

Student Contact and Engagement During Remote Learning

July 22, 2020



Data Methodology

- **Available Charter, Contract and Options School Data:** The district obtained charter school digital pathway status and contact data for 58,496 students from 136 schools, which are included in this deck. All of the data from Charter, Contract and Options schools is self-reported. All charter, contract and options data is presented separately and noted accordingly.
- **Digital Tools:** The district is not able to comprehensively capture usage on non-Google platforms and our digital engagement data only reflect Google Meet and Classroom. However, the data indicate that the majority of students are using Google platforms for remote learning.
- **Pre-K and Kindergarten:** Pre-K and Kindergarten were excluded from Google engagement because the data indicate many students do not have active Google credentials for log-in. Pre-K and Kindergarten students are also removed in the Final Grades data because students in those grade levels are not assigned grades.
- **Student Contact:** Student contact encompasses a broad range of activities, including social and emotional outreach and academic contact. Schools had been tracking this data locally and the district did not request central data submission until the week of May 10. Some schools did not submit data.



Description of Metrics (1 of 2)

Digital Access with a Special Focus on Students Who Were Unable to Contact

Digital Access was determined based on school-reported data, Google analytic data, whether or not they had a CPS-issued device, and whether not they had a letter grade (or a passing grade for high school students) as of June 10th.

- This metric was adjusted from the May 2020 presentation in order to gather a better understanding of students who were truly unable to be contacted by their school during the time period. For example, if a student received a CPS issued-device that meant that they had contact with their school community and if they received a letter grade, it means that they were contacted in some capacity during the time period.
- Ultimately, this metric was re-oriented to gather a better understanding of students who were truly unable to be contacted. The metric does not measure the availability of reliable internet or frequency of engagement. It is possible to be classified as a digital learner because a student received a laptop, but that student's family could have opted to submit paper packets.

Students Using Google Meet or Classroom:

- Student activity is logged automatically when a student joins a Google Meet or logs in to Google Classroom using CPS login credentials. This metric represents the percentage of all CPS students attending district schools who have joined a Google learning session, broken out by frequency. This presentation focuses on students who engaged 3 or more days a week.
- This data is broken out over the course of ten weeks. During the the week of June 7, schools began holding graduation ceremonies which accounted for a large decrease in engagement and contact.



Description of Metrics (2 of 2)

Final Grades:

This metric represents the final grades given in core courses, which includes Math, English/Reading, Science & Social Science. There is a different methodology for high school and elementary school:

- **High School:** Students may receive multiple grades in the same subject area (e.g. two different math courses), and students are not required to take a course for every core subject each semester. Due to this, high school data is represented by the number of grades given, not the student level.
- **Elementary School:** The student population for the Final Grades analysis includes all 179,708 1st-8th grade students enrolled at a district-operated elementary school on June 10, 2020. If a student was taking two courses in a core subject, for example, algebra and trigonometry, then the higher grade was used.
- Comparisons to the prior school year were based on student of enrollment on June 10, 2019.

Students Contacted:

- Schools were asked to track if they were able to make contact with a student at least once a week through either digital learning, office hours, academic support, or social and emotional check-ins. Through the district's remote learning plan, schools are required to make contact with all students at least once per week.



Key Takeaways

Even though there was a new grading policy, the distribution of grades remained relatively similar to prior years, with an increase in the percentage of students receiving A's.

Compared to the 2018-19 school year, high school students received a higher percent of passing grades (i.e. non-F) in their core courses and received a higher percentage of A's, this is the case across all racial groups.

- **Percentage of A's:**
 - **2018-19:** 28.9 percent
 - **2019-20:** 38.2 percent
- **Percentage of non-passing grades compared to fail grades in 2nd semester:**
 - **2018-19:** 6.6 percent
 - **2019-20:** 5.3 percent

While a higher percent of elementary school students received A's across all core subjects, overall and among all racial groups, a much higher percentage of elementary school students received incompletes:

- **Percentage of students receiving A's:**
 - **2018-19:** 33.4 percent
 - **2019-20:** 37.6 percent
- **Percentage of students receiving failing grades:**
 - **2018-19:** 1.5 percent
 - **2019-20:** .3 percent

The grand majority of students were recorded as having contact with their schools on a weekly basis.

- On average **85 percent** of students reported as "Contacted" during any given week between the week of May 11 and the end of the school year.



Next Steps: Continuously Improving Engagement for Upcoming School Year

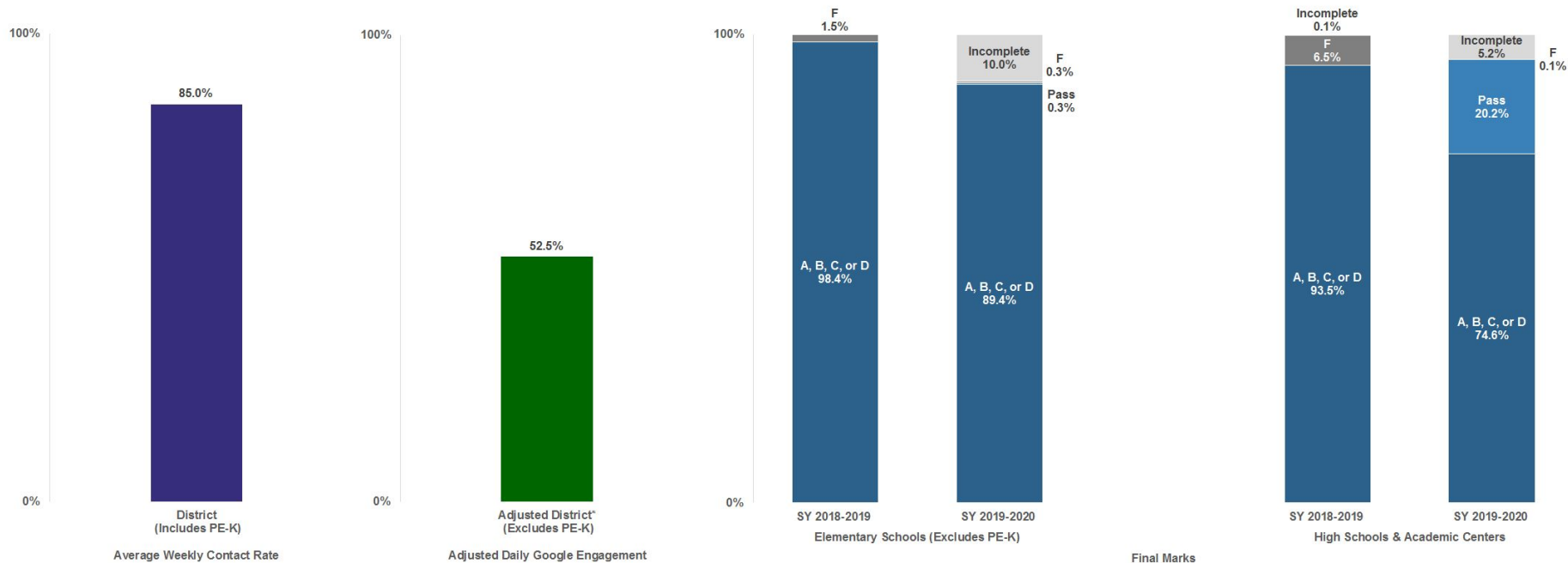
- **Transition to Google suites:** Transition to Google suites district-wide for greater accountability and tracking.
- **Enhanced at-home learning requirements and setting clear expectations:** The district will be enacting new requirements for learning based on ISBE guidance, including ensuring each student is participating in a minimum of five hours of instruction or school work per day, developing an attendance tracking model for students, and additional measures.
- **Continuing to address the digital divide:** The district will continue to work with schools to identify and provide computing devices to students who still need them, and through Chicago Connected, the district will extend hotspot coverage for Students in Temporary Living Situations (STLS) and expand free, high-speed internet access to 100,000 CPS students.
- **Next Steps:** Additional details on new learning expectations and improvements will be outlined in early August as part of the final reopening framework.



End-of-Year Remote Learning Summary Data

Student Engagement Across Metrics

Throughout the remote learning period



Contact: The average of the six weekly percents of students reported as “Contacted” for the last six weeks of the remote learning period.

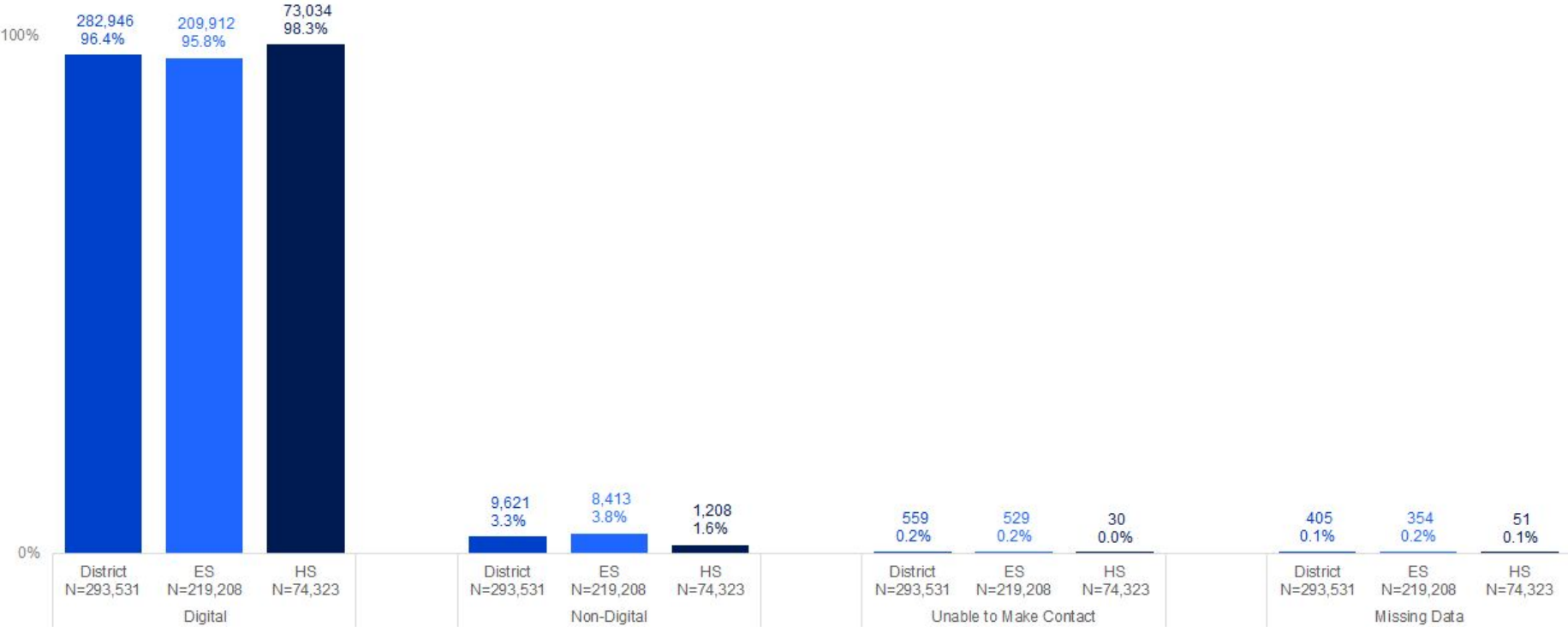
Google Engagement: This is 6,129,326 (total number of instructional days that students engaged with Google Meet or Google Classroom) divided by 11,684,447 (the number of instructional days that students could be in attendance throughout the remote learning period). This does not mean they were offered instruction on all of these days. It also does not adjust for the week after graduations began. or This excludes weekends, April 17 School Improvement Day, April 22/23 Teacher/Parent Conference days (days of non-attendance for ES on April 22 and for HS on April 23), and May 25 Memorial Day.

Final Marks: Percentage of CPS students having received a final mark in a core course (Math, English/Reading, Science, & Social Science)

Digital Pathway Status

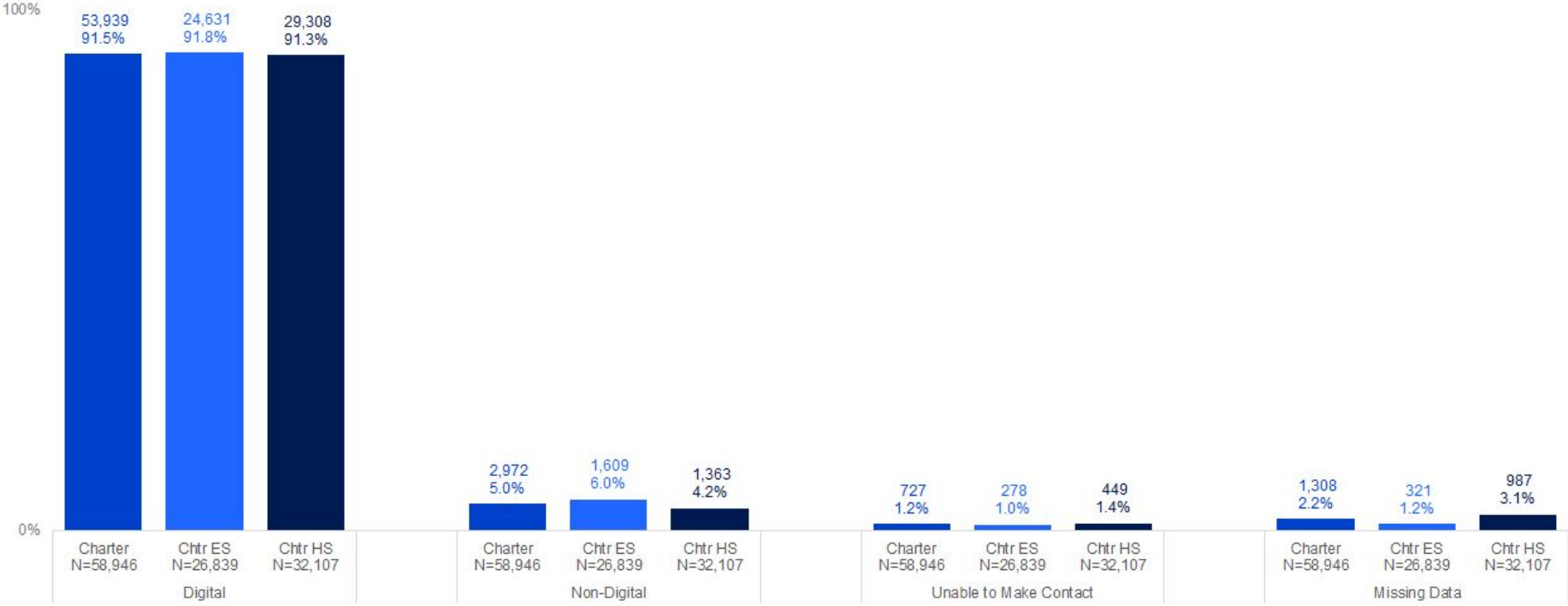


Student Adjusted Learner Pathway Status: District-Operated Schools



Learner Pathway Status as of July 17th. Denominator is all students in the specified student group, enrolled on June 10, 2020, at district-managed schools. Data **includes** students in PE, PK, and K annualized grade levels. Adjusted Learner Pathway reclassifies all students with CPS-assigned devices and students that had any Google Meet or Google Classroom activity during the remote learning period as 'Digital'. Of the remaining students, it also reclassifies students that received a final grade of A, B, C, D, or F (or P, for high school students) as 'Non-Digital'.

Student Learner Pathway Status: Charter, Contract, Options



Learner Pathway Status as of July 17th. Denominator is all students in the specified student group, enrolled at any point during the remote learning period, at Charter, Contract, and Options schools. Data **includes** students in PE, PK, and K annualized grade levels. Learner Pathway is not adjusted for Charter, Contract, and Options schools due to absence of data for Google activity, final grades, and CPS-issued devices at non-district-managed schools.

2019-20 Final Grade Summary



Understanding Final Grades: Overview of Grading Policy

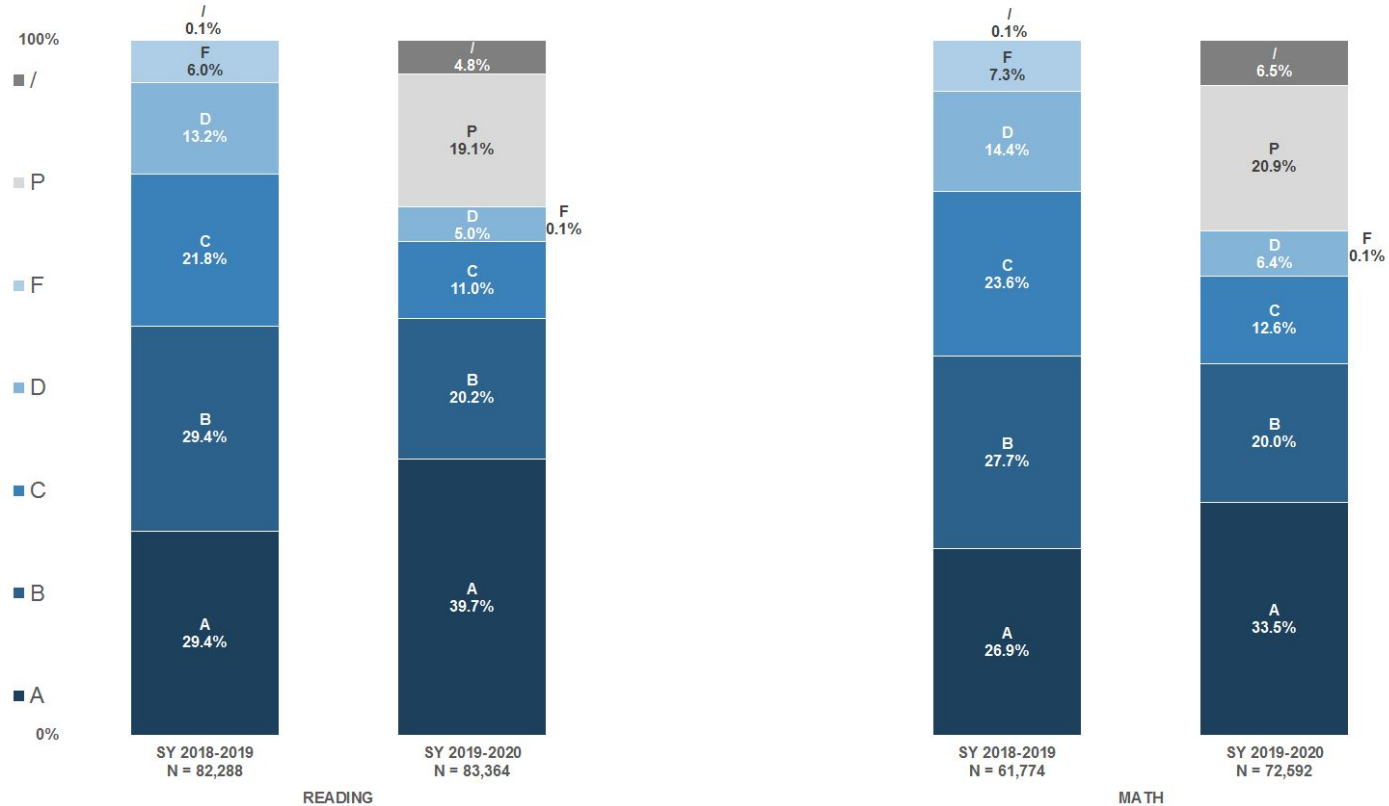
Students could not receive a grade that was lower than their 3rd quarter grade.

- Students could maintain or improve their letter grades, earn a “pass” or earn an “incomplete.”

