

American Rescue Plan (ARP) Act ESSER III-LEA Application

Name of LEA	DEKALB COUNTY SCHOOL DISTRICT		
Date of Submission	July 9, 2021	Original Budget	<input checked="" type="checkbox"/> Amendment #

APPLICATION CONTENTS

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

ASSURANCES

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input checked="" type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> • whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies, • how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions, • and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	<p>The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures the plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p>

LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

PRIORITIES	DATA SOURCE
Learning Opportunity Loss/Academic Regression	NWEA MAP, Grades, Attendance
Student Engagement	Attendance, Grades, Discipline, Extra-Curricular Activities
Safe Return to School	Student and Staff Attendance Data

Learning Opportunity Loss Plan

Purpose

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia's Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

"Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction."

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

Section Contents

- **Identifying Interventions**
- **Selecting Interventions**
- **Plan Implementation**
- **Implement Plan**
- **Examine Progress**

LEA ARP Plan
LEA Website Link

www.dekalbschoolsga.org/cares-act-funding/

If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.

Identifying Needs



Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

Guiding Questions

Responses

What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?	The data that will be collected and synthesized to determine student needs caused by learning opportunity loss will include but not be limited to: Enrollment, Student and Staff Attendance, Credits earned in high school, MAPLE Study, Grades, Progress (MAP), Georgia Milestones, Assessing Comprehension and Communication in English State-to-State (ACCESS), Discipline, Graduation Rate, Diploma Seals, and Teacher Turnover Rate.
Analyze data to identify strengths and challenges and determine outcomes.	See page 23
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?	The district is currently implementing a Multi-Tiered Systems of Supports (MTSS) using the following to address learning opportunity loss: Credit Recovery, Summer Programming, Small group, teacher lead, and individual instruction "Wednesday", School-based tutoring, Common assessment (formative), and Tutoring through the United Way Experience Corps partnership.
What data have you collected to know if current efforts have been successful?	The data collected to know if current efforts have been successful include: Benchmark, Attendance, NWEA MAP, and Grades, Diploma Seals.
What data will you collect and analyze to identify ongoing needs?	The data that will be collected and analyzed to identify ongoing needs include: Enrollment in Virtual and Face-to-Face Learning, Student and Staff Attendance, Graduation credits, NWEA MAP, Benchmarks, Graduation Rate, Georgia Alternative Assessment (GAA), Diploma Seals, Participation in Extracurricular activities, Pre/Post Unit Assessments, Georgia Milestones, ACCESS for English Language Learners, Four year cohort data, and Common assessment (formative).



Selecting Interventions



Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit-recovery, and needs for those students at-risk for not graduating.

- Consider all the evidence for needed improvements.
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions.

This section is to inform the selection of intervention(s). No entries are required in this section.

Intervention Options

Considerations for Selection and Implementation

Class-Size Reduction

According to the research, things to consider with this intervention:



- Most effective in grades K-8
- Generally, class sizes of between 15 and 18 are recommended to ensure impact
- Teacher quality must be considered
- Physical space

[Link to the research in the appendix](#)

Extended School Day (before and after school)

According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider:



- Curriculum and alignment to content taught during the regular school day
- Transportation
- Meals and snacks
- Required accommodations for students
- Impact on extracurricular activities

[Link to the research in the appendix](#)


Extended School Year (adding days to calendar)

Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider:



- Contracts of teachers and administrators
- Teacher and student burnout
- Parent buy-in to ensure engagement
- School breaks
- Transportation

[Link to the research in the appendix](#)

