

OCTOBER 27, 2020

UNOFFICIAL NOTES:

**10/27/2020 MCPS BOE MEETING
RECOVERY OF EDUCATION**

MODERATELY MOCO

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MCPS BOARD OF EDUCATION MEETING – RECOVERY OF EDUCATION NOTES OCTOBER 27, 2020

OVERVIEW

The meeting focused on diagnostic assessments data (ie, loss of learning measured by MAP testing), changes to the elementary school schedule, athletics, enrollment numbers, and county health metrics for reopening.

There was not a discussion of detailed plans for a hybrid learning model or return to in-person learning. Specific recommendations of a reopening timeline and how to bring back groups of students back to school (if metrics allow) will be discussed in upcoming meetings on November 6 and November 10, 2020.

Dr. Smith and Ms. Evans clarified that **the 45-day notice was meant to begin planning work and impact bargaining, not to imply that in-person school will begin on November 9. She said that in-person school is not beginning on November 9 and it will begin “when it is safe.” The planning is intended for MCPS to not be “caught flat-footed.”** Dr. Smith said metrics might be worse in November.

The format of the meeting was presentations by senior MCPS leadership and Q and A by the Board of Education members.

DIAGNOSTIC ASSESSMENTS

Dr. McKnight showed instructional leadership videos highlighting principals and staff development teachers. She said November 4 will be a self-driven professional development day and noted food service will continue.

MCPS staff showed data from grade 3, 6, 9, and 12, mainly from the **MAP tests (MAP-Math or MAP-M, MAP-Reading or MAP-R)**. They acknowledged challenges with administering the tests virtually.

Grade 3: MAP-M and MAP-R results – measured the percentage of students meeting the 50th percentile or above. The numbers were in the 55-65% ranges. Most demographic groups showed decreases comparing Fall 2019 and Fall 2020, with some exceptions of special education students doing better (meaning a higher percentage meeting the 50th percentile).

Grade 6: MAP-M and MAP-R results – similar to grade 3 (~55-65% students meeting the 50th percentile or above, most demographic groups showing decreases). There were a few exceptions, such as black FARMS students and limited English proficiency students doing better on MAP-M (comparing Fall 2019 and Fall 2020). Hispanic non-FARMS students, black FARMS students, special education students, and limited English proficiency students did better on MAP-R (comparing Fall 2019 and Fall 2020).

Grade 9: MAP-M and MAP-R results – similar trends as grades 3 and 6, but the drops were more severe. For example, Fall 2019 grade 8 MAP-M had 63.4% of students meeting the 50th percentile or above, while the Fall 2020 results in grade 9 were 46.3%. The MAP-R numbers dropped from 73.6% (Fall 2019 grade 8) to 53.2% (Fall 2020 grade 9) meeting the 50th percentile or above.

Grade 12: College and Career Readiness – the class of 2021 had better rates of meeting CCR literacy than the class of 2020. There is a “graduation validation team” at each school tracking each senior and making sure they are keeping on track for graduation.

MCPS senior leadership and elementary, middle school, and high school principals discussed actions and interventions implemented at schools. Brenda Lewis of MCPS discussed a vendor providing professional development assistance, modifications of curriculum, individual support from CARES funding, and her office visiting and guiding principals. She said her office has benefitted from the virtual environment because they can more easily “visit” more schools.

Niki Hazel discussed interventions for **ESOL, such as Rosetta Stone English and online novels**. Kevin Lowndes discussed interventions for special education students, such as training of teachers in the Orton Gillingham interventions and CARES funding for tutoring.

There were several questions from the BOE. Mr. Asante asked what could be learned from the groups that were the exception and had increased scores. Janet Wilson of MCPS thought it could be due to special education students receiving more interventions early in their academic careers.

Ms. Silvestre asked about the large drop in 9th grade. Ms. Wilson said MCPS is working on professional development for 9th grade teachers on how to use MAP data (since 9th graders do not usually take the MAP test). There was also some confusion on the methodology at different grade levels and whether all students or just the students who met the 50th percentile or better threshold were included for all of the data comparisons.

Ms. Dixon stated that the key is the third-grade gap and getting all 3rd grade students on grade level. Ms. Docca asked if ESOL approaches and interventions that are working well could be used for all students. Ms. Smondrowski thinks the learning loss may be even greater than captured because of anecdotal stories of parents and siblings assisting students on

tests. Ms. Wolff clarified that the tutoring intervention at Burnt Mills Elementary is virtual. It is all virtual, 4 days a week, 3:45 to 4:45 PM.