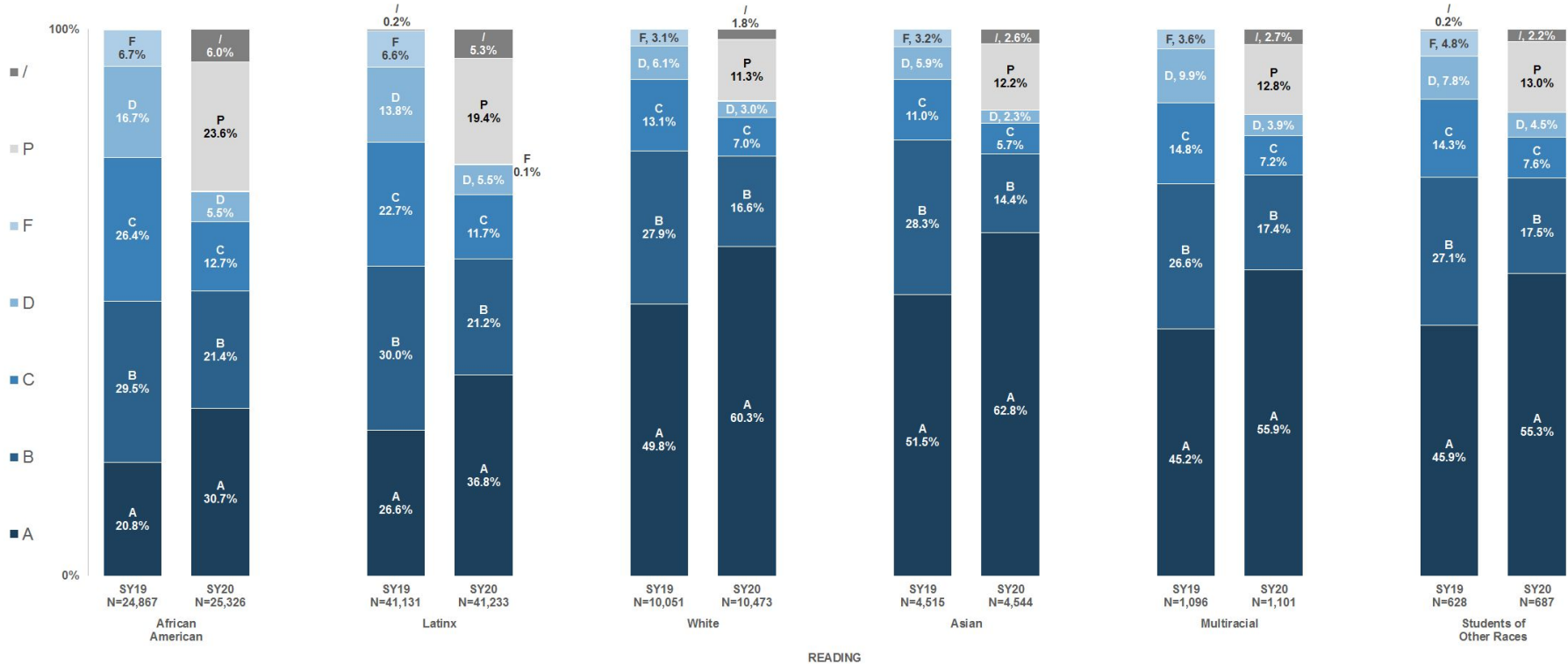
Key differences between elementary and high school:

- *Elementary School:*
 - All elementary school students are being promoted to the next grade regardless of the final grade they received.
 - Elementary Final grades are cumulative of all 4 quarters, it is possible for a student to earn a final grade based on their performance in the first 3 quarters of the school year.
 - Therefore, elementary school students completing paper packets could receive a final letter grade because their grades were cumulative of all four quarters.
 - For example, if they completed paper packets (which were not assigned letter grades) and therefore received an “P,” their cumulative grade would be the average of quarters 1, 2 and 3.
 - If an elementary school student did not engage in remote learning, they received a final grade of incomplete.
- *High School:*
 - High school students grades account for one semester, whereas elementary school student grades are cumulative of four quarters.
 - High school students completing paper packets could receive a “pass,” which yields course credit and has no impact on a student’s GPA, meaning students can still be on-track to graduate on-time after receiving a “pass.”
 - High school students who participated in remote learning online but had a lower grade than quarter 3 received a “pass” and earned course credits.
 - High school students who did not engage received an incomplete. Whereas an “F” negatively impacts a student’s GPA, an incomplete does not. Students are given the opportunity to make up incompletes through credit recovery.

High School: 2nd Semester Grades Breakdown

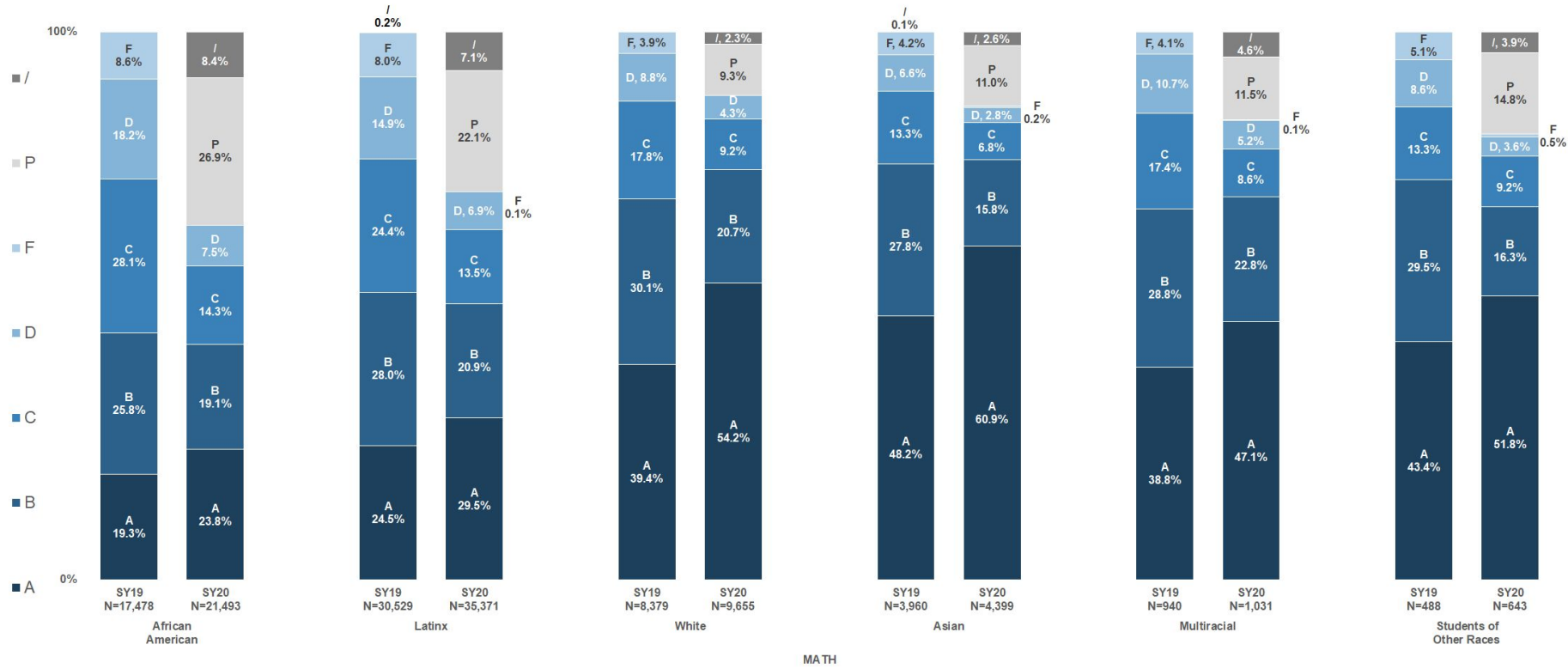


High School 2nd Semester Grades: Racial Breakdown for Reading



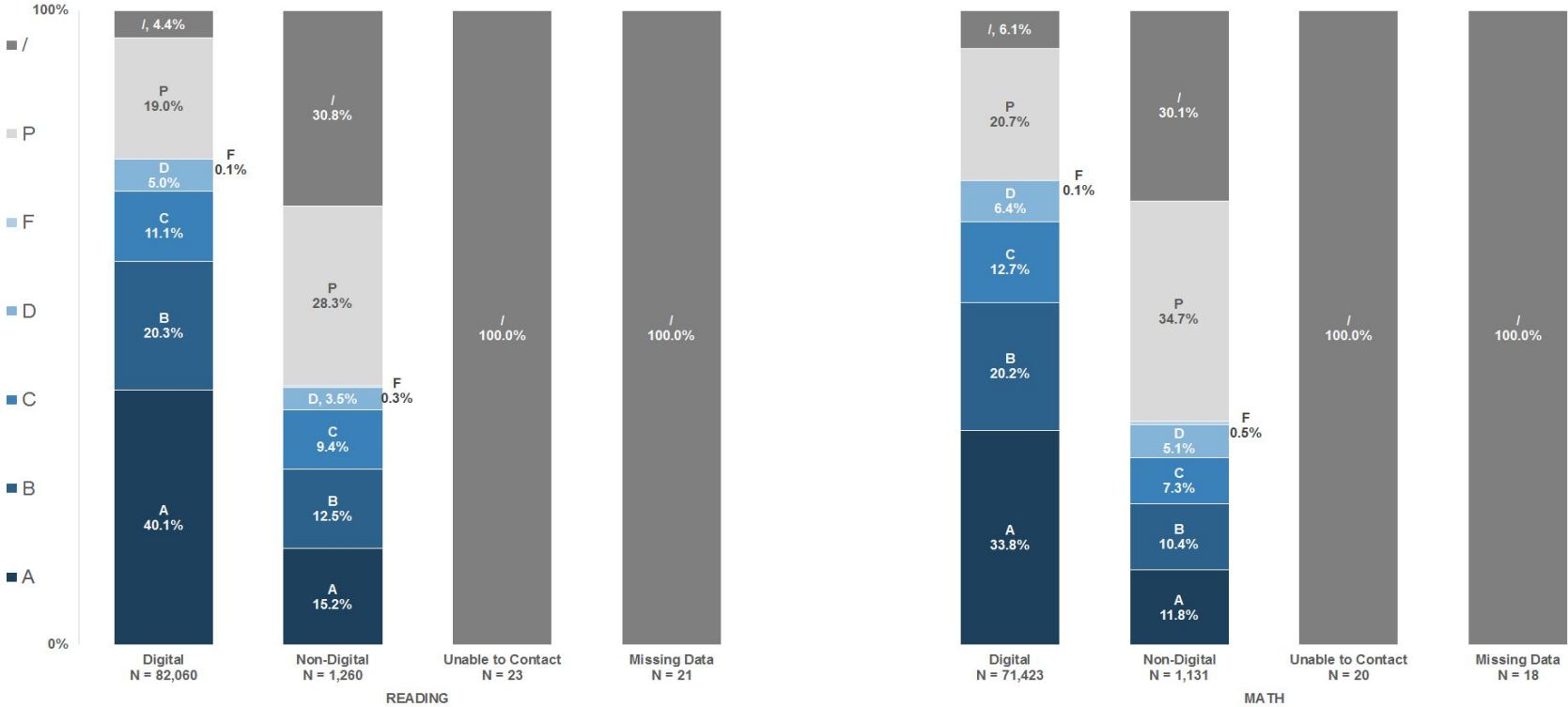
Note: N represents the total number of marks assigned for the subject, **not** students as students could be in multiple courses by subject per semester.

High School 2nd Semester Grades: Racial Breakdown for Math



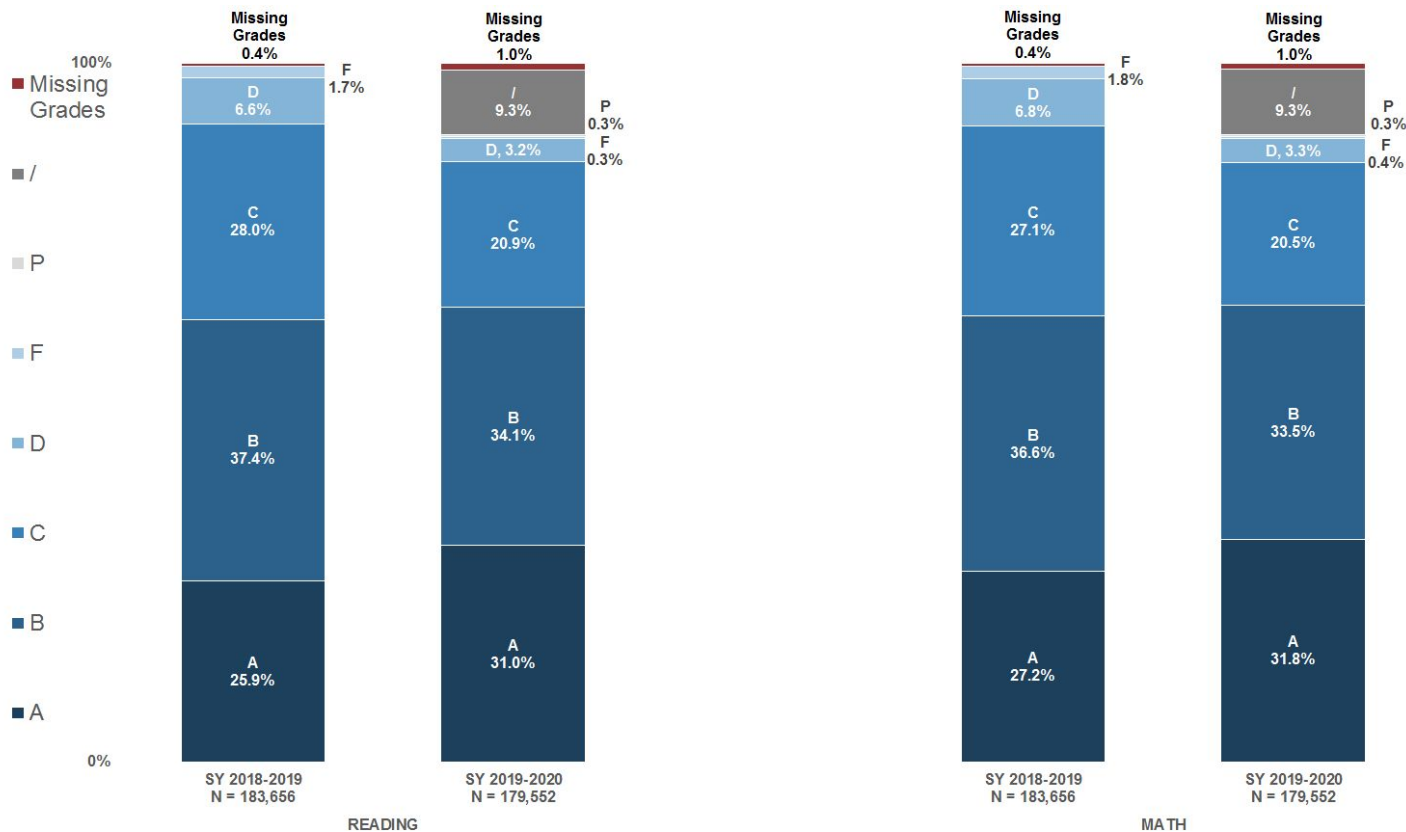
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High School 2nd Semester Grades: Breakdown By Learner Pathway



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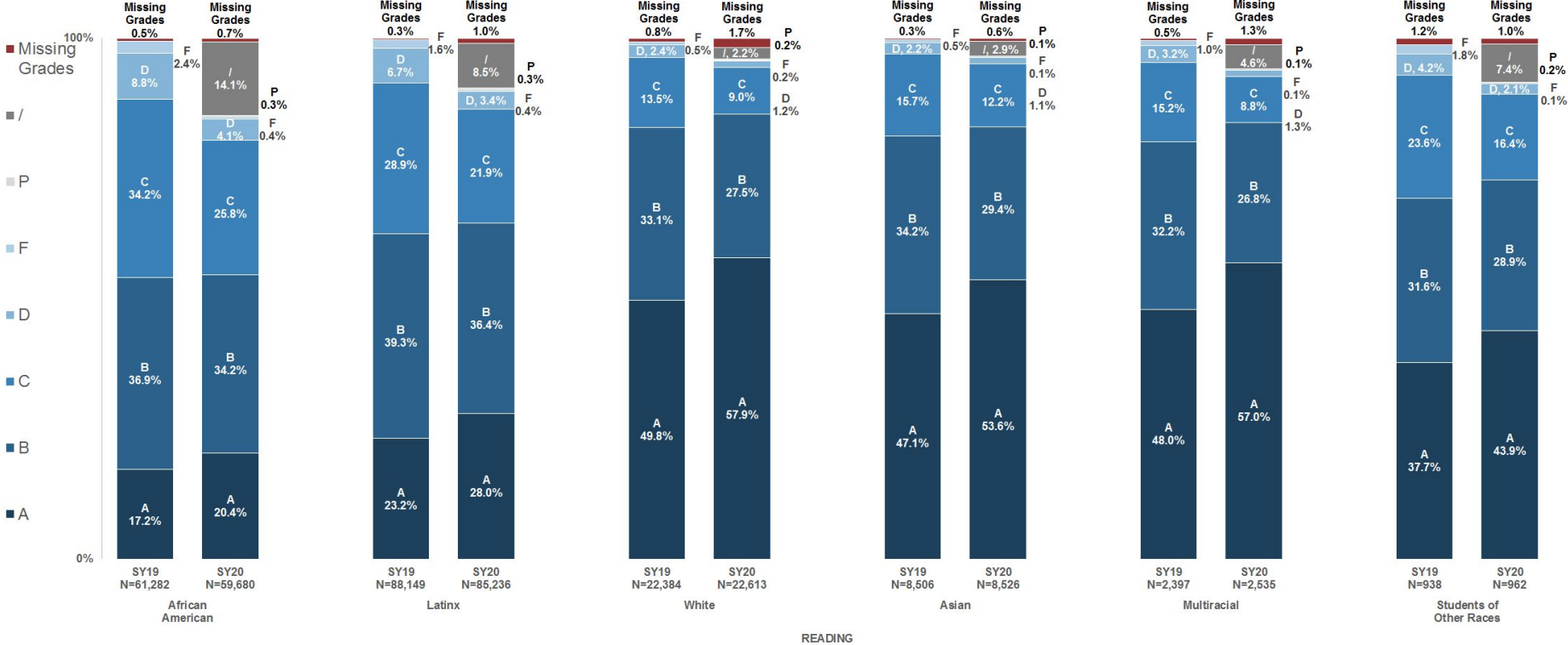
Elementary School Final Grades: Overview of Core Courses



Note: N represents the total number of students assigned a mark in a subject area for Elementary schools.



