

TEA

**STRONG
START**

2020-21

**Reflection
Tool**





Reflection tool purpose

This reflection tool supports Texas' local education agencies (LEAs) to **reflect on what they learned during remote learning this spring** in order to inform planning for SY20-21. This tool also offers a high-level checklist of action steps for LEAs to consider as they conduct instructional and operational back-to-school planning this summer.

This tool is **intended to be used in concert with** your family and educator **survey(s)**, as well as **forthcoming guidebook** and examples school models to help inform your back-to-school planning.

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.




Reflection tool purpose


This tool is organized into topics which may be distributed to the appropriate functional group / role. The following topics and categories are included for LEAs to consider and action as they deem appropriate:

Topic	Main idea
Leadership and planning	Launch a School Reopening task force, align on key activities
Student and school performance	Analyze available district, school and student performance data
Family and student preferences	Collect feedback from students and families to inform school re-opening options
School models	Evaluate remote learning models from spring 2020, consider options for SY20-21
Academics	Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios
Schedule	Consider how schedules will help address learning losses and account for teacher planning time
Talent	Solicit feedback from educators on spring training and support and preferences for SY20-21
Technology	Understand LEA device and connectivity needs and identify and address IT service gaps
Health and safety	Establish relationships with local public health agencies, acquire personal protective equipment (PPE) and personal end environmental sanitation supplies, and assess safety preparedness for SY20-21
Operations	Collect data on students, staff, and space, assess nutrition services needs, and evaluate transportation needs
District finance	Assess budget impact of COVID-19, prioritize programmatic spend for SY20-21, and start process for COVID-19 expense reimbursement

Reflection tool purpose

For each topic, the section is composed of two elements, a pre-planning checklist and a current state reflection:

Checklist
Includes action steps for LEAs to consider as they prepare for the launch of SY20-2021


Reflection
Reflect on lessons learned from spring 2020 experience; implications for back-to-school planning for SY20-21




How to use this tool

This tool is intended to help support your back-to-school planning process. In that spirit, please use this tool as is most effective for your LEA. **We recommend the following approach:**

1	Superintendent/Leadership Team reviews this document and determine which sections may be most useful to your district as you reflect on the Spring 2020 experience and plan for SY20-21
2	Superintendent/Leadership Team distributes relevant sections to the lead of each functional group (e.g., CAO/Superintendent of Academics, COO, etc.) and functional group conducts reflection session.
3	Reconvene Leadership Team to share reflections and considerations for SY20-21.
4	Prepare to use the reflection summary in conjunction with the District Design Guidebook (to be released on 7/2).

This tool is **intended to be used in concert with** your family and educator **survey(s)**, as well as **forthcoming guidebook** and examples school models to help inform your back-to-school planning.



Leadership and planning: checklist

Main idea

Launch a School Reopening task force, align on key activities

Action item	Key considerations and steps
Launch “School Reopening” task force	<ul style="list-style-type: none"> Task force may include combination of LEA leadership, teachers, staff, community stakeholders, and board members
Orient the task force to key activities	<ul style="list-style-type: none"> Task force should align on key activities, such as 1) understand student learning needs, organizational and operational capacity, and family preferences, 2) develop a set of learning options and 3) design those options with contingencies (such as student movement across learning options) in mind
Understand public health guidance	<ul style="list-style-type: none"> Review and understand public health requirements and recommendations
Set goals for SY20-21	<ul style="list-style-type: none"> Develop a district vision and set learning goals for SY20-21
Survey families and staff	<ul style="list-style-type: none"> Survey families and staff regarding their spring experience and fall preferences
Consider learning options available	<ul style="list-style-type: none"> Norm on the learning options that you could make available to student <ul style="list-style-type: none"> On-campus (student plans to participate in on-campus instruction 100% of the time) Remote (student plans to participate in remote instruction 100% of the time) Hybrid (student plans to attend an intentionally designed mix of on-campus and remote instruction)
Consider contingency scenarios	<ul style="list-style-type: none"> Norm on the possible student experiences during the course of the year (students moving between on-campus and remote, intermittent closures due to COVID cases, etc.) Consider how these scenarios affect decisions regarding instructional materials, progress monitoring, communications, etc.
Understand organizational and operational capacity	<ul style="list-style-type: none"> Evaluate and understand organizational and operational capacity (such as space, transportation, technology, and budget)
Conduct reflection exercise	<ul style="list-style-type: none"> Use this tool to reflect on key experiences from spring 2020, to inform planning for SY20-21



