

Cincinnati Public Schools Remote Learning Plan

ODE Remote Learning Plan Resources:

- [ODE Page on Remote Learning Plans](#)
- [ODE Remote Learning Plan Checklist](#)

ODE Required Components

Component 1: Description of how student instructional needs will be determined and documented.

Information on how Cincinnati Public Schools (CPS) will determine and document student instructional needs can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#)

- Slides 3-7- Acceleration of Student Learning
- Slides 27-28, 32: Collect and Provide Feedback
- Slide 29: Two Week Cycles of Learning

Component 2: Method to be used for determining competency, granting credit, and promoting students to higher grade levels.

Information on the method for how Cincinnati Public Schools (CPS) will determine competency, grant credit, and promote students can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#)

- Slide 42: Grading Policy
- Slide 43: Promotion/Retention Decisions

Component 3: Attendance requirements, including how the District will document participation in learning opportunities.

Information on how Cincinnati Public Schools (CPS) will document attendance and participation can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#):

- Slides 38-41: Attendance

Additional information about attendance can be found in [Attachment B: CPS Attendance Procedures for Blended and Remote Learning](#)

Component 4: Statement on how student progress will be monitored.

Information on how Cincinnati Public Schools (CPS) will monitor student progress can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#):

- Slide 29: Two Week Cycles of Learning
- Slide 30: Use of Run Charts
- Slide 31: Weekly Student Experience Survey
- Slides 33-34: Identify and Address Unfinished Learning
- Slide 35: MAP Growth and Progress Monitoring
- Additional information about CPS' use of MAP Growth assessments remotely can be found in the [Attachment C: CPS MAP Growth Remote Testing Educator Guide](#).

Component 5: Description as to how equitable access to quality instruction will be ensured.

Information on how CPS will ensure equitable access to quality instruction can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#):

- Slides 8-13- Build a Community of Equity & Excellence
- Slide 16: Ensuring Equity in Distance Learning
- Slide 17: High-Quality Instruction, Five Days a Week
- Slide 18: Devices
- Slides 24-26: Considerations for Diverse Learners
- Slides 44-55: Schedule Examples and Requirements
- Slides 56-63: Opening Week Checklist for Teaching & Learning

Component 6: Description of the professional development activities that will be offered to teachers.

Information on how CPS will ensure equitable access to quality instruction can be found on the following pages of [Attachment A: CPS Accelerated Learning Educator Guide](#):

- Slide 15: Distinguished Educator Program
- Slide 19-23: Schoology Course Frameworks
- Slide 36: Professional Development- Scheduled Times
- Slides 37: Support Services for Schools

Cincinnati Public Schools has also adopted ODE's Recommendations and Best Practices for Remote Learning

- **Fixed schedules:** Courses have established schedules for teacher-led instruction.
- **Online learning materials:** Online materials are aligned to the curricula of the courses designed to support teacher-led instruction.
- **Clear expectations:** Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students may be offered flexibility on the pace of when the non-teacher-led instruction will occur, which could provide flexibility to students as they navigate the demands on their time when they are not in the classroom.
- **School and Community Communication Plan:** The district has clearly communicated its plans to students, parents, and faculty in an effort to facilitate cohesion as the community transitions into the school year.

[Attachment A: CPS Accelerated Learning Educator Guide](#)

[Attachment B: CPS Attendance Procedures for Blended and Remote Learning](#)

[Attachment C: CPS MAP Growth Remote Testing Educator Guide](#)

Attachment A: CPS Accelerated Learning Educator Guide

Accelerated Learning Educators' Guide

Cincinnati Public Schools
2020-2021

BACKPACKS ON

LAPTOPS OPEN

**FUTURES
BRIGHT!**



PREPARING STUDENTS
FOR LIFE

Table of Contents

Accelerated Learning Educator's Guide 2020-2021

1. [Call to Action](#)
 2. [Accelerated Learning](#)
 - a. [Components](#)
 - b. [Distinguished Educator](#)
 - c. [Schoology Courses](#)
 - d. [Diverse Learner supports and guide](#)
 3. [Attendance, Grading and Promotion](#)
 4. [Schedule Examples and Requirements](#)
 5. [Opening Week Checklist](#)
 - a. [Family and Student Guides](#)
 6. [Additional Resources for Educators](#)
-

Every child, **regardless** of circumstances, receives on-grade level, high-quality curriculum, instruction and technologies.

Call to Action 1

Find new ways our students can see themselves and other cultures in their learning.

Call to Action 2

Spend vast amount of instructional time engaging learners in on-grade level work by prioritizing critical work of the grade.

Call to Action 3

Address unfinished learning with precision and only as necessary (just in time, opposed to just in case.)

To Accelerate Learning is to provide instructional strategies and interventions that advance the learning of students who have unfinished learning by **identifying the most critical prerequisite skills that will allow students to perform at grade level.**

Acceleration is relevant, and the skills are picked **just in time** for new concepts. Students are able to apply these skills immediately so **EACH** student access grade-level work.



Difference between Acceleration and Remediation

	Acceleration	Remediation
Self-Efficacy	<ul style="list-style-type: none"> Self-confidence and engagement increases Academic progress is evidence 	<ul style="list-style-type: none"> Students perceive they're in the "slow class," and self-confidence and engagement decrease Backward movement leads to a sense of futility and lack of progress
Basic Skills	<ul style="list-style-type: none"> Skills are hand-picked just in time for new concepts Students apply skills immediately 	<ul style="list-style-type: none"> Instructions attempts to reteach every missing skill Skills are taught in isolation and not applied to current learning
Prior Knowledge	<ul style="list-style-type: none"> Key prior knowledge is provided ahead of time, enabling students to connect to new information 	<ul style="list-style-type: none"> Typically does not introduce prior knowledge that connects to new learning
Relevance	<ul style="list-style-type: none"> Treats relevance as critical component to student motivation and memory 	<ul style="list-style-type: none"> Relevance is not seen as a priority
Connection to Core Class	<ul style="list-style-type: none"> Instruction is connected to core class; ongoing collaboration is emphasized 	<ul style="list-style-type: none"> Instruction is typically isolated from core class
Pacing and Direction	<ul style="list-style-type: none"> Active, fast paced, hands on Forward movement; goal is for students to learn on time with peers 	<ul style="list-style-type: none"> Passive, with focus on worksheets or basic software programs Backward movement; goal is for students to "catch up" to their peers

Components of Accelerated Learning

1. Build a Community of Equity and Excellence
2. Engage Students in Grade-Level Instruction Regardless of Circumstances
3. Collect and Provide Feedback
4. Identify and Address Unfinished Learning, Scaffold, and Enrich

The [Blended and Distance Learning Evidence of Success](#) tool is based on the the components of Accelerated Learning.

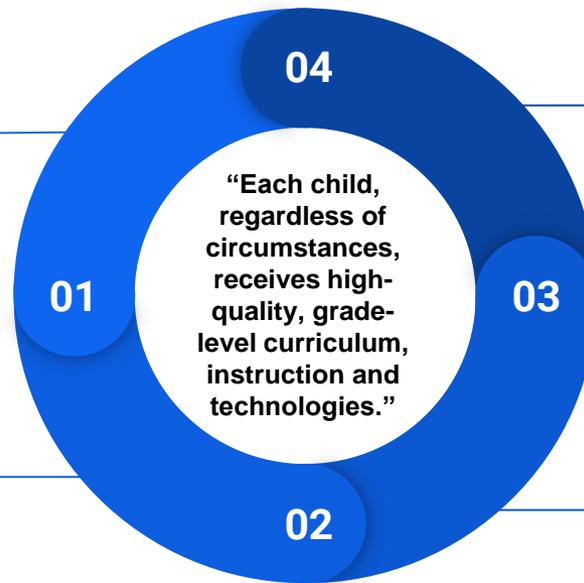
Accelerated Learning Components: Two Week Instructional Cycles

Build a Community of Equity and Excellence

[Culturally Responsive Asset-Based Feedback strategies](#)
[SEL Resources](#)
[Strategies for engagement](#)
[Connect to Academics](#)
[Connect to Social Emotional Learning Needs](#)

Engage Students in Grade-Level Instruction Regardless of Circumstances

- [Schoolology Course Frameworks](#)
- [Curriculum Maps and Guides](#)
- [Resources for Equity](#)



Plan to Address Unfinished Learning, Scaffold and Enrich

- [Asset-Based Thinking](#)
- [Pre-assessment tips](#)
- [Scaffolding Strategies](#)

Collect and Give Feedback

- [How to scaffold instruction through Schoolology Groups](#)
- [Staff and Student Pacts for Learning](#)



Build a Community of Equity and Excellence

In that moment when your students' faces appear on your screen virtually or enter your classroom ... WHO ARE YOU?

1. Do I engage them in *conversation (encouragement)* or *instruction*?
2. Do I provide them with the opportunity to converse with one another?
3. Am I cognizant of their uncertainties, paranoia and anxiety about the future?
4. Do I realize that they have COVID-19 sufferers and victims around them?
5. Am I knowledgeable about their home environments?
6. Am I aware of the challenges their parents and families may be enduring with COVID-19?
7. Am I in tune with the dependency that many of them continue to have on school meals?
8. Do I understand the challenges of staying indoors?
9. What are the best teaching strategies during a global pandemic?
10. How am I maintaining a sense of personal balance in my life?

Build a Community of Equity and Excellence

Engage students through connections and academics daily whether you are connecting remotely or in person by using Culturally Responsive Asset-Based Feedback Strategies.

- Activate students' prior knowledge, experiences and history
- Make learning contextual to students' lives and communities
- Encourage students to leverage their cultural capital
- Consider your classroom setup and online virtual environment
- BUILD RELATIONSHIPS, trust and community

Assist parents and students in creating home learning schedules that are tailored to students' needs and monitor student success as a facilitator of remote learning.

Build a Community of Equity and Excellence

Connect students to resources that benefit their Social Emotional Learning (SEL) at school and at home. Model and teach strategies for SEL during face-to-face time.

Become a “warm demander” of your students for high expectations

- A “warm demander”...
 - Believes in the impossible
 - Teaches self-discipline
 - Builds trust
 - Embraces failure



Build a Community of Equity and Excellence

- Connect with students through the use of discussion boards and questions of the day
- Greet students at the door when they return to school and your classroom
- Remind students that they can do the work at home and in school, and celebrate the progress from the lens of the academic mindset
- Remind yourself and your students to practice self-reflection and self-care, use proven strategies to reset



Build a Community of Equity and Excellence

Learning Pacts are part of Culturally Responsive Teaching Practices that focus on building a partnership among students, teachers and families. It is a formal agreement to work on a learning goal and a relational covenant between those involved. In this partnership, the parties involved “pledge to bring their effort to the pursuit of the goal.” Hammond 94 The pacts are about building relationships and working towards the goal together. You can build the pact with your students together. Here are some tips and examples:

(Due August 31st)

- Ask the student to identify what he or she thinks is getting in the way around the specific learning target/goal.
- Together select a learning target that is small, specific and significant.
- Set a deadline for mastering the learning target.
- Set up benchmarks to check on progress and offer feedback.
- Share what you are willing to do as the student’s ally.
- Be explicit about your belief in the student’s capacity to master the learning target.

[Student Pact for Learning](#)

[Family Pact for Learning](#)

[Staff Pact for Learning](#)

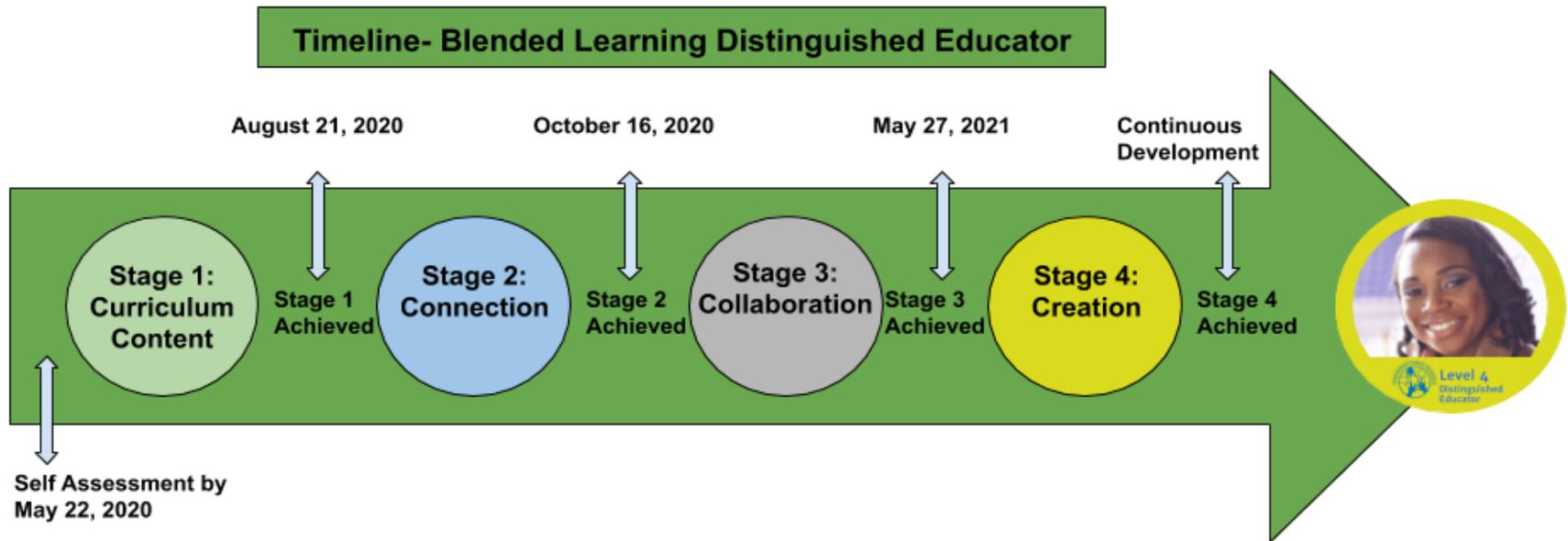
2

**Engage Students in Grade Level
Instruction Regardless
of Circumstances**

Distinguished Educator Program

We know our educators have the expertise to bring curriculum to life in their classrooms for their students, regardless of circumstances. When buildings closed in the spring, teachers and students found themselves in a circumstance we had not foreseen. Teachers voiced a need for more professional learning on using technology to connect with their students and keep learning engaging when they cannot be together in the classroom.

