

# Superintendent Reports

April 6, 2021



**The information in this presentation will  
be updated on April 6, 2021 with  
the most recent information available.**

# Topics

1. **COVID Silver Linings 20-21 SY**
2. **PK-12 Spring Ceremonies and Activities**
3. **Extended/Unfinished Learning**
4. **21-22 School Planning and Remote Learning**

Dial Level – Douglas County: **Yellow Concern**

A. <u>7-day Cumulative Incidence Rates per 100,000 People (Dial Metric)</u>	203.11
B. <u>Two-week Cumulative Incidence Rates per 100,000 People (Dial Metric)</u>	356.73
C. <u>7-Day Average Test Positivity (%) (Dial Metric)</u>	6.97%
D. <u>Two-Week Average Test Positivity (%) (Dial Metric)</u>	6.76%
E. <u>Percent Change in Two-Week Incidence Rates Over Time (Caution Metric)</u>	37.2%
F. <u>% Change in Hospitalizations of persons with Covid (Caution Metric)</u>	-73.1%
G. <u>Trend in 2-week Incidence Rates, Youth Ages 5-18 (Caution)</u>	-24.5%

**TCHD revised the Caution Metrics for Schools to reflect CDPHE updated Dial 2.0 Metrics that went into effect on February 6th. (Note - School settings do not change in Dial 2.0.)**

Source: [CDPHE Dial FAQ](#)

## Caution Metrics for Schools & Dial Metrics

Caution metrics were developed by the Metro Denver Partnership for Health to guide schools and organizations in decision-making. These measures can be used alongside the Dial Metrics to help community members and organizations understand COVID-19's spread in our counties.

Adams, Arapahoe, and Douglas Counties | Updated 4/5/21, 8am | CDPHE Data as of 4/4/21, 6pm

### Dial Levels & Metrics

Adams: **Yellow: Concern** | Arapahoe: **Yellow: Concern** | Douglas: **Yellow: Concern**

**A**

Indicator	Metric and Threshold	County Measure	Status of Indicator
7-Day Cumulative Incidence Rates per 100,000 People (Dial Metric) Mar 28 - Apr 3, 2021	7-day Incidence Rate (IR) = (# cases in past 7 days) / (population) * 100,000	Adams <b>136.32</b>	Yellow: Concern
	15-100: Safer Level Blue: Protect Our Neighbors, >100-300: Safer Level Yellow: Concern, >300-500: Safer Level Orange: High Risk, >500: Safer Level Red: Severe	Arapahoe <b>133.52</b>	Yellow: Concern
	These data are calculated by CDPHE.	Douglas <b>203.11</b>	Yellow: Concern
Two-Week Cumulative Incidence Rates per 100,000 People (Dial Metric) Mar 21 - Apr 3, 2021	14-day Incidence Rate (IR) = (# cases in past two weeks) / (population) * 100,000	Adams <b>259.32</b>	Yellow: Concern
	30-200: Safer Level Blue: Protect Our Neighbors, >200-600: Safer Level Yellow: Concern, >600-2,000: Safer Level Orange: High Risk, >1,000: Safer Level Red: Severe	Arapahoe <b>256.39</b>	Yellow: Concern
	These data are calculated by CDPHE.	Douglas <b>356.73</b>	Yellow: Concern
7-Day Average Test Positivity (%) (Dial Metric) Mar 28 - Apr 3, 2021 PCR Tests only	7-day average test positivity = Average of Daily % positivity for past 7 days. % Positivity = (# cases reported by report date) / (# tests completed on that day)	Adams <b>6.03%</b>	Yellow: Concern
	Less than 5%: Protect Our Neighbors, >5%-7.5%: Yellow: Concern, 7.5%-10%: Orange: High Risk, >10%: Red: Severe	Arapahoe <b>5.07%</b>	Yellow: Concern
	These data are calculated by CDPHE.	Douglas <b>6.97%</b>	Yellow: Concern
Two-Week Average Test Positivity (%) (Dial Metric) Mar 21 - Apr 3, 2021 PCR Tests only	14-day average test positivity = Average of Daily % positivity for past 14 days. % Positivity = (# cases reported by report date) / (# tests completed on that day)	Adams <b>5.42%</b>	Yellow: Concern
	Less than 5%: Protect Our Neighbors, >5%-7.5%: Yellow: Concern, 7.5%-10%: Orange: High Risk, >10%: Red: Severe	Arapahoe <b>4.63%</b>	Protect Our Neighbors
	These data are calculated by CDPHE.	Douglas <b>6.76%</b>	Yellow: Concern

