



Mountain View  
Whisman  
School District

# Grading and Instruction During School Closure and Beyond

April 2, 2020





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# Current State of Instruction

# Current State

- Schools closed on March 13th to help stop the spread of COVID-19 with an anticipated return date of April 13th.
- On March 25th the school closure was extended through May 1st.
- More guidance is expected the week of April 20th.

# What are we doing?

- We are communicating regularly with our families and community. We are providing updated information as we get it from the County and the State.
- We are providing meals for students. Meals can be picked up at Mistral School each weekday between 11:30 am and 1 pm.
- We are providing work packets, Chromebooks, and flexible online resources.

# What are we doing?

- We are connecting students and teachers for optional continued learning. Teachers are:
  1. Sending personal messages to students and families at least two times per week (includes Special Education teachers, case managers and STEAM teachers). The format may be video, email, or audio.
  2. Sharing weekly activities and resources on Mondays on Google Classroom, Zearn, email and/or other platforms that are designed for their students, as well as serve as resources for parents. These activities and resources can review concepts already taught and introduce new material.
  3. Setting up daily virtual office hours for families to assist with questions, concerns or other items. This will be a two-hour block of time each day that parents can connect with teachers and they will respond. Teachers can do two consecutive hours or split them to an hour in the am and an hour in the pm.

# What Aren't We Doing?

- Not requiring teachers to take attendance of students online each day - the District is closed
- Not mandating assignments or requiring students to turn in work
- Not grading students

# Why Aren't We Doing These Things?

- MVWSD is a unique compared to neighboring communities
  - 35% of our students are English learners
  - 15% receive special education services
  - 34% are socio-economically disadvantaged
- Many of our students have the resources, devices and internet access to learn online during school closure and many do not.
- Students who are struggling with English, or students who require in-person contact with their teachers, or students who don't have regular, nutritious meals are not able to effectively access online instruction
- Distance learning requires time and staffing for training, and protocols for and management of online platforms



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# Meeting the needs of students with IEPs



# Legal Update

## What is considered equitable access for students with disabilities?

- When an LEA provides services to students during a school site closure, the LEA must provide equitable access to those services for students with disabilities, with services appropriately tailored to the individualized needs of students, to the greatest extent possible.
- When LEAs are providing instruction through a distance learning model to replace what would have been provided in the classroom, LEAs must create access to the instruction for students with disabilities, including planning for appropriate modifications or accommodations based on the individualized needs of each student and the differences created by the change in modality (e.g. virtual vs. classroom-based).
- Educational and support services provided should be commensurate with those identified in the IEP for each student to ensure educational benefit.

# Legal Update

**If distance learning is provided in some capacity but does not mirror the offer of FAPE (Free and Public Education) in the IEP, will compensatory services be required once an LEA resumes the regular school session?**

- Once the regular school session resumes, LEAs should plan to make individualized determinations, in collaboration with the IEP team, regarding whether or not compensatory education and services may be needed for a student.
- Educational need can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school site closure.

# Legal Update

**When school sites are closed and no services or instruction are being provided for a period of time, can LEAs consider providing some special education services to some students? How should LEAs determine what services can or should be provided?**

- Yes. To be clear, CDE is not recommending this as an option. Consistent with Executive Order N-26-20, LEAs are continuing to receive ADA funding during school site closures so they will continue to provide services to all students, including students with disabilities. Should services be discontinued for a period of time, LEAs and IEP teams would be required to make an individualized determination as to whether compensatory services are needed once services resume.

