

# COVID-19 Response Theory of Action and System of Measurement

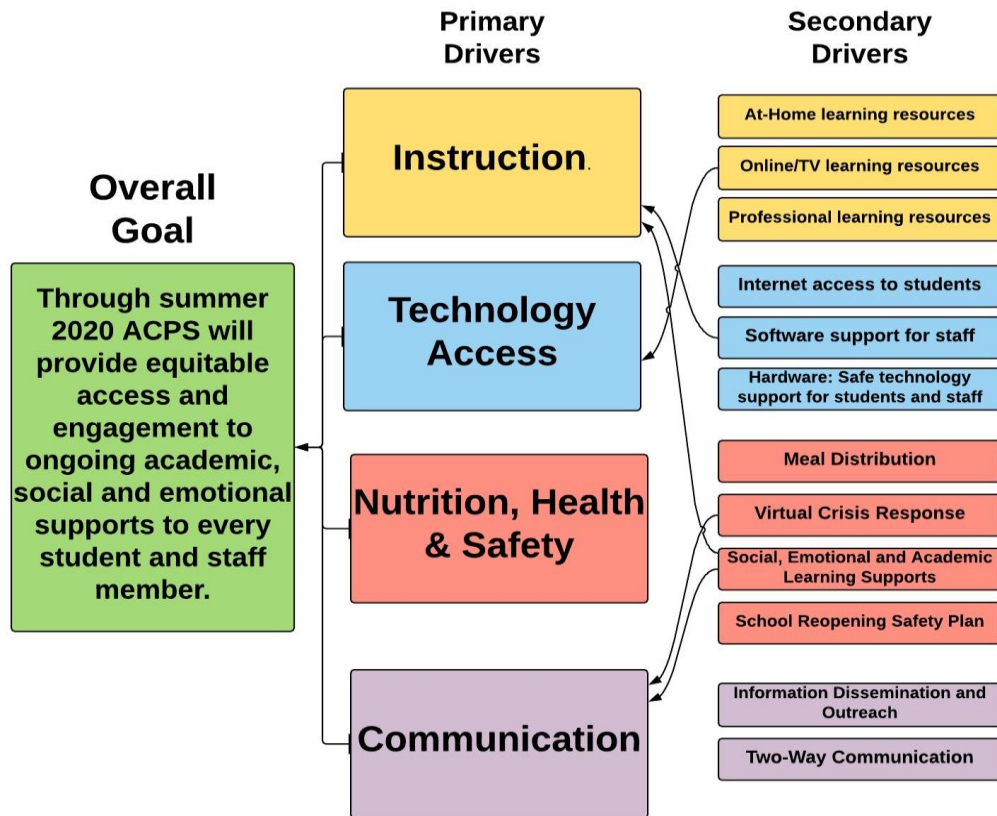
## Key Definitions

These key definitions contextualize each component of the working theory of action.

- **Overall Goal** = what you want to accomplish for whom by when
- **Primary Driver (the what)** = what you need to focus on to achieve your aim (i.e. *Student Health and Wellness*)
- **Secondary Driver (the where)** = where in your system (the existing structures/processes) you should focus your energies to effect the primary driver (i.e. *food distribution*)
- **Action Steps (the how)** = what you can try and test/refine (i.e. *Multiple food distribution locations*)

The below visual utilizes color coding and arrows to show the alignment between secondary drivers, which indicate the existing structures and processes being implemented, and the primary drivers, which indicate the main focuses of our work during the school closure period.

## ACPS Phase II COVID-19 Working Theory of Action



## Key Leading Outcome Measures by Primary Driver

The below table illustrates the high-level measures ACPS is using to determine the impact of the discrete actions within ACPS department plans on the key primary driver areas. These data will be used in a formative manner to track high-level performance within each primary driver to identify potential areas for further study and/or improvements as we progress through the current school closure. They are designed to gauge progress and inform organizational learning formatively, they are not designed as summative outcome measures.

