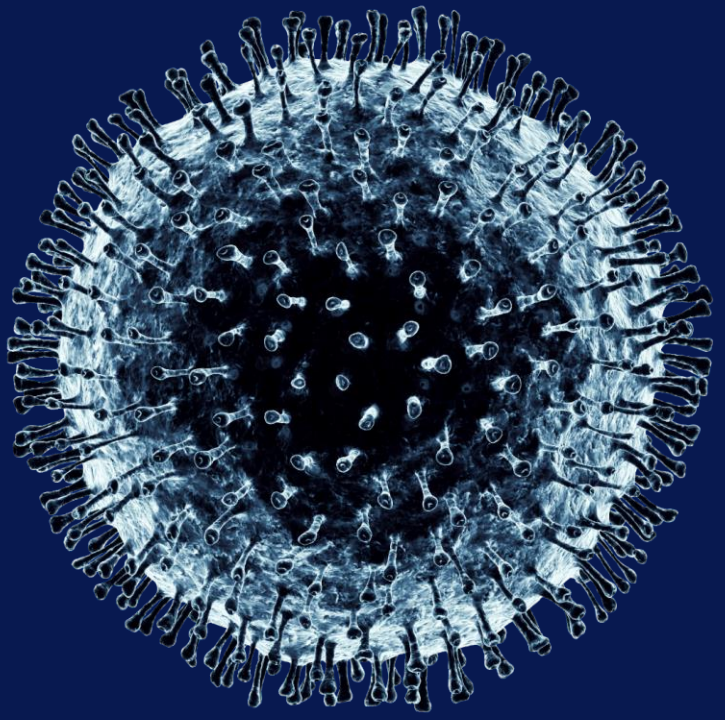
CHIEFS for CHANGE

CCSSO
Council of Chief State School Officers

Facing the challenge: monitoring and evaluating

This Document is current only as of July 23, 2020



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Detailed agenda for this webinar

Topic and description	Time
1 Introduction and recap of the webinar series	**5 mins**
2 How to organize for ongoing management of the crisis • Sample models and considerations for organizing a centralized model • Facilitated discussion: How districts have been mobilizing to create organized response teams	**15 mins**
3 Making the decision to change your school model • Evidence from domestic and international changes to school model • Review potential guidelines and metrics for knowing when to switch school models	**15 mins**
4 Preparing for a remote fall • Improving the remote learning experience for students, with questions to consider • “Day in the life” simulation for virtual student and teacher journeys • Facilitated discussion: current thinking on student experience in a remote model	**15 mins**

Today’s presenters

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This is the third in a series of webinars we've hosted over the summer through this partnership

June 25th

Practical planning for Fall re-opening

Discussion of operational planning for a successful fall re-opening, with a focus on:

- Lessons learned from the first few months of reopening in international school systems
- "How to reopen" – physical capacity constraints and scheduling practicalities for the Fall

July 9th

Testing your re-opening preparedness

Guidance on critical academic and operational questions to solve for successful fall re-opening, including how to stress-test your own planning to identify key potential constraints or failure points

Today's webinar

Facing the challenge: monitoring and evaluating

Overview of organizational structures and decision-making processes needed to respond nimbly to changing conditions and the needs of students, teachers and broader system over the next year, with a focus on preparing for a remote Fall

Contents

Responding to COVID-19 has tested districts' crisis management ability, presenting the typical challenges of any long-term crisis

When organizations are tasked with crisis management, **there are four main factors that tend to impede their response**

- **Inadequate discovery** - optimism bias, lack of adequate 'sensing mechanisms,' over-reliance on past patterns, and risk rationalization can impede the discovery process
- **Constrained solution design** - many crises shift "normal" boundaries, and hence new solution designs are necessary to tackle them
- **Slow or bad decision quality** - groupthink, political pressures, and high-emotion situations hamper decision-making abilities; pattern recognition-driven thinking fails in unfamiliar areas; desire to wait for more facts slows response
- **Inadequate delivery** (execution failures) – the chaotic nature of a crisis frequently translates to lack of direction and accountability in execution

All four factors are relevant to the COVID-19 crisis – a well designed and managed response is critical to mitigate them

- The disruption is unfolding faster than organizations can understand or interpret using their typical approaches
- New data and evidence emerges frequently
- The situation is novel in its nature and scale, which distinguishes it from a "routine emergency" and necessitates solutions both in the near- and long-term
- Decision-making requires input from multiple stakeholders, along each step of the process (from situation assessment to plan implementation)
- Stakeholders must execute simultaneously as they make decisions, which can lead to poor delivery

The need for agile decision-making and seamless execution will continue as the situation evolves over the academic year; a **coordinated crisis management approach is critical**

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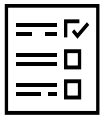
Source: McKinsey organization practice

The contours of this crisis will change throughout this year, and teams should anticipate three horizons of decision-making

Respond



Everything is new; **conditions are changing by the day**, and facts and data around the pandemic are rapidly surfacing

Insights on fighting the virus **are just beginning to emerge**, nationally and globally

Organizations' **focus is on addressing immediate challenges** that COVID-19 presents to their organization, industry, and community

Organizations are **rapidly standing up and iterating on agile structures** to respond to the crisis

Organizations are **getting data and guidance from external stakeholders**, wherever they can

Re-think

Conditions are changing weekly (no longer daily)

Insights on fighting the virus **have become more clear, common**, and evidence-based

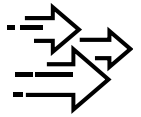
Organizations' **focus has expanded beyond immediate needs** to include medium-term and the "new normal"

Organizations' **agile structures are clearly established and running**, organized around new priorities and with a focus on protecting the team from burn-out

Organizations have set up **processes and partnerships to learn from external stakeholders** in an intentional way

Organizations have taken a meticulous, **structured approach to data collection and analysis** to inform their decision-making

Sustain



Conditions may still change, but **we are in the "new normal"**

Organizations are effectively **balancing daily crisis response and operations with medium- and long-term** strategy formation and execution (taking into account opportunity the pandemic has exposed)

Response needs to continue to be agile, organized around new priorities and in a way that is sustainable for the team

Organizations can **continue learning from peers, but have a narrowed focus** on key priorities