<p>High Frequency Tutoring</p>	<p>According to the research, the most effective tutoring programs share the following structure:</p> <ul style="list-style-type: none"> • Three or more sessions per week • 30-60 minutes per session • At least 10 weeks • Three to four students per group, but one-on-one or 1:2 tutoring is most effective, using teachers or paraprofessionals • Pair students with a consistent tutor throughout the program • Offer during the school day or immediately after • Align to grade-level or course standards • Use ongoing formative assessment practices to measure growth and make adjustments in delivery <p>Link to the research in the appendix</p>
<p>Summer Programming</p>	<p>According to the research, the most effective summer programs share the following structure:</p> <ul style="list-style-type: none"> • Five to six weeks in duration • Five days of programming per week • 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day and two-three hours for enrichment activities • Small classes of up to 15 students per teacher • Use highly effective teachers • Provide professional learning focused on consistent curriculum and maximizing instructional time <p>Link to the research in the appendix</p>
<p>Virtual Learning (remediation, tutoring, credit recovery, etc.)</p>	<p>According to research, things to consider:</p> <ul style="list-style-type: none"> • Instruction combining online and face-to-face elements has a larger advantage • Online instruction should be collaborative or instructor-directed • Provide learners control of their interactions with media and prompt learner reflection • Provide a combination of additional learning time and materials as well as additional opportunities for collaboration • Online learning is much more conducive to the expansion of learning time than is face-to-face instruction • Accessibility – access to technology and connectivity • Meals for students • Teacher training on student engagement strategies • Flexible schedules <p>Link to the research in the appendix</p>
<p>Other</p>	
	<p>Guiding Questions to Consider – Link to questions in appendix</p>

Plan for Implementation



Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.

- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

Answer the questions below for interventions being implemented.

Questions	Responses
What is the selected intervention(s)?	Class-Size Reduction <input checked="" type="checkbox"/>
	Extended School Day (before and after school) <input checked="" type="checkbox"/>
	Extended School Year (adding days to the calendar) <input checked="" type="checkbox"/>
	High Frequency Tutoring <input checked="" type="checkbox"/>
	Summer Programming <input checked="" type="checkbox"/>
	Virtual Learning (remediation, tutoring, credit recovery, etc.) <input checked="" type="checkbox"/>
	Other: <input type="checkbox"/>
	Other: <input type="checkbox"/>
Which regions/clusters/schools will implement each intervention selected?	The Regions/Clusters/Schools selected to implement each intervention will be based on the DCSD Tiered System of Supports to Schools, which is rooted in an understanding that schools have different needs and are faced with different dynamics. The District's tiering methodology focuses on key performance indicators based on a data-driven needs assessment process. These indicators are: Academic performance at the subgroup level, Student Engagement (e.g. attendance, disproportionality indicators, etc.), Social and Emotional needs (e.g., identified needs, referrals, etc.), and Graduation Rate.
Which grades or grade bands will participate in each intervention selected?	Elementary K-5, Middle School 6-8, and High School 9-12.
Which student subgroup(s) will participate in each intervention selected?	All subgroups will have an opportunity to participate in the interventions selected. English Language Learners (EL) and Students with Disabilities (SWD), Gifted, Advanced Placement Bridge is for all subgroups (Grades 9-10), Students who are not on track to meet graduation requirements, Students who need additional credits, Georgia Virtual School (Grades 6-12), Extended School Year (Grades 3,5,8, and EOC Tested Courses), Pre-K-3 and Pre-K-4, Early Literacy intervention K-3, Early Mathematics intervention K-3, and Focused sub-groups: Black, Hispanic, Students with Disabilities, and multi-lingual learners (English Language Learners). Pg 21-22.

