

Quincy Public Schools Access and Engagement Remote Learning

Update



Data collection of Remote Learning conducted across two levels:

Access and **Engagement**

- **Access** is defined by students the school has **connected** with or students who have the **ability to connect** with remote learning components.
- **Engagement** is defined as the students' actual **participation** in remote learning tasks. For this purpose, Engagement is defined as participation in **academic classroom activities** more than once per week.

Quincy Public Schools

Student **Access** to Technology

	April 2020		May 2020	
	Percentage	Total Number of Students	Percentage	Total Number of Students
Access to Technology	92.5%	8,543	92.6%	8,555
Chromebooks Borrowed from QPS	10.7%	988	13.6%	1,324
Students who have connected with the school in <u>any way</u>	98.7%	9,118	99.1%	9,159

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Students Not Connected Remotely with Technology

Grade	April 2020			May 2020		
	Number of Students	EL	SWD	Number of Students	EL	SWD
K-2	254	58.7%	5.9%	241	57.3%	6.2%
3-5	165	41.2%	26.1%	160	38.8%	25.0%
6-8	53	17.0%	49.1%	57	21.1%	43.9%
9-12	45	48.9%	4.4%	43	48.8%	4.7%

**Paper-Based
Remote
Learning**

**Accessing
Packets
320**

**Accessing
Packets
317**

Quincy Public Schools Chromebook Distribution

	April 2020		May 2020	
	Percentage	Total Number of Students	Percentage	Total Number of Students
Chromebooks Borrowed from QPS	10.7%	988	13.6%	1,324

- Highest percentage in Grades 3-5 (about 9% of total students in Grade level)

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Paper-Based Remote Learning Packets

Number of Packets Distributed	3/16-4/3	4/6-4/10	4/13-4/17	4/21-4/24	4/27-5/1	5/4-5/8	5/11-5/15	5/18-5/22
	1,895	1,325	1,244	1,049	833	959	795	886

- Highest number of packets continues to be in grades K-3, with 100-150 packets being distributed per grade level each week.

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Average Percent of Students Participating more than once per week with Academic Classroom Teacher

Grade Level	Total Students	Week of 4/13-4/17	Week of 4/21-4/24	Week of 4/27-5/1	Week of 5/4-5/8	Week of 5/11-5/15
K-2	2,274	73.0%	78.1%	80.3%	82.2%	83.7%
3-5	2,116	77.7%	83.0%	85.0%	84.8%	85.8%
6-8	2,108	91.1%	92.7%	92.3%	92.0%	92.4%
9-12	2,742	89.1%	95.4%	93.5%	93.1%	93.6%
District	9,240	83.2%	88.0%	88.2%	88.4%	89.2%

Data analysis of Remote Learning conducted across two levels:

Access and **Engagement**

- **Access**
 - Increases overall in Access to Technology, QPS Chromebooks borrowed and students connecting with their school
 - Students who are not connected remotely with technology has decreased in K-5 and 9-12
 - Slight Middle School increase includes EL students
- **Engagement**
 - Overall steady increases in District Engagement with Classroom teachers, with K-5 students at about 85% and 6-12 students at 92%

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Summer Learning Opportunities -- Enrollment open through June 5th!

Elementary School Remote Summer Program - 276 Enrolled

- All students entering Grades 1 & 2

Elementary School Remote Summer Program - 337 Enrolled

- All students entering Grades 3, 4, & 5

Middle School Remote Summer Program - 194 Enrolled

- All students entering Grades 6, 7, & 8

Summer Soar Advanced Math & Science - 100 Enrolled

- Students entering grade 6, 7, and 8 who participated in Gr 5 APP and advanced course work in middle school

Bridge to High School Summer Institute - 44 Enrolled

- All Students entering Grade 9

High School Elevate Math & Science - 12 Enrolled

- All students entering grades 10-11, enrolled in Algebra 1, Geometry, Life/Physical Science or Biology

High School Summer Pathways - Students will receive an invitation

- Our Credit Recovery Pathways allow high school students to intensively review a subject in order to pass the required course.

Special Education Remote Summer Program - 64 Enrolled

- Students in the CARES, Learning Center, STARS, Language Development Class, PASS, and Transitional Kindergarten Classrooms Pre-Kindergarten through High School

SWELL - 137 Invitations

- EL Students currently in Grades 6-8

EL Extended Remote Summer Program - 183 Invitations

- EL Students currently in Grades 9-11

Total Students Enrolled to date: 1,027