TEA

STRONG START
2020-21

Planning for Back to School: On-campus High School Model with Blended Learning

Objectives

Overview of **school-level model design considerations**

Provide guidance to plan for **an on-campus high school model with blended learning**

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.

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Note: Local (and national) health guidance should be prioritized relative to any of the examples included

The purpose of this document is

- To be a launch pad for the design of an on-campus high school model with blended learning

- It is most useful to use as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model

This document aims to support Local Education Agencies (LEAs) in their design of the 'best-fit' school models for their community in SY20-21

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This school model is an on-campus school model

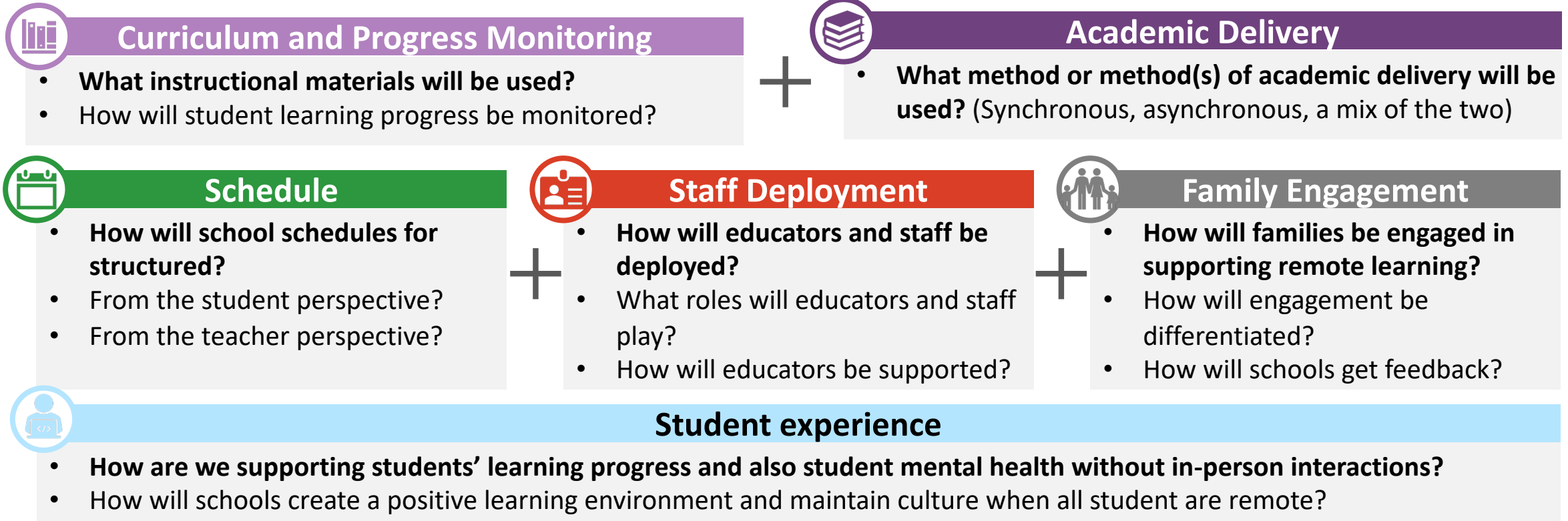| On-campus	Remote	Hybrid
Student plans to participate in on-campus instruction 100% of the time	Student plans to participate in remote learning 100% of the time	Student plans to participate in an intentionally designed mix of on-campus and remote learning

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School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**

Curriculum and Progress Monitoring

- **What instructional materials will be used?**
- How will student learning progress be monitored?

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Academic Delivery

- **What method or method(s) of academic delivery will be used?** (Synchronous, asynchronous, a mix of the two)

Schedule

- **How will school schedules for structured?**
- From the student perspective?
- From the teacher perspective?

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Staff Deployment

- **How will educators and staff be deployed?**
- What roles will educators and staff play?
- How will educators be supported?

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Family Engagement

- **How will families be engaged in supporting remote learning?**
- How will engagement be differentiated?
- How will schools get feedback?