Student and school performance: checklist

Main idea

Analyze available district, school and student performance data

Action item	Key considerations and steps
Collect all available student learning data from spring 2020	<ul style="list-style-type: none">• Where possible, collect data to assess learning progress/gaps across schools, students and student groups
Assess performance across student groups	<ul style="list-style-type: none">• Organize available data by student subgroup• Evaluate any subgroup learning gaps and identify needs for SY20-21• Consider how this information may be used to inform cohorts, instruction, and scheduling for SY20-21 as well as academic models
Assess performance across your various schools	<ul style="list-style-type: none">• Collect available data on student performance by campus• Collect available data on student engagement and parent satisfaction by campus• Identify schools that were deemed more successful in spring 2020, based on student performance and stakeholder feedback• Evaluate attributes of schools that were better able to meet student needs• Consider how to leverage this information in district and school design for SY20-21
Consider options for beginning of year student assessment	<ul style="list-style-type: none">• Evaluate which assessment(s) you already have and which may be best for your students/context<ul style="list-style-type: none">▪ Consider using the TEA optional Beginning of Year diagnostic assessment• Prepare to assess student learning gaps early in the fall semester



Student and school performance: current state reflection

Main idea

Analyze available district, school and student performance data

Category	Looking back	Looking forward
End of Year and Beginning of Year assessment	<ul style="list-style-type: none"> Was an end-of-the-year assessment aligned to TEKS given in your LEA (e.g., TEA provided, district created, etc.)? If no TEKS-aligned end of year assessment was administered, what other student performance data was collected? 	<ul style="list-style-type: none"> How does your LEA intend to use a beginning of the year diagnostic (such as the one provided by TEA, link here) to assess student progress/loss in the fall? <ul style="list-style-type: none"> How might this inform instruction, schedules, and calendars?
Analyze student performance	<ul style="list-style-type: none"> How did students perform across Texas Essential Knowledge and Skills (TEKS)? <ul style="list-style-type: none"> Were any TEKS more/less achieved? How did results vary across students / student populations? What learning gaps exist within students and across student populations? 	<ul style="list-style-type: none"> Which student populations / sub-populations may require more academic support in SY20-21? <ul style="list-style-type: none"> How might these results impact how you prioritize academic supports for certain students, student groups, and campuses?
Analyze school performance	<ul style="list-style-type: none"> How did student performance vary across schools in your LEA? <ul style="list-style-type: none"> If so, what attributes and/or programs seemed to be most effective? Were there particular campuses that excelled in student engagement, instruction, and/or parent satisfaction? <ul style="list-style-type: none"> If so, what attributes and/or programs seemed to be most effective? 	<ul style="list-style-type: none"> How might your LEA leverage learnings and feedback from the spring to improve SY20-21 performance? <ul style="list-style-type: none"> How might your LEA replicate or expand effective practices and programs campuses experienced more broadly throughout the LEA? How does your LEA plan to track school performance across your school portfolio in SY20-21? What metrics might be relevant to track for the SY20-21 school year in particular? How might your LEA evaluate that all schools are performing at a high-level? <ul style="list-style-type: none"> What supports might you provide to lower performing schools?



Family and student preferences: checklist

Main idea

Collect feedback from students and families to inform school re-opening options

Action item	Key considerations and steps
Survey students/families	<ul style="list-style-type: none">Refer to TEA Back to School Survey Resources for a question bank and other survey-related resources; should you decide to run a survey, release as soon as possiblePlan to continuously solicit feedback and questions from stakeholders over coming months to assess changes in preferences, questions or concerns related to the status of your local health situation
Modify, as needed, family engagement strategies	<ul style="list-style-type: none">Plan for how to communicate SY20-21 plans, expectations, and any changes to families, particularly families that may be hard to reach and/or those with high-need or at-risk students who may be particularly impacted by changes



