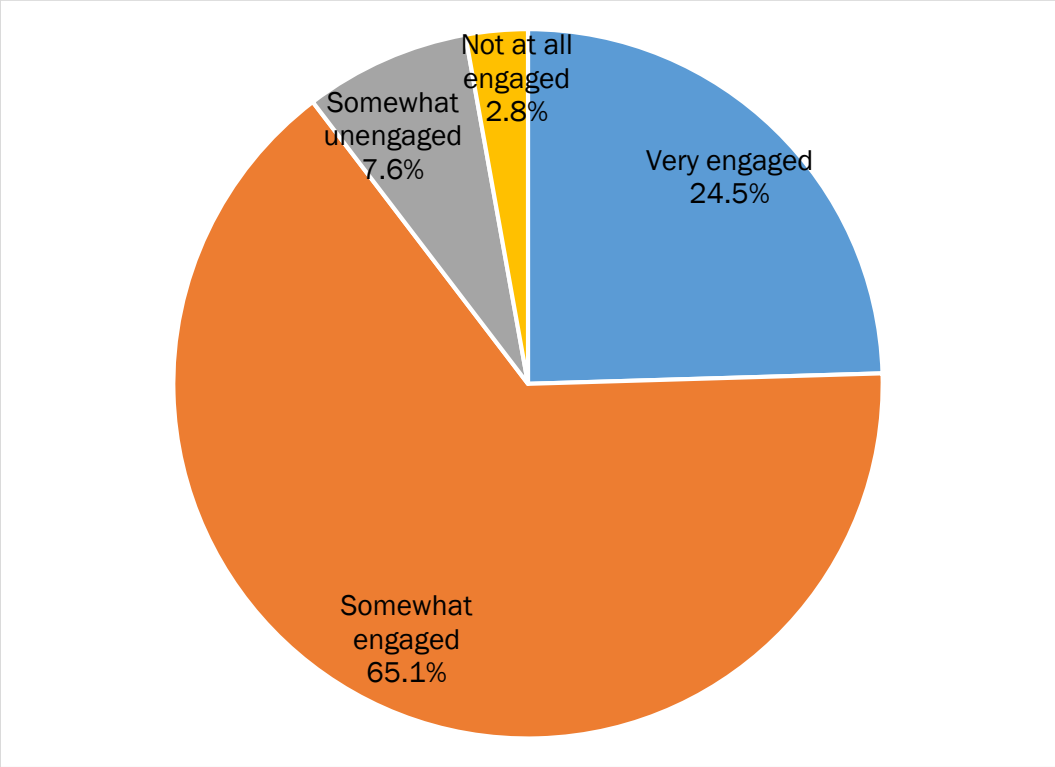
Figure 2. Top Participating Schools by Category



Student Engagement

Most responding teachers (65.1%) perceived that students were only somewhat engaged during the summer sessions. Figure 3 illustrates teachers' full range of perceptions.

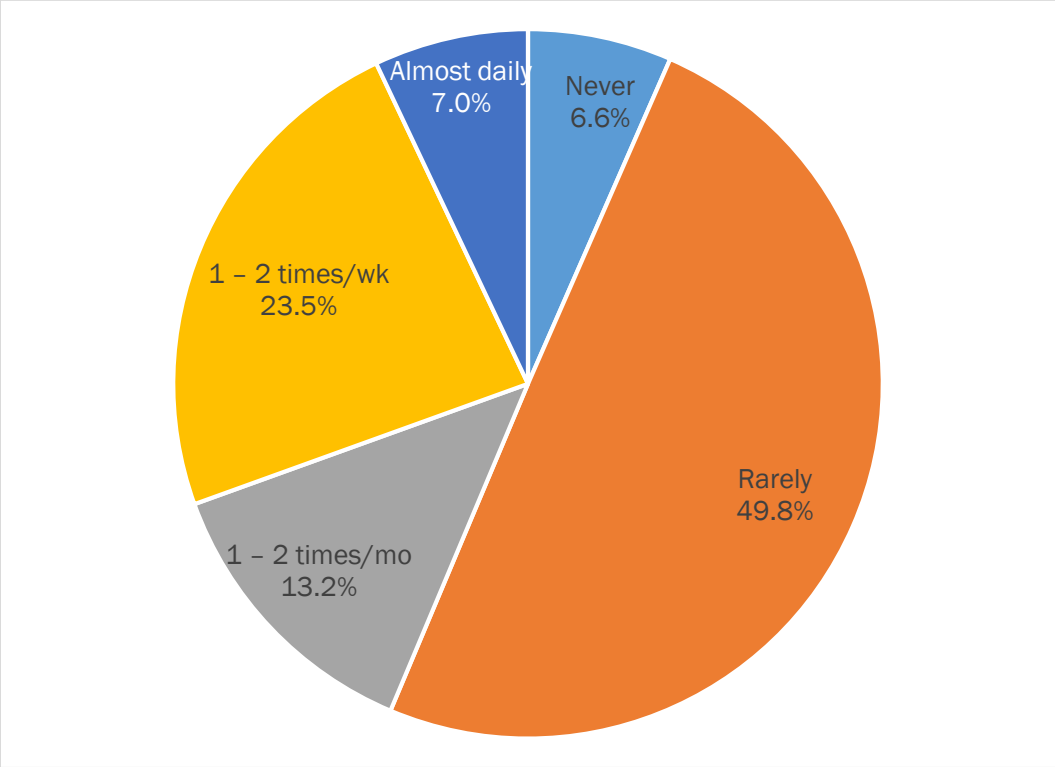
Figure 3. Student Engagement



Technical Issues

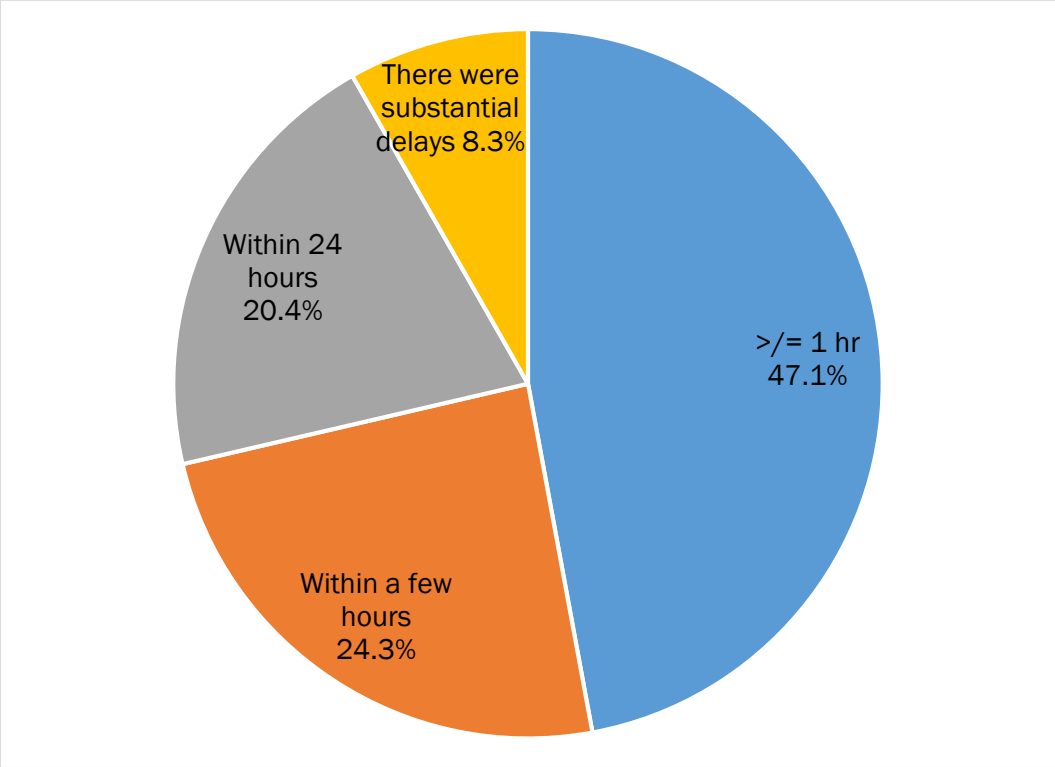
When asked about technical issues, Figure 4 shows that about half of the responding teachers reported rarely having any, while almost one-quarter recalled having problems once to twice a week.

Figure 4. Technical Issues



When technical issues occurred, 47.1% of respondents reported that they were resolved in an hour or less, while 24.3% of respondents' issues were resolved within a few hours (see Figure 5 for details).

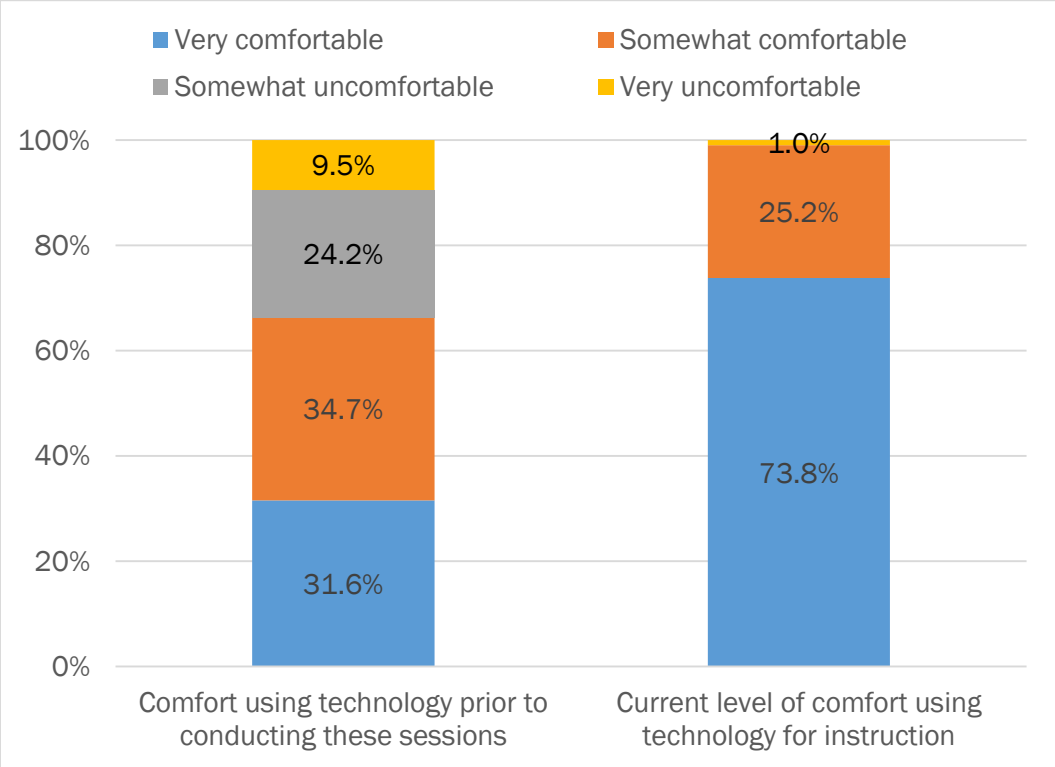
Figure 5. Issue Resolution



Experiences with Technologies

Surveyed teachers were asked about their level of comfort using technology for instruction both prior to conducting the virtual summer session and at present. Figure 6 shows that around one-third of responding teachers were very comfortable and approximately another third were reportedly somewhat comfortable prior to conducting the summer sessions. Conversely, by the end of the summer, the percentage of teachers who reported feeling very comfortable using technology had jumped to 73.8%.

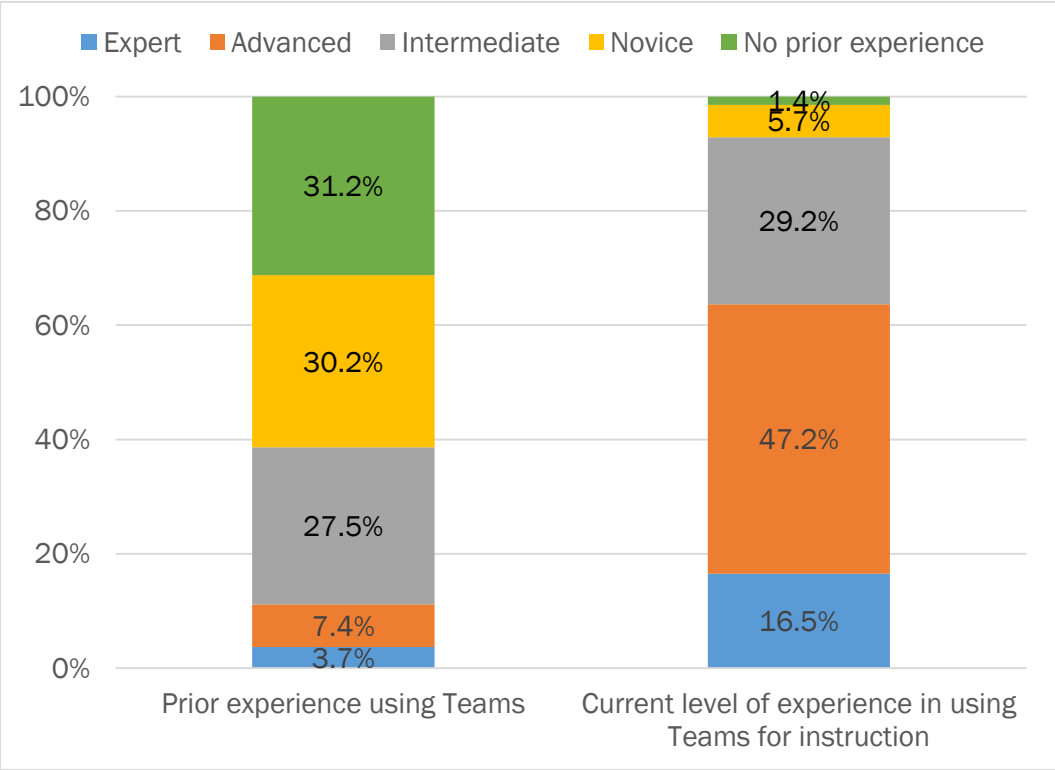
Figure 6. Level of Comfort with Technology



The next section of the survey asked about teachers' perceived level of experience using various teaching and learning platforms both before and after virtual summer learning sessions.

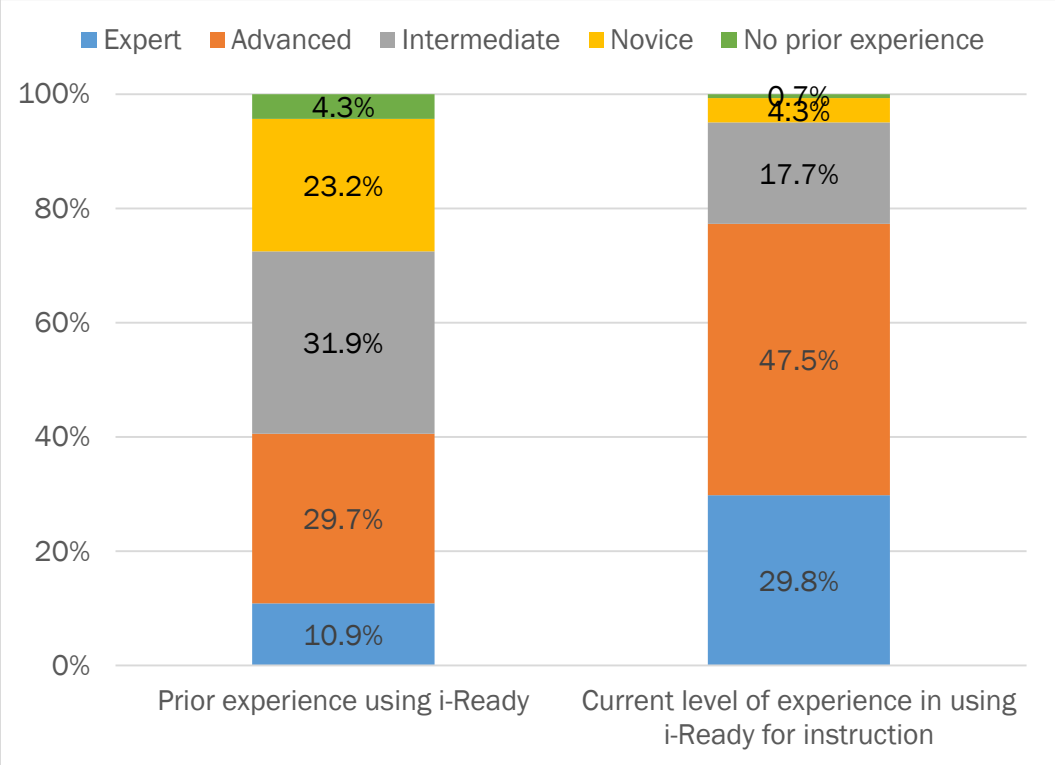
Approximately 8% of respondents reported never having used Teams prior to the summer virtual learning session; however, by the end of the summer, all respondents had used the platform. Among participating Teams users (shown in Figure 7), the largest percentages reported having had no prior experience (31.2%), being novices (30.2%), or having had an intermediate level of experience at the beginning of the summer. By the end of the summer, the respondents who felt they possessed advanced skills increased by nearly 40 percentage points (from 7.4% to 47.2%). Additionally, there was nearly a 13-point increase in the percentage of respondents reporting expertise in using Teams compared to the beginning of the summer (from 3.7% to 16.5%).

Figure 7. Teams Experience



Approximately 32% of responding teachers reported never having used iReady both at the beginning and end of the summer virtual sessions. Among those who had (shown in Figure 8), at the beginning of the summer, approximately one-third identified their level of experience as intermediate, while 29.7% felt they were advanced, and 23.2% identified as novices. By the end of the summer, respondents who self-identified as advanced and experts increased 17.8 and 18.9 percentage points, respectively, compared to the beginning of the summer.

Figure 8. iReady Experience



Regarding Grade Results, 48.3% of respondents reported never having used the platform before the summer virtual sessions, and 37.7% still had no experience by the end of the summer. Among users (shown in Figure 9), 34.0% reported having had no experience prior to the beginning of the summer. An equal percentage of respondents (22.6% each) self-identified as advanced and novice users. By the end of the summer, there was a 20 percentage-point increase in respondents who self-identified as advanced (from 22.6% to 42.6%) and about an 18-point increase in the percentage of experts compared to the beginning of the summer (from 5.7% to 23.3%).