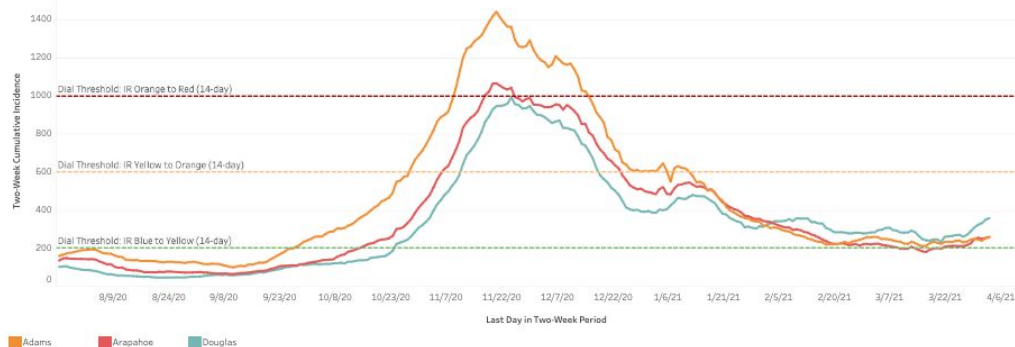
**B**

**C**

**D**

### Two-Week Incidence Rate per 100,000, by county\*

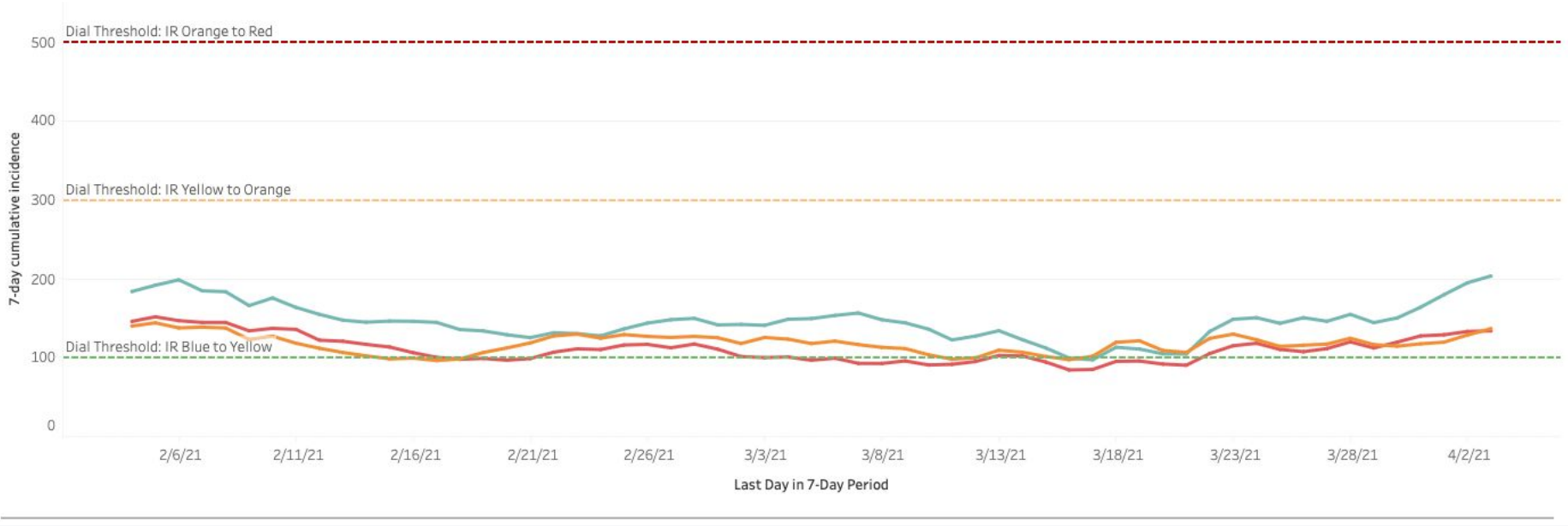
Adams, Arapahoe, and Douglas Counties



## 7-Day Incidence Rate per 100,000, by county\*

Adams, Arapahoe, and Douglas Counties

Data calculated by CDPHE since 2/4/2021



## Caution Metrics

E

Indicator	Metric and Threshold	County Measure	Status of Indicator
Percent Change in Two-Week Incidence Rates Over Time (Caution Metric) Mar 21-Apr 3, 2021 compared to compared to Mar 14-Mar 27, 2021	Weekly % Change in 14-day IR = $((IR_{weekN}) / (IR_{weekN-1})) - 1$	Adams 13.2%	Good
	<25% increase: Good; 25-50% increase: Medium; >50% increase: High	Arapahoe 22.3%	Good
	Calculations by TCHD using CDPHE data.	Douglas 37.2%	Medium
% Change in Hospitalizations of persons with COVID (Caution Metric) Most recent two week-period compared to previous two week-period. Updated every Sunday to reflect previous full week (Sun-Sat). First Admissions only.	Two-Week % Change in Hospitalizations = $((SUM(Hospitalizations)_{periodN}) / (SUM(Hospitalizations)_{periodN-1})) - 1$ where periods are two-week, adjacent, non-overlapping periods	Adams -69.1%	Good