Family and student preferences: current state reflection

Main idea

Collect feedback from students and families to inform school re-opening options

Category	Looking back	Looking forward
Family experience	<ul style="list-style-type: none"> What did parents/students identify as pain points and successes from the transition to remote learning in the spring? 	<ul style="list-style-type: none"> What are you hearing from families as it relates to concerns or challenges they foresee as they look to next school year?
Family preferences	<ul style="list-style-type: none"> What was the feedback from families across the types of remote instructional delivery your LEA offered in the spring (e.g., asynchronous (students work more independently) or synchronous (all students attend remote class at same time) instruction)? <ul style="list-style-type: none"> Which did they prefer? 	<ul style="list-style-type: none"> What schooling options are families requesting for the fall (e.g. on-campus, remote, hybrid)? In a hybrid scenario, what schedule options do families prefer (e.g., alternating days, alternating weeks, etc.)?
Family communications	<ul style="list-style-type: none"> How frequently did you communicate with families, and was this a sufficient cadence for meaningful, timely updates? What outreach mechanisms did you use to contact and continually inform families? <ul style="list-style-type: none"> Were these methods effective in reaching all families, especially those that may be hardest to reach? Did families find these communications and methods useful? 	<ul style="list-style-type: none"> What methods of communication have families expressed interest in that you may be able to adopt going forward? How might you modify your communication approach, as needed, so that you are hearing from all families?
Family input	<ul style="list-style-type: none"> How did you collect feedback from families and the community? 	<ul style="list-style-type: none"> How are you ensuring feedback from families is incorporated into the design and implementation of new systems, including curriculum and instruction, for SY20-21?



School models: checklist

Main idea

Evaluate remote learning models from spring 2020, consider options for SY20-21

Action item	Key considerations and steps
Evaluate remote instructional models from spring 2020	<ul style="list-style-type: none">• Evaluate performance of schools in spring 2020 to determine which remote school models (synchronous remote, asynchronous remote) were deemed more effective for students (based on student performance and feedback).• Consider if the level of effectiveness varied by grade or student group.
Norm on possible school models	<ul style="list-style-type: none">• Norm on the learning options that you could make available to student<ul style="list-style-type: none">▪ <i>On-campus (student plans to participate in on-campus instruction 100% of the time)</i>▪ <i>Remote (student plans to participate in remote instruction 100% of the time)</i>▪ <i>Hybrid (student plans to attend an intentionally designed mix of on-campus and remote instruction)</i>



School models: current state reflection

Main idea

Evaluate remote learning models from spring 2020, consider options for SY20-21

Category	Looking back	Looking forward
Remote learning experience	<ul style="list-style-type: none"> Which remote school models (remote synchronous, remote asynchronous) were used in your district? Which remote school models seemed to generate better student outcomes, student engagement, and family satisfaction? Which remote instructional practices seemed to be most effective? 	<ul style="list-style-type: none"> Do you plan to offer multiple school model options to families? Based upon lessons of spring 2020 are there certain remote models that you will prioritize? How can you leverage your progress with remote instructional practices to the benefit of more students?
Staffing models and schedules	<ul style="list-style-type: none"> Were there certain educators (principals or teachers) who provided adept at delivering instruction in a remote environment? Were there specific school schedules that offered more time for instruction, tutoring, or small group instruction? 	<ul style="list-style-type: none"> Can you develop school models that leverage educator strengths (e.g., experts in remote instructional delivery, small group intervention)? Can you develop master schedules that ensure maximum utilization of instructional time within and across settings?



Academics: checklist

Main idea

Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios

Action item	Key considerations and steps
Assess spring curriculum choices and effectiveness to inform SY20-21 decisions	<ul style="list-style-type: none">Assess curriculum used by grade and subject across schools in your LEA to help inform which resources and materials could be beneficial for SY20-21
Prepare for new progress monitoring mechanisms for students	<ul style="list-style-type: none">Consider how your LEA plans to continuously monitor student progress through SY20-21 (e.g., formative assessments, feedback)Plan how your LEA will engage teachers on use of student progress data

Academics: how to use this reflection

In addition to the looking back and looking forward questions, the academics also includes a deeper dive to provide further support for reflection and planning in each of the academics categories. Use these questions in the **deeper dive** section to analyze your **current instructional materials** or additional **instructional materials under consideration** to best meet your local needs for SY20-21. **Topics covered include:**

