

## Alternative Metrics Resource

### **Background:**

In March of 2020, school closures were implemented across San Diego County and the state due to the COVID-19 pandemic, requiring school districts to transition from brick-and-mortar school operations to a distance learning environment. The transition to distance learning from traditional instructional models necessitates changes to data collection and monitoring practices. Typical data points such as summative annual assessments, daily student attendance and school culture and climate, among others, are not available or no longer relevant in a distance learning environment. As a result, alternative metrics aligned to the shift are required in order to monitor and evaluate the effectiveness of the distance learning implementation. Additionally, the need to ensure that all students' needs are met, especially our underserved and high need populations, requires that intermediate and short term data are collected and monitored as soon as possible.

### **Purpose:**

This Alternative Metrics resource has been developed to support districts and schools in identifying, collecting and monitoring data points that provide critical information regarding the transition to, and implementation of distance learning in their local contexts. The metrics focus on the following essential categories:

- support for family and student wellbeing
- access to distance learning
- engagement in learning
- access to social emotional learning and support
- communication structures and processes

Collecting data for these essential categories allows districts and schools to measure, monitor and evaluate the effectiveness of their transition to, implementation of, and next steps in distance learning. Metrics are identified by priority level. High priority metrics are those that should be collected during the installation and initial implementation of distance learning. These metrics must be collected as soon as possible to ensure that all students have the necessary access and support to engage in distance learning. The remaining metrics should be collected and monitored as districts and schools transition from initial implementation into sustainability.

## Alternative Metrics Resource

| Alternative Metrics                |  |   |  |
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| Category                           | Considerations   | Metrics - What to Collect/ Monitor  | How to Collect   |
| <b>Access to Distance Learning</b> | How does the LEA ensure access to students (devices, connectivity) to support continuity of learning? <b>(High Priority)</b>                     | <ul style="list-style-type: none"> <li>- #, % of students with a digital device</li> <li>- #, % of students using district-issued device vs. personal devices</li> <li>- #, % of students with internet connectivity at home</li> <li>- #, % of students connected with ISP through district support</li> <li>- # type of devices used (chromebook, laptop, phone, etc.)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Device checkout list (devices, hot spots, etc.)</li> <li><input type="checkbox"/> Surveys- who has devices, type of devices, connectivity</li> <li><input type="checkbox"/> Rosters</li> <li><input type="checkbox"/> List of devices being used</li> <li><input type="checkbox"/> Documenting efforts being made to assist families with connecting to internet services (Cox)</li> </ul> |
|                                    | For students who do not have access (devices and/or connectivity), what is being done to engage students in the learning? <b>(High Priority)</b> | <ul style="list-style-type: none"> <li>- #, % of students accessing non-digital / online content</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper / pencil resource distribution (method, #)</li> <li><input type="checkbox"/> Type of paper / pencil work being distributed (standard's based, programs, etc.)</li> <li><input type="checkbox"/> List of students receiving non-digital online content</li> <li><input type="checkbox"/> Efforts being made to provide digital access</li> </ul>                                      |
|                                    | Which learning programs are being utilized to support core instruction and supplemental instruction?   | <ul style="list-style-type: none"> <li>- Learning Programs determining student progress/performance               <ul style="list-style-type: none"> <li>● iReady</li> <li>● ST Math</li> <li>● Ren STAR</li> <li>● IXL Math/ELA</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Collect data of the number of times students access automated portals, such as Clever, Blackboard, etc.</li> <li><input type="checkbox"/> Sign on report / number of students participating in learning programs / sessions</li> </ul>   |

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|   |  |  | <input type="checkbox"/> Application reports /data about progress<br><input type="checkbox"/> Collect student growth based on program reports <ul style="list-style-type: none"> <li><input type="checkbox"/> Disaggregated by UP, SWD, high needs students</li> </ul>   |
|   | What educational platforms are being used and how is activity tracked?   | <ul style="list-style-type: none"> <li>- # of students participating</li> <li>- #, % time on task</li> <li>- Feedback from students/parents</li> </ul>   | <input type="checkbox"/> Google Classroom participation<br><input type="checkbox"/> Canvas student-tracking<br><input type="checkbox"/> Schoology participation<br><input type="checkbox"/> Zoom meeting list and participation<br><input type="checkbox"/> Hangouts list and participation<br><input type="checkbox"/> Roster of participants<br><input type="checkbox"/> Survey data |
|   | What teacher provided materials are being used to supplement core instruction (OER, websites, etc.)?                     | <ul style="list-style-type: none"> <li>- #, % of teacher-developed materials</li> <li>- #, % of completed teacher developed tasks</li> <li>- Feedback from students/parents</li> </ul>                       | <input type="checkbox"/> Examples of teacher-developed materials<br><input type="checkbox"/> Teacher toolkit of curated teacher-developed materials<br><input type="checkbox"/> Survey data  |
| <b>Support for Family and Student Wellbeing</b> | How is the LEA reaching out to families to determine current needs and share available resources? <b>(High Priority)</b> | <p>Quantify Interaction with families</p> <ul style="list-style-type: none"> <li>- # of interactions</li> <li>- # of referrals to Community Based Organizations</li> </ul> <p>Qualitative: Feedback data</p> | <input type="checkbox"/> Call logs / check-in for students<br><input type="checkbox"/> School messenger/ automatic call/email/text<br><input type="checkbox"/> Collect parent survey data of family needs (mental, physical, etc.)<br><input type="checkbox"/> Referrals made to Community Based Organizations<br><input type="checkbox"/> Family support plans                        |
|   | What systems and structures are in   | - # of family / student contacts, referrals,   | <input type="checkbox"/> Training in mental health needs   |