	<5% increase: Good; 5-25% increase: Medium; >25% increase: High	Arapahoe -61.9%	Good
		Douglas -73.1%	Good
Trend in 2-Week Incidence Rates, Youth Ages 5-18 (Caution) Most recent two week-period compared to previous two week-period. Updated every Sunday to reflect previous full week (Sun-Sat)	% Change in 14-Day Incidence Rate between past two weeks and two weeks prior. 14-day Incidence Rate (IR) = $(\# \text{ cases in past two weeks among people aged 5-18} / (\text{population aged 5-18}) * 100,000$	Adams -23.3%	Good
	%25 or less: Good; 26 - 50% increase: Medium; 51-100% increase: High	Arapahoe -18.3%	Good
		Douglas -24.5%	Good

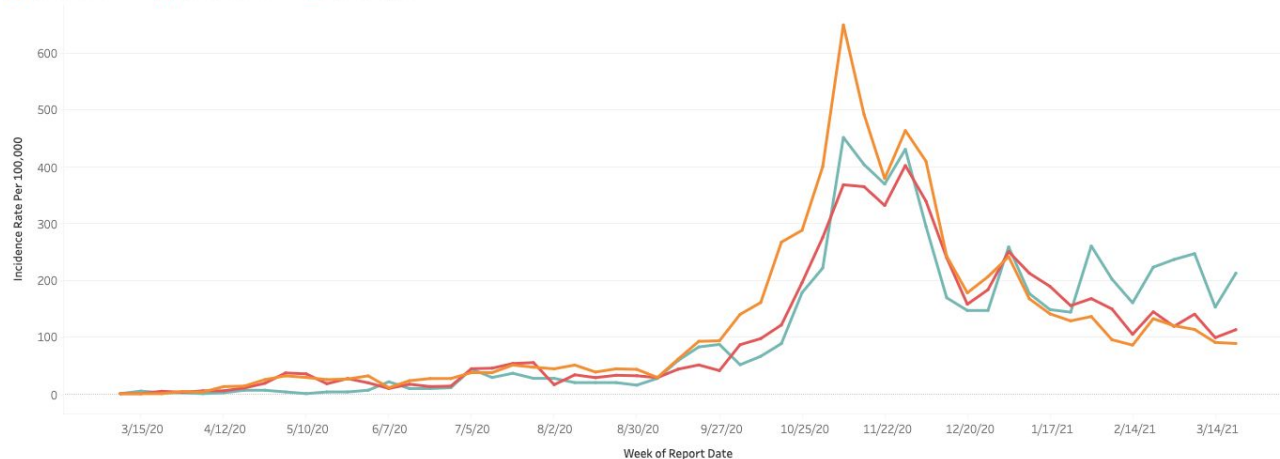
F

G

## Weekly Incidence Rates (IR) per 100,000, Youth Ages 5-18

Adams, Arapahoe, and Douglas Counties

IR\_5-18\_Adams IR\_5-18\_Arapahoe IR\_5-18\_Douglas



## COVID Silver Linings 20-21 SY

- Staff Access to Vaccinations
- Stronger Connections and Engagement with Substitutes
- Enhanced Communication and Resources for Health and Wellness for all Employees
- Evolving Medical Services for Staff (i.e. virtual visits)



