

Update on AUSD's Remote Learning Program

Sara Stone, Chief Academic Officer
January 26, 2021

Presentation Goals

- Review Secondary transfers from Remote to Flex in Semester 2
- Review process we are using in the Remote program to support Secondary students to make progress on course requirements
- Review how we will continue to support students with IEPs
- Share progress in the Elementary Remote program refinement and next steps

Remote to Flex Transfer Request Update: Secondary

- The Remote Program serves a total of 370 Secondary students (187 in 6-8, 183 in 9-12).
- 82 students requested a transfer from the Remote Program to the Flex Program.
- Master Scheduling for students who have requested transfers was completed and shared with students/families the week of December 17th.
- 68 of the 82 students that requested the transfer accepted a spot back in Flex.

Grade	Number of Transfers Requested	Number of Students Moving to Flex
Gr. 6	13	9
Gr. 7	20	20
Gr. 8	17	14
Gr. 9	9	8
Gr. 10	14	12
Gr. 11	2	2
Gr. 12	7	4
TOTAL	82	68

Remote Course Completion and Grades

Courses in Grades 6-8

Percentage of Activities Completed in Course	Courses	Percentage of Courses
<60%	120	13%
60-69%	33	4%
70-79%	53	6%
80-89%	43	5%
90-100%	681	73%
Grand Total	930	100%

- 187 students in grades 6-8 enrolled in ~5 courses (2 semesters for some courses) totalling 930 courses
- 120 (~13%) courses have <60% completion of activities in the course
- 681 (~73%) courses have 90-100% completion of activities in the course

Remote Course Completion and Grades

Courses in Grades 9-12

Percentage of Activities Completed in Course	Courses	Percentage of Courses
<60%	236	23%
60-69%	33	3%
70-79%	47	5%
80-89%	55	5%
90-100%	648	64%
Grand Total	1019	100%

- 182 students in grades 9-12 enrolled in ~5+ courses (2 semesters for some courses) totalling 1019 courses
- 236 (~23%) courses have <60% completion of activities in the course
- 648 (~64%) courses have 90-100% completion of activities in the course

Supporting Student Needs

- Based on review of data, including Edmentum course completion, Individual plans are being created by Learning Coordinators for each student in collaboration with the students and parents
- Students who have not completed course work will have 6 weeks past the end of the Semester to complete their courses per Secondary Grading policy:
 - Student progress will be monitored by Learning Coordinator
 - Students and LC will meet weekly
 - LC, Parent, and Student will meet at the 3rd and 6th week
- Continued access during Semester 2, parents have access to Students' progress via SENSEI to monitor student progress
- Quarter reports will be shared with parents and updates will be made to Individual plans for students

Supporting the Needs of Students with IEPs

Elementary Remote Program Class Enrollment:

- Mild/Moderate Class #1: 12 students
- Mild/Moderate Class #2: 18 students
- Moderate/Severe Class #1: 6 students
- Moderate/Severe Class #2: 3 students (2 pending)

Secondary Remote Program Class Enrollment:

- Mild/Moderate Class #1: 22 students
- Mild/Moderate Class #2: 19 students
- Moderate/Severe: 6 students