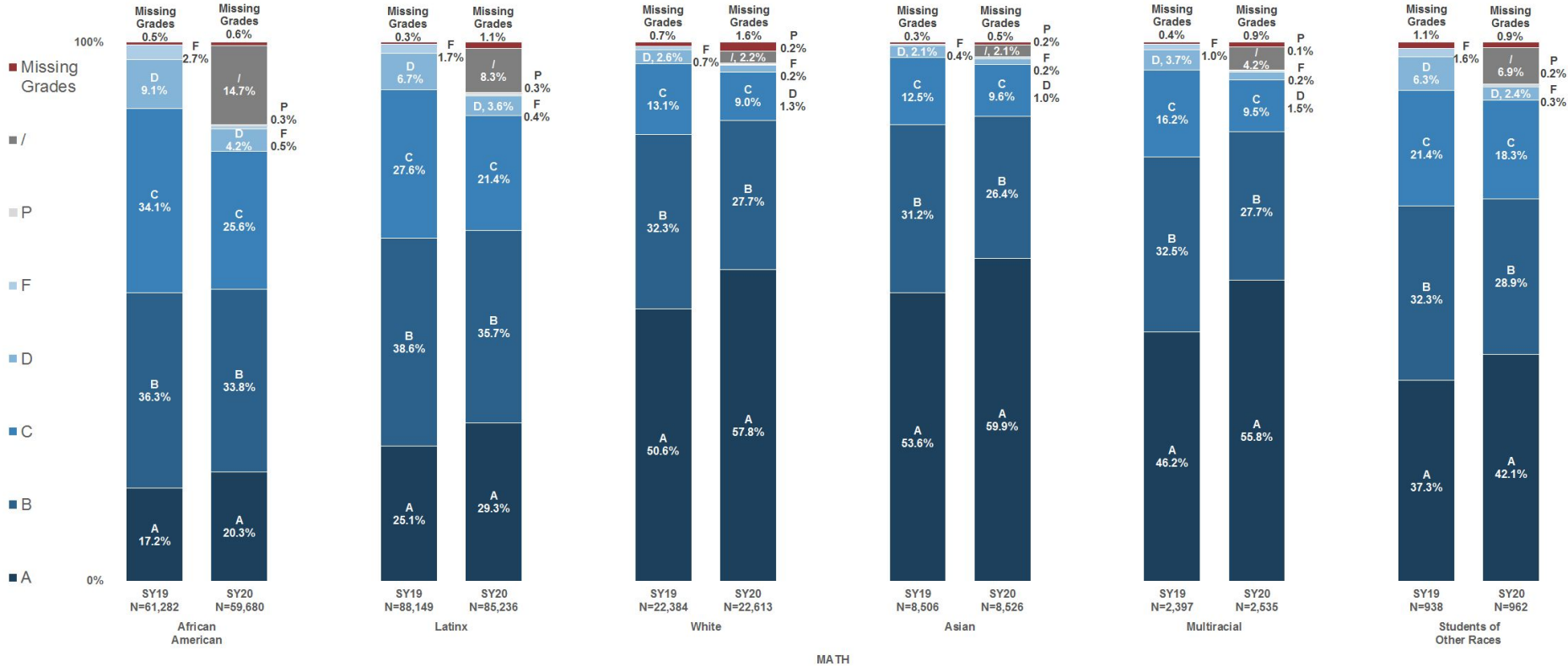
Elementary School Final Grades: Racial Breakdown for Reading



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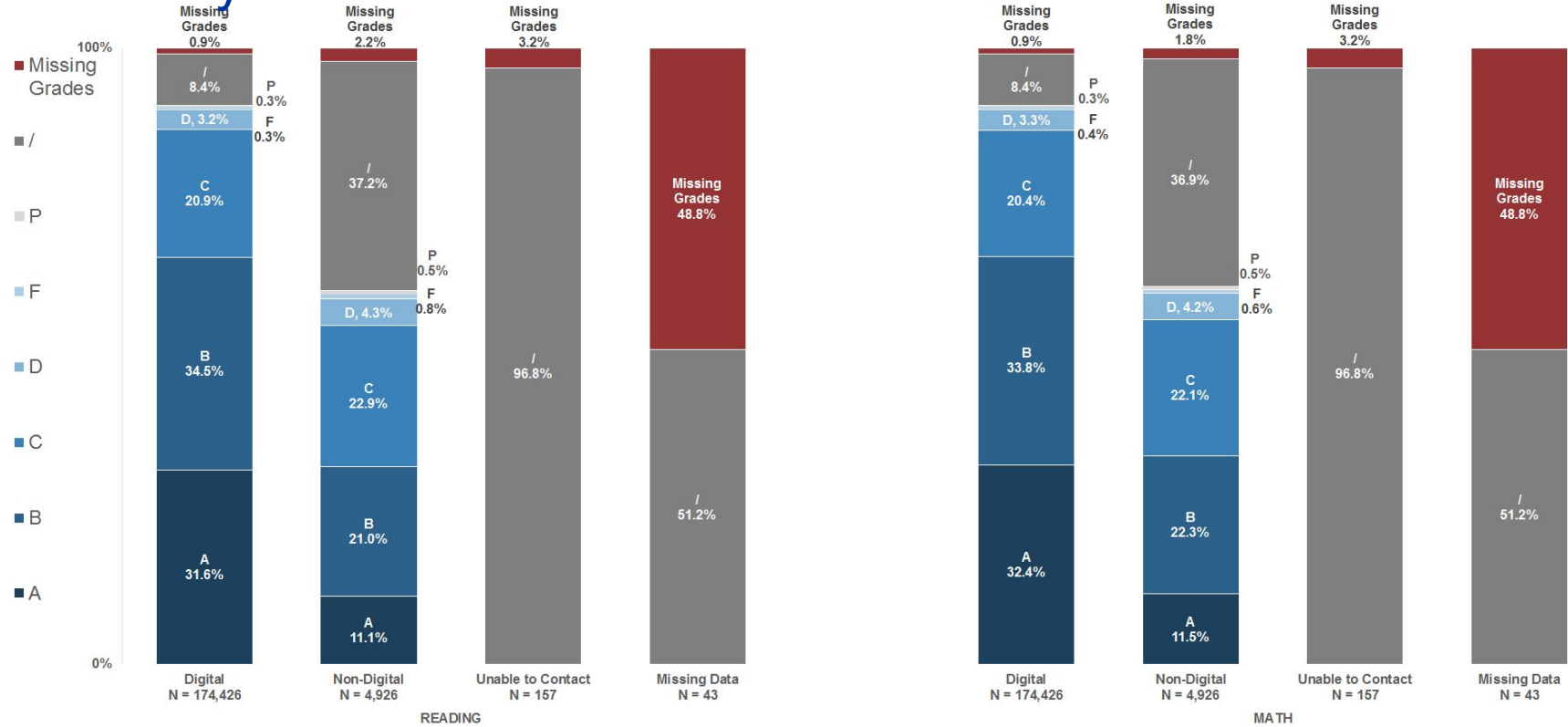
Elementary School Final Grades: Racial Breakdown for Math



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Elementary School Final Grades: Breakdown by Learner Pathway

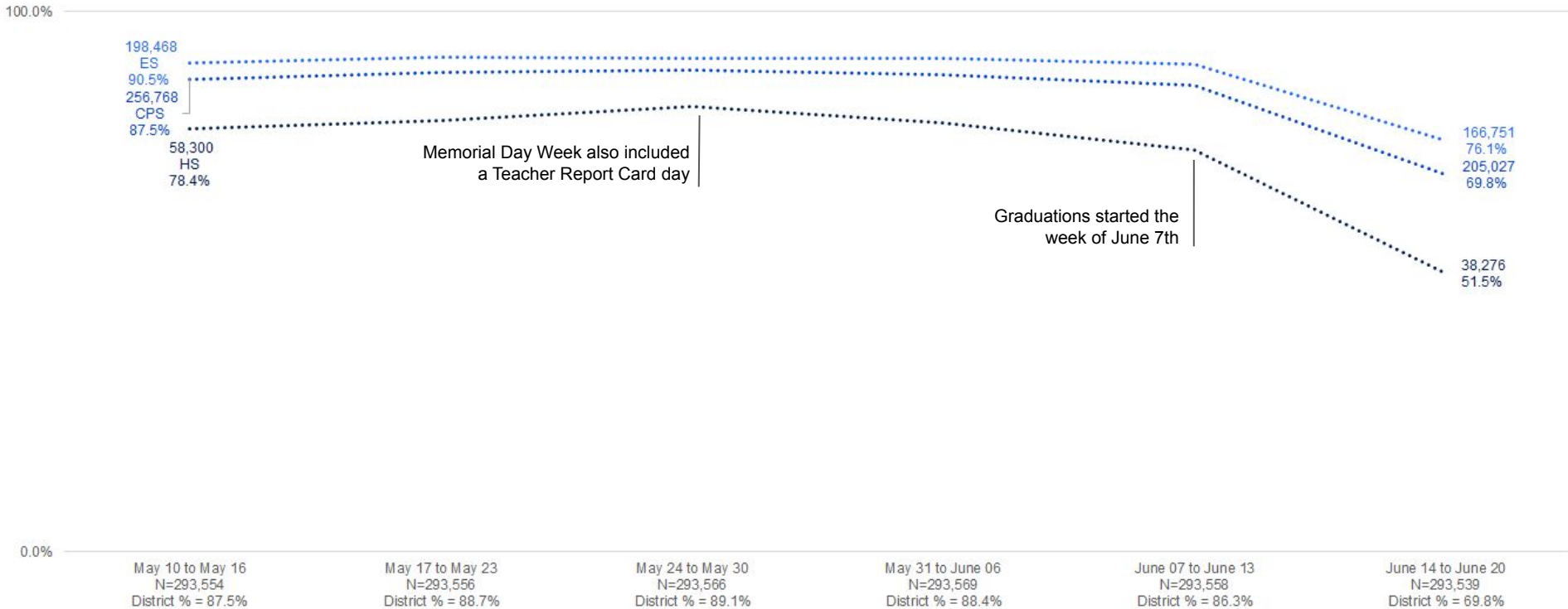


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Student Contact Over Time

Student Contact: District-Operated Schools

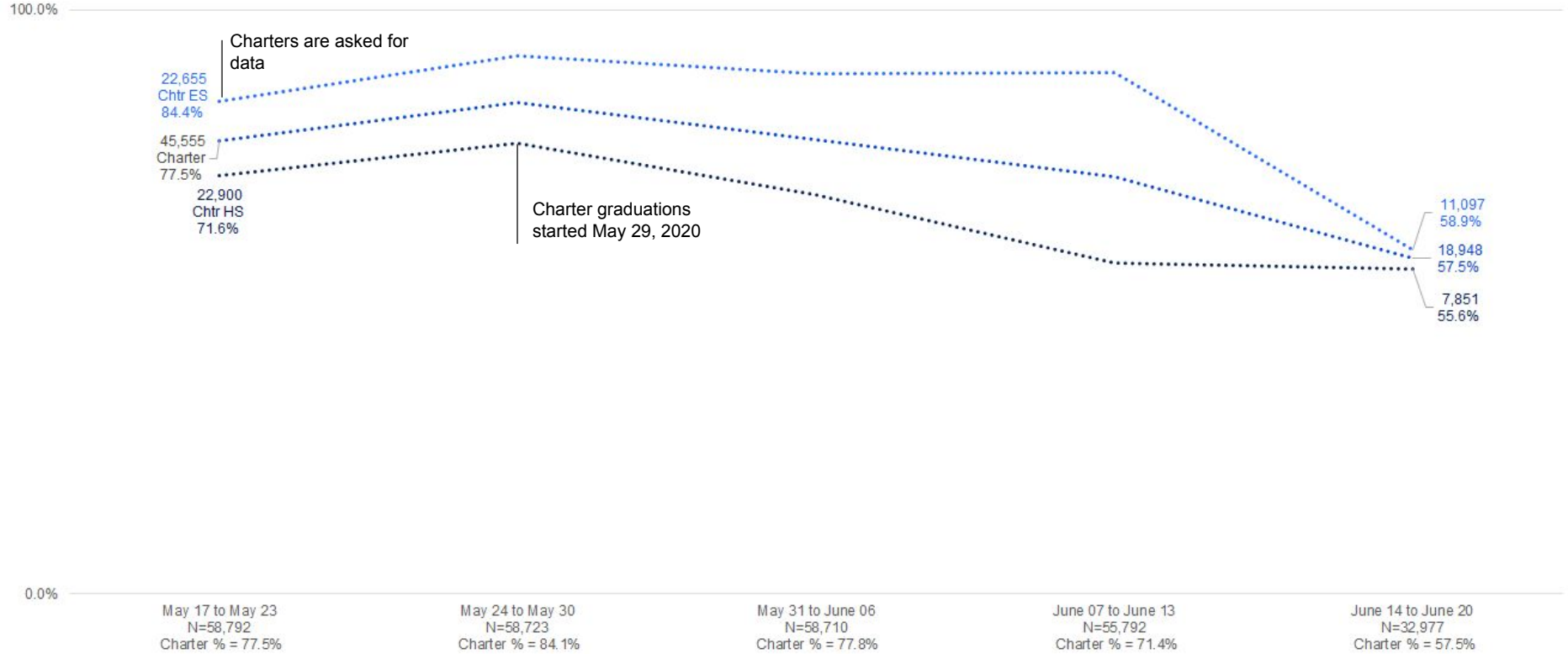
Percent of Students reported as “Contacted” for each week of the remote learning period



For this metric, the remote learning period is considered as the ten weeks between April 12th and June 18th inclusive, where each week starts on Sunday. Denominator is all students in the specified student group, enrolled on a weekday, at district-managed schools. Data **includes** students in PE, PK, and K annualized grade levels. A student is considered as ‘Contacted’ if the school reported that week that the student was contacted by "Academic Contact", "Chat", "Email", "Parent Phone", "Other" (and not “None” or no response from the school).

Student Contact: Charter, Contract and Options

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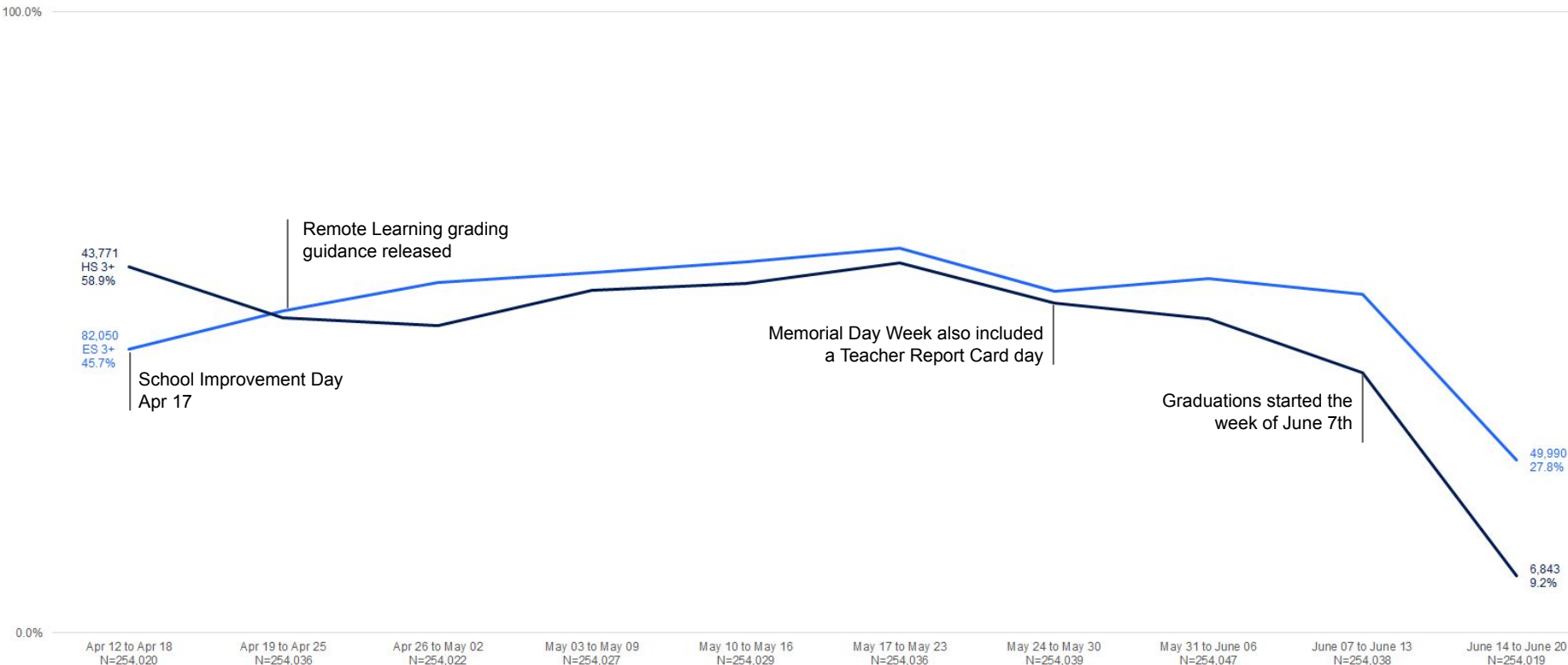
Engagement Using Google Platforms

*Google Meet or Classroom Activity 3 or More
days per week*



Students With Google Activity

Students with Google Meet or Google Classroom activity for **3 or more days** each week during the remote learning period.



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Students With Google Activity

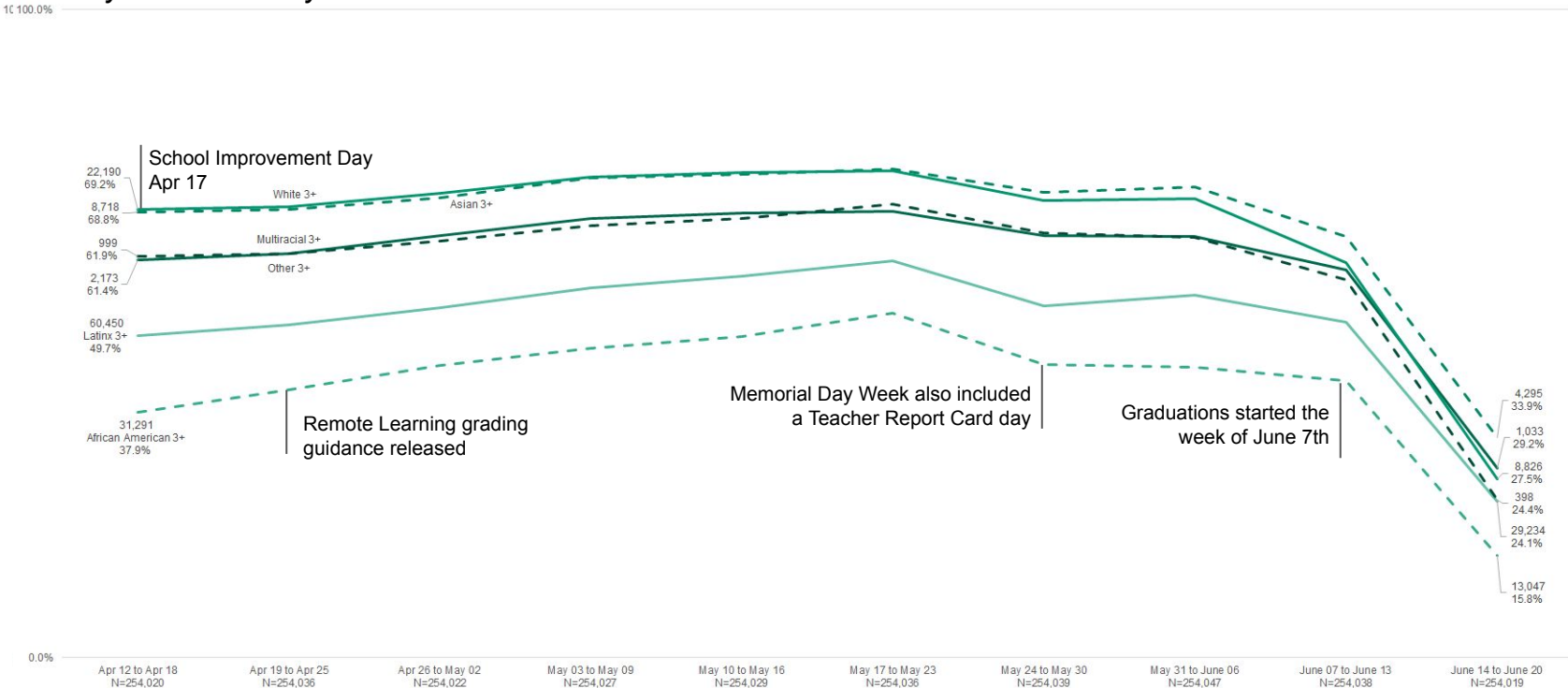
Students with Google Meet or Google Classroom activity for **3 or more days** each week during the remote learning period.