We launched our Distinguished Educator program in May to provide that support. Each principal and teacher will complete Stage 1 by August 21, 2020.



[Step-by-step guide to the Distinguished Educator Program](#)

Ensuring Equity in Distance Learning

Barriers to Equity	Accelerated Learning
Remediation; re-teaching entire 4th quarter of unfinished teaching and learning	Major learnings aligned with grade-level standards; just in time vs. just in case
Students are only going to school 2-3 days a week	Students have five days of engagement with school, curriculum, active learning and support through teacher led and student led activities, materials, content and measurement
I need to teach for 2-3 days and give 2-3 days worth of homework	Asynchronous instruction occurs through engaging lessons, collaboration and new learning 5 days a week
Students are not showing up / completing work	Students are supported and prepared to self-guide learning; curriculum and lessons amplify student experience and student voice; Students transition from dependent to independent learners
Parents and families are not prepared to homeschool	Family communication prepares adults to support the learning experiences with specific guidance

High Quality Instruction, Five Days a Week

Although we will not meet with each student each day, students will consistently access instruction in the following ways.

Weekly Updates

- Family- and student-friendly Schoology updates
- Meeting dates and times
- Learning goal and due date reminders

Biweekly on a 10-day cycle

- Learning Goals
- Feedback opportunities
- Assessment posted with rubric or goal

Synchronous Learning (Teacher Led)

- 155 min each with scheduled Google Meets per Week (example for ELA and Math)

Asynchronous Learning (Self-directed)

- 155 min of sequenced and structured self-directed learning activities (example for ELA and Math)
 - Videos
 - Scaffolds
 - Collaboration
 - Discussion Boards
 - Readings
 - Writings
 - PBL options

[2 Week Instructional Cycle Sample Schedule](#)

Devices

All Cincinnati Public Schools' students in grades preschool –12 will receive devices to ensure that learning can be completed both in classrooms and at home. Students in preschool and grade 1 receive iPads, and students in grades 2–12 receive laptops.

Devices are picked up in July and August at each student's school per this schedule:

Device pick-up dates for each school

Free Wi-Fi is available in students' homes through Cincinnati Bell's Connect Our Students program, with support from the Greater Cincinnati Foundation.

CPS families are being contacted now through email and phone with instructions for signing up for this free internet program.

Or, CPS families may call to sign up: **(513) 566-3895**

Schoology Course Frameworks

Because Schoology will launch all instruction* for the upcoming year, we have prebuilt Schoology Course Frameworks, unit by unit for ELA, Science, Social Studies and Mathematics using our district adopted curriculums. Other content areas and specialized programs can use the Schoology Design Frameworks for building. Find in Cincinnati Public Resources or click [here](#).

Each Course Framework:

- Aligns to OUR CPS adopted curriculums - following our Maps and Guides and translates the adopted curriculum into Schoology.
- Schoology frameworks are built using Universal Design for Learning, or UDL, a research-based approach, offering student supports: proactively addressing barriers to learning.
- The PK-12 templates provide a consistent experience for students & families PK-12 and support flexible blended learning.
- Teachers personalize in two week cycles of instruction to engage every student and lesson plan, regardless if face to face, distance, or blended learning is in place.

Schoology

Find support via our website:

<https://sites.google.com/a/cpsboe.k12.oh.us/curriculum/schoology>

- All-in-One Schoology Guide
- Short Youtube Help Videos
- Style Guide and Templates
 - Design:
 - Aligns to OUR CPS adopted curriculums - following our Maps and Guides and translates the adopted curriculum into Schoology.
 - Schoology frameworks are built using Universal Design for Learning, or UDL, a research-based approach, offering student supports: proactively addressing barriers to learning.
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Schoolology Course Frameworks

- 

1
Curricula

Aligned to Cincinnati Public Schools-adopted
- 

2

Use Universal Design for Learning
- 

3

Demonstrate Empathetic Design Principles
- 

4
K-12

Provide Consistency for Students and Families

Schoology Course Frameworks

5

Relationships

Save teachers time to focus on instruction and

6

(note)

Work in any learning context (face to face, blended,

7

Finance

Empower teacher ownership to personalize and

Sample Schoology Course Framework

The screenshot displays a Schoology course framework interface. On the left is a sidebar with navigation options, and on the right is the main content area showing a list of resources.

Course Options (Sidebar):

- Materials (selected)
- Updates 11
- Gradebook
- Grade Setup
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning
- Clever: Cincinnati Publi...
- Conferences
- DBQ Online
- Discovery Education
- McGraw Hill K-12 SSO
- PowerSchool
- WeVideo
- Access Code

Course Content (Main Area):

- Teacher Resources**
All resources teachers need to complete this unit will be located in this folder
Unpublished
- Family Guide
- START: Welcome
- [Lesson 1 original]
- LESSON 1 | Noticing and Wondering - Please complete by DATE
- LESSON 2 | Identifying Characters - Please complete by DATE
- LESSON 3 | Identifying and Sequencing Settings - Please complete by DATE
- LESSON 4 | Identifying Problem and Resolution - Please Complete by DATE
- LESSON 5 | Exploring Deeper Into the Main Character - Please Complete by DATE
- LESSON 6 | Building Our Knowledge of How Books Change Lives - Please Complete by DATE
- Wrap Up / Show Your Thinking

Considerations for Diverse Learners



Resources for Diverse Learners: Schoology



Style Guide

in Schoology Frameworks the Style Guide

- ensures content connects to all Read and Write Google Chrome Extension features
- Contains educator guidance through videos on the following accommodations:
 - use of text annotation
 - creation of vocabulary lists and visual dictionary
 - use of talk and type
 - use of screen reader for read aloud and/or translation
- Provides a strong foundation for Universal Design for Learning, including:
 - Simplified text with screen reader-friendly format
 - Varied access to content (video, recording and guided read)
 - Multiple options for response

Collaboration with Specialists

ESOL, Gifted and Intervention Specialists and Paraprofessionals have their own Schoology accounts. Through these, they can be assigned as a co-collaborator on the course, and/or assigned to resource room courses can be created for them.

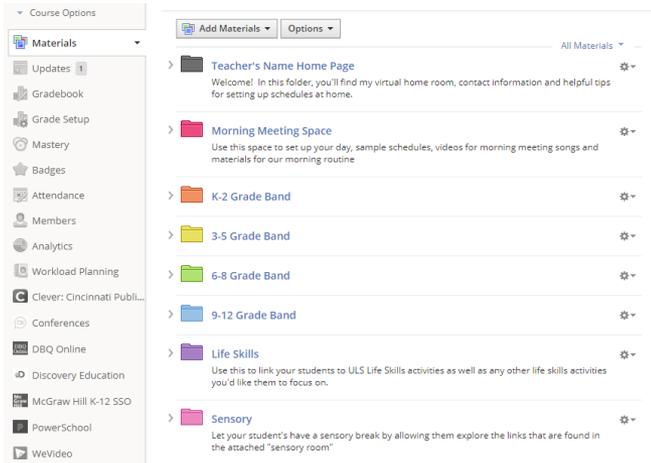
[DSS Distance Learning Plan](#)

[DSS Distance Learning Website](#)

Through the Distinguished Educator Program, educators learn to create groups for students as a platform for specially designed instruction.

Additional support is available from Curriculum Access Team to meet individual needs.

Schoology Frameworks for Unique Curriculum*



Model Frameworks Built for AU and MD Course Using *Unique Curriculum**

Curriculum Access Team support specific to AAC (Augmentative and Assistive Communication) and Assistive Technology available to teams

Virtual training for STRIDES/Camelot, MD and AU with blended-learning component

* *Unique Curriculum* is used in specialized classrooms, such as Autistic and Multiple Disabilities Units



Collect and Provide Feedback

Collect and Provide Feedback

Regularly collecting feedback from students is critical in Distance Learning. We are not able to “read the room” as we do in live instruction. Students need to know that it is okay to share what is helping or hurting their learning experience, in addition to how well they understand the subject matter.

Here are some [research-based* techniques](#) for collecting, providing, and addressing feedback in Distance Learning

- Post exit tickets, student-experience surveys and feedback forms for students to complete
- Incorporate the use of applications like flip grid and discussion boards to gather feedback from students
- Respond to student-discussion boards daily and get in the practice of individually messaging students when they’ve done well and when they need support
- Set up office hours to gain feedback in real time from individual students on remote learning days.
- Utilize Schoology Groups to create Station and Intervention Groups for students
- Consider video recording lessons and conferencing for students to refer to on self-directed days

Two Week Cycles of Learning

Ensure students mastered the critical work of the cycle through the use of curriculum based measures.

Head to our [Curriculum and Instruction Site, Maps and Guides](#) for additional tools:

- How to work with your grade level and department team to identify the critical work of the unit/ two week cycle.
 - See the Math and ELA critical work identified by Achieve the Core for Math and ELA
- Access One Page, Year at Glances
 - Scope and Sequence
 - Bi-monthly Curriculum Based Measures
- Provide feedback on growth towards mastery of critical work and find additional ways address unfinished learning

Make the learning visible through graphics like Run Charts.

- Students can watch their progress and set personal goals using their own run chart housed in data folders.
 - As they “plot their point” they are able to see when there is an increase or decrease based on their outcomes.
 - As they discuss their progress using visual support, like a Run Chart, they are not only reflecting on their learning, but also practicing the creation and interpretation of graphs, a critical mathematical skill.
- Teachers can watch their class progress and set class goals with students.
 - Students can provide feedback to teachers on what when well and what could be improved to help them learn better in the next cycle of instruction.

Quick Look at Run Charts

Resource for the Educator's Guide

Weekly Student Experience Survey

Purpose: We want to listen to students systematically. Students know what works and what doesn't. Over Summer Learning 2020, we piloted our survey and are excited to use it at a larger scale. We want students to have a voice in the way they learn.

How?

Weekly survey pushed out through Schoology.

Example Questions

- Do students know what is expected of them?
- Do students have what they need and can they easily access resources?
- Do you know how to get help?

The image shows two screenshots of the survey form. The left screenshot is a desktop view, and the right screenshot is a mobile view. Both screens display the Cincinnati Public Schools logo and the following text: "Cincinnati Public Schools wants to make sure you have what you need to be successful in school this year. Please answer the questions honestly so we can help you succeed." Below this is a disclaimer: "This is not a test. Your responses are confidential and will not be shared with teachers." The desktop view includes a question: "What school are you attending this year? (select using the drop-down list)" with a dropdown menu, and another question: "What grade level are you in?" with three buttons labeled "Grade 5", "Grade 8", and "Grade 11". The mobile view shows the same text and disclaimer, but the question about the school is partially visible at the bottom.

How else might we collect feedback.

Purpose: We want to provide space and time for students to provide feedback on what works and can be improved upon to learn.

How?

Holding dedicated and regular times in the two-week cycle of instruction to ask students what is going well, and what strategies might we improve to reach the learning outcomes/ objectives

- Can be done in using the Plus/ Delta Strategy
 - Remind students what the learning outcomes were.
 - Ask them what went well, what could be improved next time.
 - Create and post t-chart as a visual reminder.
 - Pick at least one improvement idea to clearly act upon.

Brainstorming ideas alongside students to make the learning work better, be more fun.

Delegating responsibility and power to young people to drive portions of the day (ie. be chat moderator; plan our brain break, proposal for end of project submission.)



Identify and Address Unfinished Learning, Scaffold and Enrich

Identify and Address Unfinished Learning, Scaffold and Enrich

- Consider both teacher led (face to face or synchronous) and self directed (at home and/or asynchronous) days as days of engagement. Self directed, asynchronous instruction blends with teacher led, synchronous instruction to create a five-day week.
- Plan for formative and summative assessments that give results that can be used to inform learning weekly and [diagnose unfinished learning](#).
- Create teams of General Educators, Intervention Specialists, Gifted Specialists, ESOL Specialists and Related Service providers to co-collaborate on Schoology courses and provide needed scaffolds, enrichment and supports.
- Use [targeted scaffolding strategies](#) to align unfinished learning with grade level content.
- Use assessment data to prioritize skills that are imperative for accelerated learning and structure a [schedule](#) for teaching a ten-day cycle around these priority skills.
- Use Google Meet as a check-in to address priority skills.

MAP and Progress Monitoring

NWEA MAP Growth is possible to administer remotely or in-person in 2020-2021.

MAP Growth and assessments embedded in the District adopted curriculum are the primary tools that CPS will utilize to diagnose unfinished learning in Reading and Mathematics.

Educators can view the plan for using MAP Growth remotely by viewing the [CPS MAP Growth Remote Testing Educator's Guide](#).