<p>What is the target student population(s) for each intervention selected?</p>	<p>The target student populations are as follows: Students who are not on track to meet graduation requirements, deficient of the credits to be classified as freshmen and virtual learner, students who have remediation plans and categorized as struggling learners, students who are identified as gifted, need credits to become pathway completers, advanced placement students will participate in summer programming, all subgroups and students who struggle academically, socially, and emotionally. Focused sub-groups: Black, Hispanic, Students with Disabilities, and multi-lingual learners (English Language Learners).</p>
<p>What are the proposed number of hours added to the school year?</p>	<p>N/A</p>
<p>What training is required for staff, students, and parents for each intervention selected?</p>	<p>Required training: Staff: Instructional framework components, planning of themed discovery activities, data literacy, scheduling and monitoring of activities and supplemental and intervention program, tiered supports, and social emotional learning (SEL). Students: self-monitoring of progress utilizing the interventions, social emotional competencies (self-awareness, self-management, social awareness, relationship skills, and decision making). Parents: how to support their children academically and with SEL, advantages of consistent attendance and actively monitoring the students' progress; family engagement.</p>
<p>What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?</p>	<p>Highly effective staff, instructional materials, technology, and professional development (see the chart on pages 21-22).</p>
<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>Walkthroughs and instructional rounds, Observations of student work and feedback provided by the teachers, Monitor credits for credit recovery, and Monitor attendance and grades (see the chart of pages 21-22).</p>

Implement Plan



Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

Timeline for Implementation

See the chart on pages 21-22.

What is the proposed timeline to implement each intervention selected?

Examine Progress



Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

Outline for Evaluating Implementation and Impact

How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?

Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.

2021-2022

Walkthroughs, Instructional Rounds, formative assessments, disproportionality data (Grades PreK – 5, 6-8 and 9-12), Monitor participation and engagement (students), credits, attendance, pass rate and Graduation Rate, Monitor MAP Fall/Spring, Advanced Placement (AP) Exam and ACCESS, and Monitor the Fitnessgram (see the chart on pages 21-22).

2022-2023

Walkthroughs, Instructional Rounds, formative assessments, disproportionality data (Grades PreK – 5, 6-8 and 9-12), Monitor participation and engagement (students), credits, attendance, pass rate and Graduation Rate, Monitor MAP Fall/Spring, AP Exam and ACCESS, and Monitor the Fitnessgram (see the chart on pages 21-22).

2023-2024

All interventions will be fully implemented in three years (by May 2024). (see the chart on pages 21-22).



USE OF FUNDS

The LEA shall reserve **not less than 20 percent** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

Activities to Address Learning Loss	Percent
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of at-risk populations.	12 %
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.	5 %
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	3 %
Tracking student attendance and improving student engagement in distance education	2 %

Activities to Address Other Needs	Percent
Any activity authorized by the Elementary and Secondary Education Act of 1965, Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, and Carl D. Perkins Career and Technical Education Act of 2006.	10 %
Activities to address the unique needs of at-risk populations	5 %
Developing and implementing procedures and systems to improve the preparedness and response efforts	7 %
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	3 %
Purchasing supplies to sanitize and clean the facilities	3 %
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	9 %
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	7 %
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	8 %
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	10 %
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	6 %
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff	1 %
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.	9 %
Please identify "other activities"	
Total	100%

LEA Implementation Plan for Use of Funds. *In the survey below, please check all that apply:*

☐ **At-risk Student Populations**

- ☐ low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ students experiencing homelessness: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- ☐ children in foster care: cover costs of specific activities, services, supports, programs, and/or targeted interventions

☐ **Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**

If these efforts support *At-risk Student Populations*, please also check the populations at the beginning of this survey.

Continuity of Core Staff and Services

- ☐ cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- ☐ cover costs of bonuses for retaining educators and support personnel
- ☐ cover costs of transportation operations
- ☐ cover costs of expenses related to utilities
- ☐ other operational costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Distance/Remote Learning

- ☐ connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.)
- ☐ devices (laptops, tablets, etc.)
- ☐ printing costs for learning packets
- ☐ instructional resources/tools
- ☐ hardware
- ☐ software, subscriptions, licenses
- ☐ assistive technology or adaptive equipment
- ☐ online learning platforms/learning management systems
- ☐ other distance/remote learning costs (please explain)

Managed services for network support.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Facilities/Equipment

- ☐ costs related to sanitizing/disinfecting buildings and buses
- ☐ additional personnel costs ('hazard pay', hours, etc. -- unrelated to preparing and delivering school meals; see 'School Meals' below)
- ☐ equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.)
- ☐ facilities/equipment (please explain)

Repairs to heating and cooling units

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Mental and Physical Health (contracted hours, professional learning, programs, etc.)