Primary Driver	Key Measures
<b>Instruction</b>	<ul style="list-style-type: none"> <li>● <b>Survey Responses: Engagement - Quality</b></li> <li>● <b>Survey Responses: Engagement - Quantity</b></li> <li>● <b>Professional Learning Documentation/ Reflections</b></li> <li>● <b>Student engagement data in grades 3-12 (based on weekly Clever/Canvas login data)</b></li> </ul>
Primary Driver	Key Measures
<b>Technology</b>	<ul style="list-style-type: none"> <li>● <b>Percentage of students without internet access</b></li> <li>● <b>Helpdesk reports: Issues resolved for students and staff within established timeframe</b></li> </ul>
Primary Driver	Key Measures
<b>Nutrition, Health, and Safety</b>	<ul style="list-style-type: none"> <li>● <b>Number of meals distributed</b></li> <li>● <b>Survey Responses: Stress Management</b></li> <li>● <b>Survey Responses: Emotional Support</b></li> </ul>
Primary Driver	Key Measures
<b>Communication</b>	<ul style="list-style-type: none"> <li>● <b>Survey Responses: Connectedness</b></li> <li>● <b>Survey Responses: Well-informed</b></li> <li>● <b>Percentage of staff reading Insider</b></li> <li>● <b>Percentage of parents and community accessing ACPS</b></li> <li>● <b>Phone and Hotline Analytics: Number of queries resolved (by language)</b></li> </ul>

## Highlighted Department Plan Action Steps and Process Measures by Secondary Driver

The below table offers a discrete view of each secondary driver and highlighted action steps pulled from the department COVID-19 Response Plans. This provides a view of exactly how each secondary driver will be addressed through the discrete action steps being taken within the organization. With these discrete actions, departments have also identified measures of the processes being executed to allow for rapid learning and process adjustments as needed. Some of these measures have been highlighted in the final column of the table below.

Instruction Secondary Drivers	Highlighted Action Steps	Highlighted Measures
<b>Paper/pencil learning resources (to Pre-K - 2 students)</b>	<p><b>The staff will create learning activities for Pre-K - 2 literacy and math</b></p> <ul style="list-style-type: none"> <li>● Translate packets into languages spoken at each school</li> <li>● Update ACPS website with learning resources (pdfs of packets (with translations))</li> </ul> <p><b>Print, collate, and mail instructional resources for students</b></p> <ul style="list-style-type: none"> <li>● Four sets of packets will be sent to students through June 2020</li> <li>● Learning kits and school supplies will be sent to PreK-2 students and Dual Language students</li> </ul>	<ul style="list-style-type: none"> <li>● Development of <a href="#">K-2 Learning Packets</a></li> <li>● <a href="#">Delivery and Distribution Plan</a></li> </ul>
<b>Online &amp; TV learning resources</b>	<ul style="list-style-type: none"> <li>● Identify and prioritize power standards for the remainder of the year</li> <li>● Provide read-aloud stories, live Humanities lessons, and other content for student consumption on ACPS tv and other online platforms (Clever, Canvas, Classroom Dojo, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● List of prioritized standards(C&amp;I)</li> <li>● Data/analytics from website (<i>Tech svc/Comm. Dept</i>)</li> <li>● Monitor the number of lessons posted online/TV by ACPS staff by content area (C&amp;I)</li> </ul>
<b>Professional learning resources ( for staff)</b>	<ul style="list-style-type: none"> <li>● Staff will engage in 2hrs/wk of professional learning (C&amp;I, Technology, Stud. Svcs, School, Bus, Comm.)               <ul style="list-style-type: none"> <li>○ Differentiated online modules for professional learning</li> </ul> </li> <li>● Develop and provide professional learning resources for all staff, organized by staff type</li> </ul>	<ul style="list-style-type: none"> <li>● Staff logs, notes, certificates of completion, PLMS documentation, or other documentation to indicate</li> </ul>

	<ul style="list-style-type: none"> <li>● Development of strategies and training for LINK Club staff</li> </ul>	<p>participation (<i>Talent Development</i>)</p> <ul style="list-style-type: none"> <li>● Electronic PD feedback (<i>Talent Development</i>)</li> </ul>
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<b>Technology Access</b>	<b>Highlighted Action Steps</b>	<b>Highlighted Measures</b>
<b>Internet access to students</b>	<ul style="list-style-type: none"> <li>● Identify students without internet access</li> <li>● Promote Comcast's Internet Essentials</li> <li>● Procure additional hotspots</li> <li>● Work with WWT to explore providing mobile access to hotspots and outdoor access</li> </ul>	<ul style="list-style-type: none"> <li>● Inventory/Data Reports</li> <li>● Data Reports/Analytics</li> </ul>
<b>Technology support for staff</b>	<ul style="list-style-type: none"> <li>● Develop and provide required asynchronous Zoom security settings training for staff and administrators</li> <li>● Provide TIS "office hours" and school-based training for teachers</li> <li>● Connect with TIS twice weekly to support work and identify common problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>● Helpdesk reports</li> <li>● Canvas/Clever Analytics</li> </ul>
<b>Hardware: Safe technology support for students and staff</b>	<ul style="list-style-type: none"> <li>● Create online forms for students and staff to ask for assistance</li> <li>● Collaborate with Attronica for disbursement of new and replacement hardware: <ul style="list-style-type: none"> <li>○ Send extra Chromebooks and chargers to Attronica</li> <li>○ Purchase additional Chromebooks and chargers to send to Attronica</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Inventory Report</li> <li>● Helpdesk Reports</li> <li>● Monitor number of requests, analyze requests filled/unfilled, and adjust as needed</li> </ul>