Embedded assessments in the District adopted curriculum will be utilized along with MAP Growth data in two-week high quality data cycles. Each assessment provides different information to inform instruction.

CPS will also utilize Acadience/Dibels assessments for K-3 literacy progress monitoring and assessment tools like MAP Skills or SuccessMaker can be utilized as Tier II/III assessments.

Professional Development

What? Required protected time for teachers to participate in professional development.

When? Recurs Weekly during Distance Learning.

- **Wednesdays - High School 7-12th**
 - **1-2:30pm**
- **Thursdays - Elementary k-6th**
 - **1-2:30pm**

When? Shared time for teachers to participate in building, teacher led and district offerings. Schedule coming soon.

Reach Out to Us for Support

Director of Curriculum and Instruction

Emily Campbell

<https://sites.google.com/a/cpsboe.k12.oh.us/curriculum/home>

Office of Curriculum and Instruction Managers

Karen Clemons - K-6 ELA

Bridget McComas - Diverse Learners

Sarah Morales - World Languages

Isidore Rudnick - Fine Arts

Lanisha Simmons - 7-12 English Language Arts

David Traubert - Social Studies

Dr. Dawn Williams - K-12 Math

Liz Wolf - K-12 Science and Physical Education

Kraig Hoover - Advanced Placement

Megan Safko-Preslin - Manager, Learning Technologies

Dr. Kimberly McClain - Learning Technologies, Spencer Cluster

Rosemary Jane - Learning Technologies, House Cluster

Ashley Baggett - Learning Technologies, Blase Cluster

Attendance, Grading and Promotion



Attendance

Students and families can check attendance and grades in [PowerSchool](#)

Daily attendance-taking is required and is to be reported hourly.

Attendance is comprised of:

Both Blended and Distance Learning

- Logging into *Schoology courses daily

For 5-day Distance learning only, the requirements above plus

- Attending daily Google Meets/Teacher-Led Activities
 - *Families should receive building schedules at Orientation*
- Complete a daily attendance quiz from each Schoology course
 - Found to copy in Cincinnati Public Schools Resources::
<https://schoology.cps-k12.org/school/541195463/materials#/school/541195463/materials?f=136205380>
 - [How to Use Attendance Quizzes Video](#)

Attendance Reported Weekly

- Teachers should set a routine for checking and recording attendance.
 - Google Meet Recommendation:
 - Start each meet with a check in question.
 - Download chat for record of attendance.
- Teachers will be given access to update attendance for multiple days.
- Teachers/staff are asked to enter attendance data as soon as possible with a weekly cut off of noon Sunday. This ensures attendance data is available for reporting purposes.
 - For example, attendance for the week ending Friday, September 11, 2020 must be entered/updated by noon Sunday, September 13, 2020.



Attendance Quizzes in Schoology

- Copy from Resources Library: Cincinnati Public Schools Group
- See video for instructions
- Don't worry about Monday; you will be in Google Meets with your students
 - Record your Google Meet. Ask a check-in question via Google Meet Chat; you can check the Chat log after the meeting (ONLY IF YOU HIT THE RECORD BUTTON!)
- Tuesday-Friday: Attendance quiz, teacher communication or progress:
 - Login and check quizzes from day before; every child who didn't complete quiz, check Google Meet Chat logs/attendance check-in
 - If not in Google Meet, confirm contact with student via email, chat, messaging or phone (Record this in Remote Learning log in PowerSchool)

OR

- Confirm progress in online assignments for the week; a student making adequate progress should not be considered absent (not grade, but assignment completion or attempts)

Grading Policy

At the start of 2020-21, we will be resuming [Cincinnati Public Schools' Board-adopted grading policy](#).

Teachers are responsible for the assignment of grades. They shall communicate to students and families the performance standards students must meet, the meaning of district assessment scores, and how grades are determined.

Please note that failure to meet any attendance requirements previously outlined **should impact attendance record only**.

Teachers may include additional opportunities for enrichment, practice, and review, similar to homework in a traditional model; however, it should be clear to families that this is not part of the expected self-directed classwork that must be completed for a grade.

Weekly family/student Schoology* updates should include information and links to due dates, learning outcomes and assessments.

Promotion/Retention Decisions for 21-22

Best practice and research tells us this about promotion and retention decisions:

- Promotion to the next grade level is in the best interest of the student. This aligns with research that indicates retention has a negative impact on student achievement- including Hattie's 2018 research that shows retention has an effect size of $-.32$.
- Every effort should be made to explore interventions and supports for students instead of grade-level retention.
- Retention should be avoided except in rare instances of requirements like the Third Grade Reading Guarantee* or parent requests.
- Students that are retained should be placed in the next grade level at the earliest possible point in the 2021-2022 school year.

*Legislation, passed for 2020-2021, has suspended promotion/retention decisions for 3rd Grade students directly connected to the assessment results in Ohio's Third Grade Reading Guarantee.

Schedules Examples and Requirements



Distance Learning Structure

- 2-week cycles of learning and progress checks
- Combination of Teacher-Led and Self-Guided Learning
- Plan Teacher-led Instruction during Google Meets
 - Live, interactive
 - Assess knowledge through interactions and class discussions
 - Explore connections with previous learning and experiences
 - Review bimonthly progress assessments
- Plan Self-directed Learning
 - On student's schedule with sequence, structure and support from teacher
 - Respond to discussion boards and view videos, guides, organizers posted by teacher
 - Review learning goals and reflect on progress
 - Complete non-screen time activities, such as reading and writing, exercising and participating in creative activities daily
- Plan Support Structures for Students
 - Office Hours
 - Discussion Boards
 - Ways to contact educator

Preschool Distance Learning Schedule Example

Teachers embed partner activities (Mission2Move, Melodic Connections, Mindful Music)

Time: Schedules adjusted to meet school hours	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 (30 minutes)	Whole Group -morning meeting Wellness Check, Student Share				
8:30 - 8:45 (15 minutes)	Teacher Choice: Toothbrushing/Brain Break/Mindfulness Moment/Mision2Move/Melodic Connections				
8:45 - 9:15 (30 minutes)	Whole group: Circle Time, Heggerty Phonological Awareness lesson				
9:15 - 9:30 (15 minutes)	D. E. A. R. (Drop Everything And Read)				
9:30 - 10:30 (1 hour)	Math, Science, Social Studies Lessons				
10:30 - 11:30 (1 hour)	Small Group Lessons				
11:30 - 12:00 (30 minutes)	Lunch				
12:00 - 1:00 (1 hour)	Progress Monitoring/Assessment				
1:00 - 2:30 (1.5 hours)	Office Hours	ECE Teacher Support Call (optional)/ Office Hours	Office Hours	District Wide PD	ECE Teacher Support Call (optional)/ Office Hours

Elementary Distance Sample Learning Schedule

Possible Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting				
8:50-9:40	ELA	Math	ELA	Math	ELA
9:45-10:30	DEAR - Drop Everything and Read				
10:35-11:25	ELA	Math	ELA	Math	ELA
11:30-12:15	Small Group Meetings Scheduled by teacher and self directed learning time				
12:20-1:00	Lunch and Free Play				
1:05-1:50	Specials	Specials	Specials	Self-directed Learning Time	Specials
1:55--2:25	Science	Social Studies	Science	Self-directed Learning Time	Social Studies
2:30-3:30	Office Hours Math OR Self-directed Learning time	Office Hours ELA OR Self-directed Learning Time	Office Hours SS OR Self-directed Learning Time	Self-directed Learning Time	Office Hours Science OR Self-directed Learning Time

***Office Hours:** The purpose of office hours is for students and families to immediately get teachers' responses to questions and concerns.

Elementary Distance Schedule Must Haves

School Day Requirements

- 7 hour school day
- 3.5 hours screen time maximum
- Flexible start and stop times

Google Meet Minimum Times by Content:

All content areas should use a variety of pedagogy within the scheduled blocks of time such as whole group, small group, independent and discussion strategies.

Math:

- 1HR 55 minutes per week
- 2X's per week

ELA:

- 1HR 55 minutes per week
- 3X's per week

Science:

- 60 minutes min per week

Social Studies:

- 60 minutes min per week

Specials:

- 4X'S per week
- aligned with [PAM schedule](#) where possible

- Social Studies and Science teachers will support ELA Instruction during Distance Learning.
- The Adopted ELA curriculum, Wit and Wisdom (and Expeditionary Learning), teaches language and literacy through building knowledge of Social Studies and Science.
- Social Studies and Science adopted curriculum and standards are taught with a focus on the language and literacy of informational text.

- Each student will receive a minimum of one quarter of Music, Art and PE.
- Additional special times may include Technology, Library and/or Language

Other Requirements:

- Required PD Time:* Thursdays 1-2:30 weekly; Students should have self directed work during this time.
- DEAR* (Drop everything and read)
- Morning Meetings*
- Small group time*
- During any available bells, teachers and non-certified staff can support student social and academic growth.*

Quarterly Rotation Schedule for Specials

Art, Music, Physical Education (PE), World Languages, Library, Technology, STEM

Required: Use a quarterly PAM schedule to reduce the health risk to students and teachers by 67%-80% and to give students the recommended minimum number of in class minutes in PE, Art and Music.

This schedule:

- Reduces the risk of exposure for both our students and staff.
- Allows our students to focus on one special per quarter, trimester or quinmester instead of 3-5 specials at the same time.
- Ensures our students have a minimum # of minutes of concentrated instruction in each special.

Recommendations: Adjust schedules below to meet the individual needs of your building.

Physical Education Locations: Whenever possible, Physical Education classes and activities should be conducted outside on school grounds, weather conditions and safety permitting.

Physical Education Precautions: The following PE precautions will be in place: (1) Students will be assigned to social distance areas when entering the gymnasium or outside spaces, (2) Sanitization supplies will be provided to every teacher to sanitize equipment and high touch areas between each class, (3) Class will be organized so that students do not share equipment/ supplies without following sanitation process, (4) All students will be required to wear masks at all times except when social distance can be ensured and rigorous activities are taking place.

Quarterly Rotation for Schools with 5 Specials

If the Elementary School has 5 Specials: Every special's teacher would be assigned to teach 20% of students in **Group A** on their days and 20% of students in **Group B** on their days each quarter. Students would be divided up into **Cohort 1, Cohort 2, Cohort 3, Cohort 4 and Cohort 5**. Students within a cohort would attend 1 specific special per each Quinmester (7 week block) the days they are on site.

	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5
QUINMESTER 1	MUSIC	ART	PE	TECH	STEM
QUINMESTER 2	ART	PE	TECH	STEM	MUSIC
QUINMESTER 3	PE	TECH	STEM	MUSIC	ART
QUINMESTER 4	TECH	STEM	MUSIC	ART	PE
QUINMESTER 5	STEM	MUSIC	ART	PE	TECH

Quarterly Rotation for Schools with 4 Specials

- Every special's teacher would be assigned to teach 25% of students of **Group A** days and 25% of **Group B** days each quarter.
- Students would be divided up into **Cohort 1, Cohort 2, Cohort 3 and Cohort 4.**
- Students within a cohort would attend 1 specific special per quarter each day they are on site.

	COHORT 1	COHORT 2	COHORT 3	COHORT 4
QUARTER 1	MUSIC	ART	PE	LIBRARY/TECH
QUARTER 2	ART	PE	LIBRARY/TECH	MUSIC
QUARTER 3	PE	LIBRARY/TECH	MUSIC	ART
QUARTER 4	LIBRARY/TECH	MUSIC	ART	Physical Education

Quarterly Rotation for Schools with 3 Specials

If the Elementary School has 3 Specials: Every specials teacher would be assigned to teach 33.3% of all students in **Group A** on their days and 33.3% of all students in **Group B on their days** in each grade level each trimester. Students would be divided up into **Cohort 1, Cohort 2 and Cohort 3**. Students within a cohort would attend 1 specific special per trimester each day they are on site.

	COHORT 1	COHORT 2	COHORT 3
TRIMESTER 1	MUSIC	ART	Physical Education
TRIMESTER 1	ART	Physical Education	MUSIC
TRIMESTER 1	Physical Education	MUSIC	ART

High School Distance Sample Learning Schedule 8:30 - 3:30

	Monday**	Tuesday	Wednesday	Thursday	Friday
8:30-9:25	Bell 1	Bell 4	Advisory Meeting	Bell 1	Bell 4
9:30-10:25	Bell 2	Bell 2	**Self-Directed Learning/ Counselor Mtg 7th/8th	Bell 2	Bell 5
10:30-11:40	Self-directed Learning	Self-directed Learning	**Self-Directed Learning/ Counselor Mtg 9th/10th	Self-directed Learning	Self-directed Learning
11:45-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:25	Bell 3	Bell 6	**Self-Directed Learning/ Counselor Mtg 11th	Bell 3	Bell 6
1:30-2:25	Break/study/ exercise	Counselor Meeting 12th	Self-directed Learning	Break/study/ exercise	Break/study/ exercise
2:30-3:30	**Office Hours/ Self-directed Learning	**Office Hours/ Self-directed Learning	Self-directed Learning	**Office Hours/ Self-directed Learning	**Office Hours/ Self-directed Learning

High School Distance Schedule Must Haves

Buildings have flexibility in designing schedule with the following requirements:

- 7 Required Hours for School Day
 - Flexible start and stop times
- Protected Required PD time
 - Wednesdays 1-2:30 weekly
 - Students should have self directed work during this time.
- During available bells, teachers and non-certified staff can support student social and academic growth.
- All content areas should use a variety of pedagogy within the scheduled blocks of time such as whole group, small group, independent and discussion strategies.
- Schedules should easily transition from Distance to A/B Blended
- If you have more than 6 bells, collaborate with Mike Turner

Opening Week Checklist for Teaching and Learning

To be completed on Tuesday and Wednesday (Due Aug 21st)



Build and Schedule Student and Family Orientations

- Purpose:
 - Family and Student Orientation is a great way to connect with families and engage them in your school's vision and mission, the details of using Schoology and PowerSchool, and other important topics.
- Consider needed resources for orientation that support all learners and families, [language interpretation services](#) (including for deaf and hard of hearing), access for virtual meetings, and presentation of material in text friendly format
- Ensure that all team members supporting students are included in orientation, related service providers, school psychologists, mental health providers, gifted intervention specialists, intervention specialists, counselors...
 - If team members cannot attend orientation, consider creating a resource introducing them.