Students with Google Activity Days per Week by ES/HS	Apr 12 to Apr 18 N=254,020	Apr 19 to Apr 25 N=254,036	Apr 26 to May 02 N=254,022	May 03 to May 09 N=254,027	May 10 to May 16 N=254,029	May 17 to May 23 N=254,036	May 24 to May 30 N=254,039	May 31 to June 06 N=254,047	June 07 to June 13 N=254,038	June 14 to June 20 N=254,019
	Elementary School 3+ Days	82,050 45.7%	93,134 51.8%	101,359 56.4%	104,406 58.1%	107,537 59.8%	111,155 61.9%	98,905 55.0%	102,603 57.1%	97,952 54.5%
High School 3+ Days	43,771 58.9%	37,774 50.8%	36,808 49.5%	40,992 55.2%	41,829 56.3%	44,328 59.6%	39,523 53.2%	37,601 50.6%	31,153 41.9%	6,843 9.2%

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Students With Google Activity by Race/Ethnicity

Students with Google Meet or Google Classroom activity for 3 or more days each week during the remote learning period
Broken out by Race/Ethnicity



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African American, 3+ Days	31,291 37.9%	34,130 41.3%	37,246 45.1%	39,357 47.7%	40,854 49.5%	43,920 53.2%	37,372 45.2%	37,024 44.8%	35,244 42.7%	13,047 15.8%
Asian, 3+ Days	8,718 68.8%	8,760 69.2%	8,978 70.9%	9,369 74.0%	9,451 74.6%	9,547 75.4%	9,085 71.8%	9,205 72.7%	8,223 65.0%	4,295 33.9%
Latinx, 3+ Days	60,450 49.7%	62,469 51.4%	65,611 54.0%	69,392 57.1%	71,560 58.9%	74,346 61.2%	65,978 54.3%	67,908 55.9%	63,000 51.8%	29,234 24.1%
Multiracial, 3+ Days	2,173 61.4%	2,204 62.3%	2,302 65.1%	2,397 67.8%	2,424 68.6%	2,435 68.9%	2,302 65.1%	2,298 65.0%	2,116 59.8%	1,033 29.2%
Other, 3+ Days	999 61.9%	1,006 62.3%	1,039 64.3%	1,076 66.6%	1,095 67.7%	1,133 70.0%	1,060 65.5%	1,052 64.9%	947 58.3%	398 24.4%
White, 3+ Days	22,190 69.2%	22,339 69.6%	22,991 71.7%	23,807 74.2%	23,982 74.8%	24,102 75.2%	22,631 70.6%	22,717 70.8%	19,575 61.0%	8,826 27.5%

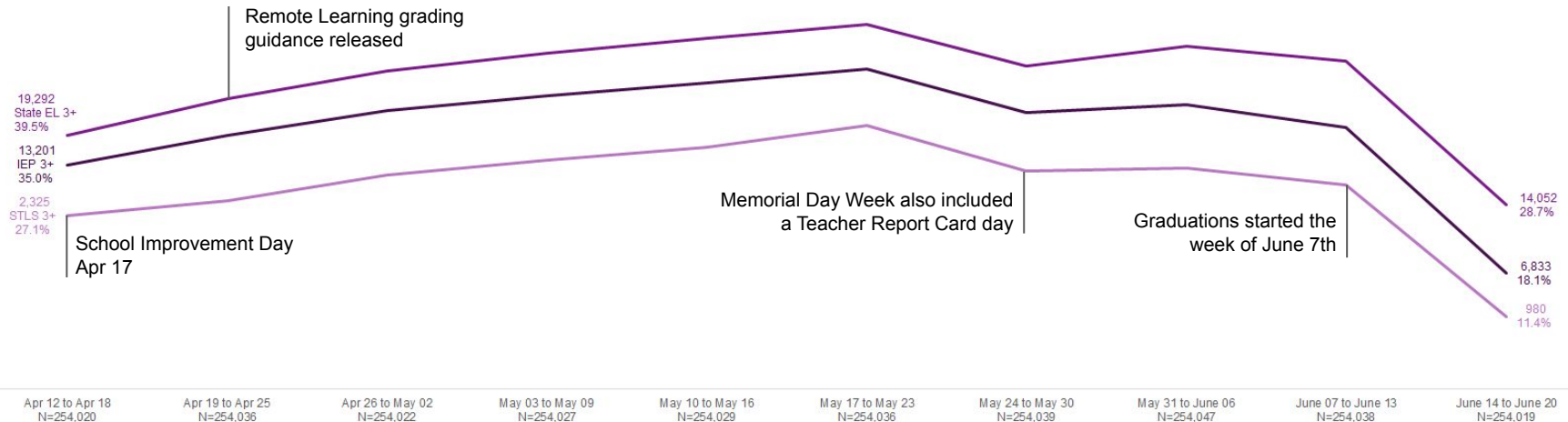
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Students With Google Activity by Priority Groups

Students with Google Meet or Google Classroom activity for **3 or more days** each week during the remote learning period

Broken out by priority group

100.0%



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STLS, 3+ Days	2,325 27.1%	2,517 29.3%	2,867 33.4%	3,067 35.7%	3,236 37.7%	3,526 41.1%	2,923 34.0%	2,954 34.4%	2,734 31.8%	980 11.4%
State EL, 3+ Days	19,292 39.5%	22,157 45.3%	24,264 49.6%	25,611 52.4%	26,727 54.7%	27,813 56.9%	24,625 50.4%	26,098 53.4%	25,052 51.2%	14,052 28.7%
IEP, 3+ Days	13,201 35.0%	14,905 39.5%	16,373 43.4%	17,270 45.8%	17,996 47.7%	18,820 49.9%	16,234 43.1%	16,707 44.3%	15,368 40.8%	6,833 18.1%

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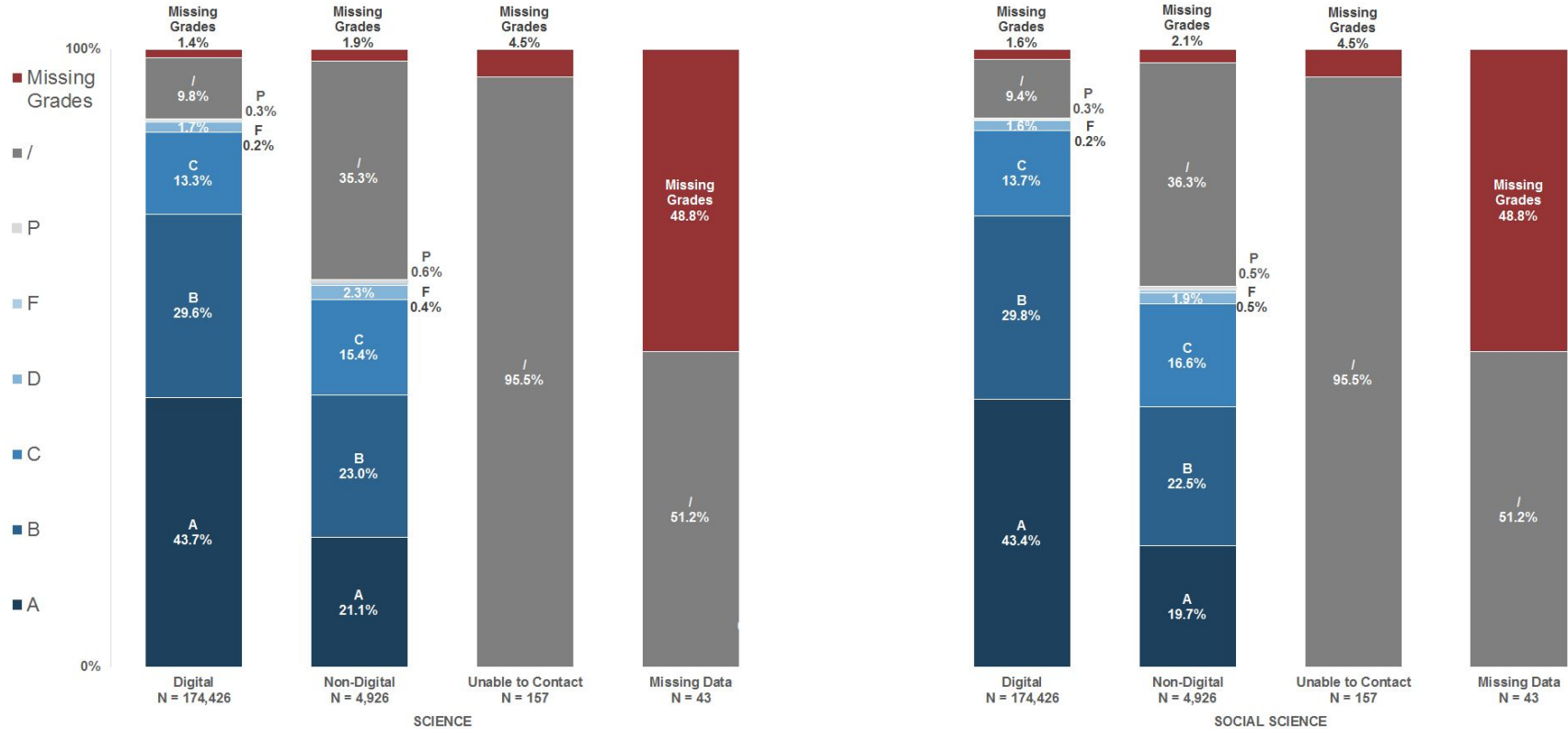
Appendix



Additional Data Slides: Science and Social Science Grades

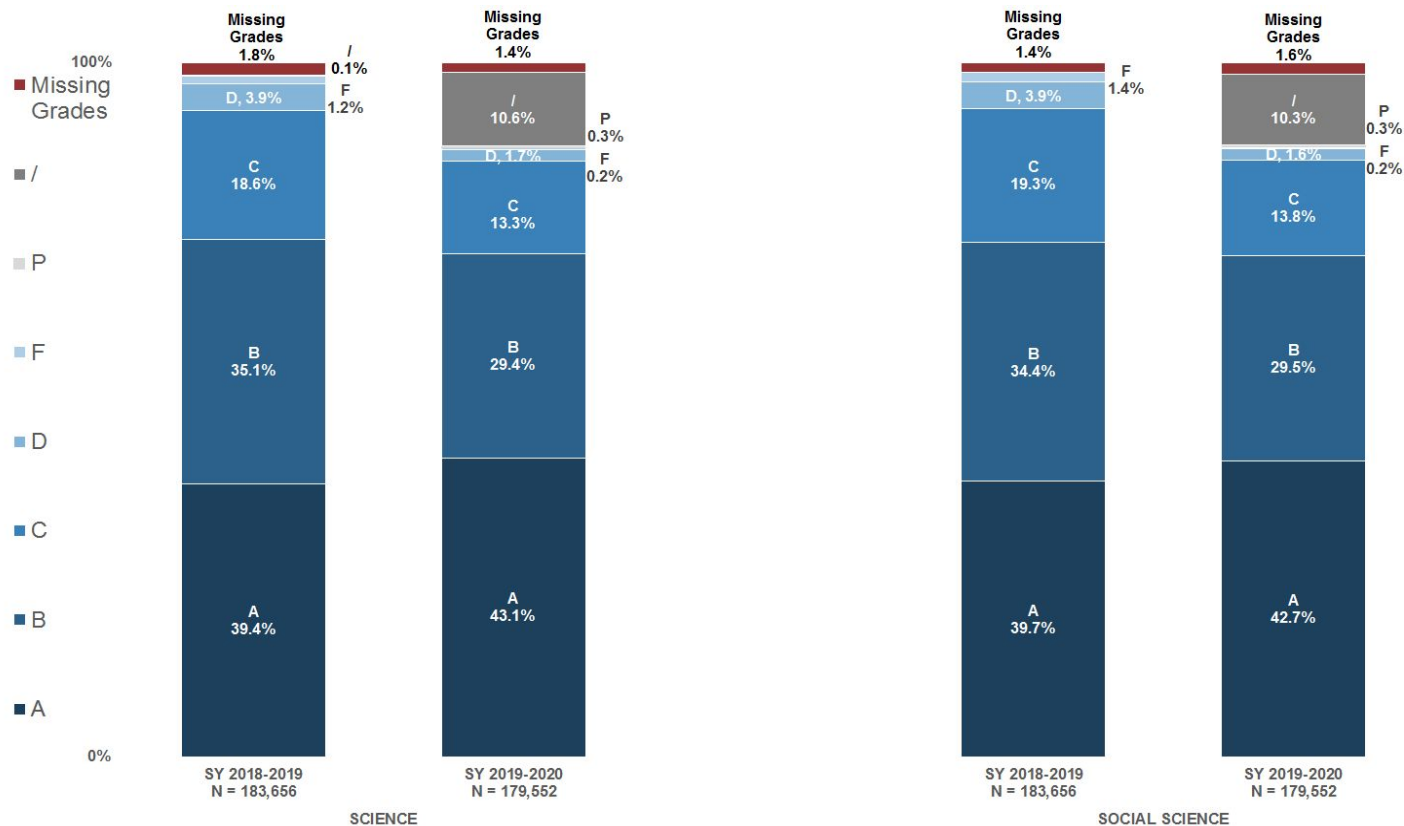


Elementary School: Final Grades by Learner Pathway



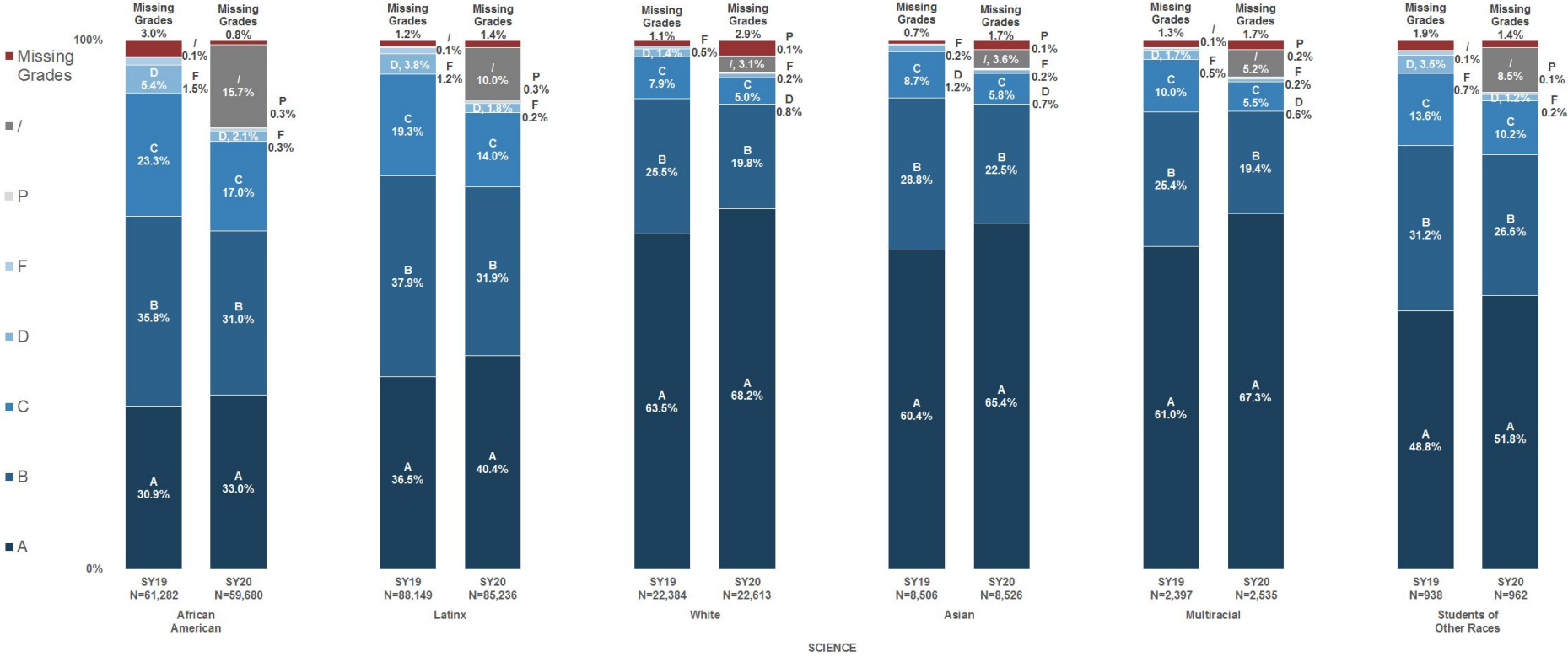
Note: N represents the total number of students assigned a mark in a subject area for Elementary schools.

Elementary School: Final Grades Overview in Core Courses



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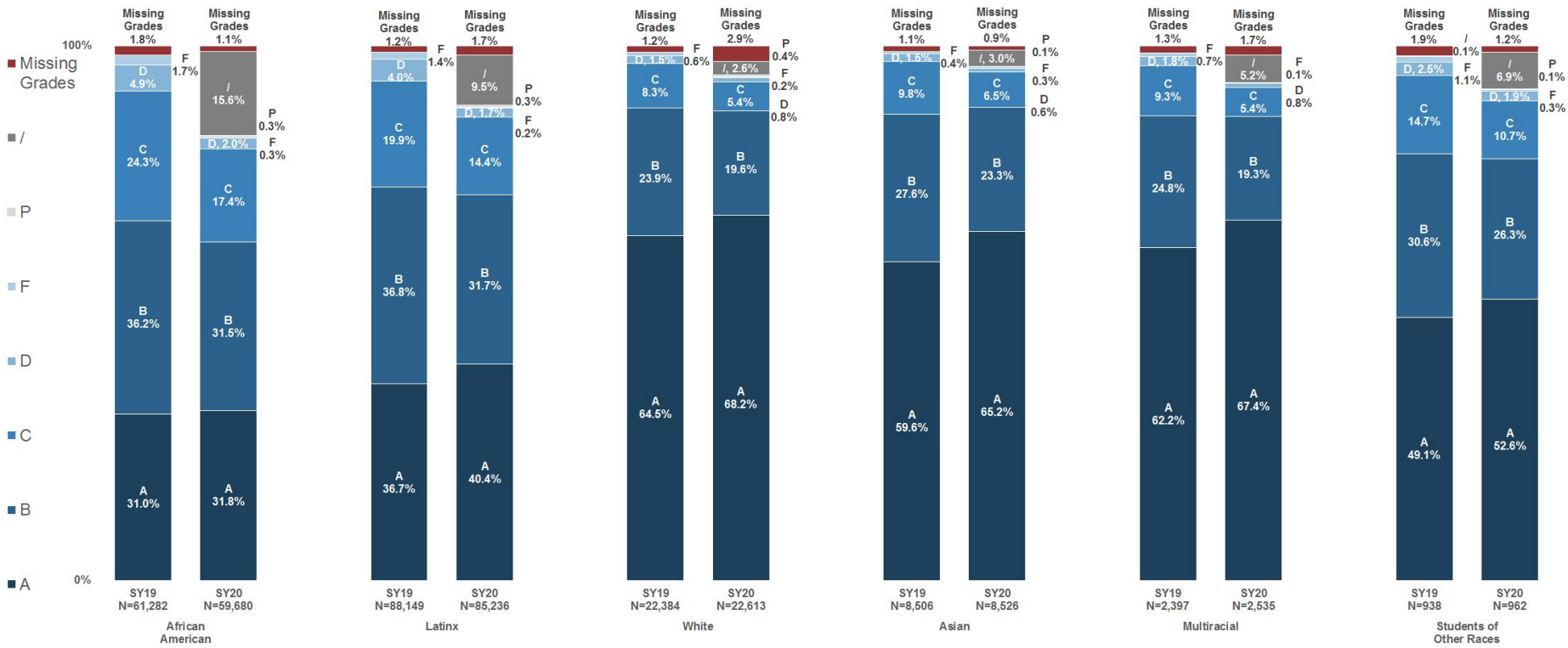
Elementary School: Racial Breakdown for Final Grades in Science



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Elementary School: Racial Breakdown for Final Grades in Social Science