# PK-12 Spring Ceremonies and Activities

- Graduation Ceremonies are currently being planned. Biggest variable right now is the CDPHE Dial and what level we will be on in May. This will affect the number of guests we can allow.
- Middle schools and elementary schools are also looking to host "Continuation Ceremonies." We are following the CDPHE "Outdoor Event Guidance" for these activities.
- Some version of PROM/After Prom is being held at all of our high schools for our seniors this spring.
- Athletics are in the midst of "SEASON C" and are getting ready for "SEASON D." We follow the guidance given from CHSAA and CDPHE.
- In following guidance from CDPHE and CDE, we are able to continue with activities, i.e., host concerts, plays, musicals, etc.

# COVID UNFINISHED LEARNING PLAN



*Learn Today, Lead Tomorrow*

# National Data & Research on Unfinished Learning

We are situating this in a strength focused lens through Unfinished Learning, and emerging research shows:

- $\frac{2}{3}$  of typical learning was accomplished **in mathematics**
- $\frac{4}{5}$  of typical learning was accomplished **in reading**.
- Lower gains were particularly acute in schools that predominantly serve students of color, or students from poverty (those with food or employment insecurity, lacked access to technology or internet, limited family support)
- Unfinished learning exacerbates and compounds existing achievement and opportunity gaps
- Lessons learned when working with SIFE students: a **responsive curriculum, policy and programmatic accommodations, socioemotional supports, collaboration and community engagement, confronting impossibility**

Research Google Folder

# National Data & Research on Unfinished Learning

## Hanover: Best Practices for Learning Loss Recovery:

### 4 Key Findings:

- A district- or school-wide high-dosage, **one-on-one tutoring program** is one of the most cost efficient ways to improve academic performance and learning recovery.
- Additional in-school strategies to remediate student learning loss include **adding time to learning, looping, creating individualized learning plans, and cross-grade collaboration.**
- **Integrating school-day classroom instruction into after-school curricula** helps tailor such programs to better assist in learning loss recovery.
- Creating and expanding **community partnerships** helps districts create and implement cost efficient programs such as **one-on-one tutoring, after-school programs, and summer learning.**

# DCSD Data on Unfinished Learning

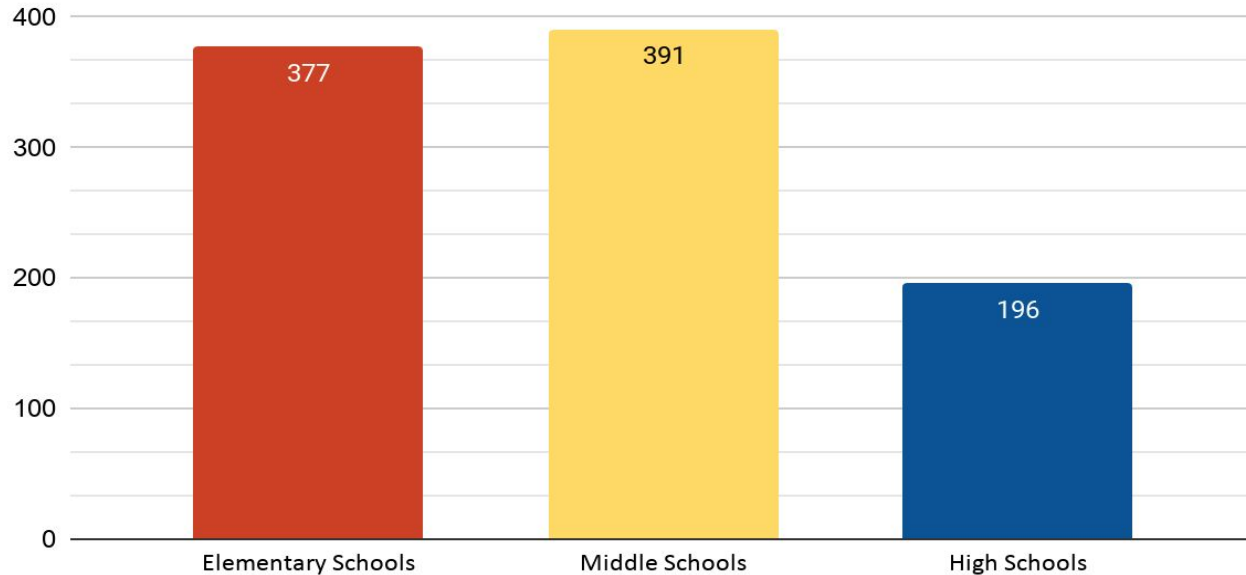
Consider Overall Data on DCSD Learning Growth