Figure 9. Grade Results Experience

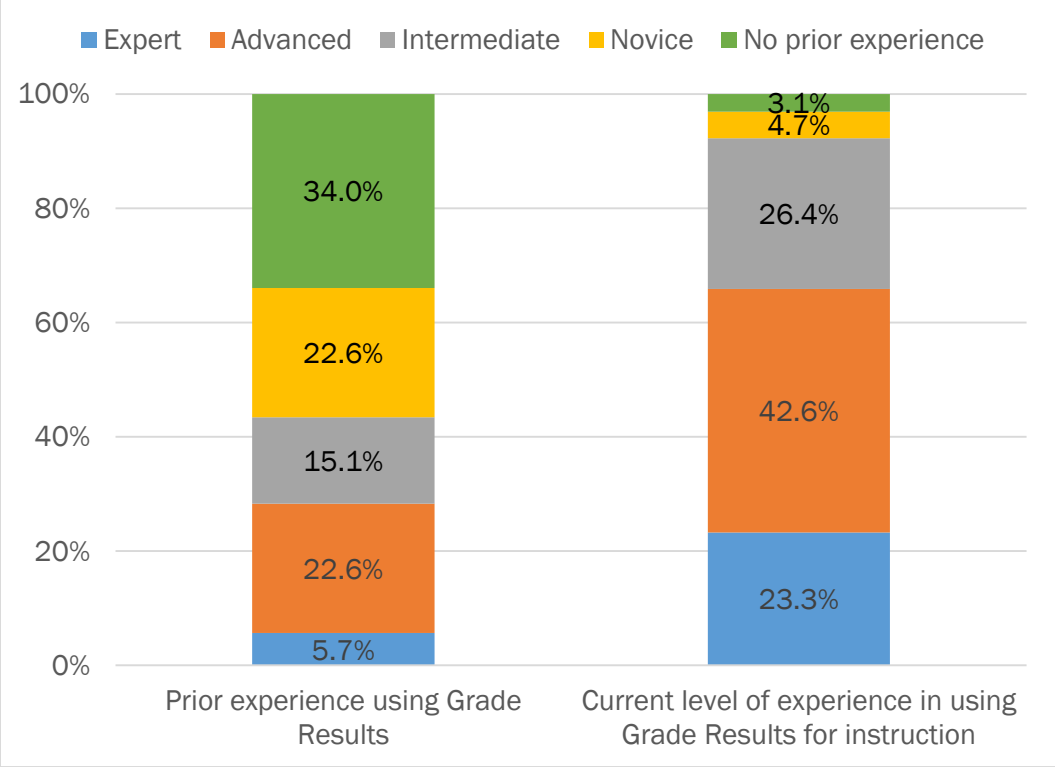
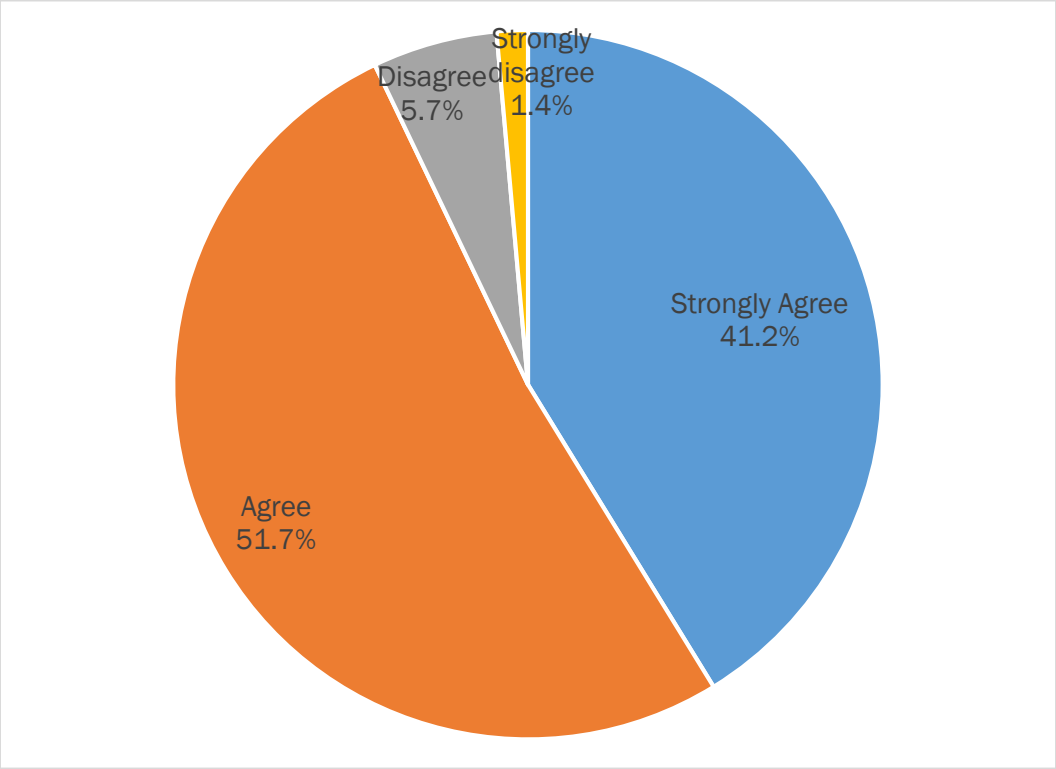


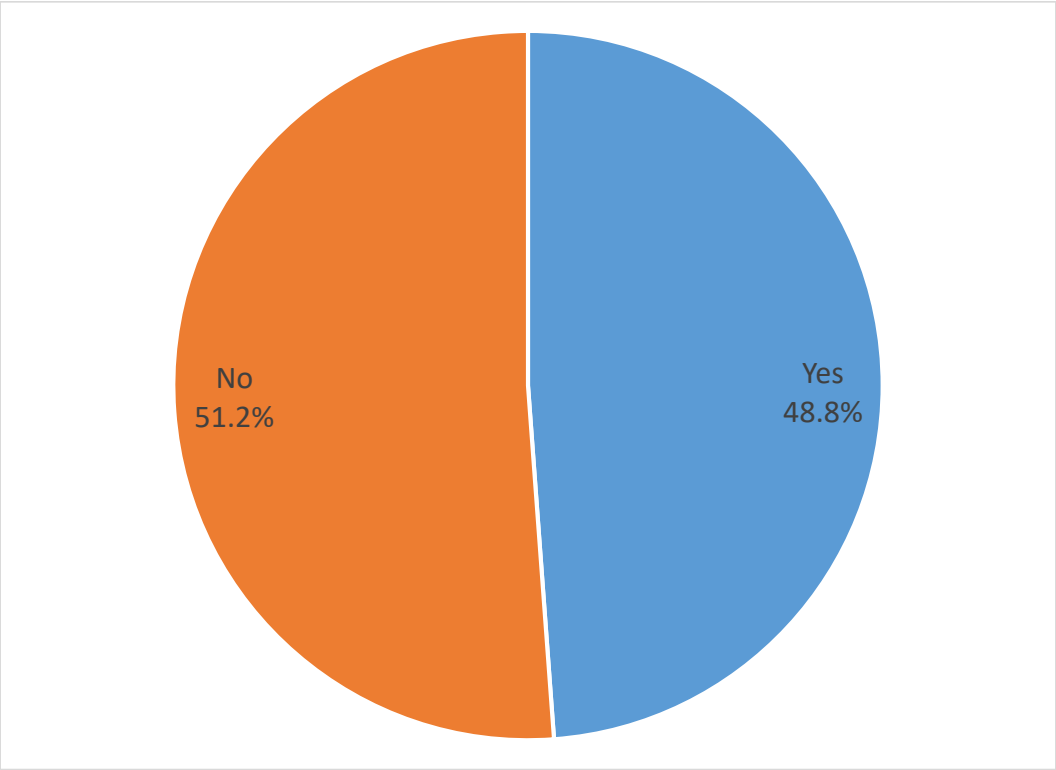
Figure 10 shows that most respondents strongly agreed or agreed (92.9%) that the training/resources provided for learning how to use Teams were useful/helpful.

Figure 10. Usefulness of Microsoft Teams Training



Responding teachers were asked whether they have received any personal or emotional support from either their school or the District regarding the transition to virtual learning. Figure 11 shows that slightly less than half responded in the affirmative.

Figure 11. Personal/Emotional Support



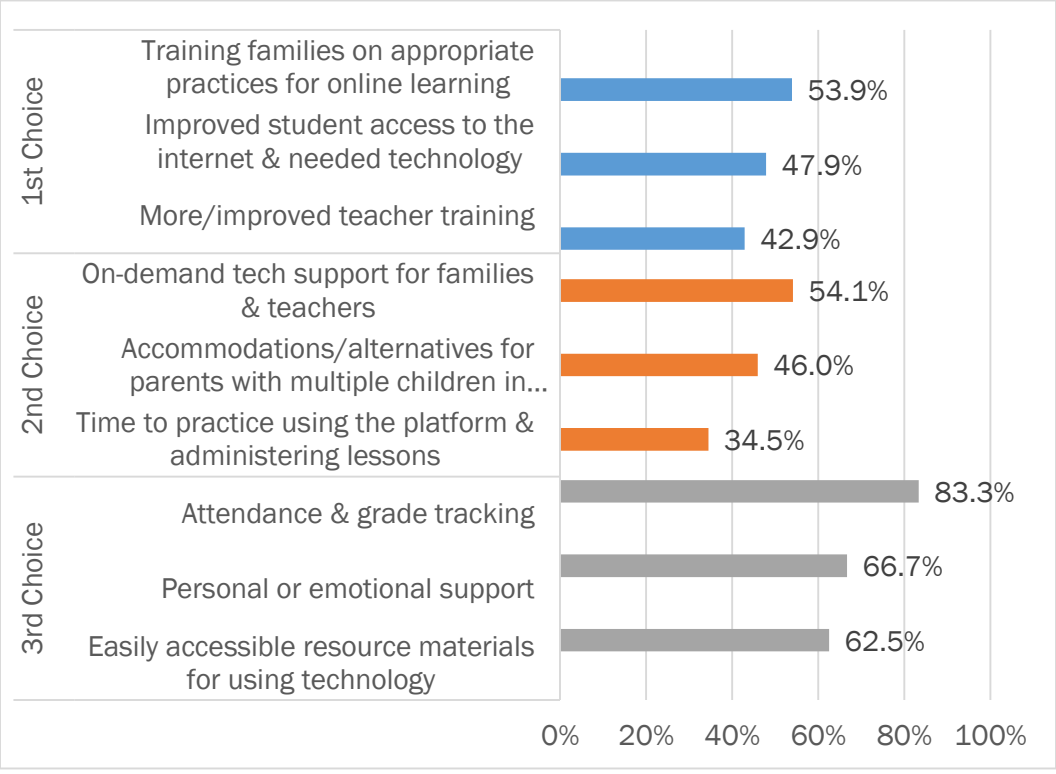
Needed Resources

Based on their experiences this summer, responding teachers identified the top three most important resources they felt they need to be successful and have an optimal virtual teaching experience. Figure 12 illustrates the top three needed resources that the highest percentages of respondents identified in each choice category. A slightly higher percentage of respondents (53.9%) identified training families on appropriate practices for online learning as holding primary importance over improving student access to the internet and needed technology (47.9%) or increasing and/or improving teacher training (42.9%).

In second place, 54.1% of respondents reported that having on-demand technical support for families and teachers would help optimize their virtual teaching experience. Forty-six percent felt that accommodating the needs of, or providing alternatives for, parents with multiple children in different grades needs to be addressed. And 34.5% of respondents identified time to practice using the platform and administering lessons as important.

As their third option, an overwhelming majority of respondents (83.3%) reported the ability to track attendance and grades as a needed resource, while two-thirds desire personal or emotional support, and 62.5% think easily accessible resource materials on technology use will improve their experience.

Figure 12. Needed Resources



Activities

In this section of the survey, teachers identified how much time various activities required both during virtual summer learning and during the traditional, face-to-face instruction that took place most of the school year. The first activities explored were respondents' perceptions of the time required to prepare to teach remotely and the time spent teaching remotely. Figure 13 presents the results.

When it came to preparing to teach remotely, not surprisingly, substantially more respondents reported spending 0% of their time on this activity during face-to-face instruction than during virtual summer learning (20.4% vs. 0.5%, respectively). Overall, fewer respondents (79.6%) reported spending time preparing to teach remotely during the traditional school year than during virtual summer learning (99.5%). A similar pattern emerged when teaching remotely occurred. Approximately one-quarter of respondents reportedly spent 0% of their time teaching remotely during the traditional school year, while this was true for none of the respondents during the virtual summer learning sessions. Conversely, approximately three-quarters of respondents reportedly spent some time teaching remotely during the traditional school year compared to all respondents during the virtual summer learning sessions.

Figure 13. Preparing to & Teaching

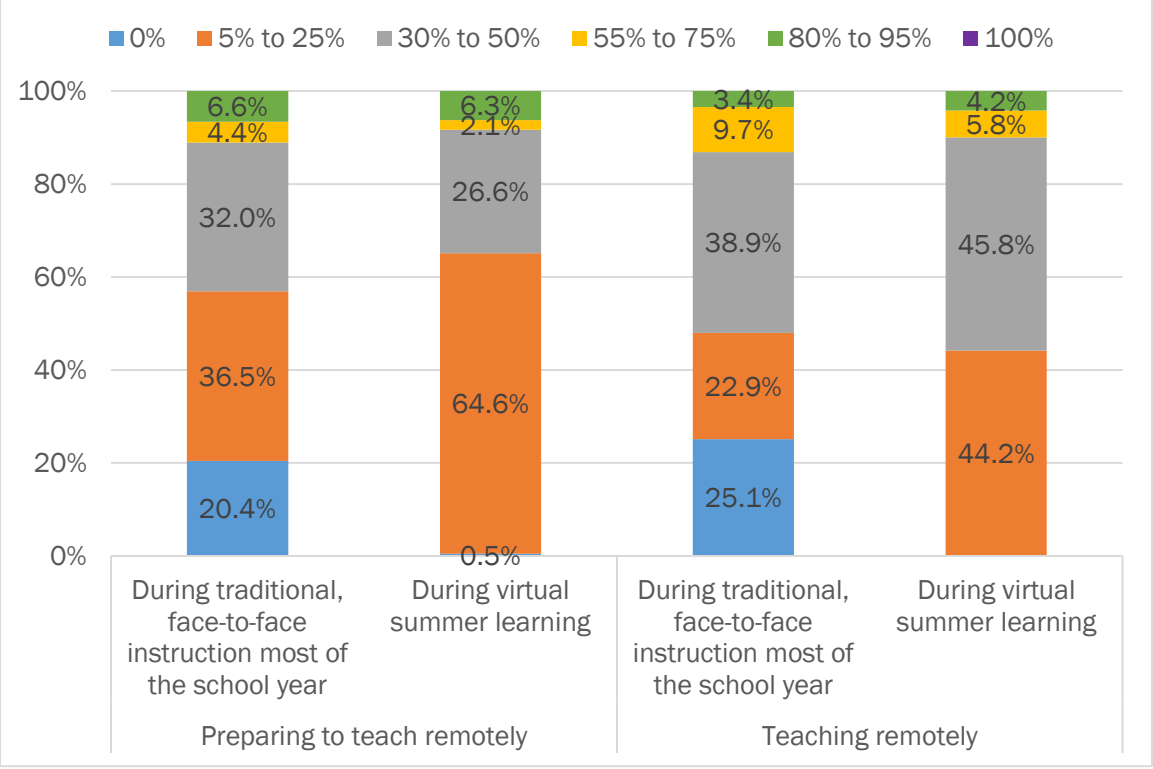
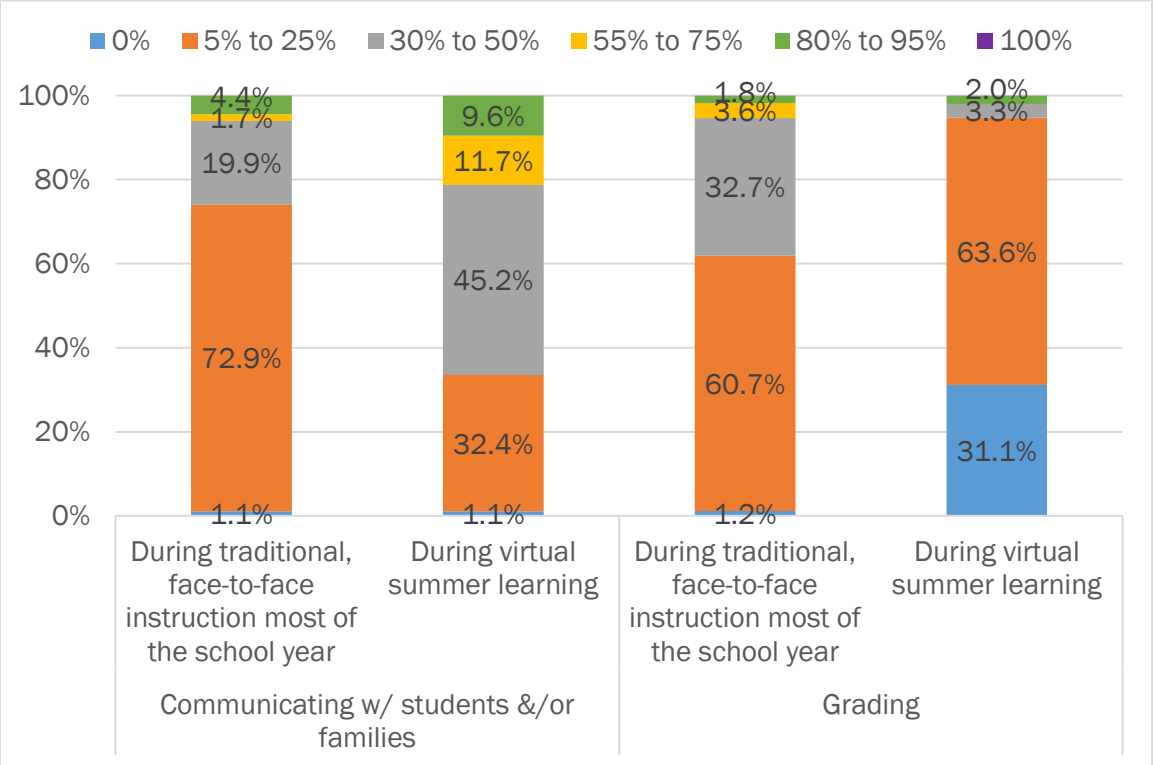


Figure 14 illustrates respondents' reported time allocation for both communicating with students and/or families and grading.

Almost no responding teachers reported spending 0% of their time communicating with students and/or families either during the traditional school year or during virtual summer learning (1.1% each). During the traditional school year, most respondents (72.9%) felt they spent 5% to 25% of their time communicating with students and/or families compared to the 30% to 50% of time that 45.2% of respondents reportedly allocated to this activity during virtual summer learning.

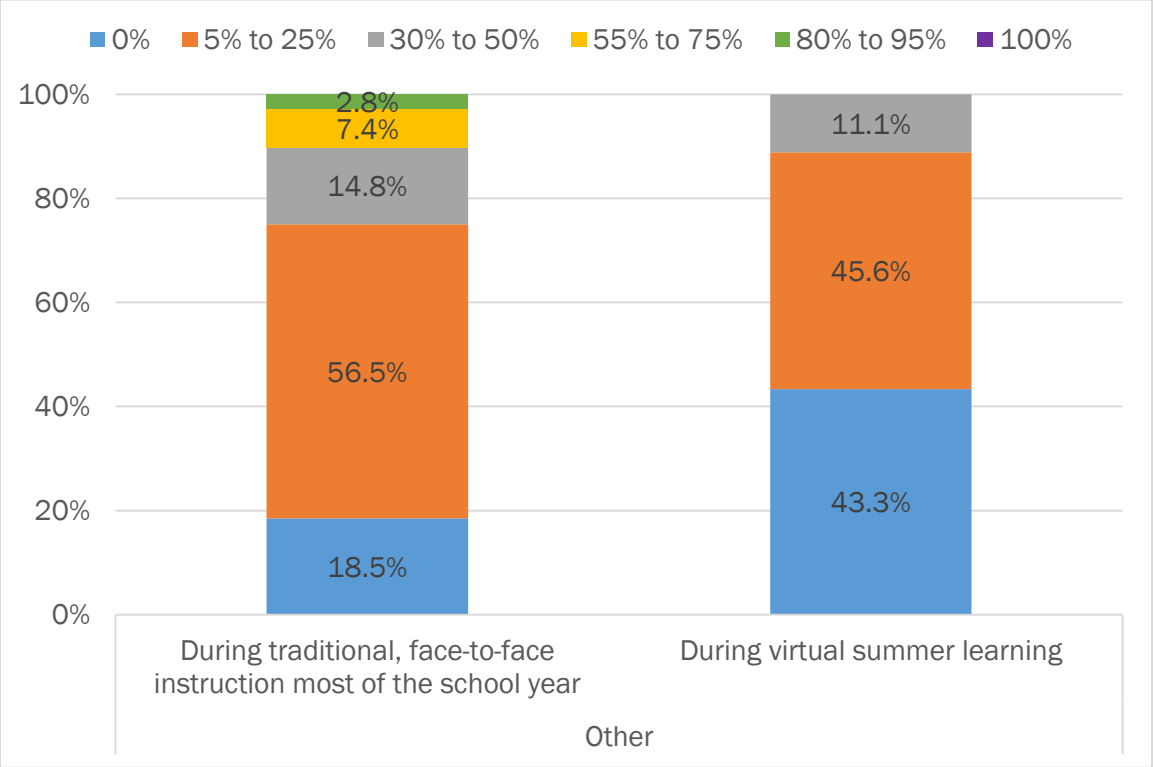
A substantially lower percentage of responding teachers reported spending no time on grading during the traditional school year compared to the summer (1.2% vs. 31.1%). Conversely, substantially more respondents reported spending time grading during the traditional school year than during the virtual summer learning session (98.8% vs. 68.9%). For example, a substantially high percentage of respondents reported spending 30% to 50% of their time grading during the traditional school year than during the virtual summer learning sessions (32.7% vs 3.3%, respectively).

Figure 14. Communicating & Grading



Approximately 19% of responding teachers reported spending 0% of time on other activities during the traditional school year, while this was true for 43.3% of those teaching the virtual summer learning sessions. Approximately 56.5% of respondents spent 5% to 25% of their time on other activities during the traditional school year, while 45.6% reportedly spent this much time during the summer. See Figure 15 for additional details.

