

Throughout this process, we have tried to balance academic progress with student wellness. In person, students had 230 minutes of synchronous instructional time per week for each class. In this remote setting, synchronous instructional time has decreased by about 50 percent, so 120 minutes of synchronous instructional time per week for each class. We have moved a lot of the learning to asynchronous, but this has limited some academic progress. Furthermore, we know that some students continue to deal with other factors that interfere with success in school, many of which have been exacerbated by the remote setting.

Equitable

In October 2020, we had approximately 1000 failing grades at Eastlake (approximately 8 percent of all grades). For comparison, in October of 2019, Fs accounted for approximately 3 percent of all grades, so initially the remote setting increased the number of Fs almost threefold. As students and staff adjusted to this new normal, and some of the strategies we implemented to support students unfolded, this number decreased by about 40 percent in the subsequent months.

We had three main strategies for increasing student success. First, given the situation, it is not feasible to cover the same content or hold students accountable to the same expectations as in the past. Therefore, teachers worked in teams to reassess the breadth and depth of the curriculum. Second, we have continued our professional learning on equitable and effective grading practices that align with research. Third, we have worked to create more coordinated, systematic approaches to how we intervene with struggling students.

At the end of the Semester 1 2021, 3.3 percent of all grades were an N (replaced F). In comparison, at the end of Semester 1 2020, 1.2 percent of all grades were an F. Although it was higher than last year, it was much lower than at the beginning of the semester. On the flip side, many of the adjustments teachers made resulted in a higher percentage of As. At the end of Semester 1 2021, 65.8 percent of all grades were an A, as opposed to 58.9 percent at the end of Semester 1 in 2020.

Throughout the semester, we disaggregated grade data by various demographics. Like most places across the United States, Eastlake continues to have an Achievement Gap within certain demographics and transitioning to a remote setting has exacerbated this achievement gap. However, we remain committed to making sure we do not leave students behind in this remote setting.

This week we invited 187 students to Eastlake on Wednesday for a structured work environment in the morning and academic support from Eastlake teachers in the afternoon.

Impersonal

Eastlake is about so much more than academics, and we know that this remote setting has limited our ability to support the social and emotional growth of our students.

However, during second semester, we have taken steps to make remote learning more personal. Microsoft now has reliable breakout rooms that provide a platform for students to work together

and learn from each other. This has helped because we know learning is social. We also know that talking to their classmates is good for their well-being. We will continue with our Cameras on Campaign, Wolf Time Socials as well as the Flashback Fridays. Hopefully we will soon allow our Clubs back on campus as well.

As the semester unfolds, we will continue to look for more opportunities to fill this gap in student's lives.