



ReOpen DC Education and Childcare Advisory Committee

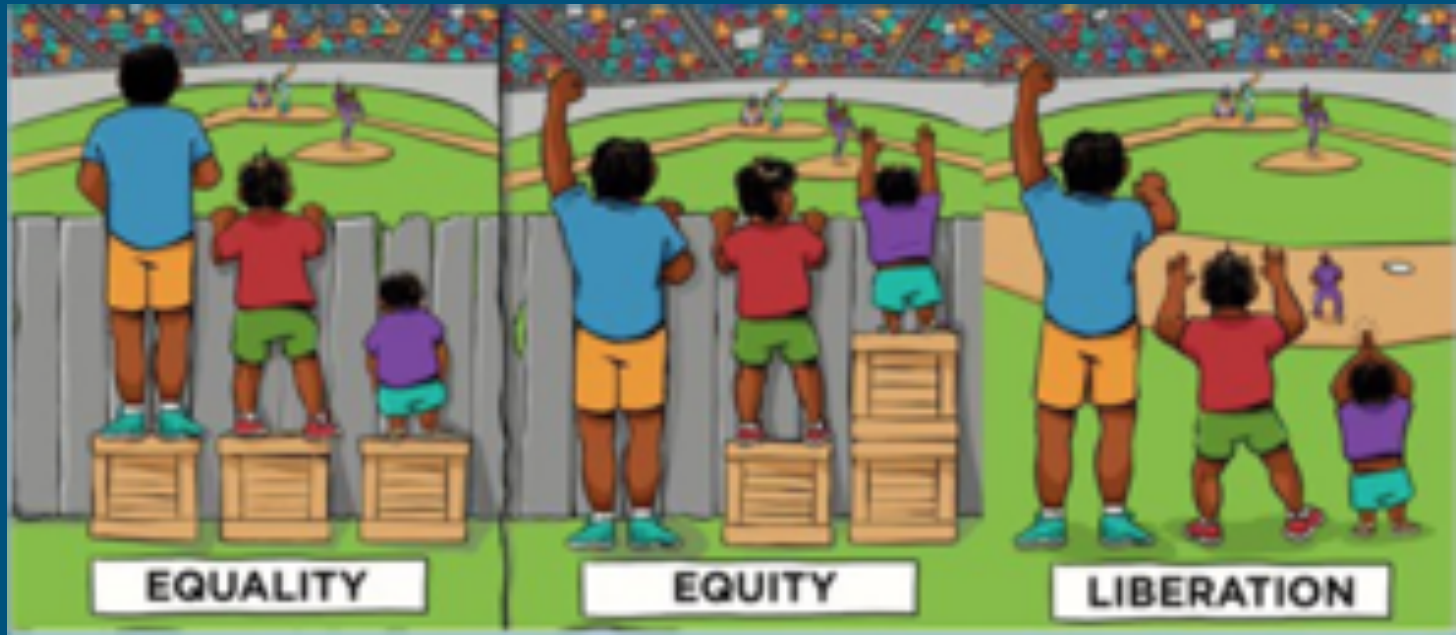
Stakeholder Feedback from
DC Education Leaders of Color

Monday, May 4, 2020



Supporting Students of Color During COVID-19 Quarantine and Beyond

How do we best support our most vulnerable students?



Questions of Equity

How do we ensure citywide public education decisions allow black and brown students to stay healthy and thrive?

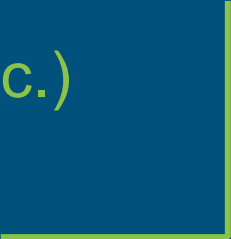
Equity considerations for re-opening schools in SY20-21

1. **Keep students and staff safe** (e.g. provide PPE, distancing protocols, more handwashing stations, etc.).
2. **No diversion of instruction or at-risk funds** for health/safety costs.
3. Distance Learning in SY 20-21: **Ensure every student has devices and access to internet** and can “stay connected” even inaccessible.
4. **Create an evidence-based intervention model** for helping students, families, and school staff cope with trauma.
5. Provide **quality instruction in and out of school** buildings.
6. **Identify targeted resources** that will ensure the opportunity gap does not continue to widen due to ramifications of the pandemic.



Keep students and
teachers safe

(e.g. availability of PPE, distancing
protocols, handwashing stations, etc.)



79% of COVID-19 related deaths are Black/African American

Below is the District's total lives lost due to COVID-19, sorted by race.