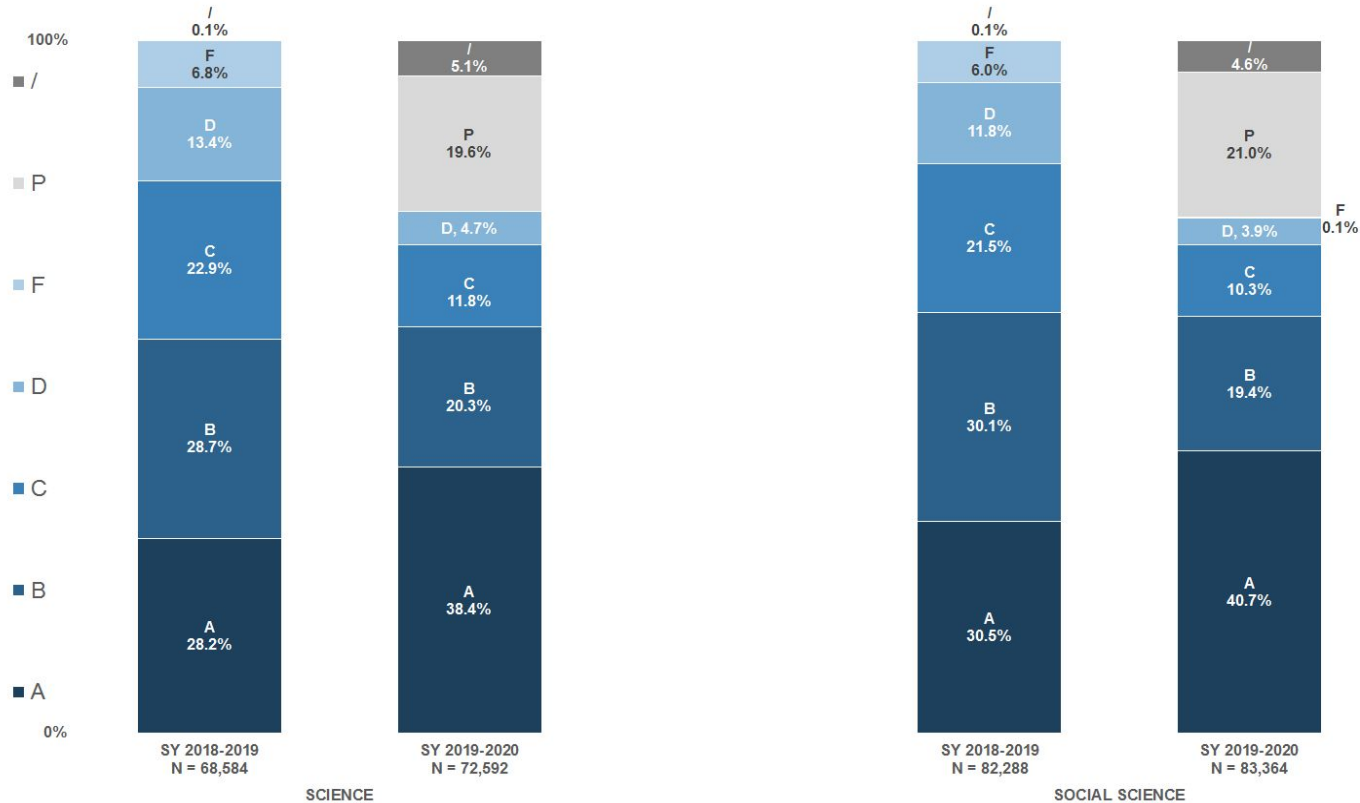


SOCIAL SCIENCE

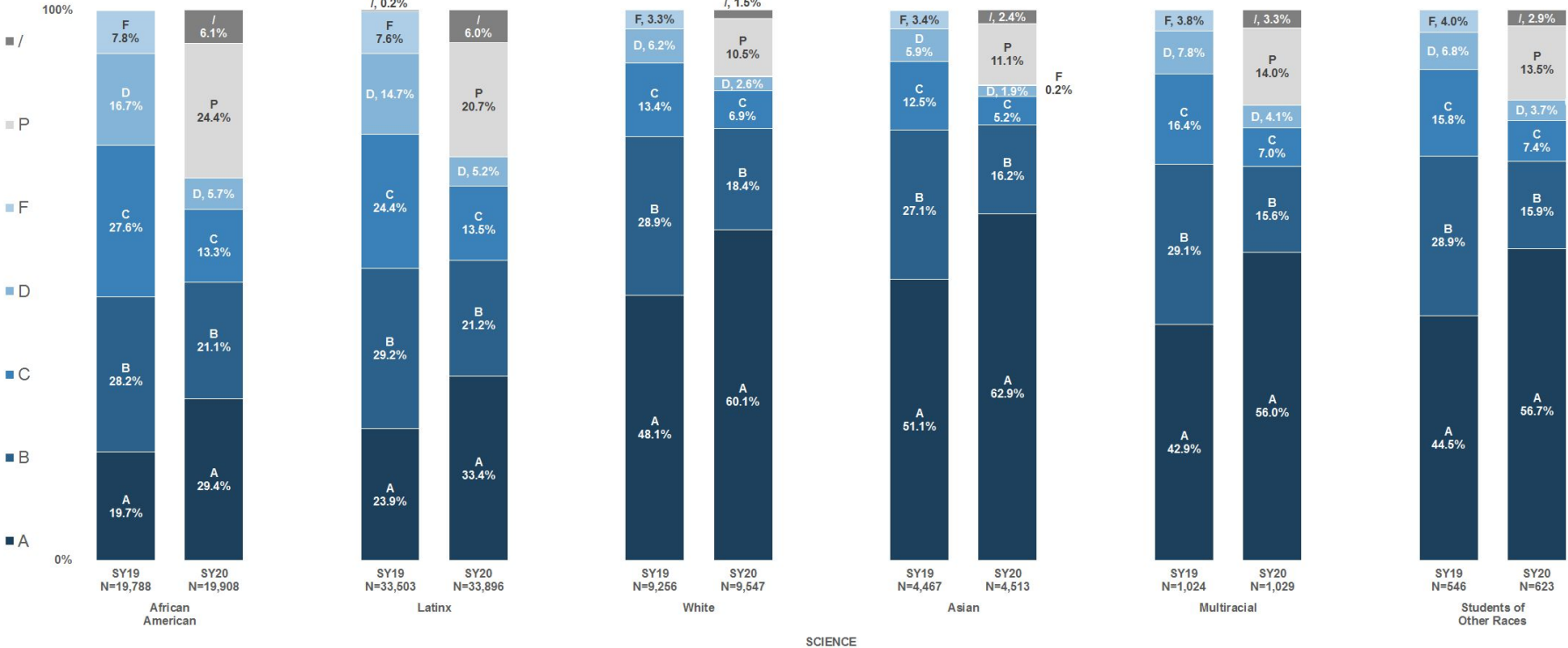


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High School: 2nd Semester Grades Breakdown

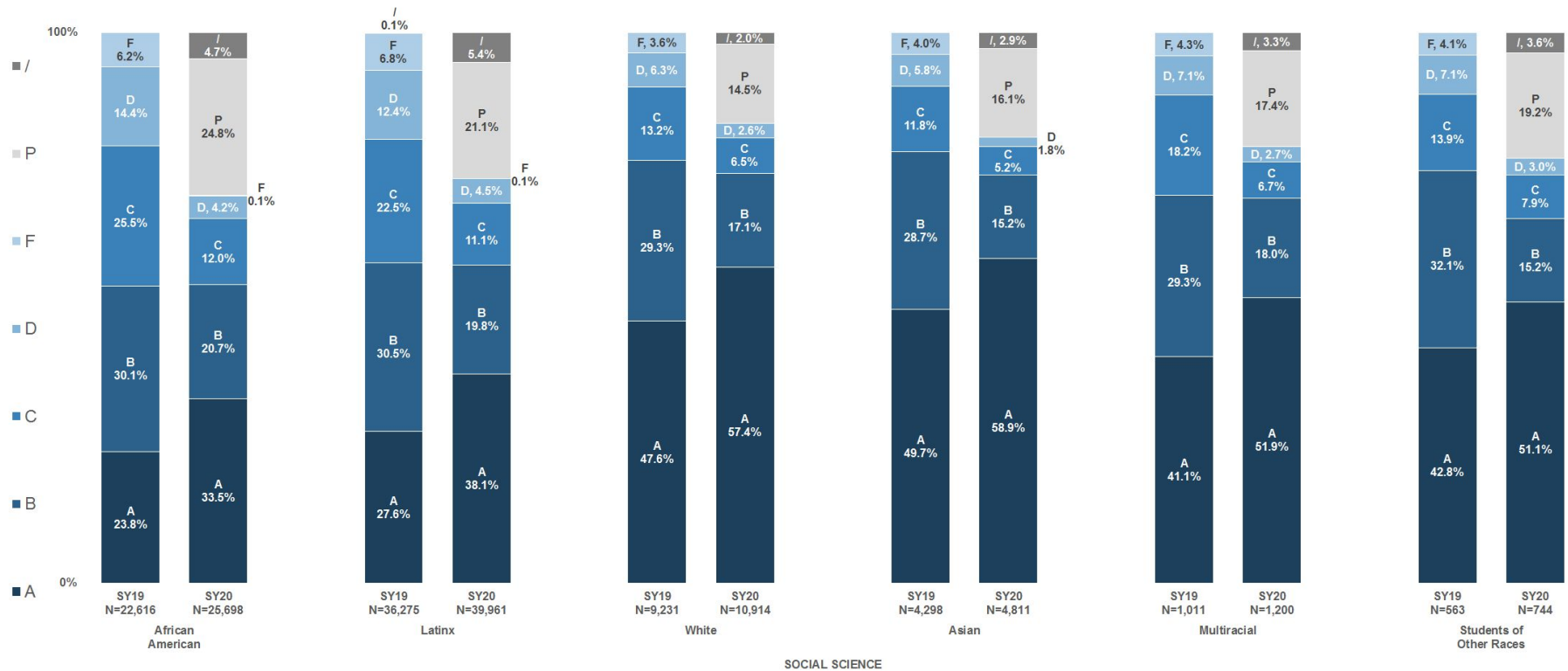


High School 2nd Semester Grades: Racial Breakdown for Science

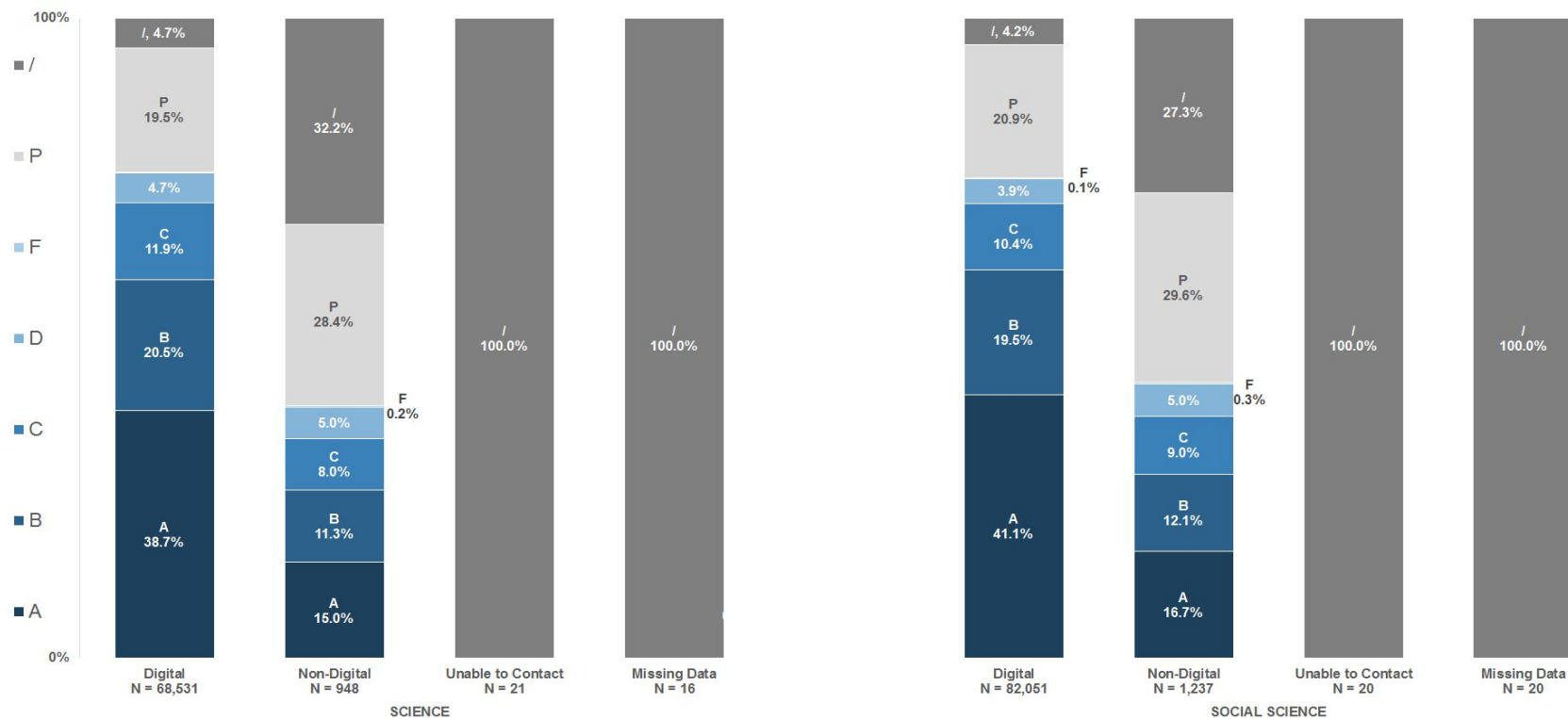


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High School 2nd Semester Grades: Racial Breakdown for Social Science



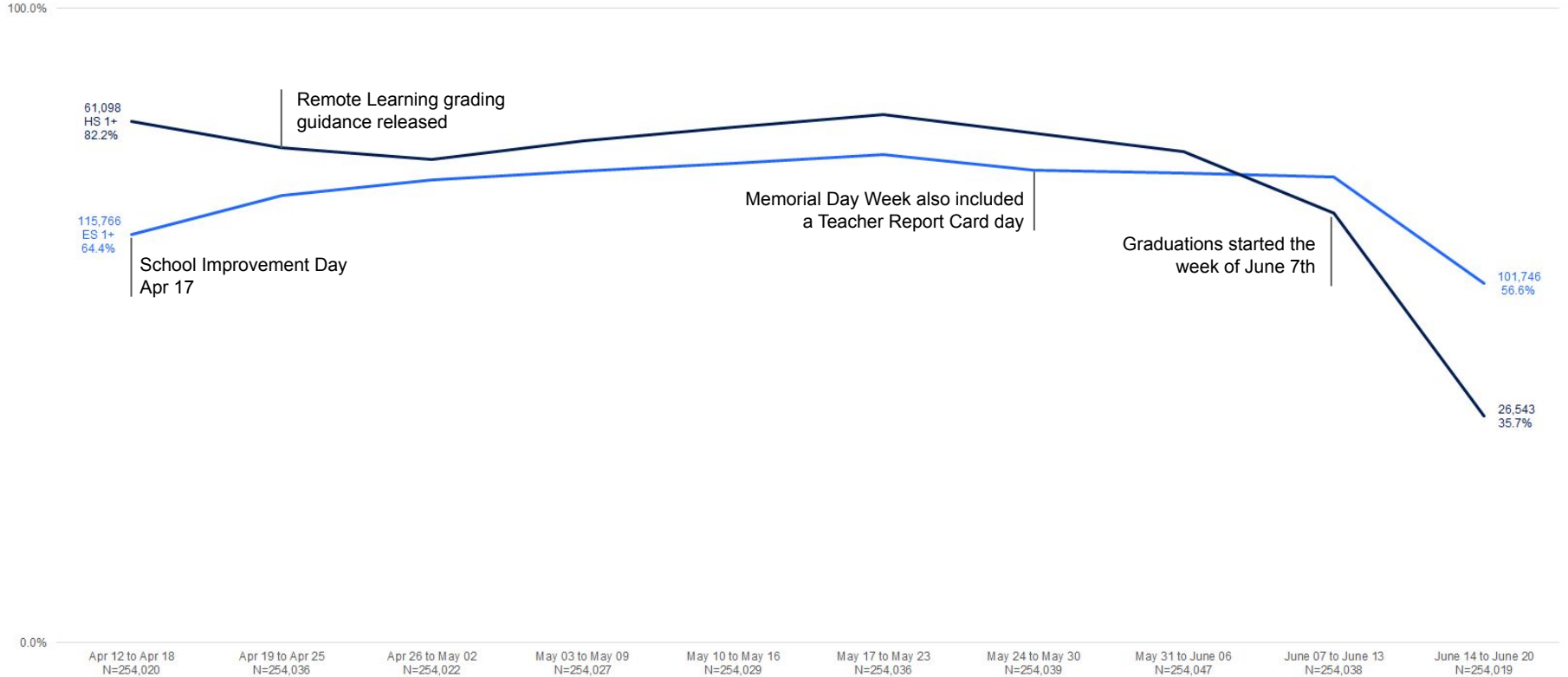
High School 2nd Semester Grades: Breakdown By Learner Pathway