Virtual Family and Student Orientation

Family Orientation is a great way to connect with families and engage them in your school's vision and mission, the details of using Schoology and PowerSchool, and other important topics.

All Orientation will be held the week of August 24th.

Topics for Family Orientation Night

- Attendance Procedures and Guidelines
- Learning-at-Home System of Support
- Schoology is where you will find
 - Weekly updates from teachers
 - Access to the district-adopted curriculum
 - Schedules of Assignment and Assessments
 - Family/ Student/ Staff Pacts
 - Activities for learning at home
 - Accessing Support at home
- PowerSchool is where you will find your student's
 - current and previous academic data
 - attendance records
 - progress toward graduation.
 - behavior records
- Your school's communication plan contains
 - Monthly Newsletters
 - Robo calls
 - Weekly Updates in Schoology



Outdoor Material Pick Up

Outdoor event for families to pick up important materials, kits, other items needed for learning in distance learning.

All Pickups will be held the week of August 24th.

Preparation

- Grade level teams use checklist to print, organize and or pack materials for pickup.
- Plan easy traffic and distribution patterns.
- Consider ways to celebrate and excite students into the upcoming year.

Checklist

- https://docs.google.com/document/d/1OqXNLIG8x2FjnthD3ZqQAUnHnPK2mx72o7VJ2_AqjDM/edit?usp=sharing

Complete Required PD

Are you teaching one of the following? Have you taken PD related to that topic?

- If yes, you do not have to attend another course unless you would like a refresher.
- If no, you must attend a session on that topic. Sessions are found on the Teaching and Learning Calendar, which is located on the front page of [C & I Site](#). These should be completed by August 21st:

Required PD:

- K-6 ELA: Wit and Wisdom or Expeditionary Learning
- K-3 ELA: Foundations
- 7-12 ELA: MyPerspectives
- K-5 Mathematics: Ready
- 6-12 Mathematics: Envisions
- K-12 Social Studies: TCI
- K-12 Fine Arts: CPS Adopted Curriculum
- K-12 PE and Health: CPS Adopted Curriculum

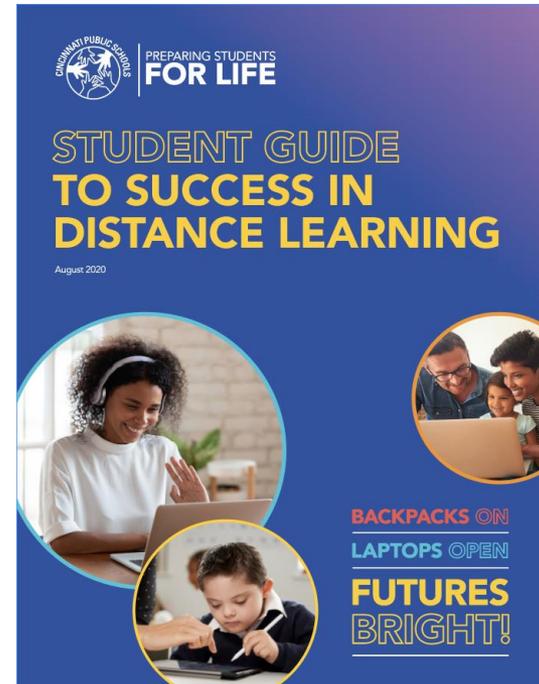
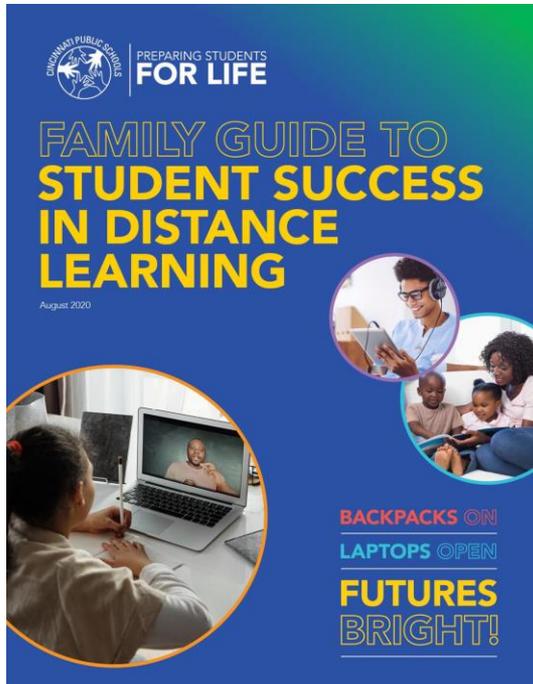
Distinguished Educator Badge Level 1:

- Must be able to do all “I Can” Statements of Level and submit assignment by August 21st
- Seek learning opportunities in the form of PD, Youtube and How to Guides

Gmail

- Seek support via PD, Youtube or How to Guides to be ready to use

Family and Student Guides



Click icons to access guides above.

Family/Student Checklist

Do your students have everything they need to launch a successful 2020-21?

<ul style="list-style-type: none">• Student's Schedule	Do your students know when they should login to Google meets and what student work they need to complete?
<ul style="list-style-type: none">• Teacher's name and location of classroom	Do your students know your room number and/or Schoology Access code? Can they access your weekly updates?
<ul style="list-style-type: none">• Student Devices	Does each student have a device and WiFi access?
<ul style="list-style-type: none">• Student's Transportation/Bus Route Information	Do your students know their bus pick-up and drop-off times? *Preschool Disabilities
<ul style="list-style-type: none">• Student's Meal Plan information	Have your students submitted their free or reduced-price lunch applications?
<ul style="list-style-type: none">• Access to PowerSchool	Do your students know how to access PowerSchool?
<ul style="list-style-type: none">• Access to Schoology	Can your students access everything they need for instruction in Schoology? Course calendar, updates, lessons, feedback, etc.?

Who do families contact with questions?

Please add school/class specific information

Question/Concern	Contact/Access
Devices and Wifi Access	itmhelp@cpsboe.k12.oh.us
Schoology/ PowerSchool Access	itmhelp@cpsboe.k12.oh.us 363-0390
Student Schedules Questions/Concerns	Your Child's Counselor
Social-Emotional Support	School Counselor/Social Worker
Curriculum Questions	Your Child's Teacher
Graduation Requirements	Your Child's Counselor
Your Child's Grade/Progress	Your Child's Teacher/PowerSchool
School COVID-19 Updates	https://www.cps-k12.org
School Athletics	Your School's Athletic Director
Transportation	(513) 363-RIDE (7433)
School Dining Services	https://www.cps-k12.org/families-students/student-dining-services

Additional Resources for Educators

Join and Bookmark our Online Resources

Google Site dedicated to housing resources for Educators.

- [Curriculum & Instruction Department](#)
 - **You will find:**
 - Upcoming PD
 - Curriculum resources and support
 - Schoology and Google resources and support
 - Master Scheduling support
 - Council Dates and Locations
 - Much, much, more

Schoology Course dedicated to clear and concise communication and dedicated space to collaborate.

- Join our course today: [6JBWB-C7G8H](#)
 - **You will find:**
 - Weekly Updates every Monday Evening
 - The Distinguished Educator Program
 - Discussion Boards and more

New Teacher Welcome Packet

We are excited to welcome our new teachers to CPS this year!

- Check out our Welcome Packet here: [New Teacher Welcome Packet](#)
 - **You will find:**
 - Council introductions
 - Resources and Support
 - Important dates and links
 - Much more

Schoology Course dedicated to new teachers so that they might collaborate and share throughout the year.

- Join our course today: **P4N2Q-PS2WJ**
 - **You will find:**
 - New Teacher PD content
 - Discussion Boards
 - Much More

Remotelearning.cps-k12.org

Site dedicated to housing additional resources for families and students.

You will find:

- CPS TV videos and schedules
- CPS Outside
- Ideas to get up and move
- Much more

Clever Crazes

Check out k-8 Clever Crazes

- <http://www.clevercrazes.com/>
- Content specific games for all subjects grades k-8
- Win prizes for yourself, your teachers and your school as you review content!



How to Print 2 Week Packets

Collaborate with grade level team or content department to print resources in a sequential packet for learning.

Lessons are better printed from Curriculum Interface (example: publisher website).

The items that can be printed easily from Schoology:

- Test/Quizzes and Assessments (Tech Enhanced Questions)
 - [How to print test/quiz in Schoology](#)
 - [How to print assessments in Schoology](#)



Google Meet

CPS uses Google Meet for synchronous instruction, Small Group Sessions, Independent Sessions and Office Hours.

Use the link below for additional support.

You will learn more about:

- Where to find Google Meet in your apps
- Joining/Starting a meeting and nicknaming it
- Scheduling Google Meet sessions with your Google calendar
- Screen-sharing tools and how to record a session

[Instructions on Using Google Meet](#)



Considerations for Google Meet Sessions

Student choice of whether or not to turn on the camera is important. Other methods can be used to assess student attention and engagement, and leaving this choice to students honors:

- Privacy: Students might be uncomfortable sharing their living space
- Safety: Students might not want their image captured, recorded or shared. There is potential for cyberbullying if a classmate takes a screenshot.
- Equity: Students may have varied access to bandwidth and video capabilities if many are using the same network
- Personal Comfort: Students may be anxious or shy about being on camera.

When students are uncomfortable, their brains are not ready to learn. Keep students' brains engaged in learning by letting them choose to have their screen on or off and try these ways to gauge their connection with instruction:

- Real-time check-ins (thumbs up/down on Google Meet [Nod extension](#))
- Collect data through Pear Deck, Kahoot, Google Forms, EdPuzzle, etc.

CPS College Knowledge and Information Channels

Click [here](#) for great college knowledge and information schoology groups, channels, sites and much more!

- These resources are essential for both students and families
- We want to make sure all influencers in CPS have accurate information about how to support students to college.

College Knowledge and Information Channels

CPS STAFF AND PARTNER FOCUSED

Staff/Partner College Knowledge Schoology Group: DDQX-538V-F2TM9
Audience: All Internal Student Influencers

CCP Training Schoology Course: TXC5-5PW2-RFSWX
Audience: CCP Teachers, Counselors, Principals, Coordinators

CCP Staff Schoology Group: B264Z-DVSND
Audience: CCP Teachers, Counselors, Principals, Central Office Administrators

School Counselor Schoology Group: M6DDJ-GH9S3
Audience: CPS School Counselors

Secondary Education Intranet:
<https://sites.google.com/cpsboe.k12.oh.us/secondaryeducation/home>
Audience: All Internal Stakeholders

CCP Information Intranet:
<https://sites.google.com/cpsboe.k12.oh.us/secondaryeducation/home/college-credit-plus?authuser=0>
Audience: All Internal Stakeholders

Scholarship Opportunities Intranet:
<https://sites.google.com/cpsboe.k12.oh.us/secondaryeducation/home/scholarships-page?authuser=0>
Audience: All Internal Student Influencers

College Opportunities and Virtual Events Public Calendar of Events:
<https://calendar.google.com/calendar?cid=Y19ndThwZnJvN2xucjc4ZDgzanA1bjUyOGU1c0Bncm91cC5jYWxlbmRhci5nb29nbGUuY29t>
Audience: All Internal Student Influencers

CPS School Counselor Calendar:

Extended Distance Learning Contingency

Prepare, Print and Send Home

- 8 weeks of lessons and resources printed and packaged in alignment to the [Schology Courses](#) and [Curriculum Guides](#) and given to students.
Include:
 - Math
 - ELA
 - Science
 - Social Studies
 - PE
 - Arts
 - Independent Reading
 - Independent Journaling
 - Other courses as applicable
- [Grading procedures reinforced with students and families](#)
- Procedures for students and families to turn in paper packet lessons for [feedback](#) and [grading](#)
- [Important Contacts Page](#) sent home, such as technology Help Desks, district websites, teacher and principal contacts
- [At Home Support Schedules](#)
 - [Google Meet and Office Hours](#)
 - [Remote Learning Website](#)
 - [CPS TV](#)

Organize and Send Home

- Lesson packet
 - Laptops and power cords
 - Passwords and outstanding assignments
 - Personal items
 - Laptops and power cords
 - Schedule
 - Syllabus (High School)
 - Student Handbook
 - Books
 - Art Supplies
 - Instruments
-
- **Prepare and Practice with Students**
 - Students practice logging into essential platforms: Schology, Performance Matters, and PowerSchool.
 - Students/ Families confirm accurate phone numbers and addresses in PowerSchool.