Data remains core to decision-making, with a narrowed focus on key priorities

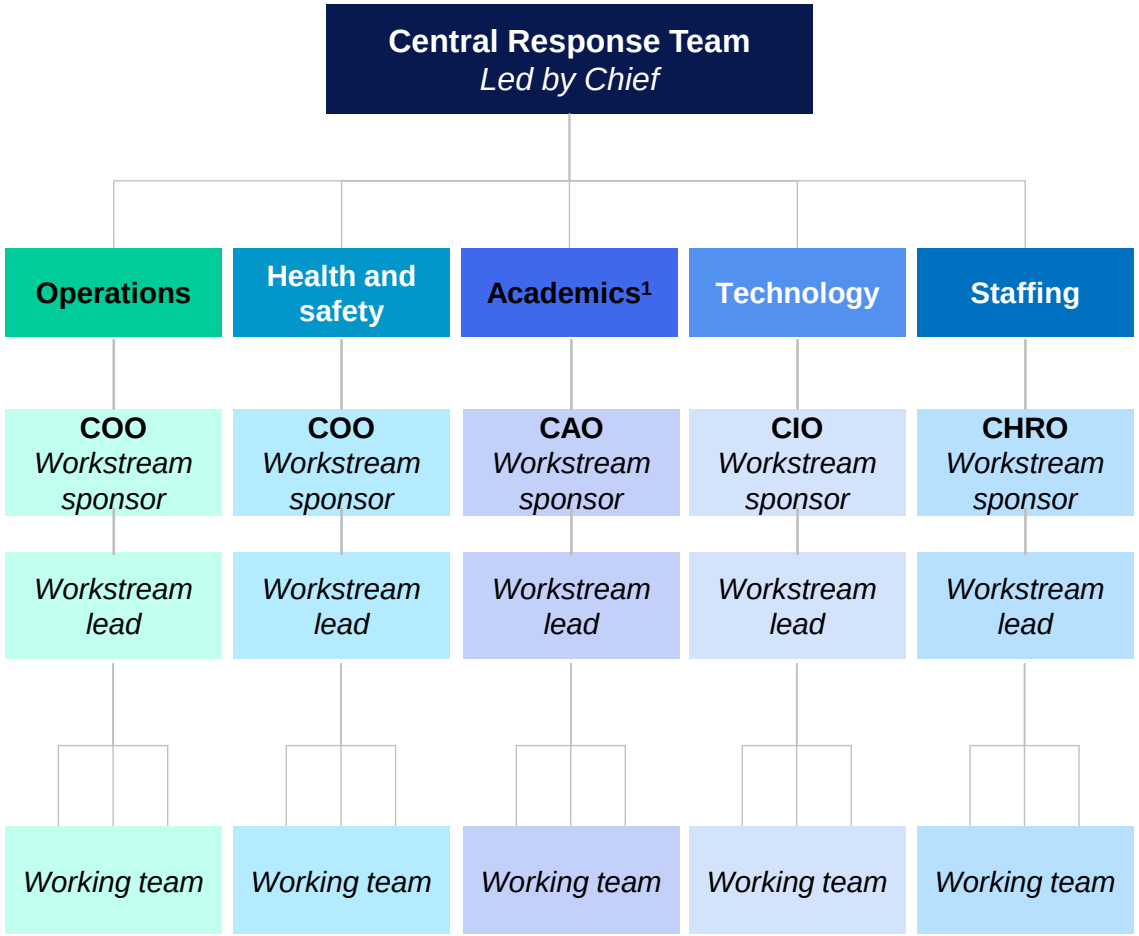
Source: UNESCO framework and resource papers for reopening schools

Across multiple sectors and through decades of crisis management, a few factors have emerged as key for effective long-term response

1. **Organize teams to focus on the problems**, not necessarily by “historical roles”
2. **Consistently monitor data** to ensure decisions are well-supported
3. **Operate at two speeds**, balancing immediate response with longer-term strategic priorities
4. **Maintain external orientation** to continue learning on priority areas
5. **Monitor pace of work** to avoid team burn-out

Source: McKinsey.com, "Responding to coronavirus: The minimum viable nerve center" (March 16 2020); Leadership in a crisis: Responding to the coronavirus outbreak and future challenges" (March 16 2020); "Crisis nerve centers: Supporting governments’ responses to coronavirus" (March 25 2020); "Using a crisis nerve center to help reopen the economy" (May 29 2020)

1 One solution is for districts to organize in cross functional "priority working groups," that meet on a regular cadence



Challenge: In a functionally-aligned team structure, cross-functional questions that have emerged as part of the COVID-19 response may fall through the cracks

Working group #1
Remote student engagement

Academics rep *– for curriculum*	***Tech rep*** *– for LMS and platform*	***Staffing rep*** *– for teacher staffing*	***Key stakeholders***

Who's involved

- **Team members:** Working team members from the Academics, Technology and Staffing functions will come together to form this working group
- **Sponsor:** The "Sponsor" of this working group is likely a Cabinet-level individual or 'Cabinet *minus 1*' (depending on the size of the district)
- **Key stakeholders**: Other non-LEA staff that are tangentially involved to provide input and feedback to the working group

How it works

- Team members in this group are still aligned to their current functions, but are also working on a priority topic
- They will need support to re-orient some of their existing work towards this priority topic

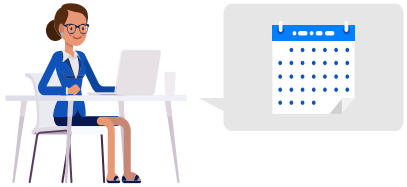
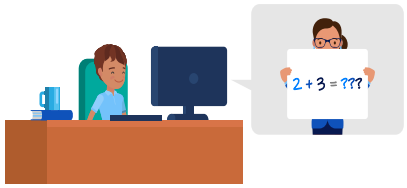
1. Each function will need to address a variety of topics on a frequent cadence. For instance, for Academics: curriculum, instruction, assessment, PD, SEL, learning loss, etc.

2 Each working group will need to track a set of metrics to inform their work[1]

Key questions	Potential tracking metrics, *districts can choose a subset based on availability and relevance*
 **Student engagement while remote:** How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?	▪ Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning) ▪ Number of check-ins between teachers and students ▪ Number of times per week that feedback is provided on homework ▪ Share of students with access to necessary software and hardware for remote learning ▪ Technology support to minimize technical bugs that cause loss of access ▪ Rating of student experience
 **SEL:** How do we embed SEL and trauma-informed practices into everything we do, in a way that is more comprehensive than ever before?	▪ Student, teacher, and family surveys on outcomes and behaviors experienced by students while at home ▪ Weekly time dedicated to SEL ▪ Share of curriculum developed with trauma-informed practice ▪ Number of free and/or subsidized meals provided ▪ Number of check-in calls with students suspected of being at risk ▪ Percent of students receiving mental health support (low-touch, medium-touch, high-touch)
 **Family engagement:** How can we re-set what "typical" family engagement is, and how can we creatively support it?	▪ Cadence of family communication (e.g., weekly emails, monthly townhalls) ▪ Number and quality of channels / processes through which families can get support from the district (e.g., family support hotline, FAQs section, tech support teams) ▪ Family member engagement and satisfaction with school-related events ▪ Family member surveys describing time spent helping student with schoolwork ▪ Family's self-assessment of engagement in child's education (both family member and student perspective)