Topic	Dive deeper into...
Instructional materials	Your instructional materials to evaluate their effectiveness for use in a learning environment that is remote, on-campus, or hybrid
Curriculum scope and sequencing	The scope and sequence provided by your instructional materials to support planning for your district scope and sequence in SY20-21
Progress monitoring	The progress monitoring features of your instructional materials that support district systems and allow for progress monitoring remotely
Instructional delivery	The way students, families, and teachers will access the content
Schedule and student engagement	How your materials support or could support student engagement in remote learning
Mental health support	How your materials support or could support student mental health



Academics: current state reflection

Main idea Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios

Category	Looking back	Looking forward	Deeper dive
Instructional materials	<ul style="list-style-type: none"> Did you use a common set of instructional materials across your LEA, or were decisions made at the school level for the remote learning period? How effective were instructional materials in providing a high level of instruction to all students? <ul style="list-style-type: none"> <i>Consider by content area and in terms of continuity of learning</i> 	<ul style="list-style-type: none"> Does your LEA have or is it planning to have a curriculum that provides high-quality instruction for all students and can easily transition between remote and on-campus learning environments for SY20-21? Will decisions regarding curriculum be made at the school or LEA level? Would you consider implementing an LEA-wide curriculum for SY20-21? 	<p>High-quality content:</p> <ul style="list-style-type: none"> Do the materials require students to spend the majority of time engaged with high-quality, grade-level texts and/or tasks? Are the texts and/or tasks aligned to the grade-level standards? Do the materials provide direct, explicit instruction to build foundational skills? Do the materials provide regular opportunities for students to recall and/or demonstrate what they have learned to facilitate the creation of long-term memory? <p>Supports for all learners:</p> <ul style="list-style-type: none"> Are there built-in supports to ensure all students can access grade-level content? What are the specific supports for students with special needs and English Learners (ELs)? What the specific accessibility features of the digital program (i.e., text to speech, captioning, etc.) <p>Features to support on-campus and virtual learning:</p> <ul style="list-style-type: none"> Do the materials include both print and digital resources that can be used equitably regardless of delivery format? Does the format of the materials allow for a seamless transition between on-campus and virtual learning? Do the materials have age appropriate expectations for time on task, format of instruction, and reading level? Are the materials appropriate for the student’s age? Do the materials provide guidance for use on-campus and virtually? What additional resources accompany the materials that could be used for asynchronous learning (e.g. videos, simulations)?



Academics: current state reflection

Main idea Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios

Category	Looking back	Looking forward	Deeper dive
Curriculum scope and sequencing	<ul style="list-style-type: none"> How, if at all, were unit and supporting lesson plans aligned to the grade-level TEKS, with an emphasis on critical learnings? 	<ul style="list-style-type: none"> How will your LEA plan to address unfinished learning without sacrificing current grade-level content and skills, with regards to TEKS power standards? If your district has adjusted its SY20-21 calendar, how will you adjust curricular scope and sequences accordingly? 	<p>Address unfinished learning:</p> <ul style="list-style-type: none"> Do the materials provide guidance on how to address unfinished learning from SY19-20? Does the guidance strategically connect to new learning on grade-level content by identifying prerequisite skills? Does the guidance for addressing unfinished learning avoid pitfalls such as too much assessment and time on below grade-level skills? <p>Support content connections:</p> <ul style="list-style-type: none"> What supports do materials provide teachers to better understand how content builds within and across grade levels? Are the materials organized in a way to ensure students can make connections as they move between teachers, grade levels, content areas, and/or remote and on campus environments?
Progress monitoring	<ul style="list-style-type: none"> How and with what frequency were students provided feedback on their work? Were regular assessments administered for ongoing student learning during the course of the spring? 	<ul style="list-style-type: none"> How will student engagement be tracked (e.g., LMS analytics, emails, etc.)? How will student mastery of academic material, separate from grades, be tracked and used to inform instructional practices? 	<ul style="list-style-type: none"> What progress monitoring could be leveraged at a district or classroom level? What supports are present to aid parent or student self-monitoring, such as answer keys or explanations? Is progress monitoring specific to the grade level standards? Do students receive timely feedback and correction to prevent extended periods of incorrect practice? How would the product's progress monitoring features integrate into existing systems?



