Superintendent's Report

5/4/2020

High School Grading

Grading Process Timeline

April 6 – 10

- We convened a Secondary Grading Task Force which included Teachers, Building Administrators, Central Office Administrators, and LWEA President
  - Task Force identified criteria to evaluate grading options (e.g. equitable, keeps students on track for graduation, works with colleges and universities, attends to students' academic, social and emotional well-being, etc.)
  - Group made recommendation for Pass/No Pass grading model for grades 6-12 and provided initial guidance on grading
  - Group held on finalizing recommendation until OSPI guidance

April 20 - 24

- OSPI released guidance on grading (4/20) *and indicated further clarification would be coming*
- We reconvened Task Force to review guidance, update criteria to evaluate grading options, and plan for next steps
- We surveyed families and staff
- Task Force reviewed information from neighboring districts, and reviewed LWSD grading data

April 27 – May 1

- We surveyed students
- OSPI released clarification on guidance (4/29)
- The Secondary Grading Task Force used OSPI guidelines, evaluation critera, grading data, survey results, and information from neighboring districts to rank options
- High school principals reviewed information from Task Force and ranked options
- Superintendent's Cabinet reviewed information collected, Task Force and principal rankings, and consulted with Bellevue and Mercer Island to come to decision about grading

High School Grading: OSPI Direction

- Do no harm
  - *2nd semester grades cannot be lower than they were at the time of closure*
- Every student will get an opportunity to raise their grade with March 17 as baseline
- No student will receive a "pass," "fail," or no credit grade
- Every class taken during closure will have a COVID designator on the transcript
- All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.
- Teachers will assign grades or assign an "Incomplete" for students who cannot engage in an equitable way

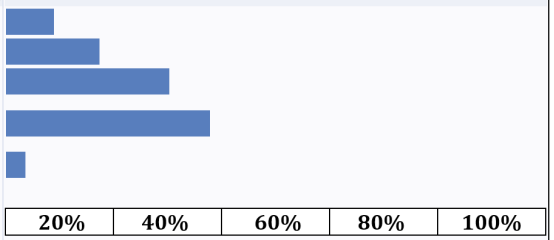
High School Grading: "Incompletes"

- An "Incomplete" communicates that the teacher was not able to determine proficiency of learning standards for the course, which could be attributed to a variety of reasons.
  - Students who cannot or do not engage in learning may be assigned an Incomplete
- In order to assign an Incomplete a teacher must be able to identify the specific standard(s) the student was unable to meet and the steps to demonstrate those standards.
- Students assigned and incomplete for a course will be given opportunities to reengage.
  - Summer School
  - Credit Recovery/Fuel Ed.
  - Competency
  - Independent Study
  - Re-take course/semester
  - Backfilling grades
- An "Incomplete" does not affect students GPA and can be replaced by subsequent grade.

Staff Survey Results: HS Grading

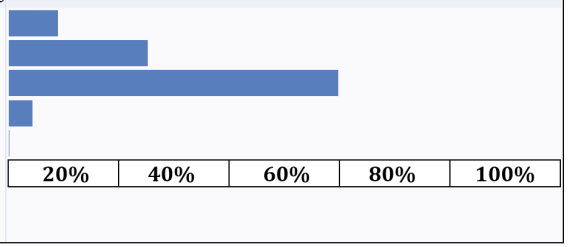
3. How helpful would it be for all your students to receive a grade of an A for the semester as long as they had a passing grade at the date of closure (March 13)?

Answer	Responses	Percentage
Very helpful	30	9.38%
Somewhat helpful	57	17.81%
Not at all helpful	98	30.63%
Prefer the option not be available at all	122	38.13%
Other (Please specify)	13	4.06%
Did not answer	0	0%
Total Responses	320	



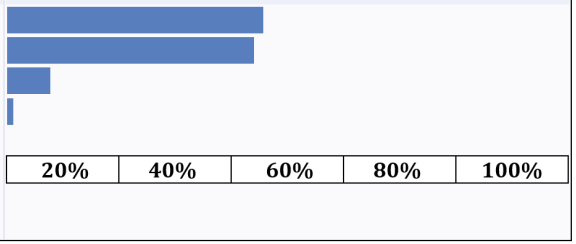
4. How likely is it that the majority of your students will participate in remote learning for the remainder of the year if they had a passing grade at the time of school closure (March 13), and this grade was converted into an A for the final semester grade?