- ☒ costs related to telehealth
- ☒ costs related to counseling
- ☒ costs related to school nursing
- ☒ costs related to school-based clinics
- ☒ costs related to therapeutic services
- ☒ costs related to wraparound services and supports
- ☐ other mental

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Professional Development

- ☒ Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs, etc.).
- ☒ other professional development costs (please explain)

Training for maintenance staff to ensure implementation of mitigating strategies for safe return to school and continuing to stay open.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

School Meals

- ☒ offset costs due to serving meals (not covered by the USDA reimbursement)
- ☒ cover additional 'hazard' pay or hours personnel
- ☒ cover additional transportation costs of delivering meals
- ☒ other school meals costs (please explain)

Repair and upgrading of equipment.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Supplemental Learning

- ☒ remediation opportunities
- ☒ enrichment opportunities
- ☒ summer learning
- ☒ before/after school programs scheduled within the school year
- ☒ additional instructional resources
- ☒ additional pay for teachers, staff, mentors for extended hours/schedules
- ☐ other supplemental learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Implement Prevention and Mitigation Strategies


Section A

Return to In-Person Instruction Plan LEA Website Link	https://www.dekalbschoolsga.org/school-reopening/	
The Plan Will Be Updated Within 6 Months	YES <input type="checkbox"/> Date: July 9, 2021	NO <input checked="" type="checkbox"/> Plan is Updated to Current CDC Guidelines

Section B

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

- In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U. S. Department of Education has provided resources that align with the CDS's guidance, please reference resource in the chart.

 Safely Reopening Schools Resources Provided by the U.S. Department of Education	
Safer Schools and Campuses Best Practices Clearinghouse	Best Practices Clearinghouse - Home (ed.gov)
Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention	Operational Strategy for K-12 Schools through Phased Prevention CDC
Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools	ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF)
Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs	ED COVID-19 Handbook: Volume 2 2021 (PDF)

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

The DeKalb County School District informed all stakeholders through emails, town hall meetings, Superintendent's updates, and communication calls to all stakeholders to promote trust and confidence that the district was using the latest data and guidance from health care officials to establish and maintain a safe environment. See page 4 (2.3.2) of Readiness Response Guide.
<https://www.dekalbschoolsga.org/school-reopening/readiness-response-guide/>
Please use this link for pages referenced below.

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

Please check strategies implemented by LEA:

- ☒ Universal and correct use of masks
- ☒ Physical distancing
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintain healthy facilities
- ☒ Contact tracing in combination with isolation and quarantine

To reduce the transmission of COVID-19 in schools, funds were used to purchase items and implement the following strategies: Personal Protection Equipment and plexiglass for the desks were purchased to maintain a safe and clean environment. Additional hand sanitizer and cleaning products were purchased and shipped to the schools and office buildings for consumption. Staff training was provided to learn how to effectively clean and disinfect all surfaces. Physical distancing signs were placed on the floor to encourage students and staff to maintain physical distancing and how to properly wear masks. Signs were purchased and placed throughout the schools and office buildings. Contract tracing in combination with isolation and quarantine were implemented as strategies to reduce the transmission of COVID-19. Areas impacted were immediately cleaned and sanitized. All areas were frequently cleaned and sanitized. Additionally, non-contact, infrared thermometers were purchased. Pages 9-10.

3. Please explain how the LEA monitored cases and made decisions about in-person instruction.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

The decision was made to return to in-person instruction based on data and guidance provided by the Centers for Disease Control, The DeKalb Board of Health and the Department of Public Health, the number of cases in the county and the percentage of cases. The number and percentage of cases were monitored daily and as soon the cases were below the recommended percentage and it was determined safe to resume in-person instruction, a final decision was made to resume in-person instruction. Cases were monitored as follows: Employees and students were advised to stay home if they had any symptoms and individuals were promptly identified and monitored who had close contact with the COVID-19 positive individuals to prevent further spread. Anyone who had contact with a person who tested positive for COVID-19 was immediately notified of the procedures and advised of the quarantine requirements. Pages 6-10.

