



# DEKALB'S ONWARD AND UPWARD STRATEGY TO RE-OPEN SCHOOLS 2020-2021

DECEMBER 7, 2020  
COMMITTEE OF THE WHOLE  
MRS. CHERYL WATSON-HARRIS, SUPERINTENDENT





# PURPOSE

- To describe when and how schools will re-open considering the current health guidance, data, research, and feedback from the community
- To share the Measures of Academic Progress (MAP) fall data
- To discuss virtual learning and strategies to support students and promote student engagement

# OVERVIEW OF PRESENTATION

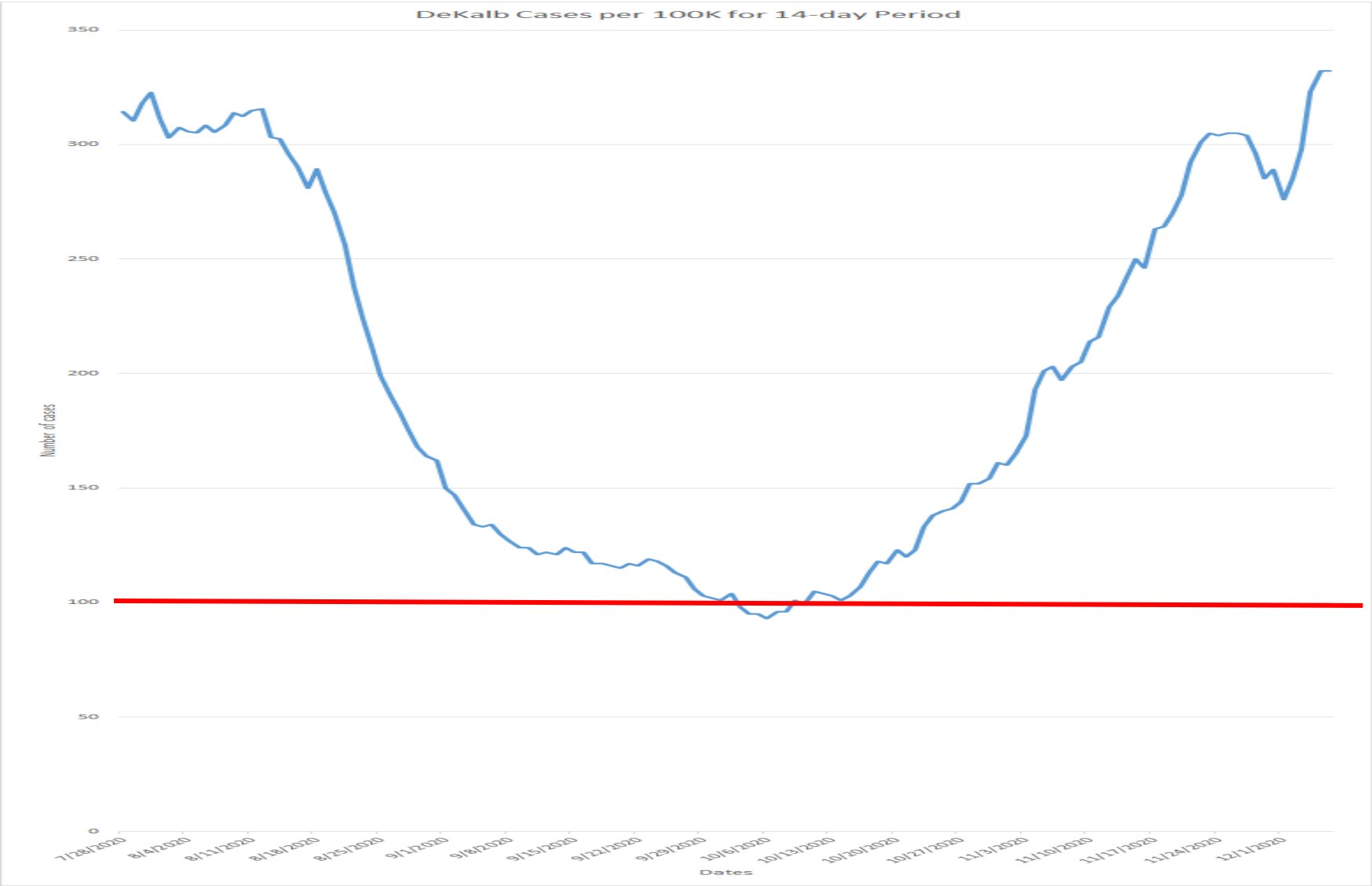
- I. Re-Opening Phase In Plan
  - A. COVID-19 Trend Data
  - B. Phases I-V Status
  - C. COVID-19 Research
  - D. Intent to Return Data
  