Academics: current state reflection

Main idea Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios

Category	Looking back	Looking forward	Deeper dive
Instructional delivery	<ul style="list-style-type: none"> • What methods of instructional delivery were used in the spring (e.g., synchronous, asynchronous, etc.)? <ul style="list-style-type: none"> ▪ In which areas were each more / less effective than others (for which grades, subjects, student populations, etc.)? 	<ul style="list-style-type: none"> • How will your LEA support families if remote learning continues (trainings, parent/student guidance, etc.)? 	<p>Usability for families:</p> <ul style="list-style-type: none"> • What is the user experience for both digital and print materials? • How do students and their families access help when needed? <p>Training and Support:</p> <ul style="list-style-type: none"> • Reflect on the experience of distance learning in the spring. Do the instructional materials and supports address the needs that families and students expressed in the spring? • What supports are provided for student and family use of the product? • What supports are provided for teachers to: <ul style="list-style-type: none"> • Start the year using the instructional materials? • Use the materials in both a synchronous and asynchronous learning environment? • Increase content knowledge relevant to the instructional materials? • Continuously improve in implementation of the materials through job-embedded training and feedback? • Are these additional supports high-quality and aligned to your district needs?



Academics: current state reflection

Main idea Evaluate current instructional materials, progress monitoring, and delivery infrastructure, consider changes necessary to operationalize SY20-21 scenarios

Category	Looking back	Looking forward	Deeper dive
Schedule and student engagement	<ul style="list-style-type: none"> Was the cadence of planned teacher interaction with students predictable and clearly outlined? Were teachers predictably and clearly made available for students (e.g., scheduled office hours)? What guidance were teachers given regarding the method and frequency of student engagement? 	<ul style="list-style-type: none"> How will students be provided with clear means to engage with academic material on a daily basis? 	<ul style="list-style-type: none"> Do the materials provide guidance on what content is most critical to engage with students directly and what content could be completed independently? Do the materials include components that could be completed independently (asynchronously) in a developmentally appropriate way? What tools are available to monitor student engagement and invest students in the learning? Does the proposed schedule utilize materials in a way that shows consistency between at-home and on-campus learning? What guidance is provided to identify the most critical lesson components to plan teacher interaction?
Mental health support	<ul style="list-style-type: none"> What was the holistic experience, outside of academics, for your LEA, students, and staff during the spring and summer? What resources were provided for students and staff this spring? 	<ul style="list-style-type: none"> How is your LEA planning to provide for the needs of the whole child in SY20-21? What types of resources can your LEA provide to students and staff (e.g., telehealth, social workers, etc.)? 	<ul style="list-style-type: none"> Do the materials incorporate appropriate practices to support student well-being? Do you need to consider a supplemental product to support student mental health?



Schedule: checklist

Main idea

Consider how schedules will help address learning losses and account for teacher planning time

Action item	Key considerations and steps
Consider schedule adaptations for SY20-21	<ul style="list-style-type: none">• Address how teacher planning, learning loss, student group / class size and technology usage will be factored into daily/weekly schedules



Schedule: current state reflection

Main idea

Consider how schedules will help address learning losses and account for teacher planning time

Category	Looking back	Looking forward
Schedule	<ul style="list-style-type: none"> • What schedule did you implement for remote learning (e.g., similar-to-normal bell schedule, block, etc.)? <ul style="list-style-type: none"> ▪ What was the feedback from students and families regarding this schedule? What worked, and what didn't? 	<ul style="list-style-type: none"> • How might your LEA alter or adapt school schedules to help address the summer and COVID-19 'slide', and make up for lost learning time? <ul style="list-style-type: none"> ▪ How might your staffing be impacted by a change in schedule and/or mode of instructional delivery? • How might your schedule need to be adapted in the event of intermittent closures due to a potential resurgence of COVID-19 or changing public health guidance in your local area? • How might your LEA factor teacher planning time into the schedule? <ul style="list-style-type: none"> ▪ How might this be impacted by deploying innovative staffing models (e.g., teaching teams, etc.)? ▪ Given your LEA's local public health conditions, evaluate how your LEA may be able to adapt your schedule (e.g., staggered start/end times, longer school days, etc.) to best accommodate student/family needs and preferences