1. Select tracking metrics for these questions will be shared on CFC's website

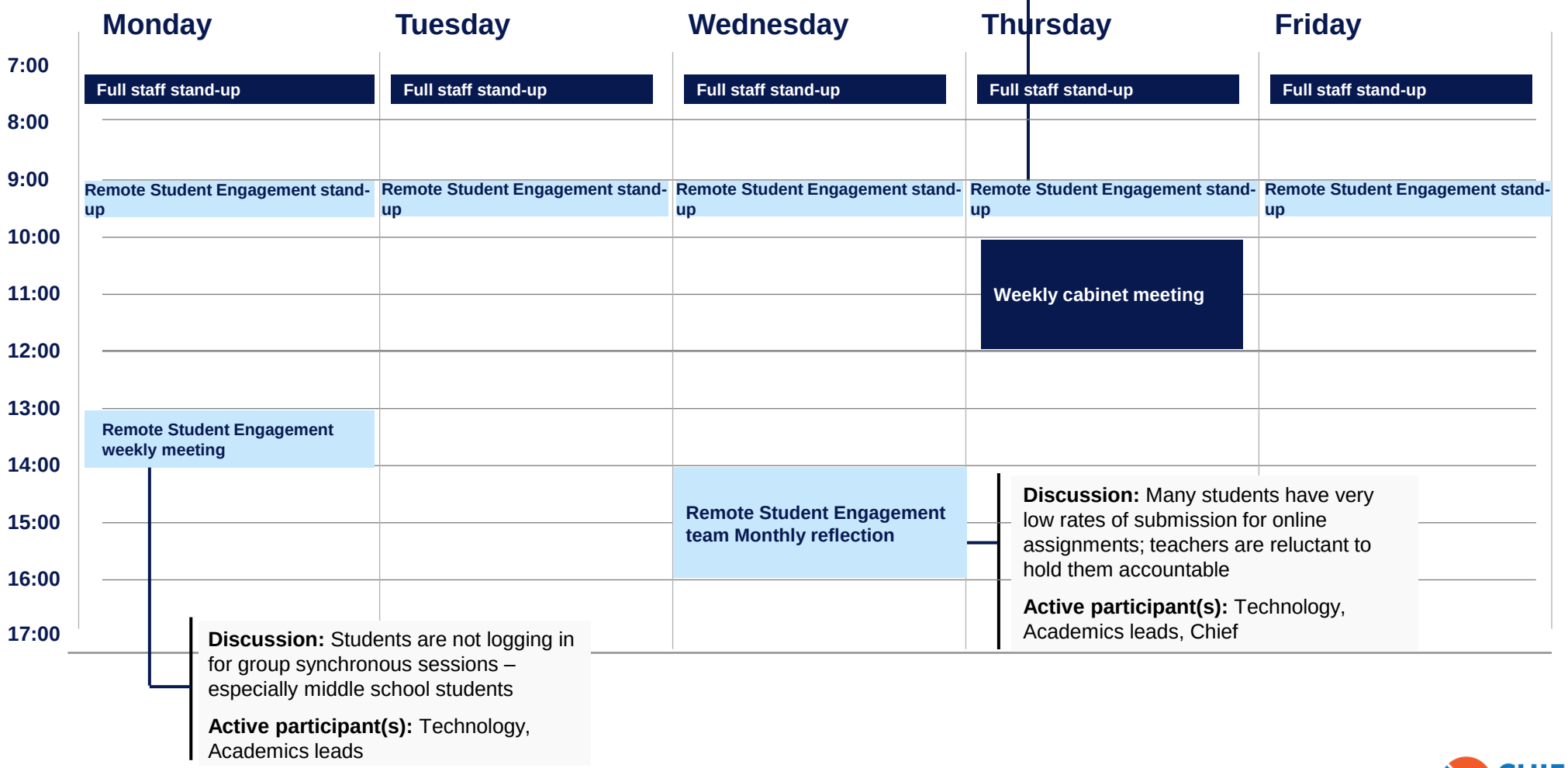
3 A working group on ‘student engagement while remote’ must be responsive to both immediate needs and longer-term strategic changes

	Scenario	Who’s involved	Meeting agenda	Agreed upon next steps
At daily stand-up	**Teachers are reporting multiple Single-Sign-On (SSO) issues** 	▪ Representatives from Academics, Technology, and Staffing	▪ **Tech representative reports** emails from teachers on connectivity problems ▪ **Team reviews standard list of questions,** for instance: *Is there an issue with the teacher training on platforms, or is this a tech issue? How crucial is this fix for today?* ▪ **Team determines lead for the day** based on answers, e.g., *problem is technical so Tech will provide solution by end-of-day*	▪ **Tech team works with IT vendor** over a 12 hour period to resolve – reports back to working group by EOD ▪ **Tech rep sends out email** to all teachers with relevant updates / fixes to the issue ▪ **Tech rep incorporates tech team responsiveness as a topic in the next weekly meeting** to improve overall teacher user experience (UX)
At monthly meeting	**Many students consistently have very low rates of submission for online assignments** 	▪ Representatives and Leads/Sponsors from Academics, Technology and Staffing[1] ▪ Superintendent ▪ Teacher/ Principal, when relevant, to provide detail and feedback	▪ **Academics lead reports** low student submission numbers per grade and school; **Tech representative complements** with engagement data ▪ **Team reviews standard list of questions,** for instance: *What are the key issues surfaced at home from teacher check-ins? Is this a problem with connectivity? What processes are in place and are we tracking what’s working (e.g., morning check-in)?* ▪ **Team brainstorms potential solutions** and narrows down to 2-3 actions for next two weeks, decides to loop in Operations rep to help with connectivity issues	▪ **Academics rep liaises with new Operations rep** to work on surfaced connectivity issues, e.g., *Academics to work on mail/email assessments to students in need* ▪ **Academic team creates tools to help teachers further scaffold assignments** to increase completion rates ▪ **Staffing to identify options for additional adults** (e.g., aides, counselors) to check in with students who are persistently not turning in assignments

1. Different representatives involved with long-term strategic questions than with immediate needs

3 A pre-set working cadence for the different levels of response to priority issues can help ensure rigorous governance

Illustrative master weekly calendar



Remote Student Engagement working group meets…

Daily to review urgent issues, with all team members

Weekly to review prior key decisions and discuss changes needed for the following week, with team members and sponsor

Monthly, to reflect on engagement data from previous month and workshop any strategic questions, with team members, sponsor and the Chief

Note: Daily stand-ups should aim to be no longer than 15 minutes

Source: McKinsey organization practice

For discussion

What cross-functional topics will be the most important to address during this academic year?

How will your team be organizing or putting new processes in place to ensure these cross-functional topics are addressed?

Contents

Current as of July 17th

Some LEAs have announced a remote start for the Fall, in the face of growing infection rates

LEAs (grouped by state)		Confirmed[1] cases (growth rate[2])	Concerns over in-person instruction (non-exhaustive)
CA	**San Diego Unified School District**	San Diego County: 23,114 (+12.6%)	Rise in cases Ability to test for the virus at schools
	Los Angeles Unified School District	Los Angeles County: 153,152 (-0.5%)	
	Santa Ana Unified School District	Orange County: 29,011 (-4.9%)	
TX	**Houston Independent School District**	Houston County: 203 (+1.9%)	Upward trend in the trajectory of new COVID-19 cases
GA	**Atlanta Public Schools**	Fulton County: 12,872 (-0.9%)	Substantial spread of coronavirus in communities, upward trend in the trajectory of new COVID-19 cases Sentiment of teachers and community members
	DeKalb County School District	DeKalb County: 9,597 (+4.4%)	
	Clayton County Public Schools	Clayton County: 3,331 (+4.2%)	
	Gwinnett County Public Schools	Gwinnett County: 13,234 (+0.1%)	

1. Confirmed cases for relevant county include presumptive positive cases listed in data from Johns Hopkins University (see https://coronavirus.jhu.edu/map.html for more details)
2. Percentage growth rate is averaged across 7 days and may not reflect true daily growth rate

Source: McKinsey Coronavirus Response Center; press search (CA; TX; GA)

Current as of July 21ST

Internationally, governments have had to adapt their school reopening plans in response to rapidly changing disease conditions

Country	Affected area	Change in policy	Date of reopen[1]	Date of change
UK	**Local**, City of Leicester	▪ **National government ordered schools and non-essential shops in Leicester to close** after a localized outbreak, which Health Secretary Matt Hancock noted included "an unusually high incidence" of coronavirus among children[2]	6/1	6/30
		▪ **Government announced that schools won't fully reopen** until September due to capacity of staff and space needed to safely accommodate pupils		6/8
Germany	**Local**, state of North-Rhine Westphalia	▪ **State's Chief Minister announced that the entire district of Guetersloh would be locked down for seven days**, **including schools**, daycares, restaurants and other public centers. The new lockdown followed an outbreak from a meat processing factory in the area[3]	5/4	6/23
South Korea	**Local**, Seoul and nearby metropolitan areas	▪ **Health Minister announced the closure of over 500 schools** in the area (and halted other public gatherings) as cases surged[4]	5/20	5/29
		▪ **Government is considering new lockdown measures as case counts increase,** including shutting down schools, professional sports, and non-essential businesses[5]		6/29

1. Most re-openings were partial
2. BBC- Leicester lockdown
3. CNN- Germany imposes fresh lockdown
4. BBC - South Korea closes schools again after biggest spike in weeks
5. TheJournal.ie - South Korea considers new lockdown measures

Source: Press search

To consider: how can districts decide when to move between school models?

