



ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# Teaching, Learning and School Fall 2020 Update

Board of Education  
October 14, 2020

# Teaching, Learning and School Fall Update

Five weeks into this virtual Fall 2020 school year we are finding our rhythm for the school year in this new virtual learning platform.

- **Student Engagement and Attendance Rates**
- **Student Interventions and Support Services**
- **Digital Library and Literacy**



# State Legislation on 2-Way Interaction (PA 165)

## State Requirement:

- 2-Way Interaction, 2 times per week
- 75% of students attending daily
- Communication between teacher or another district employee responsible for student learning, grade progression or academic progress
- Initial communication followed by response, relevant to the course or overall academic progress/grade progression
- Record of communication maintained/logged
  - Email
  - Telephone
  - Instant Message
  - Face-to-Face

# Student Engagement Rates

Percent of Students with 2 or More Two-Way Communications Recorded, by Week, by Level				
Timeframe	All Students	Elementary Grades K-5	Middle Grades 6-8	High Grades 9-12
<b>Week 1</b> 9/9/2020 - 9/15/2020	94.47%	91.74%	97.45%	96.30%
<b>Week 2</b> 9/16/2020 - 9/22/2020	95.76%	94.32%	97.64%	96.52%
<b>Week 3</b> 9/23/2020 - 9/29/2020	95.83%	94.55%	97.50%	96.52%
<b>Week 4</b> 9/30/2020 - 10/6/2020	95.86%	94.38%	97.58%	96.79%
<b>Week 5 (Partial, without 10/13)</b> 10/7/2020 - 10/12/2020	95.80%	94.32%	97.72%	96.59%

# Our AAPS Daily Attendance Practice and Monitoring

## Daily Attendance Practices:

- Teachers record attendance daily
- Students who have logged in at any time during the learning block are marked “Present” (P)
- Students who have not logged in are marked “Unverified” (UNV)
- As has always been our practice, **in real time**, school support teams, including the office professional reach to families to assist students with logging in and attending



# Average Daily Attendance Rates

Average Daily Attendance Rate, by Week, by Level				
Timeframe	All Students	Elementary Grades K-5	Middle Grades 6-8	High Grades 9-12
<b>Week 1</b> 9/9/2020 - 9/15/2020	84.89%	85.06%	87.97%	82.61%
<b>Week 2</b> 9/16/2020 - 9/22/2020	91.54%	89.97%	94.67%	91.64%
<b>Week 3</b> 9/23/2020 - 9/29/2020	91.32%	90.50%	94.07%	90.64%
<b>Week 4</b> 9/30/2020 - 10/6/2020	91.48%	90.67%	94.47%	90.64%
<b>Week 5 (Partial, without 10/13)</b> 10/7/2020 - 10/12/2020	91.41%	90.01%	94.56%	91.28%

*Note: These averages are based on M-Tu-Th-F attendance. Wednesdays are excluded because they are asynchronous.*

# State Legislation on Student Engagement (PA 165)

- (1) For a student to be considered a “pupil engaged in pandemic learning,” the student must have, at a minimum, one two-way interaction “during the week on which 2020-2021 pupil membership count day falls and during each week for the 3 consecutive weeks after the week on which 2020-2021 pupil membership count day falls.” MCL 388.1606(9)(c).
- (2) The District’s Extended COVID-19 Learning Plan, created pursuant to Section 98a of the State School Aid Act, must include a “requirement that the district shall ensure that 2 2-way interactions occur . . . during each week of the school year for at least 75% of pupils enrolled in the district.” MCL 388.1698a(1)(i).
- (3) To be excused from the requirement that the District “have at least 75% of the district’s membership in attendance on any day of pupil instruction” for the 2020-2021 school year, the District must “ensure that 1 2-way interaction occurs . . . during each month of the school year for at least 75% of pupils enrolled in the district.” MCL 388.1701(d), (h).

# Attendance and Engagement Supports

## Support for Students

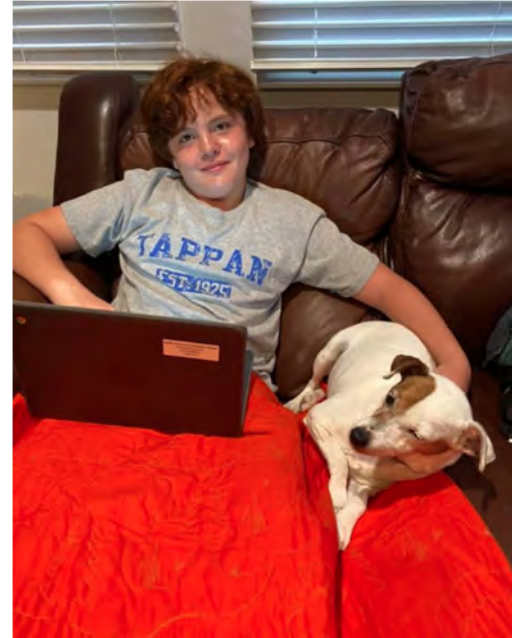
- Engage with parents directly, in real time, when student are not attending classes
- Serve as a bridge for remedying technology needs and concerns that cause barriers to attendance and engagement
- Work with community centers and partners to engage with families that live in their communities who are not attending regularly
- Virtual small group supports for students (i.e. tutoring, executive functioning skill development, etc.)
- When we get to our hybrid phase of learning we will have more frequent in person supports for our students who are most at-risk