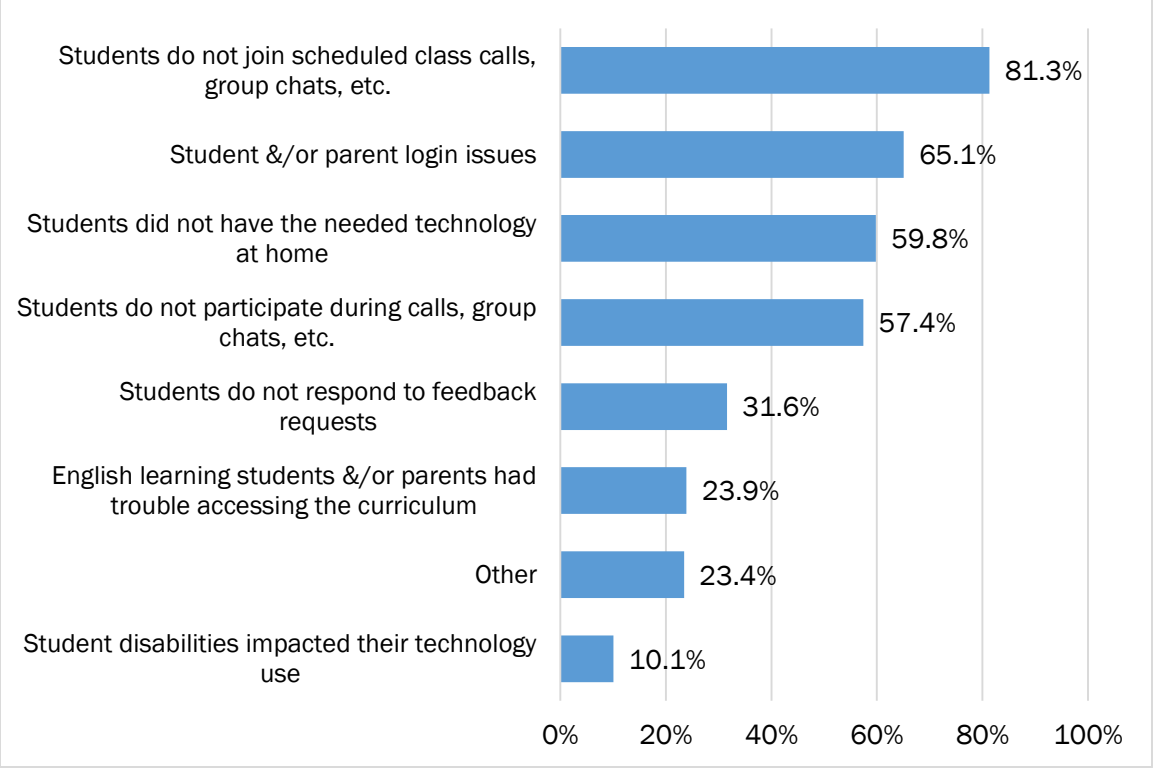
Figure 15. Other



Challenges

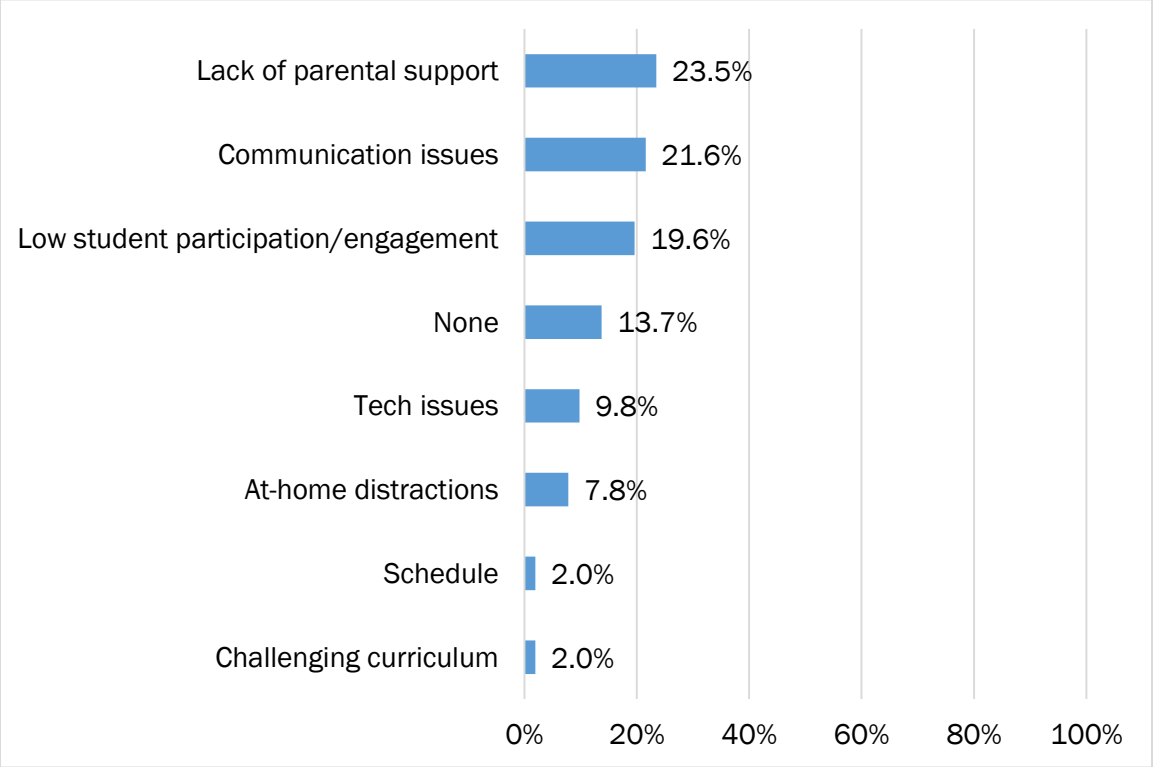
Figure 16 presents the challenges respondents reportedly faced connecting and engaging with students during remote learning. By far, the challenge identified by most respondents (81.3%) was students failing to join scheduled class calls, group chats, and the like. Approximately 65% reported student and/or parent login issues. Other major issues cited included students' lack of needed technology at home (59.8%) and students' lack of participation during calls, group chats, and the like (57.4%). About 23% of respondents described other challenges not listed.

Figure 16. Challenges



When given the option to describe challenges other than those provided in the list, many respondents described issues centering around lack of parental support (23.5%), communication issues (21.6%), and low student participation and engagement (19.6%), as shown in Figure 17. Respondents described lack of parental support as parents being disengaged and unresponsive to communications. Inaccurate contact information was the root of the communication challenges, and low student participation and engagement were described as students failing to complete lessons/assignments, students not being engaged, and students not participating at all because participation was optional. One teacher reported, "Students log in, but away from devices; disengaged, distracted by family members, home background interruptions."

Figure 17. Other Challenges



Communications

When asked about the number of parents that teachers were able to successfully reach, Figure 18 shows that nearly all respondents (92%) were able to reach at least half of the parents they tried to contact. Approximately 8% reached one-quarter or less. This was achieved through daily attempts to contact parents, according to almost half of the respondents (Figure 19).

Figure 18. Successful Parental Contact

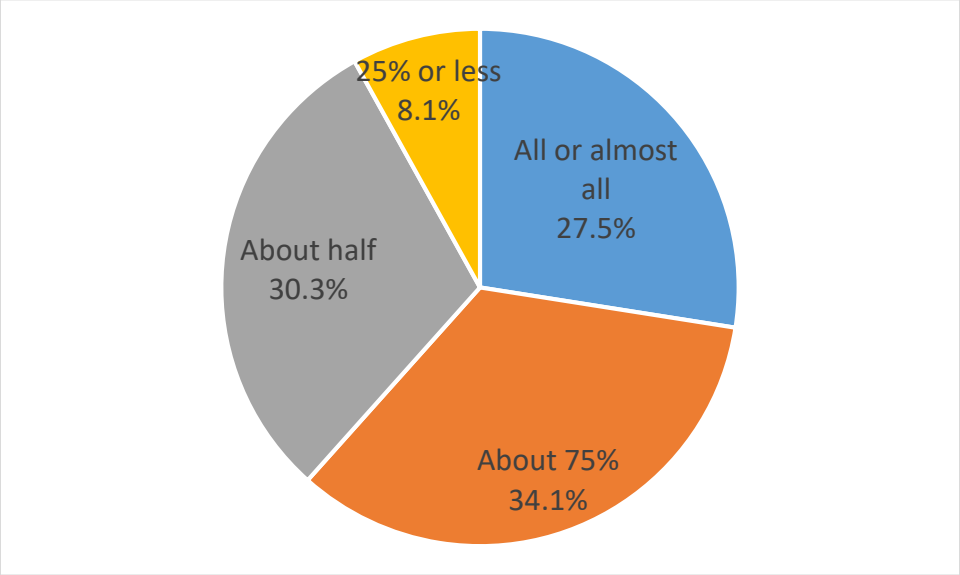
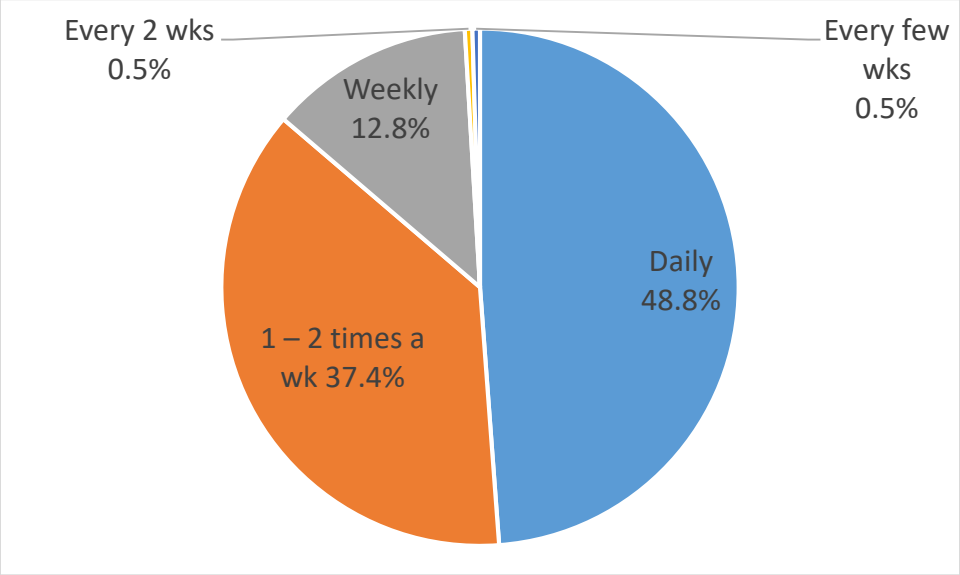


Figure 19. Frequency of Contact Attempts



The strategies most responding teachers found most successful were texting (30.4%), calling (26.9%), and emailing (25.5%) parents (see Figure 20). Approximately 3% of respondents identified other strategies that were not listed, which are shown in Figure 21. Among these, *Remind* was most reported (56.3%).

Figure 20. Successful Contact Strategies 1

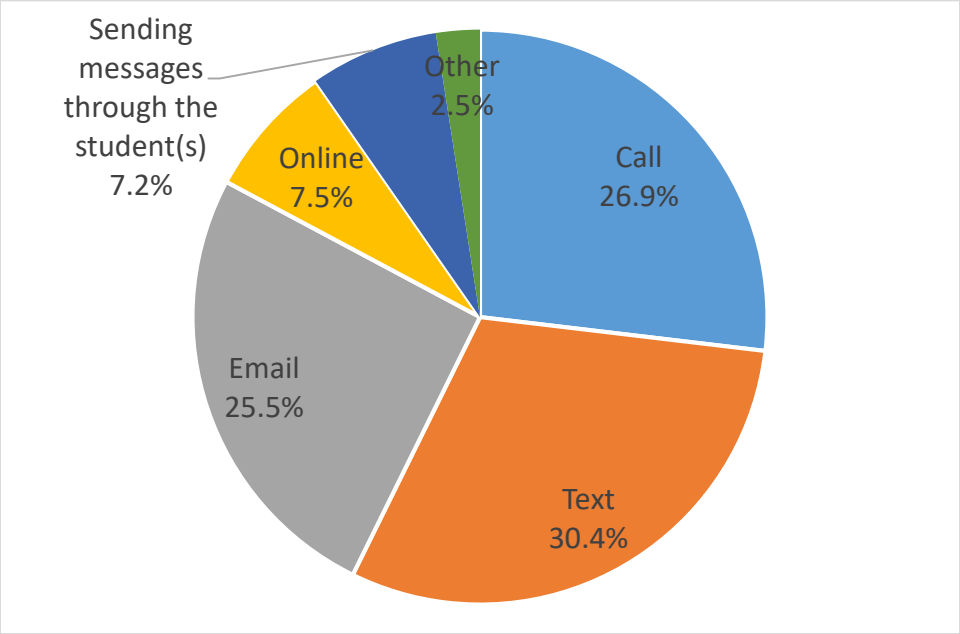
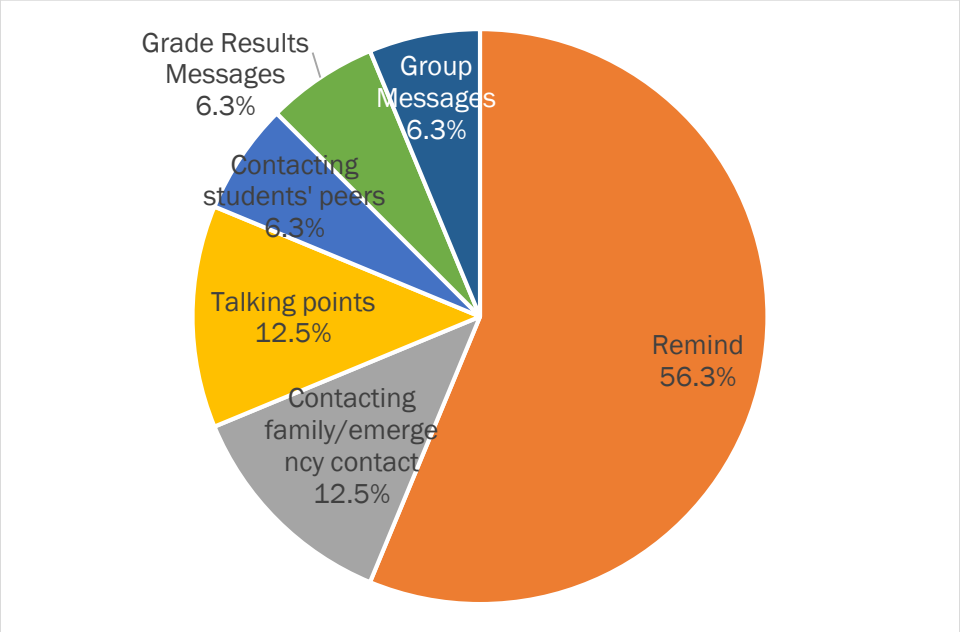


Figure 21. Successful Contact Strategies: Other



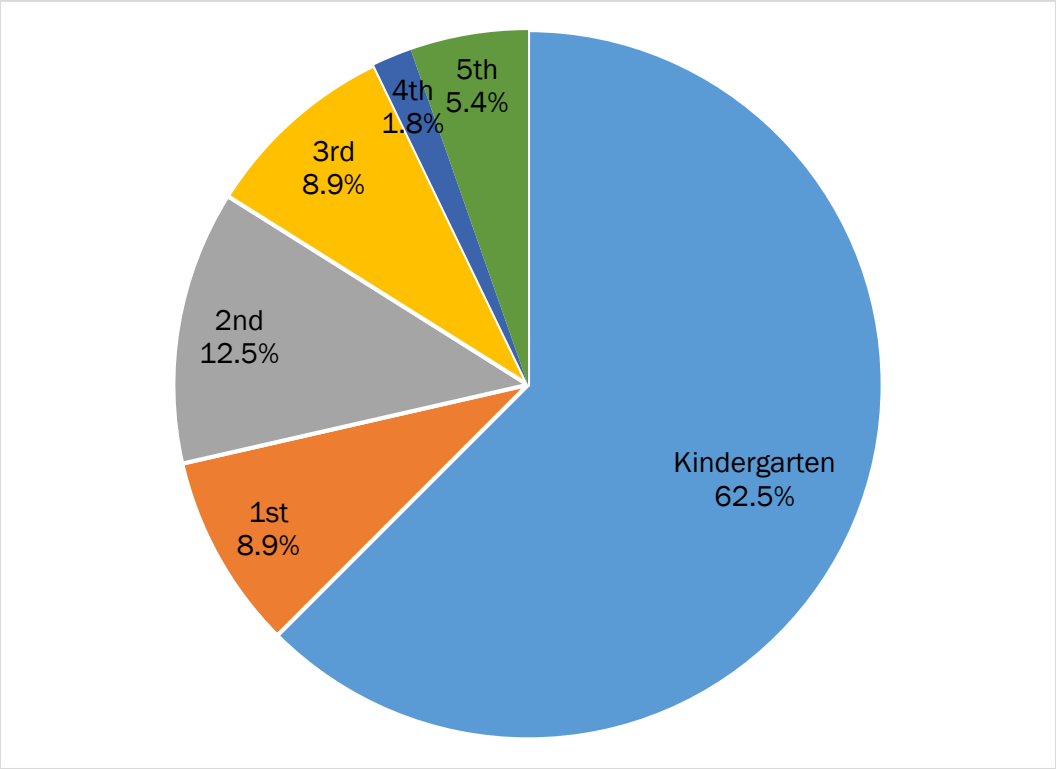
Student Survey Results

Elementary School Students

Demographics

Sixty-five elementary students (89.2% English-speaking and 10.8% Spanish-speaking) responded to this survey. As shown in Figure 22, most of the respondents (62.5%) were kindergarteners.

Figure 22. Grade Level



Most respondents (82.5%) completed their virtual summer learning via computer. Sixty percent reported no problems while using this medium (Figures 23 & 24).

Figure 23. Summer School Session Method

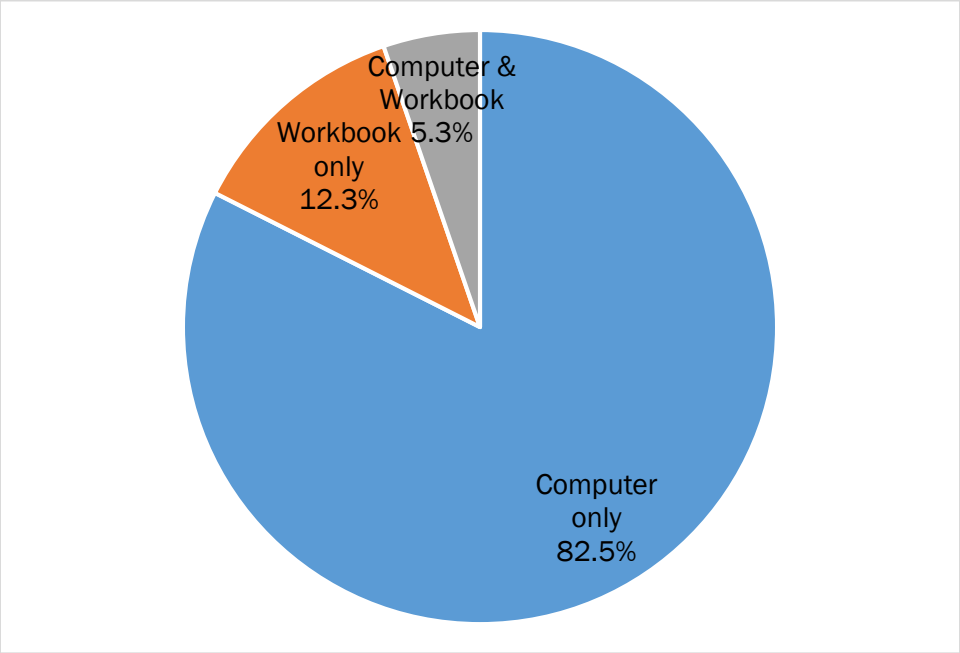
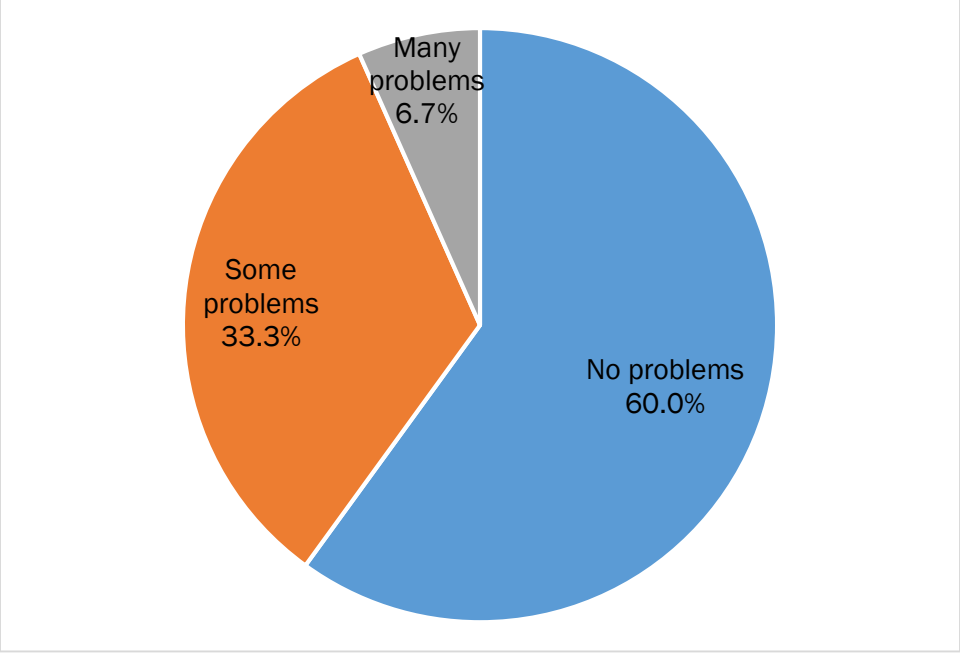


Figure 24. Computer Problems



An overwhelming majority of the respondents (92.5%) reportedly learned many new things in reading and math during their summer sessions, while the rest (7.5%) said they sometimes learned new things (see Figure 25). None answered that they did not learn many new things.

