

COVID-19 Measurement Summary

The COVID-19 school closure prompted ACPS to strategically pivot as an organization to ensure that students have access to the physical, educational and social resources necessary to be successful. ACPS developed a [theory of action](#) which identified the overall key levers necessary to reach that goal: instruction, technology access, nutrition, health, and safety, and communication. To measure progress and inform future planning efforts ACPS identified key high-level [measurement areas](#) within each of these areas.

While departments and schools have been tracking detailed data across each of these domains, there was also a need to provide a high-level view of performance across all identified areas. This document provides key findings and supporting figures illuminating high-level trends in identified critical areas throughout the closure period. This document is intended to provide a broad picture across these areas with more detailed information already being provided or forthcoming in School Board materials.

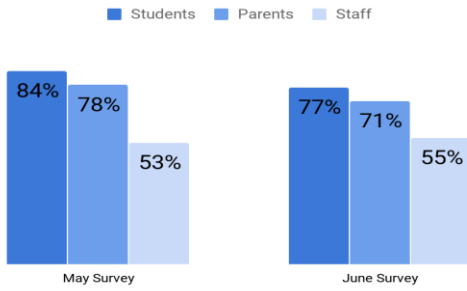
Key findings across the four key areas included:

- **Instruction:** Students and families who were engaged reported high levels of agreement of academic progress; however, the priority remains increasing engagement across all ACPS students and families.
- **Technology Access:** ACPS has been responsive to students and staff needing assistance accessing remote learning through increased internet access and technical supports. While student access to remote learning has been consistent over the closure period, weekly approximately 20% of students in grades 3-12 do not appear to be accessing remote learning through the Clever application.
- **Nutrition, Health, & Safety:** A majority of stakeholders reported feeling supported and managing their emotional stress well through the school closure period. Meals access trended up throughout the closure reaching peak rates in May.
- **Communication:** Stakeholders feel well informed but prolonged closure has impacted the feeling of connectedness. The continued use of multiple methods of communicating out key messages will be critical moving forward.

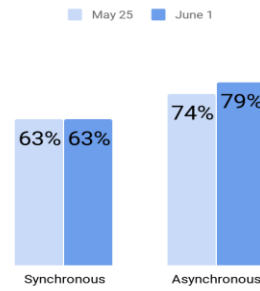
These synthesis data in accompaniment with more detailed analyses, diverse stakeholder perspectives across all groups, and educational research from across the world will be leveraged in the collaborative planning and eventual implementation of the Continuity of Learning Plan 4.0.

Instruction: Students and families who were engaged reported high levels of agreement of academic progress; however, the priority remains increasing engagement across all ACPS students and families.

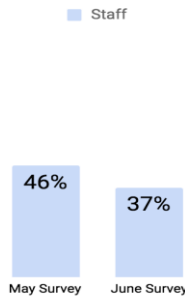
Approximately half of 3rd-12th teachers reported student academic progress, as compared to higher reports from students and parents.



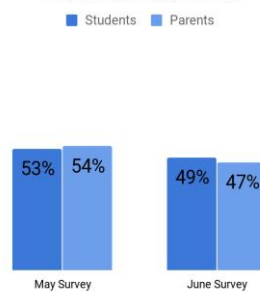
More 3rd-12th students are accessing instruction via asynchronous learning platforms (ie. Google Classroom) than synchronous learning platforms (ie. Zoom).



Percentage of students engaged decreased from May to June, according to the percentage of teachers reporting at least half of their 3rd-12th students were engaged in the last week.

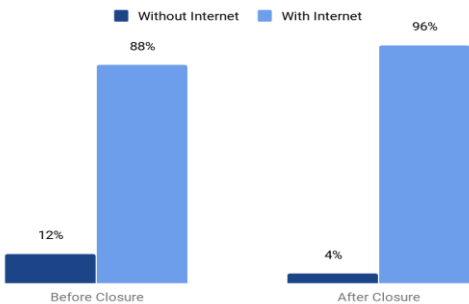


Approximately half of 3rd-12th students have spent 3 or more hours per day on school work as reported by students and parents in both May and June.

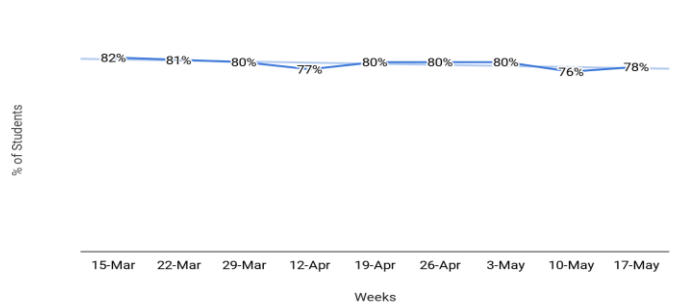


Technology Access: ACPS has been responsive to students and staff needing assistance accessing remote learning through increased internet access and technical supports. While student access to remote learning has been consistent over the closure period, weekly approximately 20% of students in grades 3-12 do not appear to be accessing remote learning through the Clever application.