**Additional Data Slides:
Google Engagement
Frequency - One & Five
Days A Week**

Students With Google Activity

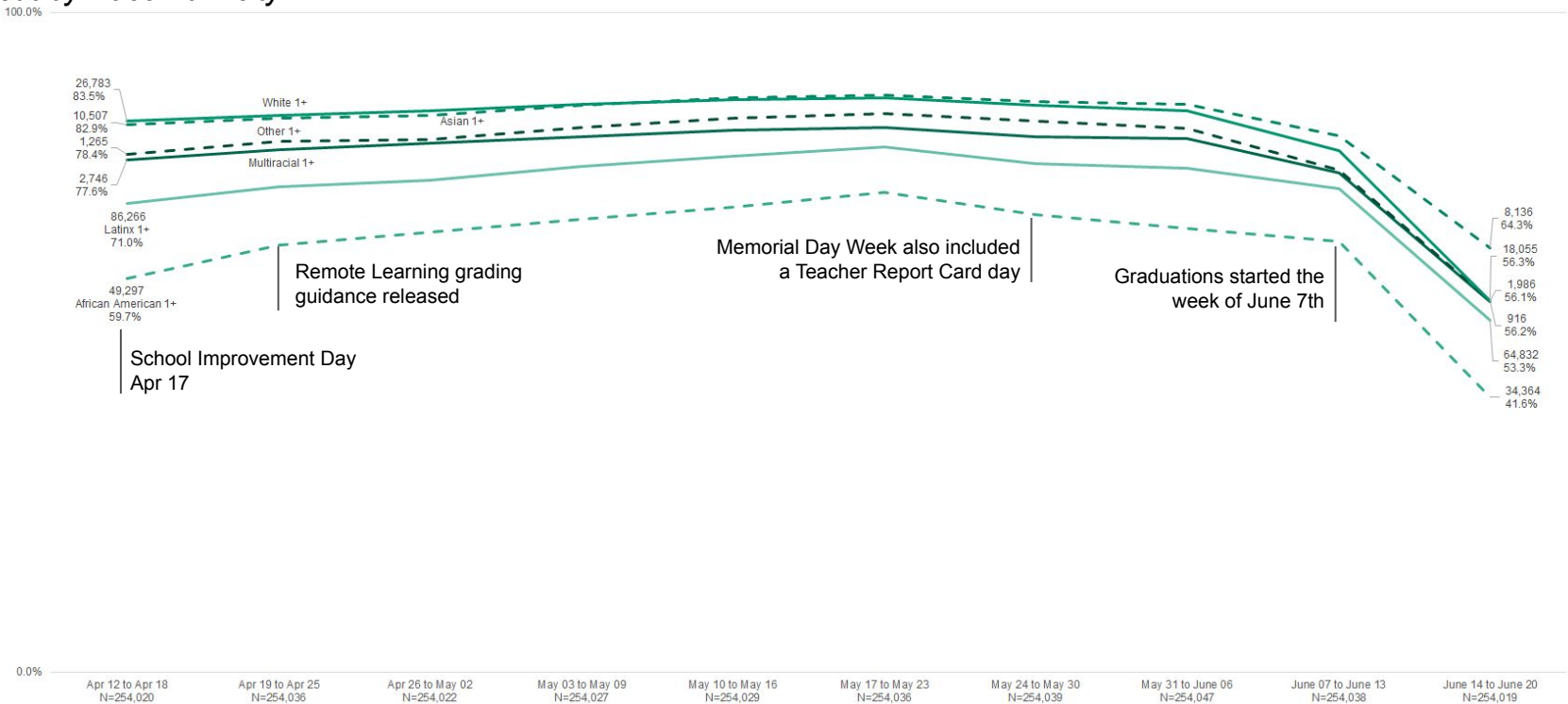
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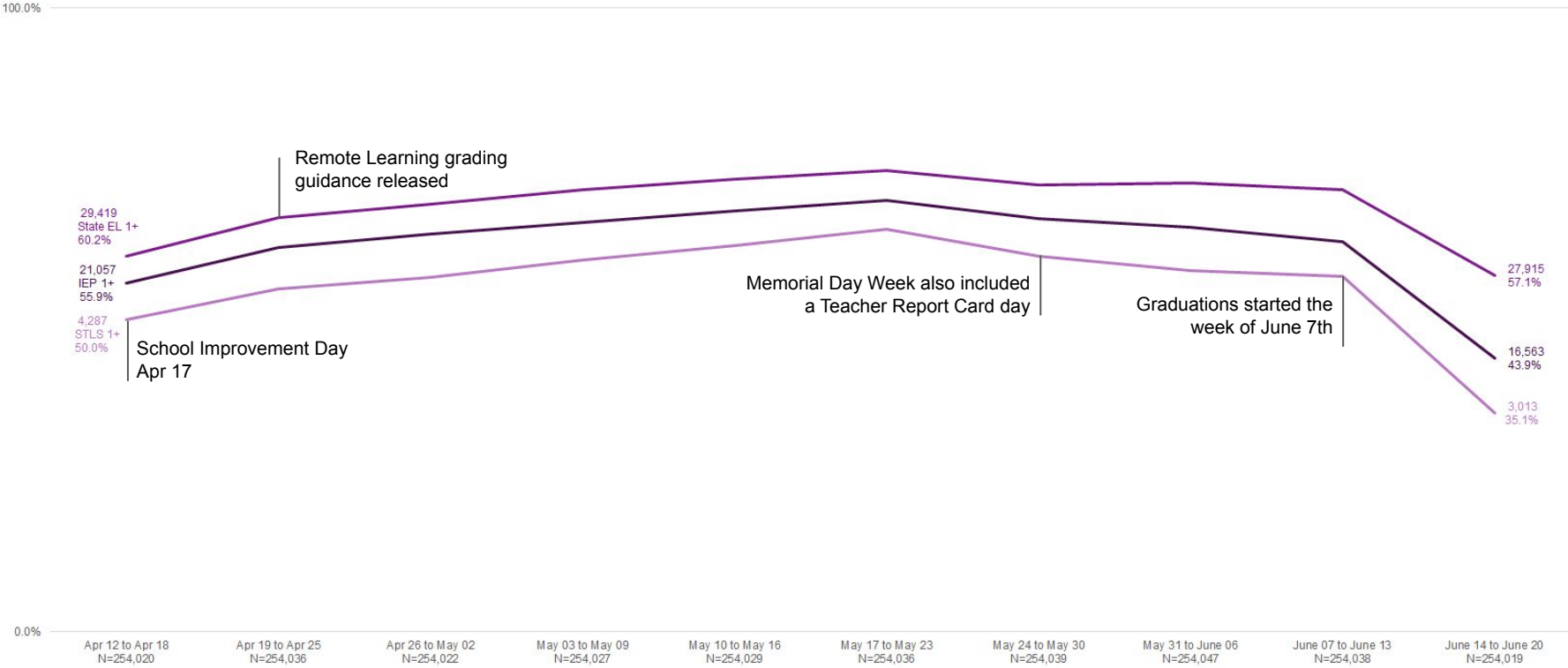


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Students with Google Meet or Google Classroom activity for 1 or more days each week during the remote learning period

Broken out by priority group

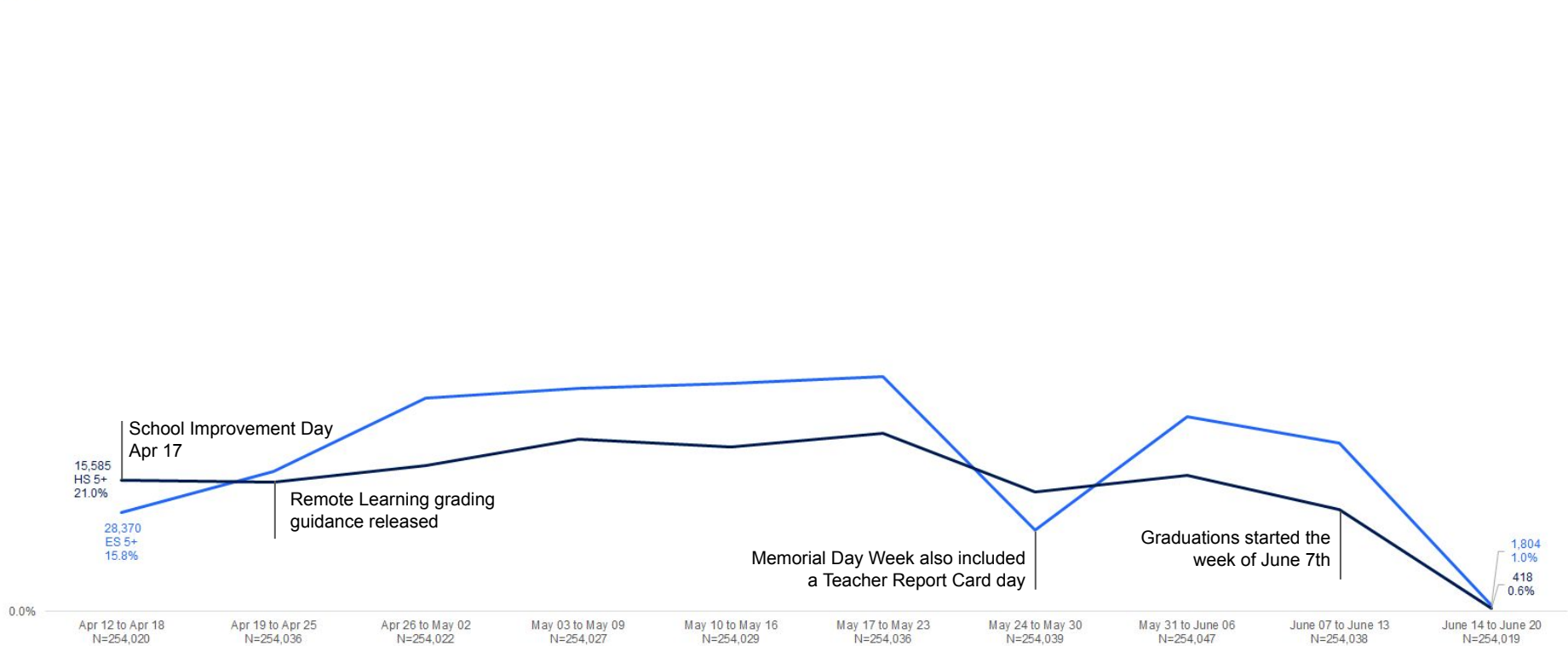


For this metric, the remote learning period is considered as the ten weeks between April 12th and June 18th inclusive, where each week starts on Sunday. Denominator is all students in the specified student group, enrolled on a weekday at district-managed schools. Data **excludes** students in PE, PK, and K annualized grade levels. Google Data for the week of June 14th only includes data through Thursday, June 18th, the last day of school.

Students With Google Activity

Students with Google Meet or Google Classroom activity for **5 or more days** each week during the remote learning period.

100.0%

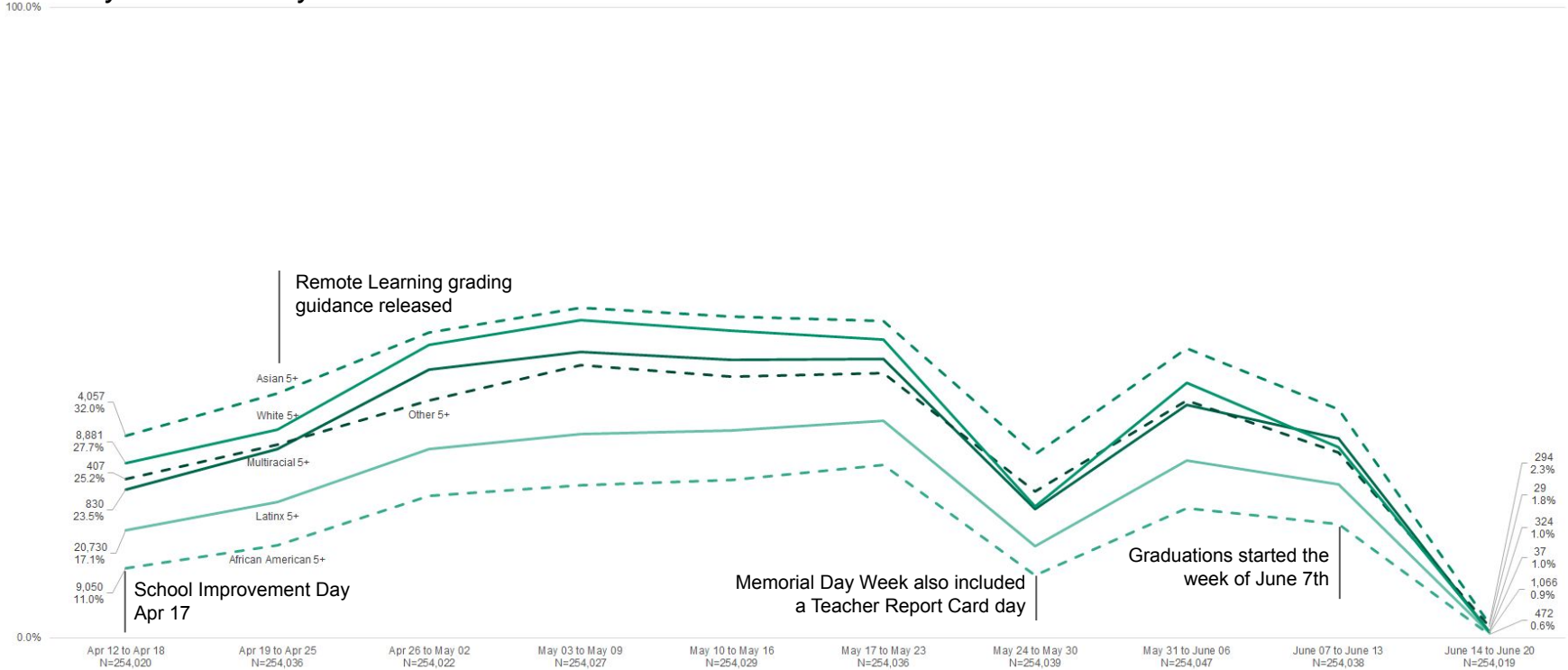


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Students With Google Activity by Race/Ethnicity

Students with Google Meet or Google Classroom activity for 5 or more days each week during the remote learning period

Broken out by Race/Ethnicity

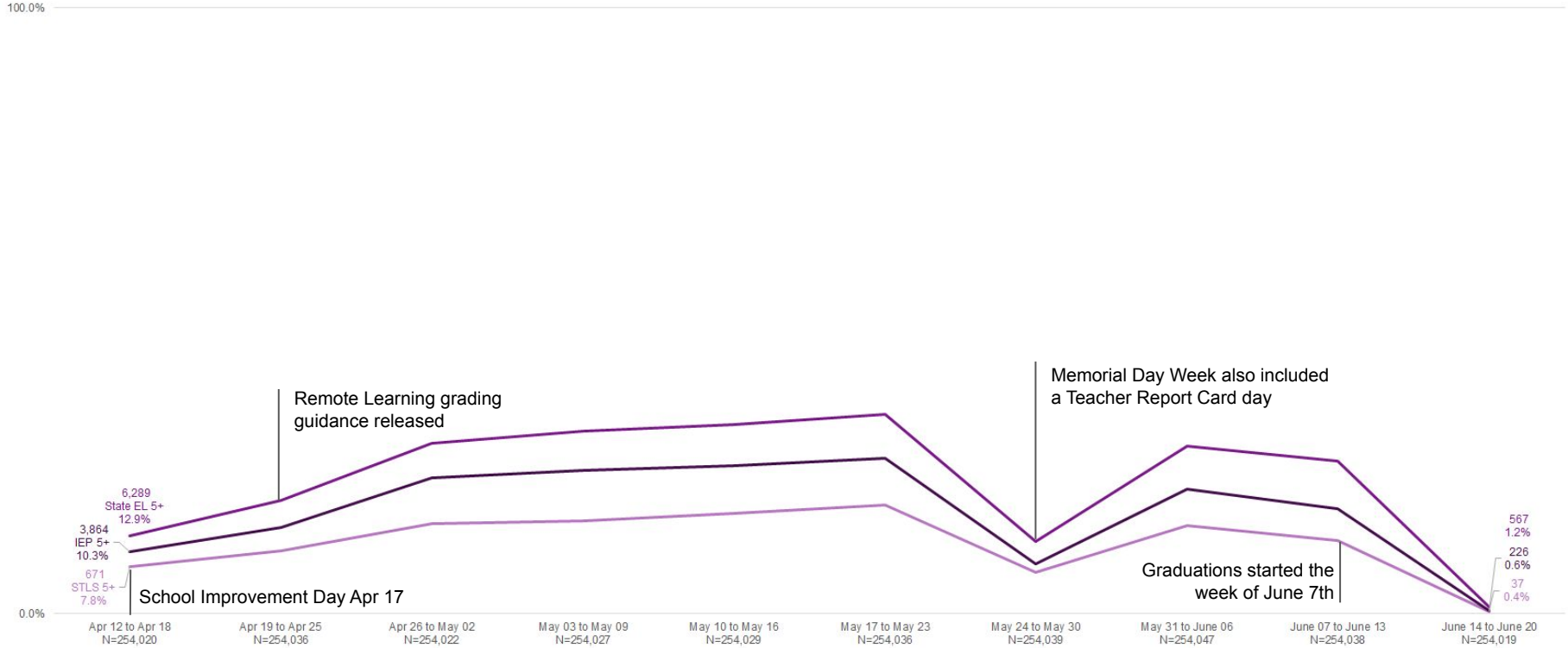


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Students With Google Activity by Priority Groups

Students with Google Meet or Google Classroom activity for **5 or more days** each week during the remote learning period

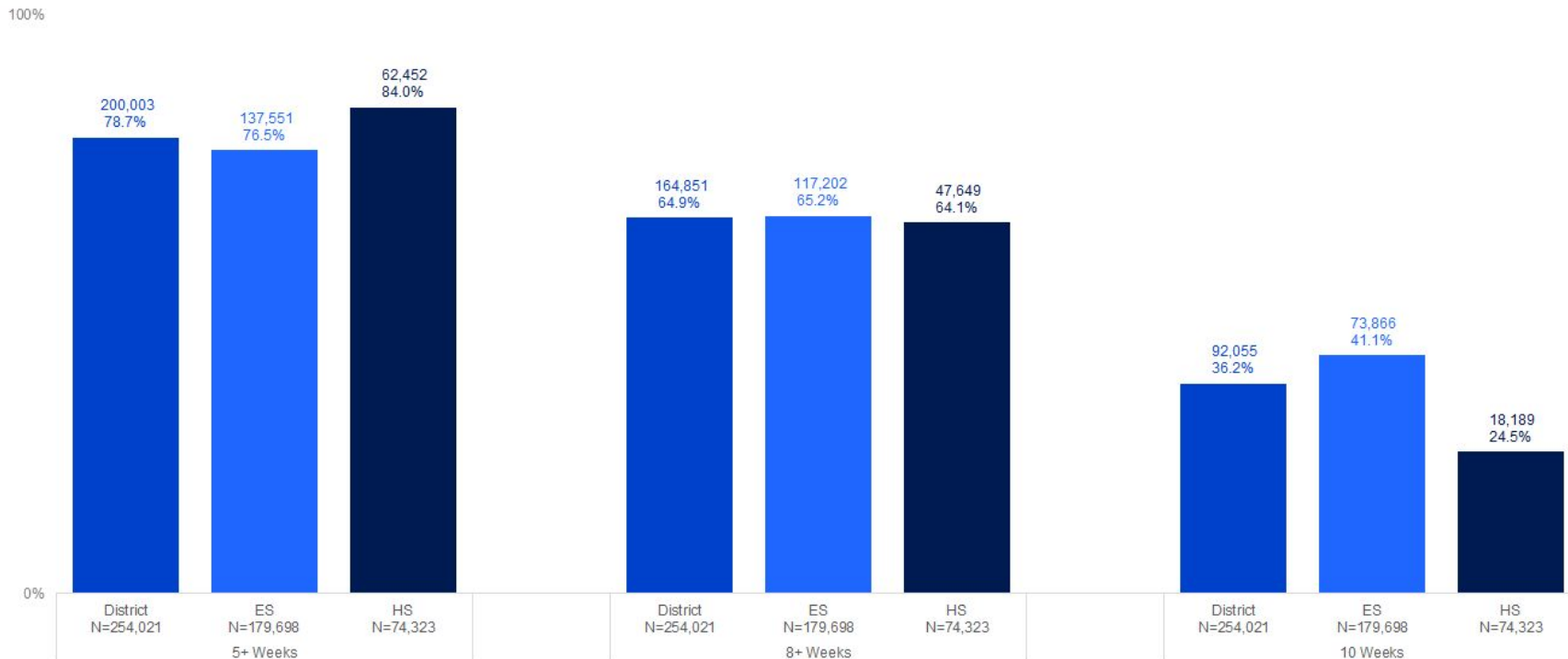
Broken out by priority group



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Students With Google Activity

Students with Google Meet or Google Classroom activity **at least 1 day per week** for 5, 8, and 10 or more weeks during the remote learning period.