There were questions about when parents will have access to MAP data and about ParentVue (Synergy) and Canvas platforms. MAP data will be available in ParentVue in November. There will be communications to parents about using ParentVue (not Canvas) as the main source of information about grades and assignments.

ELEMENTARY SCHEDULES

Ms. Sirgo and Ms. Lewis from MCPS presented changes to the elementary school Wednesday schedule. Survey data showed three areas of concern – screen time, learning blocks, and teacher planning and workload. 80% of the feedback was from school-based staff. MCPS must meet state requirements of 6 hours per day of school and 3.5 hours of synchronous instruction per day. They made recommendations of altering the schedule to:

- 9 to 9:30 AM - morning meeting
- 9:30 to 10:15 AM – Block 1 – teacher-directed learning
- 10:30 to 11:30 AM – Block 2 – teachers are released for planning time; students have self-directed guided work or receive services. Examples include Khan Academy or other videos.

The new schedule would begin on November 10, the first day of the second grading period. The pacing guidance for teachers will be adjusted for 4 days instead of 5 days. There will not be new learning on Wednesdays.

Ms. Dixon asked if principals agreed to the revised schedule, and the answer was yes, and they all had the opportunity to provide feedback.

Ms. Silvestre asked about accounting for the Block 2 time and meeting requirements. Ms. Lewis said there would be flexibility for teachers. Dr. Smith said there will be some form of virtual learning for the foreseeable future.

METRICS FOR RETURN TO SCHOOL

Derek Turner presented the new county dashboard which is more aligned with CDC metrics. He focused on 2 primary indicators.

- **Cases per 100K population** – he said the current number is 11.9/100K, and the number on August 31 was 6.3/100K.
- **Test positivity** – he said the current number is 3.1%, and the number on August 31 was 2.5%.

He also showed data by zip codes to show the variation in the numbers of cases per 100K population in different zip codes. He also said that the state is making a scorecard with school data, and MCPS is making their own dashboard.