Appendix

Guiding Questions

Selecting Interventions:

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners) and does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
- Have appropriate stakeholders (e.g., students, family, staff and community) been involved in discussions on how to address their needs?
- How can the impact of the intervention be measured?
- What tools will the school/district use to determine impact?
- What resources are required to implement this intervention with fidelity?
- What is the local capacity to implement this intervention with fidelity?
- What skills and resources will staff need to implement the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?

Examining Progress:

- How will you progress monitor the fidelity of implementation?
- How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement for all subgroups?
- What benchmarks will be established and what data will be collected to measure effectiveness of interventions for all subgroups?
- What specific evidence and artifacts will you collect to determine if the interventions are executed in a way that has an impact on student outcomes for all subgroups?
- Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the interventions?
- Are the evidence and artifacts easily obtainable?
- Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored and shared?
- [Program Evaluation Step-by-Step Guide](#) and [Logic Model](#) – This step-by-step guide assists districts with prioritizing programs to evaluate, planning processes for data collection and analysis, and using the findings to develop action plans for program improvements. An accompanying tool provides an overview of the logic model concept, a template for logic model creation, and a checklist to ensure effective logic model implementation.

Additional Research and Resources

Updates and Research on Accelerated Learning and Best Practices

- [TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf](#) – This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.
- [EdResearch for Recovery School Practices to Address Student Learning Loss \(brown.edu\)](#) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- [Broad-Based Academic Supports for All Students \(brown.edu\)](#) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- [Best Practices for Learning Loss Recovery](#) – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., after-school programs, acceleration academies, summer school).
- [EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety \(brown.edu\)](#) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- [Restart & Recovery: Considerations for Teaching and Learning: Academics](#) - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- [Review-of-Expanded-Learning-Opportunities.pdf \(hanoverresearch.com\)](#) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.

Class-size Reduction

- [NCPEA Policy Brief -Class-Size Policy -The STAR Experiment and Related Class-Size Studies](#) – This brief summarizes findings on class size from over 25 years of work on the Tennessee Student Teacher Achievement Ratio (STAR) randomized, longitudinal experiment, and other Class-Size Reduction (CSR) studies throughout the United States, Australia, Hong Kong, Sweden, Great Britain, and elsewhere.
- [The Effectiveness of Class Size Reduction](#) – This brief provides research-based options for education policy makers on the effectiveness of class size reduction.
- [Rethinking Class Size -The complex story of impact on teaching and learning](#) – This book examines class size reduction with several new approaches and shares an overriding model which shows how class size works through interconnections with other processes and features in the classroom and identifies key pedagogical implications for teachers and schools.
- [Class Size: What Research Says and What it Means for State Policy](#)

Extended School Day

- [Extending the School Day-Year: Proposals and Results](#) – This review provides a review of research on the feasibility of extending the school day/year
- [Research Brief – Extended School Day](#) – This review summarizes what the research says about extending the school day, either starting early or staying later.
- [Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction](#)

Extended School Year

- [Extended School Day-Year Programs: A Research Synthesis](#) – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- [Extended School Year](#) – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

High Frequency Tutoring

- [Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- [Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices](#) – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

Summer Programming

- [Best Practices for Comprehensive Summer School Programs](#) – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- [Effective Program Design for Elementary Summer Learning Programs](#) – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- [Getting to Work on Summer Learning – Recommended Practices for Success](#) – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.
- [Summer Reading Camp Self-Study Guide](#) – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- [Summer School Design and Evaluation Framework](#) – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

Virtual Learning

- [Evaluation of Evidence-Based Practices in Online Learning](#) – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- [Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students](#) – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- [Strategies for Virtual Learning Implementation](#) – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.

