

Superintendent's Report

Remote Learning Field Test

Waivers for Seniors

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Attendance/Connection

Field Test

1. Opportunity for teachers who were willing and prepared to provide curriculum-based remote learning assignments before April 20.
2. Field test teachers and families provide feedback to inform our transition to graded, curriculum-based remote learning.

Teacher Feedback Areas	Family Feedback Areas
<ul style="list-style-type: none">• Student engagement and participation• Use of digital tools• Adjustments and accommodations for students with disabilities or who speak English as a second language• Assessment and grading• Overall feedback• Advice for teachers coming online this week	<ul style="list-style-type: none">• Overall satisfaction• Satisfaction with resources• Student time• Satisfaction with student time• Barriers to access• Success• Challenge• Grading

Field Test Survey: Staff

Approximately what percentage of the students in the class(es) you taught during the trial period participated (completed assignments, logged on to PowerSchool, sent you questions, etc)?

Answer	Responses	%
0 - 20%	5	6.33%
30 – 50 %	17	5.52%
60 - 80%	38	48.09%
90 – 100%	22	27.85 %
(Did not answer)	1	1.27%

What was the primary learning management tool you used to deliver lessons?

Answer	Responses	%
PowerSchool	41	51.90%
OneNote	28	35.44%
Email	3	3.8%
Teams	N/A	N/A

How effective was the primary learning management tool you used to deliver lesson? 0 = Not at all 5 Highly

Weighted Average: 4.04

Field Test Survey: Staff

What advice do you have as we formally begin curriculum-based remote learning on Monday, April 20?

Be flexible and give multiple options.
Use Class Notebook to distribute work and provide feedback. This is huge.
Try to use formats and systems you began during in person learning. Also, create videos with your own voice, and follow up with emails.
Other teachers have high concerns about grading expectations. So having a framework for grading before this rolls out would help ease some of those anxieties. For my part, I really hope students have the option to choose letter grades, but I work with AP students. I know a lot of my colleagues want only a P/N option. Our staff also talked about a way where we could build a list of students that are engaging and students who are not. I'm hoping there can be some manageable way (database?) where teachers could look up a student and see if they have engaged in any of their classes. We want to reach out to those who aren't getting involved, so we need a reasonable process for doing that.
1. Most of my high school students have waited until mid to late afternoon to begin schoolwork, so do not expect this age group to be very active overall before noon each day! 2. Anticipate grading taking longer than usual.
I want to have more opportunity to check in with students who may be struggling. I look forward to teams, polls and check in opportunities outside of e-mail.
Be as organized, clear and simple in all directions given to parents and students. Have a place where they can return and see (visual and written) steps if needed. Go slowly. Focus your first few days on reconnecting with them and give opportunities for them to connect with each other. Choose wisely what, and how much, you want to give feedback on. They need it, and you need to be able to do it without wearing yourself out :)
Patience, with yourself, with your students. After one week I will be emailing home all the students who haven't interacted at all to check in.
Record videos of yourself guiding students through the process you want them to learn. We recorded ourselves showing students exactly what their day to day would look like in math and science, as well as all of the resources they will use during the time period. This was the first day of instruction, they had to watch the video and it led to greater understanding and less confusion.
Communicate with the families often. Less is more. Don't try to teach too much all at once. I have developed lessons that were easily edited into two. Always edit. Elementary - simplicity in your directions. If you want the kiddo to sing the song - SING, will suffice.
encourage student/teachers/ to do a "practice" video chat i'm sure most of us don't really know what to expect when we use teams, but i plan on doing at least 3 or 4 practice runs on video chat, discussing norms, expectations, etc.
Pace yourself. I have five preps (Japanese 1-AP) and I concentrated on prepping one class per day for the following week.
Reaching back out to my non-responders in the middle of the week to check in on how they were, only indirectly asking them to complete their work, and instead focusing on how they were and checking in helped me reach more students (50% of those who hadn't yet done work responded and starting doing work).