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|                               | place to determine needs of families and students related to wellbeing and to ensure those needs are being met?   | and support provided  | (service providers)<br><input type="checkbox"/> Keeping track to referrals to Community Based Organization<br><input type="checkbox"/> Family support plan during distance learning<br><input type="checkbox"/> Follow through methods   |
| <b>Engagement in Learning</b> | How are students engaged in distance/virtual learning?  | - #, % of students participating in virtual learning sessions with teacher(s), either synchronously or asynchronously   | <input type="checkbox"/> Student participation data<br><input type="checkbox"/> Sign-on data<br><input type="checkbox"/> Feedback data- survey parents, students<br><input type="checkbox"/> Website analytics- number of lessons accessed, downloaded, etc. PBS, SDCOE links, etc.  |
|                               | How do students share completed work?   | - #, % Paper-based work (paper/pencil)<br>- #/% of uploaded student work<br>- methods used for collecting student work.   | <input type="checkbox"/> Photo of work/ product<br><input type="checkbox"/> Description of method used to collect student work<br><input type="checkbox"/> List of types of collection methods (email, Google classroom, upload to program, etc.)  |
|                               | How does the LEA use student progress data available to address needs and performance gaps to achieve equitable outcomes for all student groups? (MTSS / differentiation)<br><br>How are students' learning monitored | # of supports/ services provided to EL students, IEP students, FY , and High Needs students<br><br>Methods / protocols for supporting equitable outcomes for all students.<br><br>- # Frequency of access | <input type="checkbox"/> List of differentiated class sessions<br><input type="checkbox"/> List of tutoring time, access to the teacher, office hours<br><input type="checkbox"/> Protocols for virtual IEP meetings (Example: How do you sign documents?)<br><input type="checkbox"/> Daily service log<br><input type="checkbox"/> List of referrals to additional |

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|   | <p>and evaluated?</p> <ul style="list-style-type: none"> <li>• What are the student outcomes?</li> <li>• What are teachers doing to assess student progress?</li> </ul> | <ul style="list-style-type: none"> <li>- Student growth measures from Learning programs</li> <li>-Completion of assignments (pencil/paper)</li> <li>- # of lessons/assignments completed</li> <li>-Disaggregated data of student outcomes based on UP, SWD, high needs students.</li> </ul> | <p>supports provided</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of types of additional supports provided in virtual lessons or stand alone services</li> <li><input type="checkbox"/> Collected feedback data- survey, phone calls, via Zoom, Google hangout, etc. <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify / log changes made based on the feedback</li> </ul> </li> <li><input type="checkbox"/> Description of options for students to demonstrate show mastery (examples of ways to engage students) Autonomy, mastery purpose</li> <li><input type="checkbox"/> Rubric - Teacher/student self-reflection</li> <li><input type="checkbox"/> Students outcome data based on agreed upon metrics</li> </ul> |
| <p><b>Access to Social Emotional Learning and Support</b></p> | <p>How is the LEA ensuring support for SEL?<br/>Teacher SEL instruction<br/>Counselor/SW/School Psych instruction</p>   | <ul style="list-style-type: none"> <li>- #, % of Family check-ins (teachers and families)</li> <li># of families that have reached out to district to self-report cases of crisis/trauma</li> <li>- Embedded vs stand alone lessons</li> <li>- #/% of SEL lessons delivered</li> </ul>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Caseload monitoring form</li> <li><input type="checkbox"/> Family support plan</li> <li><input type="checkbox"/> Contact list of family check-ins</li> <li><input type="checkbox"/> List of families that have reached out to LEAs</li> <li><input type="checkbox"/> Family/student referrals to Community Based Organizations</li> <li><input type="checkbox"/> Lesson examples, artifacts</li> <li><input type="checkbox"/> SEL Lesson toolkit- resources to support teachers</li> <li><input type="checkbox"/> Number of SEL lessons completed</li> </ul>  |

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| <p><b>Communication Structures and Processes</b></p> | <p>How are LEAs communicating with stakeholders, students, and families especially with those least well-served?</p> <p>Family</p> <ul style="list-style-type: none"> <li>● Teacher to family</li> <li>● School to family messaging/connection</li> <li>● The use of social media (Twitter, Facebook, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>- # Contacts (method, frequency, click through, responses)</li> <li>- Disaggregated data based on UP, SWD, high needs students</li> <li>- Feedback as to what is engaging the families the most.</li> <li>- #, % Open and click through rates on emails</li> <li>- #, % Delivery rates for auto-dialer messages</li> <li>- #, % Website analytics (visits, time on page, popular links)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication plan</li> <li><input type="checkbox"/> Contact list</li> <li><input type="checkbox"/> Frequency of contacts</li> <li><input type="checkbox"/> Social media analytics (new followers on various platforms, engagement rates on particular pieces of content)</li> <li><input type="checkbox"/> List of types of communication</li> <li><input type="checkbox"/> Survey data from stakeholders, students, families</li> <li><input type="checkbox"/> List of UP, SWD, high needs student contacts</li> <li><input type="checkbox"/> Family support plans</li> </ul> |
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