



Information and Updates for Second Semester

WCPSS Board of Education

February 2, 2021



Desired Outcomes

- Insight into data collected from surveys of stakeholder groups
- Midyear updates related to district dropout rate, attendance, grades, and staffing
- Considerations that inform planning and decision making for in-person instruction during COVID-19
- Timeline and tentative recommendation for second semester return to in-person instruction



Midyear Updates

Brad McMillen, Assistant Superintendent, Data, Research, and Accountability

Paul Koh, Assistant Superintendent, Student Support Services

Drew Cook, Assistant Superintendent, Academics

AJ Muttillo, Assistant Superintendent, Human Resources



Parent Survey Data

- Over 33,000 responses from all 192 schools
- Responses evenly distributed across PreK-12
 - 2,000-2,800 per grade level
 - 52% were Plan A/B/C this past fall, 48% were Virtual Academy
 - About three-fourths of Plan A/B/C respondents said their child attended in-person at least some days in Fall 2020
 - That equates to about 38% of all respondents



Parent Survey Data

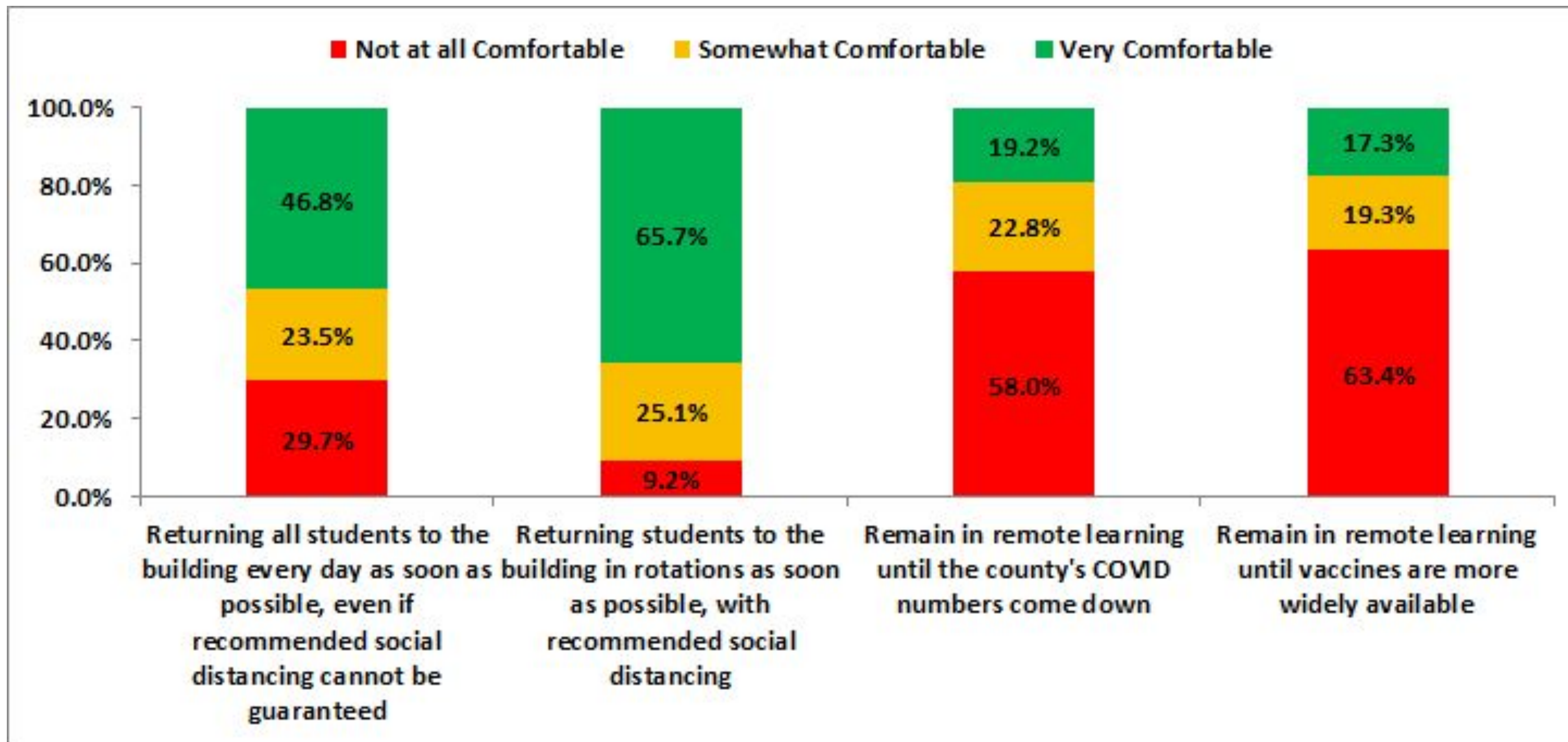
- Vast majority had home access to internet (>99%) and devices (>99%)
 - Device access slightly higher than Spring 2020 (95%)
 - *Reliable* internet slightly higher among VA than Plan A/B/C
- 75% somewhat/very satisfied with student progress during remote
- 68% said remote work could be completed easily
- 85% reported technology easy to use for remote learning
 - All three were rated higher among VA than Plan A/B/C
- Plan A/B/C who attended in-person were satisfied with their child's academic progress (87%) and schools' use of safety precautions (98%)



