Ed Research Works

"Oh No! We've Got to Go Through It": Responding & Growing Through COVID-19 with Online Learning

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Quality Assurance via Learning Analytics: National Standards for Quality Online Programs

https://www.nsqol.org/the-standards/quality-online-programs/

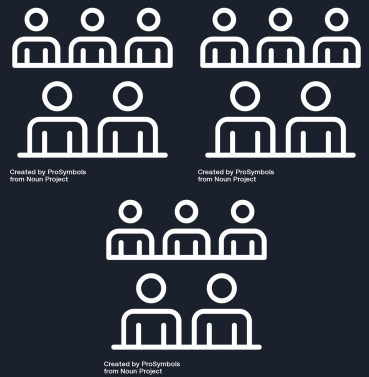
I4 Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience.

J3 Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices.

K (1-4) A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.

FUSD in 2020-21

Grades 4-6



15,135
students

Personalized Learning Initiative (PLI)

4

years of growing implementation scaled **broadly**

August 2020: remote

April 2021: simultaneous remote + in-person

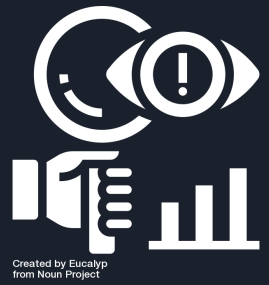
May 2021: in-person

Project Constellation

>9

MS OEA tools: Teams, Assignments, Digital Insights,...

What did we hope to learn?



- How did different groups of students/families and teachers ***experience*** remote learning?
- What ***bright spots/growth opportunities*** can be gleaned from students'/families' experiences, and from teachers' experiences for:
  - teaching and learning?
  - the district?
  - the field?

How did we find out?

Learning experience

=

Combined iReady ELA & Math trends

+

Students' and teachers' descriptions & perceptions

We analyzed Project Constellation data

and we listened to them!

What did we learn?

- There emerged four patterns of learning over the year
- These patterns were different for different groups of students, and across types of learning environment (remote, simultaneous remote + in-person)

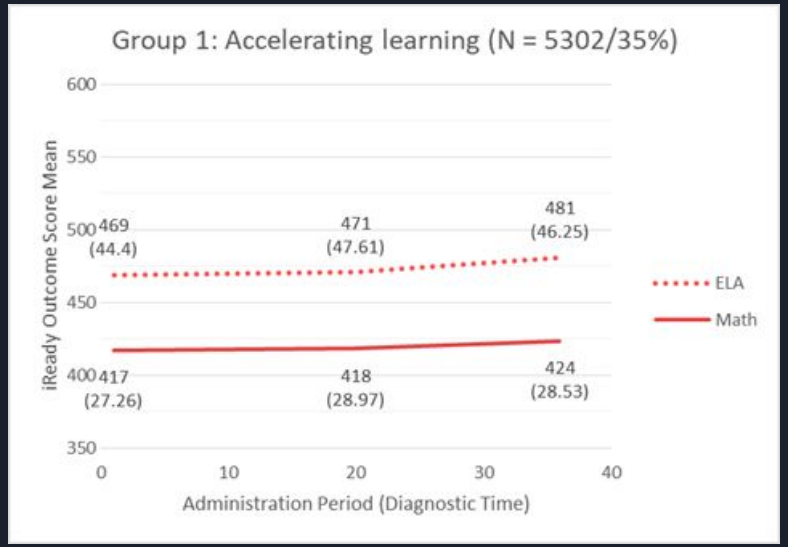
Accelerating

35% of students experienced **slightly increased growth** aligned with return to in-person learning, suggesting an "***Accelerating Pattern of Learning***" across the year

**comparisons made to overall proportions in the dataset*

More* students who were:

- In 4th grade
- African American
- Hispanic
- Learners of English
- Living with low income
- Receiving Special Education supports



Started the year with lower*:

- PLI dosage
- Years PLI experience
- PLI partner or lead site experience
- English literacy proficiency
- Math proficiency

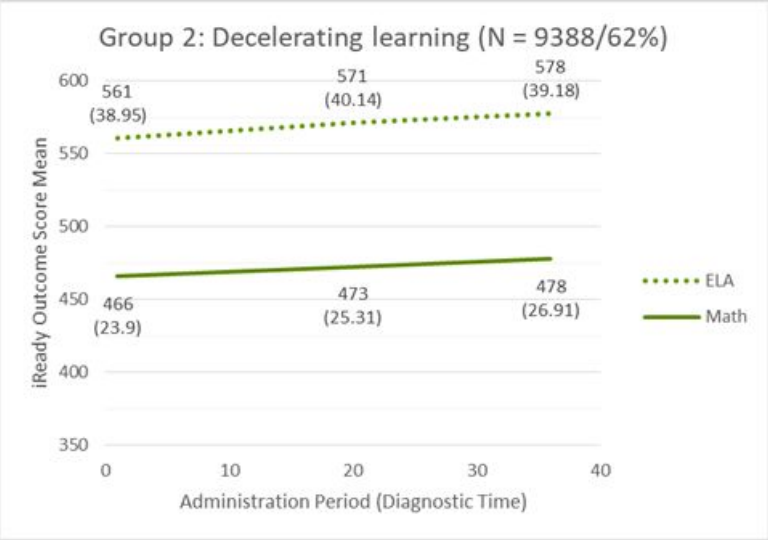
Decelerating

62% of students experienced **slightly decreased growth** aligned with return to in-person learning, suggesting an "***Decelerating Pattern of Learning***" across the year