Field Test Survey: Family

Please rate your child's overall experience with remote learning this week?
0 = Poor 5 = Excellent

Answer	Responses	%
0	46	3.14%
1	81	5.52%
2	167	11.38%
3	410	27.95%
4	557	37.97%
5	198	13.50%
(Did not answer)	8	0.55%

Weighted Score : 3.33

Please rate the quality of the learning resources provided to your child this week.
0 = Low 5 = High

Answer	Responses	%
0	25	1.70%
1	63	4.29%
2	134	9.13%
3	383	26.11%
4	538	36.67%
5	303	20.65%
(Did not answer)	21	1.43%

Weighted Score : 3.56

Field Test Survey: Family

How did you feel about the amount of learning that was provided this week?

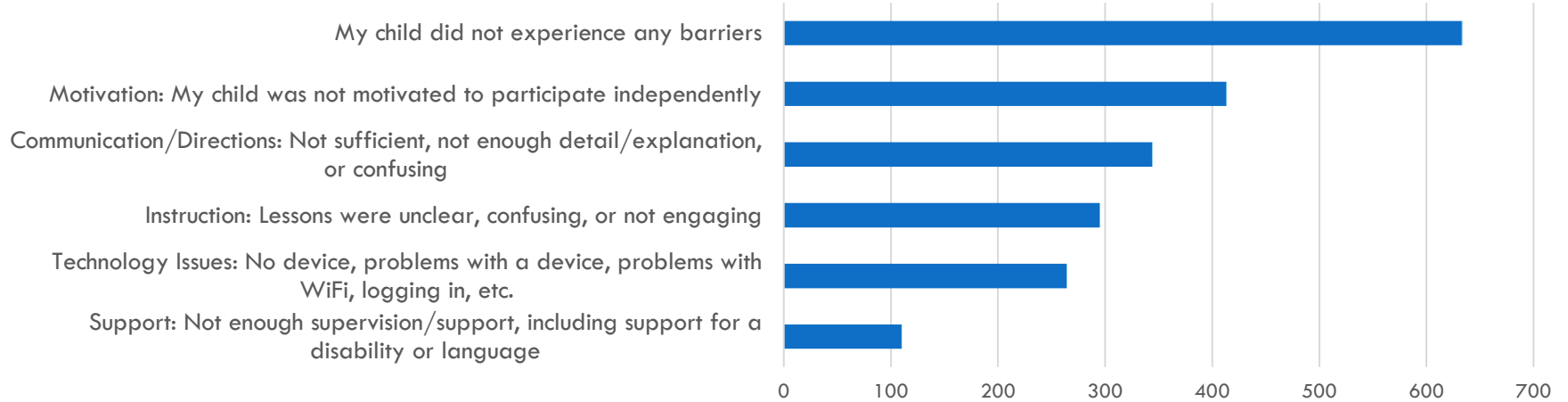
Answer	Responses	%
Not Enough	321	21.88%
Just Right	719	49.01%
Too Much	210	14.31%
Not Sure	209	14.25%
Did Not Answer	8	0.55%

How important is it for you and your child to have the option of requesting a letter grade on the transcript at the end of the semester if this option were available?

Answer	Responses	%
Very Important	431	29.38%
Somewhat Important	495	33.74%
Not At All Important	290	19.77%
Prefer Option Not Available	120	8.18%
Did Not Answer	88	6.00%

Field Test Survey: Family

What barriers did your child experience during remote learning this week?