Parent Survey Data

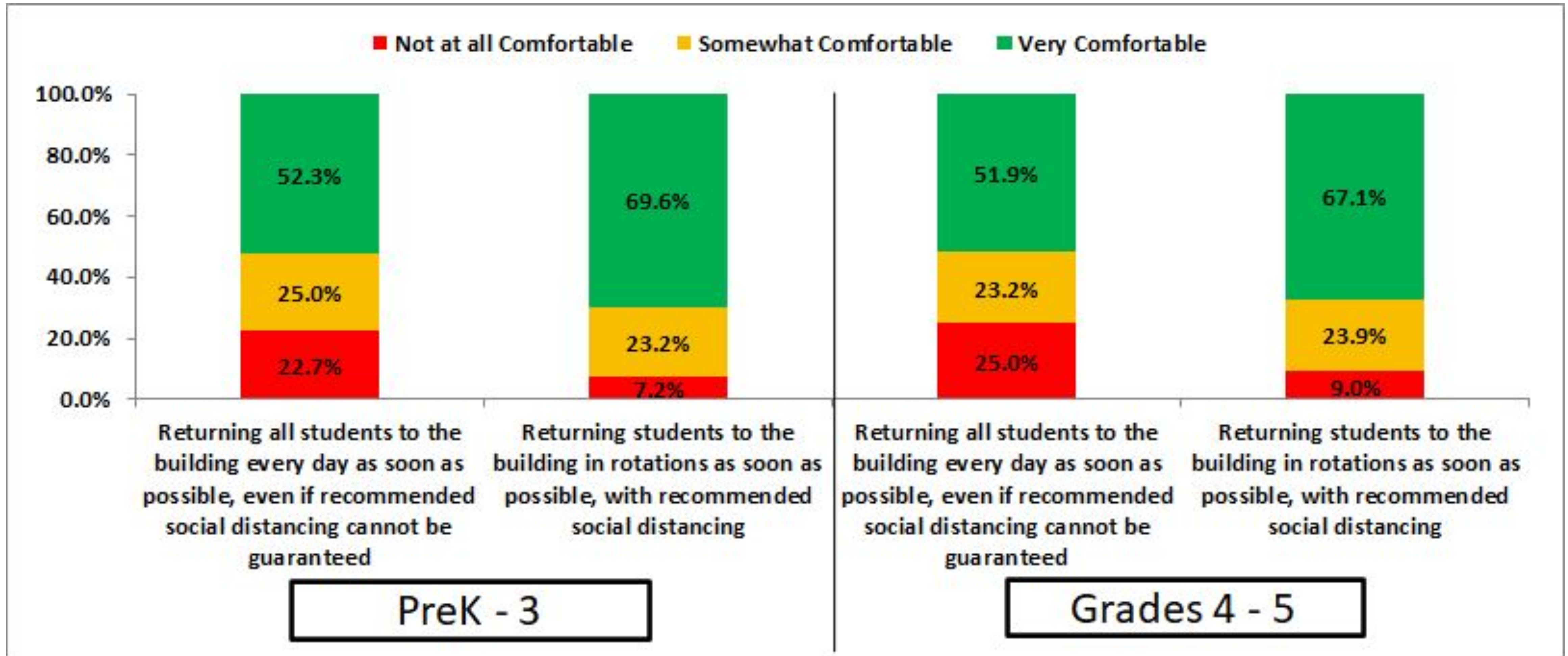
- Majority of parents overall responded that asynchronous days:
 - helped students reduce screen time (69%) and catch up on schoolwork (59%)
 - did *not* hinder students' ability to connect with teachers (76%) or classmates (71%)
 - did *not* create supervision issues at home (63%)
- Elementary and Plan A/B/C respondents less favorable overall about asynchronous days

Parent Survey Data



- Among all Plan A/B/C respondents, support was highest for a return to school in rotations
 - Returning all students had about 20% fewer as “Very Comfortable” and 20% more as “Not at all Comfortable”
- Not much support for the other two options
- Support for returning stronger at elementary within each scenario

Parent Survey Data





Staff Survey Data

- 9,998 responses from school-based staff
 - 60% Teachers
 - 12% Instructional Assistants
 - 8% Instructional Coaches
 - 6% Counselor/Social Worker/Psychologist
 - 4% Clerical
 - 3% Administrators



Staff Survey Data

- Compared to Spring 2020, teachers were *more* positive about:
 - Student access to high speed internet (up 16%) and devices (up 6%)
 - Student lacking access to meals (down 8%)
 - Frequency of family communication (up 5%)
 - Challenges in reference to contacting families (down 16%)
 - Most/all students with adult monitoring learning at home (up 5%)



Staff Survey Data

- Compared to Spring 2020, teachers were *more* positive about most aspects of remote teaching and learning:
 - Reliability of their own internet access (up 5%)
 - Confidence in using technology tools (up 11%)
 - Satisfaction with the resources provided by the district for remote learning (up 12%)
 - Confidence in rigorous remote instruction (up 20%), reaching struggling students (up 15%), and reaching advanced students (up 6%)



Staff Survey Data

- Compared to Spring 2020, teachers were *less* positive about their own well-being
 - Concerns in reference to physical (up 26%) and socio-emotional (up 12%) well being
 - Concerns in reference to family members/loved ones (up 12%)
 - Positive attitudes among colleagues (down 26%)



Staff Survey Data

- Staff very concerned overall about safety of students returning
 - Many concerned that staff (59%) and students (81%) may not follow safety protocols upon return
 - However, staff who were in the building during fall reported 97% of staff and 81% of students followed the 3Ws somewhat/very well
 - 88% concerned about not having enough healthy staff members



Staff Survey Data

- Staff also concerned about students NOT returning, in terms of possible negative academic (65%) or socio-emotional effects (70%)
- Slightly less concern overall among teachers who taught in-person in Fall
- 68% of all staff want vaccine; 19% not sure yet
- 41% of teachers reported difficulty taking accurate attendance in remote

Principal Survey Data

Elementary School Classrooms (113 Respondents)				
	Individual Classrooms		Entire Schools	
Total # PreK-3 Classroom Spaces (1,928)	#	%	#	%
Can do 3ft in Rotations	1,846	96%	105	93%
Can do 6ft in Rotations	1,815	94%	99	88%
Can do 3ft in Daily	1,481	77%	66	58%
Can do 6ft in Daily	912	47%	19	17%
	Individual Classrooms		Entire Schools	
Total # 4-5 Classroom Spaces (710)	#	%	#	%
Can do 3ft with PreK-3 Daily and 4-5 in Rotations	650	92%	100	89%
Can do 6ft with PreK-3 Daily and 4-5 in Rotations	604	85%	91	81%
Can do 3ft with PreK-5 Daily	383	54%	47	42%
Can do 6ft with PreK-5 Daily	156	22%	10	9%

Principal Survey Data

Middle School Classrooms (39 Respondents)				
	Individual Classrooms		Entire Schools	
Total # 6-8 Classroom Spaces (1,672)	#	%	#	%
Can do 6ft in Rotations	1,630	97%	33	85%
Can do 6ft in Daily*	70	4%	2	5%
High School Classrooms (30 Respondents)				
	Individual Classrooms		Entire Schools	
Total # Classroom Spaces (2,212)	#	%	#	%
Can do 6ft in Rotations	2,179	99%	28	93%
Can do 6ft in Daily*	110	5%	1	0%
* - currently not allowable under state guidance				