Figure 25. Reading and Math Learning

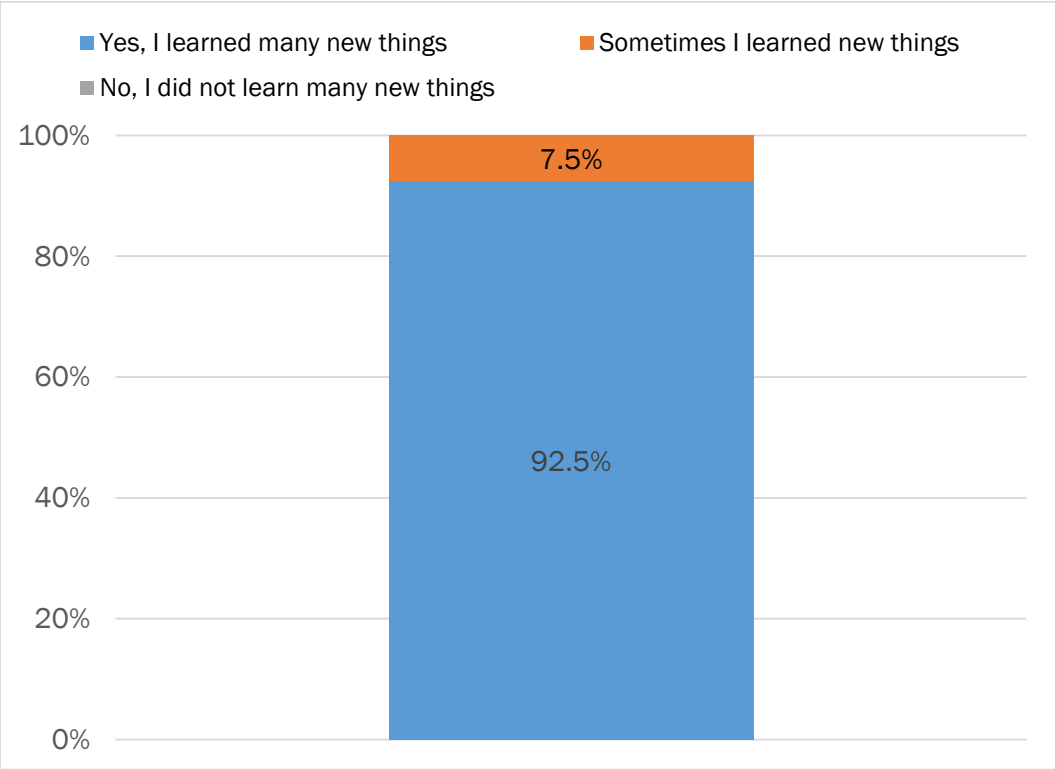
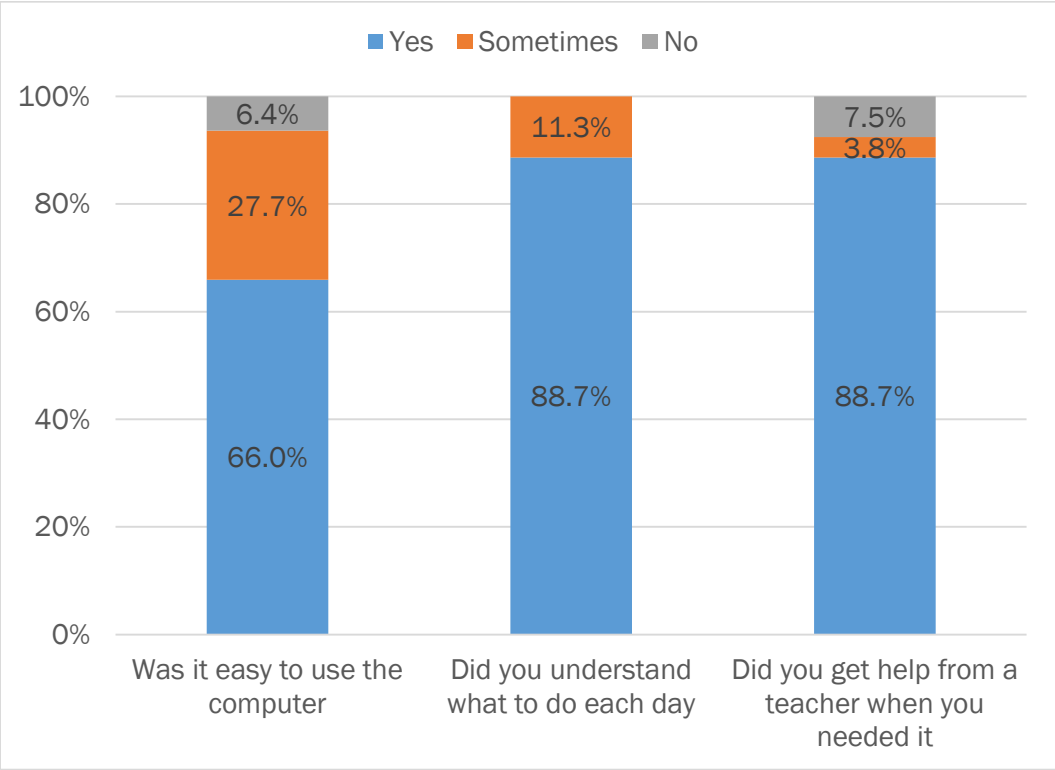


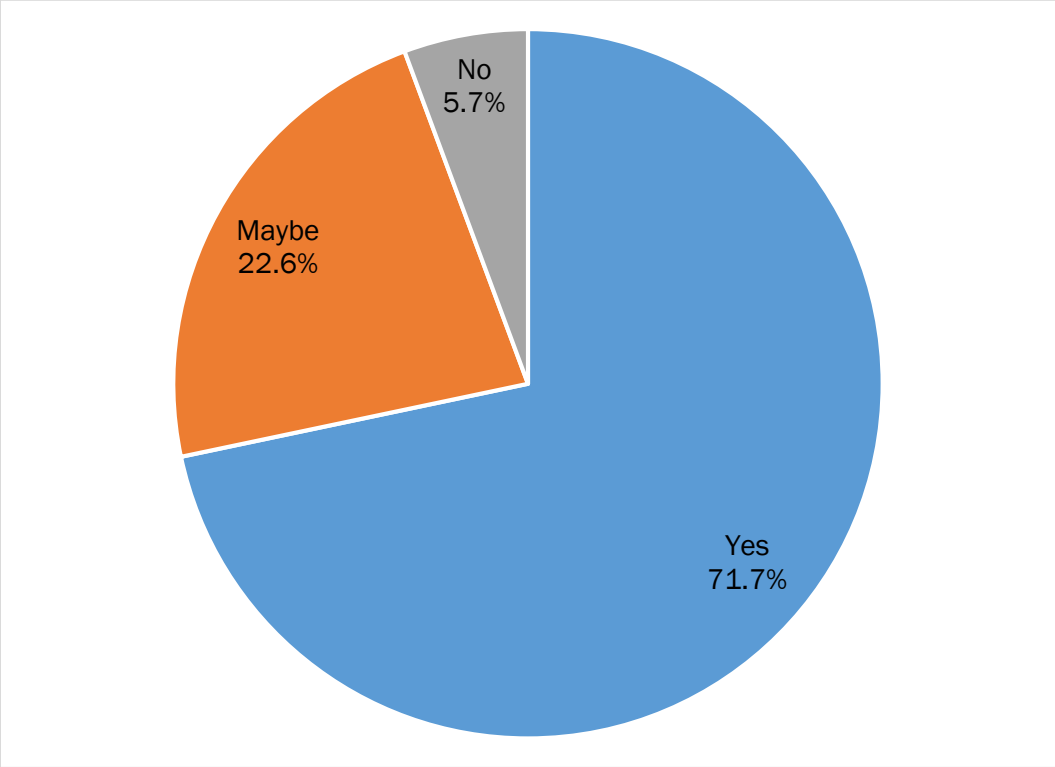
Figure 26 represents respondents' overall experiences with summer virtual learning. Two-thirds of respondents felt using the computer was easy. Most expressed an understanding of their daily expectations (88.7%) and felt that they received help from their teacher when needed (88.7%).

Figure 26. Overall Experience



Because of their positive experience with online learning, Figure 27 illustrates that 71.7% of respondents expressed a desire to complete more of their schoolwork on the computer.

Figure 27. Desire for More Schoolwork on the Computer

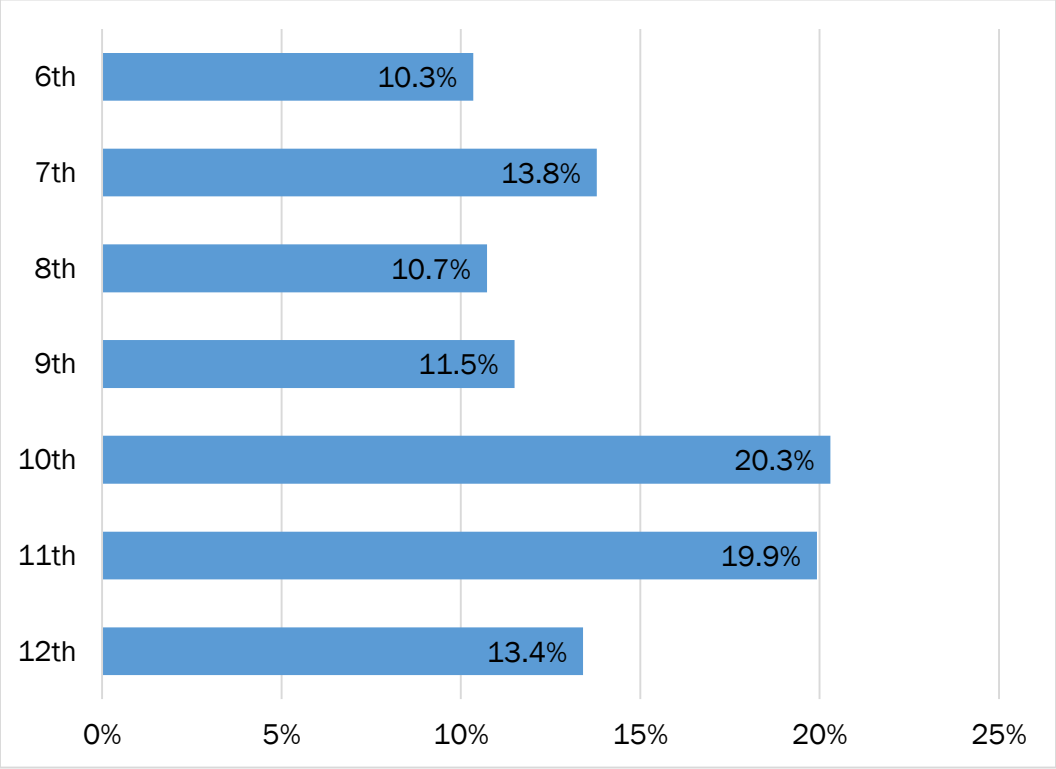


Middle and High School Students

Demographics

Three hundred ten students in grades 6–12 (97.4% English-speaking and 2.6% Spanish-speaking) completed this survey. As shown in Figure 28, 10th (20.3%) and 11th (19.9%) graders were the most prevalent among the respondents.

Figure 28. Grade Level



Most respondents (95.5%) completed their virtual summer sessions via computer, and most (89.1%) reported that they did not have to share their device with others taking summer classes (Figures 29 & 30).

Figure 29. Summer School Session Method

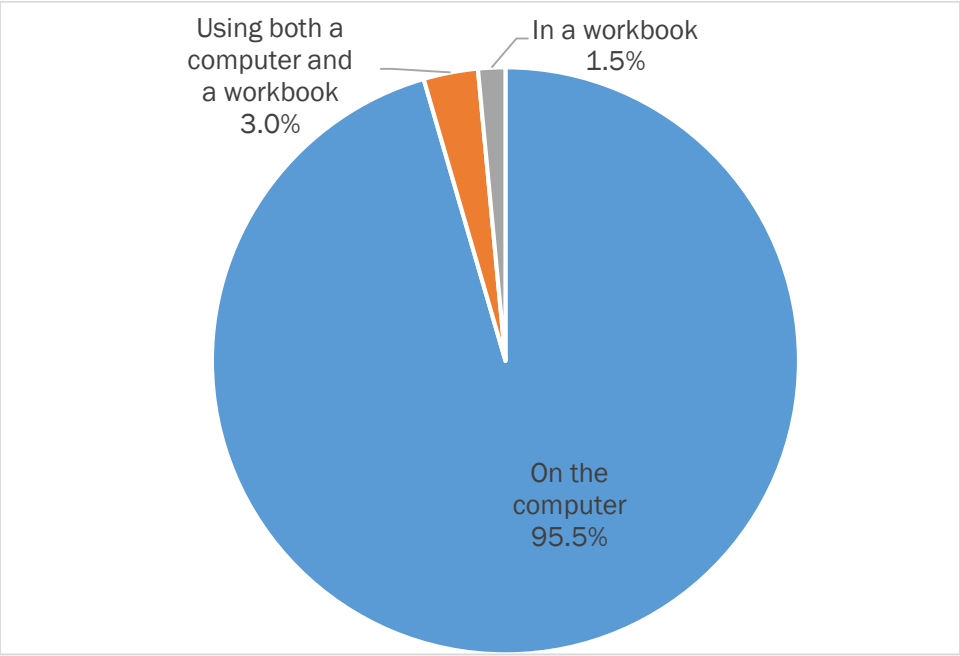


Figure 30. Computer Sharing with Others Taking Classes

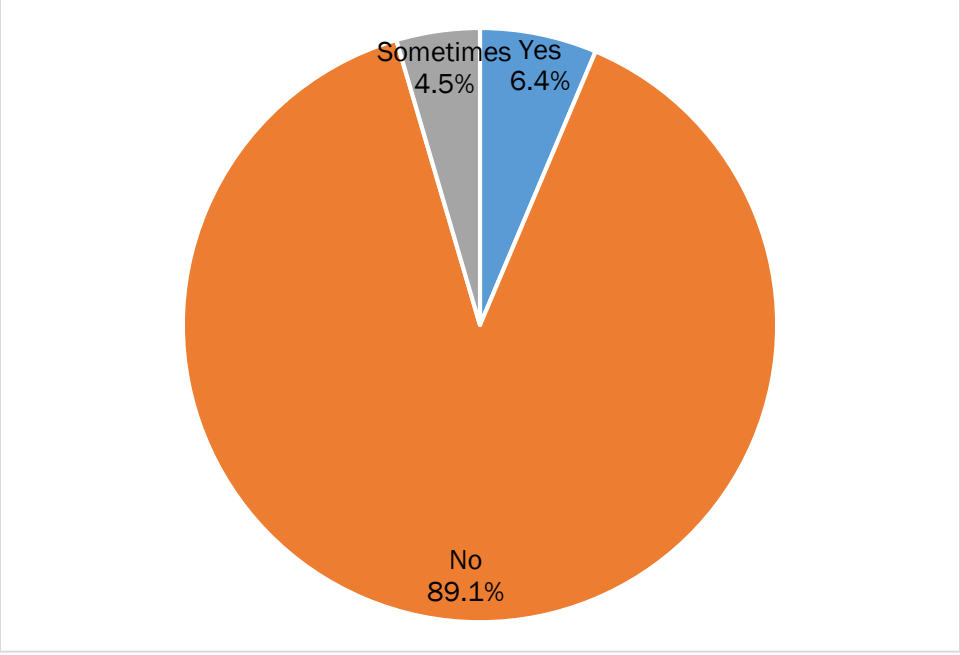
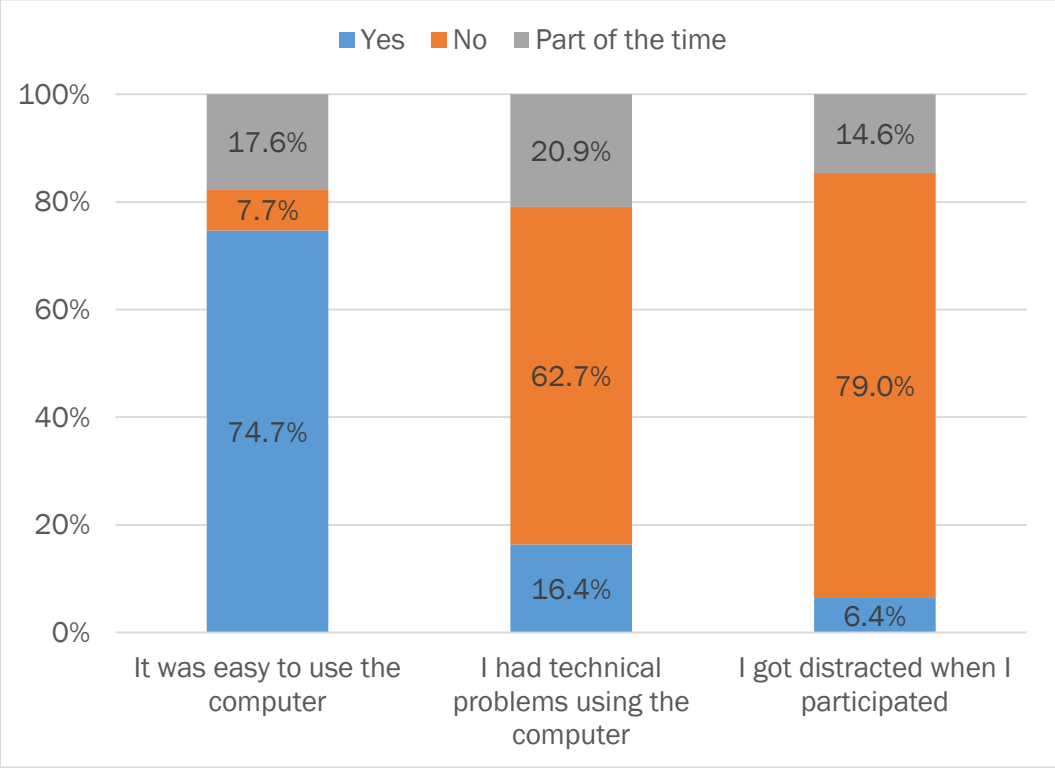


Figure 31 depicts any difficulties respondents might have had during their virtual learning experience this summer. About three-fourths of respondents felt it was easy using the computer. Most (62.7%) reported having no technical problems using the computer, and students overwhelmingly denied getting distracted during sessions (79.0%).

Figure 31. Difficulties with Virtual Learning



Figures 32 and 33 illustrate respondents' participation patterns. Approximately 43% of respondents reported daily class participation, while 64.4% cited daily computer use for classwork.