Primary decision maker: SEA

Likely a joint decision involving SEA, Governor's office and state-health authorities

Primary decision maker: Districts

Likely in conjunction with local health authorities

A State-mandated

SEA works with other state agencies to form internal decision-making processes around when districts' school models should change

State government mandates districts move between school models

Districts implement the decision

B Follow externally defined phases (e.g., county health agency phases)

Districts use external guidance to define school model choices they will make during the school year

For instance, **Districts could tie their decision-making to State, county, or local reopening plans' phases** (e.g., the district can say it will go fully remote if the county moves to Phase 1 of reopening)

Districts implement their own decision

C Define your own phases

Districts define thresholds to guide their school model decisions throughout the year, and what happens at those thresholds

Districts monitor data, and determine when those thresholds have been met. Relevant data might include both:

- Health and epidemiological metrics (e.g., case counts, positive test rate)
- System readiness and resilience factors (e.g., Staff and educators' preference for a particular model)

Districts implement their own decision

Examples of different models for school model decision-making

A State-mandated

California has announced that schools cannot reopen for in-person instruction until the county meets 5 criteria:

- Over 150 tests per day per 100,000 population (7 day average, with 7 day lag)
- Case rate under 100 per 100,000 (14 days)
- Positivity rate under 8%
- COVID-19 Hospitalization not increasing faster than 10% over previous 3-days
- At least 20% ICU beds and 25% of ventilators available

Additional criteria that may lead to recommended or required closure:

- "A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department."

B Follow externally defined phases (e.g., county health agency phases)

Lakewood schools (Ohio) released a plan on July 15th, tying its school model decisions to its county reopening phases:

- **Level 4: "Remote"** – 100% remote
- **Levels 2, 3: "Partial"** – half the students in school at a time, with safety protocols in place[1]
- **Level 1: "All in"** – all students in school 5 days per week, with safety protocols in place[1]

Cleveland schools said they would tie re-opening to statewide reopening phases, expecting to make a final decision on starting model by late July

C Define your own phases

On July 13th, Miami-Dade County Public Schools released eight criteria that must be met for any kind of physical schooling by the first day of school on August 24th

Sample criteria are[2]:

- A sustained COVID-19 positivity rate of less than 10%, trending toward 5%, for 14 days
- A steady reduction in number of individuals hospitalized
- A sustained reduction in ICU bed occupancy
- A continuous reduced viral burden for 14 days with a decrease of virus-positive individuals.

1. For both "partial" and "all in," safety protocols include: health checks at home – including temperature check – prior to entering school; face coverings required for staff and students; physical distancing of 6' at all times for partial, 3' for "all in," and more
2. Remaining criteria: increase in viral specific COVID-19 test availability with decreased wait time; turnaround time for test results less than 48 hours; increase in quantity and quality of contact tracing; ensuring vaccinations for school-aged children

Source: Cleveland.com; New York State government; NBC news; Miami Public schools; Miami Herald

Both health metrics and system readiness factors could inform LEAs' decision-making on school model

Health and epidemiological metrics

In general, public health officials and other experts are coalescing around a broad set of health indicators for guiding COVID-19-related decision-making. These could include:

- **Case count and prevalence** - *new cases, % change in total cases, cumulative cases*
- **Deaths** – *new deaths, cumulative deaths*
- **Tests** – *tests per day, tests per last X days, positive test rate, tests per capita*
- **Hospitalizations** – *new hospitalizations, cumulative hospitalizations*
- **Hospital capacity** – *ICU beds, ventilators, floor beds, PPE*
- **Contact tracing capabilities**

System readiness and resilience factors

In addition, school systems are considering their own readiness to support various school models safely and effectively. These factors could include:

- **Infrastructure in place to transition between models** - *% of equipment acquired for health/safety protocols, % of students that can be transported with reduced bus capacity*
- **LEA administrators' preparedness** to transition between models – *enrollment forecasts mapped to capacity limits defined in operating model*
- **Staff and educators' preference / demand** for a particular model - *% of teachers, other staff who say they are comfortable with in-person working*
- **Students', families' preference / demand** for a particular model - *% of students, families who say they are comfortable with in-person learning, % who feel safe with in-person safety protocols*
- **Student academic performance** under current model - *assignment completions / submissions, gap between previous years' test scores and current cohort*

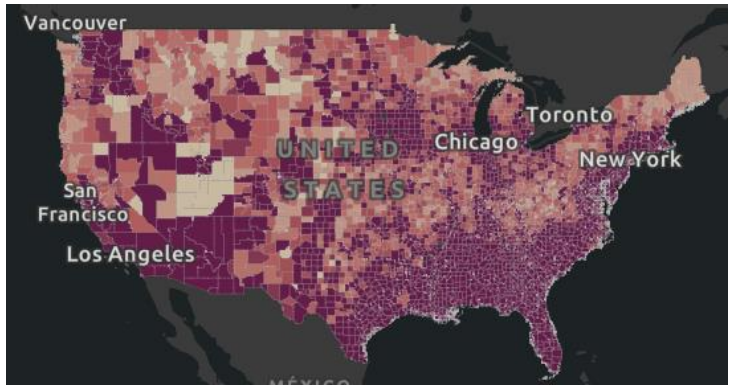
LEAs can inform their decision-making using a range of external resources

Example 1: Johns Hopkins University eSchool+ Initiative - Analysis of School Reopening Plans

This Johns Hopkins Center for Systems Science and Engineering (CSSE) has created a free interactive map that provides data, by county, on:

- Case count
- Deaths
- Fatality rate

Data is updated once per day to allow the system to pull county-level data.



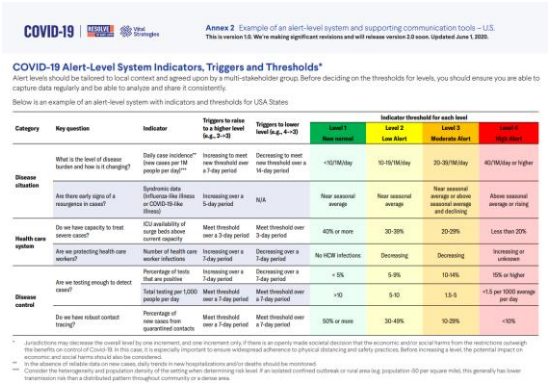
Link: https://coronavirus.jhu.edu/map.html

Example 2: Resolve to Save Lives – COVID-19 alert-level system indicators, triggers, and thresholds

This Resolve to Save Lives document provides an overview of how organizations (not just Districts) might design system indicators and thresholds levels

The document details that any thresholds should be tailored to local context and agreed upon by a multi-stakeholder group

It also emphasizes the importance of being able to capture data regularly and be able to analyze and share it consistently, if you are going to design thresholds


COVID-19

Annex 2. Example of an alert-level system and supporting communication tools – U.S.

This is version 1.0. We're making significant revisions and will release version 2.0 soon. Updated June 1, 2020.

COVID-19 Alert-Level System Indicators, Triggers and Thresholds*

Alert levels should be tailored to local context and agreed upon by a multi-stakeholder group. Before deciding on the thresholds for levels, you should ensure you are able to capture data regularly and be able to analyze and share it consistently.