Attendance Data

Overview

- Attendance is a data point that tracks which of our students are present per the guidance of Attendance Policy 4400
- Attendance does not measure engagement, nor the complex circumstances of what our students and families are going through during this pandemic
- As a reminder, this data we are presenting is a snapshot in time of attendance from August 2020 through December 2020



Attendance Data

Key Points

- Students are absent more during the 2020-2021 school year on average of 1 more day per student compared to prior years
- Average number of absences are highest at the high school level, followed by middle school, and then the elementary level
- While absences for students who are Asian and White have decreased, absences for Black and Hispanic students have increased significantly



Attendance Data

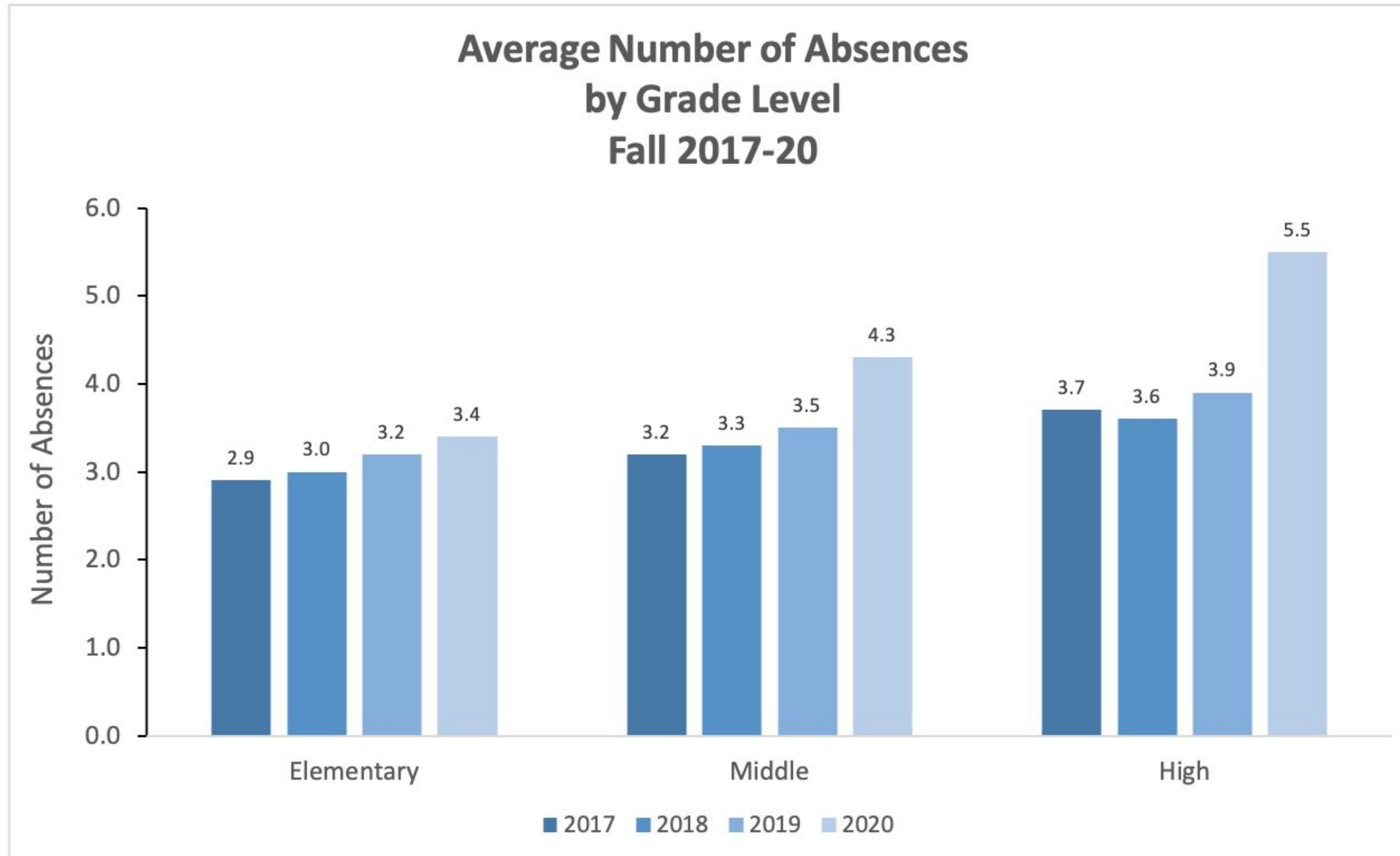
Key Points (continued)

- Students in Virtual Academy had better attendance than students not in Virtual Academy
- Of all the absences in the Fall of 2020, most absences are unexcused absences