# Student Intervention and Support Services

## Student and Family Services and Support

- Specialized services have been provided since September 8th
- Ancillary related services have been provided since September 21st
- IEP meetings are being convened to address students' specialized service in the virtual environment
- Paraprofessionals are supporting students with access both technology and the curriculum
- Parent Support Groups [Parent Support Groups Flyer](#)
- SISS Resources [SISS Student Supports](#)



# Student Intervention and Support Services

## Staff support

- Ongoing paraprofessional technology trainings occurring weekly so they are able to fully support students in the virtual environment
- Ongoing collaborative teacher and service provider sessions weekly provide best possible teaching and learning experiences in the virtual environment
- Ongoing collaborative paraprofessional sessions to support them in meeting student needs.



# Digital Library Update

**Sora:** Our librarians and ELA teachers are busy curating the collection and ITD is in the process of rostering all AAPS students.

We began use with Middle School students through ELA classrooms this week.

- Scaled implementation to ensure that we can assign titles to students without glitches
- Ready for full implementation in the coming weeks allow time for the librarians to curate the collection.
- Our librarians are carefully selecting diverse authors and selections to ensure students will see themselves in the collection.

**Renaissance myOn:** All elementary teachers received professional development on Wednesday of last week and we are pleased to share myOn is now in use in all elementary reading classes across our district.



# Why OverDrive Sora?



Sora

Open a world of reading.

OverDrive®

Equitable  
Digital Access  
District-wide

Diverse Authors  
and Culturally  
Representative  
Texts

Personalized  
Independent  
Choice  
Reading

Instructional  
Small Group  
Texts

Ease of Use

Interoperability  
with Schoology

# What is OverDrive - Sora?



OverDrive Sora is a **digital library** accessible to all students on any device. Our students and families can **search for a book, text or audio files** through a user friendly interface and **check it out** through either a browser, within Schoology and/or via the Sora app.

When the book is due, it is **automatically returned**.

# How does OverDrive support learning inside and outside the classroom?



- Includes **millions of titles** and over 30,000 publishers and **45 languages**.
- Includes **annotation tools** (digital sticky notes, highlighter, linked dictionary, and bookmarks) to support digital reading comprehension. All notes can be exported to Google Drive.
- Provides **Universal Supports such as dyslexic font** for greater letter contrast and font adjustment in order to enable better accessibility for all.
- Allows for our students to add the AADL digital collection to their AAPS Sora/OverDrive app and search for books in both collections at the same time.
- Allows librarians to curate digital collections of books that reflect **different interests, identities, and communities of readers** to aid in book selection by genre, subject, series, or author.
- Teachers can select and **assign titles to students and to classes**.

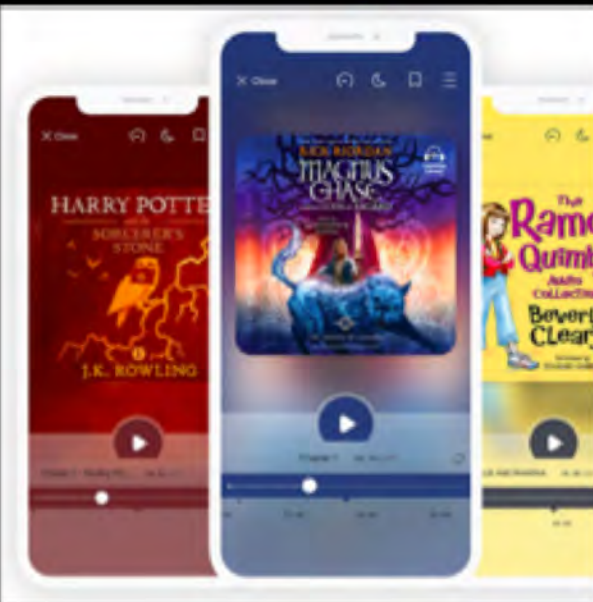
# Support for Readers



Sora

Open a world of reading.