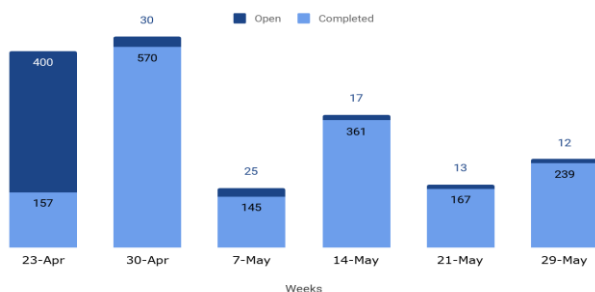
ACPS helped to provide internet to 96% of 3rd-12th students after the closure



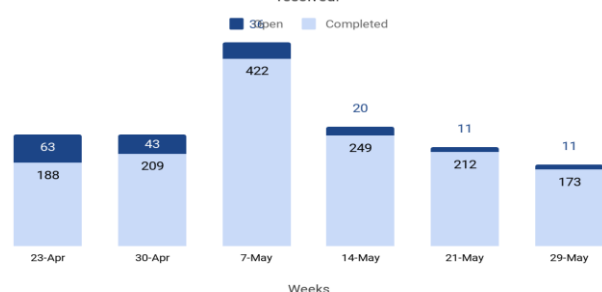
Approximately 80% of 3rd-12th students have logged into Clever within the past two months



Helpdesk requests received from 3rd-12th students have fluctuated over time and the majority have been resolved.

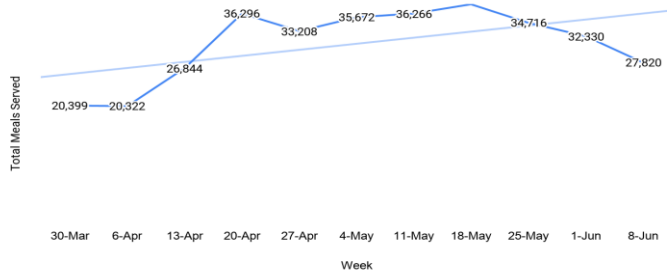


Helpdesk requests received from staff have fluctuated over time and the majority have been resolved.

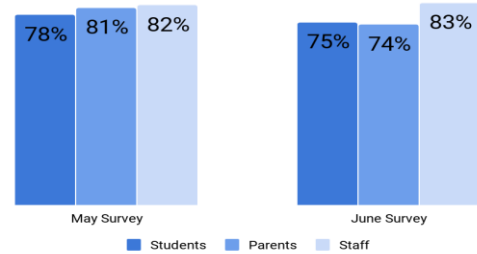


Nutrition, Health, and Safety: A majority of stakeholders reported feeling supported and managing their emotional stress well through the school closure period. Meals access trended up throughout the closure reaching peak rates in May.

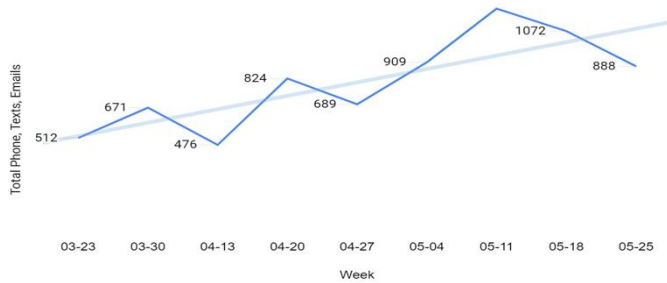
The number of meals served during the closure has trended upward since March 30th.



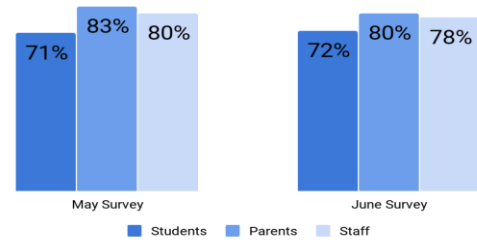
The majority of respondents feel emotionally supported by ACPS.



The number of contact efforts made to English Language families has increased over two months.

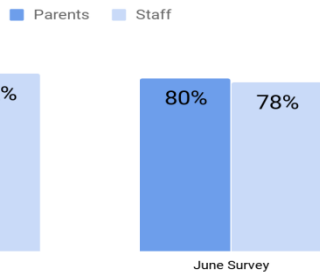


Parents and teachers perceive that students are managing stress better than students report.

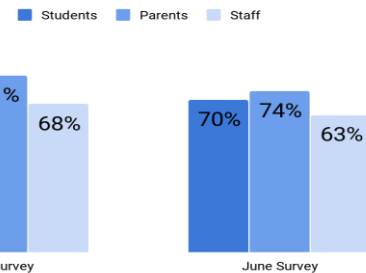


Communication: Stakeholders feel well informed but prolonged closure has impacted the feeling of connectedness. The continued use of multiple methods of communicating out key messages will be critical moving forward.

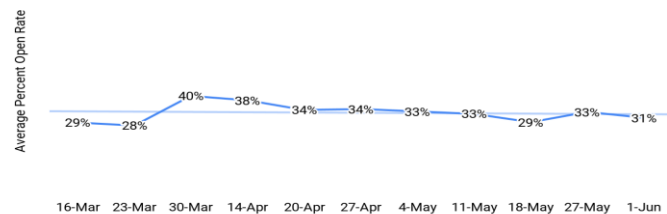
Stakeholders agree that they feel well-informed about decisions made by ACPS.



Parents and staff reported feeling connected to their school at higher rates than students reported.



About one-third of subscribed families are opening the ACPS Express emails.



Email open rates have remained at approximately half for ACPS Insider messages sent to staff.