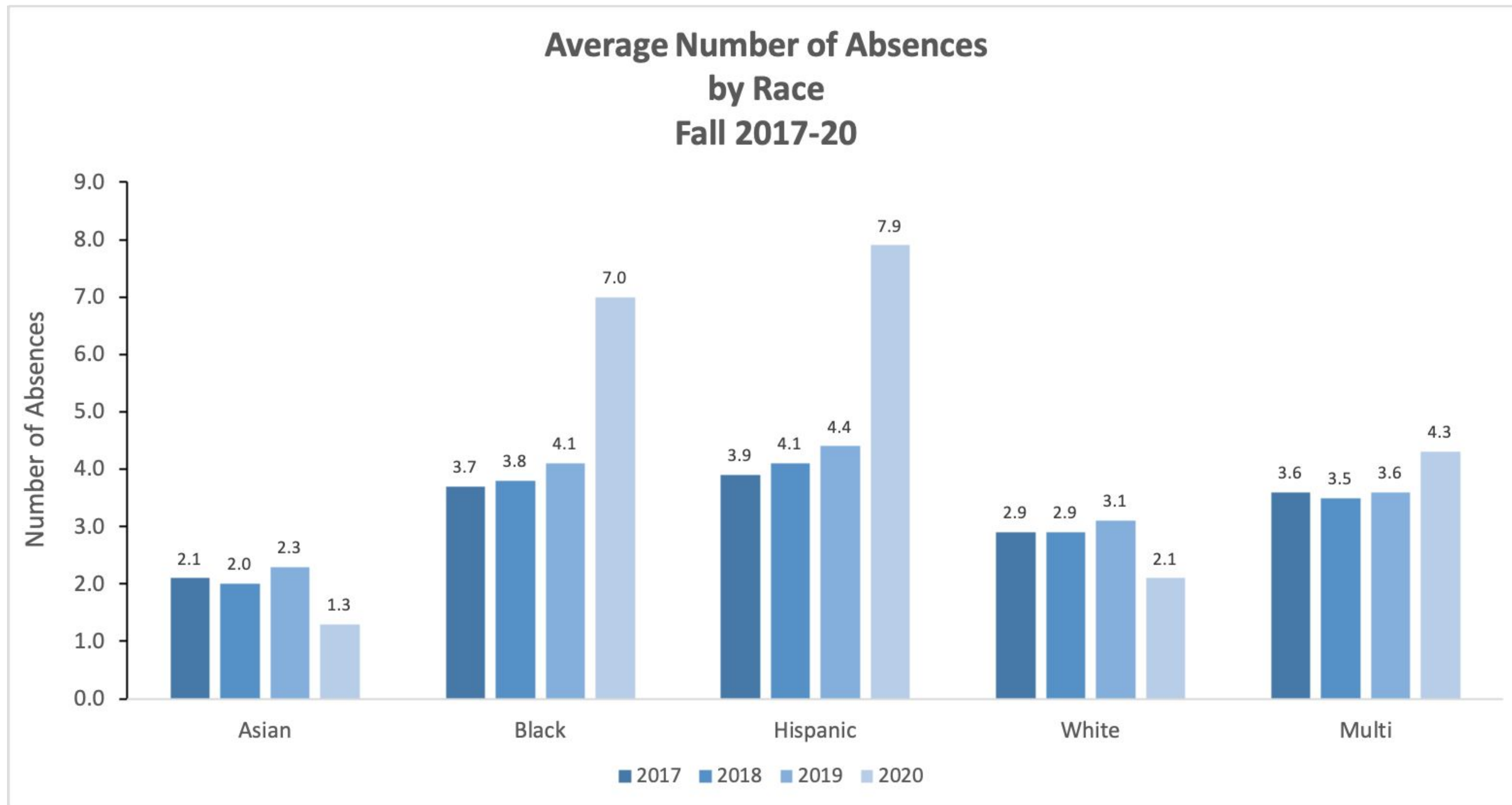
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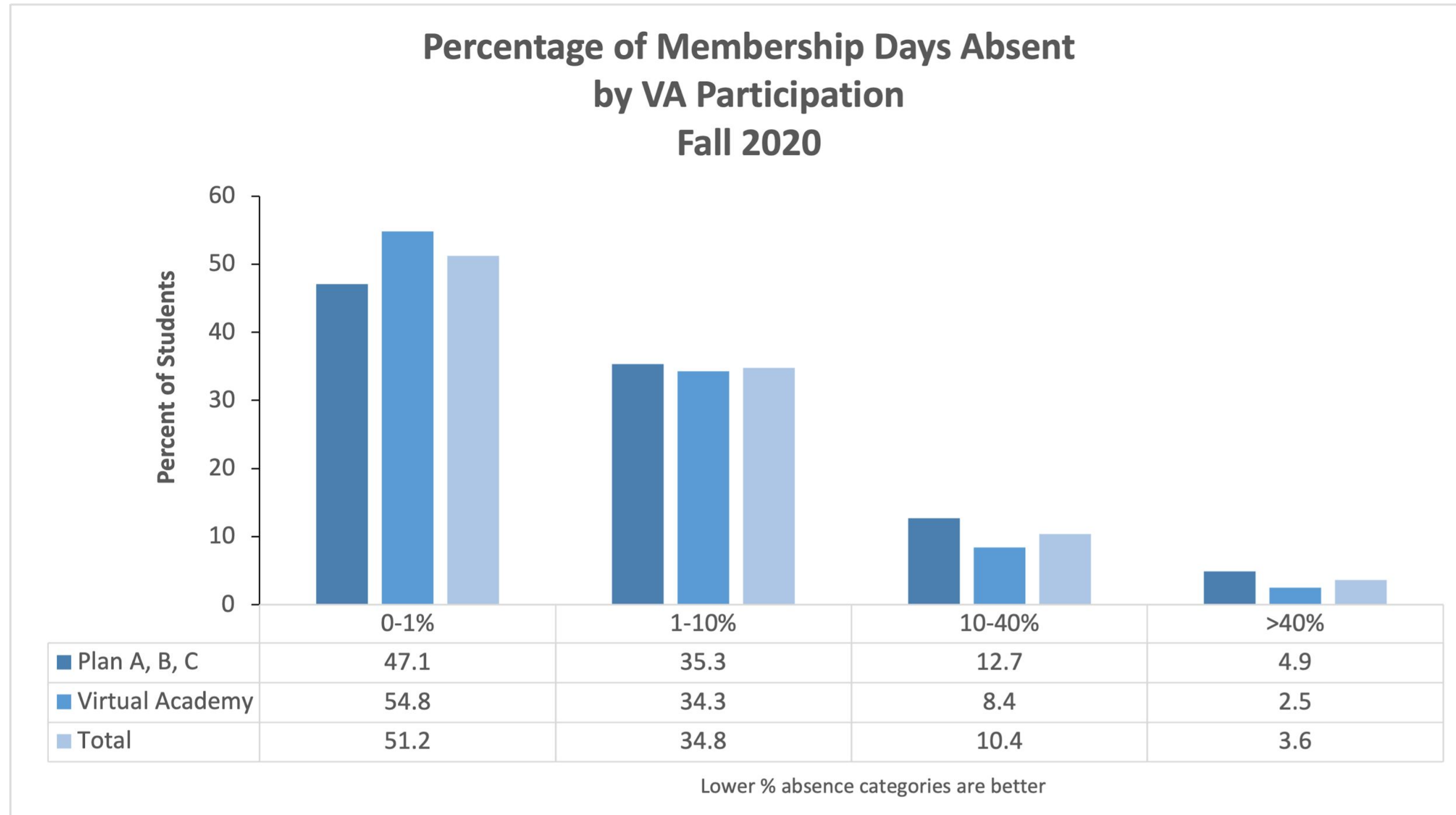