Figure 32. Level of Participation

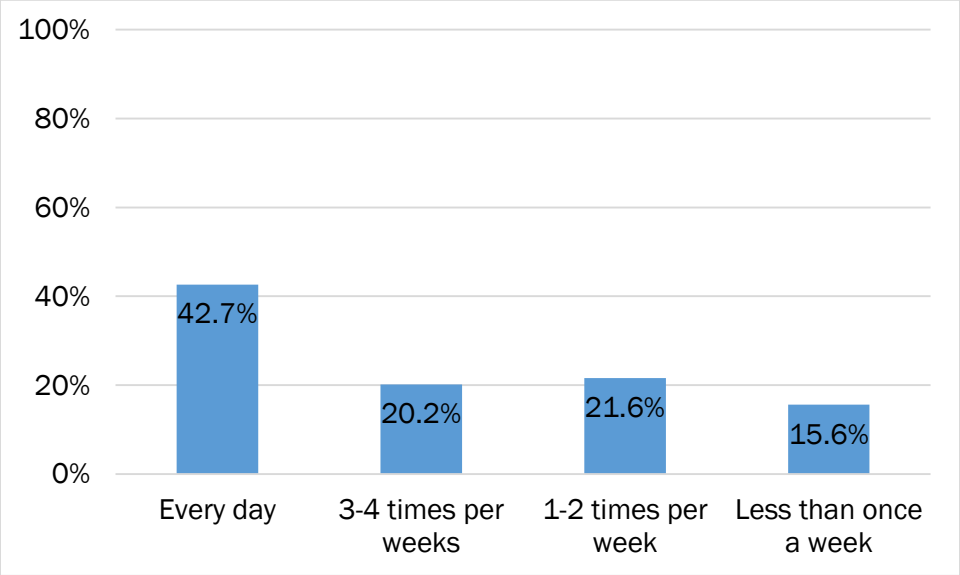


Figure 33. Frequency of Computer Use

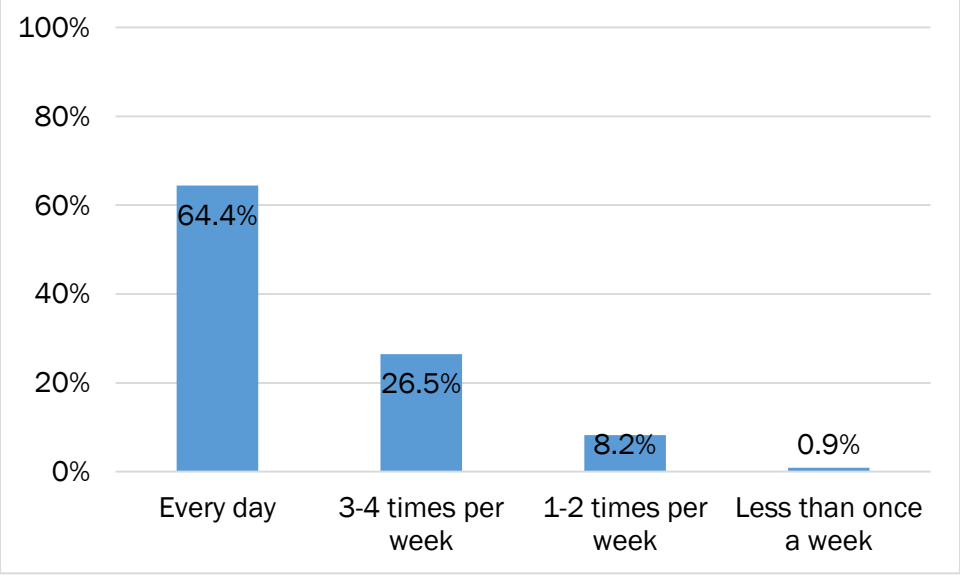
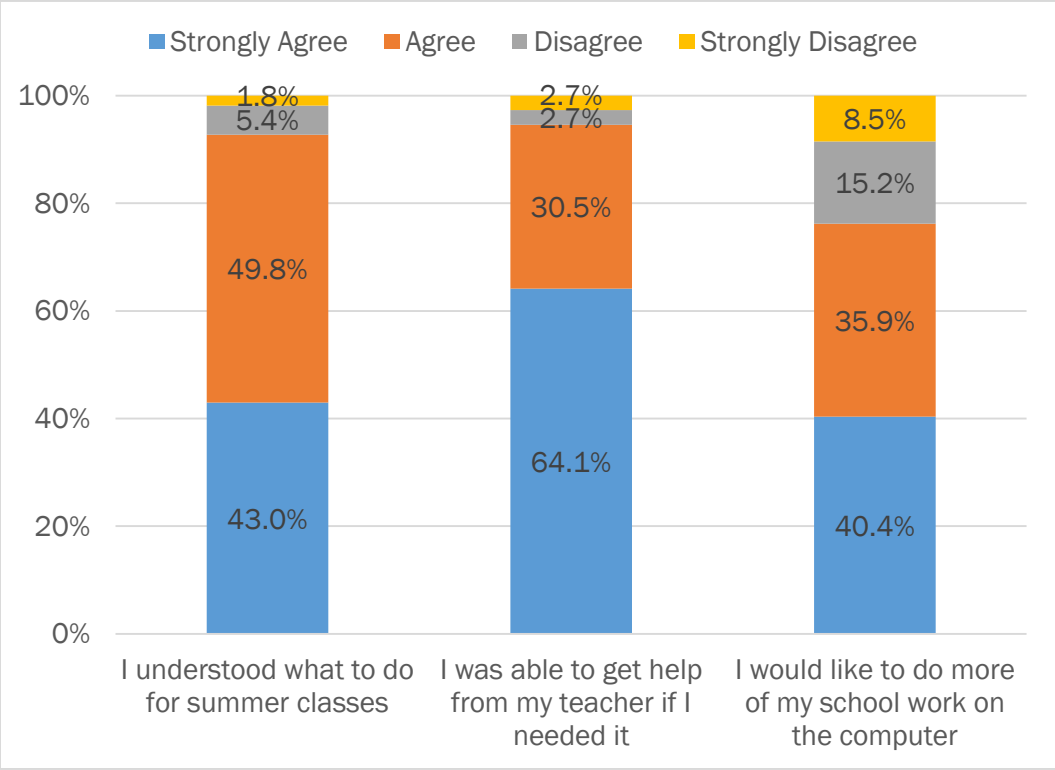


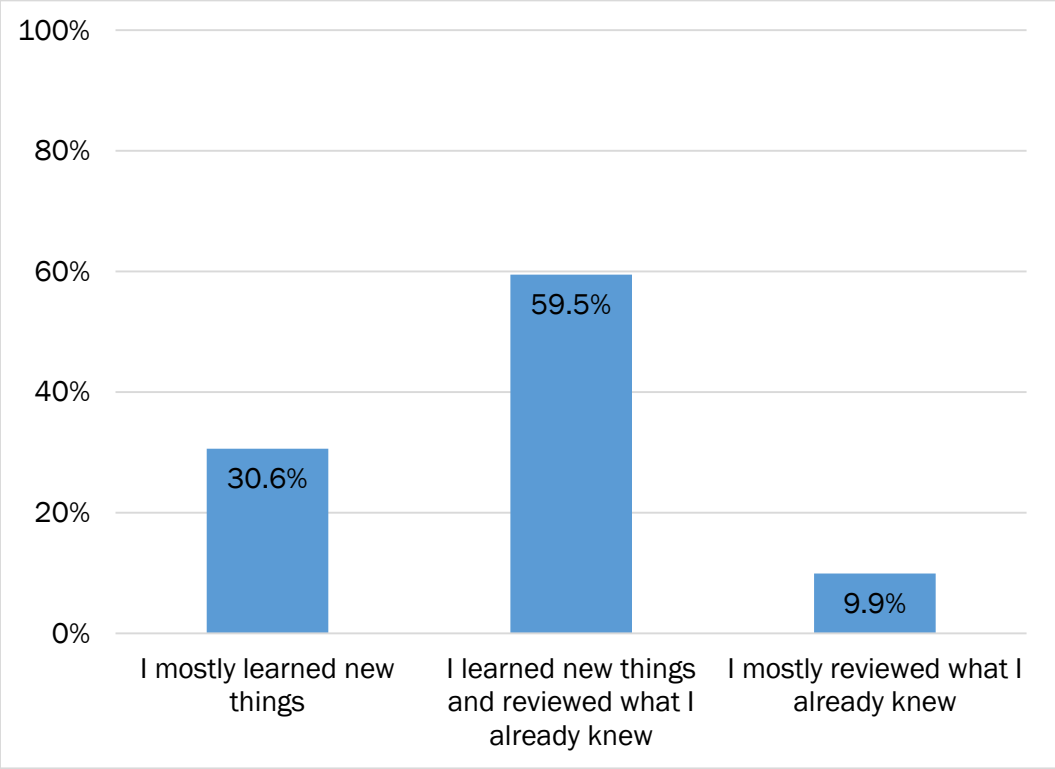
Figure 34 illustrates respondents' overall experiences with summer virtual learning. Most respondents strongly agreed or agreed that they understood what to do each day (92.8%) and that they received help from their teacher when needed (94.6%). Approximately 76% of respondents strongly agreed or agreed with the idea of doing more schoolwork on the computer.

Figure 34. Overall Experience



Sixty percent of respondents reported that they learned new things and reviewed what they already knew during the summer sessions, while 30.6% reportedly mostly learned new things. About 10% of respondents expressed mostly reviewing material that they already knew. See Figure 35 for graphic depiction.

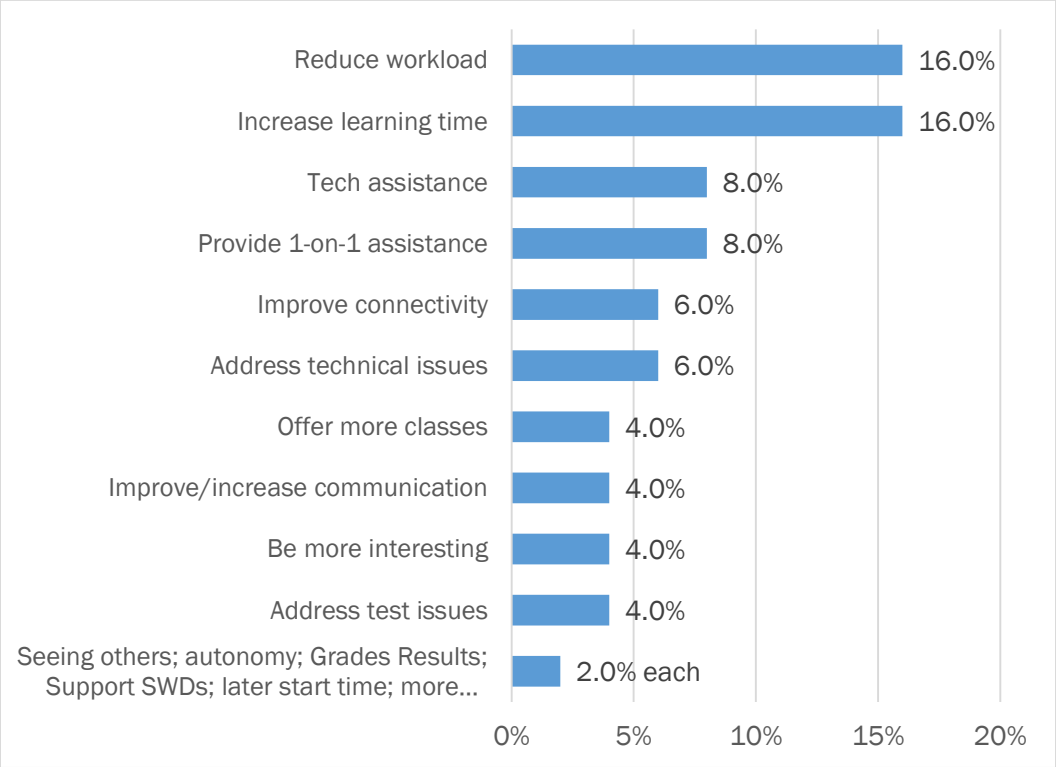
Figure 35. Activities



Last, when given the opportunity to provide recommendations for improvement, 48.8% of respondents expressed that they enjoyed the sessions and would not change anything. Approximately 9% of respondents simply stated that they wanted to be in a traditional, face-to-face classroom environment, and 1.6% were unsure about what recommendations to provide.

Figure 36 displays the remaining, viable recommendations provided, primary of which were to reduce students' workload (16%), provide more time to learn the material (16%), provide on-demand technical assistance (8%), and provide 1-on-1 teacher assistance (8%).

Figure 36. Recommendations for Improvement



Some notable statements are provided below.

"In my opinion, you should try to make the work a little easier and way less long. It usually takes me about 45 min to an hour to complete one lesson and the lessons are pretty hard."

"This year it was Geometry for me. It was very challenging due to the fact a lot of the material I was not familiar with due to getting out early from the COVID 19."

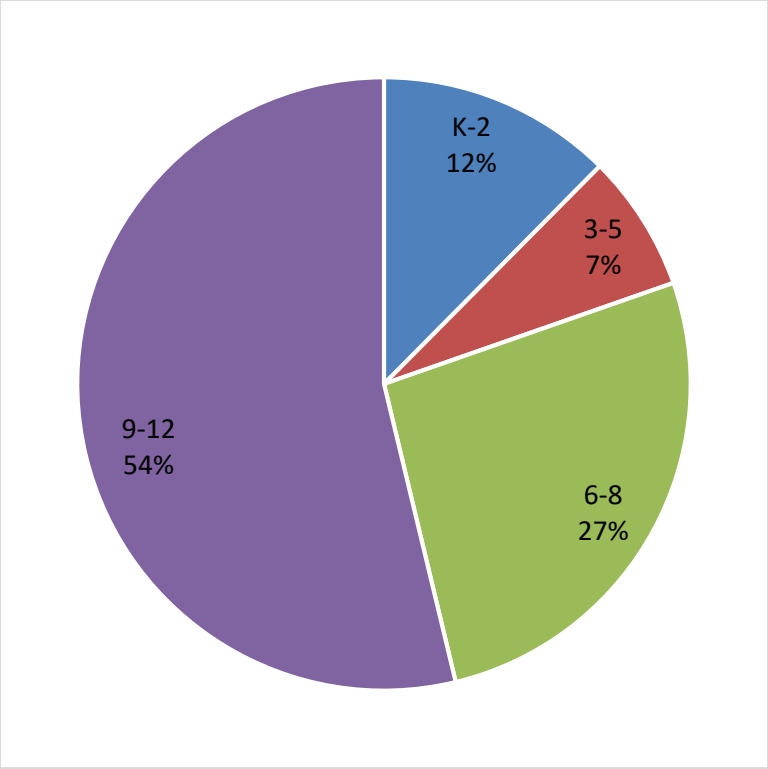
"Help with technical issues. I failed summer school because my laptop half the times wouldn't submit my work. Last few days I had to complete my work my assignment box disappeared so I couldn't even finish my work. I hate this [expletive]."

"We need individual help with no judgement."
"Zoom with teacher."
"To help us with every lesson cause I needed help on ALL OF THEM."

Parent Survey Results

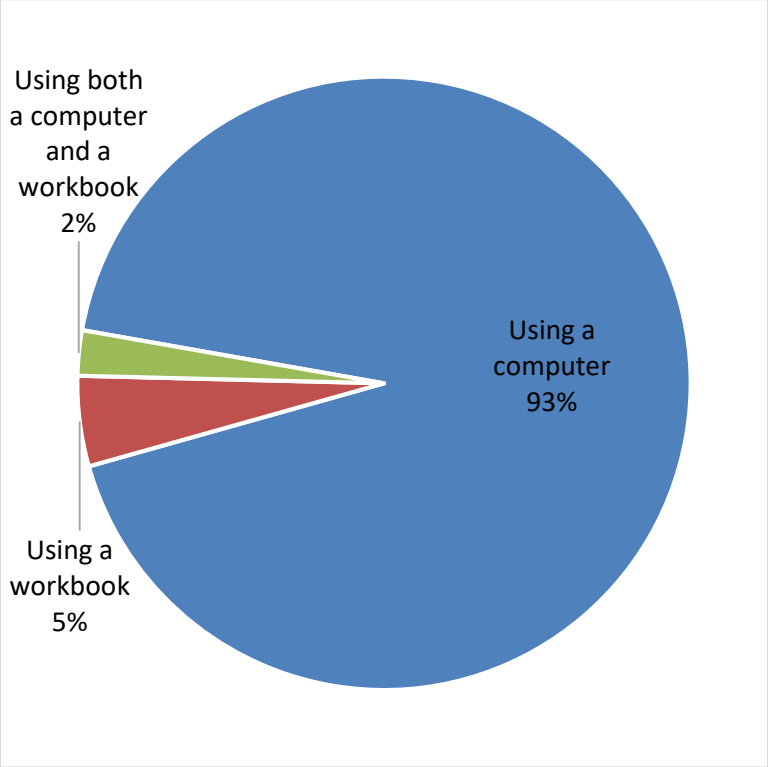
Three hundred sixty-three parents (roughly 96% English-speaking and about 4% Spanish-speaking) responded to the parent survey. As shown in Figure 37, the majority (54%) of them had a high school child in summer school, while over a quarter (27%) had a middle school child in summer school. Just under a fifth (19%) of the parents had an elementary child in summer school, with 12% of those in grades K–2 and 7% in grades 3–5.

Figure 37. What grade is your child in? (Select all that apply.)



The overwhelming majority (93%) of parents reported that their child participated in summer classes solely via computer, as shown in Figure 38. A very small proportion (2%) of parents had a child who participated using both a computer and a workbook, while the children of the remaining 5% did their summer schooling completely offline, using a workbook.

Figure 38. How did your child participate in summer classes?



The following three questions (Figures 39–41) were asked only of the 95% of parents who reported that their child used a computer to participate in summer classes. Figure 39 shows that the majority (58%) of those parents reported that their child experienced technical problems while trying to participate in online summer school, with varying frequency: 45% some of the time, 7% about half the time, 4% most of the time, and 2% always. Forty-two percent said their child never experienced technical problems during summer school.

Figure 39. How often did your child experience technical problems when using the computer for summer classes?

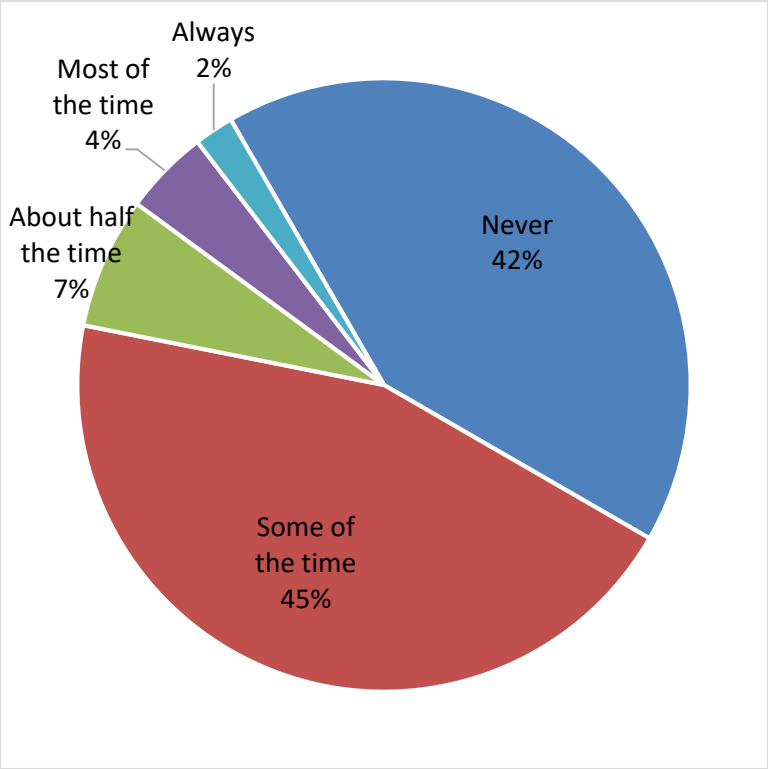


Figure 40 indicates how often the parents' children attended teacher-led sessions online during summer school. Most (56%) attended such sessions every weekday, while 19% attended 3–4 days a week, 13% attended 1–2 days a week, and 12% attended less than one day a week.

Figure 40. How often did your child participate in summer classes with their teacher on the computer?

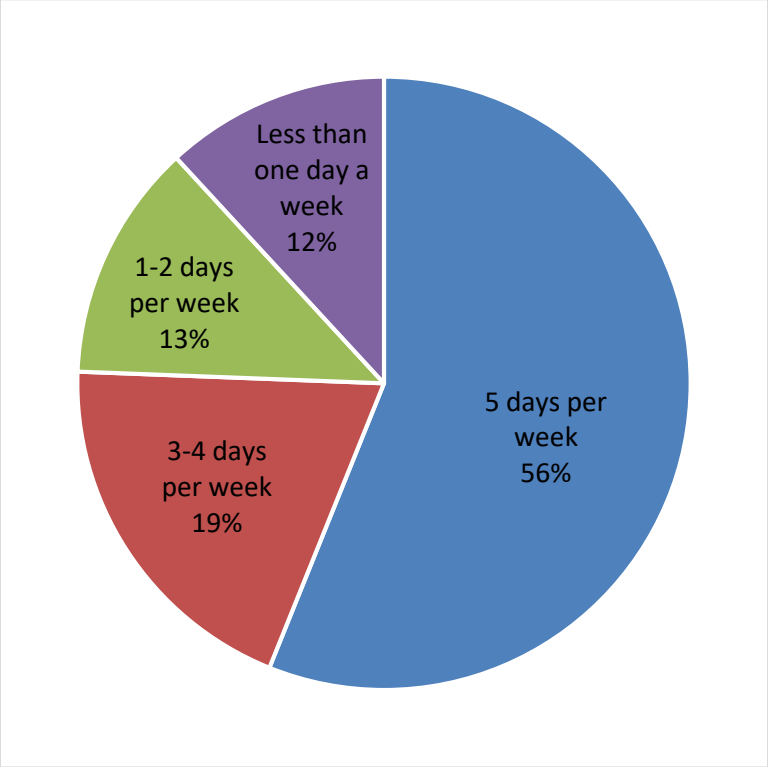


Figure 41 presents the frequency with which the parents' children worked on summer classwork on the computer outside of teacher-led sessions. Most (59%) worked independently on the computer five days a week, over a quarter (26%) did so 3–4 days a week, a tenth did so 1–2 days a week, and a fifth did so less than one day a week.