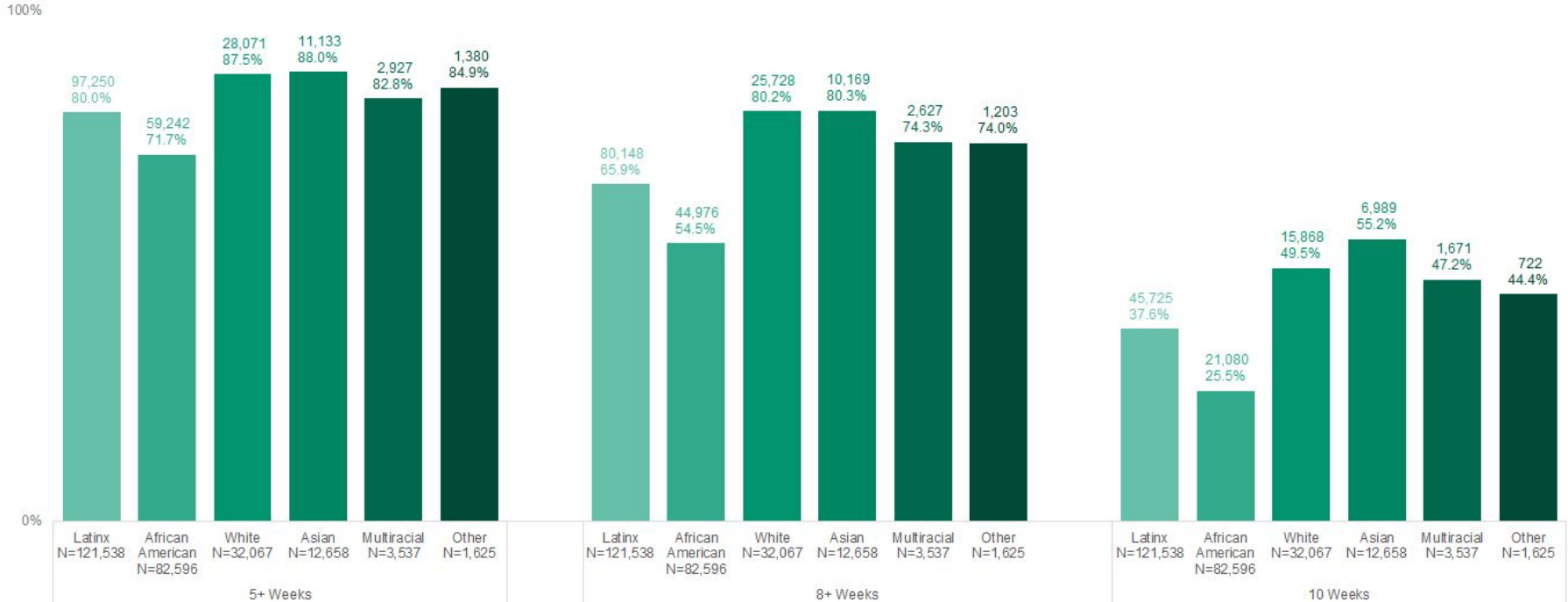


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Students With Google Activity by Race/Ethnicity

Students with Google Meet or Google Classroom activity **at least 1 day per week** for 5, 8, and 10 or more weeks during the remote learning period

Broken out by Race/Ethnicity

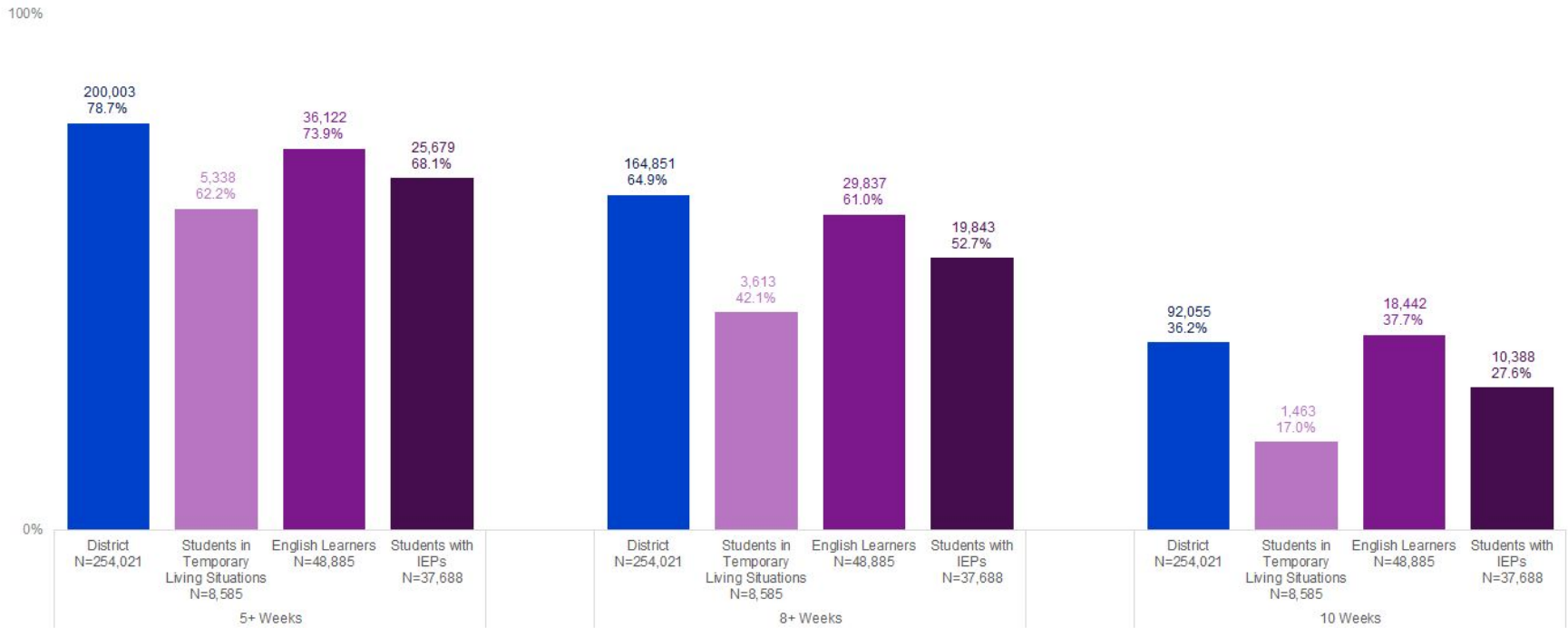


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Students With Google Activity by Priority Groups

Students with Google Meet or Google Classroom activity **at least 1 day per week** for 5, 8, and 10 or more weeks during the remote learning period

Broken out by priority group

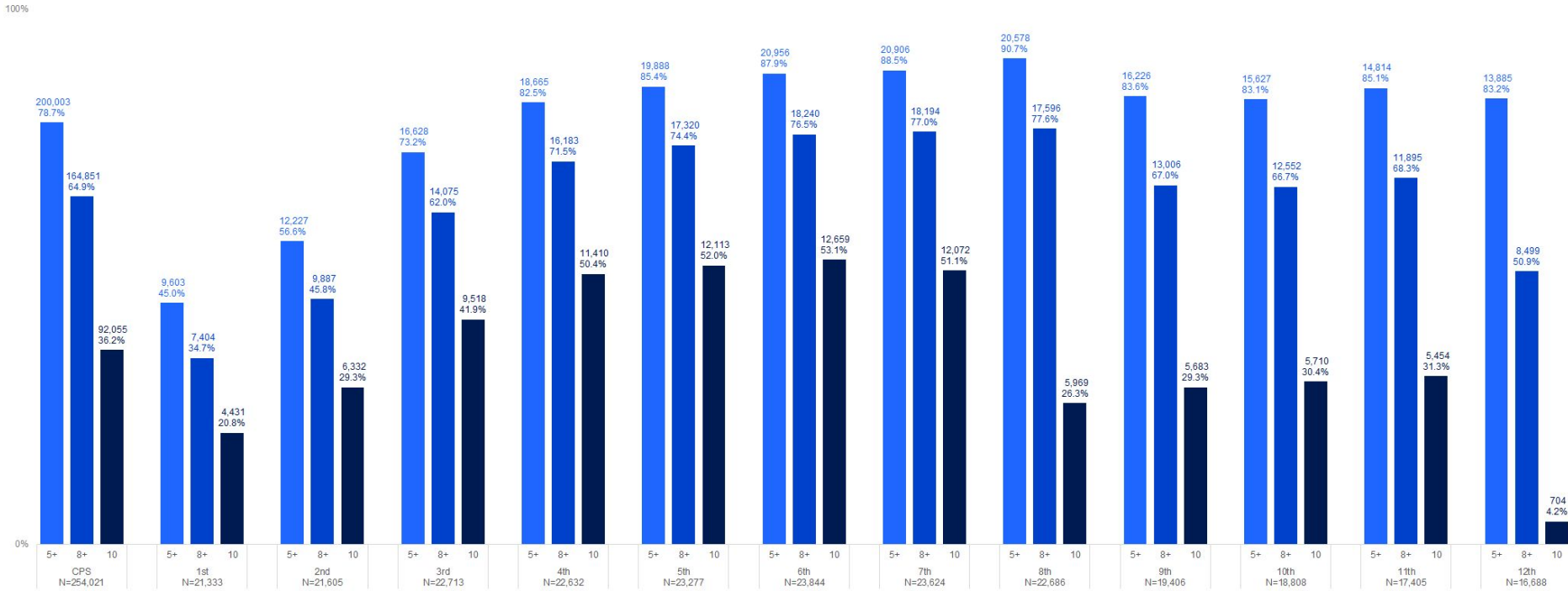


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Students With Google Activity by Grade

Students with Google Meet or Google Classroom activity at least 1 day per week for 5, 8, and 10 or more weeks during the remote learning period

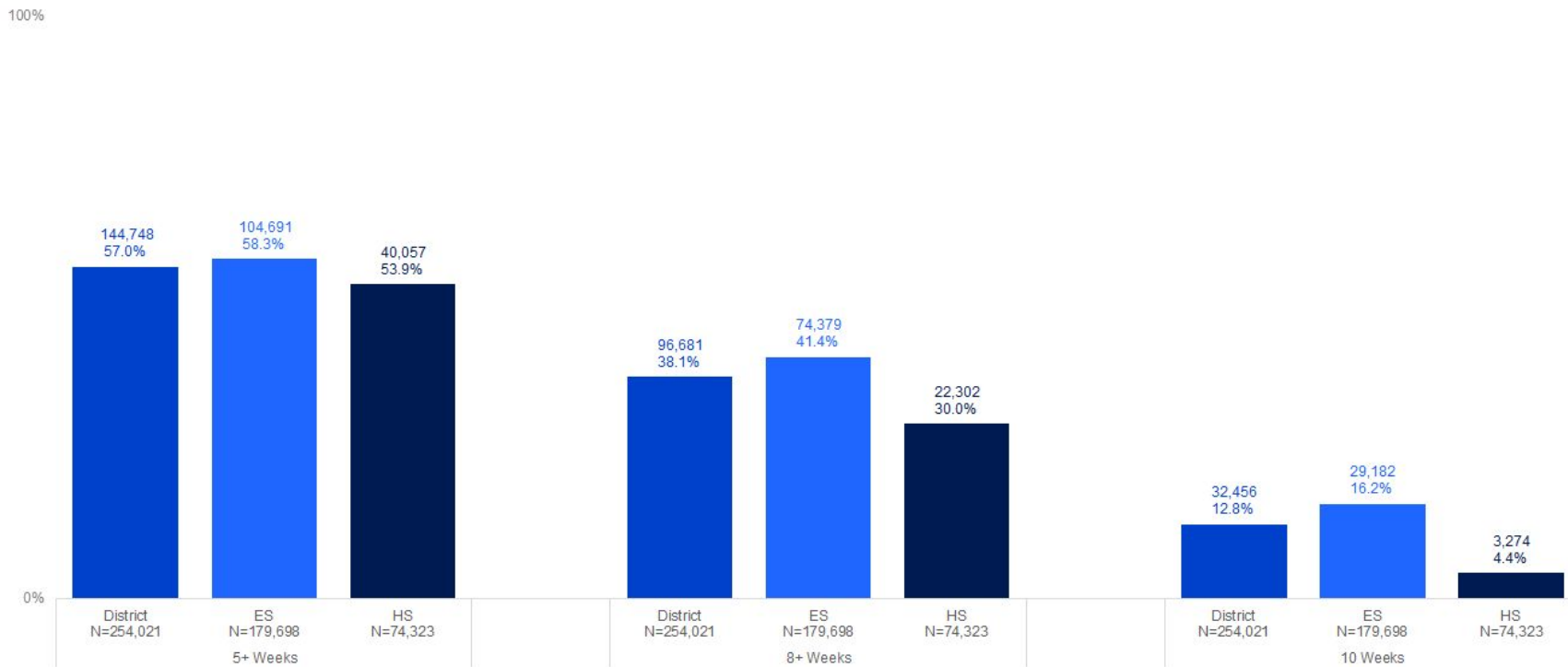
Broken out by grade level



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Students With Google Activity

Students with Google Meet or Google Classroom activity **at least 3 days per week** for 5, 8, and 10 or more weeks during the remote learning period.

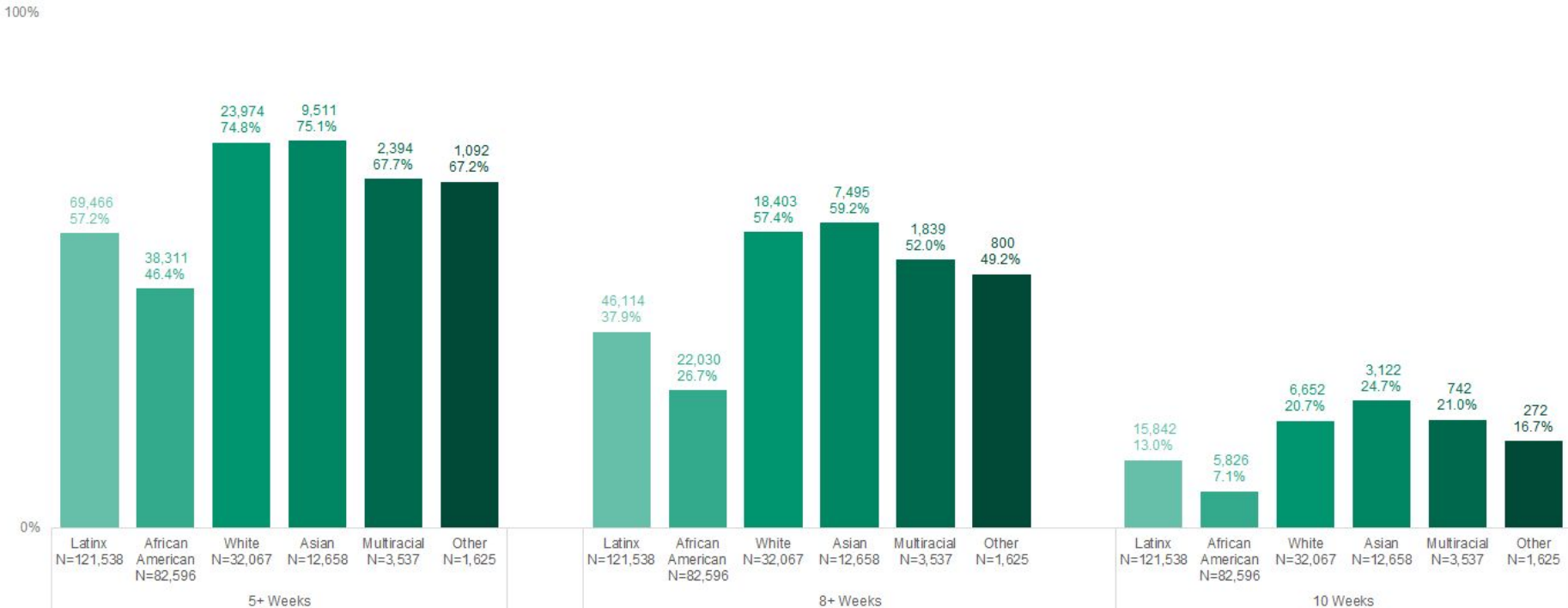


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Students With Google Activity by Race/Ethnicity

Students with Google Meet or Google Classroom activity **at least 3 days per week** for 5, 8, and 10 or more weeks during the remote learning period

Broken out by Race/Ethnicity

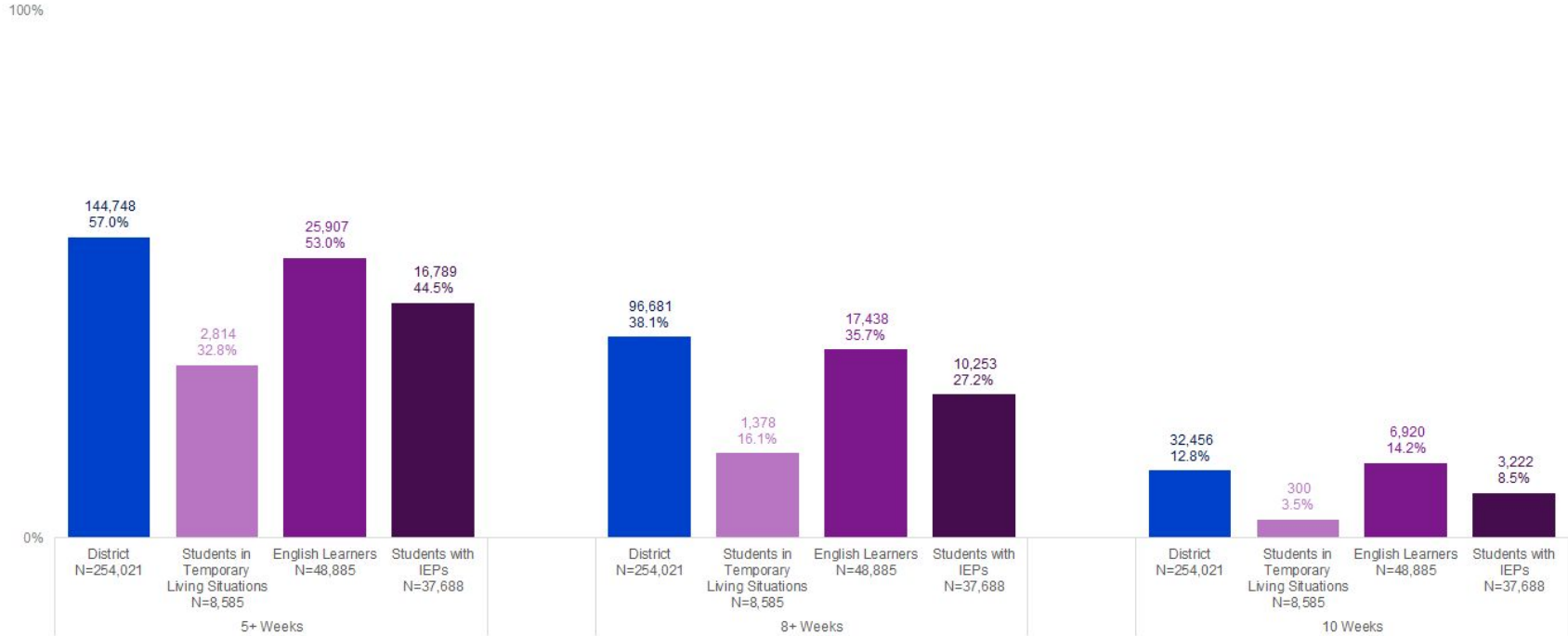


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Students With Google Activity by Priority Groups

Students with Google Meet or Google Classroom activity **at least 3 days per week** for 5, 8, and 10 or more weeks during the remote learning period

Broken out by priority group



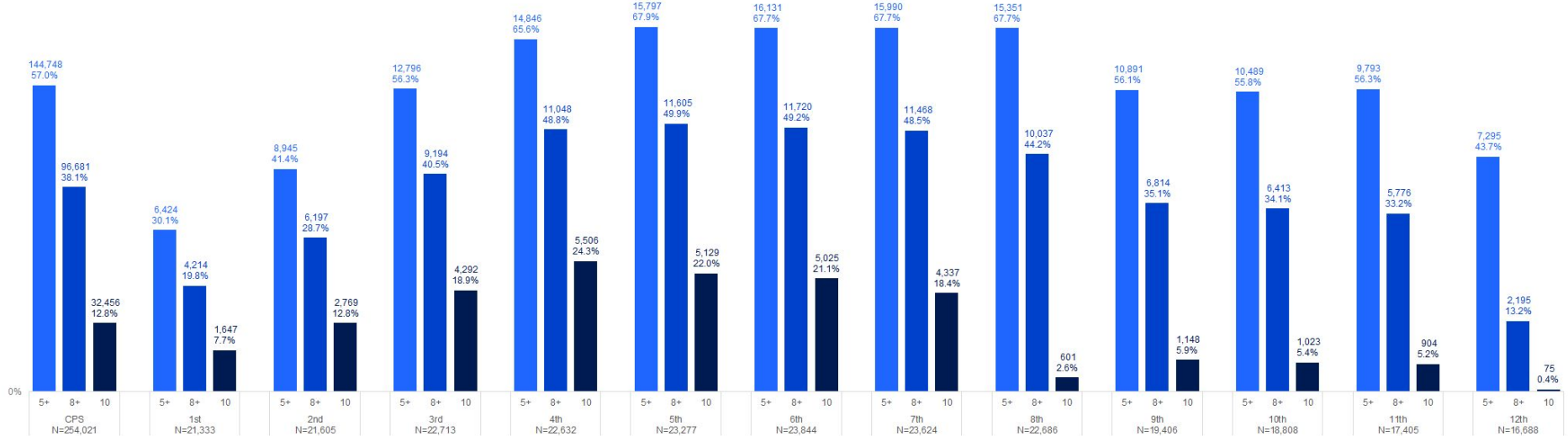
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Students With Google Activity by Grade