Below is an example of an alert-level system with indicators and thresholds for USA States

Category	Key question	Indicator	Triggers to raise to a higher level (e.g., 3→5)	Triggers to lower level (e.g., 4→3)	Indicator threshold for each level			
					Level 1 New normal	Level 2 Low Alert	Level 3 Moderate Alert	Level 4 High Alert
Disease situation	What is the level of disease burden and how is it changing?	Daily case incidence** (new cases per 1M people per day)***	Increasing to meet new threshold over a 7-day period	Decreasing to meet new threshold over a 14-day period	<10/1M/day	10-19/1M/day	20-39/1M/day	40/1M/day or higher
	Are there early signs of a resurgence in cases?	Syndromic data (influenza-like illness or COVID-19-like illness)	Increasing over a 5-day period	N/A	Near seasonal average	Near seasonal average	Near seasonal average or above seasonal average and declining	Above seasonal average or rising
Health care system	Do we have capacity to treat severe cases?	ICU availability of surge beds above current capacity	Meet threshold over a 3-day period	Meet threshold over 3-day period	40% or more	30-39%	20-29%	Less than 20%
	Are we protecting health care workers?	Number of health care worker infections	Increasing over a 7-day period	Decreasing over a 7-day period	No HCW infections	Decreasing	Decreasing	Increasing or unknown
Disease control	Are we testing enough to detect cases?	Percentage of tests that are positive	Increasing over a 7-day period	Decreasing over a 7-day period	< 5%	5-9%	10-14%	15% or higher
		Total testing per 1,000 people per day	Meet threshold over a 7-day period	Meet threshold over a 7-day period	>10	5-10	1.5-5	<1.5 per 1000 average per day
	Do we have robust contact tracing?	Percentage of new cases from quarantined contacts	Meet threshold over a 7-day period	Meet threshold over a 7-day period	50% or more	30-49%	10-29%	<10%

* Jurisdictions may decrease the overall level by one increment, and one increment only, if there is an openly made societal decision that the economic and/or social harms from the restrictions outweigh the benefits on control of Covid-19. In this case, it is especially important to ensure widespread adherence to physical distancing and safety practices. Before increasing a level, the potential impact on economic and social harms should also be considered.

** In the absence of reliable data on new cases, daily trends in new hospitalizations and/or deaths should be monitored.

*** Consider the heterogeneity and population density of the setting when determining risk level. If an isolated confined outbreak or rural area (eg, population <50 per square mile), this generally has lower transmission risk than a distributed pattern throughout community or a dense area.

Link: https://preventepidemics.org/wp-content/uploads/2020/05/Annex-2_Example-of-an-alert-level-system_US_FINAL.pdf

Districts will need to work closely with various governmental bodies, and actively engage their communities throughout the school year

Collaboration within gov't

State health agency

Example activity: Working with State and County health departments to monitor local health conditions and making determinations on whether changes to districts' health metrics should affect school model

SEA

Example activity: Working together to significantly expand access to technology and tools that support hybrid / remote learning (e.g., increase connectivity, provide laptops, and provide platforms)

School board

Example activity: Working together on improving school operations plan throughout the year, taking into account federal, state, and local education guidance, and political landscape

Engaging the broader community

Involve community stakeholders in decision-making processes

To consider:

- Survey stakeholders to inform decision-making
- Meet and correspond regularly with stakeholder representative groups (e.g., teacher unions, PTAs)
- Ensure that stakeholders are involved in formal bodies (e.g., oversight committees, operations committees)
- Create forums for stakeholders to raise issues, and have opportunities for Q&A
- Vet decisions with key stakeholders before releasing more broadly

Region of Saskatchewan

Set up a centralized Response Planning Team dedicated to the educational response that includes representatives from:

- The Saskatchewan School Boards Association
- The Saskatchewan League of Educational Administrators
- Directors and Superintendents
- The Saskatchewan Association of School Business Officials
- The Ministry of Education

Establish clear lines of communication for disseminating information more broadly

To consider:

- Establish regular communication cadence (e.g., scheduled town halls, news blasts)
- Use multiple channels, both digital (e.g., Zoom meetings / phone calls) and print (e.g., mail) to publish decisions
- Provide opportunities for follow up questions and further feedback (e.g., FAQ pages, hotlines, community forums)

Denmark

Instituted a State hotline to answer questions about the virus and health measures, by phone or chat in 25 languages

Singapore

Provided chat bot to address queries related to COVID-19 for family members and citizens

Provided detailed guidelines and FAQs for all K-12 levels protocols

Source: SEA interviews; WHO, UNESCO resource papers on COVID response; The Framework for Reopening Schools, issued by UNESCO, UNICEF, WFP and World Bank resource papers

Contents

District remote planning

Districts can begin their remote planning by considering the needs of students and teachers first…

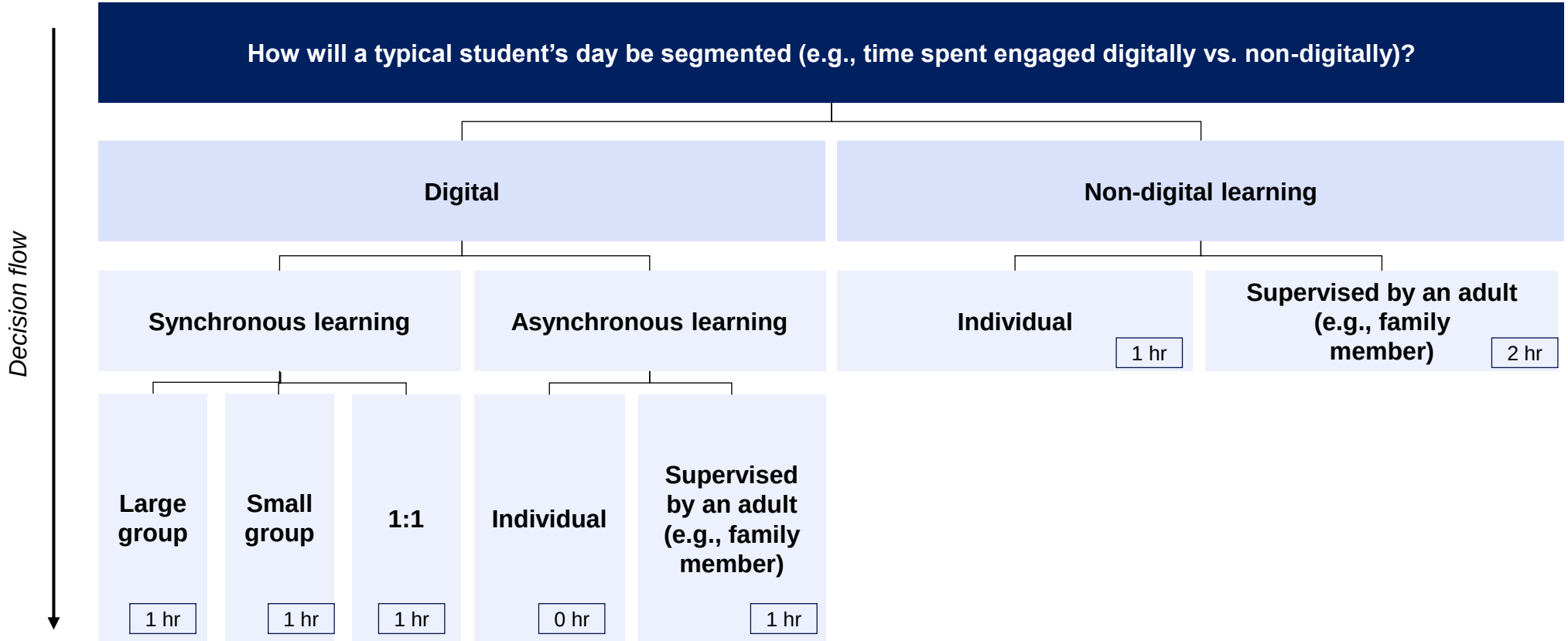
1. How will a typical student's day be segmented (e.g., time spent engaged digitally vs. non-digitally)?
2. What operational or contextual factors are important to consider when planning for students' and teachers' remote experiences (e.g., SEL)?
3. How will teachers engage effectively with students through their typical day?

…and then tailoring their resource and technology decisions to those needs

4. What technology (e.g., LMS) is necessary to enable the student experience the District wants to provide and ensure all students have access to high quality instructional materials?
5. What other resources are necessary to enable the student experience the District wants to provide, including family support and training?