Field Test Survey: Next Steps

- Advice from field test teachers provided directly to all teachers
- Surveys provide baseline information that we can use for comparison
 - Comparing remote learning with and without new tools such as Teams and updated guidance and direction
 - Monitoring teacher and family perception of student connection
 - Considering similar surveys in 2-3 week intervals
- Helping us to prioritize training and identify additional guidance needed
 - Strategies to improve student motivation and clarity of communication
 - Digital tools (additional training, alternative options)
 - Assessment and grading practices
- Identifying common barriers or challenges for teachers, students and families so that we can work to address these
- Identifying early successes so that these can be shared with teachers

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Waivers

State Board: Emergency Waivers

- Districts can apply for a waiver that gives individual students more flexibility in graduation requirements.
- High school seniors may have certain requirements waived if they are not able to earn credit.
- The limit on the number of credits waived is based on what a student was enrolled in or planning to reasonably complete by the end of the 2019-20 school year.
- May include core credit requirements.

State Board: Emergency Waivers

- District must make sure students who are given the waiver were on track to graduate this school year.
- Districts must make good faith effort to help students earn credit before applying for a waiver.
- Students and families must be made aware that earning credit is an option.
- Students and families should be made aware of post-secondary implications of waiving course requirements

Lake Washington: Elective Waiver

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- **Individual students may request to waive up to two (2) elective credits required for graduation, based on a student's circumstances.**
 - Circumstances could include homelessness, limited English proficiency, medical conditions, disabilities, inability to retake classes or enroll in remedial classes free of charge, **or other individual student circumstance** (e.g. emergency, natural disaster, trauma, personal or family crisis) that directly compromises a student's ability to learn.
 - Students granted a waiver under this subsection must earn the seventeen required subject credits.

Competency Credit

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WAC 180-51-050 requires local school boards to adopt an authorizing policy before districts can award competency/ mastery-based credit.

Lake Washington World Language Competency Credit (File 2410P Procedures for High School Graduation Requirements)

The district will award one (1) or more credits based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines as follows: Novice Mid – One (1) credit

- Novice High – Two (2) credits
- Intermediate Low – Three (3) credits
- Intermediate Mid – Four (4) credits

Competency Credit

The Washington School Directors' Associate (WSSDA) has developed model policies for competency credit.

Examples:

- Students who meet standard on Smarter Balanced Assessment earn credit for 9th or 10th grade math or ELA courses.
- Students who pass advanced coursework earn credit for prior courses that are part of a sequence (e.g. pass Algebra II, earn credit for Algebra I)

WSSDA recommends districts waive first reading and move to second reading and adoptions so that districts can award competency/master-based credit to this year's seniors.

Grading and Reporting

- At the elementary level teachers will be reporting which content areas have been taught and whether work has been submitted by students for these content areas.
- At the secondary level, teachers will assign and grade work.
 - We are awaiting guidance from the Office of Superintendent of Public Instruction about assigning Pass (P) / No Credit (N) grades at the semester, and the potential option for students to request a letter grade on their transcript at the end of the semester.
 - Secondary teachers will be providing more information about how work will be graded in their classes directly to students and families.

Attendance/Connection

- During the mandated school facility closure, schools are not required to take daily attendance.
- At the end of each week teachers will indicate in our Skyward attendance tracking system students who are not participating in remote learning or responding to communication.

- This information will be used to help us reach out to students and families who may need additional support.
- This information will not be included in students' official records or used for enrollment or penalties.

Take Daily Attendance - By Name

Take Attendance for **Tuesday, April 14, 2020**

[Alert Legend](#) | [Show Today's Attendance for All Periods](#) | [View Class Summary](#) | [Print Class Roster](#)
Sorted By First Name Ascending | [Return to default sort](#)

Alerts	Student Indicators	First Middle	Last Name	GR	Sch	Absent	Tardy	Present	No Contact	Absent Count	Tardy Count	Tue 4/14
				01	102					4	3	
				01	102					13	2	
				01	102					2	3	
				01	102						4	
				01	102					1		
				01	102					8	2	
				01	102					10	2	
				01	102					10	2	
				01	102					11		
				01	102					7		
				01	102					3	1	
				01	102					9	6	
				01	102					3	1	
				01	102					3	2	
				01	102					19	7	
				01	102					3	1	
				01	102					15	1	
				01	102					1	7	
				01	102						1	