

As mentioned in the Fall report, the cancellation of the 2020 MCA and Aspire testing due to the Covid pandemic required significant changes to AEC's reports and continued to impact our options for the Winter report. To help add to administration efforts, we adapted the following goals from the Safely Reunited plan:

- Ensure Student AND Staff Safety
- Facilitate connection to peers, teachers, and "school"
- Support equity by meeting the individual learning needs of all students
- Keep students moving forward on a learning continuum regardless of the delivery model utilized

Consistent with those goals, we identified the second round of DDI testing which took place in January as our best readily accessible source of data for our second report. What follows is an overview of the impressions and comparisons that the DDI lead teachers provided the committee.

Numerous teachers in Upper and Lower school indicated that a number of the changes in timing and usage of technology made the administering of the DDI tests easier than in past years and would like to see those positives retained as much as possible in future years.

Upper and Lower school math teachers observed that students continued to do about as well on average with the DDI tests as they have done in prior years though a higher than normal number of both high and low scores suggest the performance is not quite identical. Lower school reading scores continued to be similar to prior years though the lower scoring students tended to perform a bit worse than in the past. Importantly, the second round of DDI included newer and more complex questions compared to the first round of testing.

Across the grades, specialist teachers were most likely to notice dropoffs compared to prior years. They tended to believe that students were likely to be more dismissive of the importance of their content. In a number of areas, Upper school teachers reported some difficulties getting students to complete the tests in a timely fashion, a pattern consistent with other work in distance learning. In general, Upper school teachers observed similar overall performance to prior years, though the tests were reduced in scope as a result of curricular changes in distance learning. There was concern that in many cases there was a reduction of higher level content/ questions in distance learning.

Overall the data is consistent with what we have heard from administration that Nova students have done well with distance learning compared to many schools, but individual students have handled the shift in a wide variety of ways, and the reduction in curriculum for the year to accommodate the slower pace of distance learning will affect our students for some time.

The committee also identified a number of issues that will be significant for the 2021-2022 school year. First, teachers will need to create plans to address the intentional gaps created and documented in scaling back the curriculum this year. In-person learning offers the potential for collecting some standardized data, particularly reading data in the Lower School

that can help inform that effort for next year. As mentioned above, however, the inability to use any of the standardized testing data in the manner originally intended by our current contract with Friends will be significantly impacted next year. This is particularly important as we are entering a contract renewal year and will need to negotiate new academic goals. Lack of Board oversight of the executive director during the last contract negotiation led to a number of poorly crafted goals in our current contract.