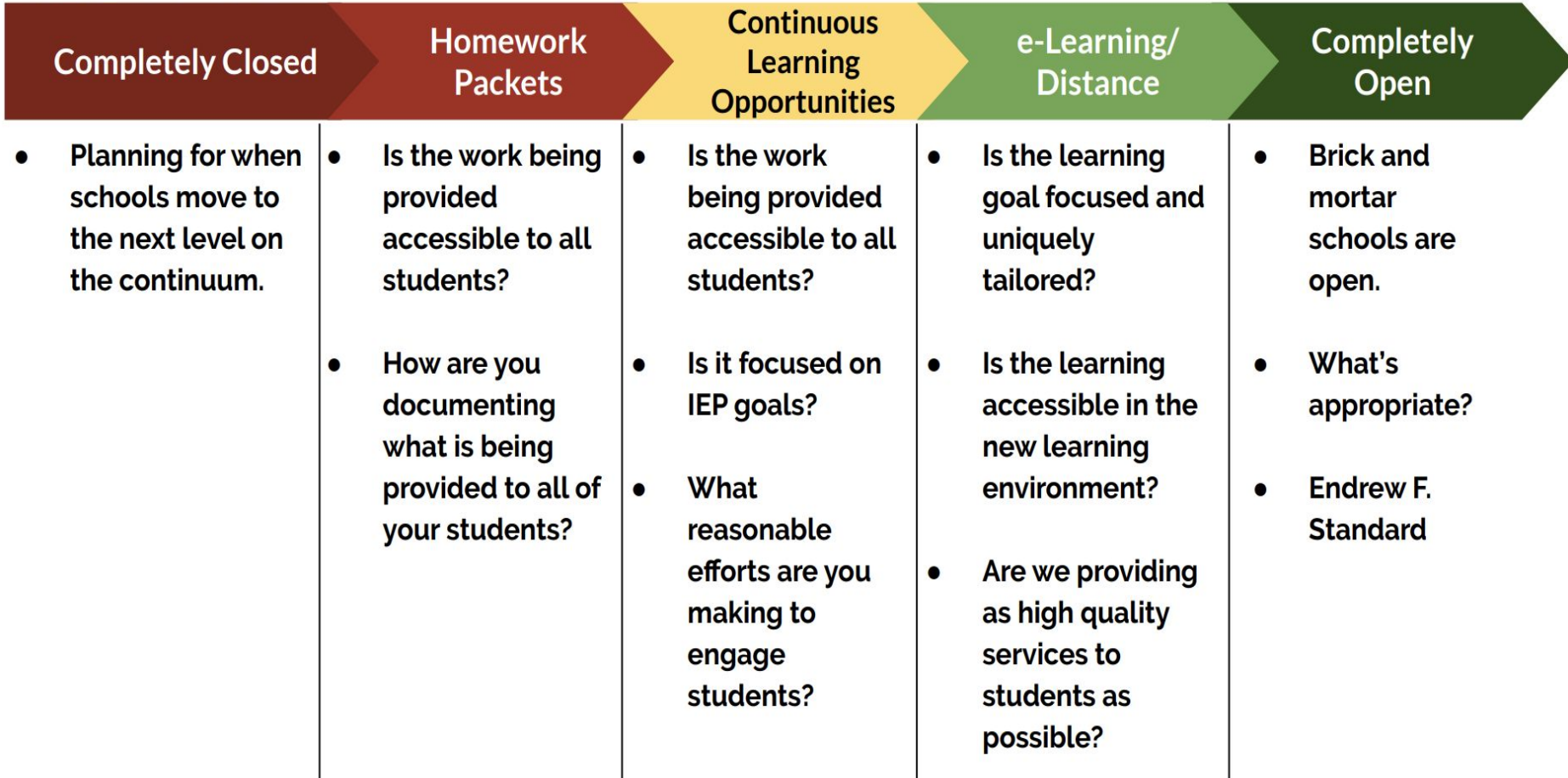
# Legal Update

- At this uncertain time, it is imperative to keep the safety of students as the primary consideration for every decision made.
- As LEAs strive for equitable supports and services for students, in some exceptional situations, LEAs may need to provide certain supports and services to individual students with extensive support needs in order to maintain their mental/physical health and safety.
- The LEA may provide such services, even if the services are not available to all students with disabilities during a school site closure.
- LEAs should make individualized determinations about the need to provide services to ensure the mental/physical health and safety of a student with a disability, even during a school site closure, if those services are able to be provided consistent with federal, state, and local health directives.