- II. COVID-19 Re-Opening Task Force Updates
  - A. Measures of Academic Progress (MAP) Data
  - B. Virtual Learning (Strategies to Support Students)
  - C. Device and Connectivity Distribution
  - D. Student Engagement

# GEORGIA DEPARTMENT OF PUBLIC HEALTH/ DEKALB BOARD OF HEALTH


Georgia Department of Public Health's Data as of **December 6, 2020**

- Confirmed Cases – **27,620**
- Number of DeKalb County Residents – 793,154
- Cases per 100,000 DeKalb County Residents – **3482.3**
- Cases per 100,000 for 14-day period – **332**
- Deaths per 100,000 DeKalb County Residents – **56.6**
- Total Deaths – **449**
- DeKalb Positivity Rate (**two-week period**) – **8.2%**

# TREND DATA



# DEKALB'S CURRENT LEVEL OF SPREAD BASED ON GUIDANCE

LEVEL OF COMMUNITY SPREAD	NUMBER OF CASES PER 100,000 FOR 14-DAY PERIOD
 <b>HIGH</b>	<b>&gt; 100</b>
<b>MODERATELY HIGH</b>	<b>&gt; 50-100</b>
<b>MODERATE</b>	<b>&gt; 10-50</b>
<b>LOW</b>	<b>&gt; 0-10</b>

**December 6, 2020 - 332**

Level of Spread	HIGH	MODERATELY HIGH		MODERATE	LOW
Transition to Face-to-Face	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Data Target	<u>&gt; 100 cases per 100K for 14-day period</u>	<u>&lt; 100 cases per 100K for 14-day period</u>	<u>51- 100 cases per 100K for 14-day period</u>	<u>11 - 50 cases per 100K for 14-day period</u>	<u>0-10 cases per 100K for 14-day period</u>
DCSD Working Environment for Staff	<u>Distance/Remote Working for Staff</u> <ul style="list-style-type: none"> <li>5 Days of Distance/Remote Working with Access to Facility upon Request</li> </ul>	<u>Hybrid Working Environment for Staff (2 Weeks)</u> <ul style="list-style-type: none"> <li>2 Days of Face-to-Face</li> <li>3 Days of Distance Remote</li> </ul>	<u>Traditional Working Environment for Staff</u> <ul style="list-style-type: none"> <li>5 Days of Face-to-Face</li> </ul>	<u>Traditional Working Environment for Staff</u> <ul style="list-style-type: none"> <li>5 Days of Face-to-Face</li> </ul>	<u>Traditional Working Environment for Staff</u> <ul style="list-style-type: none"> <li>5 Days of Face-to-Face</li> </ul>
DCSD Learning Environment for Students	<u>Distance/Remote Learning for Students</u> <ul style="list-style-type: none"> <li>5 Days of Distance/Remote Learning per Week</li> </ul>	<u>Distance/Remote Learning for Students</u> <ul style="list-style-type: none"> <li>5 Days of Distance/Remote Learning per Week</li> </ul>	1 Day of Face-to-Face Instruction for beta group before full implementation of Phase III  <u>Hybrid Learning</u> <ul style="list-style-type: none"> <li>1 Day of Face-to-Face Instruction per Week</li> <li>3 Days of Distance/Remote Learning per Week</li> <li>1 Day of Virtual Student Independent Learning</li> </ul>	<u>Hybrid Learning</u> <ul style="list-style-type: none"> <li>2 Days of Face-to-Face Instruction per Week</li> <li>2 Days of Distance/Remote Learning per Week</li> <li>1 Day of Virtual Student Independent Learning</li> </ul>	<u>Traditional Learning Environment</u> <ul style="list-style-type: none"> <li>5 Days of Face-to-Face</li> </ul>
			<b>Appointments Scheduled on Wednesdays</b>		
			<b>Distance/Remote Learning Option Available</b>		

**Disclaimer: The District may revert to a previous phase in response to COVID-19 outbreaks and health guidance**

# NEXT STEPS BASED ON DATA, SCIENCE, & RESEARCH



Meet with Medical Advisory Group to discuss new information and research studies about COVID-19 cases in children

Host Town Hall Meetings beginning December 10th to share updates and receive feedback regarding the phase-in plan for the return to face-to-face learning and working

Consider the timeline to allow staff to work in their classrooms and office areas to prepare for the return to face-to-face learning and working