Student experience

- **How are we supporting students' learning progress and also student mental health without in-person interactions?**
- How will schools create a positive learning environment and maintain culture when all student are remote?

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Blended learning, as an on-campus approach, offers flexibility

Benefits of blended learning approaches

- **Individualize instruction** to accommodate for different degrees of COVID slide and different learning paths that are necessary as a result

- Deliver a **consistent instructional experience** in situations where students are mixed between at-home and on-campus learning

- Enables greater **staffing efficiency** where personnel are reduced, either due to spending cuts or staff staying home for health reasons

- Achieves greater **social distancing** in classrooms

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This model solves for

- Family desires for students to return fully on-campus

- Emphasis on accelerating learning given unfinished learning in SY19-20 by utilizing blended learning

- Personalized support and mentorship

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This model qualifies for

- Traditional Average Daily Attendance (ADA) funding – submit attendance as per usual

- *Note: For families / students that participate in remote funding, you will need to submit Method A or B funding. See more detail at the TEA SY20-21 Attendance and Enrollment FAQ (linked here)*

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A note on space use

- Schools anticipating reduced levels of on-campus attendance may consider actions to increase social distancing such as:
    - Dedicating a wing or a floor to specific classes of students, and identifying a designated entrance / exit door for these students
    - Creating smaller classes or pods of students that remain together throughout the day
    - Creating greater space between desks in classrooms
    - Staggering lunch periods or reducing number of students who dine in the cafeteria
    - Staggering recess and/or playground use
- This list is not exhaustive, but may provide a starting point for school space use and planning

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Objectives

Overview of **school-level model design considerations**

Provide guidance to plan for **an on-campus high school model with blended learning**

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On-campus high school model: Overview

This model supports a district aiming to: Accelerate learning to account for losses from the COVID-19 slide through blended learning, provide students with a dedicated mentor to support their individual learning while creating a flexible yet consistent learning experience for all students

Learning environment

Direct instruction across all subjects on alternating days
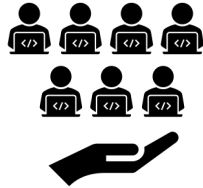
Technology-driven, self-paced learning with dedicated mentors

All students are on-campus

Academics

Direct teacher-led instruction + **Technology-driven, self-paced study**

Blended learning combines the power and heart of **direct instruction** with the real-time capabilities of **software** to meet the needs of all students in a sustainable and scalable way

Review **TEA public health planning guidance** and consider which mitigation steps may make sense for your local context

Dimensions

Curriculum & Progress Monitoring
- Existing district-wide adopted curriculum **adapted for blended-learning** or **new district adopted curriculum** designed for blended-learning
- **Technology tracking, assignments, assessments, and mentor meetings** track student progress

Academic Delivery
- Students engage in **blended learning** in which they receive **both direct instruction from teachers** and leverage **adaptive technology** for more personalized instruction
- **Eligible funding methods:** Traditional ADA

Student Schedule
- Students receive **195 minutes of direct instruction daily**
- Students spend **205 minutes engaged technology-driven, self-paced learning daily**

Staff Deployment
- Teachers are deployed based on **subject and strengths**
- Teachers may have **multiple roles** such as direct instruction, mentorship, and/or content support

Family Engagement
- **Mentors** serve as a point of contact for families
- Families view **student progress** in Learning Management System (LMS)
- Families receive **training on blended learning**