Health Metric Matrix for Phased-in Return to In-Person Instruction

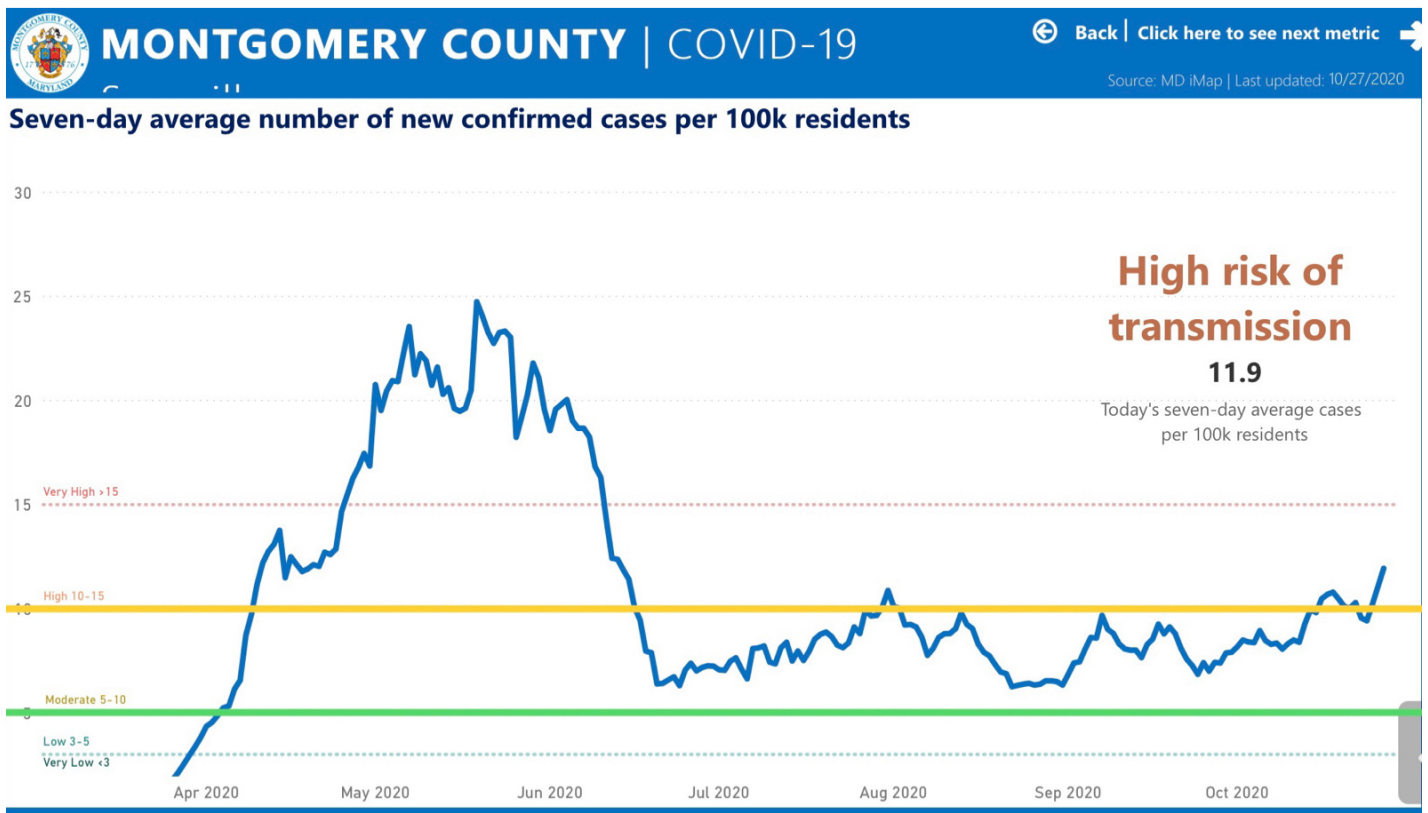
		14-Day Average New Case Rate per/ 100K Residents	<5	5-10	>10	
<ul style="list-style-type: none"> MCPS is committed to the safety of our students and staff and the continued academic progress of our students This matrix for phased-in return to in-person instruction is based on CDC guidelines and informed by county health officials 	Student Special Populations		Expanded hybrid in-person	Limited hybrid in-person	Consider minimal hybrid in-person (10-15)	Virtual
	Group 1	14-Day Average Test Positivity Rate <5%	Hybrid in-person	Consider hybrid in-person	Virtual	Virtual
	Group 2		Hybrid in-person following Group 1	Virtual	Virtual	Virtual
	Group 3		Hybrid in-person following Group 2	Virtual	Virtual	Virtual

He showed the figure above with metrics for hybrid instruction at MCPS. Special populations means students with challenges with virtual learning.

Mr. Turner also gave data that 108 MCPS employees have tested positive for COVID-19; 18 of them are quarantined currently.

HERE ARE THE CURRENT DATA CHARTS FROM THE COUNTY (8/27)

You can see the current 11.9 it just jumped today and previous was going back and forth across the 10 per 100k per day threshold over the past week. The yellow line is 10 and the green line is 5.



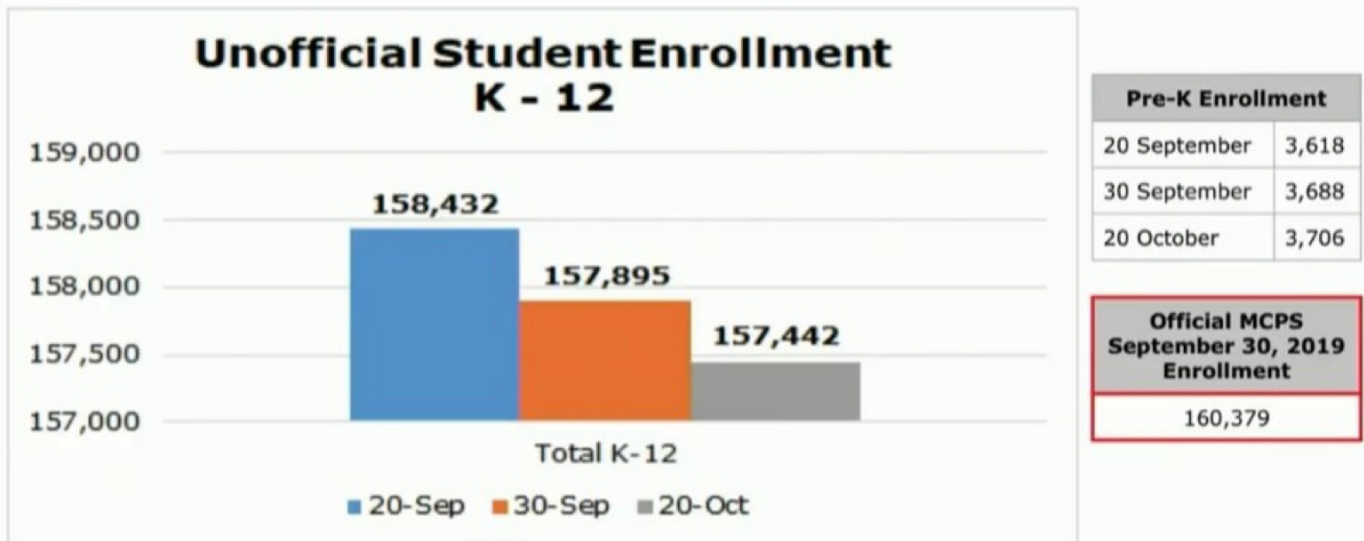
County Covid Dashboard (see slide 2)