Answer	Responses	Percentage
Very likely	30	9.38%
Somewhat likely	82	25.63%
Not at all likely	192	60.00%
Other (Please specify)	15	4.69%
Did not answer	1	0.31%
Total Responses	320	



5. How likely is it that the majority of your students would work to improve their grade if they had a B, C, D at the time of closure (March 13), and their grade cannot be lowered?

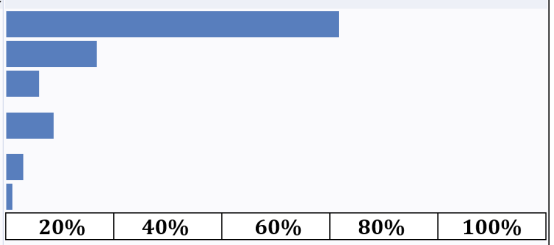
Answer	Responses	Percentage
Very likely	147	45.94%
Somewhat likely	142	44.38%
Not at all likely	26	8.13%
Other (Please specify)	5	1.56%
Did not answer	0	0%
Total Responses	320	



Parent Survey Results: HS Grading

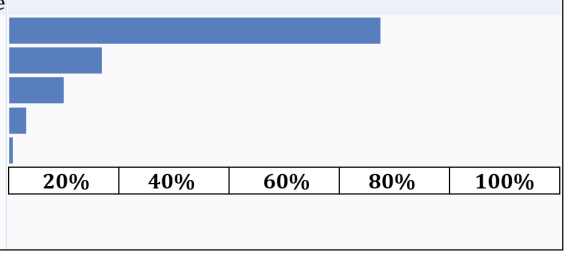
13. How helpful would it be for your child to receive a grade of an A for the semester as long as she/he had a passing grade at the date of closure (March 13)?

Answer	Responses	Percentage
Very helpful	920	61.91%
Somewhat helpful	255	17.16%
Not at all helpful	97	6.53%
Prefer the option not be available at all	137	9.22%
Other (Please specify)	54	3.63%
Did not answer	23	1.55%
Total Responses	1,486	



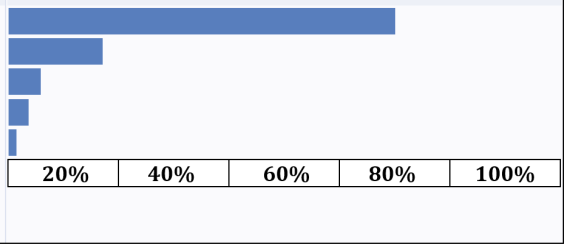
14. How likely is it that you child will participate in remote learning for the remainder of the year if she/he had a passing grade at the time of school closure (March 13), and this grade was converted into an A for the final semester grade?

Answer	Responses	Percentage
Very likely	1,005	67.63%
Somewhat likely	257	17.29%
Not at all likely	154	10.36%
Other (Please specify)	53	3.57%
Did not answer	17	1.14%
Total Responses	1,486	



15. How likely is it that your child will work to improve his or her grade if she/he had a B, C, D at the time of closure (March 13), and her/his grade cannot be lowered?

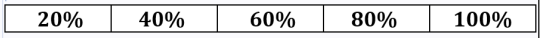
Answer	Responses	Percentage
Very likely	1,044	70.26%
Somewhat likely	259	17.43%
Not at all likely	94	6.33%
Other (Please specify)	61	4.10%
Did not answer	28	1.88%
Total Responses	1,486	



Student Survey Results: HS Grading

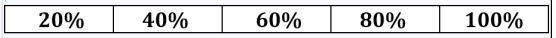
2. How helpful would it be for you to receive a grade of an A for the semester as long as you had a passing grade at the date of closure (March 13)?

Answer	Responses	Percentage
Very helpful	4,564	79.62%
Somewhat helpful	749	13.07%
Not at all helpful	177	3.09%
Prefer the option not be available at all	140	2.44%
Other (Please specify)	95	1.66%
Did not answer	7	0.12%
Total Responses	5,732	



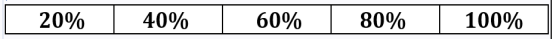
3. How likely are you to participate in remote learning for the remainder of the year if you had a passing grade at the time of school closure (March 13), and this grade was converted into an A for the final semester grade?