DeKalb County School District Learning Opportunity Loss/Academic Regression Interventions

Type of Evidence Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which grades or grade bands will participate?	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
Student Transition and Recovery	Mosaic College and Career Prep Academy	1 center for 29 high schools	Grades 11-12	All subgroups	Students who are not on track to meet graduation requirements	Training on intervention program	Highly effective staff, instructional materials, technology	Credits Earned	3 years	Walkthroughs Instructional Rounds Monitor attendance Graduation Rate Credits
Student Transition and Recovery	9 th Grade Success Program	1 center for 29 high schools	Grade 9	All subgroups	Students who are deficient of the credits to be classified as freshmen	Training on intervention program	Highly effective staff, instructional materials, technology	Credits Earned	3 years	Walkthroughs Instructional Rounds Monitor attendance Graduation Rate Credits
Extended School Year	High School Credit Recovery	29 high schools	Grades 9-12	All subgroups	All	None	Highly effective staff, instructional materials, technology	Credits Earned	3 summers	Monitor attendance Graduation Rate Credits
Extended School Year	Jump-Start Saturday School	86 elementary schools 20 middle schools 29 high schools	Grades 3, 5, 8, and EOC Tested Courses	All subgroups	Students who have remediation plans and categorized as struggling learners	Training on supplemental and intervention program	Highly effective staff, instructional materials, technology	Pre/Post Survey	3 years	Monitor attendance MAP Fall/Spring
Summer Programming	Scholars Academy	86 elementary schools 20 middle schools	Grades 3, 5, and 8	All subgroups	Struggling learners	Training on intervention program	Highly effective staff, instructional materials, technology	Pre/Post	3 summers	Monitor attendance MAP Fall/Spring
Summer Programming	ESOL Scholars Academy	86 elementary schools 20 middle schools 9 high schools	Grades 1-10	EL and SWD	Struggling learners	Training on intervention program	Highly effective staff, instructional materials, technology	Pre/Post	3 summers	Monitor attendance MAP Fall/Spring ACCESS
Summer Programming	Serendipity	86 elementary schools 20 middle schools	Grades 1-6	All subgroups	Students who are identified as gifted	Planning of themed discovery activities	Highly effective staff, instructional materials, technology	Pre/Post	3 summers	Monitor attendance MAP Fall/Spring
Summer Programming	Social Emotional Wellness	86 elementary schools 20 middle schools 29 high schools	Grades 1-10	All subgroups	All	None	Highly effective staff, instructional materials, technology	Survey	3 summers	Monitor attendance
Summer Programming	FitCamp – Let's Get Fit (SEL)	86 elementary schools 20 middle schools 29 high schools	Grades 4-10	All subgroups	All	Planning of themed activities for fitness, Biology, and Culinary Arts	Highly effective staff, instructional materials, technology	Fitness Gram Survey	3 summers	Monitor attendance Fitness Gram
Summer Programming	College and Career Pathway Academies	29 high schools	Grades 10-11	All subgroups	Students who need credits to become pathway completers	None	Highly effective staff, instructional materials, technology	Credits Earned	3 summers	Monitor attendance Credits
Summer Programming	Advanced Placement Bridge	29 high schools	Grade 9-10	All subgroups	Advanced Placement students	Use of AP Dashboard	Highly effective staff, instructional materials, technology	Pre/Post Survey	3 summers	Monitor attendance AP Exam
Virtual Learning	Georgia Virtual School	20 middle schools 29 high schools	Grades 6-12	All subgroups	Students who choose to learn virtually	Scheduling and Monitoring	Highly effective staff, instructional materials, technology	Credits Earned	3 years	Monitor attendance Credits
Virtual Learning	Virtual Learning Forward	86 elementary schools	Grades 3-5	All subgroups	Students who choose to learn virtually	Use of program along with scheduling and monitoring	Highly effective staff, instructional materials, technology	Credits Earned	3 years	Monitor attendance Pass Rate