Figure 41. Outside of classes with the teacher, how often did your child do summer classwork on the computer?

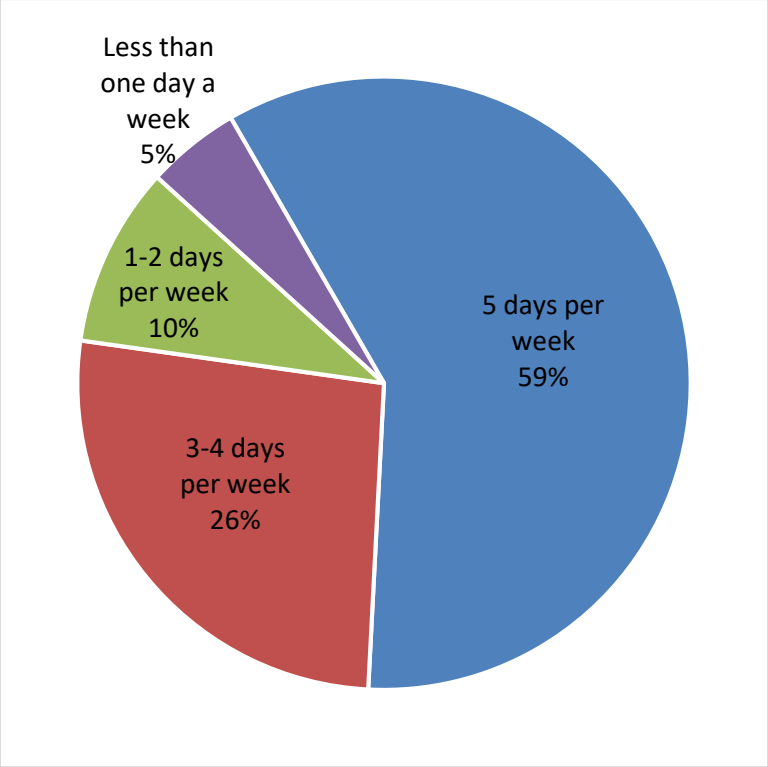


Figure 42 displays a very interesting finding: most parents (58%) felt that their child learned *more* in remote summer school than during regular schooling, with over a third (35%) reporting that their child learned *much* more. Over a quarter (27%) judged their child's summer learning to be about the same as during regular school, over a tenth (11%) felt their child learned somewhat less in online summer school, and a small proportion (4%) felt their child learned much less in online summer school.

That most parents felt their child learned more during remote schooling this summer than during regular school may indicate one or a combination of things. It may mean that the remote learning model and platforms that were used during summer school are highly effective, which could help inform the District's virtual schooling plans for 2020–21. Or it may mean that the teachers and/or curriculum employed in summer school were of particularly high quality. Or perhaps students learned more because they were in summer school for credit recovery: either they understood the material better the second time around, or they applied themselves more since this was their last chance to get the credit in 2019–20. Some or all of these hypotheses may explain the finding; regardless, it is an encouraging bit of news as the District prepares for large-scale virtual schooling in the fall.

Figure 42. How much do you think your child is learning during remote schooling this summer, compared to regular school?

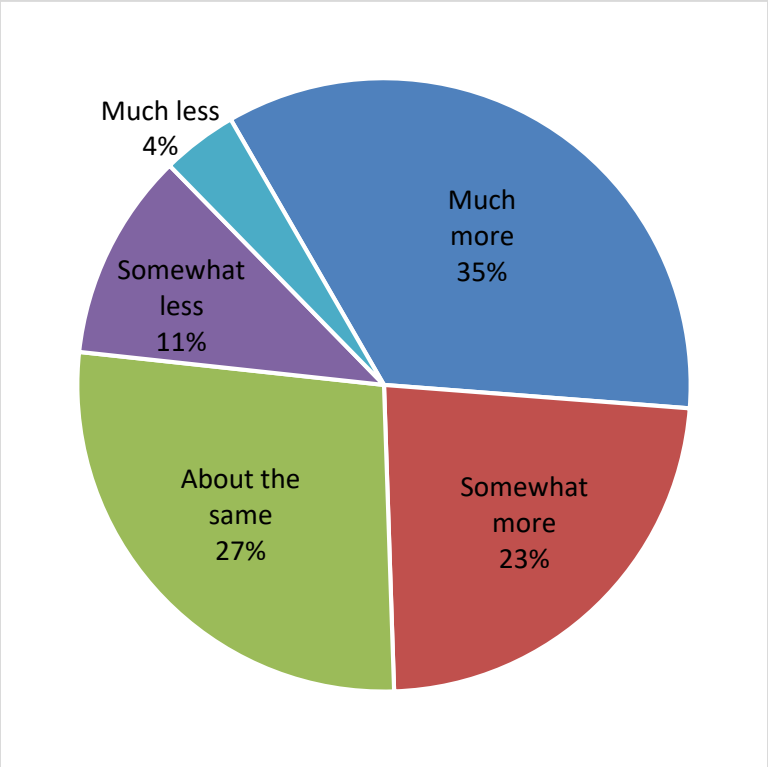


Table 1 indicates some of the barriers that parents reported were hindering their child's ability to complete summer school work. While most (51%) said their child did not encounter any barriers, the rest reported some sort of hindrance. A quarter of the parents reported problems with the course content: 13% said their child was confused about the assignments, and 12% said their child did not understand the course material. A fifth of the parents indicated some aspect of the online learning situation as a barrier, ranging from lacking a computer or internet access to family situational factors making learning at home difficult. (Note that parents were allowed to select multiple items for this question, so the percentages add up to more than 100%.)

Table 1. Is there anything making it hard for your child to complete summer class assignments? (Select all that apply.)

No, nothing–they have not had trouble completing assignments.	51%
They are confused about the assignments.	13%
They don't understand the course material.	12%
Other (please specify).	10%
They have siblings in school who need to use the computer and internet at the same time.	6%
They don't have a computer or device.	5%
They need help from a parent or other adult, but there is no adult who has time to help.	4%
They don't have a quiet workspace.	3%
They don't have internet access.	1%
They need to care for family members.	1%

Based on reports from the District's summer school staff about difficulties contacting parents during summer school, the question shown in Figure 43 was added to the parent survey. Emails, phone calls, and text messages are all preferred methods of contact for the majority of parents (59%–63%), with only a few (5%) of parents desiring to be contacted via Microsoft Teams. The central office and schools should make every effort to obtain up-to-date contact information for each student and their parents/guardians, as much of the information on record is out of date, according to the District's summer school staff. Moreover, in the current climate of rampant robo-calling, many parents reject phone calls from unknown numbers, making it impossible for teachers to connect with some parents. If the District can find a way to address this issue, it would open another avenue of contact between teachers and students during the districtwide virtual learning period.

Figure 43. What is the best way for teachers to contact you about your child's schooling? (Select all that apply.)

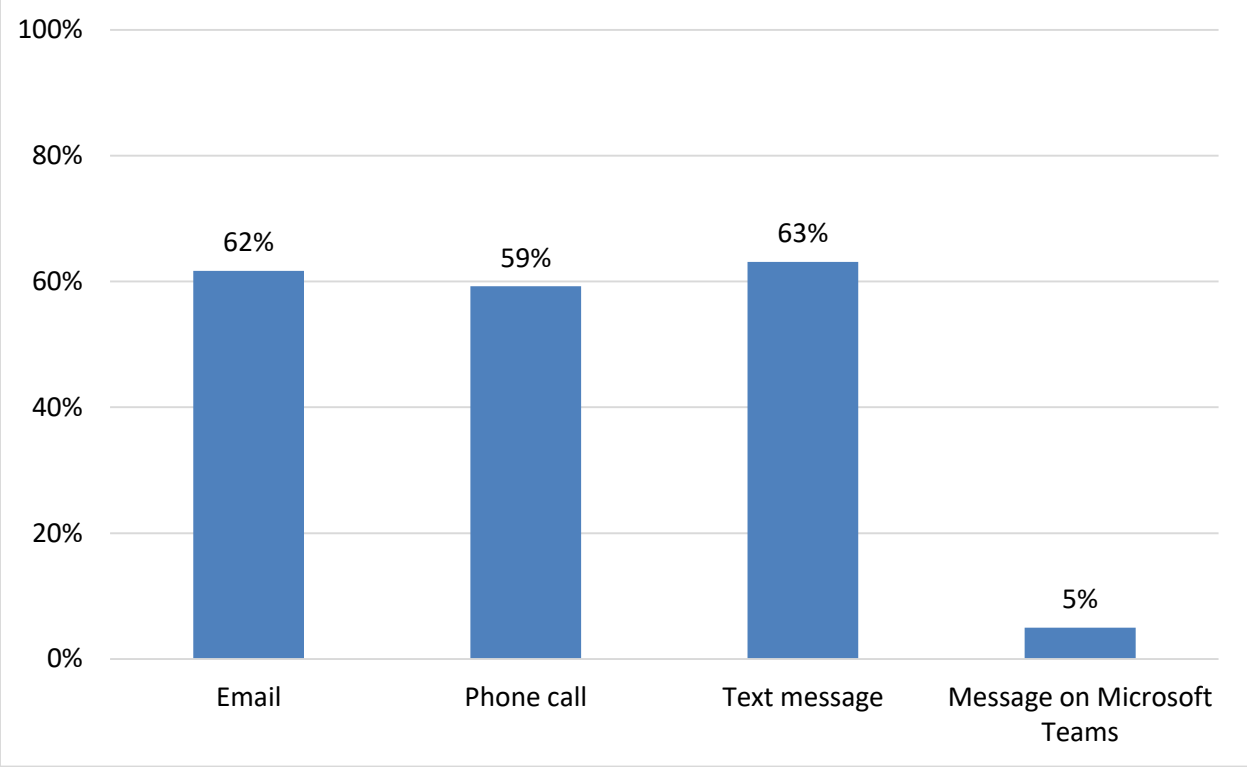


Table 2 enumerates ways in which the District can improve remote learning for students moving forward. More guidance for parents on how to help students learn was the most cited (37%), followed by more technical guidance/assistance for parents and students (34%). Technical needs were the next most cited: a computer or other device (23%) and better internet access (11%). A tenth of the parents suggested having fewer assignments, and 4% suggested having more assignments. And 4% said they needed more resources in a language they can understand. (Note that parents were allowed to select multiple items for this question, so the percentages add up to more than 100%.)

Table 2. Which of the following would have the biggest impact for improving remote learning for your child?

More guidance for parents on how to help students learn	37%
More technical guidance/assistance for parents and students	34%
A computer or other device	23%
Better internet access	11%
Fewer assignments	10%
More resources in a language that I understand	4%
More assignments	4%

Teacher Focus Group Results

Key Findings

After the 2020 fall summer school session, nine teachers engaged in a focus group to discuss their experiences with remote teaching. Teachers discussed the instructional platforms used, their effectiveness as remote teachers, the impact of technological challenges, and communicating with parents and students.

- Teachers had varying degrees of familiarity with Microsoft Teams at the beginning of summer school. Most teachers relayed learning how to use it as they went and that the learning curve was steep. Once they got familiar with the basics, they had more confidence.
- Expertise in Teams takes time and dedication on the part of teachers being trained.
- Teachers had to train students on how to use Teams, especially students in the youngest grades.
- Students and parents will need extensive training in Teams, and one teacher said it should be mandatory.
- Teams has limitations that teachers had to work around for it to be useful for a classroom setting. Notably, teachers could not present a PowerPoint and see students' raised hands simultaneously. Therefore, teachers had to use two devices to teach effectively.
- Elementary school teachers had familiarity with iReady from the school year. However, they noted problems with its grading and with its alignment with summer school standards.
- High school teachers were quite critical of the numerous errors they encountered in Grade Results, especially in the tests.
- Once students were engaged, remote teaching and learning was fairly effective.
- Teachers developed strategies to keep students on track, such as having them share their screens or creating student polls in the chat box.
- Several teachers had technology problems with District-provided laptops, and they reported receiving inconsistent information from IT regarding repairs. For example, one teacher stated that IT was able to remote into her laptop while she was at home, but all others said they were told IT could not access their computers remotely unless they were in a campus building.
- District settings on student computers sometimes prevented students from being able to participate fully.
- Internet outages and slowdowns affected remote instruction and learning throughout the summer school session.
- All teachers experienced some incomplete or outdated contact information for students in PowerSchool, preventing them from being able to easily contact parents of students who were supposed to be in their classes.
- Many teachers used Google Voice to assist with communication between them and their students.
- Teachers reported they anticipate needing assistance with contacting parents and families when they have their full student load in the fall.
- Despite ultimately having a generally good experience teaching summer school, teachers are cautious about scaling up from the small classes in summer school to their full classes in fall.

Introduction

In summer 2020 amid the COVID-19 pandemic, Shelby County Schools offered summer school entirely online to students needing remediation in grades K-12. If needed, students were provided with District devices to connect to the learning platforms and interact with their teachers. At the conclusion of the summer school session, a teacher focus group was conducted to gather feedback from teachers about their experiences teaching remotely. The report summarizes the teacher responses and discussion from the focus group.

To select focus group participants, teachers who taught online summer school were sent an email during the last week of the session inviting them to participate in a teacher focus group. Thirteen teachers expressed interest and focus group participants were generally chosen on a first-come-first-selected basis, with a few teachers being specifically selected to allow for fuller representation across grade levels and subjects taught. Ultimately nine teachers participated in the focus group. Four teachers represented elementary school, having taught ELA and math for grades K, 1, and 5 during summer school. Five teachers represented high school and taught English, Geometry, History, Spanish, and Special Education/Inclusion during summer school. No teachers who taught middle school expressed interest in participating in the focus group despite a second request being made specifically to teachers of that grade band.

The virtual focus group was conducted using Microsoft Teams and the meeting was recorded to capture the conversation for later analysis. To guarantee anonymity, the video was downloaded onto the computer after the meeting and was deleted from the Teams meeting chat. The focus group was led by two research advisors from RPM; one facilitated the focus group conversation and the other monitored the meeting chat. Information from both the group's discussion of the questions and comments on the meeting chat are included below. Topics covered during the focus group included using the instructional platforms, effectiveness of remote teaching and learning, the impact of technological problems, and communicating remotely with students and parents.

Instructional Platforms

Three software platforms were used for summer school instruction: Microsoft Teams, iReady, and Grade Results. Teachers were asked to discuss their familiarity with the platforms they used when summer school began and how much they had to learn while teaching. In addition, teachers commented on difficulties they had with the platforms, concerns about using them for remote instruction, and challenges for students and families.

Microsoft Teams

Almost all of the teachers reported they has some familiarity with Teams at the beginning of summer school, mostly from using it last spring after SCS schools were closed in March. Despite having some familiarity, the level of expertise was fairly minimal; therefore, most teachers reported they had a steep learning curve. All teachers felt like they were "thrown into" using it fairly quickly. Some teachers reported being apprehensive about using it, saying "at first it was a little bit intimidating" and "at the beginning I had a lot of fears mixed with anxiety just because it was a new platform." However, almost all teachers reported that as they used it, they got better at navigating through Teams. Using it every day throughout the summer school session helped build their skill level fairly quickly. Teachers reported that now they like Teams and think it is a relatively good platform for remote teaching.

One teacher had no experience with Teams prior to teaching summer school. He participated in the District's Teams training and then practiced on his own. He reported that between those two activities, he was well-prepared to use the platform for instruction. A second teacher reported he also learned a lot through the online training offered in Cadre but cautioned that many teachers might not get what they need in an online training format. In order to understand what to do, he said that some teachers will need to be in an in-person training and practice using it with a trainer present who can help them learn to navigate through the platform.

To be most effective using Teams, one teacher suggested that teachers should not only be trained to use it as teachers, but to also experience using it as a student in a classroom so they have a good understanding of what students are facing as Teams users. Another teacher noted that having practice parties helped build their skill and confidence as Teams users. Ultimately one teacher summed up what teachers need to do to be ready to use Teams by saying "they need the time, and they need to take the time. It takes a little bit of dedication."

Teachers also expressed concerns about students' and parents' familiarity with Teams and how that will affect instruction in fall. One teacher recommended that parent and student training should be mandatory, not optional. A Kindergarten teacher noted that she spent a lot of time practicing Teams basics with students, like teaching them to mute and unmute themselves. She also commented that students of that age really need adult assistance to use Teams. A high school teacher noted that Teams had several good features for teaching, but he wasn't able to use a lot of them due to time limitations. He developed a strategy of teaching his course content each day and then teaching his students about one new feature of Teams that might be useful to them as students this fall.

Teachers expressed some limitations and concerns about using Teams as an instructional platform. Virtually every teacher commented on how when they showed a PowerPoint, they could no longer see the students so they weren't able to know if students had questions about the instruction. One teacher expressed concerns about losing the connection with her students while she was using PowerPoint (e.g., when the internet went out) without receiving a notification from Teams that the connection was lost. Since she could not see her students, she could not see the connection was severed. Additionally, as a teacher of Kindergarten students, the students were not able to reach out to her to let her know. The amount of time spent regrouping after these occurrences was substantial. To help resolve this, the teacher logged into the meeting on her phone and used that to monitor the students while she was using PowerPoint or sharing her screen. (Several other teachers in the group made comments that they also used two devices to be able to manage teaching using Teams.)

Another limitation a teacher expressed was that he found it difficult that he could not mute a student. The teacher reported that he had a student who was being vocally disruptive during class. The teacher knew he could block the student but did not want to because it seemed like an excessive action to take during summer school. He would have liked to have been able to mute the student so he could still observe and hear what was happening in the class, but not disrupt others.

Even though teachers faced many challenges with Teams, most agreed that they generally like the platform and that it has a lot to offer for teaching classes. They anticipate that as they school year goes on, people will become more efficient with it. Teachers were cautious though about how well their summer school experience would scale up to a full student load in fall. As one high school teacher noted, she had a maximum of four students at any one time in Teams during summer school.

iReady

All four elementary school teachers were well-versed in using iReady when summer school began since they had used it during the school year. However, because not all students used iReady during the year, they had to be taught how to use it. Most teachers shared their screens with their students to help them learn about iReady and how to navigate through the program.

All teachers expressed some concerns about using iReady to teach summer school. One teacher reported a lot of difficulty with grading assignments in iReady. iReady records lessons as pass/fail and then assigns a grade based on how many lessons a student passed. This does not align with the requirements of the SCS grading scale, so teachers had to calculate numeric grades for each student for each lesson. This was a time-consuming process and was (this teacher believed) the result of using iReady for something it wasn't necessarily designed to be used for. A second teacher said she had problems because the fifth-grade iReady lessons did not align with the fifth-grade summer school standards. Instead of working at grade 5, students were doing lessons from several different grade levels. This problem persisted until almost the end of the summer school session before it was straightened out.

One teacher decided to use Nearpod to teach Kindergarten math. By working through the activities and videos in Nearpod, she did not have to share her iReady screen with students and go over the lessons with them. Instead, after they completed a lesson in Nearpod, students did iReady on their own. She was able to use iReady to identify students who needed additional small group support for any given lesson.

One final comment about iReady that a teacher contributed had to do with the amount of content that is available should it be used during the school year in the same manner as it was used during summer school. She was concerned that, if iReady is used as a curriculum and not as an intervention, there would not be enough lessons and materials to last the duration of the school year.

Grade Results

The high school teachers, except for one, had no experience with Grade Results prior to summer school. One teacher relayed he had a one-hour training and then was "thrown into the fire with it." In his view, it was not a problem because the more he used it the better he got at it. In general, teachers did not report many problems learning to use Grade Results for summer school. One teacher had experience with it through teaching Project Graduation during 4th quarter last spring.

On the positive side, teachers thought the information in the reports was useful and easy to access. Teachers could access students' grades, progress, and time on task relatively easily. The reports provided valuable information for teacher feedback to students. Teachers could also access test questions and student answers to identify where students were having difficulty and provide support in those areas. One teacher thought the reports were one of the most valuable parts of Grade Results and hopes that Florida Virtual School offers the same information in an equally useful manner.

The teachers were quite critical of Grade Results as a product, however. The math teacher thought there was not a lot of content in any given module and that the modules did not flow well from one to the next. He thought the modules were unrelated to each other forcing him to teach concepts in isolation instead of in a connected, coherent manner which would have made more sense to the student learners. Additionally, many of the tests in Geometry relied on concepts from Algebra II to

be completed, but many students in SCS take Geometry before they take Algebra II, and Algebra II content is not covered in Geometry.

Perhaps the most severe criticism of Grade Results related to technical problems with the product. Of note was that there were many grammatical errors in the lessons. Teachers also listed several problems with tests, including questions and answers that were mismatched, questions where all the answer choices were incorrect, questions where the correct answer was marked as wrong (even though the correct answer was stated in the text of the lesson), and questions that were incomplete. For example, a question might ask students to respond to a question "based on the list provided," but no list was included. Therefore, students had to answer the question solely based on the question stem and answers provided. The teacher who reported these problems said they were widespread, as he heard from several colleagues they were experiencing similar problems with the test items.