- iReady MOY and EOY
- Attendance
- CMAS (limited, when data is received)
- ACCESS for ELLs (May 2021)
- SEL Support
- Classroom Assessment Data
- Academic Referrals
- Behavior
- Observations of student engagement



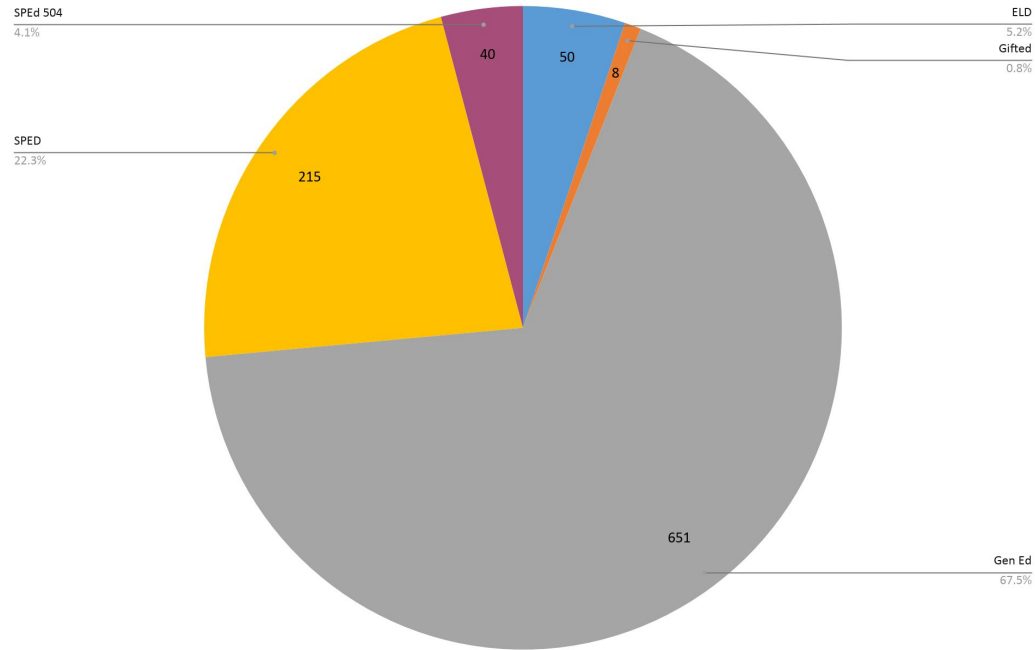
# Example of Success: DCSD CARES Tutoring Data

N=964: Disaggregated Students Served by CARES Tutoring as of  
3/29/21



# Example of Success: DCSD CARES Tutoring Data

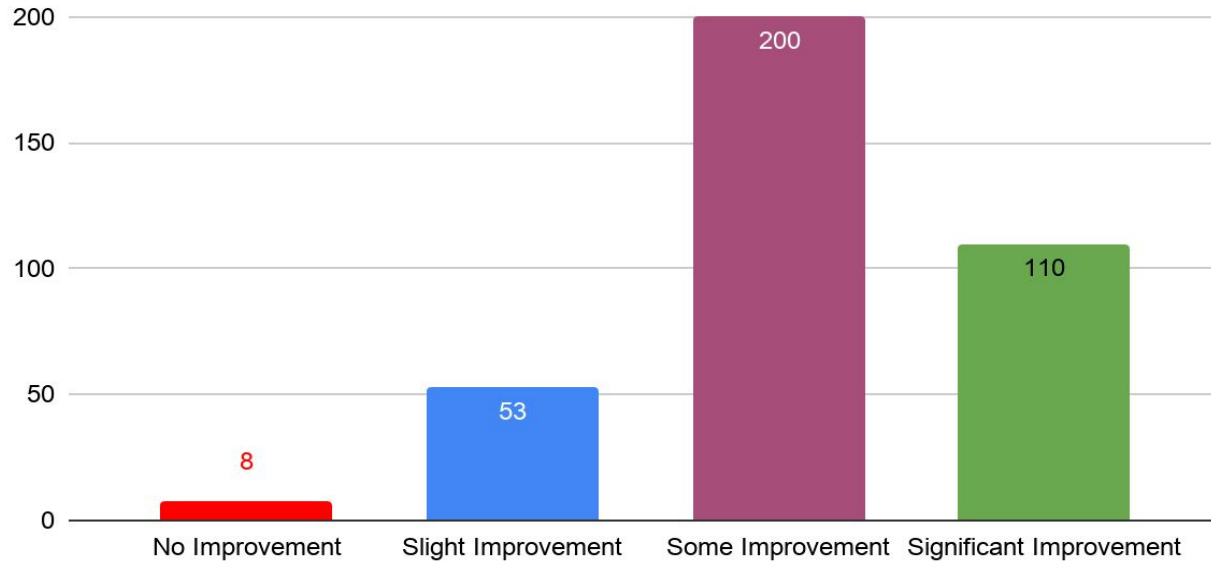
N=964: Students served with CARES Tutoring through 3/29/21



