

## **Fulton Academy of Virtual Excellence (FAVE)**

**Completed August 2022**

### **Background**

FAVE was designed for families of students in grades 3-11 that prefer remote learning as the permanent instructional model for their child(ren). Teachers and students work remotely, utilizing a mix of synchronous and asynchronous instruction to meet grade-level and graduation requirements. The COVID-19 Pandemic learning disruption demonstrated that many students learn successfully through remote learning due to its “anywhere/anytime” approach.

During the 2021-22 inaugural school year, FAVE served 1,118 students in grades 3 through 11. Over 60 teachers and an administrative team supported learners at all three school levels. Each level has an assistant principal and counselor, with instructional coaches supporting all three grade bands.

### **Evaluation Questions**

1. How is FAVE aligning with the National Standards for Quality (NSQ) Online Teaching and Programming during initial implementation?
2. Are FAVE teachers providing high-quality online instruction aligning with the Center for Excellence in Teaching (CET) Synchronous Online Standards during initial implementation?
3. How do the enrollment and attendance trends compare to FCS schools and other online programs?

### **Methodology and Data**

The Department of Program Evaluation used the following qualitative and quantitative data collection methods for this study:

- Observation of teacher instruction utilizing the Center for Excellence in Teaching’s Synchronous Online standards
- National Standards for Online (NSQ) Teaching online teacher self-assessment.
- National Standards for Online (NSQ) Programming administrator self-assessment
- Analysis of attendance and enrollment data for the 2021-22 school year

25% of staff were selected for observation using a randomization distribution code. Both teacher names and the content of videos were kept confidential from all stakeholders and owners. These teachers were asked to record a lesson of their choice that was no less than 30 minutes. District staff observed the instruction of these teachers utilizing the Center for Excellence in Teaching’s Synchronous Online standards.

75% of FAVE’s teachers completed the self-assessment survey, reporting on their application of the NSQ standards and elements.

The NSQ administrator self-assessment was completed by less than 10% of administrators, too small of a sample to utilize. This limited the opportunity to compare teacher and administrator NQS ratings.

Propensity score matching was used to create comparison groups. Students were matched based on their 2021 attendance rate, economically disadvantaged status, race, zone, and gender. The comparison groups were used to assess the difference in the attendance rate for FAVE students during the 2021 and 2022 school years.

## Findings

### Attendance and Enrollment

FAVE enrollment varies substantially from FCS enrollment for most racial and ethnic groups. The majority of FAVE’s student body is Black or African American, 23% more than all FCS. FAVE’s Asian population is similar to district enrollment at 14%. The Hispanic and White populations of FAVE are less than the district enrollment at 9% and 7%, respectively. FAVE serves a higher percentage of economically disadvantaged students as compared to the district.

**Figure 1: FAVE and FCS Demographics, 2021-22 School Year**

Student Group	FAVE	FCS
English Learner	4%	9%
Economically Disadvantaged	59%	44%
Students with Disabilities	9%	11%
TAG	14%	20%
African American	65%	42%
Asian	14%	12%
Hispanic	9%	16%
Multi Racial	4%	4%
White	7%	26%

FAVE student attendance rate improved by 8% from the 2020-21 to 2021-22 school year. The district attendance rate improved over the same years by 7%.