Consider a hybrid schedule for grade bands

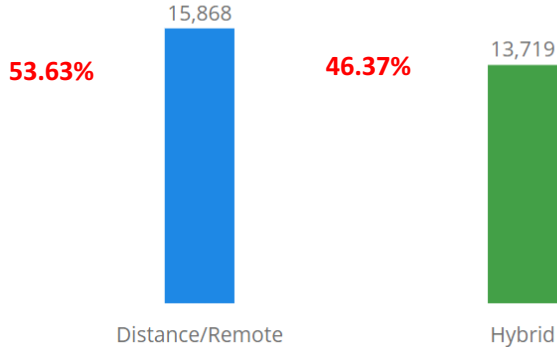
57.48%  
Distance/  
Remote  
35,972

# INTENT TO RETURN DATA FROM PARENTS/GUARDIANS

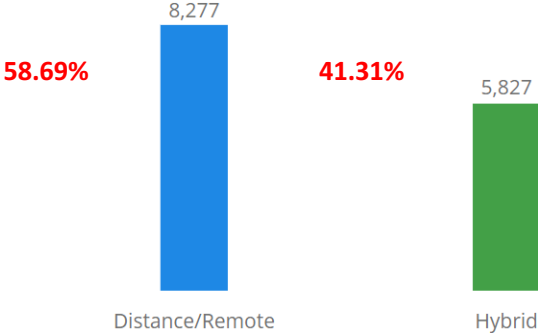
42.52%  
HYBRID  
26,608

(62,580 Responses)