<b>Nutrition, Health, &amp; Safety</b>	<b>Highlighted Action Steps</b>	<b>Highlighted Measures</b>
<b>Consistent access to meals</b>	<ul style="list-style-type: none"> <li>● Establish and manage family food allocation text hotlines for all questions in English, Spanish, Arabic, and Amharic</li> <li>● Implement breakfast and lunch food distribution operations</li> </ul>	<ul style="list-style-type: none"> <li>● Daily data collected via text, technology capture; transportation/delivery tracking</li> <li>● Daily number of meals</li> </ul>

	<ul style="list-style-type: none"> <li>● Create ACPS structure to maximize volunteer/community organizations' assistance and augmentation of services</li> </ul>	served and analysis of that data for adjustments needed
<b>Virtual Crisis Response</b>	<ul style="list-style-type: none"> <li>● Create a Plan to support students, families, and staff negatively affected by COVID-19 infection to include grief and loss resource</li> </ul>	<ul style="list-style-type: none"> <li>● Number of times resources are shared with staff, students and families</li> <li>● Number of phone calls made (phone logs)</li> <li>● Number of emails to students and families (email logs)</li> </ul>
<b>SST Individual Student Outreach</b>	<ul style="list-style-type: none"> <li>● Communicate daily/weekly to provide outreach to students and families to assess basic needs</li> <li>● Hold community and responsive circles</li> </ul>	<ul style="list-style-type: none"> <li>● Number of times resources are shared with staff, students and families</li> <li>● Number of phone calls made (phone logs)</li> </ul>
<b>School Reopening Safety Plan</b>	<ul style="list-style-type: none"> <li>● Provide cleaning resources (hand sanitizer and soap stations)</li> <li>● Implement safety screening sites for all staff</li> <li>● Provide appropriate PPE</li> <li>● Identify school reopening planning committee to begin work immediately in collaboration with local, state, and federal agencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Invoices/supply docs for cleaning</li> <li>● Safety screening logs (temps/# of people screened)</li> <li>● Invoices, distribution documentation</li> <li>● Safety checklists</li> </ul>

<b>Communication</b>	<b>Highlighted Action Steps</b>	<b>Highlighted Measures</b>
<b>Information Dissemination and Outreach</b>	<ul style="list-style-type: none"> <li>● Create and maintain ACPS At Home website for parents and families (with updates)</li> <li>● Develop/curate multilingual, parent-friendly video content to support learning at home and relationship building with families</li> <li>● Create and implement multiple methods of communication to provide information, resources,</li> </ul>	<ul style="list-style-type: none"> <li>● Number of individual hits to the ACPS-at-Home COVID-19 resources website</li> <li>● ACPS- TV website page data (and potential City comparative data if available)</li> <li>● Weekly website data</li> </ul>

	<p>guidance and support to families (ex. text, emails, newsletters, phone calls, social media, website).</p> <ul style="list-style-type: none"> <li>● Promote Links to Learning calendar (synchronous options) and Links to Anytime Learning (asynchronous options)</li> <li>● Create and maintain (with updates) ACPS At Home website for staff</li> </ul>	
<p><b>Two-Way Communication</b></p>	<ul style="list-style-type: none"> <li>● Establish and implement a process to collect all ACPS mail at Central Office</li> <li>● Text hotline management, phone line management for Spanish, Arabic and Amharic language needs and information dissemination flowchart to correct department or building contacts to provide high-quality customer service</li> </ul>	<ul style="list-style-type: none"> <li>● Text message data</li> <li>● Analytics from individual tools, bi-weekly</li> </ul>