Another technical problem related to the audio feature in the lessons. The tool students could use to opt to listen to a lesson did not always take students to the lesson in which the link was embedded. Instead a different lesson would start playing. Thus, as this teacher noted, "if the student learns better by listening, this tool is useless quite a lot of the time." Additionally, the teacher reported that accessing the settings for this feature was quite difficult so it wasn't possible to change it.

Finally, one teacher talked about the grading of tests in Grade Results. The grading scales used were not always intuitive. For example, a ten-question test did not necessarily translate into ten questions worth ten points each. "A student might get two wrong and end up with 66% on the test." But how questions were weighted was not always specified. Further, when question weightings were specified, the grading that resulted did not correspond to the weightings. As an example, a question that was identified as being worth two points was not worth two points when the test was graded.

The teacher who worked with Grade Results during Project Graduation noted that the problems that occurred during summer school were not problems during Project Graduation. She stated that part of that could be due to the fact that during Project Graduation, Grade Results staff were more readily available to SCS teachers even to the point of providing them with direct contact with upper level staff in case of problems with the product. She wondered why, if this is an online product, they were unable to tweak it and fix errors that were identified.

Effectiveness as Remote Teachers and Learners

The second area the focus group discussed related to teachers' perspectives on their effectiveness as remote teachers. In high school, some teachers expressed they initially had concerns about how effective they would be as they usually relied on gauging the "temperature in the classroom" to know if students were engaged, focused, and understanding what was being taught. Several teachers said they had a rough start because they had difficulties getting students on board and that it took a few days to build relationships with the students. However, once these initial hurdles and uncertainties were past, they reported feeling like they were effective teachers and that "remote teaching and learning worked well." One teacher said "I realized it really does work if they are engaged." One teacher felt like she was more effective as a remote teacher after all her students were on board because she could access external resources from home to support the curriculum that were blocked within the District's network.

Some parts of remote learning that high school teachers reported working well included students being able to work at their own pace in some cases, and that the platforms were accessible both by

computer and on smart phones. One teacher reported that a parent told him their student was working on summer school classes in the car on the phone as the family drove to Florida for vacation. The special education teacher reported that using Grade Results to identify where students needed help worked particularly well for focusing the work of the inclusion groups and small group interventions.

Elementary school teachers reported that the energy level for online teaching must be kept at the same as required for in-person teaching in order to keep students engaged. They found that it was important to keep the flow of the lesson moving so that students remained connected to them as teachers. If the focus was lost, teachers needed to take time to regroup before the lessons could continue.

Teachers also reported they experienced challenges with online teaching. Almost every teacher reported that not being able to see the students when they switched to presenting PowerPoint slides as problematic for their teaching. Most said that to resolve this issue, they used two devices so they could monitor if students had raised their hands. Not all teachers were able to do so, however. One teacher who taught first grade reported that the only way she could know if students had a question was if they jumped in and asked it; however, for one student she could hear an adult in the background instructing the child "Shh. She's talking. Don't interrupt."

Other challenges included technology and connection problems. For example, there is a delay between when a teacher shares a screen and when the students can see it. Further, the shared screen was not visible to all the students at the same time. Learning to handle that delay was one thing teachers had to figure out for their class. Another challenge related to technical problems with the high school platform. Students could work at their own rate and go back a refer to PowerPoint presentations again. However, it was problematic for a while because students' actions in the platform affected other students' views of the PowerPoint.

When asked specifically about strategies they developed to facilitate online learning, teachers reported several techniques to keep students involved. One high school teacher said he used Forms in the chat box during the lecture to give students a quick poll to answer. Based on student answers, he was able to keep track of who was engaged and check level of understanding. He also used OneNote to demonstrate how math problems were done. Students then had this as a reference, which worked better than them trying to navigate the PowerPoint. Another high school teacher said he used Google Voice rather than Teams or email to allow students to connect with him as they were working on their assignments. Teachers of younger students emphasized the importance of being prepared to keep the flow of the lesson moving. For example, any video links had to be contained within a PowerPoint so that accessing them was faster and easier. A teacher of Kindergarten students would purposefully ask students questions so they could raise their hands in Teams. This worked not only as a tactic to keep students involved, but also as a means to check their level of understanding. Finally, a fifth-grade teacher said she would randomly ask the students to share their screens with her. This worked as a way to monitor students' activity on the computer during class time. This teacher also had guest appearances where someone would remotely pop into the class to surprise the students and say hi. She reported that the students really looked forward to these random visits and this technique helped maintain students' level of engagement and focus quite well.

Despite the challenges teachers faced and the creative solutions that were required, teachers reported that once students were engaged, remote learning seemed to go relatively well. One high school teacher reported that for his students it was like a regular school day in that they listened to the teacher for a while and then did some work. The special education teacher reported that as summer school went on, her students usually began the class meetings before she did and were eagerly waiting for her when she joined. A kindergarten teacher stated that she thought her students really did learn online as long as the presentation was energetic and she kept it moving to keep their attention.

Impact of Technological Problems

Teachers were asked about the impact technological problems had on teaching summer school and reported quite a variety of responses. One teacher reported that she called the SCS IT department and asked them to check to see if her computer was ready for teaching summer school. The IT technician remotely logged into her computer while she was at home and to make sure everything was up to date. This experience was not shared by any of the other teachers during summer school. As teachers reached out to IT for assistance, those whose computer problems required IT to gain remote access to the computer were told it wasn't possible unless the teacher went to a campus building. Teachers could not be assisted from home.

Problems teachers experienced ranged from being unable to install a TI calculator to assist students with their assignments, to a computer going out every afternoon at the same time and needing to be rebooted, to a computer that started out okay but quit working partway through summer school. The last instance was problematic for the teacher because IT decided the computer needed to be worked on, but the school building technician was not sure of when she would be able to get a replacement computer. Another teacher called IT twice on the same day about her computer. The first technician wasn't able to resolve her problem, but the second time she called a different technician fixed it. In the ensuing discussion, teachers wondered about the inconsistencies in responses from IT, especially related to the ability to remote into a computer while the teacher is at home.

Teachers noted there were also problems with the computers issued to students. Some of them reported student computers were not working or stopped working during the summer school session. Students called for IT support but were not assisted, according to one teacher. As a result, students had to use their phones or some other device to continue to attend summer school.

Another large problem impacting students in summer school appears to be related to the District settings on the computers that blocked students from using certain features. One teacher reported that she tried to help a student's family fix the audio on the computer but they were unable to do so because of District restrictions to accessing the necessary settings. Other concerns included cameras being off. Looking forward, one teacher stated that he hoped that Teams was downloaded onto the new computers before they were distributed to students to that teachers were sure students had the appropriate app.

In addition to problems with the technology, teachers expressed concerns about connection problems. Internet outages happened frequently, not only for their students, but for some of the teachers as well. Some teachers would experience internet glitches where screens would lock up, videos would freeze, or audio or video connections would go out. One teacher reported that having students refresh would sometimes fix the problem and they could continue with the lesson.

Communicating with Students and Parents

The final topic covered in the focus group was contacting and communicating with parents and students. Most teachers had students who were "no shows" for summer school. When teachers tried to reach parents, they found that the contact information in PowerSchool was either outdated or incomplete. One teacher reported that a student who was to be in his class had no contact information at all in PowerSchool – no parent/guardian names or numbers, no emergency contacts. Another teacher reported that all she had for contact information for one of her students was a phone number, but no parent/guardian name. Every time she called the number, she got a busy signal. One teacher noted that with the District's population of transient students (including homeless students and those in foster care), special care needs to be taken to have contact information in PowerSchool, especially with virtual learning in fall.

Several teachers said they used Google Voice to connect with those students who were active during summer school. Most teachers left the app open all day so whenever a student or parent tried to contact them, they would be accessible. Another teacher said she used the Remind app to send information out to students and families. Teachers also shared other strategies for connecting with students and parents. All teachers agreed that it was best to text a parent before calling since most people do not answer calls from unfamiliar phone numbers. One teacher recommended getting permission from parents to have the phone numbers and email addresses for high school students themselves so teachers could connect with them directly throughout the year. Another teacher said she relied on teacher networks in Teams to see if any of her colleagues had contact information for students she could not reach because teachers who recently had them in class may have a contact phone numbers.

Thinking ahead to the school year, some teachers noted that they would need District assistance connecting with students and families in order to be successful. One teacher said that the bulk of her day during summer school was spent calling students and documenting their progress. As she imagines a regular student load of 160 students this fall, the task seems insurmountable. Another teacher reported that he believes the students who failed his summer school class did so because he could not contact them to provide support and work with them so they could pass.

Summary

Teachers were faced with a number of challenges as they taught summer school online for the first time. Most of them reported that, after they were comfortable using the instructional platforms and had solved some other problems they were facing, they rather enjoyed teaching remotely. They indicated that Teams as a tool has many features that will be helpful for remote teaching and learning. Online teaching required some creative problem solving to keep students focused and engaged, and the teachers in the focus group were willing to put in the extra effort to make sure it worked. Despite their successes, the teachers did still have concerns about the upcoming school year. Three main themes that emerged were

- How easily online instruction would scale up to large classes and a full student load
- Anticipating needing assistance with contacting parents for whom there is outdated PowerSchool contact information
- How technology and connectivity issues will impact online learning

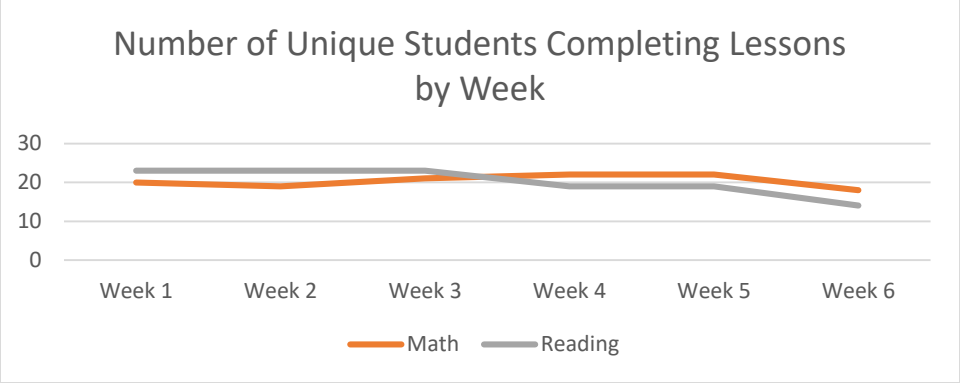
Student Platform Activity

iReady Activity (K-8)

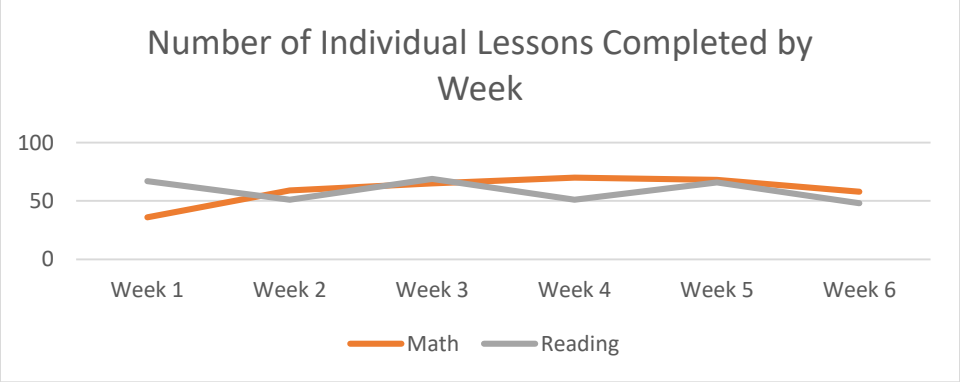
Thirty-one unique students completed lessons within the iReady platform across the six weeks of summer school. In total, 419 unique lessons were completed, 206 of which were Math, while 213 were Reading. Median completion times were highest on average for the Reading lessons, most notably in Close Reading and Vocabulary. Completion times were lowest for Phonics and Phonological Awareness. On average, students completed around 8-10 lessons each week. By domain, the largest number of students had lessons in Number and Operations in Math and Comprehension in Reading. Sixteen or 50% of the students completed on average ten or more lessons each week they were enrolled.

Subject	Domain	Number of Individual Students	Number of Lessons in Domain	Median Completion Time by Domain (Min)
Math	Algebra and Algebraic Thinking	25	64	43.0
Math	Geometry	20	25	47.0
Math	Measurement and Data	25	47	29.0
Math	Number and Operations	26	70	29.0
Reading	Comprehension	29	80	36.0
Reading	Comprehension: Close Reading	8	19	50.0
Reading	Phonics	2	68	15.0
Reading	Phonological Awareness	2	14	11.0
Reading	Vocabulary	14	32	49.0

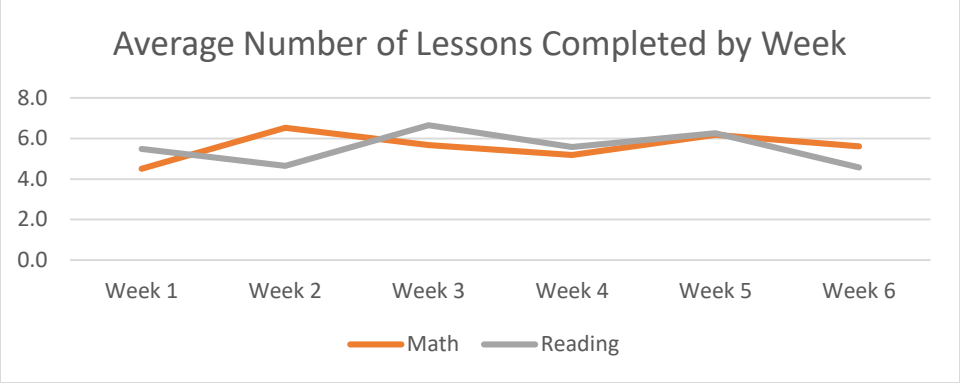
Number of Unique Students Completing Lessons by Week							
Subject	All Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All	31	24	23	25	24	24	19
Math	31	20	19	21	22	22	18
Reading	29	23	23	23	19	19	14



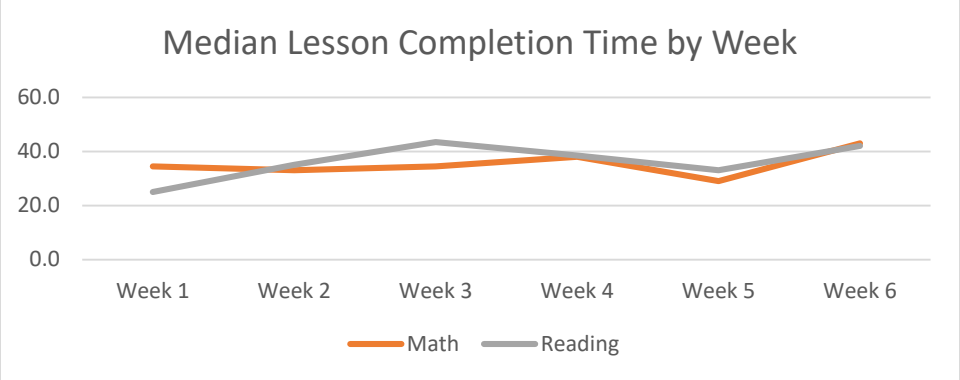
Number of Individual Lessons Completed by Week							
Subject	All Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All	419	103	110	134	121	134	106
Math	206	36	59	65	70	68	58
Reading	213	67	51	69	51	66	48

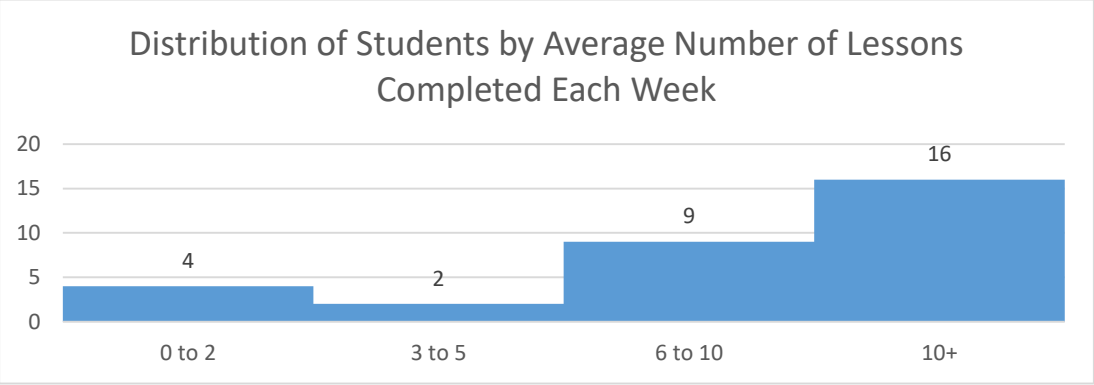


Average Number of Lessons Completed by Week							
Subject	All Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All	43.8	9.0	10.0	10.9	9.2	10.6	8.7
Math	22.1	4.5	6.5	5.7	5.2	6.2	5.6
Reading	23.3	5.5	4.7	6.7	5.6	6.3	4.6



Median Lesson Completion Time by Week							
Subject	**All Weeks**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
All	**35.0**	**30.0**	**33.5**	**38.0**	**38.0**	**32.0**	**42.0**
Math	**35.0**	**34.5**	**33.0**	**34.5**	**38.0**	**29.0**	**43.0**
Reading	**35.0**	**25.0**	**35.0**	**43.5**	**38.5**	**33.0**	**42.0**





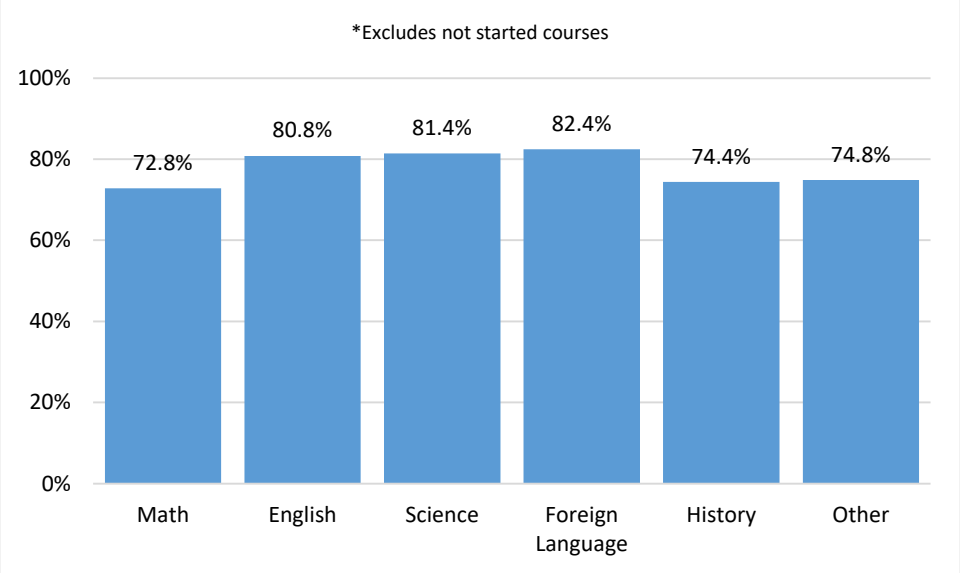
Grade Results Course Completion (9-12)

During the summer of 2020, 2,581 high school students—429 special education (SPED) and 2,150 non-SPED students—enrolled in 6,735 summer school courses. The most commonly enrolled subject areas were Math and English (see Table 3), with students completing 72.8% of Math courses and 80.8% of English courses (see Figure 44). Students completed 58.6% of courses and did not start 24.4%. It took an average of 18 hours and 16 minutes over the course of 18.12 days for SPED summer school students to complete their 10 required modules. It took all other summer school students 25 hours and 53 minutes over the course of 10.43 days to complete the 16 modules required for their course.

Table 3. Started Courses by Subject Area Enrollments

Subject Area	# Courses
Math	1,911
English	1,455
Science	774
Foreign Language	433
History	359
Other	155

Figure 44. Percentage of Completed Courses by Subject Area



SPED students did not complete approximately 10% of SPED courses. All other students did not complete 25% of their summer school courses. Students at Southwest Early College High School had the lowest overall course completion rate at 24.2% followed closely by Manassas High School at 26.9% (see Figure 45). The Excel Center* had the highest percentage of not-started courses at 66.7%, followed by East High School at 60% (see Figure 47). Westwood High School had the highest rate of incomplete courses at 39.4% followed by the Adolescent Parenting Program at 35% (see Figure 46).