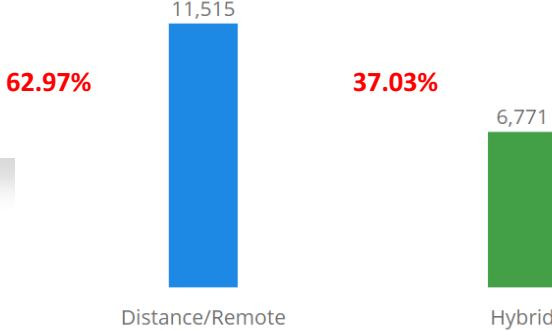
Elementary School 29,587 Responses



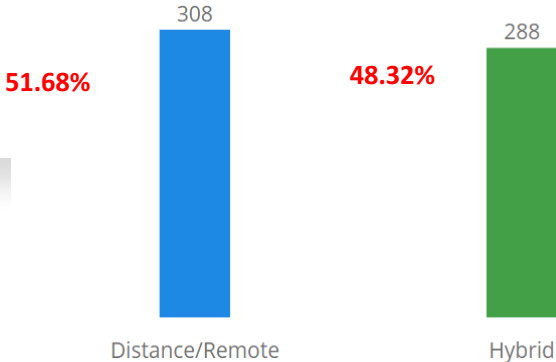
Middle School 14,104 Responses

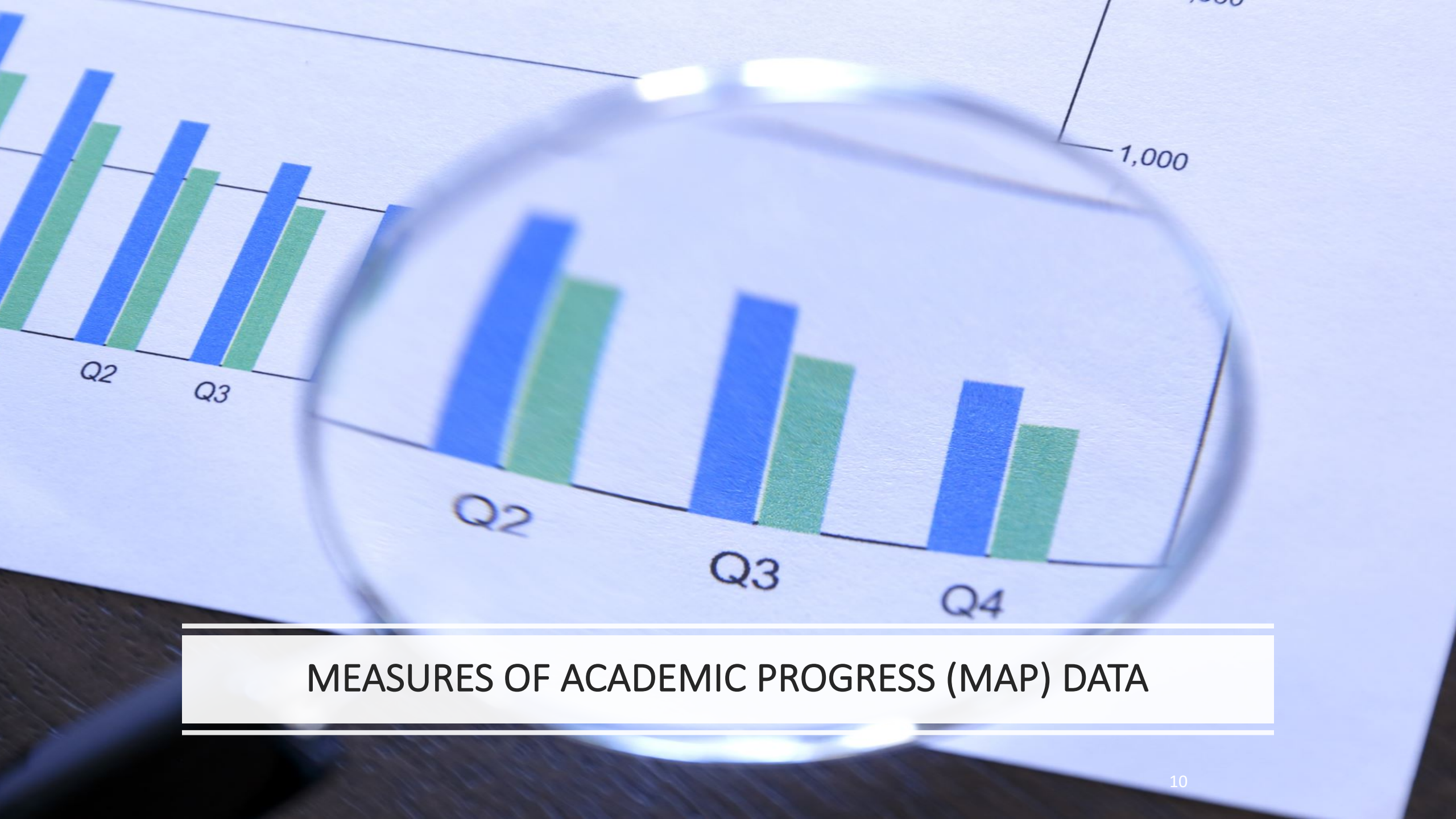


High School 18,286 Responses



Center-Schools 596 Responses





## MEASURES OF ACADEMIC PROGRESS (MAP) DATA

# MEASURES OF ACADEMIC PROGRESS DATA - READING

MAP Fall Reading Comparison												
Grade	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference
	Beginning Learner			Developing Learner			Proficient Learner			Distinguished Learner		
3	38.30%	32.99%	-5.31%	27.53%	26.79%	-0.74%	23.07%	25.37%	2.30%	11.10%	14.85%	3.75%
4	31.98%	32.80%	0.82%	33.47%	29.64%	-3.83%	22.25%	22.97%	0.72%	12.29%	14.59%	2.30%
5	31.02%	32.36%	1.34%	34.38%	31.15%	-3.23%	27.39%	27.59%	0.20%	7.21%	8.90%	1.69%
Grades 3-5	33.78%	32.72%	-1.06%	31.78%	29.19%	-2.59%	24.26%	25.29%	1.03%	10.18%	12.80%	2.62%
6	36.34%	37.07%	0.73%	27.36%	25.52%	-1.84%	28.73%	28.71%	-0.02%	7.56%	8.70%	1.14%
7	41.70%	40.25%	-1.45%	31.67%	29.58%	-2.09%	21.80%	24.55%	2.75%	4.84%	5.62%	0.78%
8	34.23%	34.32%	0.09%	34.85%	31.44%	-3.41%	24.02%	26.21%	2.19%	6.90%	8.03%	1.13%
Grades 6-8	37.46%	37.22%	-0.24%	31.25%	28.85%	-2.40%	24.86%	26.48%	1.62%	6.43%	7.44%	1.01%

Note: Achievement Level and Difference rows and columns may not total one hundred (100) or zero (0) due to rounding.

# MEASURES OF ACADEMIC PROGRESS DATA - READING

MAP Fall Reading Comparison						
Grade	2019 Developing and Above	2020 Developing and Above	Developing and Above Difference	2019 Proficient and Above	2020 Proficient and Above	Proficient and Above Difference
3	61.70%	67.01%	5.31%	34.17%	40.22%	6.05%
4	68.01%	67.20%	-0.81%	34.54%	37.56%	3.02%
5	68.98%	67.64%	-1.34%	34.60%	36.49%	1.89%
<b>Grades 3-5</b>	<b>66.22%</b>	<b>67.28%</b>	<b>1.06%</b>	<b>34.44%</b>	<b>38.09%</b>	<b>3.65%</b>
6	63.65%	62.93%	-0.72%	36.29%	37.41%	1.12%
7	58.31%	59.75%	1.44%	26.64%	30.17%	3.53%
8	65.77%	65.68%	-0.09%	30.92%	34.24%	3.32%
<b>Grades 6-8</b>	<b>62.54%</b>	<b>62.78%</b>	<b>0.24%</b>	<b>31.29%</b>	<b>33.93%</b>	<b>2.64%</b>

- Based on the tested population, third grade and seventh grade had the greatest growth in students projected to earn Developing, Proficient, and Distinguished Learner on the Georgia Milestones End-of-Grade (EOG) assessment.