Talent: checklist

Main idea

Solicit feedback from educators on spring training and support and preferences for SY20-21

Action item	Key considerations and steps
Collect educator feedback	<ul style="list-style-type: none">• Collect data from teachers and instructional staff about what worked well this spring, and where there were any major gaps• Gather feedback on resources, professional development and tools they feel will support them as remote instructors in fall 2020
Assess SY20-21 preferences	<ul style="list-style-type: none">• Reach out to educators to understand which prefer to continue to teach remotely in SY20-21



Talent: current state reflection

Main idea

Solicit feedback from educators on spring training and support and preferences for SY20-21

Category	Looking back	Looking forward
Staff performance	<ul style="list-style-type: none"> Which educators were the most effective at teaching across different instructional modalities and instructional types (e.g., asynchronous, synchronous, etc.)? 	<ul style="list-style-type: none"> How might your LEA best leverage the teachers who were most effective at remote learning in the spring in SY20-21?
Staff deployment	<ul style="list-style-type: none"> How did your LEA deploy staff in the spring (e.g., expert teachers lecturing to multiple classrooms, supporting teachers facilitating breakout rooms, etc.)? 	<ul style="list-style-type: none"> How many educators, by grade and subject, are planning to return to on-campus teaching in the fall? Stay remote? How might your LEA re-imagine staffing to meet the needs of a hybrid and/or remote learning scenario (e.g., looping students, having teachers who excelled at remote learning continue teaching remote)?
Staff training	<ul style="list-style-type: none"> What supports were teachers provided on how to provide remote instructional delivery? <ul style="list-style-type: none"> Did teachers find these supports / trainings helpful? Why or why not? How was support for educators differentiated based on roles within remote learning delivery (e.g., special educators or ESL vs. gen ed)? Did Professional Learning Community (PLC) agendas include time to analyze data, modify plans, and connect appropriate instructional materials? 	<ul style="list-style-type: none"> What feedback have you received from educators in your LEA regarding returning to on-campus instruction? <ul style="list-style-type: none"> What concerns are they expressing? What would be the most valuable training topic areas to enable teachers to provide exceptional instruction (regardless of format) in SY20-21? Will teachers have access to training on providing remote instructional delivery?



Technology: checklist

Main idea

Understand LEA device and connectivity needs and identify and address IT service gaps

Action item	Key considerations and steps
Conduct an inventory of technology and devices	<ul style="list-style-type: none">• Consider device collection procedures (if the LEA lent out devices in the spring)• Plan for device inventory, repair, and maintenance
Develop plan for device distribution for SY20-21	<ul style="list-style-type: none">• Assess degree of new devices needed and associated costs• Begin to develop device and connectivity distribution plans for the fall
Assess IT support system and gaps	<ul style="list-style-type: none">• Identify gaps, as well as resources needed, in IT systems and portfolio to enable seamless online learning and teaching experience



Technology: current state reflection

Main idea Understand LEA device and connectivity needs and identify and address IT service gaps

Category	Looking back	Looking forward
Devices and connectivity	<ul style="list-style-type: none"> • What percent of families in your LEA required support for access to device(s) or connectivity? <ul style="list-style-type: none"> ▪ How, if at all, did your LEA provide hotspots to better enable connectivity? • What was your LEA’s process to determine which students received devices and how to distribute them? • What feedback did your LEA receive from stakeholders regarding the effectiveness of different technological solutions? 	<ul style="list-style-type: none"> • What additional technology needs does your LEA foresee if remote learning is required at any point in SY20-21? • Are there investments that your LEA would need to make to support a more successful remote learning experience for students? • How will technology (e.g., software, LMS, devices) and instructional materials relate, and how might this impact technology choices (coordinate with Academics)
Tech support	<ul style="list-style-type: none"> • How did your LEA provide IT services to students and educators who needed support? 	