Students with Google Meet or Google Classroom activity **at least 3 days per week** for 5, 8, and 10 or more weeks during the remote learning period

Broken out by grade level

100%

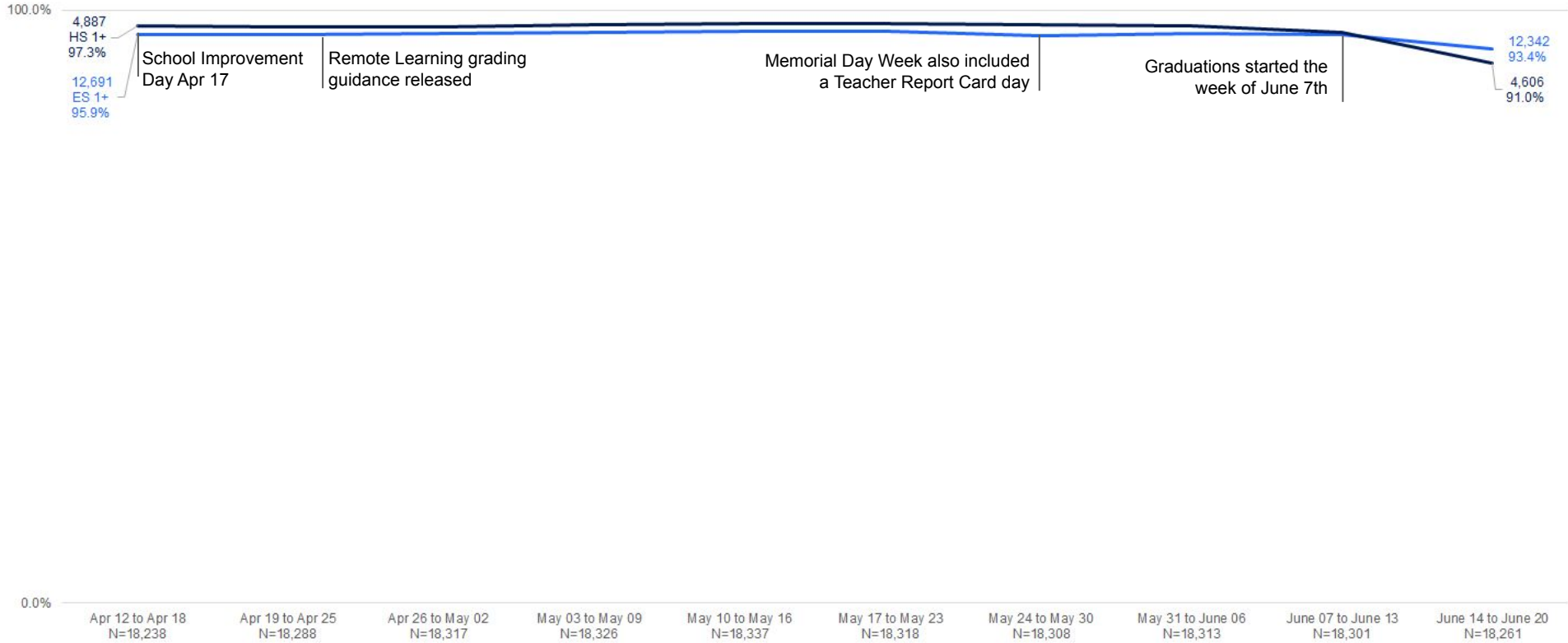


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Educator Data

Teachers With Google Activity

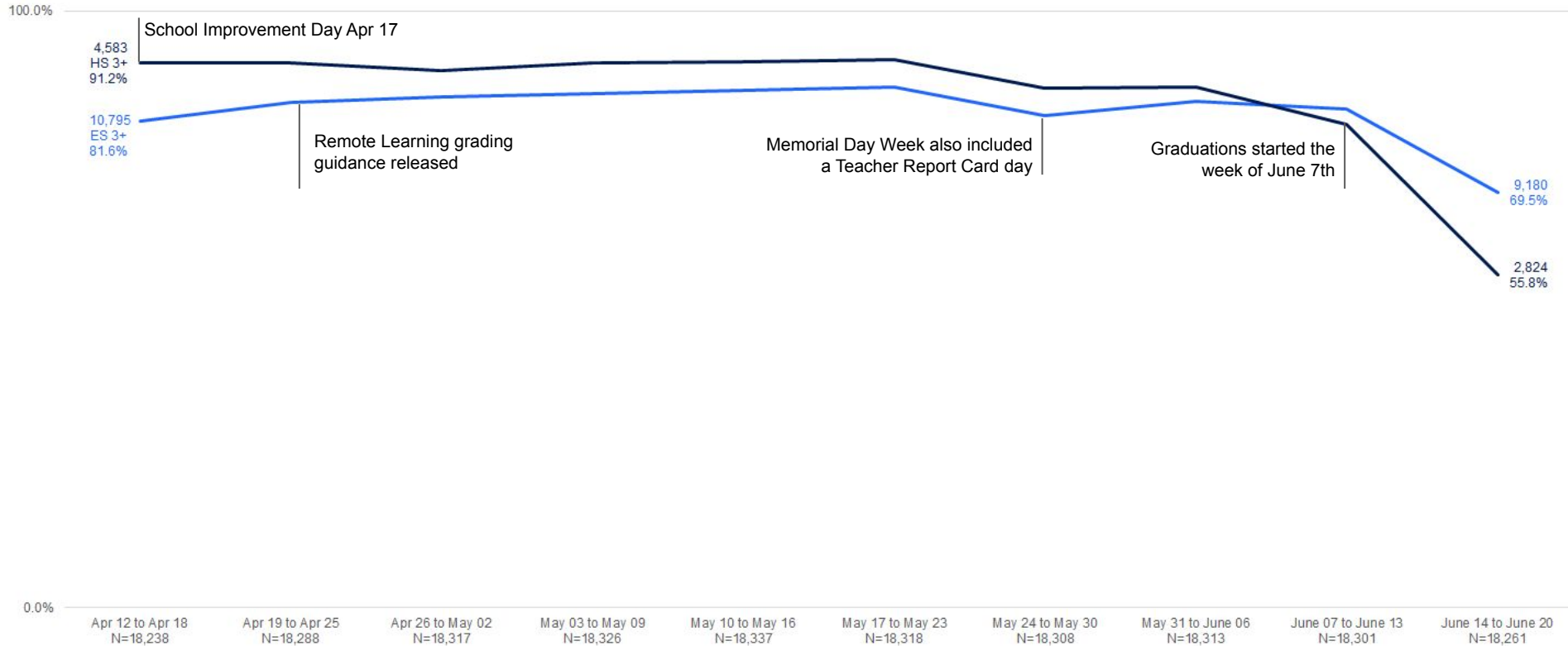
Teachers with Google Meet or Google Classroom activity for **1 or more days** each week during the remote learning period.



For this metric, the remote learning period is considered as the ten weeks between April 12th and June 18th inclusive, where each week starts on Sunday. Denominator is active staff defined as the Teacher of Record in a course on weekdays at open district-managed schools. Teachers are attributed to the school(s) where they are assigned to classrooms. Google Data for the week of June 14th only includes data through Friday June 19th. Teachers can use Google tools for both classroom activities and meetings and it is not possible to differentiate.

Teachers With Google Activity

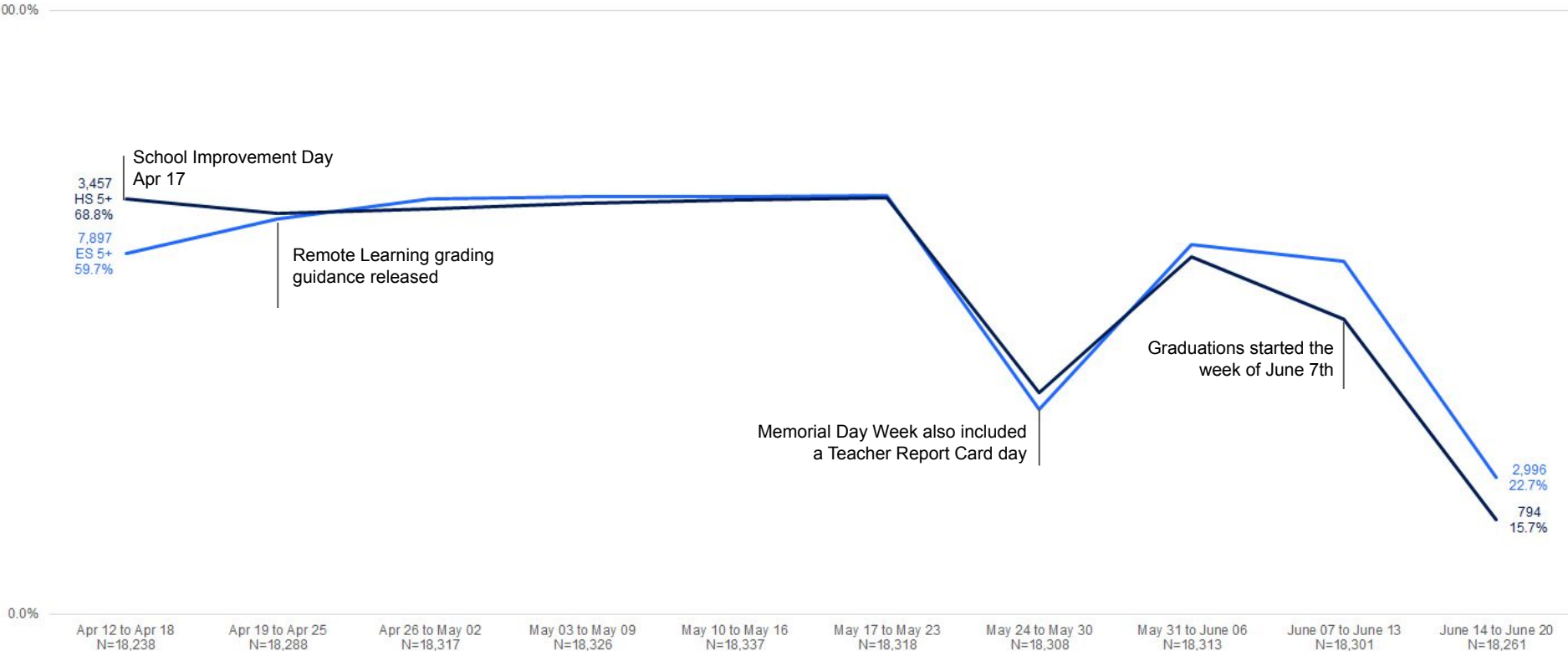
Teachers with Google Meet or Google Classroom activity for **3 or more days** each week during the remote learning period.



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Teachers With Google Activity

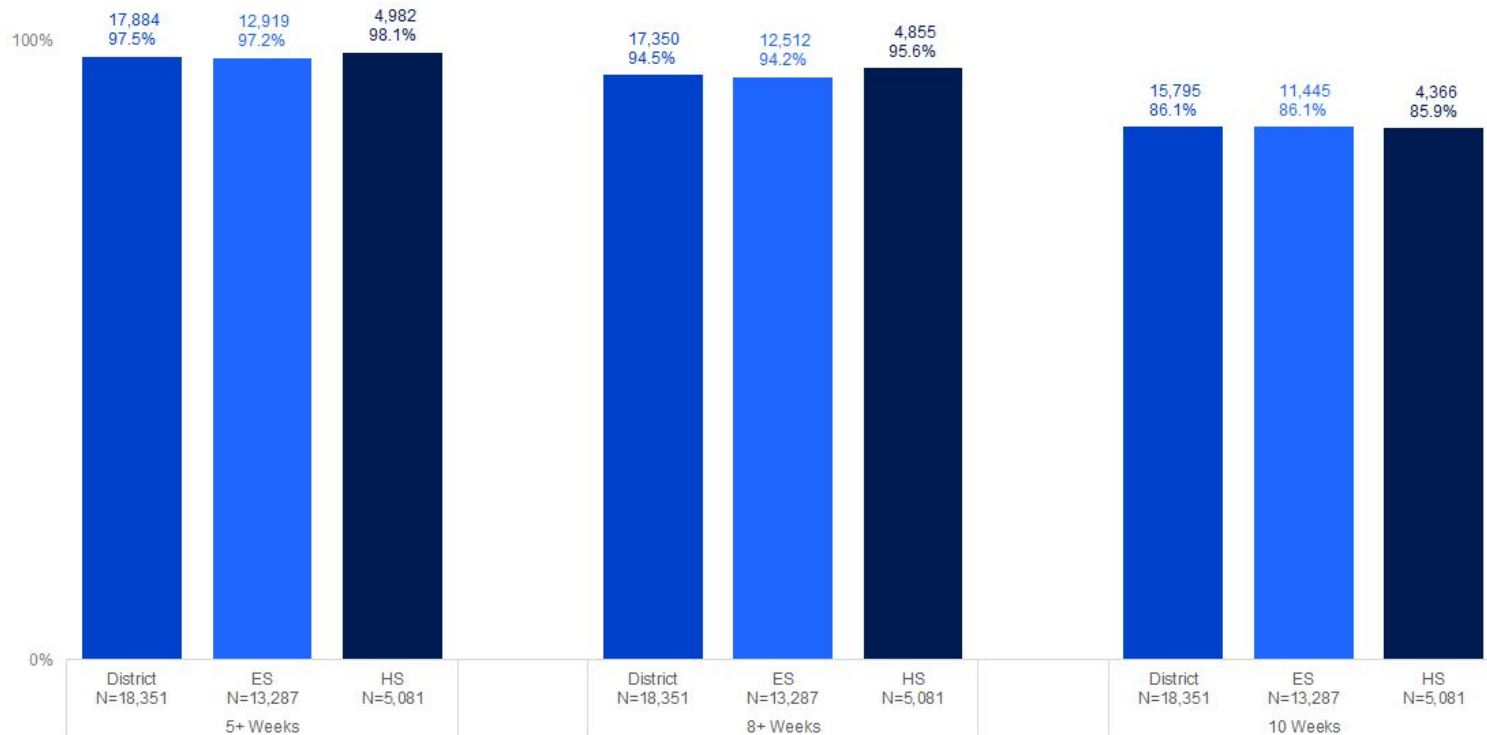
Teachers with Google Meet or Google Classroom activity for **5 or more days** each week during the remote learning period.



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Teachers With Google Activity

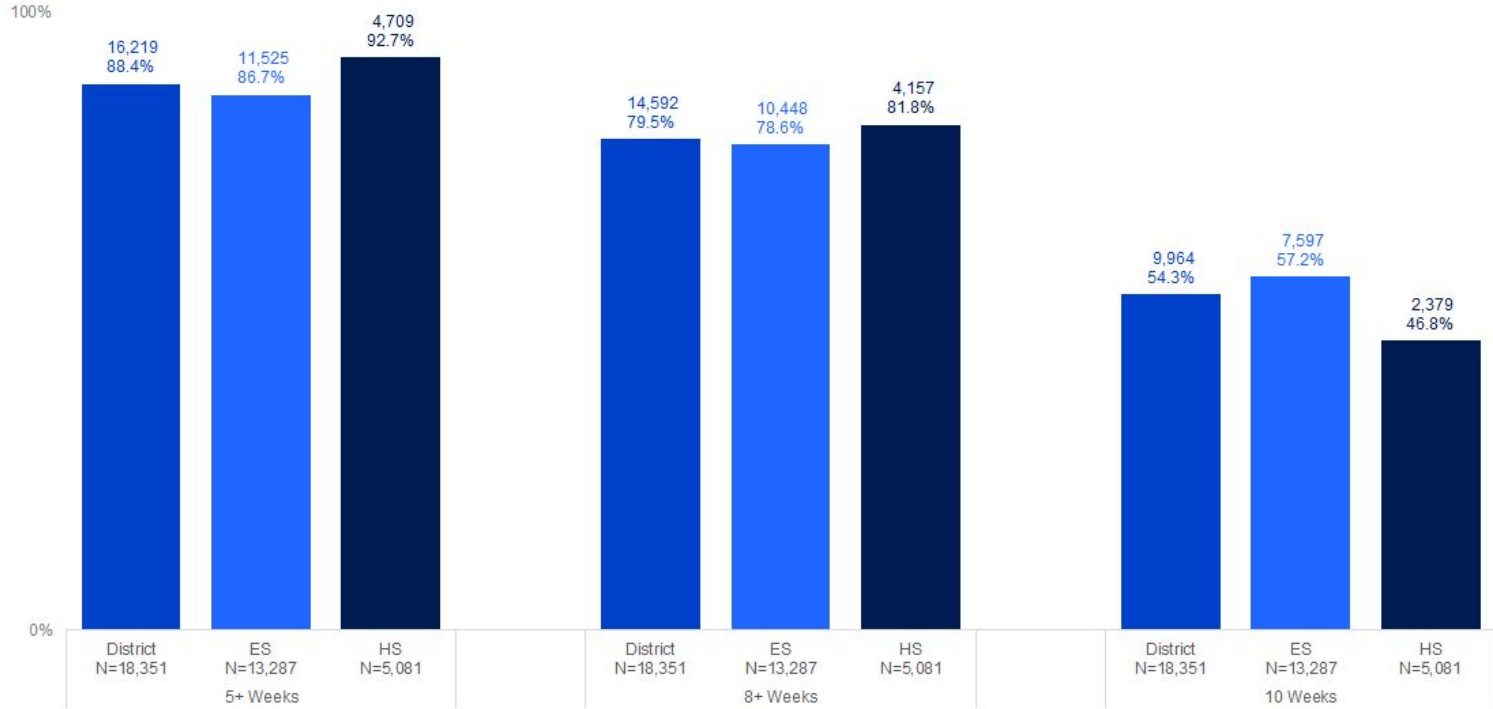
Teachers with Google Meet or Google Classroom activity **at least 1 day per week** for 5, 8, and 10 or more weeks during the remote learning period.



For this metric, the remote learning period is considered as the ten weeks between April 12th and June 18th inclusive, where each week starts on Sunday. Denominator is active staff defined as the Teacher of Record in a course on weekdays at any point during the remote learning period, at open district-managed schools. Teachers are attributed to the school(s) where they are assigned to classrooms. Google Data for the week of June 14th only includes data through Friday June 19th. Teachers can use Google tools for both classroom activities and meetings and it is not possible to differentiate.

Teachers With Google Activity

Teachers with Google Meet or Google Classroom activity **at least 3 days per week** for 5, 8, and 10 or more weeks during the remote learning period.



For this metric, the remote learning period is considered as the ten weeks between April 12th and June 18th inclusive, where each week starts on Sunday. Denominator is active staff defined as the Teacher of Record in a course on weekdays at any point during the remote learning period, at open district-managed schools. Teachers are attributed to the school(s) where they are assigned to classrooms. Google Data for the week of June 14th only includes data through Friday June 19th. Teachers can use Google tools for both classroom activities and meetings and it is not possible to differentiate.