# MEASURES OF ACADEMIC PROGRESS DATA - MATH

MAP Fall Math Comparison												
Grade	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference	Fall 2019	Fall 2020	19 to 20 Difference
	Beginning Learner			Developing Learner			Proficient Learner			Distinguished Learner		
3	25.77%	23.18%	-2.59%	36.03%	34.76%	-1.27%	27.85%	28.25%	0.40%	10.34%	13.81%	3.47%
4	23.60%	26.46%	2.86%	39.20%	38.04%	-1.16%	30.55%	28.37%	-2.18%	6.65%	7.13%	0.48%
5	31.17%	34.36%	3.19%	40.81%	41.14%	0.33%	21.22%	18.39%	-2.83%	6.80%	6.11%	-0.69%
Grades 3-5	26.89%	27.97%	1.08%	38.68%	37.96%	-0.72%	26.49%	25.05%	-1.44%	7.93%	9.03%	1.10%
6	23.82%	25.45%	1.63%	47.06%	47.35%	0.29%	23.23%	20.69%	-2.54%	5.88%	6.51%	0.63%
7	35.21%	34.01%	-1.20%	35.66%	38.17%	2.51%	20.01%	20.25%	0.24%	6.12%	7.58%	1.46%
8	30.93%	28.34%	-2.59%	41.11%	41.35%	0.24%	18.87%	20.18%	1.31%	9.09%	10.13%	1.04%
Grades 6-8	29.97%	29.27%	-0.70%	41.29%	42.29%	1.00%	20.73%	20.37%	-0.36%	8.02%	8.07%	0.05%

Note: Achievement Level and Difference rows and columns may not total one hundred (100) or zero (0) due to rounding.

# MEASURES OF ACADEMIC PROGRESS DATA - MATH

MAP Fall Math Comparison						
Grade	2019 Developing and Above	2020 Developing and Above	Developing and Above Difference	2019 Proficient and Above	2020 Proficient and Above	Proficient and Above Difference
3	74.22%	76.82%	2.60%	38.19%	42.06%	3.87%
4	76.40%	73.54%	-2.86%	37.20%	35.50%	-1.70%
5	68.83%	65.64%	-3.19%	28.02%	24.50%	-3.52%
<b>Grades 3-5</b>	<b>73.11%</b>	<b>72.03%</b>	<b>-1.08%</b>	<b>34.44%</b>	<b>34.07%</b>	<b>-0.37%</b>
6	76.17%	74.55%	-1.62%	29.11%	27.20%	-1.91%
7	64.79%	66.00%	1.21%	29.13%	27.83%	-1.30%
8	69.07%	71.66%	2.59%	27.96%	30.31%	2.35%
<b>Grades 6-8</b>	<b>70.03%</b>	<b>70.73%</b>	<b>0.70%</b>	<b>28.75%</b>	<b>28.44%</b>	<b>-0.31%</b>

- Based on the tested population, third grade and eighth grade had the greatest growth in students projected to earn Developing, Proficient, and Distinguished Learner on the Georgia Milestones End-of-Grade (EOG) assessment.



# VIRTUAL LEARNING

## Instructional Focus

- Aligned Instruction
- High Quality Assignments
- Academic Discourse
- Student Engagement
- Direct Instruction

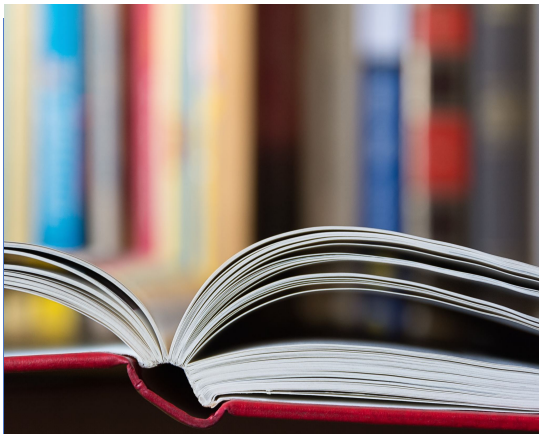
## NEXT STEPS DISTRICT-LEVEL SUPPORT



## Mathematics

- Providing synchronous and asynchronous professional learning sessions to include virtual learning strategies and mathematical instructional strategies to enhance student engagement and content mastery
- Developing Teacher-Leader Cohort to facilitate sessions on instructional strategies
- Partnering with Academic Coach Coordinators to work with math academic coaches to strengthen their abilities to support teachers
- Communicating instructional updates through teacher leaders
- Conducting virtual walkthroughs with supportive feedback and next steps
- Offering personalized school support