Health and safety: checklist

Main idea

Establish relationships with local public health agencies, acquire personal protective equipment (PPE) and personal end environmental sanitation supplies, and assess safety preparedness for SY20-21

Action item	Key considerations and steps
Understand public health guidance and recommendations	<ul style="list-style-type: none">• Review public health guidance provided by state agencies• Consider which recommendations the district might implement
Consider acquiring PPE and sanitation supply needs for summer and fall operations	<ul style="list-style-type: none">• Assess PPE and sanitation needs for fall operations• Identify gap between supplies your LEA has on-hand (and what is expected from TEA), and expected incremental needs• Consider purchasing additional supplies



Health and safety: current state reflection

Main idea

Establish relationships with local public health agencies, acquire personal protective equipment (PPE) and personal end environmental sanitation supplies, and assess safety preparedness for SY20-21

Category	Looking back	Looking forward
Response preparedness	<ul style="list-style-type: none">• Did your LEA have any incidents of COVID-19 in your schools?• If so, how did your LEA address such situations with regards to communication, sanitation, etc.?	<ul style="list-style-type: none">• How prepared do you feel for SY20-21 based on your understanding of the health/safety guidelines that have been released thus far (e.g., CDC, TEA Summer School)?• To what extent do you feel prepared to implement key safety measures associated with maintaining school building hygiene?
Health and wellness	<ul style="list-style-type: none">• To what degree did your LEA track student and staff health status this spring?	<ul style="list-style-type: none">• What are you hearing from staff, families and students about their current health and wellness, and concerns about back to school?



Operations: checklist

Main idea Collect data on students, staff, and space, assess nutrition services needs, and evaluate transportation needs

Action item	Key considerations and steps
Update student contact information	<ul style="list-style-type: none">Collect and update student contact information (e.g., email, address, phone number)
Evaluate the number of students and staff that will return to campus	<ul style="list-style-type: none">Use survey data to inform the number of students and staff that intend to return to campus, use this information in developing early plans for space utilization, transportation, food service, and related operational issues



Operations: current state reflection

Main idea Collect data on students, staff, and space, assess nutrition services needs, and evaluate transportation needs

Category	Looking back	Looking forward
Space	<ul style="list-style-type: none"> How much of your facilities were utilized prior to the spring 2020 closure? 	<ul style="list-style-type: none"> How might your LEA best utilize available space to meet the unique needs of your students and communities (including community spaces such as churches)? What schedule / space adaptations might your LEA consider improving the safety of students and staff in the fall (e.g., staggered start times, one-way hallways, etc.)?
Meals	<ul style="list-style-type: none"> How, if at all, did your LEA organize meals during the spring? <ul style="list-style-type: none"> What were the challenges faced in standing up the program? What went well that may be replicated? 	<ul style="list-style-type: none"> What are your LEA's plans for meal services for the fall? <ul style="list-style-type: none"> How will you enable access to meal/nutrition services for students who need them most?
Transport	<ul style="list-style-type: none"> How, if at all, were buses repurposed for other activities (e.g., meal distribution, Wi-Fi hotspots)? 	<ul style="list-style-type: none"> How many students do you estimate will require transportation in SY20-21 (may be asked in family survey)?



District finance: checklist

Main idea

Assess budget impact of COVID-19, prioritize programmatic spend for SY20-21, and start process for COVID-19 expense reimbursement

Action item	Key considerations and steps
Consider financial and budgetary impacts of SY19-20, and particularly costs associated with the COVID-19 crisis	<ul style="list-style-type: none"> Identify any possible FY20 savings or budget re-capture Forecast cash needs of the organization through the end of the summer Assess impact of the COVID-19 crisis on your LEA's finances this spring, and track COVID-19-specific costs for reimbursement Evaluate the impact of COVID-19 on cash flows and budget (including SY19-20 actual and SY20-21 anticipated budgets) to assess risks and tradeoffs to continuity of key services and operations
Apply for reimbursement for COVID-19 impacts	<ul style="list-style-type: none"> Identify expenses associated with the COVID-19 crisis according to CARES Act and state guidance (link here) Consolidate documentation required to apply for reimbursement
Develop preliminary estimate for SY20-21 revenue	<ul style="list-style-type: none"> Forecast SY20-21 income in light of any existing funding guidance, calendar considerations that may lengthen the school year or add funding (e.g., ADSY), and local and federal funding changes expected



