Distance Learning Update

Successes

- 100% of faculty academy-wide have continued to meet expectations for distance learning including: expectations for uploading content to Google Classroom/Canvas, submitting learning materials for paper packets on time, and updating the distance learning tracker as agreed upon.
- Teachers have shared that communication amongst grade levels and content teams continues to be stronger than ever.
- Teachers are excited to use the camera feature on Zoom!

Challenges

- Chromebooks are experiencing glitches, causing students to miss work.
- Calls home for students have felt overwhelming for some teachers—grade level teams, content teams, advisors, and leaders have reached out to share the same information.
- Uneven participation in courses continues to shed light on the perceived importance of some courses over others.
- Seniors are communicating to trusted adults in the upper school that they are experiencing a high sense of loss, and currently find it difficult to complete their work.
- We still have some students in both the middle and upper school who lack access to reliable internet, and are therefore completing work via paper packets.

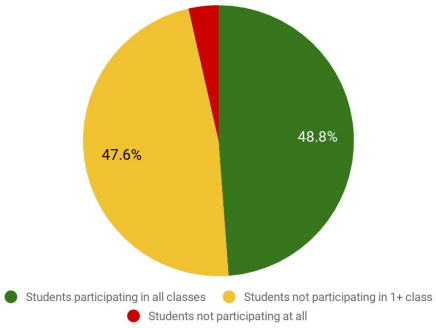
Next Steps

- The middle school Deans and upper school COST team have a plan to support parent communication and our critical needs students who have not yet submitted any work remotely.
- IT has created a plan to provide curbside chromebook support!
- DCI's will continue monitoring distance learning data to ensure it is sustainable, engaging, and equitable for all students and adults involved.

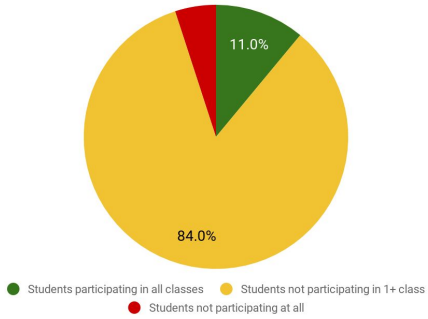
Data Analysis

While we have a high level of engagement from students who are logging in, asking teachers questions and participating in office hours, we are defining participation through assignment submission. We celebrate strong study and communication skills and we have high standards for our students! We want to see students turning in work to receive authentic feedback that promotes grade-level growth! The charts below reflect the percentage of students who are actively participating in all of their classes, those who are not participating in one or more of their classes, and those who are not participating at all...yet! It is also important to note that the below charts reflect data for the 3rd week of Distance Learning.

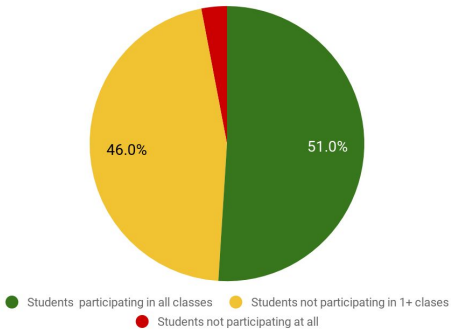
5th Grade Participation in Distance Learning Week 3



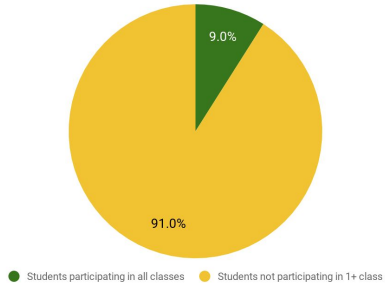
6th Grade Distance Learning Participation- 3/18 and 3/10