# Identify Where Your School Is Located

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"> <li>• School is completely closed.</li> <li>• No services provided to any student.</li> </ul>	<ul style="list-style-type: none"> <li>• School is closed, but learning activities are being provided for students.</li> <li>• Learning activities are primarily parent/ guardian supported.</li> </ul>	<ul style="list-style-type: none"> <li>• School is closed, but learning is continuing with teachers and service providers actively checking in with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Brick and mortar school is closed.</li> <li>• Learning is continuing through a continued series of structured activities which are teacher directed, student implemented, and assessed for progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Brick and mortar schools are open.</li> </ul>

# Focus of Your Efforts



## Items to Consider

### Homework Packets

- Ensure efforts to avoid discrimination to the greatest extent possible:
  - Adjusted reading levels
  - Adjusted math levels
  - Focused work for specific classes (i.e. self-contained vs. grade level getting same work)
  - Clarity of written instructions
  - Shorter assignments to account for attention
  - Ability of parent/ guardian / family to support student learning

## What to Consider

### Continuous Learning Opportunities

- Create programming that provides the level of progress expected of other students *in these circumstances.*
- Focused work for specific classes (i.e. self-contained vs. grade level getting same work)
- Accommodations and modifications of general education materials
- Ability of parent/ guardian / family to support student learning
- Possible services necessary to access learning opportunities in a way that is nondiscriminatory to the extent possible in these circumstances.



## What to Consider

### e-Learning/ Distance Learning

- An analysis of FAPE under e-learning will be needed
- Internet access becomes a consideration
- Web accessibility (<https://webaim.org/articles/>)
- Utilizing resources that might already be used in classroom, but now with opened access (i.e. Read 180, Lexia, etc.)
- Captioning videos
- Individualized instruction / Small group instruction in a virtual setting?

# FAPE Considerations

## Completely Closed

- If no students are receiving services, then there is no obligation to provide FAPE to students with disabilities.

## Homework Packets

- What's appropriate in light of the current circumstances?
- Compare learning of students with disabilities to other students (i.e. is any student getting appropriate instruction?)

## Continuous Learning Opportunities

## e-Learning/ Distance

## Completely Open

- What's appropriate?
- *Endrew F. Standard*



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# Impacts on Instruction and Grading

# Impacts to Grading

- Can't grade students on work that is optional
- We are not taking attendance so grades cannot be assigned for participation
- Not all students have access
- Waiting for guidance from the CDE
- Other districts' approaches depend on factors:
  - Whether their instruction is mandatory
  - Whether they have high school students



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# Questions for the Board around grading

# Immediate

- Currently school is closed and students' grades are frozen as of March 13, 2020
- The California Department of Education (CDE) is currently working guidance on grading and graduation so that their is alignment K-12 through higher education
- Is it the Board's goal for MVWSD to start grading students work so that we can officially say that we are providing Distance Learning?
- If a student doesn't do the work, will this count against the student?
- If grades are not entered, how does staff handle retention or promotion?

# Current approach for grading and promotion

If school reopens on May 4 then grading will begin at the restart of instruction.

**Current plan (pending guidance from the CDE) is that regardless of grades and school reopening dates, students will be promoted to the next grade and plans will be developed to fill gaps in learning in 2020-21**

**Is automatic promotion acceptable to the Board?**



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# End of Year Assessments and Other Considerations



# English Language Proficiency Assessments for California

## State Assessment (**Summative test: suspended**)

The summative assessment identifies English Proficiency level for all English Learners and monitors progress of English annually. These results inform ELD class placement as well as reclassification eligibility. *50% of students have completed the summative assessment. We are waiting for the state to determine the best way to handle completed and partially completed assessments. The state will contact district testing coordinators as those decisions are made.*

# i-Ready Math placement exam

District Assessment that is administered to all students in grades K-8. The estimated testing time

**K-2:** 30 minutes

**3-5:** 45 minutes

**6-8:** 60-75 minutes

This test provides information about mastery of grade level standards at the district, site, grade, class, and student level. It also determines student performance below or above grade level expectations and demonstrates growth over the course of the year. **This assessment is used for math placement at the middle school level.** This assessment is also used to support student learning in core and RTI. Math is a current focus for the District. Math data is imperative to guiding District plans.

**The test should not be administered remotely in order to preserve validity and reliability.**

# i-Ready Reading placement exam

District Assessment that is administered to all students in grades K-8. The estimated testing time

**K-2:** 30 minutes

**3-5:** 45 minutes

**6-8:** 60-75 minutes

This test provides information about mastery of grade level standards at the district, site, grade level, class, and student level. It also determines student performance below or above grade level expectations and demonstrates growth over the course of the year. This assessment is used to support student learning in core and RTI.