Race	Total Lives Lost	Percent
All	251	100
Asian	5	2
Black/African American	198	79
Hispanic/Latinx	19	8
Non-Hispanic White	27	11
Other	2	1

The District's reported data for Saturday, May 2, 2020

Wards 5, 7, and 8 have the highest number of schools and percentage of African Americans; 44% of positive cases

Below is the District's aggregated total of positive COVID-19 cases, sorted by ward of residence.

Ward	Total Positive Cases	Percent
All	5016	100
1	649	13
2	325	6
3	311	6
4	931	19
5	768	15
6	489	10
7	751	15
8	713	14
Unknown	79	2

The District's reported data for Saturday, May 2, 2020

Schools educating predominantly black students will need more resources



- Black students are most impacted by COVID-19 due to factors like:
 - **Structural racism:** housing discrimination, poverty, an unequal and discriminatory healthcare system, and food deserts which cause health comorbidities
 - **Individual and family health:** Black students are twice as likely to suffer from asthma, 56% more likely to be obese and 60% more likely to suffer from depression and mental health concerns; the same is true for black families
 - **Employment:** black employees are more likely to do essential work (ie. healthcare industry) or work in physical proximity of others (ie. bus drivers, postal workers), but less likely to have sick leave
 - **Living arrangements:** More likely to live in multigenerational homes which make social distancing challenging (along with latinx families)
 - **Educational inequities:** It may take at least two years to recover learning loss, which could cause black students to fall further behind in studies (along with latinx students)

Children's National reports a significant number of admissions and critical care admissions for those under 25 years of age

- Children's National is reporting more children getting sicker in DC area than on West coast
- Between March 15 and April 22, 105 individuals tested positive for coronavirus, 40-43 percent had an underlying condition
- 28 individuals required hospitalization, 70 percent hospitalized had an underlying condition
- Children with underlying conditions, under 1 year old, and over 15 years old, are more likely to be hospitalized or put in critical care



Things to consider....




- By June/early July, school leaders will need comprehensive guidance and protocols from the CDC and DC Health about reopening schools in the fall (including how/when to test students for COVID-19, daily/frequent temperature checks, proper handwashing and respiratory etiquette, and an update on [what is happening with school nurses](#)). Without this information, parents will not feel comfortable sending their children to school.
- By June/early July, LEAs will need clear and easy-to-understand guidance from DC Government on protocols for social distancing, facility/material cleanliness and hygiene, attaining 180 day school days, rolling closures, staggered school days/weeks, and reduced class sizes.
- [Possible resource] UNESCO, UNICEF, CDC, WFP and World Bank issued new guidelines on the safe reopening of schools amidst ongoing closures.

<https://en.unesco.org/news/new-guidelines-provide-roadmap-safe-reopening-schools>



Distance Learning in SY 2020-2021:


Ensure every student has devices and access to broadband internet and can “stay connected” even when they are not accessible




Ensure every student has access to broadband internet and devices and can “stay connected” even when they are not accessible

- Every student should have access to devices and the internet.
- Consider providing printed materials and partnering with libraries (where open and accessible), community organizations, and local television stations to provide learning opportunities.
- Be mindful that children and families experiencing homelessness may not be able to participate fully in online learning so the District should consider partnering with shelters and community organizations to help meet students needs.

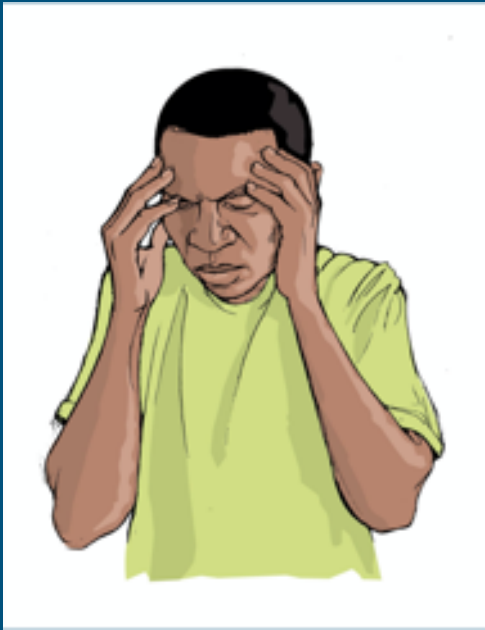




Create an evidence-based
intervention model for helping
students, families, and school staff
cope with trauma.



Students w/ the most obstacles will need additional tools to support their academic, socio-emotional, and basic needs



- Expand access to behavioral health supports, mental health professionals, and trauma-informed instructional practices.
- Share clear, concise and accurate information about COVID-19, normalize messages about fear and anxiety and promote self-care strategies not only for students and their families but also teachers and other school staff.

Provide quality instruction in and out of school buildings.