[Printer-Friendly Checklist](#)

Research and Resources

- *Know Better, Do Better, Teaching the Foundations So Every Child Can Read*
- *Culturally Responsive Teaching and the Brain* - Zaretta Hammond, 2015
- *Becoming The Educator They Need*, Robert Jackson, 2019
- *Learning in the Fast Lane*, Suzy Pepper Rollins, 2014
- *Fostering a Strong Community in a Virtual Classroom*, Edutopia, May 1, 2020
- *Reading the Virtual Classroom Is Hard But It Can Be Done*, Edutopia, August 5, 2020
- *The Opportunity Myth*, TNTP, September 18, 2015
- *Accelerated Learning Guide*, TNTP, April 2020
- *Pedagogy of Confidence*, Yvette Jackson
- *Pedagogy of Confidence Sketch Notes*
- *The Knowledge Gap*
- *2020-2021 ELA & Math Priority Instructional Content*, Student Achievement Partners June 2020

Attachment B: CPS Attendance Procedures for Blended and Remote Learning

2020-21 Attendance Procedures for Blended and Remote Learning

Attendance, Participation and Engagement

In a traditional brick and mortar situation, in-person attendance is important and conducive to learning. However, in the current pandemic environment, a focus on student attendance must be balanced with a priority for keeping students and employees safe and healthy. Rather than recognizing students for perfect attendance, schools are encouraged to consider a measure that encourages consistent attendance or consistent participation in schoolwork, but not at the expense of health (Reset and Rebuild, 2020).

Per CDC and ODE, in order to discourage children coming to school when they are sick, please do not award perfect attendance certificates. Encourage consistent attendance, not perfect attendance.

Students and staff should not fear negative consequences if they stay home when they are sick.

Instructional Hours Requirement

Ohio's ordered school-building closure and subsequent emergency legislation (House Bill 197) have implications for how districts and schools meet minimum instructional hours requirements.

School districts, joint vocational school districts and chartered nonpublic schools are required to provide instruction for a minimum of:

- 455 hours for students in half-day kindergarten.
- 910 hours for students in full-day kindergarten through grade 6.
- 1,001 hours for students in grades 7-12.
- Community schools are required to offer a minimum of 920 hours per year (ODE, 2020).

Student Attendance and HB 410 Requirements in 2019-20

In Spring 2020, HB 197 did not waive the absence and truancy requirements of HB 410. However, the state recognized that districts need flexibility in addressing issues of student attendance. The Department's COVID-19 [FAQ](#) states:

We recognize that attempting to track student attendance under such circumstances would be extremely complicated. Consequently, students will be deemed to be in attendance during the non-spring-break periods included in the ordered school-building closure.

In 2019-20, since CPS made a good faith effort, using processes and strategies within its capabilities, to ensure students are regularly participating in educational opportunities, students **were deemed in attendance for the rest of the school year.**

Relatedly, for 2019-20, students did not accrue **absence hours toward truancy during the COVID-19 school closure**, and thus were not placed on formal absence intervention plans. School Social Workers attempted to check in with any students who had Attendance Intervention Plans (AIPs) prior to school closure.

Student Attendance and HB 410 Requirements in 2020-21

In July 2020, ODE shared guidelines for attendance tracking in 2020-21. It is required that attendance is tracked. All districts must report attendance in hour increments at the student level. It is not necessary to take attendance hourly.

As it is required that districts report EMIS data, including attendance, the following district procedures have been proposed. Please note these are subject to change pending ODE directives.

By tracking attendance across learning environments, students can be easily and consistently flagged for intervention in one student information system. This will improve equitable access to learning. Please see attendance tracking plans for Blended Learning and distance Learning.

Blended Learning Attendance Tracking

1. Teachers are to take attendance in a typical fashion using PowerSchool on the days students are to report to campus. Teachers are to take attendance that day.
2. On distance learning days, teachers are to take attendance in PowerSchool by monitoring Schoology check-ins.
 - a. Students will check in by completing the daily Schoology quiz by 11:59PM on distance learning days. This must be done for each bell in high school to be counted present.
 - b. The questions will remain the same and take in account daily academic and social emotional learning. Sample questions may include:
 - i. Were you able to complete an assignment today?
 - ii. Do you feel safe and healthy?
 - iii. Do you need additional help?
 - c. The student will be marked as absent if the check-in is not completed.
 - d. If a student is ill and cannot complete the check-ins, parents are to call the school attendance line to report the absence.

Teachers can access student data analytics, including login time stamps, via Schoology.

Students can also be considered present if a student does not complete the daily quiz. Alternative ways for students to be marked present are:

1. Evidence of daily interactions with the teacher via video chat, emails, messages, telephone calls, or formats.
2. Assignment completion.

If these formats are used, the teacher is to log this under “Log Entries- Remote Learning Category” in PowerSchool. It is not necessary for the teacher to complete a PowerSchool log if Schoology is used to track attendance.

Daily, teacher-directed assignment completion is not mandated for the purpose of *attendance*, but certainly work completion is essential for *overall learning*.

As per ODE guidelines, distance learning cannot be used to make up absences from in-school learning.

Students are to report on their assigned A or B days. For safety reasons, students can not come into school on a distance learning day.

Distance Learning Attendance Tracking

In the event of five day distance learning, teachers will take attendance in the following fashion.

1. On assigned days, students are expected to login to classes during scheduled Google Meet times in accordance with the District-wide schedule.
2. Teachers will share Google Meet login URL information with students and school principals. Google Meet schedules and URL links should be published internally for CPS staff but not posted publicly at any point. Student attendance will be based on attendance during the scheduled Google Meet time. If a student is unable to attend the scheduled Google Meet class, the parent/guardian must communicate the reason for the absence with the student’s teacher and school.
3. Every day, students must also login to Schoology courses daily by bell and complete the daily attendance quiz.
4. Attendance needs to be recorded in PowerSchool by 4:15 p.m. on the last workday of each week.

Steps 1-3 are to be completed each day to be marked present. If these steps are not met, the student is marked absent.

Flexibility is to be given to students who may not complete the Schoology quiz but have their work completed. They are to be marked present.

If the student is able to communicate with the teacher with other means than Google Meet or Schoology due to technology issues, then mark the student as present. If the student has technology issues but has made no attempts at communication, then mark as absent.

Chronic Absenteeism and Truancy

In 2020-21, students with **absence intervention plans in place prior to the ordered school-building closure** will be identified and monitored at the beginning of the school year. School Social Workers and Attendance Support Specialists will collaborate with building attendance teams to conduct the following so as to maintain HB 410 compliance as much as possible:

1. Share an updated spreadsheet of students who were on AIPs in 2019-20
2. Monitor no-shows in 2020-21 and share with the building team
3. Check-in, to the extent possible, with students with a history of attendance issues
4. Monitor students who are consistently absent or late
5. Collaborate with building teams to provide interventions to ensure consistent attendance

As per ODE, every district must have an approach to addressing attendance and chronic absenteeism outlined in their district truancy and attendance policies. Districts are to update their policies to align with learning plans and should continue to follow all attendance and truancy processes and requirements as outlined in ORC 3321.191.

Attendance Tracking and COVID-19

CPS School Social Workers will track building attendance levels and share those data with district senior leadership. The district will contact the local health department of significant increases in absenteeism.

Juvenile Court Collaboration

During these challenging times, taking attendance while students are learning from home is less of a punitive measure and more of a way to ensure they have the academic and social-emotional support they need.

Only the most egregious cases involving physical safety will be held in person at Hamilton County Juvenile Court. In order to ensure the safety of students in juvenile detention, the Court at 20/20 is currently closed for visitors.

In order to address truancy concerns, CPS and Juvenile Court will continue diversionary court remotely. Truancy cases that were flagged in March 2020 will be prioritized. Diversionary court will be available to all schools and coordinated by Marla Givens, Juvenile Court Liaison. The goal is to start Diversionary Court in September.

Attendance Considerations for distance Learning Plans

Adapted from <http://education.ohio.gov/Topics/Reset-and-Restart/Blended-and-Remote-Learning-Comparison/Attendance-Considerations-for-Remote-Learning-Plan>

Definitions

Blended Learning/distanceAttendance Model

**Excused Absence
Definition**

- A. Personal illness or illness in the family necessitating the presence of the child. A pattern of absences in excess of five (5) consecutive days shall require a written physician’s statement verifying the illness and the number of days the child was required to be absent. (Ohio Administrative Code (OAC) 3301-69-02).
- B. Quarantine of the home. Such absence is limited to the length of the quarantine as determined by the proper health officials (OAC 3301-69-2).
- C. Death in the family. Such absence is limited to a period of three days unless reasonable cause may be shown for a longer absence (OAC 3301-69-2).
- D. Observation or celebration of a bona fide religious holiday. (OAC 3301-69-2)
- E. Absence during the school day for medical or dental appointments; such absence may require a written note from the medical or dental professional upon return to school. (OAC 3301-69-2).
- F. Circumstances in which the judgment of the superintendent, as determined by the principal, constitutes a good and sufficient cause for absence from school. (OAC 3301-69-2)
- G. Absences related to a student visiting with his or her parent related to military leave or deployment. (Ohio Revised Code (ORC) 3301.60).
- H. College visits (OAC 3301-69-2).
- I. The Superintendent may excuse a student over fourteen (14) years of age from attendance at school for a future limited period for the purpose of performing essential work directly or exclusively for his/her parents or guardians. Such excuse shall be limited to five (5) days and can be renewed for five (5) additional days. At no point may such excuse permit a student to be absent from school for more than ten (10) consecutive days. (ORC 3321.04).
- J. The Superintendent may excuse a child from attendance for any part of the remainder of the current school year if the child’s bodily or mental condition does not permit attendance at school or a special education program during such period; this fact is certified in writing by a licensed physician or, in the case of a mental condition, by a licensed physician, a licensed psychologist or a certificated school psychologist; and provision is made for appropriate instruction of the child. (ORC 3321.04).
- K. For students receiving instruction at home by a qualified teacher, a file shall be maintained in the Superintendent’s Office. Documentation shall state how the inability of the child to attend school or a special education program or the qualifications of the person instructing the child at home were determined. (ORC 3321.04)

- Required quarantine due to possible COVID-19 exposure will be a separate code named "COVID-19 Quarantine". (If you have been in close contact with someone who is sick with COVID-19, you will have to stay home for 14 days. Parent contact is required. Healthy students who are under quarantine or isolation should be given the ability to participate in educational activities to the fullest extent possible.

- Any other non-COVID quarantine of the home will be listed under existing code B. Parent contact is required.

	<ul style="list-style-type: none"> • In instances where there is a temporary internet outage and alternative communication methods are not available for the student to participate and complete assignments, this absence can be excused with parent contact within 5 days of the absence. We need to add an attendance code called "temporary internet outage". • In instances of unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring at inopportune times, such as during a teacher-led distance learning lesson, the absence from learning can be excused, if timely communication is made by parents. We need to add an attendance code called "technical difficulties". • Students who blatantly disregard COVID-19 safety rules, including masks, are to receive disciplinary consequences as per Code of Conduct. Students who refuse to wear a mask are to be removed from school within HB 318 guidelines. This is to be coded as Emergency Removal.
Unexcused Absence	Unexcused absences will be recorded based on past practices during on campus learning. On distance learning days, students are to be marked unexcused if they do not follow learning procedures above. Distance learning cannot be used to make up absences from in-school learning.
Medically Excused Absence	A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). Medical excuses will be accepted in the form of a doctor's note within five school days of the absence or parent call-in on the day of the absence due to illness/doctor's visit. This policy will be adapted to include if the student or someone in the student's family is showing symptoms of COVID-19 or is diagnosed with COVID-19. Medical excused absences will be accepted through this process for students participating both in-person and distance learning. Doctor's notes can be faxed to the school office, emailed by the parent, or sent with the student. For COVID-19 safety reasons, a school drop box would be advised. Medically excused absences can be used for up to 14 consecutive days.
Time Limit for Submission of Doctor's Note	Medical excuses will be accepted in the form of a doctor's note within five school days of the absence. Parents can submit doctor notes via email, fax, and/ or possible school drop box.
Parent Report of Absence/Illness	Parents can report student absence by calling the school's front office or attendance line. Some schools also have an online attendance form where parents can submit their child's absence. School may also have an attendance form on Schoology.
504/ IEPs Support	ESP staff (School Social Workers, School Psychologists, and School Counselors) will work in collaboration to ensure students' needs are met. Individual student needs will be considered when addressing absences due to COVID-19. SSWs will assist with contacting parents who are unable to be reached for educational planning.
Covid-19 Absences	We will follow current CDC guidelines for quarantine/ isolation when someone is exposed to Covid-19. Individual circumstances may impact one's recovery and ability to resume normal school/ work expectations following the 14/ 10 day quarantine/ isolation time frame. With timely communication and required documentation, these circumstances may be taken into consideration.
Tracking Attendance in PS	Teachers of record will report student attendance as normal on in-school days. On Distance Learning days, teachers will mark students present with evidence of daily interactions with the teacher via Google Meet and

Attendance Procedure Adaptations:

House Bill 410 thresholds will remain in effect as follows:

Habitually Truant:

- a. Absent 30 or more consecutive hours without a legitimate excuse;
- b. Absent 42 or more hours in one school month without a legitimate excuse; or
- c. Absent 72 or more hours in one school year without a legitimate excuse.