**The test should not be administered remotely in order to preserve validity and reliability.**

# SBAC - Smarter Balanced Assessment Consortium ELA and Math

State Assessment (**suspended per the state**)  
Administered to all students in grades 3-8

These assessments provide us information on the grade level progress and year-to-year growth of students. These tests also provide the data for the rankings on the state dashboard

Currently the plan of action is to place students in the next logical course that students have. Using that data that we have available (i.e. 7.1 -> 8.1).

Is the Board amenable to using a student's current placement in a course to determine next year's pathway?

# CAST - California Science Test

State Assessment (**suspended per the state**)

Administered to all students in grades 5 and 8

Estimated testing time: 2.5 hours

This test demonstrates student understanding of NGSS standards and will guide our work and planning with our science programs.

# PFT - Physical Fitness Test

State Assessment

**(On hold until school resumes - per the state)**

Administered to all students in grades 5 and 7

This mandatory test provides one indicator of the physical fitness of our students.

# Literably, DRA, Letter Sounds, HFW, Writing assessments

District Assessment

End of year assessment in grades K-2

Estimated testing time: depends on student reading level

These assessments help teachers understand the oral reading and comprehension skills of students. They support instructional planning and supporting foundational reading skills in students.

# If School Re-opens on May 4

- i-Ready Diagnostic 3 will proceed as planned (K-8)
  - Used for the purpose of understanding where students are ending the year in reading and math, measuring and monitoring growth
  - Used for incoming 6th-grade math placement with some revisions made to cut points to compensate for lost instructional time
  - Students in grades 6 and 7 will be placed into the next course in their math pathway and i-Ready diagnostics will be used to create catch-up plans or make pathway adjustments
  - Coaches will provide teachers with a plan for instruction in May that focuses on key standards that were not covered during school closure.
  - Pacing guides will be updated over the summer for all grade levels and courses
  - Data from i-Ready diagnostic 3 and i-Ready diagnostic 1 in August and updated pacing guides will be used by coaches and teachers to create revised instructional plans to support learning gaps



# If School does not Re-open May 4

- i-Ready Diagnostic 3 will not be given due to concerns of access and validity of results
  - Students in grades 6 and 7 will be placed in the next course in their math pathway.
  - 5th-graders will be placed in 6th grade pathways using scores from the i-Ready diagnostic #2, with adjustments made after the i-Ready Diagnostic is given in August
  - Pacing guides will be updated over the summer for all grade levels and courses
  - Data from i-Ready diagnostic 3 and i-Ready diagnostic 1 in August and updated pacing guides will be used by coaches and teachers to create revised instructional plans to support learning gaps



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# Next Steps

# Next steps continued...

For Special Education students

- Case managers complete a service analysis for each student on their caseload.
- Determine what remote service levels will be for student, both direct and indirect (consult)
- There is NO expectation to deliver complete IEP services
- Determine what is needed for goal maintenance and SOME progression
- Update accommodations for remote learning



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# Questions for Board to answer around testing, placement, and grading

# Questions for the Board

- Testing
  - Should staff continue with testing as planned?
    - If yes, then if school remains closed, and we move to online learning, should staff prepare to administer assessments online to students
      - Without tests like EOY i-Ready, staff will not be able to determine whether we met Board Goal - 1 year's worth of growth, EL reclassification goal
      - Validity and reliability of results would not be able to be preserved when administering online at home

# Questions for the board

## Grading

- Is it the Board's goal for MVWSD to start grading students work so that we can officially say that we are providing Distance Learning (pending guidance from the CDE)?
- If a student doesn't do the work, will this count against the student?

# Next Steps

- Use corporate and community donations to close the digital and internet divide for students
- Continue to offer flexible learning options for students and families
- Continue to develop and refine plans for instruction and grading whether or not school resumes in May while the District awaits guidance from the CDE.
- Provide training to teachers on how to facilitate online learning effectively
- Communicate and train the community on our expectations and online learning mores for students and parents

# Questions continued...

## Placement

- Is the Board amenable to using a student's current placement in a course to determine next year's pathway?
- If grades are not entered, how does staff handle retention or promotion?
- Is automatic promotion acceptable to the Board?