District finance: current state reflection

Main idea Assess budget impact of COVID-19, prioritize programmatic spend for SY20-21, and start process for COVID-19 expense reimbursement

Category	Looking back	Looking forward
Resource allocation	<ul style="list-style-type: none"> • What was your ultimate SY19-20 budget, and how was it impacted by the pandemic in terms of both revenue and costs? <ul style="list-style-type: none"> ▪ Which programs cost more/less than anticipated? ▪ Where was your LEA able to reduce spending or cut costs? • Where did your LEA make investments or direct funds in new ways? 	<ul style="list-style-type: none"> • What programs / resources are priority spend areas to provide a successful ramp for SY20-21? • Do you have a plan for how to utilize CARES Act funding? • How has the pandemic affected your current plan for capital projects (new construction and renovations)?



Glossary (1 of 2)

A number of organizations and publications are using a **variety of terms** related to education and the ongoing response to COVID-19. Below, the department outlines the way that **they are/will be used within the TEA:**

Term	Definition
Asynchronous learning	Does not require all participants to be virtually present at the same time (e.g., self-paced online courses)
Blended learning	Combines powerful adaptive software with the leadership of a classroom teacher to effectively meet the needs of all students
Closure	Students are not able to attend school in the traditional school building; staff engagement and staffing policies vary by location
Competency-based instruction	System of instruction, assessment, grading, and reporting based on student demonstration of mastery over the knowledge and skills they are expected to learn as they progress (please also see mastery-based learning)
Continuity of learning	Plan that outlines how students will continue to progress in expected learning in non-traditional, unexpected, temporary, or otherwise different scenarios
Curriculum	Scope and sequence, instructional materials, assessments, progress monitoring mechanisms, and standards used for student learning
Diagnostic assessment	The results explain what is needed for skills-based intervention and include benchmarks to determine what content and knowledge has been missed, not learned or carry student misconceptions
Digital divide	Known or perceived gaps between demographics and regions based on access to modern technology (which can include phones, television, personal computers, and the internet)
Digital learning	Learning accompanied by or using technology (including computer-based) and includes synchronous and asynchronous learning opportunities
Distance (or remote) learning	Primarily defined as when students and teacher are not housed in a classroom or school building
Flipped classroom	Classroom for more autonomous experiences; students watch lectures or read content outside class time
Formative assessment	Wide variety of assessment of learning; here defined as very short-form aligned tests
Hybrid model	A school model wherein the student experiences intentionally designed instruction in both remote and on-campus settings
Instructional continuity	Enable continuation of coursework and instruction despite a significant or lengthy disruption



Glossary (2 of 2)

A number of organizations and publications are using a **variety of terms** related to education and the ongoing response to COVID-19. Below, the department outlines the way that **they are/will be used within the TEA:**

Term	Definition
Interim assessments	Test that mimics a summative assessment to provide information on student learning gaps; aligned to grade content standards
Learning Management System (LMS)	Software application for administration, documentation, tracking, reporting, automation and delivery of education courses conducted online
Mastery-based learning	Instructional approach where students demonstrate a deep level of understanding of a topic or subject area before progressing to another topic or subject area in a way that is not bound by time as is traditionally required in a predefined scope and sequence
On-campus instruction	Instruction that occurs on a school campus
Open Education Resources (OER)	Teaching, learning, and resources that are publicly and freely usable
Recovery	Starting a process of returning traditional systems to a stable (or more “normal”) state
Re-enrollment	Students who have not been engaged and require increased touchpoints with the LEA as a result of closures
Remediation	Planning and increased instruction required to fill academic and nonacademic gaps created during closures
Remote model	A school model wherein the student participates in fully remote or virtual instruction, that remote instruction could be synchronous or asynchronous
Resurgence	A widescale (localized or statewide) increase in COVID cases
Staged reopening	Opening schools by slowly adding groups of students (by grade, etc.)
Synchronous learning	Requires all participants to be present at the same time, virtually (e.g., live interactive classes with students and teachers)
Virtual learning	A form of distance or remote learning that typically involves technology; may involve both synchronous and asynchronous methods
Vulnerable populations	Those students most likely to be negatively impacted by closures

TEA

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