NEXT STEPS  
DISTRICT-  
LEVEL  
SUPPORT



## English Language Arts

(Reading and Writing)

- Conducting virtual classroom visits and providing targeted feedback
- Providing synchronous and asynchronous professional learning opportunities around reading foundations, instructional strategies, and reading resources
- Maintaining an ELA SharePoint page and newsletter with virtual reading resources and instructional strategy support
- Facilitating regular ELA teacher leader meetings to highlight best-practices and address instructional concerns
- Offering personalized school support

## NEXT STEPS LOCAL SCHOOLS



- Using the data results to create student groups to provide the appropriate interventions for each student
- Analyzing the data to inform instruction
- Adding the intervention plans in Infinite Campus by area – reading, mathematics, social/emotional/behavior, and communication
- Conducting small group and individual support sessions on Wednesdays
- Participating in professional learning sessions focusing on content and instructional strategies
- Collaborating with parents/guardians to discuss the MAP results and targeted intervention plans

# DIRECT INSTRUCTION

GRADE LEVEL		SYNCHRONOUS TIME FRAME (Direct Instruction)
Elementary	Pre-K	1 hour to 1 ½ hours per day
Elementary	Grades K-2	Minimum of 15 minutes per course
Elementary	Grades 3-5	Minimum of 20 minutes per course
Middle	Grades 6-8	Minimum of 30 minutes per course
High School	Grades 9-12	Minimum of 30 minutes per course



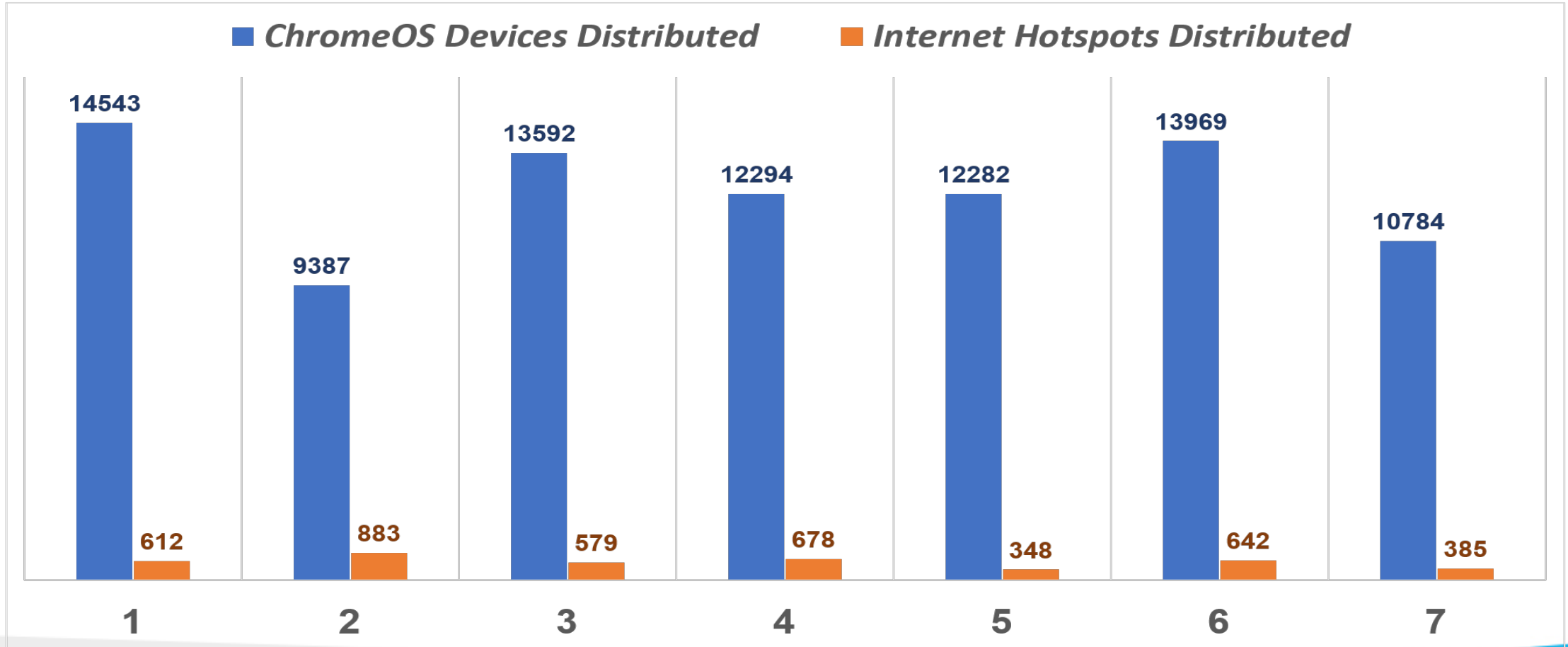
**Note:** With the exception of Pre-K, the above synchronous time schedule represents the **minimum** time frame. Teachers may opt to extend the synchronous time as needed per approval from the local principal.