Excessive Absences:

- a. Absent 38 or more hours in one school month with or without a legitimate excuse; or
- b. Absent 65 or more hours in one school year with or without a legitimate excuse

A student shall be assigned to an Absence Intervention Team within ten days of the absence that triggered the student becoming “habitually truant.” The District shall make at least three meaningful, good faith attempts to secure the participation of the parent, guardian or custodian on the team. A parent, guardian or custodian who cannot participate shall be informed of his or her right to appear by designee. If a parent, guardian or custodian does not respond, the District shall determine whether the failure to respond triggers the District’s mandatory reporting obligation to Job and Family Services for suspected neglect and the intervention team shall proceed with developing an intervention plan for the student without the participation of the child’s parent, guardian, or custodian.

The plan may include, as applicable, mental health services and/or community resources for the parent. Each intervention plan shall vary based on the individual needs of the student. If a student is habitually truant and the student fails to participate in or fails to make satisfactory progress on the absence intervention plan, the Board authorizes the Superintendent to file a complaint with the Judge of the Juvenile Court and/or to take any other appropriate intervention actions.

Before filing a complaint with Juvenile Court, use of the following guiding principles will be considered:

1. Maintain contact information for students and families and build strong relationships that can endure time and distance.
 - a. Student and parent contact information.
 - b. Digital access.

- c. Engage and build long-term trust.
2. Pay attention to health and safety first.
3. Emphasize student presence and engagement.
4. Use data to drive decisions.
5. Leverage community partnerships that address the whole system.
6. Use a multi-tiered system to support the whole child.

PSC Teacher support: The PSC department will continue to support teachers with contacting parents/ students who are unable to be reached. Teachers are to make 3 good faith attempts to reach parents. Teachers should document these attempts in PowerSchool Log entries. Teachers should submit timely parent/ student contact referrals to SSWs via email highlighting attempts made including contact information used.

Supports for Principals with Attendance and Truancy

Each school will have access to a School Social Worker for 1 day or more to support attendance, social emotional learning, and prevent truancy. Please see the following list if additional support is needed.

Attendance Intervention Plans- Naomi Madaris madarin@cpsboe.k12.oh.us

Project Connect- Rebekah Beach Beachre@cpsboe.k12.oh.us or Kathleen Jump jumpkat@cpsboe.k12.oh.us

Juvenile Court- Marla Givens givensm@cpsboe.k12.oh.us

Resources

<http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US>

<http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Additional-Information-on-Instructional-Hours-and>

Attachment C: CPS MAP Growth Remote Testing Educator Guide

MAP Growth Remote Testing Educator's Guide

Cincinnati Public Schools
2020-2021

BACKPACKS ON

LAPTOPS OPEN

**FUTURES
BRIGHT!**



PREPARING STUDENTS
FOR LIFE

Table of Contents

MAP Remote Testing Educator's Guide 2020-2021

1. [Overview & Key Principles](#)
 - a. [CPS Accelerated Learning Plan](#)
 - b. [Overview & Key Principles](#)
 2. [NWEA Resources & Guides](#)
 3. [District Communications Plan](#)
 4. [Preparing for MAP Growth Remote Testing](#)
 - a. [Teacher/Proctor Action Items Prior to Testing](#)
 - b. [Accommodations and Supports](#)
 - c. [Monitoring During the Test Session](#)
 - d. [Data Analysis Guidelines for Remote Testing](#)
 5. [MAP Growth Remote Testing Support/Troubleshooting Plan](#)
 6. [Professional Development & Training](#)
-



Overview and Key Principles of Remote MAP Growth Testing

All children, **regardless** of circumstances, receive on-grade level, high-quality curriculum, instruction and technologies.

Call to Action 1

Find new ways our students can see themselves and other cultures in their learning.

Call to Action 2

Spend vast amount of instructional time engaging learners in on-grade level work by prioritizing critical work of the grade.

Call to Action 3

Address unfinished learning with precision and only as necessary (just in time, opposed to just in case.)

MAP Growth and assessments embedded in the District adopted curriculum are the primary tools that CPS will utilize to diagnose unfinished learning in Reading and Mathematics.

To Accelerate Learning is to provide instructional strategies and interventions that advance the learning of students who have unfinished learning by **identifying the most critical prerequisite skills that will allow students to perform at grade level.**

Acceleration is relevant, and the skills are picked **just in time** for new concepts. Students are able to apply these skills immediately so ALL students access grade-level work.



Difference between Acceleration and Remediation

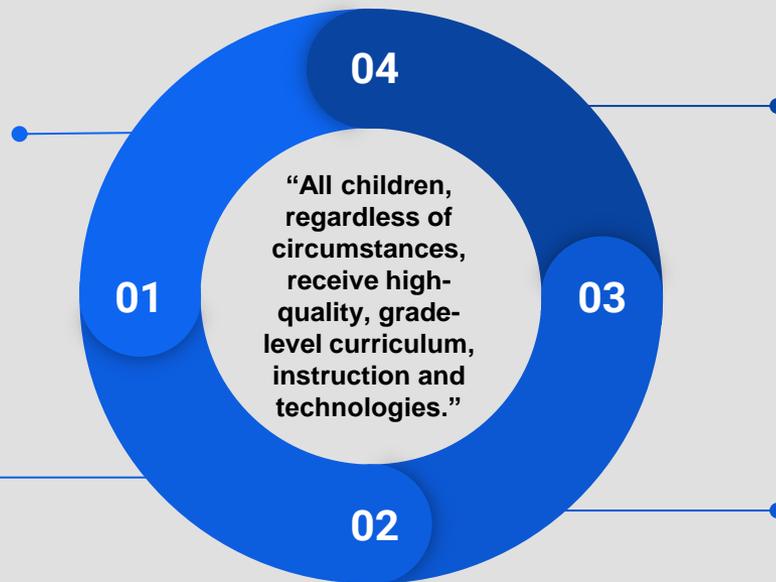
	Acceleration	Remediation
Self-Efficacy	<ul style="list-style-type: none"> • Self-confidence and engagement increases • Academic progress is evidence 	<ul style="list-style-type: none"> • Student perceive they're in the "slow class, " and self-confidence and engagement decrease • Backward movement leads to a sense of futility and lack of progress
Basic Skills	<ul style="list-style-type: none"> • Skills are hand-picked just in time for new concepts • Students apply skills immediately 	<ul style="list-style-type: none"> • Instructions attempts to reteach every missing skill • Skills are taught in isolation and not applied to current learning
Prior Knowledge	<ul style="list-style-type: none"> • Key prior knowledge is provided ahead of time, enabling students to connect to new information 	<ul style="list-style-type: none"> • Typically does not introduced prior knowledge that connects to new learning
Relevance	<ul style="list-style-type: none"> • Treats relevance as critical component to student motivation and memory 	<ul style="list-style-type: none"> • Relevance is not seen as a priority
Connection to Core Class	<ul style="list-style-type: none"> • Instruction is connected to core class; ongoing collaboration is emphasized 	<ul style="list-style-type: none"> • Instruction is typically isolated from core class
Pacing and Direction	<ul style="list-style-type: none"> • Active, fast paced, hands on • Forward movement; goal is for students to learn on time with peers 	<ul style="list-style-type: none"> • Passive, with focus on worksheets or basic software programs • Backward movement; goal is for students to "catch up" to their peers

Build a Community of Equity and Excellence

[Culturally Responsive Asset-Based Feedback strategies](#)
[Sample Home Learning Schedule](#)
[SEL Resources](#)
[Strategies for engagement](#)
[Connect to Academics](#)
[Connect to Social Emotional Learning Needs](#)

Engage Students in Grade-Level Instruction Regardless of Circumstances

- [Schoolology Courses](#)
- [Curriculum Maps and Guides](#)
- [Resources for Equity](#)



Plan to Address Unfinished Learning, Scaffold and Enrich

- [Asset-Based Thinking](#)
- [Pre-assessment tips](#)
- [Sample two-week schedule](#)

Collect and Give Feedback

- [How to scaffold instruction through Schoolology Groups](#)
- [Teacher and staff protocols](#)

Overview: Why MAP Growth?

1. Nationally standardized Reading and Math achievement and growth assessment.
2. Vetted, and reliable assessment utilized across Ohio, the United States, and internationally.
3. Adaptive assessment that adjusts to the examinee's ability level
4. [Flexible administration](#)
5. Correlated with Ohio State Tests (K-8) and College & Career Readiness Assessments:
 - a. [Ohio Linking Study Charts \(Grades K-8\) MAP Growth Reading](#)
 - b. [Ohio Linking Study Charts \(K-8\) MAP Growth Math](#)
 - c. [NWEA MAP College and Career Readiness Comparative Data](#)

Overview: Remote Testing

1. Very similar to proctoring the test in the school setting
2. Most important difference: need for clear communication between proctors (staff administering the test) and the students and families that will be participating from a different location.
3. Educators must be clear with the purpose of MAP Growth testing and communicate the expectations, procedures ahead of testing to families and students.
4. Planning and preparation are even more vital for remote testing.
5. Remote testing is facilitated through the use of Google Meet before and during the administration of MAP Growth.

Key Principles of Remote Testing

1. **Proctors**, teachers are the **primary point of contact** for students and families during the test and are critical for a successful administration.
2. **Test integrity** is vital to ensuring **valid** and **reliable** assessment data.
3. **Parent/guardians** are partners in ensuring a successful administration.
4. **Ongoing communication** between proctor/teacher and families is critical.
5. **Pre-planning and practice** ahead of scheduled test date.



NWEA MAP Growth Resources and Guides

Full Guides and Resources from NWEA on MAP Growth Remote Testing

- [NWEA MAP Growth Testing Resources Website](#)
- [Remote Testing Guide for MAP Growth](#)
 - Comprehensive guide from NWEA on MAP Growth testing remotely.
- [MAP Growth Testing - FAQs](#)
- [Proctor Pre-Test Checklist](#)
- [Proctor Pre-Test Slidedeck](#)
- [Device Readiness & Student Practice Exercise](#)



District Communications Plan

General Information About Fall MAP Growth Remote Testing

- Who:
 - Students in grades 1-8 take both the Reading and Math MAP Growth assessment in the Fall.
 - Students who are repeating Kindergarten take the MAP Growth assessment in the Fall while first-time Kindergarten students take the Kindergarten Readiness Assessment.
 - Students in the following high school courses also take MAP Growth in the Fall:
 - Algebra I
 - ELA 9
 - ELA 10
- When:
 - The Fall MAP Growth window will open on 9-14-20 and close at the end of the day on 9-30-20.
 - Students observing Yom Kippur should not be scheduled for any testing on 9/21/20.
 - Research from Johns Hopkins University recommends that any diagnostic testing like MAP Growth not begin until the start of the 3rd week of school.
 - Focus for the first two weeks of school should be on relationship building, establishment of routines, re-activating students prior knowledge and preparing students and families for remote testing by making sure they understand the purpose of the MAP Growth administration.
 - School-specific MAP Growth schedules should be finalized by 8/28 and communicated to families via email and Schoology using [NWEA's letter templates](#).

Communicating Why We Use MAP Growth

- Ongoing, proactive communication with parents/guardians about MAP Growth Remote Testing is critical to the success and accurate assessment of a student's instructional strengths and needs in Reading and Mathematics.
- The MAP Growth assessments can be analogized to an educational check-up much like a health check-up.
 - For example, at regular physical health check-ups, parents want an accurate estimate of where their child is at so that the doctor knows whether or not the child needs intervention to improve their physical health.
 - The same is true for these educational check-ups.
Without accurate data, needs may not become known and addressed. Obtaining accurate data helps us to know where we are at so we can move forward from there.
- Parents/caregivers need to understand the important role they play and the scope of that role in supporting MAP Growth Remote Testing.
- Make sure the parent/guardian knows that the MAP Growth test and data will not be a part of the student's grade.
- Data from MAP Growth remote testing is a key part of [CPS's Accelerated Learning Plan](#).



District Communication

- Central office will be emailing parents/guardians an initial letter about MAP Growth Remote testing no later than 8-20.
 - Letter will also be posted on Schoology, CPS Testing & Assessment Website, and CPS Website
 - Copy of Letter: [CPS MAP Remote Testing Family Letter](#)
 - Letter will inform families of:
 - What is MAP Growth?
 - How is MAP Growth administered remotely?
 - Parent/Guardian role during the MAP assessment.
 - Guidance on setting up an ideal testing environment
 - Information to expect to hear from their child's teacher/proctor.
 - FAQ/Additional Support resources



Building Test Coordinator Training & Next Steps

- Building Test Coordinators (BTCs) will be trained on MAP Remote Testing on [August 20 \(4:00-6:00\)](#).
 - Makeup Training: [August 26th \(4:00-6:00\)](#)
- Action Steps for BTCs following training:
 - Schedule and facilitate virtual information sessions for teachers/proctors by 8/28.
 - Collaborate and create school MAP remote testing schedule by 8/28 and submit to cpstesting@cpsboe.k12.oh.us
 - Ongoing daily and weekly support of MAP remote testing during Fall window by serving as the school's primary MAP expert and troubleshooter.
 - Monitor MAP completion progress through MAP Growth reports and PM Unify reports.
 - Support potential makeup testing sessions.