OverDrive



In the fall, a few brave souls sneak into the woods to harvest apples. But always in sight of the Meadow. Always close enough to run back to the safety of District 12 if trouble arises. "District Twelve. Where you can starve to death in safety," I mutter. Then I glance quickly over my shoulder. Even here, even in the middle of nowhere, you worry someone might overhear you.

When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually I understood this would only lead us to more trouble. So I learned to hold my tongue and to turn my features into an indifferent mask so that no one could ever read my thoughts. Do my

Reading Settings Done

What an unreliable thing is time—when I want it to fly, the hours stick to

Recently defined words

Recently notes and highlights

Open OverDrive



# Why Renaissance myOn?



**PK-5 Digital  
Levelled  
Instructional  
Text**

**Diverse and  
Culturally  
Representative  
Texts**

**Designed for  
Reading  
Instruction**

**Thousands of  
Non-fiction and  
Fiction Texts**

**Multiple Text  
on Same Topic**

**Interoperability  
with Schoology**



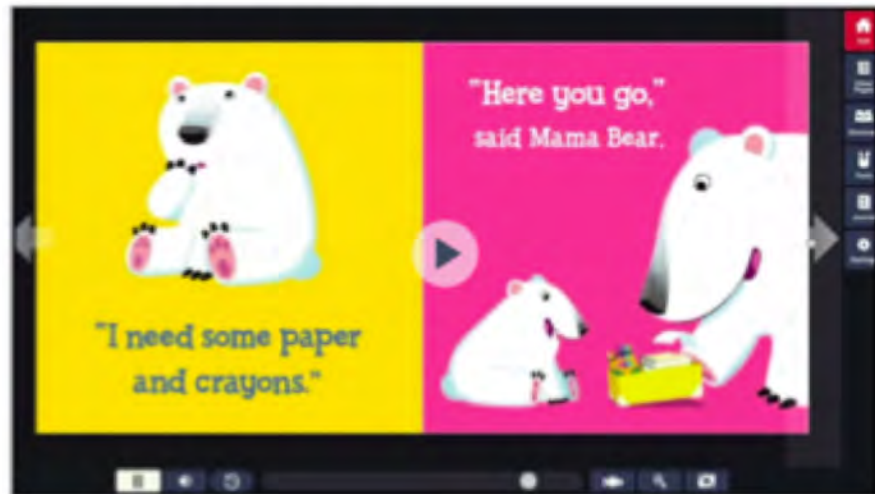
# What is Renaissance myOn?



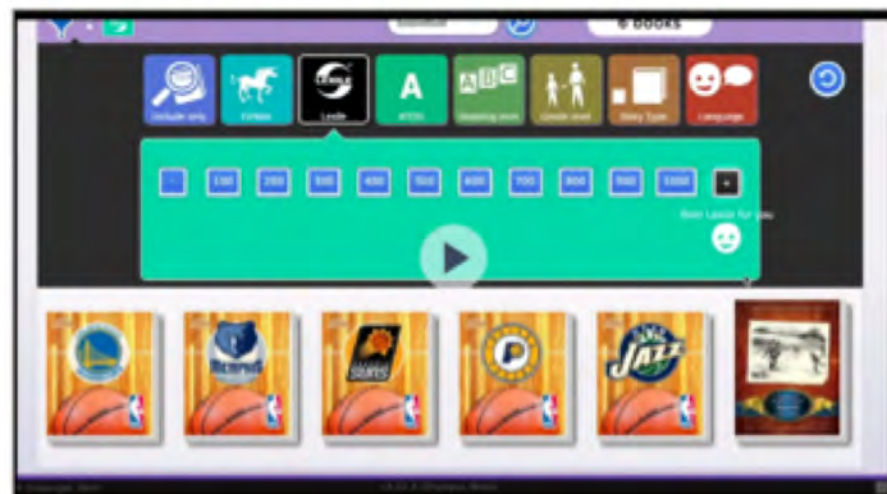
- myON is a **digital library** created for reading instruction in **preschool and elementary** classroom settings.
- Texts can be utilized by all staff including SISS staff, English Language (EL) teachers or Building Literacy Experts (BLEs) during **small group instruction and intervention**.
- myON provides **anytime access** to instructional texts, eliminating inequities based on the fundraising capacity of the community.
- myON gives teachers and students access to digital, leveled books to ensure our **robust reading instruction** continues whether we are virtual or face-to-face.
- myON's digital library can be read by an **unlimited number of students** at a time.

# Renaissance myOn Student View

## Pre-K through Grade 1



## Elementary Students



# Flexible Learning Paths

Our goal remains to provide flexible learning paths that best support our student and families.

We invite families to stay in close communication with teachers and administrators about their needs.