Answer	Responses	Percentage
Very likely	4,356	75.99%
Somewhat likely	982	17.13%
Not at all likely	297	5.18%
Other (Please specify)	75	1.31%
Did not answer	22	0.38%
Total Responses	5,732	



4. How likely is it that you would work to improve their grade if you had a B, C, D at the time of closure (March 13), and your grade cannot be lowered?

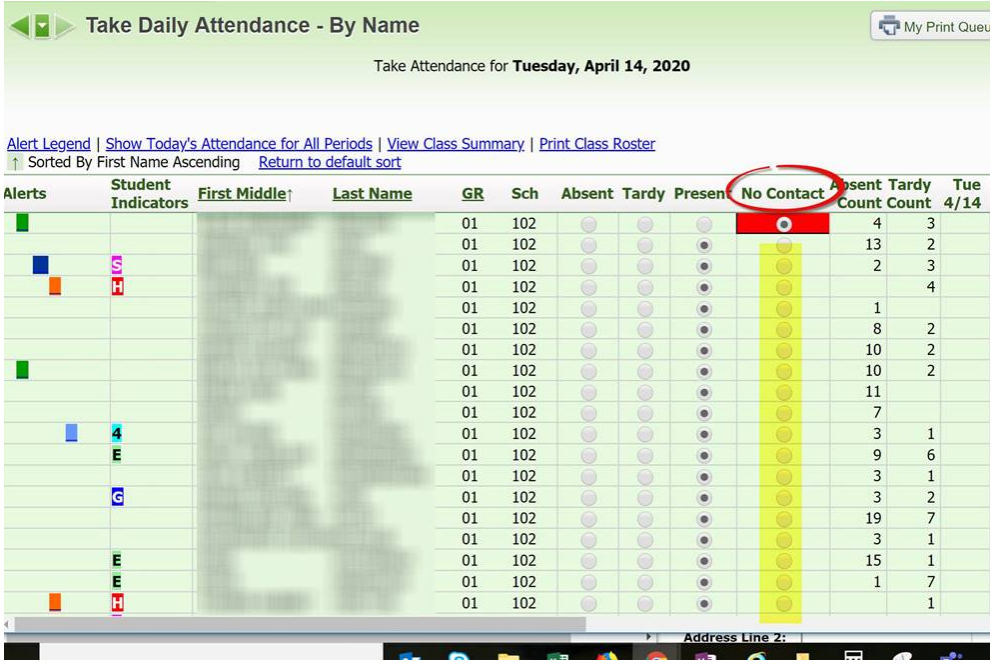
Answer	Responses	Percentage
Very likely	4,236	73.90%
Somewhat likely	1,018	17.76%
Not at all likely	336	5.86%
Other (Please specify)	105	1.83%
Did not answer	37	0.65%
Total Responses	5,732	



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.



Connections Data

High School Summary:

- 8% of students Grades 9-12 with at least three "no connections"

Demographics:

- 27% of students receiving FRL with at least three "no connections"
- 26% of Black/African American students with at least three "no connections"
- 19% of Hispanic/Latino students with at least three "no connections"
- 19% of students receiving Special Education services with at least three "no connections"

High School Grade Distribution

Semester 2 Grade Distribution, All LWSD Schools, 2018-19, All Courses

Grade	A	B+	B	B-	C+	C	C-	D+	D	F	N	P	S	W
9	55%	8%	9%	5%	3%	4%	3%	1%	3%	3%	1%	2%	1%	2%
10	51%	9%	10%	6%	4%	5%	3%	1%	3%	3%	0%	2%	1%	2%
11	50%	7%	9%	6%	4%	5%	3%	2%	4%	4%	1%	3%	1%	2%
12	47%	7%	9%	6%	4%	5%	3%	2%	4%	2%	1%	7%	2%	2%
Total	**51%**	**8%**	**9%**	**6%**	**3%**	**5%**	**3%**	**2%**	**3%**	**3%**	**0%**	**3%**	**1%**	**2%**

Source: CEDARS Student Grade History 2019. Filtered for: Course Year = 2019, Term = Sem2/S2, School Code is not 0/5958/9999.

T3 Grade Distribution, All LWSD Schools, 2019-20, All Courses

Grade	A	B+	B	B-	C+	C	C-	D+	D	F	N	P	S
Total	**55%**	**8%**	**9%**	**5%**	**3%**	**4%**	**2%**	**2%**	**3%**	**8%**	**1%**	**0%**	**0%**

Source: Skyward Data Mining, 2020. Schools EHS, JHS, LWHS, RHS, STEM, all courses with grade in T3.

