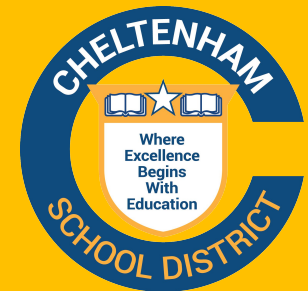


Next Steps

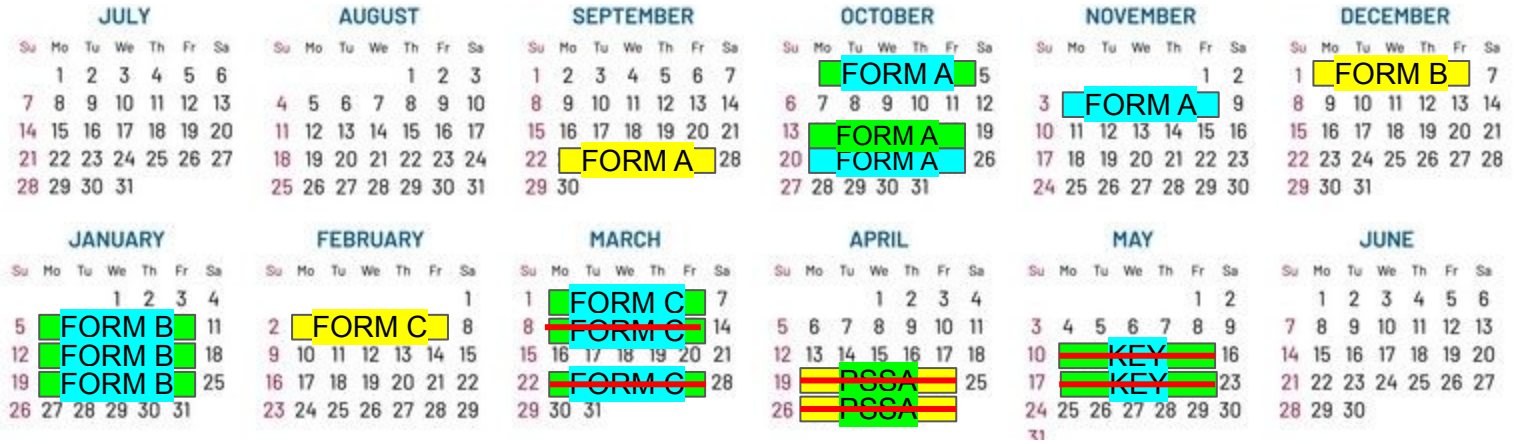
School Closing and School Opening in the Pandemic



Data Collection

Data Collection Summary

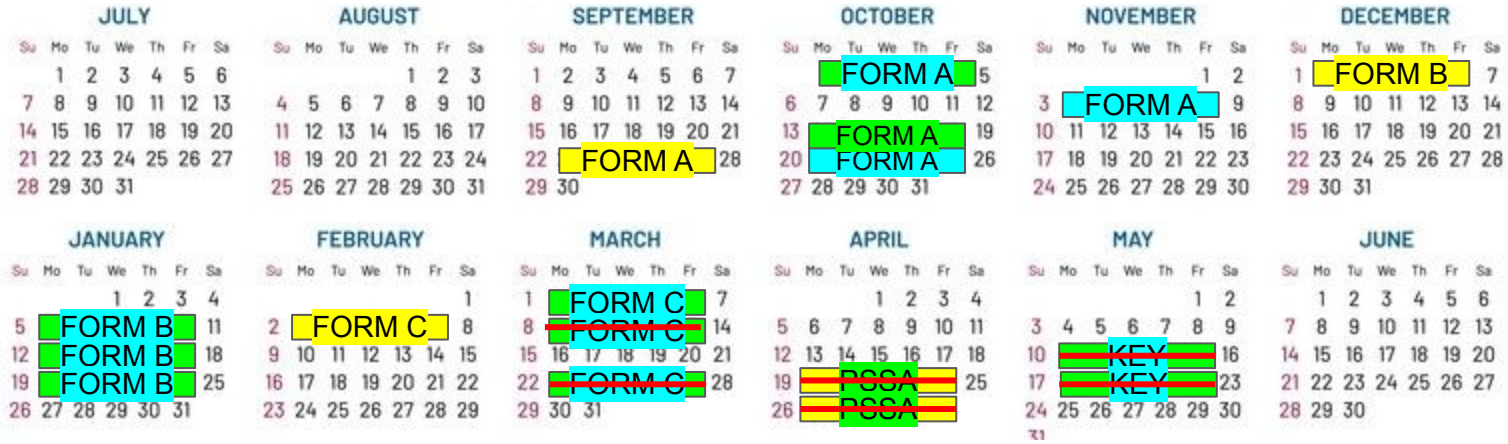
- Form A is Benchmark Assessment #1
- Form B is Benchmark Assessment #2
- Form C is Benchmark Assessment #3