# Example of Success: DCSD CARES Tutoring Data

## Academic Outcome from CARES Tutoring Surveys

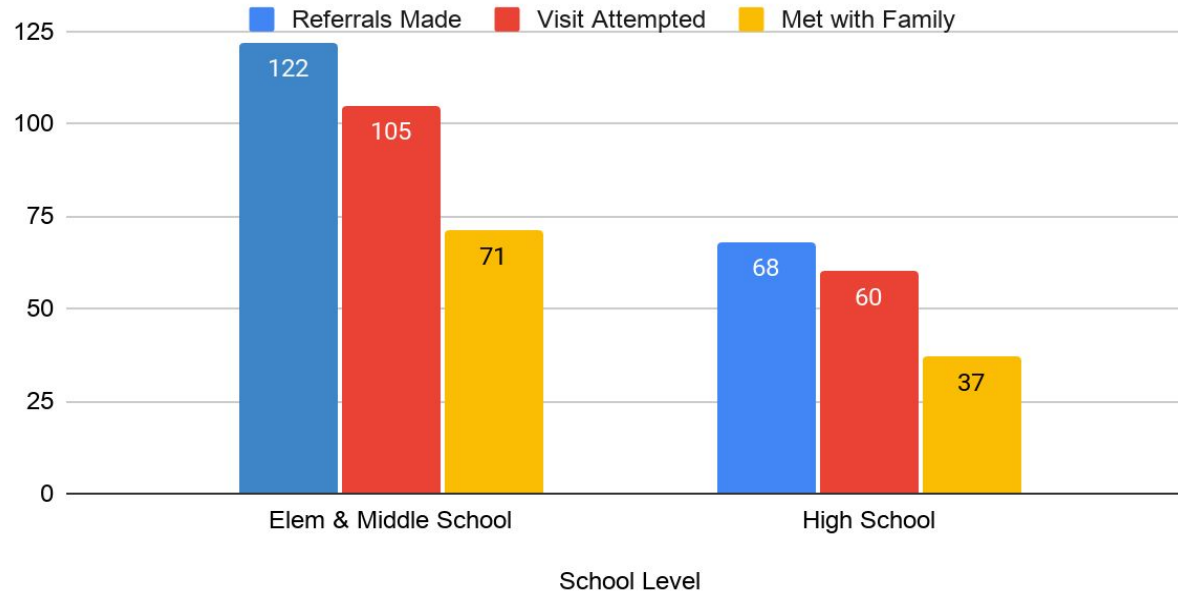
N=371





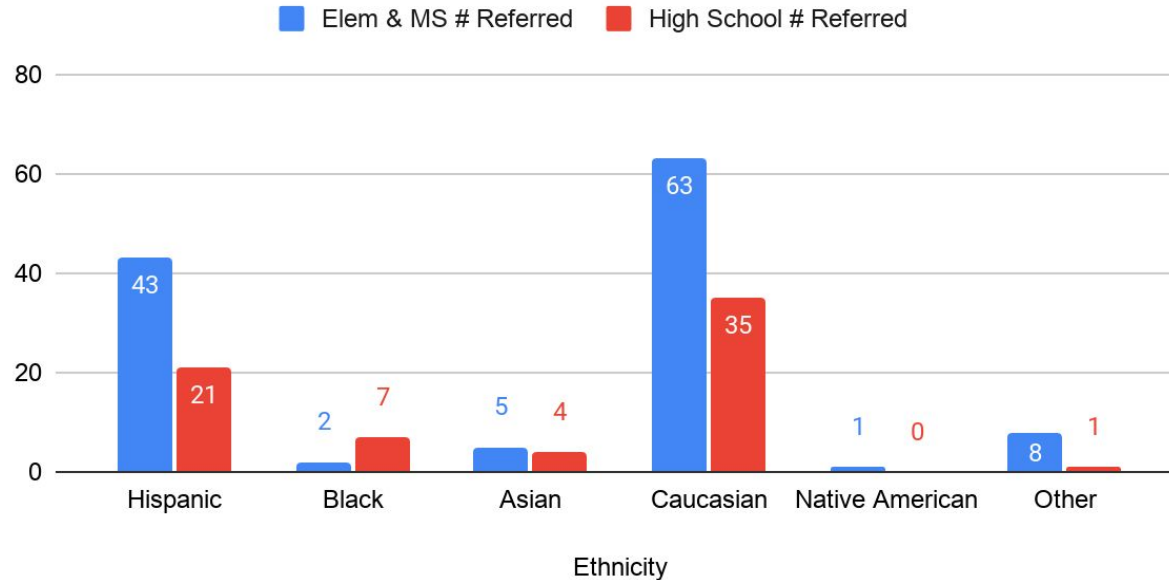
# Example of Success: Home Visits focused on Re-engagement

Home Visit Referrals Made (N=190) , Visit Attempted (N=165) and Met with Family (N=108)



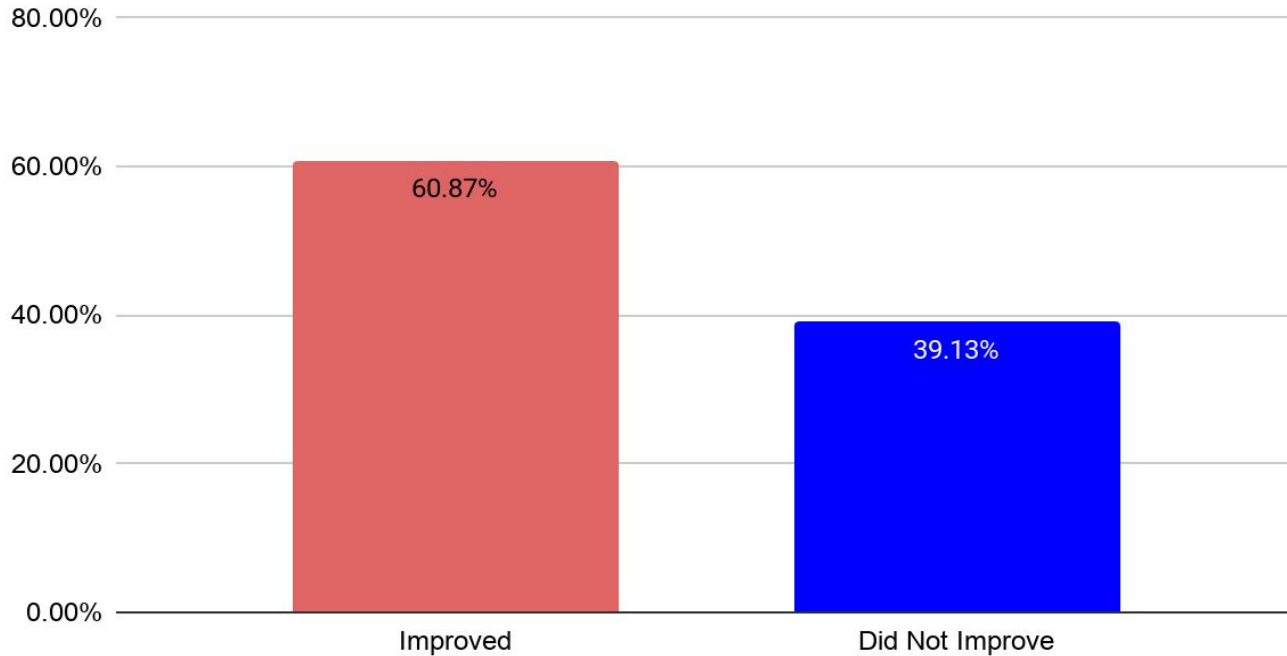
# Example of Success: Home Visits focused on Re-engagement

## Elem/MS (N=122) & HS (N=68) Home Visit Referrals by Ethnicity



# Home Visit Outcomes

## HV Outcomes: Student Engagement Following Home Visit



## Overview of ESSER 2 and ESSER 3 Funds

“Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The Department will award these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.” Elementary and Secondary School Emergency Relief Fund

DCSD must submit an application for approval in the next two weeks. Funds must be requested systemically for approval and allocation.