Teacher to Parent/Guardian Communication

- Teachers should post testing details to Schoology as soon as possible after the test schedule has been established. Teachers should also email parents no later than 2 days before testing using the NWEA templates below. Teachers also need to email the CPS Parent/Guardian Testing Agreement along with the letter template.
- Email to Parents/Guardians:
 - **Subject:** MAP Growth Testing Schedule & Agreement
 - **Body of Email:**
 - Dear Parent/Guardian, MAP Growth is an important assessment that will help us identify your student's current Reading and Math strengths and instructional needs. For this reason, it is important to make ensure that the assessment is valid and accurate. We need your help in preparing for the remote administration of MAP Growth this year. Please review the attachment called Remote Testing Guidance for information on the day of time of testing for your student and for steps for students and families to take ahead of test day to make sure student devices are ready for testing. Please also review the second attachment, Parent/Guardian Testing Agreement, for more information on how to ensure an accurate assessment of your student. Please review this email and attachments and reply to this email with "I have read and agree to the Remote Testing & Assessment Agreement" as confirmation of agreement.
- Attachment: [Parent/Guardian Letter Templates](#) (See next slide for guidance on use of these letters)
- Attachment: [CPS Parent/Guardian Testing Agreement](#)

Teacher to Parent/Guardian Communication

- Attachment: [Parent/Guardian Letter Templates](#)
 - How to use:
 - Download the appropriate version of the letter based on the test and type of device students will be using:
 - [K-2 iPad Letter](#)
 - [K-2 Laptop Letter](#)
 - [2-5, 6+ Laptop Letter](#)
 - Open the letter and delete the directions text box
 - Insert your name in “Greetings from [Put Your Name/Title Here]”
 - Insert scheduled date and time of testing and Google Meet information in [Put date and time here, such as: Sept 15-17 from 10 a.m. to 12:00 p.m.]
- Attachment: [CPS Parent/Guardian Testing Agreement](#)
 - Ask that the parent reply to the your email with the following message prior to test day: “I have read and agree to the Remote Testing & Assessment Agreement.”
- Each teacher should maintain a copy of the parent/guardian response in their CPS Gmail account.
 - The CPS Parent/Guardian Testing Agreement will apply to remote MAP Growth testing and other remote testing- including if ODE elects to administer State tests remotely.

Principal Communication

- This guide and the below Principal communication next steps were included in the August 14th Principal Newsletter.
- Principal Communication Next Steps:
 - Email teachers the [CPS MAP Remote Testing Guide for 2020-2021](#)
 - Email teachers the [Remote Test Proctoring Training Session Schedule](#)
 - Remind Building Test Coordinator of [BTC Remote MAP Growth Training- 8/20/20 \(4:00-6:00 p.m.\)](#)
 - Following training, support BTC with:
 - Scheduling staff training with BTC by 8/28/20
 - BTC leads developing building-wide schedule for MAP testing and emailing final schedule to cpstesting@cpsboe.k12.oh.us by 8/28/20.
 - Share information with parents/guardians at virtual open houses, orientation sessions, robocalls, Schoology, school websites and social media.
 - Share [CPS Parent Information Videos](#)
 - Email [CPS Remote Testing Letter](#) to families and post to any school Schoology pages that parents might have access.
 - Utilize MAP Growth Remote Testing [Robocall Call Script](#)
 - Testing & Assessment Department may also be able to support additional training and information sessions upon request.

4

Preparing for MAP Growth Remote Testing

Scheduling Considerations

- By August 28th, Building Test Coordinator(s) should collaborate with school staff to establish a schedule for when each teacher plans to administer the MAP Growth Assessment.
- Research from Johns Hopkins University recommends waiting until at least the third week of school before diagnostic testing begins. The initial two weeks of school should be focused on relationship and routine building and other social, emotional and academic needs at the beginning of the year.
 - Window for Fall MAP Testing will open on 9/14/20.
 - Students observing Yom Kippur should not be scheduled for testing sessions on 9/21/20.
 - Window for Fall MAP Testing will close at the end of the day on 9/30/20.
- **Teacher/proctor considerations:**
 - MAP is an **adaptive** assessment that attempts to identify a student's current instructional level. Once a student answers an item, the student can not return to that item to reanswer.
 - MAP is an untimed assessment
 - Average MAP Testing times by test and term
 - Test sessions may be scheduled to have students take a MAP test in one session or in multiple shorter sessions.
 - Small groups recommended (10 or under) for remote testing, especially for grades K-3.

Scheduling Considerations

- Consider if it is possible to schedule MAP Growth remote testing sessions with students and families in the following parts of the daily schedule:
 - English and Math classes
 - Office hours
 - Student self directed time
 - Small group time
- Also, please note, MAP Growth tests are available for administration in times outside of typical school hours. If it works for all parties and involved, it is also possible to schedule and administer a MAP Growth test remotely before or after school hours.
- Who may serve as a proctor for administering a MAP Growth test?
 - Proctors must meet these four qualifications to test students:
 - Must be a CPS employee
 - Must hold a current and valid ODE license, permit or certificate.
 - Trained by the CPS Testing & Assessment Department or their school's Building Test Coordinator.
 - Signed a [CPS Test Security Agreement](#)
 - Paraprofessionals meeting these requirements may be utilized to administer MAP Growth testing.

Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

1. Create Your Test Sessions

- Add students
- Assign each student the [appropriate MAP Growth test](#).
- Assign accommodations (see slide 29-36 for further guidance).
- Name test session and record information on the Test and Practice Session Schedule- page two of the [Pre-Test Proctor Checklist](#).
 - Tip: Use simple test session names that students can easily type in.

Video Guide: [Test Session Creation and Student Log in Steps](#)

Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

2. Schedule Test and Practice Sessions

- ❑ Determine the time, date, and length of each test session.
- ❑ Complete the [Test Schedule Worksheet on page two of the Pre-Proctor Checklist](#).
- ❑ Review the [Device Readiness & Student Practice Exercise](#) and the [Device Readiness Check video](#).
- ❑ CPS additional step: Prepare Google Meet sessions and save links to share with families for practice and test day sessions.

Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

3. Fill Out Proctor Slide Deck

- NWEA created a slide deck to help you prepare for test days. You can edit and personalize these slides to your needs.
 - Download and fill out [Proctor Slide Deck](#)
 - Save updated slide deck for use on test day

nwea
MAP Growth
Proctor Slide Deck



Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

4. Send Communication to Families

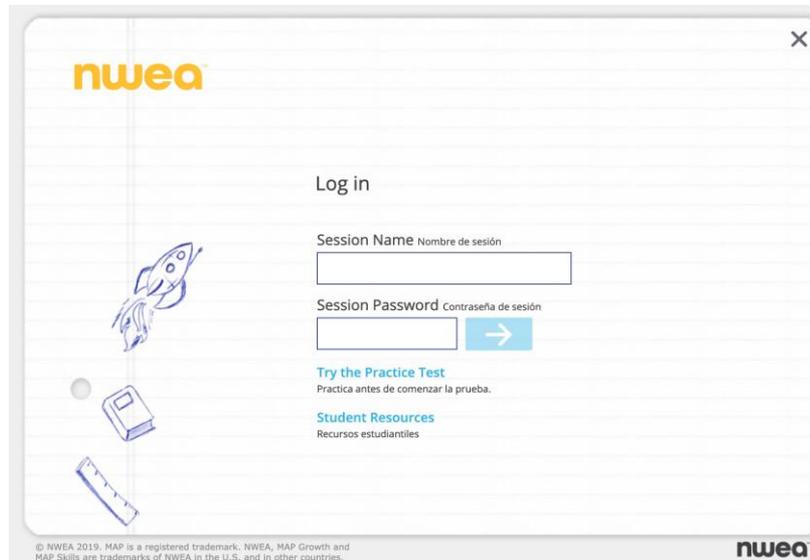
- ❑ NWEA has created a letter template to share with student's families.
 - ❑ Download the appropriate letter, delete the directions box, and insert your information in the areas with **red text**.
 - ❑ [K-2 \(Laptop\) Family Remote Testing Guidance](#)
 - ❑ [K-2 \(iPad\) Family Remote Testing Guidance](#)
 - ❑ [2+ Family Remote Testing Guidance](#)
 - ❑ Save updated version of template letter to your device.
 - ❑ Attach the testing guidance letter to an email and use language for email described on slide 18.
 - ❑ Attach [CPS Parent/Guardian Testing Agreement](#) to same email.

Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

5. Run Practice Session

- ❑ Remind students and families of practice session.
- ❑ Complete the practice session using the [Device Readiness & Student Practice Exercise](#) or the [Device Readiness Check Video](#).



The screenshot shows a web browser window with the NWEA logo in the top left corner. The main content area is titled "Log in" and contains a "Session Name" field with the label "Nombre de sesión" and a "Session Password" field with the label "contraseña de sesión". A blue arrow button is positioned to the right of the password field. Below the login fields, there are two links: "Try the Practice Test" with the subtext "Practica antes de comenzar la prueba." and "Student Resources" with the subtext "Recursos estudiantiles". On the left side of the login area, there are several icons: a rocket ship, a floppy disk, and a ruler. The NWEA logo is also present in the bottom right corner of the browser window.

Teacher/Proctor Pre-Testing Checklist

NWEA has created this helpful [Pre-Test Proctor Checklist](#). Teachers/proctors administering the MAP Growth test should complete this checklist at least two days before the scheduled test date. The following slides cover the steps in the pre-test proctor checklist.

6. Provide Test Session Instructions to Students and Families

- Share instructions on how to join the test session.
- Remind parent/guardian they may be needed to help the student login and monitor testing.
- Tell students and families what time to log in on test day.
- Let students know what tools they need (e.g., scratch paper, pencil, etc.).

Additional Resources:

- [MAP Growth Remote Testing Resources](#)
- [MAP Help Center](#)

Considerations for Diverse Learners



Considerations for Diverse Learners



NWEA Accessibility and Accommodations Guide

- Embedded Universal Feature
 - **Calculator:** On-screen digital calculator appears for allowed items.
 - **Math Tools:** These digital tools (e.g., ruler, protractor, calculator) are used for tasks related to math items.
 - If a student needs to have a physical calculator or physical math tool per an IEP, 504 Plan, or English Learner Plan, please ensure the student has access to this calculator at home and is only accessing for items that the digital calculator is displayed.

Considerations for Diverse Learners



[NWEA Accessibility and Accommodations Guide](#)

- Embedded Universal Features
 - Other embedded universal features available to all students in the MAP testing portal: amplification, highlighter, keyboard navigation, answer eliminator, line reader/line guide, notepad, zoom. .
 - If a student needs other physical tools or assistive technology per an IEP, 504 Plan, or English Learner plan, please ensure this technology is available at home ahead of the testing date.

Considerations for Diverse Learners

NWEA Accessibility and Accommodations Guide

- Non-Embedded Universal Feature
 - **Frequent Breaks:** All students can take breaks as needed.
 - **Scratch paper:** Student can use scratch paper or dry erase board.
Students/families should be instructed to shred any scratch paper used for remote testing.
 - If an Ohio approved assistive technology device is used to take notes, student or parent/guardian must delete notes from device after the test is completed.



Considerations for Diverse Learners



NWEA Accessibility and Accommodations Guide

- Text-to-Speech
 - For Mathematics tests: Text-to-Speech should be **ON** and made available for all students.
 - For Reading tests: Text-to-Speech should OFF for all students except:
 - For students that qualify for text-to-speech or read-aloud on the State ELA Test based on ODE's Reading Access Accommodation Decision Making Tool and recorded in the student's IEP.
 - Text-to-Speech for these students only should be turned on in step 1 of the Proctor Pre-Testing Checklist. NWEA guide to turning on this accommodation.

Considerations for Diverse Learners

NWEA Accessibility and Accommodations Guide

- Non-Embedded Designated Features
 - **Word-to-word dictionary:** Allowed for students only if stated in an English learner plan or IEP.
 - **Magnification device (low-vision aids):** Student can adjust the size of specific areas of the screen with an assistive technology device. This allows the student to increase the size to a level beyond what is provided with the universal zoom tool.



Considerations for Diverse Learners



[NWEA Accessibility and Accommodations Guide](#)

- Non-Embedded Accommodations: The following may only be provided based on an accommodation in an IEP, 504 plan or English Learner plan and may require ensuring the student has access at home prior to testing day.
 - Abacus: may be used in place of scratch paper.
 - Assistive technology
 - Braille devices
 - Screen Reader
 - Scribe

Considerations for Diverse Learners



NWEA Accessibility and Accommodations Guide

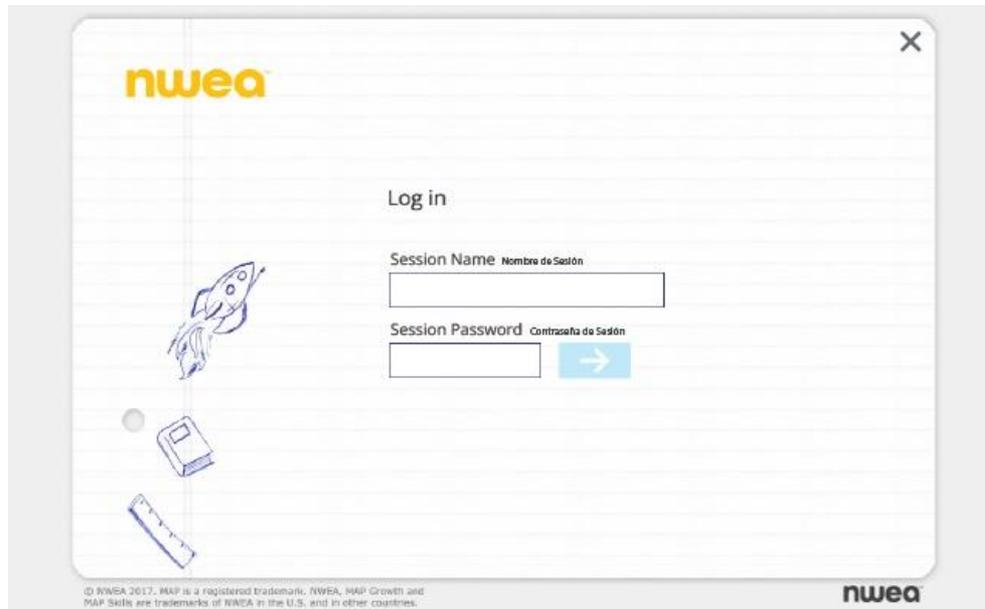
- Other Considerations:
 - Spanish Language MAP Growth tests are only available for students receiving instruction in Spanish for that subject.
 - MAP Spanish Screening assessments will be available for use in addition to the MAP Growth assessments.
- For support with accommodations and supports for vision impaired students, please contact Kristen Warvel or Angella Roeddig via email for assistance.