Neighboring District Grading Systems

A, B, C, D, I
Chief Leschi
Enumclaw
Issaquah
Muckelshoot Tribal
Puyallup
Renton
Shoreline
Skykomish
Snoqualmie Valley
Steilacoom
University Place
Vashon
White River

A, B, C, I
Auburn
Bainbridge
Bethel
Eatonville
Federal Way
Franklin Pierce
Highline
Orting
Tukwila

A, B, I
Northshore
Peninsula

A, I
Bellevue
Mercer Island
Riverview
Seattle

Task Force Rankings

Day 1

	A/I	A, B/I	A, B, C/I	A, B, C, D/I
	4	3	1	2
	1	2	4	4
	2	1	4	3
	1	3	3	2
	4	2	1	3
	1	4	3	2
	1	2	3	4
	2	1	3	4
	2	1	3	4
	1	2	3	4
	1	2	3	4
	1	4	2	3
Total	21	27	33	39
Avg.	1.8	2.3	2.8	3.3
Median	1	2	3	3.5

Day 2

	A/I	A, B/I	A, B, C/I	A, B, C, D/I
	2	1	3	
	1	2	3	
	2	1	3	
	1	2	3	
	3	1	2	
	1	3	2	
	1	2	3	
	1	2	3	
	1	3	2	
	1	2	3	
Total	14	19	27	
Avg.	1.4	1.9	2.7	
Median	1	2	3	

Task Force included 4 Teachers, 4 Building Administrators, 4 Central Office Administrators, LWEA President

High School Principal Rankings

	A/I	A, B/I	A, B, C/I	A, B, C, D/I
	1	2	3	4
	1	2	3	4
	3	2	1	4
	2	1	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
Total	10	13	19	28
Avg.	1.4	1.9	2.7	4.0
Median	1	2	3	4

Student Comments

- *I feel like this is very hard to learn from teachers remotely. I have attended office hours and gotten help from classmates but I still am confused on some work. I would not want to be penalized for these conditions because I am a hard working student who usually ends up with A's or B's. I feel like the benefit of giving out A's is greater than the risk of some students not working during this time knowing that they are going to get an A. If they end up with A's for one semester and that isn't really what they can do the other semesters they are in high will show colleges that. I am stressed out thinking that this situation will cause my college transcript to not look as strong as it could have without these circumstances because I am trying.*

- *Just that this situation we're in qualifies as a traumatic experience, which I'm sure most people know, but it really affects people's mental health and, especially for people who are neurodivergent and have a hard time with self-discipline, or people who just have a hard time staying motivated, this may be a time where it's just really difficult to get schoolwork done which may cause a lot of stress and anxiety which we don't need, especially now.*

Student Comments

- *As a student, I have had to deal with the lack of motivation and structure that I would typically have during school and now I'm getting behind in all of my work. This is not the typical student that I am, I have done very well in school and will also be going to a very good university, but remote learning is not working for myself, and my peers. Remote learning should not be included in the grading because it does in no way accurately reflect the learning and knowledge that a student would typically have during normal school operations.*

- *I am incredibly stressed trying to learn the subject matter on my own time. I am very concerned about meeting my future university's grading policy, which states I cannot receive a C or below in any of my classes. There were multiple assignments I didn't have time to make up prior to closures and now my college acceptance is being threatened unless I bring these grades up but it is incredibly challenging with the limited number of points being entered in the gradebook. An A for a passing grade would mean a world of difference to me and ensure that my acceptance is not rescinded from university.*

Student Comments

- *I had my senior year taken away. There are countless experiences and time with friends that I can't get back. Forcing me to complete school "as normal" when it is as far from as can be is just insult to injury. I know there is no right way to move forward, but forcing me to fight for mere percents to get a specific grade just seems unnecessarily harsh. Online school is incredibly difficult and motivation is so hard to find in this time. I just learned that my goal of 13 years to walk across the stage was taken away. I worked so hard for 3.5 years at Redmond, passing every class to graduate and now I can't.*

- *I have responsibilities with my family now that I did not have before the closure. For example I am taking care of my 1 year old brother from 8-7 on all weekdays. That is among other things such as cooking meals and running crucial errands. This seriously limits my schedule and prevents me from dedicating as much time to schoolwork as required.*