**comparisons made to overall proportions in the dataset*

More* students who were:

- In 6th grade
- White
- Redesignated learners of English
- Proficient in English literacy
- Proficient in Math



Started the year with lower*:

- Need for special education supports

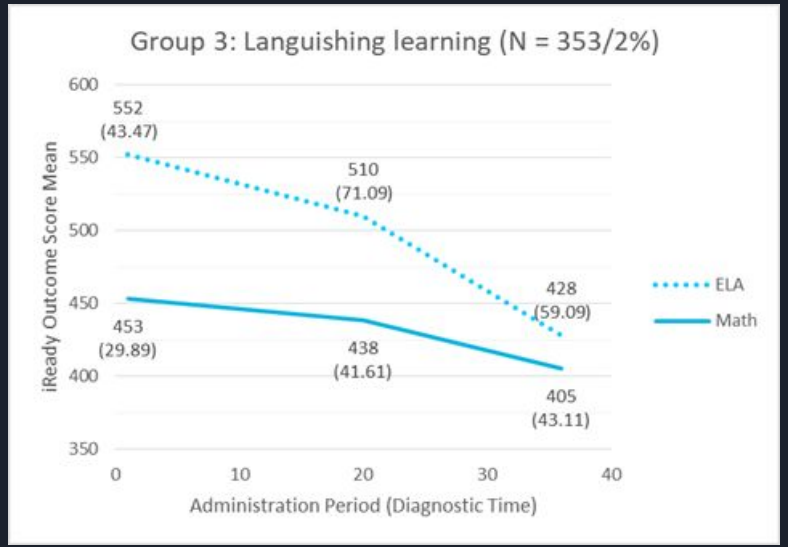
Languishing

2% of students experienced **decreased learning** both in remote and through return to in-person learning the school year, suggesting a "***Languishing Pattern of Learning***" across the year

**comparisons made to overall proportions in the dataset*

More* students who were:

- Living with low income
- Experiencing homelessness
- Proficient speakers of English
- Receiving Special Education supports
- Proficient in English and Math



Started the year with lower*:

- PLI dosage
- Years PLI experience

Spent fewer* minutes using MS Teams

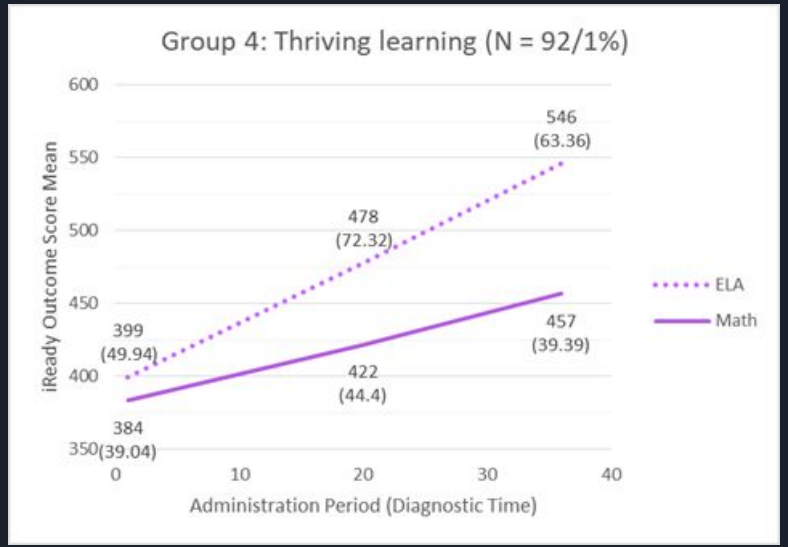
Thriving

1% of students experienced **sustained growth** both in remote and through return to in-person learning, suggesting an "***Thriving Pattern of Learning***" across the year

**comparisons made to overall proportions in the dataset*
***gender measured and recorded as binary*

More* students who were:

- In 4th grade
- Male**
- African American
- Learners of English
- Living with low income
- Receiving Special Education supports



Started the year with lower*:

- English literacy proficiency
- Math proficiency

Spent fewer* minutes using MS Teams

BUT...what did teachers and students perceive?

- Families from a variety of groups welcomed the opportunity to reflect upon the pandemic learning experience
- Some parents understood the reflection experience as a therapeutic opportunity
- Teachers welcomed the opportunity to reflect on the pandemic learning experience
- Students identified specific feedback regarding experience, tools and engagement

Takeaways

Created by André Luiz Gollo from the Noun Project

- Quality online instruction at scale is a ***process***, not a ***product*** - the same instruction is experienced differently by different communities
- Centering communities in research and measurement leads to nuanced understanding of how to provide quality online learning experiences to all on an ongoing basis
- Communities include educators and administrators - who are ***all*** experiencing the learning environment - this work requires a paradigm shift and changes to adults' perceived roles and responsibilities

Takeaways

Created by André Luiz Gollo from the Noun Project

- Rich, deep, quantitative ***and*** qualitative data are crucial for understanding quality and effectiveness
- ***You can do this too*** - many of the tools Fresno used are being made available through MS Teams Digital Insights

Ed Research Works

This presentation was created for the 2022 QM Research Online Conference on behalf of Ed Research Works and Fresno Unified School District.

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