Monitoring During the Test Session

Communication Platform: Google Meet

NWEA MAP Growth remote testing will be supported and monitored by the proctor/teacher through the simultaneous use of Google Meet and testing via <http://test.mapnwea.org/> on a laptop or via the NWEA MAP Testing app on iPads.



The image shows a screenshot of the NWEA MAP Growth login interface. The interface is displayed within a window with a close button (X) in the top right corner. The NWEA logo is in the top left. The background features a grid pattern and illustrations of a rocket, a book, and a ruler. The login form includes the following elements:

- Log in** text
- Session Name** (Nombre de Sesión) label above a text input field.
- Session Password** (Contraseña de Sesión) label above a text input field.
- A blue arrow button to the right of the password field.

At the bottom left, there is a small copyright notice: "© NWEA 2017. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries." The NWEA logo is also present in the bottom right corner of the window.



Communication Platform: Google Meet

NWEA MAP Growth remote testing will be supported and monitored by the proctor/teacher through the simultaneous use of Google Meet and testing via <http://test.mapnwea.org/> on a laptop or via the NWEA MAP Testing app on iPads.

- Teachers should also be logged into <https://teach.mapnwea.org/admin/> to monitor testing along with Google Meet on their device.
- Prior to testing, students should be instructed to mute their audio prior to the start of testing.
- All video should remain on to support the teacher/proctor monitoring the testing session from their device.
- The chat box should be the primary communication tool used between teachers/proctors and students/families.
 - Teachers/Proctors should attempt to address questions and issues in chat but if this is not possible, unmute and address the issue with audio in a quick, concise manner.
 - A phone call might also be an option to address a 1:1

Important Information: iPad testing

K-2 students testing on an iPad will need to utilize both the Google Meet app and the NWEA MAP Testing app and not the browser version of the test portal.

As a result, students will need to toggle back and forth between both apps as they will not display on the iPad at the same time.

Audio should be muted for students on Google Meet on an iPad prior to the start of testing. Video will be off automatically when a student is engaged in the test.

If a second device is available at the home, it may be used for either testing or as the device to open Google Meet.

Ending the Test Session

Once all students have completed the assessment or the session ends, proctors should do the following:

- Notify students that the session will be ending.
- Make careful note of students who were unable to finish.
- Suspend the test of those who were unable to finish.
- Save and exit the testing session.
- Make arrangements with relevant students to finish their tests at a later time.



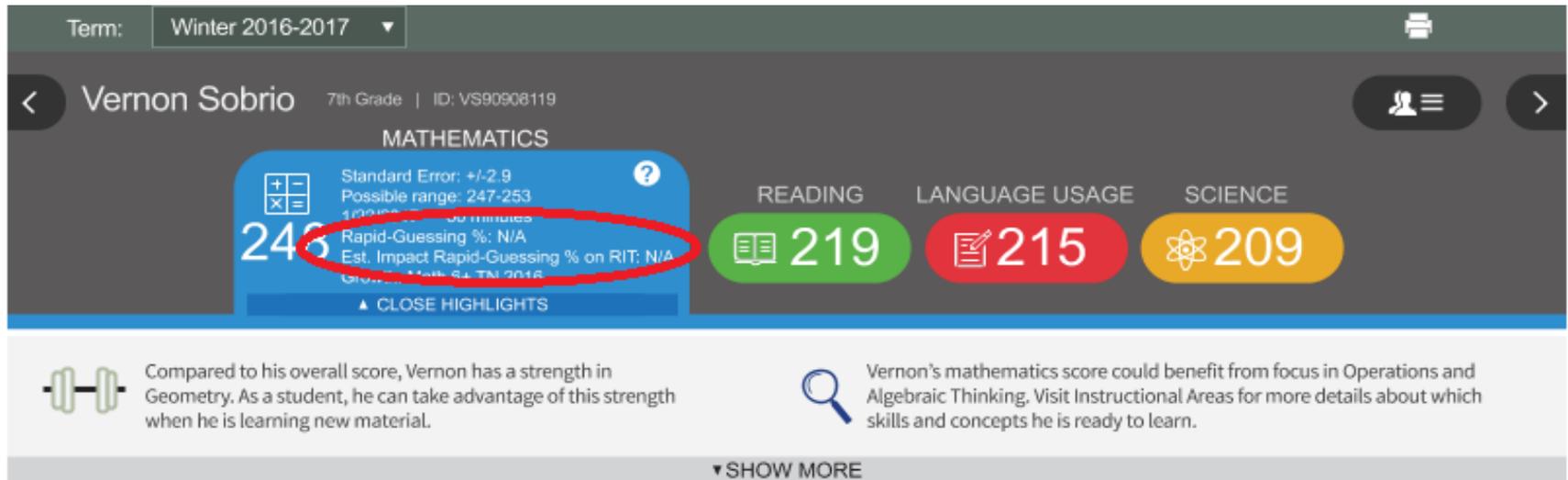
Data Analysis Guidelines for Remote Testing

Ensuring Test Validity- Data Points to Consider

While remote testing, students are not using the secure testing browser. Because of this, we do not have the same level of testing security that occurs in buildings. Communication and partnership with families is the number one way to ensure test validity. However, if a student's RIT score seems unusually high or low compared to their historical data, please consider the following data points to determine if a student needs to retest:

- Proportion of items rapidly guessed
- Overall Test Duration
- Standard Error of Measurement (SEM)

Proportion of items that were rapidly guessed



Found on [Student Profile Report](#)

A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely.

The *rapid-guessing threshold* means the student rapid-guessed on 30% or more of the questions possible on the test. As a result, the score might misrepresent the student's abilities.

Rapid guessing is *not* connected to total test duration. A student can finish quickly but still answer within the average time per question, and so *not* trigger the rapid-guessing alert.

You can see all student who may need to retest due to rapid guessing with this [report](#)

Overall Test Duration

map GROWTH **Class Report**
 Kotifani, Jenisha
 5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Goal Performance:
 A. Literature
 B. Informational Text
 C. Vocabulary Acquisition and Use

Detail page

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalfoe, Dyanne E. (F10000849)	5	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Term: Winter 2016-2017

Vernon Sobrio 7th Grade | ID: VS90908119

MATHEMATICS

248

Standard Error: +/-2.9
 Possible: 149-263
 1/22/2017 — 60 minutes
 Est. Impact Rapid-Guessing % on RIT: N/A
 Growth: Math 6+ TN 2016

READING 219

LANGUAGE USAGE 215

SCIENCE 209

▲ CLOSE HIGHLIGHTS

Found on [Class Report](#) or [Student Profile Report](#)

Compare time student spent on the test to classmates and the [National Average Test Durations](#)

Standard Error of Measurement (SEM)

Continued

map GROWTH		Class Report		Term Rostered:	Fall 2015-2016	Norms Reference Data:	2015		
		Kotifani, Jenisha 5th Grade Homeroom		Term Tested:	Fall 2015-2016	Weeks of Instruction:	4 (Fall 2015)		
				District:	NWEA Sample District 3	Small Group Display:	No		
				School:	Three Sisters Elementary				
Reading									
Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010									
				Goal Performance:					
				A. Literature					
				B. Informational Text					
				C. Vocabulary Acquisition and Use					
Name (Student ID)	Gr	Test Date	¹³ RIT (N-Std Err)	¹⁴ Percentile (N-Std Err)	¹⁵ Lexile Range	Test Duration	A	B	C
Dugan, Dayton N. (S07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197 (*)
Devarty, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-16	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-26-35	452-602	42 m	191-202	191-203	192-204
Shalibo, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Boi, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198-201-204	31-36-45	513-663	25 m	180-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/14/15	202-205-208	41-48-56	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/14/15	204-207-210	46-54-61	634-784	42 m	198-210	199-211	208-219
Valkic, Romeo Moises S. (F09000031)	5	09/14/15	208-211-214	56-63-71	697-847	57 m	210-221	205-216	200-212
Ahmanzawi, Drew W. (SF0600225)	5	09/14/15	210-213-216	61-68-75	737-887	67 m	206-218	216-229	198-211
Dimitarova, Kasegha S. (SF0600178)	5	09/14/15	217-220-223	77-82-88	858-1008	29 m	217-228	210-222	215-226

- ¹ **Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- ² **Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Goal Report, click the instructional area to access the Learning Continuum Class View.
- ³ **RIT range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- ⁴ **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see entry 13, RIT range).
- ⁵ **Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.
- ⁶ **Area of relative strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in bold in the Class Report.
- ⁷ **Area of relative weakness or suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in italic in the Class Report.
- ⁸ **Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187-199). The Student Profile report shows the midpoint of the student's RIT range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Found on [Class Report](#)

SEM and **SE** = Standard Error of Measurement (an estimate of the precision; if retested soon after, the student's score would be within this range most of the time). If it is unusually high, a footnote (*) indicates you should qualify the results with data from other terms or other measurements

Family Reports

Family Reports provide each student and family a summary of student achievement and growth following each administration of a MAP Growth Reading or Mathematics test.

These reports are available in teach.mapnwea.org or at reports.mapnwea.org no later than the day after a student completes a MAP Growth test.

Each student's family report can be downloaded as a PDF and attached to an email to the parent/guardian.

Results of the MAP Growth test should be sent to the parent/guardian no later than a week after the Fall testing window closes.

FALL 2019

Sample Family Report

What is this report?

A summary of how your child is performing academically, as measured by the most recent MAP® Growth™ test.

What is MAP Growth?

A test that adapts to your child's responses to measure your child's skill level.

Why is my child taking MAP Growth?

MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.

What do achievement and growth mean?

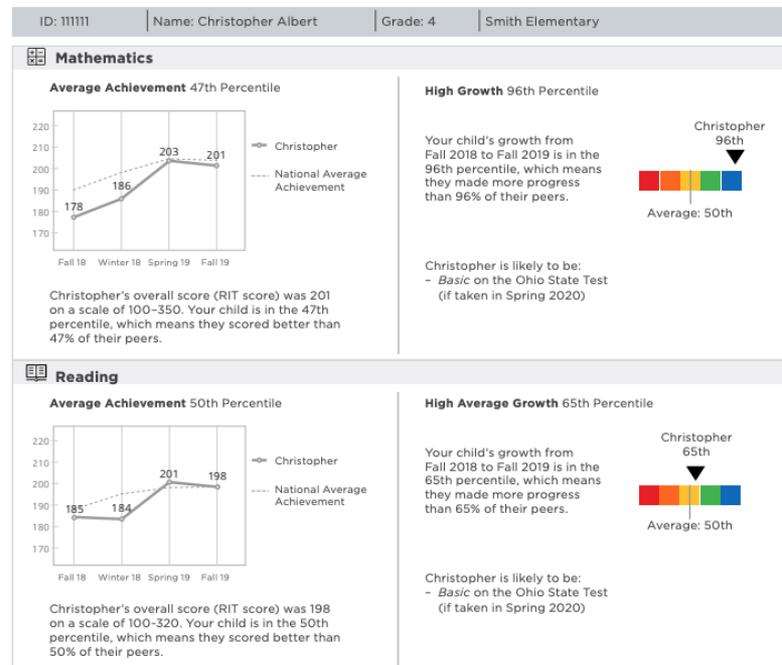
Achievement: How well your child has learned skills in a subject compared to similar students nationwide.*

Growth: A measure of your child's personal progress over the year.

What is a RIT score?

The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students: Kids with the same starting RIT score, same number of weeks of instruction, and in the same grade.



mapGROWTH

[View a Sample Family Report](#)



MAP Growth Remote Testing Support and Troubleshooting Plan

MAP Growth Remote Testing Support and Troubleshooting Plan

1. Students/parents should contact the teacher/proctor only for support.
2. Teacher refers to this guide or the [NWEA MAP Remote Testing Troubleshooting Guide](#) for assistance.
3. If issue remains unresolved, please contact the Testing & Assessment Department at 513.363.0180. Please have the following details ready to share: *type of device being used by student, browser the student is accessing the test from on a laptop, student experiencing the issue, the specific MAP Growth test, and specific details on the issue observed.*
4. If the issue is a technology issue, please contact the CPS ITM Help Desk at 513.363.0390
5. If directed by the CPS Testing & Assessment Department, contact MAP help desk at 1-877-469-3287 for further assistance.



Professional Development & Training

Teacher/Proctor Professional Development

- Google Meet Session information for all [Remote Test Proctoring Training Session Schedule](#)
- Building Test Coordinator (High School and Elementary) Training will take place on August 20th from 4:00 p.m. to 6:00 p.m.
 - Google Meet Session: [meet.google.com/ajc-sxfa-arb](#)
 - Makeup Session: August 26th (4:00-6:00 p.m.) [meet.google.com/khs-hwggq-hkj](#)