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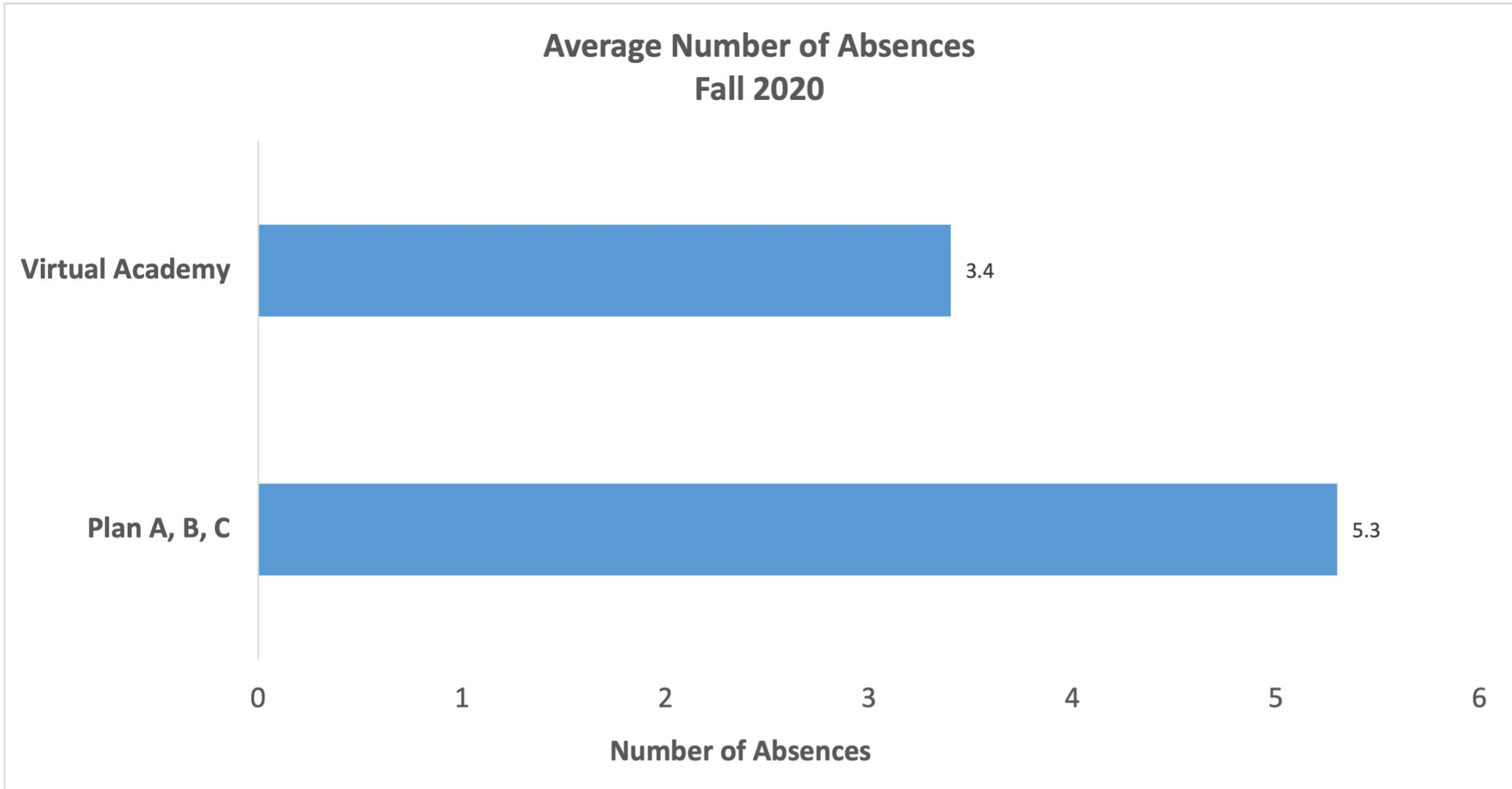
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