1: Districts can consider how they want their students' days to be segmented

Illustrative segments and timing, for 7 hours of instruction



To consider: segmenting may vary by grade level – for instance, a high school student may be better equipped for individual instruction than an elementary school student

Resource Spotlight:
Sample schedule + synchronous vs asynchronous time

2: The "Day in the life" (DILO) simulation can be re-purposed to ensure Districts are ready to provide a virtual-only experience

Details to follow

Malik – 4th grade remote GenEd student

Assumptions

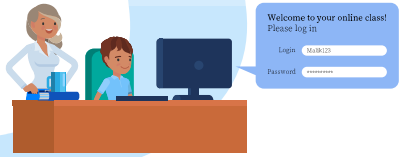
Malik is attending a medium-touch remote learning model

Some interactions are individualized

1 Malik logs into his device to participate in the daily opener of his class (e.g., mindfulness for social and emotional learning)

8:00-8:20 AM

- Does Malik use a family device, or is the device provided by the school?
- What is the process for logging on (how long, complex is it)?
- Does Malik have access to other content on his device, or is it locked for schoolwork only?
- Does Malik use his family's WiFi connection, or has the school provided WiFi access (e.g., hot spot)?
- What activities are included in mindfulness? Who created the activities? How are they adapted by grade level?



2 Malik attends his first session of instruction

8:20-9:20 AM

- What mode(s) of instruction are used during this session (e.g., digital synchronous large group, digital synchronous 1:1, non-digital)?
- How many students are with Malik in this "class"?
- How many instructors is Malik working with during this session?
- Does Malik have the same instructor(s) for all sessions?
- Are there any interactions in the class?
- Is Malik's performance assessed during the period?
- How does Malik turn in any work during this session?
- Is Malik supervised by an adult in his home for all or part of this session (e.g., parent / guardian)?

3 Malik has a break

9:20-9:30 AM

- How does Malik know to return when break time is up?
- Are there any social interactions with peers during break time?
- Does Malik need his parent(s) / guardian(s) for anything during break?

4 Malik logs back on to attend his second session of instruction, which includes two 45m rotations of small group learning

9:30 AM-11:00 AM

- Does the instructor conduct a social emotional check-in?
- What subject(s) does Malik cover in this small group instruction period?
- Who is the instructor for these sessions?
- How do students interact and collaborate on the virtual platform?
- How is the group of students determined?

5 Malik eats lunch

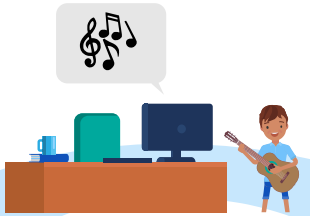
11-11:30 AM

- Where does he eat?
- How does he receive his lunch / what does he eat? Does the school provide lunch?
- Who is supervising Malik?
- How does he get to his next activity on time?
- Does anyone from the school confirm all students are eating?

6 Malik attends his special class (e.g., music)

11:30-12:15 PM

- Does the instructor check that all students have eaten? Conduct any other type of social emotional check-in?
- How many students are in the class?
- Is the curriculum any different from in-person?
- Does Malik need equipment for special classes? How is the equipment delivered / accessed?



7 Malik closes his day by completing his assignments in a "study hall" group

12:15-1:00 PM

- Who is supervising the study hall? Is it a trained teacher, or someone that serves more of a monitoring role?
- How are assignments submitted and graded?
- What does Malik do if he needs assistance?

8 Malik has an advisor call (where a staff member checks in with him and a small group on SEL status), and then logs off for the day

1:00-1:15 PM

What is the structure of the call? What questions does Malik's advisor ask him to assess SEL?

If Malik is having any issues in school or at home, what are his advisor's next steps (e.g., report to whom, provide resources to Malik, etc.)?

Does Malik submit any end of day reports or surveys?

Does Malik's parent / guardian submit any end of day reports or surveys?

How does the District ensure that Malik is safe and healthy at home after "log off" time?

Resource Spotlight: Social, emotional, and behavioral screening resource; Example of district actions on SEL

2: Deep-dive – Malik attends his first session of instruction

Resource Spotlight:
- How teachers can increase student engagement
- Digital tools / resources to complement teacher activities

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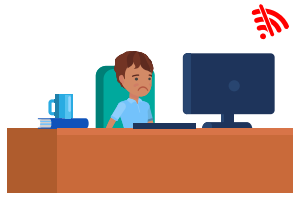
2

Malik – 4th grade GenEd student attends his first session of his instruction

Key questions	Typical journey
What mode(s) of instruction are used during this session (e.g., digital synchronous large group, digital synchronous 1:1, non-digital)?	After the class is logged on and has completed the mindfulness exercise, the teacher explains that this period will begin with 25 minutes of live instruction with the full class (digital synchronous – large group), 15 minutes of individual digital program work (digital asynchronous individual), and end with 5 minutes of wrap-up led by the teacher.
How many students are with Malik in this "class"?	There are the same number of students as would be in face-to-face instruction (20).
How many instructors is Malik working with during this session?	Malik has one instructor (his "home room teacher"), along with one teachers' assistant, during this session.
Does Malik have the same instructor(s) for all sessions?	For "core" curriculum, Malik has the same instructor the entire time, along with one teachers' assistant. He has different instructors for "special classes."
Are there any interactions in the class?	The instructor will interact with students by posing questions for them to respond to, and grants permission to speak by removing from mute. Polls are conducted 3-4 times per class to verify understanding.
Is Malik's performance assessed during the period?	Malik receives attendance marks for logging in and interacting with the questions posed by the teacher. During individual work time, the digital learning program tracks his progress and performance.
How does Malik turn in any work during this session?	Malik submits work through an online portal, which the instructor later checks
Is Malik supervised by an adult in his home for all or part of this session (e.g., parent / guardian)?	Malik is not supervised during this period. His parent / guardian is supposed to check in with Malik during Malik's break at 9:15 am.

What if…

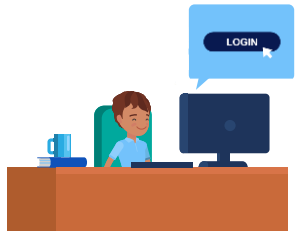


Malik loses WiFi connection in the middle of class?

Does he need his parent or guardian's help to log back on? Do they need to call someone? Will the teacher be notified?

The instructor loses connection?

What message do the students receive? Who does she call? Who notifies the students on what to do?



Malik logs on to the wrong class?

Who is in charge of verifying virtual attendance? What is parent or guardian's responsibility, if any?

3: The "Day in the life of" Ms. Gomez's eLearning day (5th grade elementary school teacher)

Resource Spotlight: Tool that connects schools with families around student learning

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Ms. Gomez's eLearning day (5th grade elementary school teacher)
Assumption: Ms. Gomez is teaching from home

1 Ms. Gomez starts planning her virtual teaching day

7:30 AM

- What hardware does the school provide for Ms. Gomez to use (e.g., laptop, WIFI, etc.)?
- What is the process for logging on for instruction (how long, complex is it)?

2 Ms. Gomez join her home–room class and starts with her daily opener (e.g., leads a mindfulness exercise; makes announcements)

8:00-8:30 AM

- How does Ms. Gomez know what "daily opener" to use? Is this part of the school curriculum?
- Does she conduct any other social emotional check-in?
- Does Ms. Gomez make any COVID-19 related announcements to her class?

3 Ms. Gomez teaches her first session of instruction

8:30-10:15 AM

- How does Ms. Gomez start her virtual lesson?
- What mode(s) of instruction does Ms. Gomez use during this session (e.g., digital synchronous large group, digital synchronous 1:1, non-digital)?
- Does she decide the model of instruction?
- How does Ms. Gomez end the class?
- How can Ms. Gomez's students communicate with her during and after class?

