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CUSD220

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From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: January 2021 Board Report

Schoology Implementation

Our implementation of the Schoology learning management system has begun. After making the selection to move forward with Schoology, our original plan was to begin rolling it out to teachers and students starting in March 2020. That was, of course, was paused when we shifted to remote learning on March 13, and we decided to hold off on new implementations while we navigated the fall semester. We revised our implementation plan in the final weeks of the fall semester and have begun the pilot in the past week.

Implementation will occur in three broad phases. At first, a pilot group in each building will complete the onboard training and begin to use the system. This will allow us to test the training modules and make tweaks before the full group of teachers start the training. The bulk of our teachers will start working in the system in the second phase, starting in the middle of February. These teachers should be fully onboarded by spring break at the end of March. For teachers who wish to have live training or who have difficulty navigating the system independently, we will conduct some synchronous training in April and May during the third phrase after spring break. We will conduct this training in repeated cycles to allow for smaller groups. If possible, we will hold these sessions in person, but that will depend on vaccination rates as well as local health department rules.

This implementation plan allows us to make mid-course corrections in the training modules, allows for most teachers to be able to complete the training independently at their own pace, and also ensures that struggling teachers have opportunities for reinforcement or direct instruction in how to use the tool. While we always know that changes may need to be made, we feel that this is the best possible plan moving forward.

As a visual, the following calendar lays out the general flow of the training to take place this spring:

	January				Febrary				March					April				May		
	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19
Pilot Group	KICKOFF	Complete self-directed training / Try Schoology			Meet / Tweak Self-Directed Training		Finalize Performance Task		Prepare for Live Training				Spring Break	Lead Live Training						
Self-Directed Learners							Complete self-directed training / Try Schoology					Performance Task	Spring Break	Participate in Live Training						
Late Adopters													Spring Break	Participate in Live Training						

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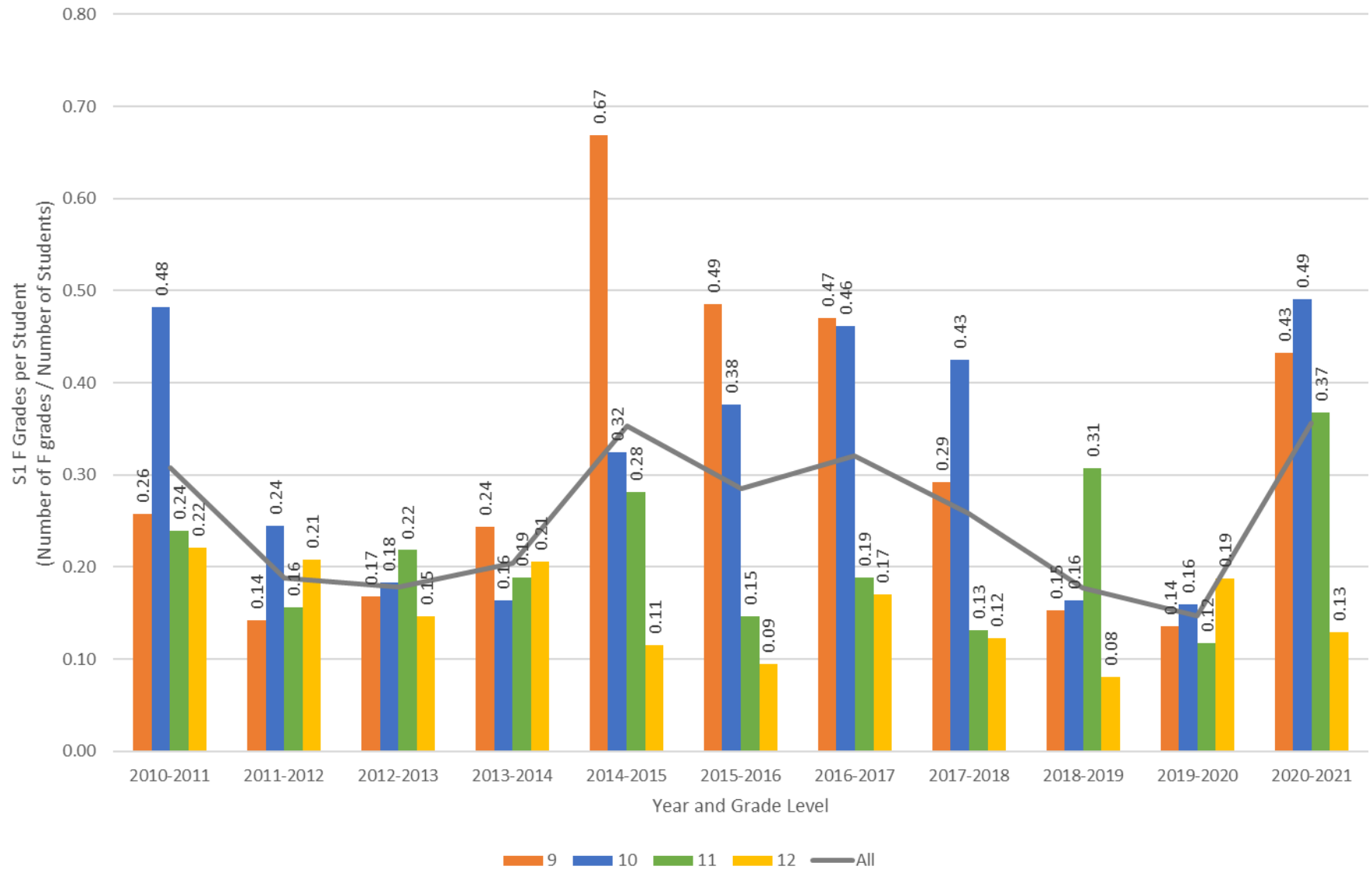
Failure Rates