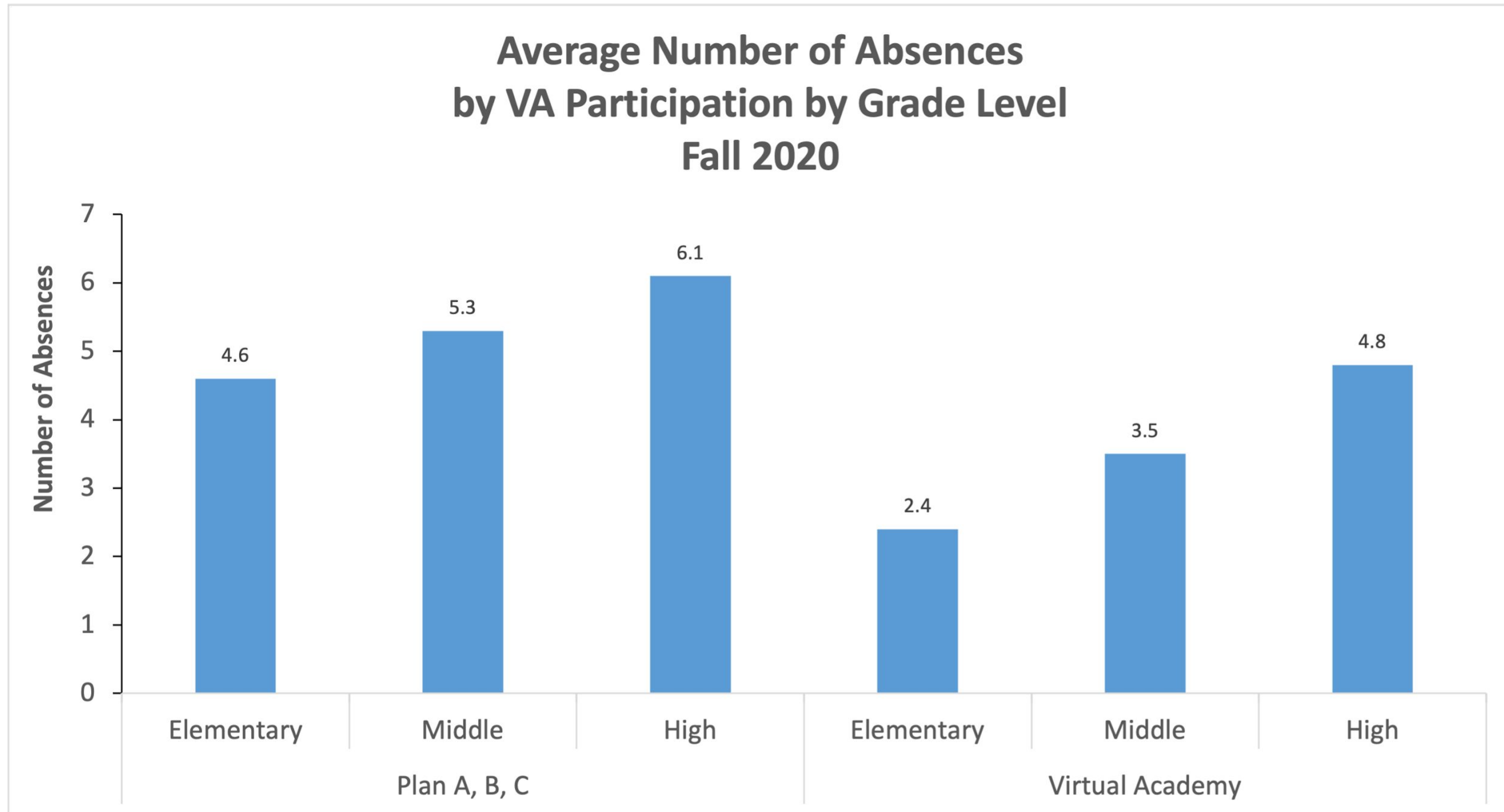
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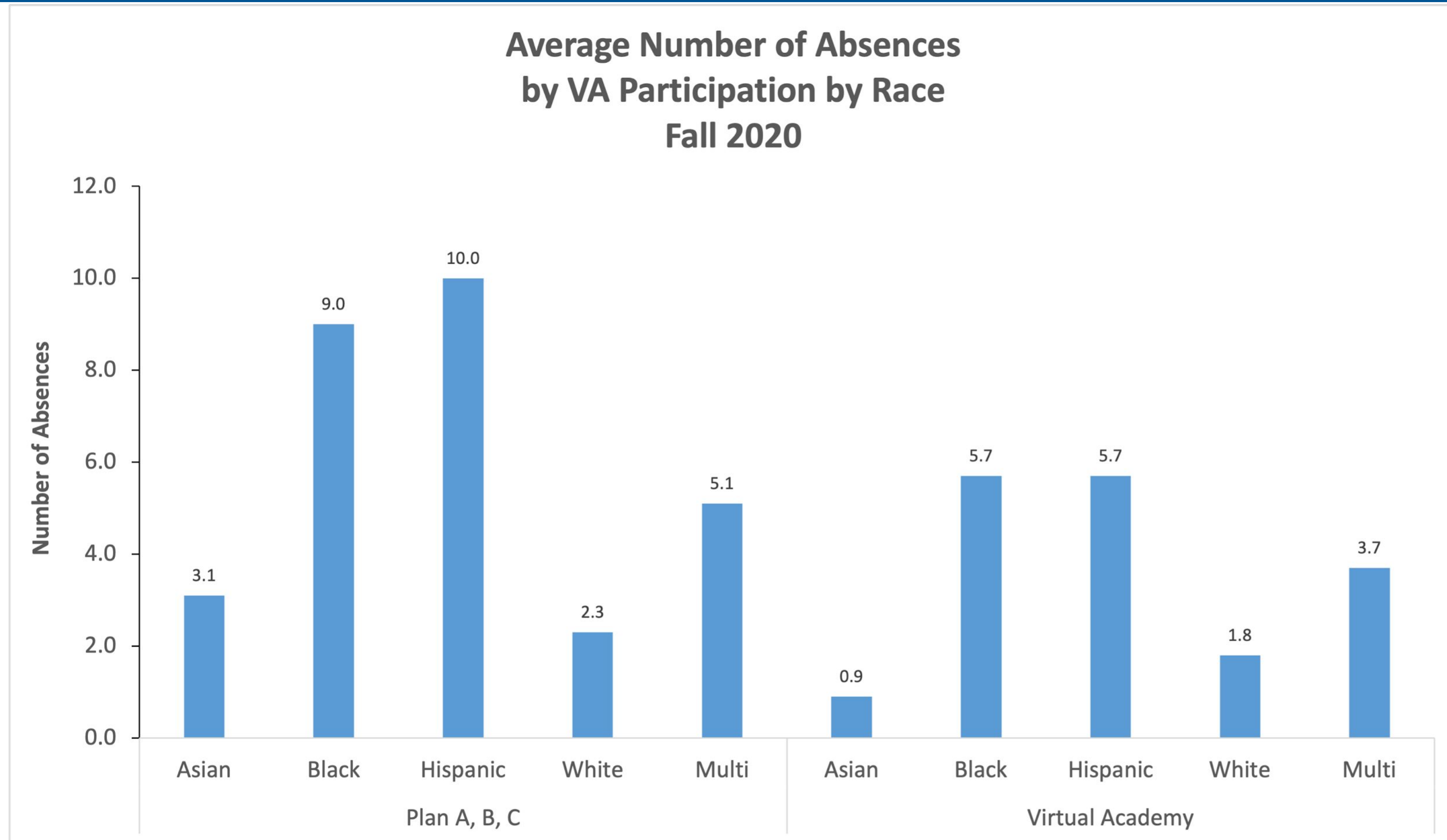
Attendance Data