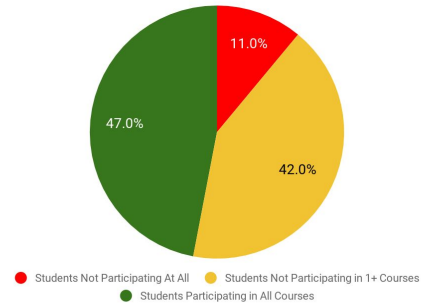
7th Graders Distance Learning Participation 3/18 and 3/19



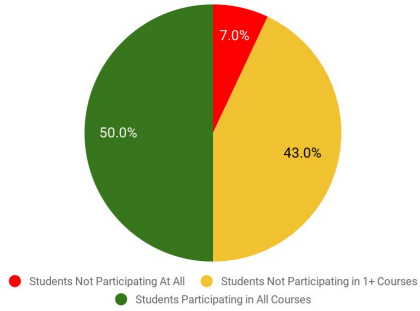
8th Grader Distance Learning Participation 3/18 and 3/19



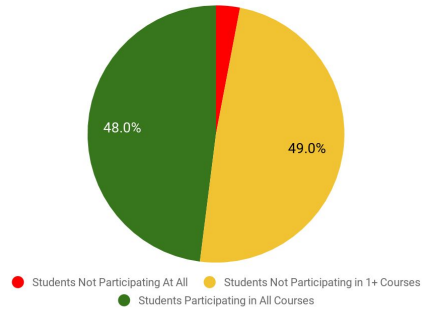
9th Grade Distance Learning Participation-Week 3



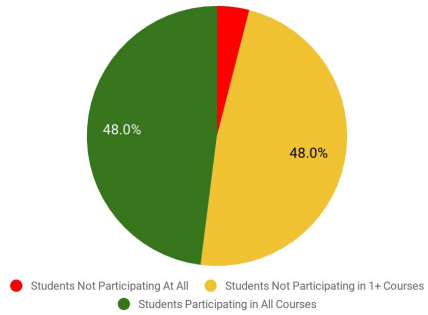
10th Grade Distance Learning Participation-Week 3



11th Grade Distance Learning Participation-Week 3



12th Grade Distance Learning Participation-Week 3



Distance Learning Grading Practices and Impact on GPAs

Grading Structure

For this semester only, we are merging quarter 3 and quarter 4 to create one semester grade

- In removing the separate Q3 and Q4 calculations, we can ensure equity in grading given the school closure and maintain appropriate reporting on transcripts
- Quarter 3 grades will now span January 4, 2020-June 4, 2020
- **For Grades 5-6:** Semester Two grading will be determined by a 100% Q3 calculation versus our general approach of 50% Q3 + 50% Q4
- **Grades 7-12:** Semester Two grading will be determined by 90% Q3 calculation + 10% final exam calculation

Grading Practices and Guidance

- Teachers are asked to input weekly grades on Monday. Gradebooks are audited for efficacy on Wednesdays.
- Teachers are asked to be flexible with deadlines and late work grading practices.
- Teachers are asked to focus on providing feedback to students. Students are encouraged to re-do and makeup work in accordance with feedback received.