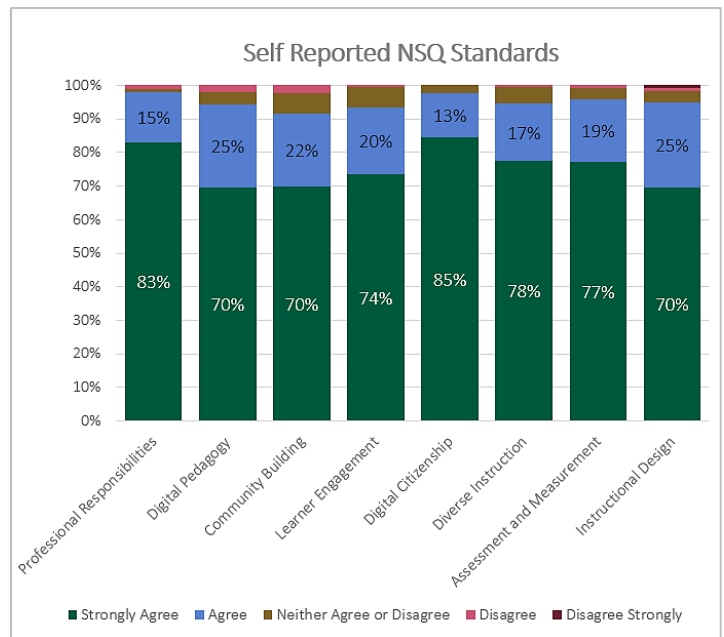
**Figure 2: FAVE and FCS Attendance Rate, 2020-21 and 2021-22 School Years**

	FAVE	FCS
2021-22	93%	92%
2020-21	85%	85%

### Teacher Self-Reported NSQ Standards

FAVE teachers felt most confident overall in professional responsibilities, learner engagement, and digital citizenship. Teachers were less sure when asked to explain their responsibilities in carrying out local or national laws or mandates related to accessibility.

**Figure 3: Self-Reported NSQ Standards**



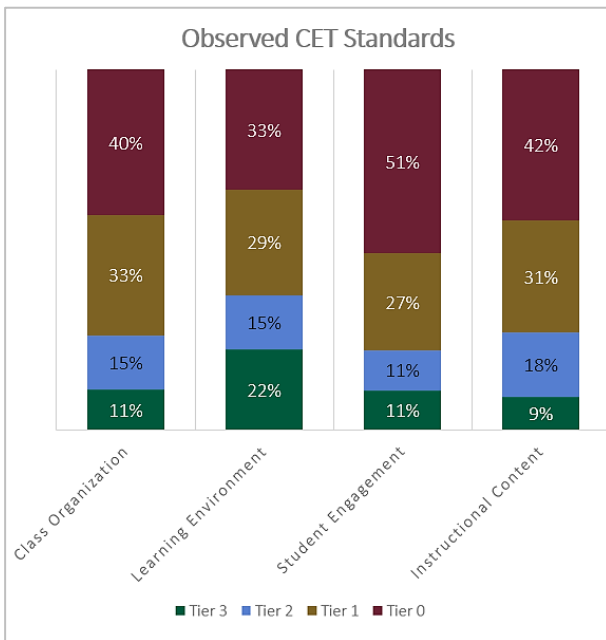
### Comparative Analysis of Self-Report and Observation

Comparing the self-assessment results (figure 3) to the observation data (figure 4), we found that teachers self-assessed higher than observed practice. 42% of instruction did not show evidence of the tiers of recommended teaching practices for online instruction.

A specific need was identified to improve in Diverse Instruction elements. While the average self-reporting was high in this area, the personalized learning subsection was consistently low. The National Standards for Quality Online Teaching define diverse instruction as personalized instruction based on the learner’s

diverse academic, social, and emotional needs. These materialize in observation through instructional planning, content engagement, and classroom climate building. These results are found in figure 4.

**Figure 4: Observed CET Standards**



## Limitations

Limitations should be considered when reviewing the results. The Administrator Self-Assessment was incomplete, so trends could not be captured.

## Considerations

This implementation evaluation resulted in several recommendations. In instructional design, it is suggested to incorporate additional digital learning resources that are subject-specific and developmentally appropriate.

The next consideration is increasing learner engagement by providing various feedback forms. This feedback can promote more learner-to-learner interaction to foster collaboration by

increasing the use of higher-order thinking skills such as analysis, synthesis, and evaluation.

Lastly, it is proposed to provide additional training to all staff to ensure accessibility for all students.

## References

National Standards for Quality Online Learning Rubrics

- [Online Teaching](#)
- [Online Programming](#)

University of Southern California Center for Excellence in Teaching (CET)

- [CET Synchronous Online Teaching Observation Checklist](#)