4 Ms. Gomez takes a break

10:15-10:45 AM

- Is Ms. Gomez allowed to be "offline" during this period?

5 Ms. Gomez teaches her second session of instruction

10:45 AM-12:00 PM

- How does Ms. Gomez ensure her students return for the second session of instruction?

6 Ms. Gomez has her meal break

12:00-12:30 PM

- Is Ms. Gomez allowed to be "offline" during this period?
- If not, how is this time used for non-instructional work (e.g., prepping materials or speaking with other staff)?

7 Ms. Gomez lesson plans while her students attend special class (e.g., music)

12:30-1:00 PM

- Has the District / school provided Ms. Gomez with a modified remote curriculum, or does she use the usual face-to-face curriculum?

8 Ms. Gomez helps students during "study hall"

1:00-2:00 PM

- Do students sign up ahead of time, or is it a "drop-in" period?
- Does Ms. Gomez teach students 1:1, or in small groups?
- Is this time structured, or do students just come with questions?
- Do students have an opportunity to ask Ms. Gomez questions later in the day, if they run out of time?

9 Ms. Gomez plans for the next day, and completes administrative tasks

2:00-3:30PM

- Is Ms. Gomez online during this time (i.e., can family or students contact her)?
- Does Ms. Gomez submit any end of day reports or surveys?
- Does Ms. Gomez correspond directly with parents / guardians at all?

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3: Considering “what if” scenarios along Ms. Gomez’s journey can reveal further operational complexity

Resource Spotlight:

- Lesson planning guide for distance and remote learning
- Instructional and planning best practices for both synchronous and asynchronous learning

ILLUSTRATIVE **NOT EXHAUSTIVE** **CONFIDENTIAL & PRE-DECISIONAL**

3

Ms. Gomez teaches her first session of instruction

Key questions	Typical journey
How does Ms. Gomez start her virtual lesson?	After the class is logged on and has completed the mindfulness exercise, Ms. Gomez takes attendance. She then explains the structure of the class, and what materials / programs her students will need.
What mode(s) of instruction does Ms. Gomez use during this session (e.g., digital synchronous large group, digital synchronous 1:1, non-digital)?	This period will begin with an hour of live instruction with the full class (digital synchronous – large group), 40 minutes of individual digital program work (digital asynchronous individual), and end with 5 minutes of wrap-up led by Ms. Gomez.
Does she decide the model of instruction?	The District provides guidance to Ms. Gomez about how much of her overall instruction should be in each mode of instruction, but Ms. Gomez plans it on a daily basis.
How does Ms. Gomez end the class?	Ms. Gomez describes the homework for tomorrow, and posts it on the class’ LMS. She also describes what the class will cover when they reconvene for the next session of instruction.
How can Ms. Gomez’s students communicate with her during and after class?	Ms. Gomez has dedicated channels (e.g., Slack, Zoom chat) through which students can message her. She also has dedicated time set up later in the day during “study hall”

What if

A student / family member messages her that their device is not working today, and they can’t join class?

Does Ms. Gomez count that as an excused or unexcused absence? Does she report that technical issue to the administration? Does she have to follow up after class to send materials to this student? Is the lesson recorded?

A student gives a subpar “wellness check” score

Does Ms. Gomez report that score to the school administration? Does she follow up with the student, or does someone else?

3: LEAs may choose to use the outputs of this virtual “day in the life” simulation as a communication tool with families

Example	Purpose	Description
Overview of Journey	Communicates school reopening plans in an easy-to-understand format that is broadly accessible	Provides enough detail to paint a picture of the steps involved in the persona’s daily journey
FAQs	Addresses stakeholders’ commonly asked questions	Converts detailed DILO planning into a series of FAQs to answer commonly asked questions related to school reopening procedures, protocols, and expectations
Handbooks	Provides guidance on new protocols and outlines expectations for stakeholders	Captures decisions made via the DILO process in a handbook to be referenced by stakeholders as an ongoing resource

Potential channels

- Website / online portal
- Email / postal service
- Text / mobile app
- Online webinar / digital forum

4: While districts may have made near-term decisions on tech to enable remote learning, they may choose to re-evaluate these criteria as the year progresses

Evaluation criteria across infrastructure needs	Access	Fit with existing need and infrastructure	Cost – budget availability and constraints	Time to implement:	Features and functionalities
Platform	Will the platform serve a wide range of students' classes? Is the platform easy-to-use for a wide range of students?	Which platforms does the District currently have? Will the new platform fill a gap in a meaningful way? Is there evidence the platform delivers effective learning outcomes for students? Has the platform received praise from other adopters?	Is there sufficient room in the budget for a new platform? Are there any sources of funding the District can draw on to buy this platform (e.g., SEA-provided, federal)?	How much back-end integration is required? Is there sufficient IT support (internally or externally) to implement it? Can the platform be easily integrated with existing platforms and devices? How much teacher training is required before roll-out? How much family / student training is required before roll-out?	Can the platform be tailored to the District's curriculum? Does it support synchronous and asynchronous features? Does it track student progress / performance and report out? Can it support structuring large data and supporting larger groups?
Device	Will the device serve a wide range of students / classes? Is the device easy-to-use for a wide range of students? Does the device support online and offline access?	Does the device support all platforms the District has, or intends to have?	Does the device procurement and maintenance meet budget constraints? Which companies can be partnered with for discounts? Are there any sources of funding the District can draw on to buy this platform (e.g., SEA-provided, federal)?	Is there sufficient IT support (internally or externally) to get these devices "up and running"? How easy is it to distribute these devices?	Can the device be locked to only allow academic work? Does the device support interactive features? How quickly can staff/students learn how to use the device?

5: Districts can look to examples from virtual school networks to improve the remote learning experience – *sample activities to consider*

For students

- **Develop a dedicated text or chat line** (potentially 24/7) for at-risk students to connect with an experienced tutor or peer
- **Use virtual engagement metrics to identify which students may need further 1:1 support** or encouragement to engage
- **Maintain the routine of a typical school day,** which for younger students, could include morning check-in, mid-day touchpoint and afternoon check-out
- **Mail computers, books, printed materials, manipulatives, and other physical resources** to students prior to the start of the year

For families

- **Dedicate a "family support team"** to answer questions about changing school experience
- **Provide templated communications materials for "first day of school"**, as well as first week – to be sent out by both teachers and school principal
- **Offer two models of a school day –** one in the morning, and one in the evening – **to accommodate working families**

For school staff

- **Provide teachers with sample exercises to build in social-emotional skill building** into both academic and non-academic conversations and ensure daily wellness check-ins for every student
- **Dedicate time for "daily stand-ups"** to help staff feel like a connected team (in lieu of in-person, informal meetings)
- **Pair teachers together so they can** (a) observe each others' student engagement model in virtual classrooms and (b) trade tips on how to improve or do things differently
- **Provide a dedicated staff support team** for technical needs / assistance (e.g., including chat line, "just-in-time" support)

Source: McKinsey Education practice

For discussion

How is your district currently thinking about improving student experience in the remote learning model?

What might be some of the challenges the district will wrestle with once the academic year begins?

Appendix

Working groups can be organized on cross-functional topics that address a range of questions over the coming year

Health, safety and transitions[1]: What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?

Student engagement while remote: How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?

Instructional time: How do we maximize instructional time?

Curriculum and aligned professional learning: How much of students' instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?

Learning loss: How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?

Assessment: How do we adjust and evolve assessment of student success, ensuring equity in the process?

Teacher roles: How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?

Special needs: How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?

SEL: How do we embed SEL and trauma-informed practice into everything we do in a way that's more comprehensive than ever before?

Family engagement: How can we re-set what "typical" family engagement is, and how can we creatively support it?