# DEVICES AND CONNECTIVITY

## Device & Internet Connectivity Distribution by BOE District

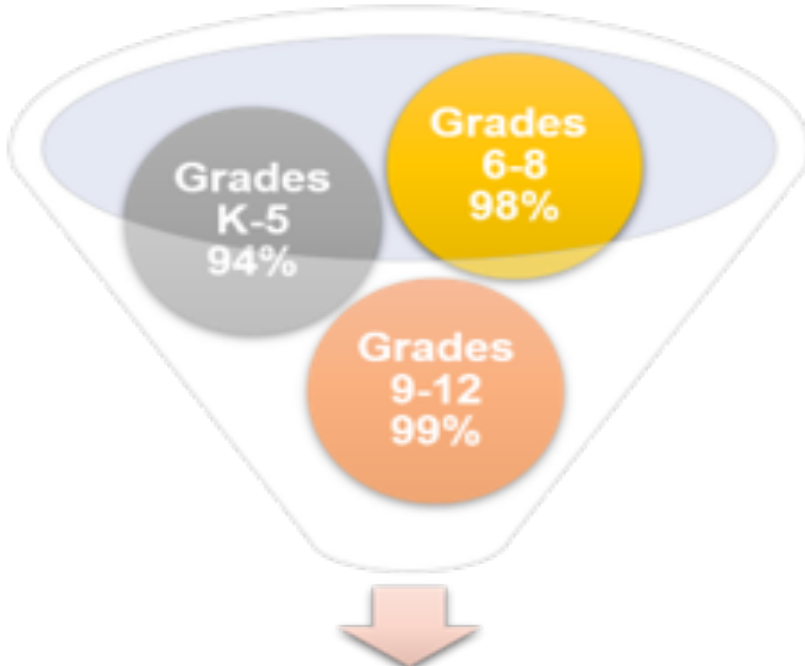
*\* Device Counts taken prior to completion of systemic inventory project.*



# STUDENT ENGAGEMENT DATA

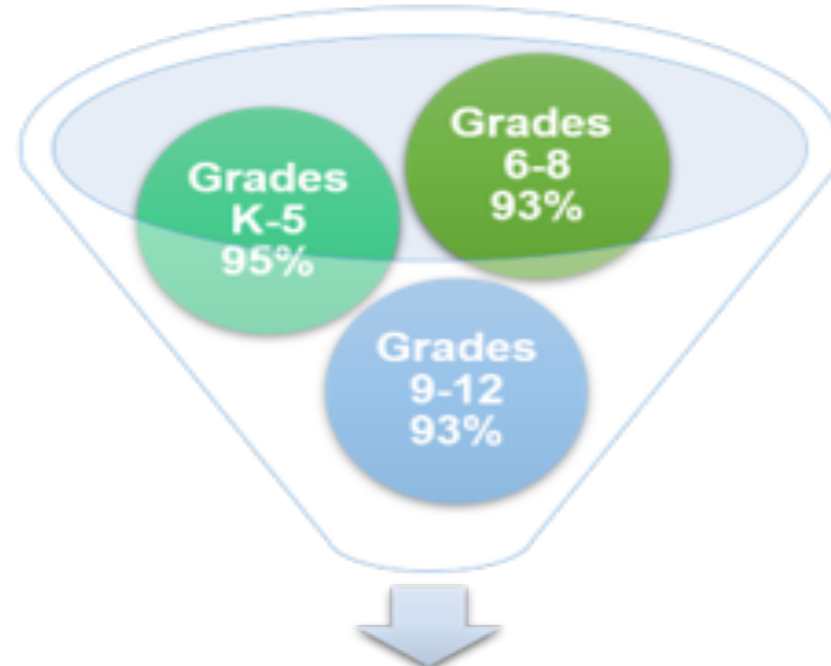
Reporting Period August 17, 2020 – December 2, 2020

## Virtual Learning Environment Digital Tools & Content Access



**97% of Currently Enrolled DCSD  
Students have logged into  
Virtual Learning**

## Days in Attendance during Virtual Learning



**93.89% of Currently Enrolled DCSD  
Students are in attendance**

# STUDENT ENGAGEMENT DATA

Reporting Period August 17, 2020 – December 2, 2020

District continues to analyze several indicators as it pertains to student engagement.