<https://www.montgomerycountymd.gov/covid19/data/>

ENROLLMENT

Dr. Smith discussed enrollment data in the figure below.

By the Numbers: Enrollment



He said there are 1000 fewer pre-K students and that the September 30 enrollment number is the official count to the state. The September 30 number reflects a decrease of 2690 students, but the number now is a **decrease of 3700 students**. He said approximately 1000 students left for homeschool, 1000 for private school, and 1000 went out of state. In recent years enrollment has increased by about 2500 per year.

There was also a discussion of the **students who had not logged in and were unaccounted for. The number is now 1139.** Mr. Cevenini is measuring the non-logins and Mr. Neff is working to trace the “missing” students. **Hispanic students make up the largest demographic group as you can see in the chart below.** Dr. Smith explained that these students stay on the records. Maryland will certify the official count of students in mid-November. Maryland will not certify this count until the missing students are accounted for.

By the Numbers: Connection to the Technology Systems

Connectivity: Number of students who have or have not connected to myMCPS Classroom or Zoom each week

Time Period	Total Non-Logins	Asian	African American	Hispanic	White	More than One Race	IEP (Y)	LEP (Y)	FARMS (Y)
8/31 - 9/4	4,349 (3%)	325	968	2065	834	143	611	1339	2011
9/7 - 9/11	2,196 (1%)	125	402	1164	307	186	427	616	845
9/14 - 9/18	2,149 (1%)	117	415	1131	296	181	437	582	792
9/21 - 9/25	1,858 (1%)	98	373	987	244	148	373	509	802
9/28-10/2	1561 (< 1%)	79	320	821	210	124	318	425	655
10/12-10/16	1139 (<1%)	45	223	597	187	83	264	334	498

ATHLETICS

Mr. Sullivan said that the **state of Maryland has a new calendar which has a December 7 date for starting practices. This allows a longer winter season and less overlap between the winter and spring schedules.**

He mentioned that **MCPS winter virtual sports started yesterday. In-person sports will resume when the metrics allow and students are back in school.**

BOARD OF EDUCATION DISCUSSION AND QUESTIONS

The BOE asked questions on several topics.

Ms. Dixon asked about if students will need to be **tested for COVID-19 and about safety precautions in schools. Students will not be tested for COVID-19.** Essie McGuire mentioned that MCPS is ordering

supplies such as sanitizer, signs, and face coverings. **Face coverings will be required**, and MCPS will provide them for students who don't have theirs. She also mentioned the importance of not coming to work or school if you don't feel well.

Ms. Smondrowski asked about:

1. Grades (grading system) – Dr. Smith said they are doing an analysis.
2. Portable HEPA filters – MCPS asked for funding from the county council for HVAC upgrades
3. Computers for special education students – they will be provided in the next few weeks
4. Staff coming back for running learning hubs instead of private providers – Ms. O'Neill said that would be school. Dr. Smith said there is an opportunity for all staff to come in and tutor students. The George B. Thomas school was also mentioned as academic support.

Ms. Dixon mentioned the **antiracist audit and introduced a resolution to codify symbols and images that are unacceptable (eg, swastikas, nooses, confederate flags)**. Handbooks and materials would need to be updated. There was discussion about a realistic timeframe to complete this, and Ms. O'Neill suggested a direct communication to students.