Class Size Reduction	Additional Early Intervention Program Teachers	86 elementary schools	Grades K-5 Reading and Math	All subgroups	Students who struggle with reading and math computational fluency and reasoning	Training on intervention programs	Highly effective staff, instructional materials, technology	MAP	3 years	MAP Fall/Spring
Class Size Reduction	Additional Remedial Education Program Teachers	20 middle schools	Grades 6-8 Reading and Math	All subgroups	Students who struggle with reading and math computational fluency and reasoning	Training on intervention programs	Highly effective staff, instructional materials, technology	MAP	3 years	MAP Fall/Spring
High Frequency Tutoring	Safety Nets (Before, During and After School) and Summer	86 elementary schools 20 middle schools 29 high schools	Grades 3-12	All subgroups	All	Training on intervention programs	Highly effective staff, instructional materials, technology	MAP	3 years	MAP Fall/Spring
Other: Increasing Student Engagement	Additional staff Reading & Math Interventionists MTSS Connect and Check Specialists Exceptional Education Specially Designed Instruction Coaches	86 elementary schools 20 middle schools 29 high schools	Grades K-12	All subgroups	Struggling learners academically, socially, and emotionally	Training on intervention programs, Coaching, Scheduling, Monitoring	Highly effective staff	Attendance Participation MAP Survey Pre/Post	3 years	Participation Attendance Credits Graduation Rate
Other: Teacher Collaborative Planning	Building Instructional Capacity	Schools identified based on data	Grades K-12	All subgroups	All subgroups	Training on instructional framework components	Professional Development	Pre/Post Assessments Benchmarks	3 years	Walkthroughs Instructional Rounds Monitor attendance Graduation Rate and Student Retention Rate Credits
Other: Early Literacy and numeracy intervention	Early Literacy and numeracy intervention	Schools identified based on data	K-5	All subgroups	Students who struggle with reading and math computational fluency and reasoning	Training on intervention programs	Highly effective staff, instructional materials, technology	MAP	3 years	MAP Fall/Spring
Virtual Learning	FLEX Academy (district full virtual school solution)	20 middle schools 29 high schools	Grades 6-12	All subgroups	Students who choose to learn virtually	Course Development, Course Facilitation, and Student Supports for Virtual Students	Highly effective staff, instructional materials, technology	Credits Earned	3 years	Monitor student progress, attendance, and credits
High Frequency Tutoring	FLEX Academy Extended Day Enrichment	20 middle schools 29 high schools	Grades 6-12	All subgroups	Students who choose to learn virtually	Course Facilitation, and Student Supports for Virtual Students	Highly effective staff, instructional materials, technology	Attendance, Participation, Academic Progress	3 years	Attendance, Participation, Academic Progress
Extended School Year	FLEX Academy Credit Recovery	29 high schools	Grades 9-12	All subgroups	Students who choose to learn virtually	Course Facilitation, and Student Supports for Virtual Students	Highly effective staff, instructional materials, technology	Credits Earned	3 summers	Monitor attendance Graduation Rate Credits
Other: Teacher Collaborative Planning	IGNITE U 2021-22	86 elementary schools 20 middle schools 29 high schools	Grades K-12	All subgroups	All subgroups	Training on effective technology integration practices to support instructional goals	Professional Development	Pre/Post Survey	3 Years	Observation, Participation

ARP Act Plan ESSER III Grant Data Narrative

COVID-19 Learning Loss

Through the school district partnership with Georgia Policy Labs (GPL), a formal research study of student Measures of Academic Progress (MAP) data was conducted to determine estimated student learning loss resulting from the pandemic. The findings from the fall study were as follows:

- Observed average reductions in student achievement growth or “learning loss” in math for grades 4-9 are moderate, ranging from about one month to three months of a typical 9.5-month school year. These losses are on top of any normal summer learning loss.
- Consistent with results from nationwide studies, average losses in reading and language usage are typically equal to or less than those in math for grades 4-9, ranging from less than half a month to just over three calendar months.
- Average learning losses in science are also generally lower than in math, ranging from less than half a month to nearly three calendar months of a 9.5-month school year.
- For reading, language usage and science, average losses are generally higher for students who qualify for free/reduced-price lunch (FRL) than for students who do not qualify for FRL. The relationship between FRL status and learning losses in math is mixed.
- While it appears that Hispanic students generally have larger losses in math and science than other racial/ethnic groups in grades 4 and 5, overall there is no clear pattern in the student learning losses across racial and ethnic groups.
- Students who are English Learners (ELs) have larger losses than do non-EL students in nearly all subjects and grades.
- In most grades and subjects, average learning loss is greater for male students than for female students. However, in general, the differences in losses by gender are not large.

GPL completed an additional analysis of the school district’s winter MAP data, and the data indicated that the students are three to six months or more behind where they would have been had the pandemic not occurred. Furthermore, they found substantial variation in the effects of the pandemic across subject areas, grade levels, and student demographic characteristics.

Readiness for Kindergarten

Less than 30% of our incoming kindergarten population demonstrates readiness in their approaches to learning, social and emotional development, physical development, and motor skills. Furthermore, a third of our incoming kindergarteners demonstrate readiness in early language and literacy development, and 40% understand shapes and spatial relationships, problem-solving, identifying similarities and differences, and basic numeracy concepts.

Graduation Rates

The 4-year graduation rates are the lowest in the metro Atlanta area. For the past three years, the rate has ranged between 73.41 and 75.97. Only two demographic groups have a 4-year graduation rate about 80%; white at 90.14 and multi-racial at 82.98. Moreover, three (3) subgroups have a graduation rate below 60%; American Indian at 57.14, Students with Disability at 54.56, and English Learners at 53.00.

Proficiency by Third Grade

During our last comprehensive Georgia Milestones administration, 2,791 third graders (36%) were reading below the 3rd-grade level at the end of third grade. Four (4) demographic groups have become the school district's focus for consistent low performance; black and Hispanic males, students with disabilities, and English language learners. Sixty-nine percent

(69%) of students with disabilities demonstrated less than partial mastery of grade level standards in mathematics, followed by English language learners at 50%, black males at 42%, and Hispanic males at 37%. These students need substantial academic support in preparation for 4th grade and to be on track for college and career readiness.

The school district saw a comparable performance in English language arts. Seventy percent (70%) of students with disabilities demonstrated less than partial mastery of grade-level standards, followed by English language learners at 60%, Hispanic males at 48%, and black males at 46%.

Chronic Absenteeism

Prior to the pandemic, 19.3% of students were considered chronically absent in 2018 and 17.3% in 2019. These students missed at least 10% of their days enrolled during these school years. Students with disabilities have the highest chronic absenteeism rate at 25.9% in 2018 and 23.8% in 2019. Two other demographic groups have rates hovering 20%; American Indian and black students have a two-year average of 21.2% and 20.9%, respectively. The decreases in chronic absenteeism in 2020 are attributed to school closures due to the pandemic.

Discipline

Likewise, in 2020 due to the pandemic, there was a 12.8% decrease in students with discipline incidents, and the percent of unduplicated students with 0-1 discipline incidents increased by 0.73%. There was also a reduction in students with 2-5 incidents at 0.58%, 6-10 incidents at 0.12%, and 11+ incidents at 0.04%. A notable concern in the district data shows that out-of-school suspension rates were higher than in-school suspension rates in 2018, 2019, and 2020.

Climate Star Ratings

The 3-year average Climate Star rating for the district is 3.1 out of 5 stars. A rating of 5 represents an excellent climate, and a rating of 1 indicates a school climate most in need of improvement. A grade level breakdown shows similar patterns at the elementary and high school levels at 3.0 and 3.1, respectively. The middle school level is slightly higher at 3.3, and the multi-level schools have the highest star rating average of 3.