- ***Student Interaction with Technology & Virtual Learning Environment***

  - District-Adopted and Approved Tools Use for the Past 30 Days**

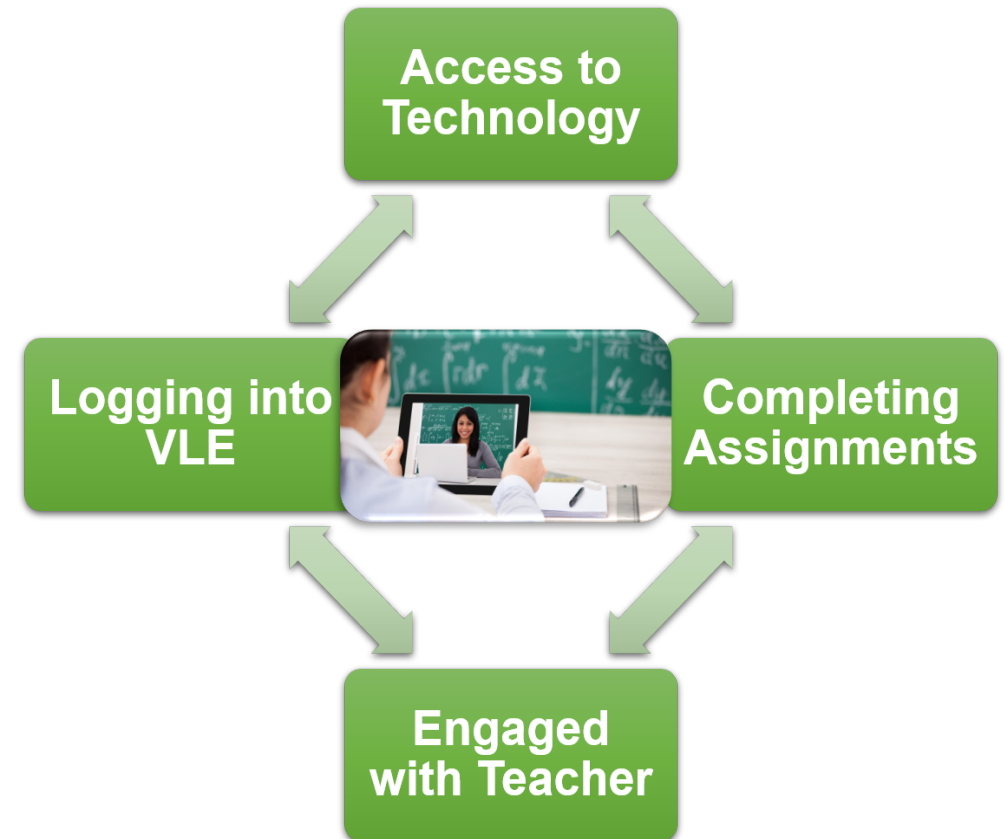
    - Microsoft TEAMS: 29 Million Logins ; Google Meets: 967,739 Logins; VERGE: 988,054 Logins; Google Classroom: 50,550 Course Posts

- ***Student Interaction with Teacher and Class***

- ***Student Interaction with Assignments and Assessments***

  - Teachers have entered over 4.1 million grades for students in grades 1 – 12 for this semester.

Our goal is to continue identifying and removing all barriers associated with any of these indicators of engagement.



# SUPPORTING STUDENT ENGAGEMENT

*Reporting Period August 17, 2020 – December 2, 2020*

## Supporting Engagement

- Work to identify any existing barrier to determine what supports are needed
- Connect with families weekly who have little to no evidence of engagement
- Provide a how to guide for assessing virtual platforms as teachers continue to explore
- Review engagement and attendance reports in VERGE, Google Classroom, and Infinite Campus
- Monitoring the attendance reports and student login reports weekly
- Monitor and review student grades in Infinite Campus
- Troubleshooting and sending resources home to families to support instruction





*The Superintendent reserves the right to modify all aforementioned guidance based upon current information from the Governor's office, Georgia Department of Education, Georgia Department of Public Health, Centers for Disease Control and Prevention, and DeKalb County Board of Health.*