## Supplement Not Supplant

Supplementing is permitted - supplanting is not.

“Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.”

# Through the Framework of a Professional Learning Community

Consider the following in your school:

- What students have to know and be able to do (Priority Learning outcomes)
- How do we know they know it (data dives)
- What do we do if they don't (Tier 1 changes and intervention)
- What do we do if they do (tier 1 changes and extension)

## Interventions (Plan)

Multiple teams and departments continue to meet and to determine what we are currently doing across DCSD to mitigate unfinished learning due to COVID 19. The focus was multifaceted:

- What is our current state in terms of supporting all students during the COVID 19 pandemic?
- What is working well that we can increase or incorporate at a system level?
- What would we like to see as an option for support across the district?

## Unfinished Learning Next Steps

- Using feedback from leaders - complete districts application
- Work with building and central office leaders to finalize summer school programs and locations
- Focus group continues to work on recruitment of staff
- Focus on communication strategies including notifying students of opportunities and gathering feedback from stakeholders on the plan



# 21-22 School Planning and Remote Learning

- Provide a Remote Learning Option for 2021-2022 SY (eDCSD Remote)
- Initial Interest Survey: 577
- Gather input on Programming: Groups for feedback
  - What does the eDCSD Remote Learning Program look like
    - Commitments
- To the greatest extent possible, not have teachers teach both in person and remote
- Partner with Partnership with eDCSD, Human Resources, Budget, Personalized Learning, GT, ELD, Curriculum, Instruction, and Assessment, Communications, and Information Technology
  - HR Displaced Teachers/Postings
  - Budget Implications
  - Learning and Student Services: Special Education, ALP, ELD, READ, etc.
  - Technology
  - Other: Communications, Curriculum, Enrollment Team, CIA, School Leaders, eDCSD
  - Big thank you to Greg Wiley
- Future Timeline, Considerations, Enrollment Commitments

Date	Actions
<b>March 29th - April 2nd</b>	<ul style="list-style-type: none"> <li>* eDCSD, eDOS, Human Resources, and Budget Meet to review student interest and develop preliminary SBB and staffing models. Develop a process to interview displaced teachers and review current ADA requests.</li> <li>* Post eDCSD Remote Learning one year only positions. HR is partnering with EDOS and the eDCSD learning team to offer qualified individuals from our accommodated and displacement pools as potential candidates.</li> <li>* Share disaggregated student interest spreadsheet with principals to make aware of potential student interest by grade level.</li> <li>* Personalized learning department to review disaggregated data to identify potential staffing needs to support students with additional identified needs (Sped, ELD, GT, READ, etc).</li> </ul>
<b>April 5th - 9th</b>	<ul style="list-style-type: none"> <li>* Meet with district technology team to review devices needs for 21-22SY</li> <li>* Screen and interview potential eDCSD teaching candidate.</li> <li>* Meet with district IT team to review Intent to Enroll Process</li> <li>* Provide update to DCSD principals at level meeting</li> </ul>

**April 12th -23rd**

- \* Continue the hiring process.
- \* Develop draft communication for Intent to Enroll process.
- \* Work with strategic sourcing for additional curriculum purchases through eDCSD.

**April 26th - May 7th**

- \* (SURVEY: Intent to Enroll) Communication to be sent out to all DCSD families to have families select eDCSD Remote Learning.
- \* Review intent to enroll.
- \* Evaluate staffing and potential master scheduling.

**May 10th - May 28th**

- \* Finalize enrollment numbers
- \* On board staff and students
  - Course registration
  - Master Scheduling
  - Share Professional Learning calendar
- \* Communicate final numbers to schools
- \* Review student specific needs: SPED, ELL, GT, Read, etc.
- \* Finalize SBB

# QUESTIONS?