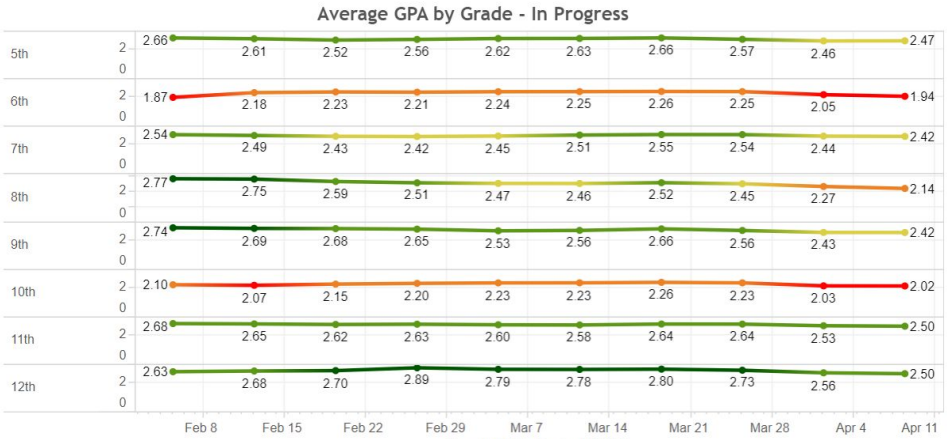
GPA Data Overview

Below you will find charts that map GPAs weekly. Distance learning officially began on March 18th. This means that any GPAs after March 23rd reflect learning from distance learning. The first chart represents Wave averages, the second chart reflects English Learner averages and the third chart represents African-American student averages.

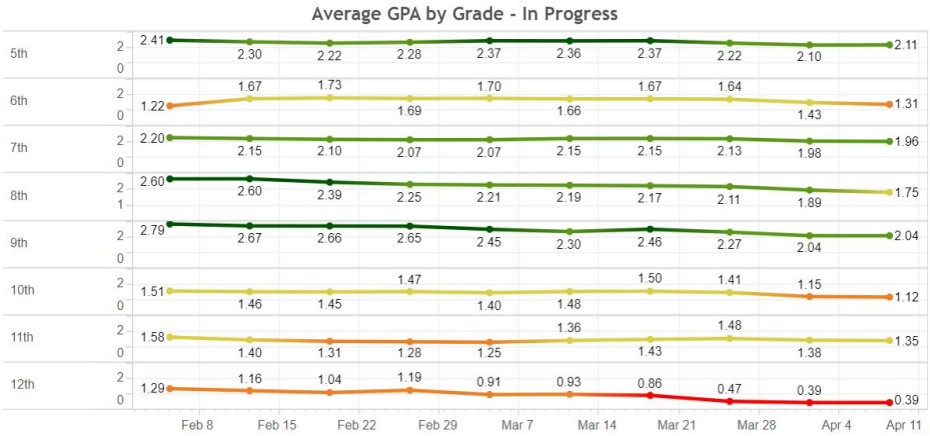
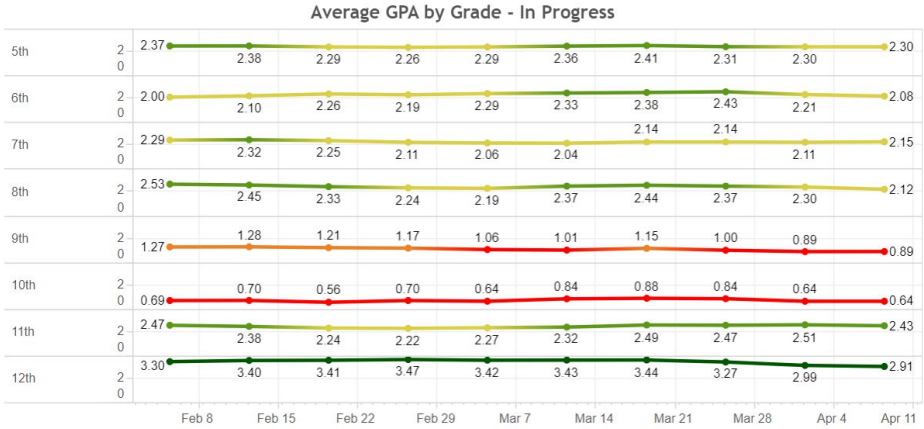
GPA Takeaways

- GPAs fluctuate regularly when we are on campus and that trend is consistent while engaging in distance learning.
- The waves with the highest GPAs also have the highest level of participation in distance learning.
- When triangulating these trends with our learning trackers, we can assume that some classes with lower participation rates are bringing down overall GPAs.
- The discrepancy we see in English Learner GPAs compared to that of their Wave average in Distance Learning is consistent with that of in-class instruction.
- There is a discrepancy in GPAs of African-American students compared to that of their Wave average in some grade levels. This trend is consistent with that of in-class instruction.

Whole School



English Learners



African American