Data Collection

Data Collection Summary

- Benchmarks are designed to assess students on their knowledge of content for the entire school year
 - English, Mathematics and Science
- Assessment Plan (2019-2020): **Elementary**, **Middle**, **High School**



Data Collection

Data Collection Summary

- Assessment Plan (2020-2021) adjustments due to Covid-19
Elementary, **Middle**, **High School**

JULY							AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4						1			1	2	3	4	5							3			1	2	3	4	5	6	7							5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4						10	8	9	10	11	12	13	14	6						12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13						19	11						17	15						21	13						19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20						26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
26	27	28	29	30	31	23	24	25	26	27	28	29	27							25	26	27	28	29	30	31	29	30						27	28	29	30	31				

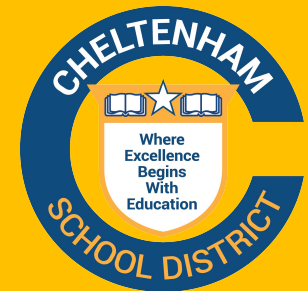
JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE													
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
					1	2							6								6							1	2	3							1							1	2	3	4	5
3	4	5	6	7	8	9	7						13	7	8	9	10	11	12	13	4						10	2	3	4	5	6	7	8	6	7	8	9	10	11	12							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14						20	11						17	9	10	11	12	13	14	15	13	14	15	16	17	18	19							
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31																											30	31																				



Impact of COVID-19

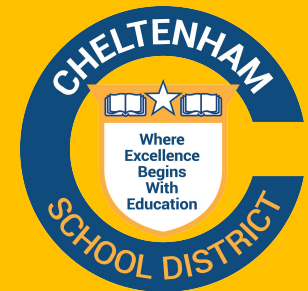
Impact of COVID-19 on Collected Data

- Any Form C data collected in 2019-2020 occurred as news of COVID-19 spread and schools suddenly shut-down
 - 2020-2021 data collection
 - Form A was replaced with IXL diagnostic for ELA and Math (gr. 1-8)
 - Forms A (high school) and B were administered while students attended school remotely.
 - Form C was administered while some students remained remote and others attended in the hybrid model.
- These factors significantly impact the reliability and validity of the data collected pertaining to academic performance and growth.



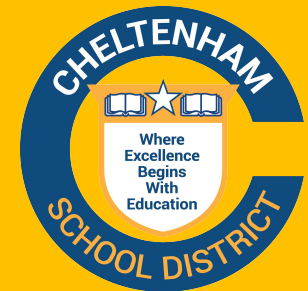
Data Terms

Reliability is the degree to which an assessment tool produces stable and consistent results.



Data Terms

Validity refers to how well a test measures what it is purported to measure.



Data Terms

Reliability vs. Validity

	Reliability	Validity
What does it tell you?	The extent to which the results can be reproduced when the research is repeated under the same conditions.	The extent to which the results really measure what they are supposed to measure.
How is it assessed?	By checking the consistency of results across time, across different observers, and across parts of the test itself.	By checking how well the results correspond to established theories and other measures of the same concept.
How do they relate?	A reliable measurement is not always valid: the results might be reproducible, but they're not necessarily correct.	A valid measurement is generally reliable: if a test produces accurate results, they should be reproducible.



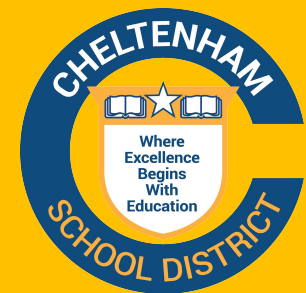
Take into Consideration...