Figure 45. Top Five Lowest Completion Rates

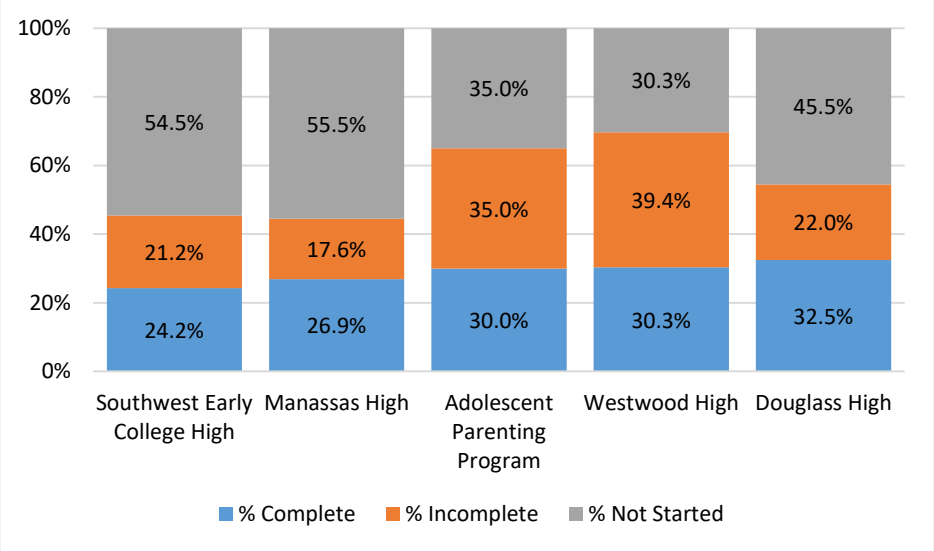


Figure 46. Top Five Highest Incompletion Rates

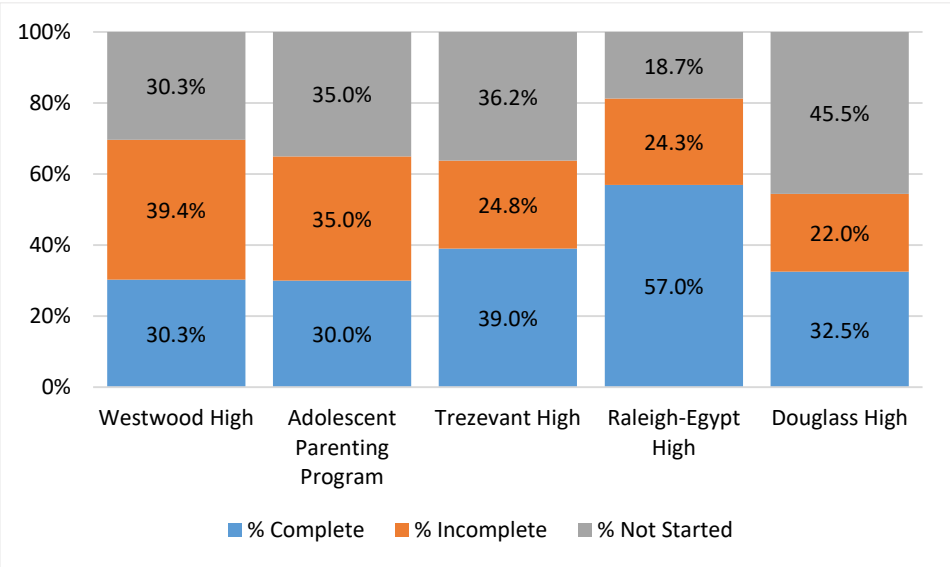
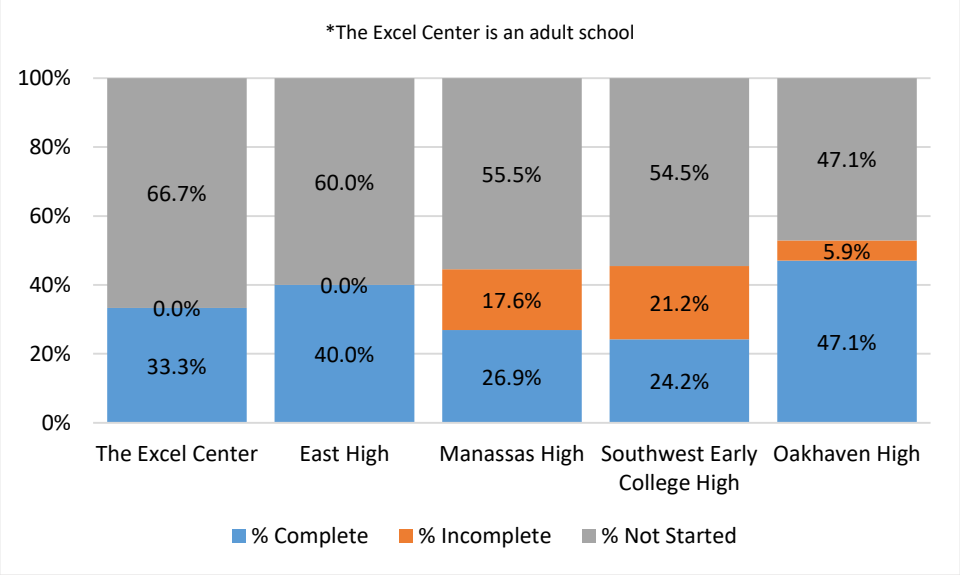


Figure 47. Top Five Highest Not-Started Rates



Approximately 90.4% of summer school courses could be matched to specific SCS students for students that started their course. This match rate fell to 77.2% for those students who did not start their course. Courses for 9th and 10th grades made up 56.8% of all started courses and 62.4% courses that were never started. Approximately 83.1% of 12th grade students completed the courses in which they were enrolled (see Figure 48). Twelfth-grade students completed only 60% of History courses but completed 87.1% of English courses (see Table 4).

Figure 48. Percentage of Courses Completed by Grade†

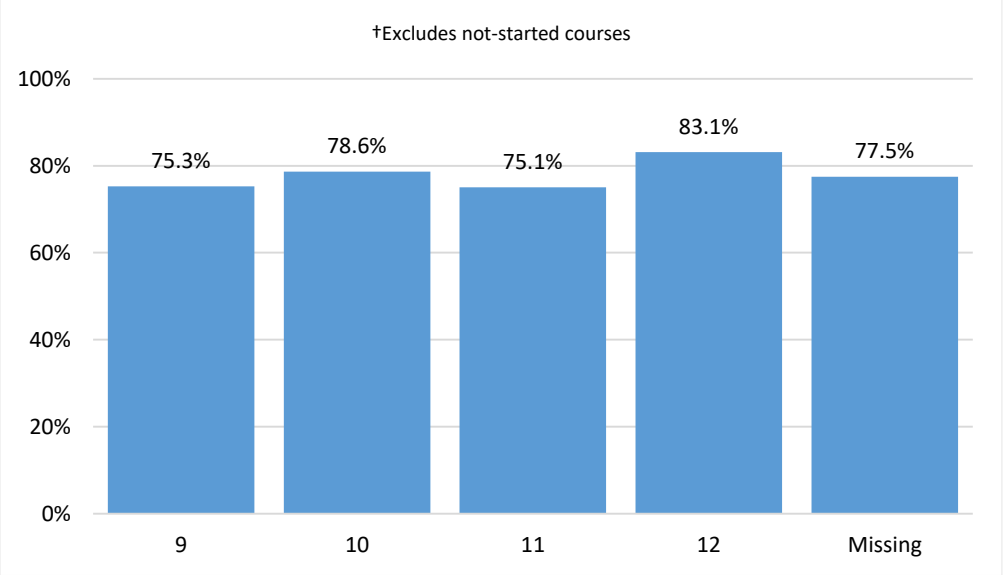


Table 4. Rates of Course Completion by Grade and Subject

Grade	Math	English	Science	Foreign Language	History	Other
9	70.5%	77.5%	81.4%	83%	76.1%	74.1%
10	73%	83.8%	84.2%	83.5%	69.2%	78.3%
11	73.5%	80%	76%	76.2%	75.4%	66.1%
12	79.5%	87.1%	88%	80%	60%	70%
Unknown	71.4%	77.8%	77.4%	94.7%	75.5%	87.2%

The vast majority of completed SPED summer school courses (99%) and all other courses (94.8%) resulted in a final grade above 69%, indicating content mastery. In Figure 49, 3,023 of 3,187 courses that students completed (in blue) resulted in a passing grade while only 115 of 1,065 incomplete courses (in orange) resulted in a passing grade. Among non-SPED students, approximately 32.1% of those enrolled in Math courses did not master the course content, while those enrolled in other courses (e.g., Economics, Art History, etc.) scored in the highest final grading category at a rate of 19.2% (see Table 5). Ninth-grade students mastered Math (37.1%) and English (28.3%) content at a lower rate than other grade levels. Twelfth-grade students mastered History (46.2%) and Foreign Language (25%) content at a lower rate than other grade levels. Eleventh-grade students mastered Science content at a lower rate (27.4%) than other grade levels. SPED students mastered their course content at higher rates than non-SPED students in every subject area (see Table 5 & 6).

Figure 49. Final Grades

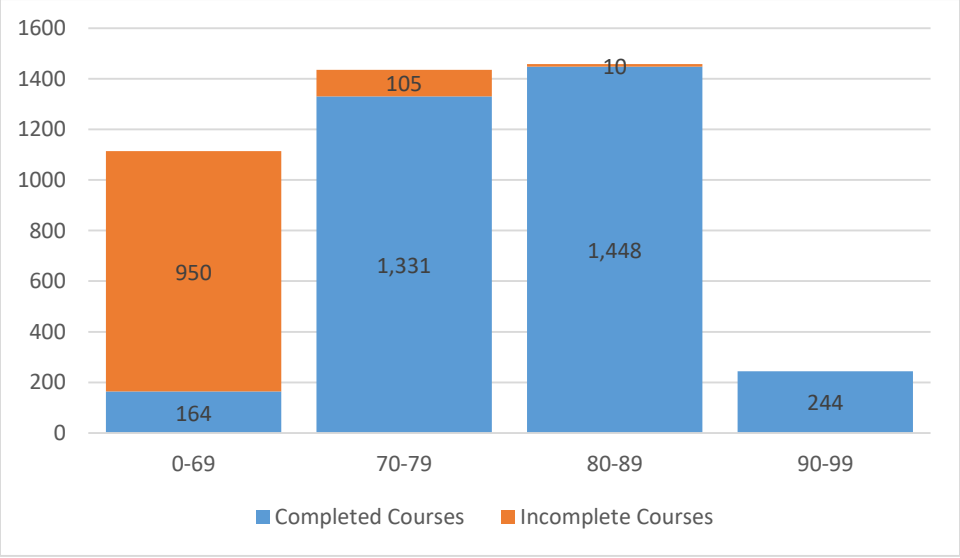


Table 5. Final Grades by Subject Area (non-SPED)

Final Grade	Math	English	Science	History	Foreign Language	Other
0-69	32.1%	21.9%	22.0%	27.5%	19.1%	26.2%
70-79	31.6%	35.8%	38.9%	29.2%	38.5%	15.4%
80-89	29.8%	38.4%	34.0%	40.2%	35.6%	39.2%
90-99	6.5%	4.0%	5.1%	3.1%	6.7%	19.2%

Table 6. Final Grades by Subject Area (SPED)

Final Grade	Math	English	Science	History	Foreign Language	Other
0-69	12.6%	8.0%	6.1%	11.8%	9.7%	16.0%
70-79	24.8%	26.2%	39.5%	25.0%	25.8%	20.0%
80-89	48.0%	56.0%	48.3%	51.5%	51.6%	56.0%
90-99	14.6%	9.8%	6.1%	11.8%	12.9%	8.0%

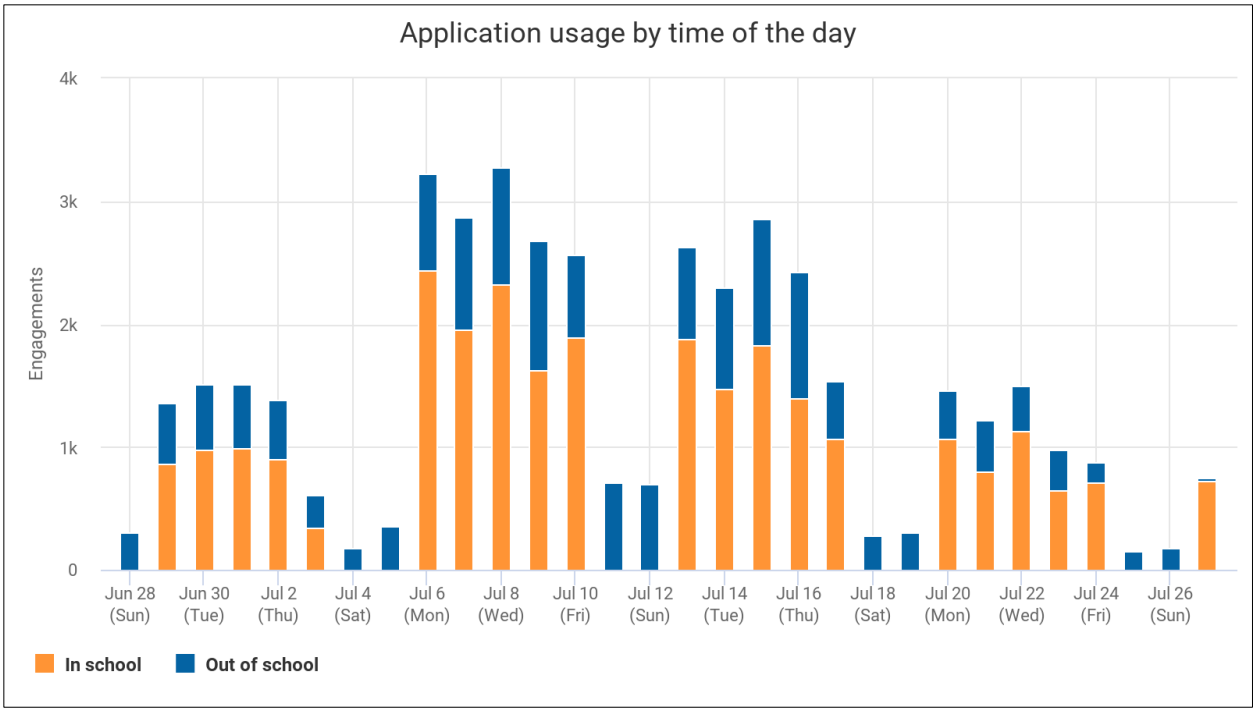
CatchOn Analytics

Over the past six months, SCS' IT team installed the CatchOn application on 11,400 devices, allowing the District to capture activity on numerous applications students and teachers use frequently. While the data that follow are not limited to just summer school students, they reflect student activity on the main applications used during the summer online program over a 30-day period. The "engagements" captured reflect the number of times a student logged in or completed an activity in an application in a different clock hour during the day. For example, if a student logged into an application at 8:30 and again at 9:15, this would count as two engagements. If a student logged in at 8:30 and again at 8:55, this would count as one engagement. CatchOn also captures whether the engagement happened during "in school" hours (8:00am–4:00pm on Monday through Friday) or "out of school" hours outside that window of time.

iReady

Both K–8 summer school students and Superintendent's Summer Learning Academy students used iReady over the 30-day period. Usage peaked the week of July 6–10 when both programs were in session, with engagements hovering between 2,500 and 3,000 most days. Within these peak times, between 500 and 1,000 engagements per day were during out-of-school times. (See Figure 50.)

Figure 50. iReady Usage over a 30-Day Period



Grade Results and Canvas

Grade Results and Canvas trends are displayed in Figures 51 and 52. Grade Results is a learning platform where students could complete online course lessons and assignments to meet grade promotion requirements. As shown in Figure 51, the number of engagements hovered between 600 and 700 for the first two weeks of July and increased notably the last two days of summer school,

July 15–16. As displayed in Figure 52, there were far fewer engagements captured in Canvas, the District's learning management system, but usage peaked the week after summer school ended (July 20–24), which may reflect teachers finalizing grades after the summer session concluded.

Figure 51. Grade Results Usage over a 30-Day Period

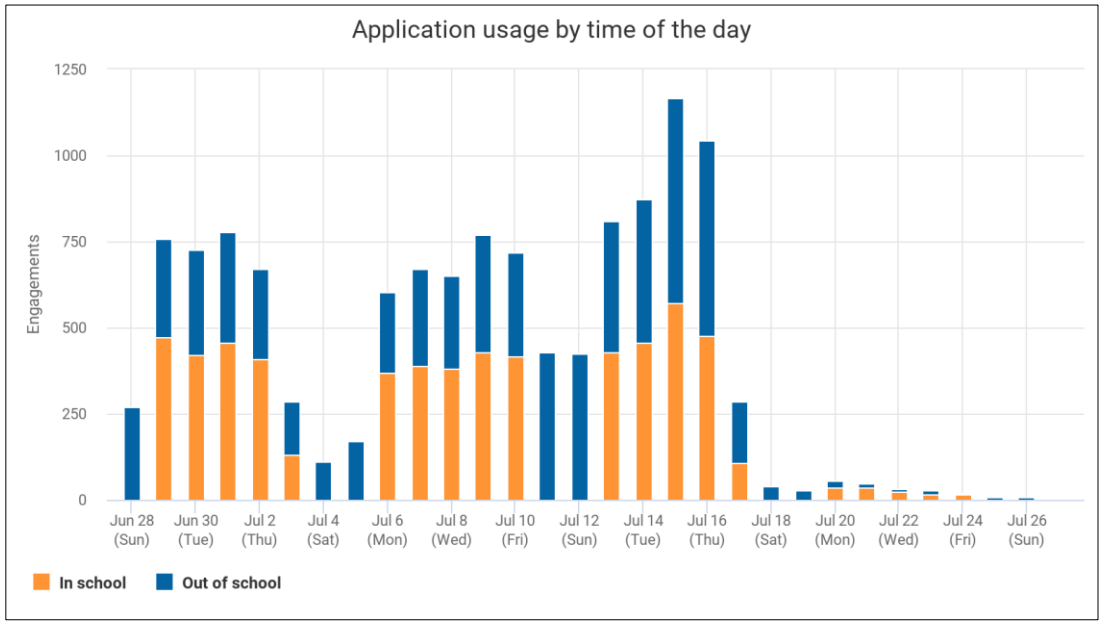
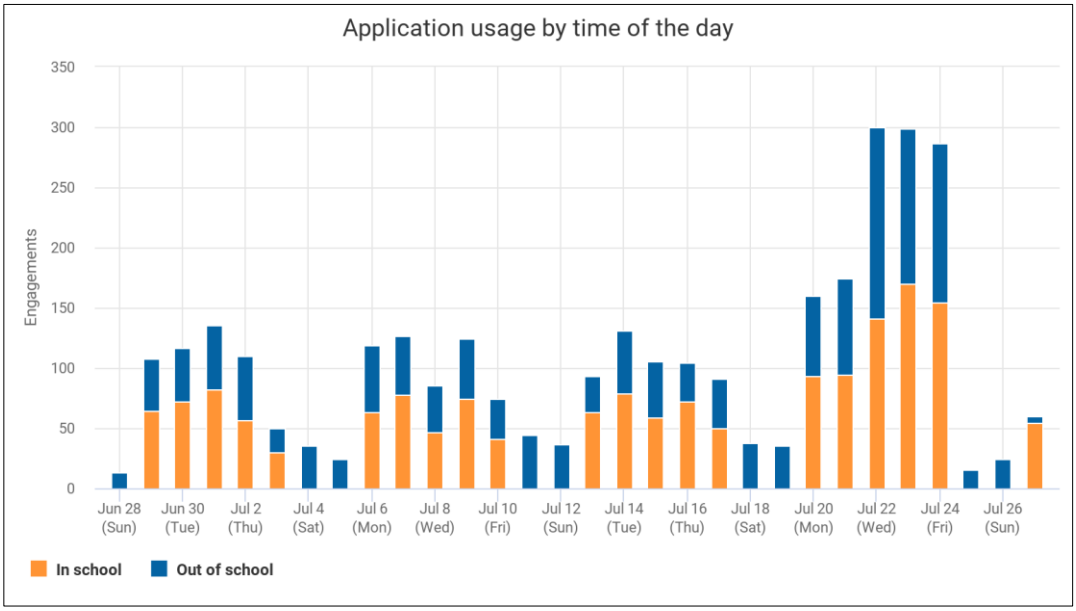


Figure 52. Canvas Usage over a 30-Day Period



Microsoft Teams

Summer school students and teachers were required to meet virtually using Microsoft Teams at least once per day while school was in session. This application logged the most engagements per day by far, likely because Teams has been deployed districtwide and many other staff and students have also been using this application. The largest number of daily engagements occurred the weeks of July 6–10 and July 13–17, with almost half of the engagements occurring outside of school hours. (See Figure 53.)

Figure 53. Microsoft Teams Usage over a 30-Day Period