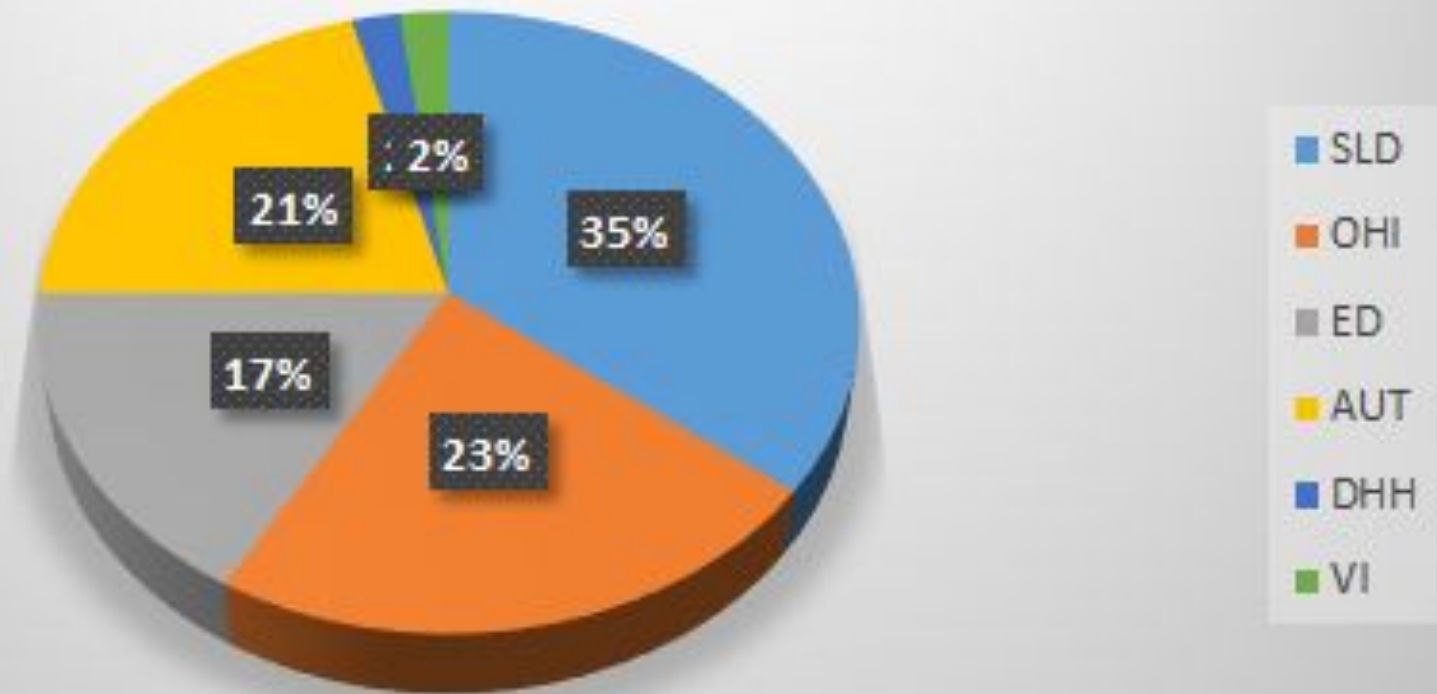
TOTAL Learners with IEPs: 86

Related Services Support Staff

- 1 Education Specialist, 1.5 days school psychologist and 1 to 2 paraprofessionals per class
- Speech and Language Pathologists, Adapted PE Teacher, Physical Therapists, Augmentative and Alternative Communication Specialist; School; Itinerant Teacher for VI

Supporting the Needs of Students with IEPs, *cont...*

Secondary Remote Program Eligibilities



Supporting the Needs of Students with IEPs, *cont...*

Education Specialists support students with IEPs and contingency “IAPs” in the following ways:

- Co-teach general education classes with Learning Coordinators (LCs).
- Hold “office hours” for additional support.
- Provide small group and individualized support as needed.
- Guide LCs in the application of accommodations and modifications.
- Consult with related service providers who may also join sessions in addition to pull-aside service delivery.
- Guide Paraprofessional support.
- Involve students in the IEP process to teach self-advocacy skills. (“Student Focused” IEPs)
- Alternative curriculum offered to some students.
- Regular Special Education Department meetings to review student progress.

Supporting the Needs of Students with IEPs, *cont...*

Education Specialists shared the benefits they see for online learning for some IEP learners:

- Fewer distractions
- Can “hone in” on skills as needs are quickly obvious
- Flexed schedules are helpful for many
- More comfortable for those with social anxiety
- Better connections with families since family members join sessions
- More student involvement in IEPs

Supporting the Needs of Students with IEPs, *cont...*

Observations and data regarding student needs for Secondary:

- *Edmentum* is more challenging for some IEP learners
- Some secondary Remote Learners did not meet standards for SBAC; hence, a more difficult curriculum is challenging:
 - 68% did not meet for ELA
 - 70% did not meet for Math
- 5 of 44 students have 10 or more absences
- 7 of 44 students also have EL needs (1 beginning language)
- 34* of 44 students in secondary need the accommodation of more time and may need more support to complete coursework

*Due to change in curriculum, the course began a month late compared to peers in the flexible program.

Supporting the Needs of Students with IEPs, *cont...*

Proposal to Support Completion of 1st Semester:

- Hold IEP meetings to consider curricular modifications when appropriate.
- Continue to offer small group to individualized supplemental support with regular conferences on students' progress.
- All students who did not finish a course will receive a grade of Incomplete and 6 additional weeks to complete a course.
- Case managers will work with each student and the team to determine if additional time beyond that is necessary.
- Consider an alternate curriculum or resource class for some students.
- Engage students more intensively in transition planning.

Proposal to Support IEP Learners for 2nd Semester:

- Consider alternate curriculum and/or modifications as needed.
- Monitor progress regularly and apply supplemental support when needed.
- Social Skills and Executive Functioning instruction

Elementary Remote Program Refinement

- Increased direct instruction for students on grade level content/standards.
- Using multiple online and paper work packets options to support instruction
- Learning Coordinators are using small group time to do direct teaching first followed by Asynchronous courseware for learning practice.
- Learning Coordinators are meeting with students in small groups to support interventions and acceleration.

Next Steps

- 3-5 and 6-12 student surveys for feedback on program changes (February 8-12)
- TK-2 parent surveys for feedback on program changes (February 22-25)- time needed to translate
- Review survey feedback with remote and district staff (February 22- March 4)
- Staff will use feedback to further refine the program for students
- Share data with board March 23

Update on AUSD's Remote Learning Program

Board Discussion