Quality distance learning = Increased Investments *in tools*


Increase investments so schools can obtain the support and training needed to provide quality distance learning technology and opportunities. Prioritize schools with larger populations of vulnerable students. For most schools, these investments *exceed* current budget plans.

- Student information system (SIS): All schools already have SIS, but not all have a modern SIS that is Ed-Fi compliant, preferably Ed-Fi certified.
- Learning management system (LMS): These online learning platforms automatically connect to the courses and students from the SIS to create online learning environments that teachers can manage.
- Single sign-on (SSO): A SSO will help students remember just one password and instantly access all of their content apps securely.
- Blended learning and online assessment platforms
- Web-based video conferencing
- Contact logs: Helps ensure student safety and social-emotional health.
- Data warehouse and dashboards: Updates daily by pulling information from multiple locations into one place.


Quality distance learning = Increased Investments *in teaching and direct student/family support*

Quality distance learning is dependent on more than just technology. Devices and internet are just one part of the puzzle. Investments must focus on preparing teachers., digitizing content, engaging families and expanding socio-emotional supports. Prioritize schools with larger populations of vulnerable students. For most schools, these investments *exceed* current budget plans.

- Teacher training on delivering synchronous and asynchronous lessons for students online
- Training and supporting families to facilitate lessons
- Access to curricular materials at home - whether digital or hard copy - in multiple languages
- Access to manipulatives and supplies for at home learning
- Access to mental health support staff and guidance counselors to assist students



Identify targeted resources that will ensure the opportunity gap will not continue to widen due to ramifications of the pandemic.



COVID-19 closures will set students back, especially students of color

- If students are out for the remainder of the school year, district wide math proficiency rates in 2021 could **decline by more than 10 percent** and English language arts (“ELA”) **by more than 16 percent**
- A decline of this magnitude is the equivalent of some **15,600 fewer students reading on grade level** and **more than 9,800 fewer students performing on grade level in math**
- *Schools with the resources and flexibility to respond quickly are likely to see better outcomes for their students.*



Source: April 7, 2020 Empower K12 study

Instructional loss from school closure will have a disproportionate negative impact on at-risk students and SwD

Instructional Loss Due to Student Absences

<u>Attendance Rate Group</u>	<u>Avg Days Lost</u>	<u>Math Growth</u>	<u>Reading Growth</u>
98%-100%	1.8	92%	83%
95%-97%	6.1	82%	83%
90%-94%	12.8	68%	73%
< 90%	25.7	65%	69%

<u>Student Group</u>	<u>Math Loss</u>	<u>Reading Loss</u>
All Students	-29%	-15%
At-Risk	-33%	-13%
Not At-Risk	-26%	-16%
SwD	-46%	-10%
Not SwD	-26%	-16%
National Norm	-25%	-13%



The cost of
COVID-19 is
significant.



Schools are taking on additional costs like:

- *Cleaning services and supplies*
- *PPE for staff and students*
- *Tech acquisition and support for distance learning like devices and hotspots*
- *Additional staffing (nurses, mental health professionals, etc.)*
- *Additional training for teachers and additional staff/time so students don't fall farther behind*

What will that mean for schools in the 20-21SY?



- Larger networks (schools with 4,000+) are anticipating spending an additional **\$3-5 million**, or **about \$700 per student**.
- Smaller networks don't have the benefit of scale, yet they have to provide the same supports and especially for schools with younger students, the per student cost can run much higher at **more than \$1,100 per student**.

School Network	Additional Cost	Additional Cost per Student
KIPP DC	\$4.7 million	\$691
Friendship	\$3.1 million	\$745
Washington Latin	\$482,902	\$671
Lee Montessori	\$415,000	\$1,106

More is needed to close the gap.



If the city followed through on its pre-COVID promise of a 4% increase, schools are STILL looking at a loss between \$200-\$700 per student because of the cost of COVID.

School Network	Gap WITH 4% UPSFF Increase	Per Student Gap
KIPP DC	-\$1.7 million	-\$252
Friendship	-\$1.3 million	-\$306
Washington Latin	-\$166,902	-\$232
Lee Montessori	-\$250,375	-\$668

Setting the at-risk weight at adequacy helps close some gaps, but not all.



If we provided adequate resources for at-risk students per the 2013 study...

- We would close the COVID budget gap for large schools, *but the increase is minimal.*
- For small schools, there would still be a significant gap.

School Network	Diff. WITH 4% UPSFF Increase & 0.37 At-Risk Weight	Difference Per Student
KIPP DC	+\$4.1 million	+\$600
Friendship	+\$2.67 million	+\$637
Washington Latin	-\$28,777	-\$40
Lee Montessori	-\$161,000	-\$429