Attendance Data



Attendance Data



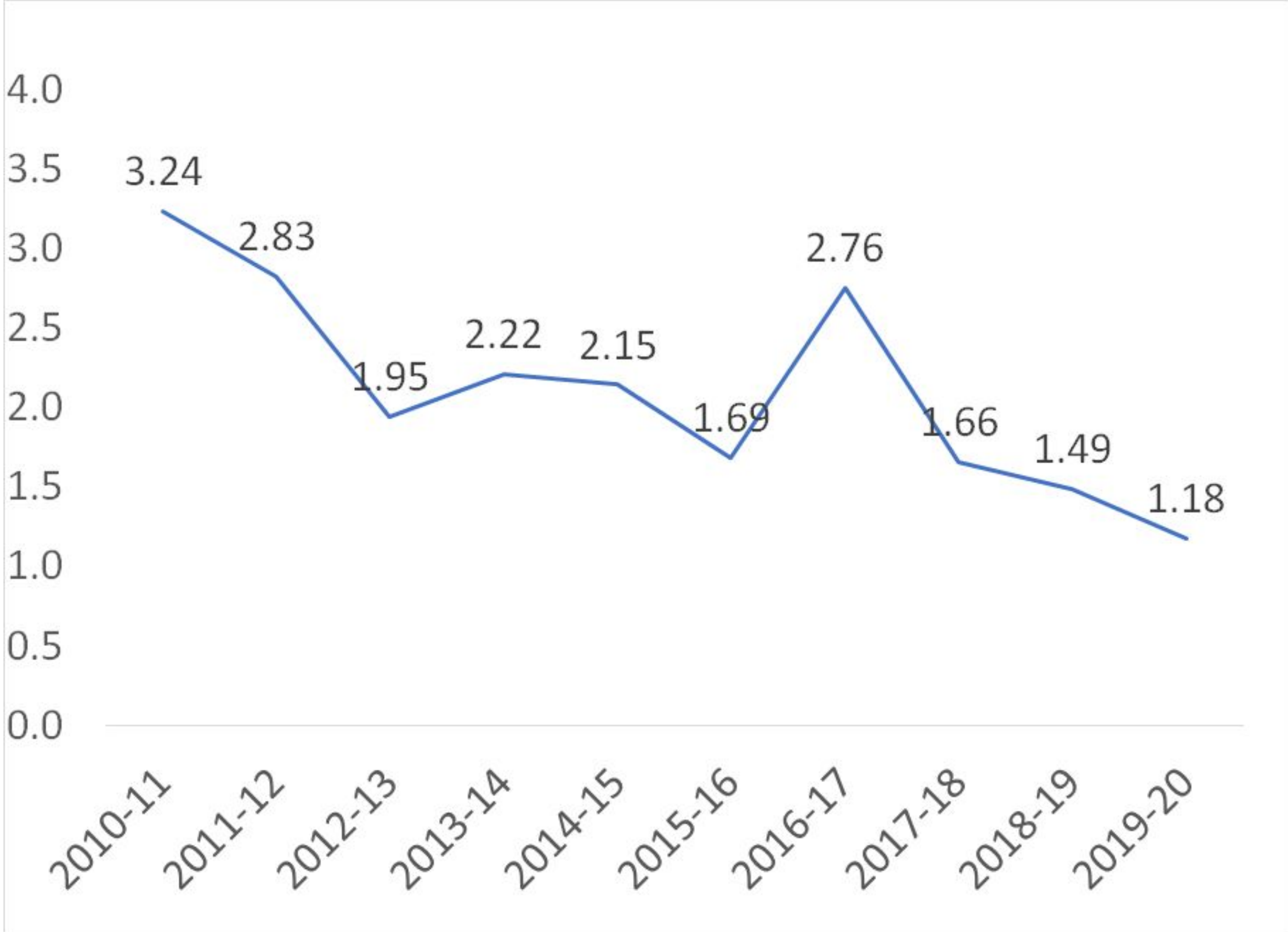


Attendance Data

At a future board meeting...

- Connecting with students during a pandemic
- Food Security Outreach efforts
- Staff Behavioral Health Supports
- Parent/Family Sessions
- Work of Principals, Counselors, Social Workers, School Psychologists and Community Liaisons
- Work of Mental Health Supports
- Work of Student Engagement Team

District Dropout Data





First Semester Grades

- At elementary approximately the same percentage of students are performing at Level 3 compared with previous years.
- At secondary schools, overall course averages in core course (ELA, Math, Science, Social Studies) decreased 3-4 percentage points.
- % of Fs in core courses are higher in middle and high school than in past years.
- Overall, students enrolled in Virtual Academy earned slightly higher grades than those in Plan A/B/C.



First Semester Grades

Further examination includes review of:

- Grade level & course data.
- Subgroup data regarding learning outcomes.
- Connection between absence trends and students who are not finding academic success yet.
- District and school structures & processes to address absences and learning loss.



Substitute Recruitment: January 2021

464

Candidates attended one of three virtual information sessions.

418

Candidates submitted applications.

83

Candidates attended sub orientation.