1. Districts should consult with local health authorities and other health experts in determining these metrics

Key cross-functional topics: additional metrics (1/4)

Key questions	Potential tracking metrics
Health, safety and transitions[1]: What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?	Segment by elementary, middle school, and high school populations: ▪ COVID-19 case count in schools and surrounding communities (prevalence for in-person and remote groups; proof of school being a hotspot of transmission) ▪ Distribution of case counts (e.g. 10 cases at 1 school vs 10 cases at 10 schools) ▪ Hospitalization and death count (by demographics for both teachers, staff, and students) ▪ Implementation and adherence to protocols (e.g. % of students with temperature checks, % of students wearing masks, % of students tested, % of physical distancing infractions) ▪ Evidence of long-term COVID-19 health risks
Student engagement while remote: How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?	▪ Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning, number of downloads for online resources) ▪ Number of check-ins between teachers and students (per day, per week) ▪ Share of students with access to necessary software and hardware for remote learning ▪ Number of and turnaround time for technical assistance requests fulfilled (e.g., students unable to log on to LMS) ▪ Qualitative rating of student experience (based on surveys) ▪ Number of students attending “study hall” or “extra help” periods
Instructional time: How do we maximize instructional time?	▪ Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual) ▪ Daily hours of instructional time, segmented by supervising adult (e.g., teacher, teacher’s aide, other staff member, tutor, family member, individual) ▪ Weekly time spent 1:1 with teacher per student
Curriculum and aligned professional learning: How much of students’ instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?	▪ Share of curricula aligned with HQIM best practices, specifically those materials around remote learning ▪ Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM ▪ Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) ▪ Portion of professional learning opportunities directly aligned with curricula ▪ Frequency of teacher engagement in forums about curriculum/teaching/learning

1. Districts should consult with local health authorities and other health experts in determining these metrics

Key cross-functional topics: additional metrics (2/4)

Key questions	Potential tracking metrics
 **Learning loss:** How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?	▪ Share of students in each grade level that are meeting various proficiency levels relative to prior years ▪ Number of hours / staff members available for help rooms, tutoring, and FAQs ▪ Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps ▪ Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level appropriate content ▪ Share of curricula adaptable to differed pacing based on learner needs ▪ Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings
 **Assessment:** How do we adjust and evolve assessment of student success, ensuring equity in the process?	▪ Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks) ▪ Qualitative reviews of remote assessments' effectiveness and frequency ▪ Range of topics assessed (e.g., academics, emotional wellness, etc.) ▪ Quantity and quality of materials provided to teachers on best practices for remote assessment ▪ Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)
 **Teacher roles:** How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?	▪ Teacher logs (or other self-reporting) of time spent on various activities through the course of a week ▪ Number of channels available to teachers to reach students or their families, and the extent to which these are used ▪ Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the district, based on teacher feedback

Key cross-functional topics: additional metrics (3/4)

Key questions	Potential tracking metrics
 **Special needs:** How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?	▪ Number of screening calls conducted within vulnerable populations to identify demand and need for special needs' services ▪ Percent of students receiving services defined by IEPs or 504s ▪ Qualitative reviews of types of services provided and available to students ▪ Number of hours / staff members available for help rooms, tutoring, and FAQs for students with special needs ▪ Daily or weekly time spent in 1:1 or small-group tutoring for students with special needs ▪ Number of check-ins with students with special needs, over the course of a week or month ▪ Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) for students with special needs ▪ Use of platforms / forums for teachers to exchange remote teaching best practice materials, tailored to students with special needs
 **SEL:** How do we embed SEL and trauma-informed practice into everything we do in a way that's more comprehensive than ever before?	▪ Self-reported experiences by students, teachers, and families, via survey, on outcomes and behaviors experienced by students while at home ▪ Amount of time dedicated – within and outside of lessons – to student well-being check-ins ▪ Qualitative review of escalation processes (e.g., if a teacher identifies a need for a student, who does s/he contact?) ▪ Share of curricula developed with SEL- and / or trauma-informed practice in mind ▪ Number of check-in calls with students suspected of being at risk ▪ Percent of students receiving mental health support

Key cross-functional topics: additional metrics (4/4)

Key questions	Potential tracking metrics
 **Family engagement:** How can we re-set what "typical" family engagement is, and how can we creatively support it?	▪ Self-reported satisfaction and engagement levels by family members, especially those most involved in supporting student learning (e.g., by survey) ▪ Cadence of family communication (e.g., weekly emails, monthly townhalls) ▪ Number and quality of channels / processes through which families can get support from the district (e.g., family support hotline, FAQs sections on website, tech support teams) ▪ Cadence of family feedback collection (e.g., weekly surveys asking how the district can best support them) ▪ Perceived quality of training sessions provided to families on what the "operational" aspect of remote schooling looks like and expectations of families during remote schooling (e.g., will chaperone student for X hours per day), based on parent feedback ▪ Perceived quality of training sessions provided to families on how to best support their student's remote learning, based on parent feedback ▪ Perceived quality of external resources provided to families on how to best support their student's remote learning (e.g., webinars, third party documents), based on parent feedback ▪ Effectiveness of platforms / forums for families to exchange ideas of how to best support their student during remote learning periods, based on parent feedback

Example data on state health agency dashboard

Favorable, relative to most recent period
Unfavorable, relative to most recent period
Higher
Lower
Minimal change

ILLLUSTRATIVE – SAMPLE DASHBOARD FROM A STATE HEALTH AGENCY

Testing data

Tests - today	X ▼
Tests last 7 days	X ▼
Total tests as of today	X ▲
Positive test rate last 7 days	X ▼
Total state tests per capita	X ▲
Total region of USA tests per capita[1]	X ●
Total USA tests per capita	X ●

Population tests and percentage positive test rate by county (last 7 days)

State map

KEY **Tests per capita, by county:** <.05% .05%-3% >3% **% positive tests , by county:** 5%-10% >10%

Counties with % positive tests between 5-10%

- County 1
- County 2
- County 3

% positive tests between >10%

- County 1
- County 2
- County 3

Epidemiological reality	7/1/2020	7/2/2020	7/3/2020	7/4/2020	7/5/2020	7/6/2020	7/7/2020	7/8/2020	7/9/2020	7/10/2020	7/11/2020	7/12/2020	7/13/2020	7/14/2020	7/15/2020
New cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% change total cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
5 day avg new cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% change in 5 day avg	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
Active cases	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
Cumulative deaths	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
New hospitalizations	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
New tests	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
% positive tests	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx

Days below 6%[1]	xx ●
15-day interval case ratio[2]	xx ●
Prevalence[3]	xx% ▲

Foundational public health

Avg 7 day lab turnaround time (days)	xx ●
Contacts engaged	xx ●

Health system capacity available

ICU beds	xx ▲
Ventilators	xx ▲
Floor beds	xx ▲
PPE	No shortage

Vulnerable populations

Nursing homes with cases	xx ●
Prisons with cases	xx ●
Suicides last 7 days	xx ●

Societal compliance

Compliance indices (e.g., frequency of gathering +10)	xx

Population deep dives	Number of residents	Percentage of residents tested since date x	Percentage of positive tests since date x	Total number of cases since date x	Percentage of total cases since date x
State (all)	xx	xx	xx	xx	xx
Long-term care facilities	xx	xx	xx	xx	xx
Prison population (inmates)	xx	xx	xx	xx	xx
Prison population (staff)	xx	xx	xx	xx	xx
State homeless shelters sites	xx	xx	xx	xx	xx
Veterans' homes	xx	xx	xx	xx	xx
Intellectual and dev. disability sites	xx	xx	xx	xx	xx

1. Number of days in a period with the rate of new infections <6% day-over-day
2. Internal case ratio (ICR) is a measure to assess persistent trend over past 15 days, calculated by current 5-day average divided by preceding 5, 10, and 15 day averages
3. Prevalence is measured as current active cases / state population

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