ACSI COVID-19 TOWN HALL MAY 13, 2020
Mission Possible: Assessing COVID Academic Slide for Student Success

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VERITAS SNAPSHOT
● K-8 School
● 140 Students
● Massachusetts/Boston-based - academically rigorous region of country
● Semi-Classical - Spanish, Latin, leveled Math - Geometry & Algebra I in 8th grade
● Online Learning via Google Classroom/Zoom (some faculty used other tools as well)

TOOLS USED TO MEASURE EFFECTIVENESS OF ONLINE LEARNING
● Family Surveys - almost weekly - 55-65% response rate
● Faculty Communication
  ○ Survey - 100% response Google Classroom owners
  ○ Weekly Staff Meetings, Department Meetings, Emails
● Student Assessments/Grades continued to monitor Learning

FIRST 3 WEEKS ONLINE - ANTICIPATING RETURN TO SCHOOL - ASYNCHRONOUS
● Goals: Temporary, Continuity, Bridging gap until return to school
● Fast (5 day) start
● Core classes only
● Get lessons out there / Get work back
● Eliminate Standardized testing to make room for curriculum

SECOND 3 WEEKS - DIGGING IN TO ONLINE: ASYNCHRONOUS/SYNCHRONOUS
● Goals: Sustained teaching, Better Feedback, Ensuring Learning is Happening
● Established Routine of Remote Learning
● Added Synchronous Instruction
● Monitored student feedback more closely - difficulty of accurate information
● Tutoring for students on IEP’s.
● Reconsidered standardized testing
KEY Question became - “Cloud to Cloud” - HOW ARE THEY DOING?

- Some cheating obvious, some suspected
- Some obvious parent help
- Online format may skew results - too much guessing
- Work sometimes not turned in - we don’t know what they know
- Some teachers conducted very few assessments

Faculty Survey  4/28/20

4/28/20 Do you feel student progress as a whole is on par with what you saw before the remote learning program?

- Yes, definitely
- Yes, for the most part
- No, it is a little weaker
- No, it is much weaker

4/28/20 Based on the work students are submitting, how many students in your class do you currently feel at risk of not completing the year properly?

- 0%
- Up to 15%
- Up to 25%
- Math Assessments Q3 & Q4 - Math results before and after Social Distancing show some weakening/excessive parent help

<table>
<thead>
<tr>
<th>NAME</th>
<th>1st Grade Math (Q3 - Before Coronavirus)</th>
<th>1st Grade Math (Q4 - Online Assessments)</th>
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<th>1st Grade Math (Q3 - Before Coronavirus)</th>
<th>1st Grade Math (Q4 - Online Assessments)</th>
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- PDF printed out, problems worked out, work reloaded

**CURRENT PHASE - FINISH WELL/ SOLIDLY ASSESS STATE OF LEARNING**

- Support as much as possible to finish well:
  - Increased Synchronous Instruction
  - Added college-age tutors to catch 2nd tier of struggling students (non-IEP)

- Assess State of Learning after switch to remote instruction:
  Where are classes in their learning?
  - Current Assessments only give us partial information
  - Standardized testing planned for Sept 2020, aligned with Spring norms
    - allows Independent, verifiable results which align with previous tests
allow teachers/administration to get a snapshot of where we are

Caveats:
- Fall rather than Spring may mean some variability
- If remote/online, may include some inaccuracies

SUMMER/FALL PLAN - RETURN TO SCHOOL

- **Summer Work**
  - Summer work a normal part of Veritas requirements
  - Focus/Mandate certain requirements
  - Add tutoring as needed

- **Standardized Testing first 2 weeks of school with evaluation done by 9/30/20**
  - Plan follow up class-by-class - curricular changes
  - Follow up student-by-student - small group support/tutoring

- **Within Massachusetts guidelines make a Fall plan - in person, virtual or hybrid which**
  - maximizes regular student/teacher/family interaction and feedback
  - refines methodologies to measure and monitor learning.