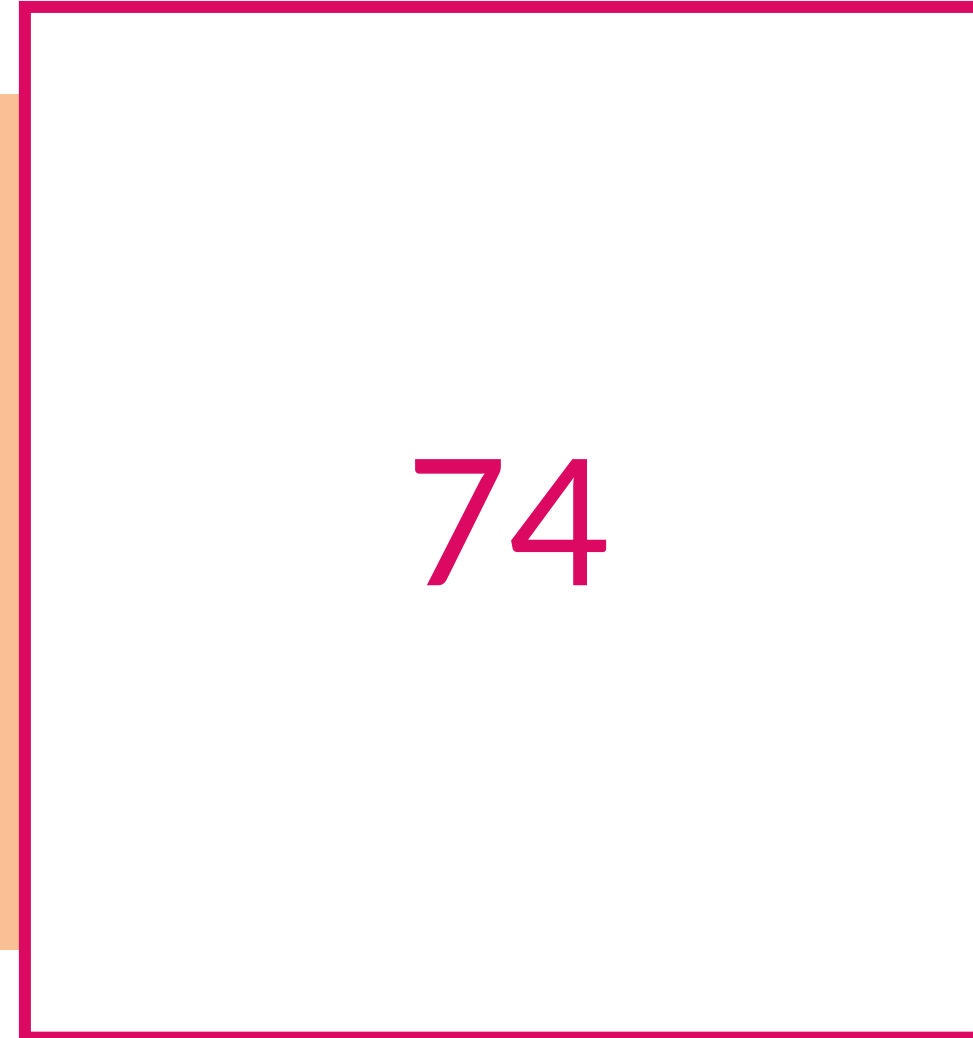
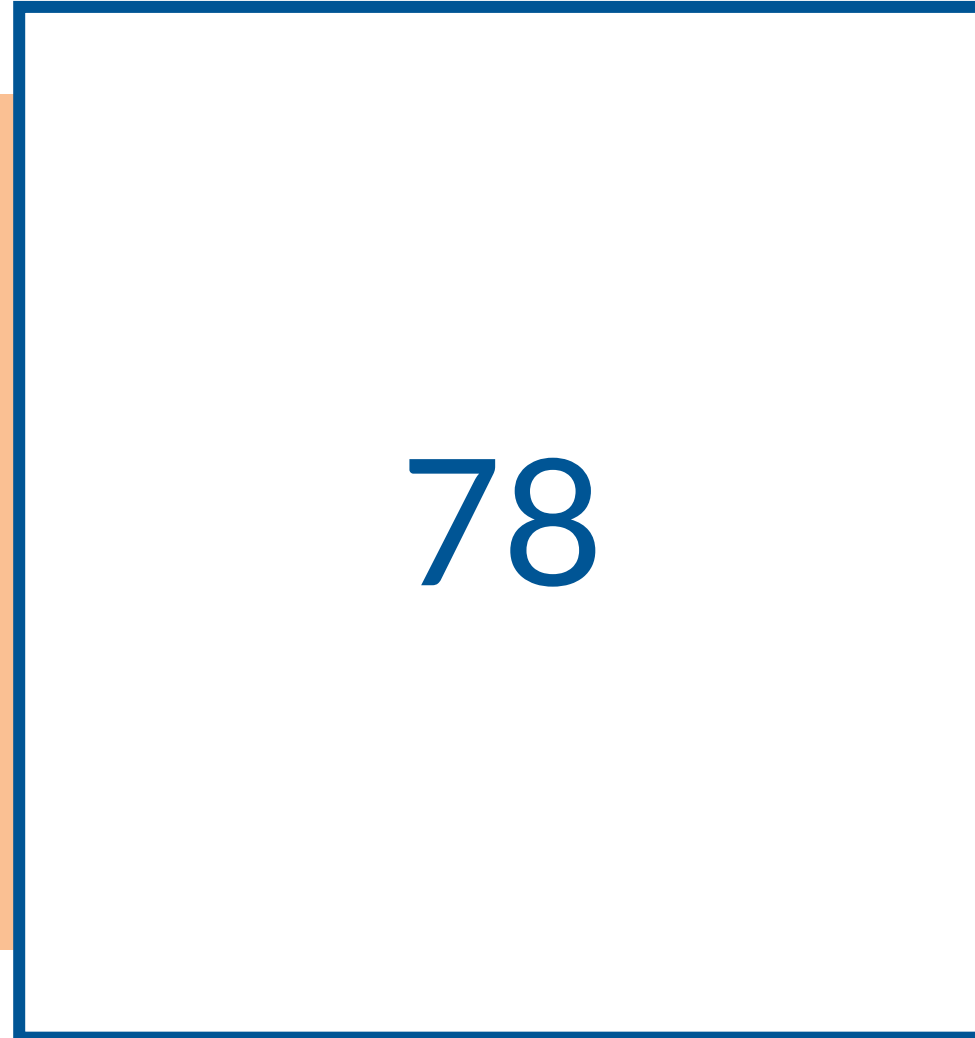
*An additional 49 are scheduled for orientation on February 3.

Schools Securing Daily Substitutes

COVID-19 SUB

SECOND SEMESTER SUB

Works less than 30 hrs per week, not eligible for benefits



Works 30-40 hrs a week, eligible for High Deductible Health Plan



Returning to In-Person Instruction

Cathy Moore, Superintendent



Considerations for In-Person Instruction During COVID-19

1.

State Restrictions

Governor's Executive Orders
NC DHHS Guidance

2.

State/County Data

Positivity rates
Community spread

3.

District Indicators

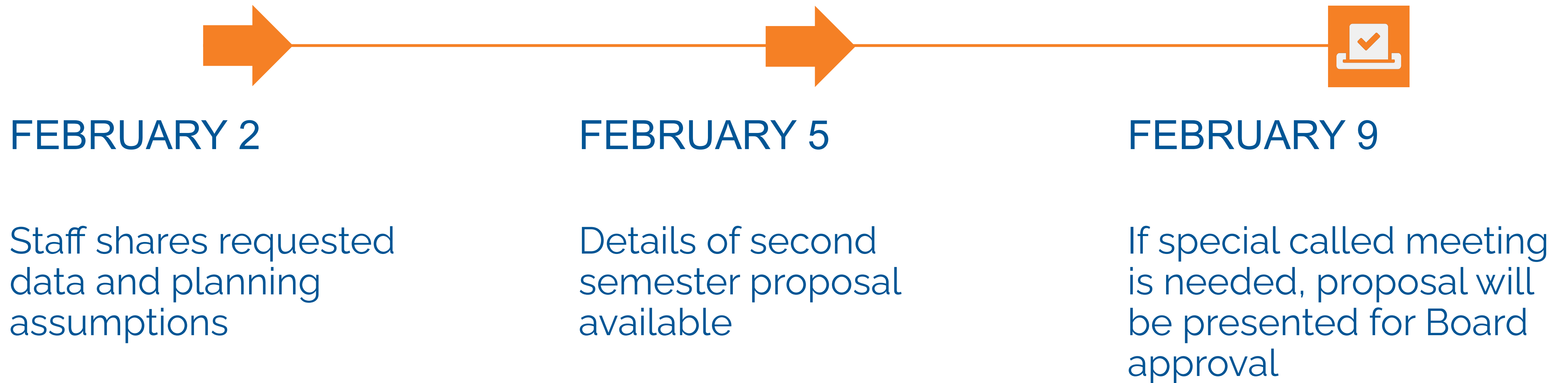
Staffing, attendance
and other district data points

The following considerations are used for all decisions about returning to in-person instruction. There is no single metric that can be calculated from these three areas that will automatically trigger a return for students.

All three will be used and given the weight needed based on the circumstances.



Timeline to Decision



*Implementation of any proposed and/or adopted plan is subject to modification due to evolving local and state guidance.

Dialogue and Questions

WHAT   
STARTS
 HERE
CHANGES
 EVERYTHING.