One of the concerns we have about student performance during the COVID-19 pandemic is the number of failing grades students are receiving. With students in and out of quarantine, some students struggling to engage in school from home, and the general anxiety surrounding the health emergency, it has been difficult for some students to complete work and demonstrate mastery of learning standards.

Until we closed gradebooks in January, it has been difficult to assess the full depth and breadth of the failures. Now that the first semester is completed, we can plot the failure rate per student against other years for comparison. The metric of F grades per student was chosen to account for the overall decline in school enrollment over the past decade. That graph follows.

The overall F rate is represented by the thin gray line. Each grade level is a different color in the bar area. Something to note immediately is just how low the failure rate has been in recent years. Since the 2014-2015 school year, there has been a steady decline in the number of Fs per student. This is a result of concerted intervention effort to help students stay on track to graduate in four years. For several years, this metric was a key part of our school improvement plan. In particular, we tracked the F grades for freshmen in an effort to help students start high school on the right path.

Between the 2019-2020 and 2020-2021 school years, the rate more than doubled. The students in grades 9 through 11 entirely accounted for the increase, as grade 12 students did not see a jump in rate during this fall semester. The reasons for this increase are many, but we are focused on intervention rather than simple explanation. Specifically, opportunities for credit recovery must be plentiful in the months and years ahead. This likely means skill remediation, online course work, summer school, and any other models we can identify and implement. This may take a combination of stimulus money and regular district resources to ensure that our graduation rate does not plummet in the wake of the pandemic.

Oregon High School
Semester 1 F Grades per Student
by Year and Grade Level

S1 F Grades per Student
(Number of F grades / Number of Students)

Year and Grade Level	9	10	11	12
2010-2011	0.26	0.48	0.24	0.22
2011-2012	0.14	0.24	0.16	0.21
2012-2013	0.17	0.18	0.22	0.15
2013-2014	0.24	0.16	0.19	0.21
2014-2015	0.67	0.32	0.28	0.11
2015-2016	0.49	0.38	0.15	0.09
2016-2017	0.47	0.46	0.19	0.17
2017-2018	0.29	0.43	0.13	0.12
2018-2019	0.15	0.16	0.31	0.08
2019-2020	0.14	0.16	0.12	0.19
2020-2021	0.43	0.49	0.37	0.13

Legend: 9, 10, 11, 12, All

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220