Reliability and Validity of Benchmark Data

- Assessments were not administered in a typical testing environment
 - Students took the test at home without teacher supervision and support
 - Students took the test under extraordinary circumstances
 - Adjustment to quarantine protocols
 - Mental health and wellness impact from COVID-19
 - Loss and illness of family members

Analysis and Disaggregation of Benchmark Data

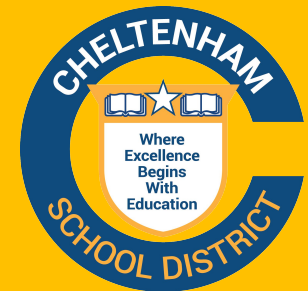
- What does the data tell us?
- What assumptions can be made?
- How do we compare this year to last year? Can we make this comparison?
- How do we compare from benchmark to benchmark?
- The more we disaggregate the more we decrease validity



“Learning Loss”

Learning Loss

- “Learning loss” refers to “any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education”.
(Glossary of Education Reform)
- Learning losses are likely to show up differently across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students.
- Supportive school environments and strong teacher-student relationships speed recovery from learning loss.
(EdResearch for Recovery)



“Learning Loss”

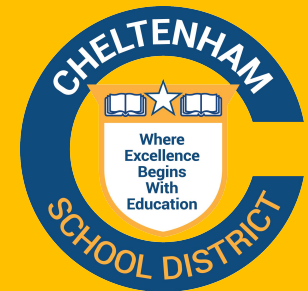
Learning Loss

What Learning Loss Really Means

Students Respond to Learning Loss

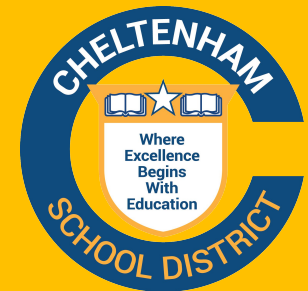
Does it Hurt Children to Measure Pandemic Loss?

Do You Think You Have Experienced Learning Loss?



Support for Cedarbrook MS and Cheltenham High School

- ❑ Direct communication with parents/guardians
- ❑ Additional instructional support
- ❑ Outreach to students
- ❑ PBIS
- ❑ MTSS
- ❑ Office Hours Utilization

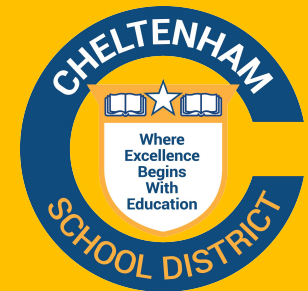


Looking Ahead

- ❑ **Create and administer end of year exams that focus on PDE's priority standards**
 - ❑ Standards to address during the pandemic to ensure prerequisite skills are acquired
 - ❑ Will have some reliability and validity concerns with students who remain remote

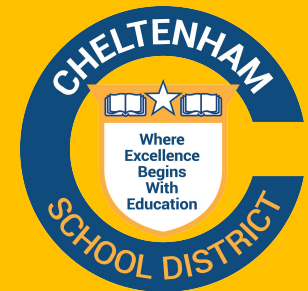
- ❑ **Design and implement K-12 summer experiences to support instructional loss**
 - ❑ Utilize CSD staff
 - ❑ Use electronic platforms like MVP where necessary
 - ❑ Arcadia Education Students
 - ❑ Offer in-person and remote options

- ❑ **Design and implement 2021-2022 Before and After School Program**
 - ❑ Utilize CSD staff
 - ❑ Use electronic platforms like MVP where necessary
 - ❑ Arcadia Education Students
 - ❑ Offer in-person and remote options
 - ❑ After school programming



Looking Ahead

- ❑ **Full Day of Teacher Collaboration**
 - ❑ Cross-Grade conversations and planning for next
 - ❑ Share quantitative and qualitative data
- ❑ **Professional Development for Staff**



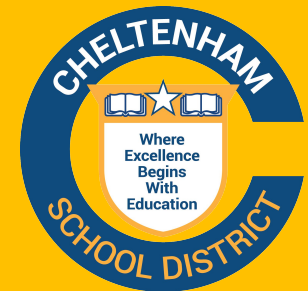
Looking Ahead

❑ Mental Health/Social and Emotional Support

- ❑ Establish mental health awareness/prevention and intensive, in-school clinical support through a partnership with Effective School Solutions
[CDC/Youth Mental Health](#)
- ❑ Provide added school-based counseling services to enhance the continuum of care with assistance from the Montgomery County Behavioral Health Department
- ❑ Continue providing trauma-informed practices/strategies facilitated by Lakeside NeuroLogic® Initiative

❑ School Reopening

- ❑ In-person
- ❑ Remote options
 - ❑ Establish Registration Process
 - ❑ Synchronous
 - ❑ Asynchronous



Questions?