Student experience
- Daily on-campus instruction
- Access to a variety of electives, Career and Technical Education (CTE), and/or other required courses
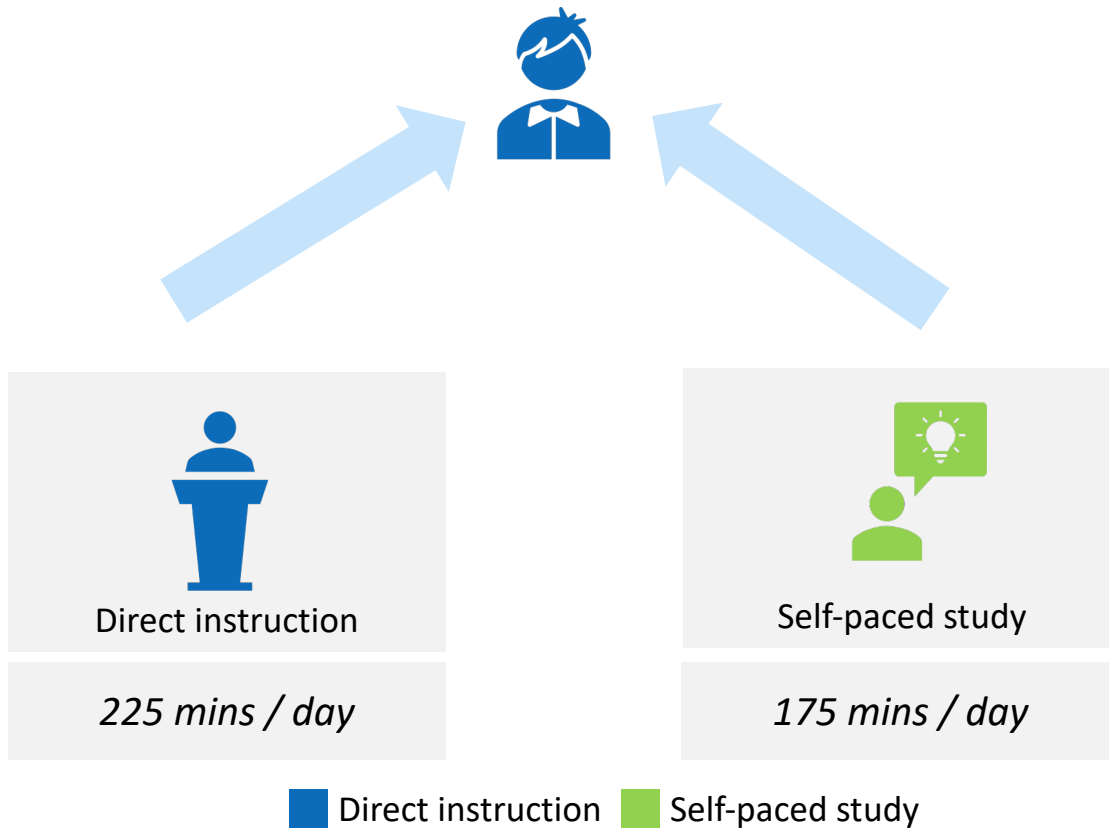- Dedicated teacher mentor for the year to support their development

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On-campus high school model

Direct instruction

225 mins / day

Self-paced study

175 mins / day

■ Direct instruction   ■ Self-paced study

- All students are **on-campus every day**, unless families choose otherwise

- All students have a **mentor** who supports their overall learning and development

- Students engage in **blended learning** in which there is a combination of teacher-led instruction and student-led learning utilizing technology

  - Students participate in ~175 minutes of **self-paced study** daily across core / foundation subjects, in the same classroom with their mentor

  - Students receive 225 minutes of **direct instruction** daily on 3 subjects per day that alternate every other day, and one daily that is direct instruction exclusively

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On-campus high school model

Illustrative 9th grade student schedule

Time	Day 1	Day 2
:55 min	Self-paced study on Algebra 1, English 1, biology, and world history, including videos, software-based learning, and mentor meetings	Algebra 1
:05 min		Passing period
:55 min		Spanish 1
:05 min		Passing period
:55 min		Health
:35 min	Lunch	
:55 min	English 1	Self-paced study on Algebra 1, English 1, biology, and world history, including videos, software-based learning, and mentor meetings
:05 min	Passing period	
:55 min	World Geography	
:05 min	Passing period	
:55 min	Biology	
:05 min	Passing period	
:55 min	Other elective / CTE / other required course	
Varies by activity	Afterschool activities (e.g., band, sports, etc.)	

- Students participate in ~175 minutes of self-paced study daily
  - Self-paced study includes adaptive software, instructive videos, assignments, and projects
  - It includes curriculum for math, science, history, and English
  - Students will have a dedicated progress review meeting weekly with their mentor during this time
  - Students stay in the same classroom with their mentor for the duration of this period
- Students receive 225 minutes of direct instruction daily
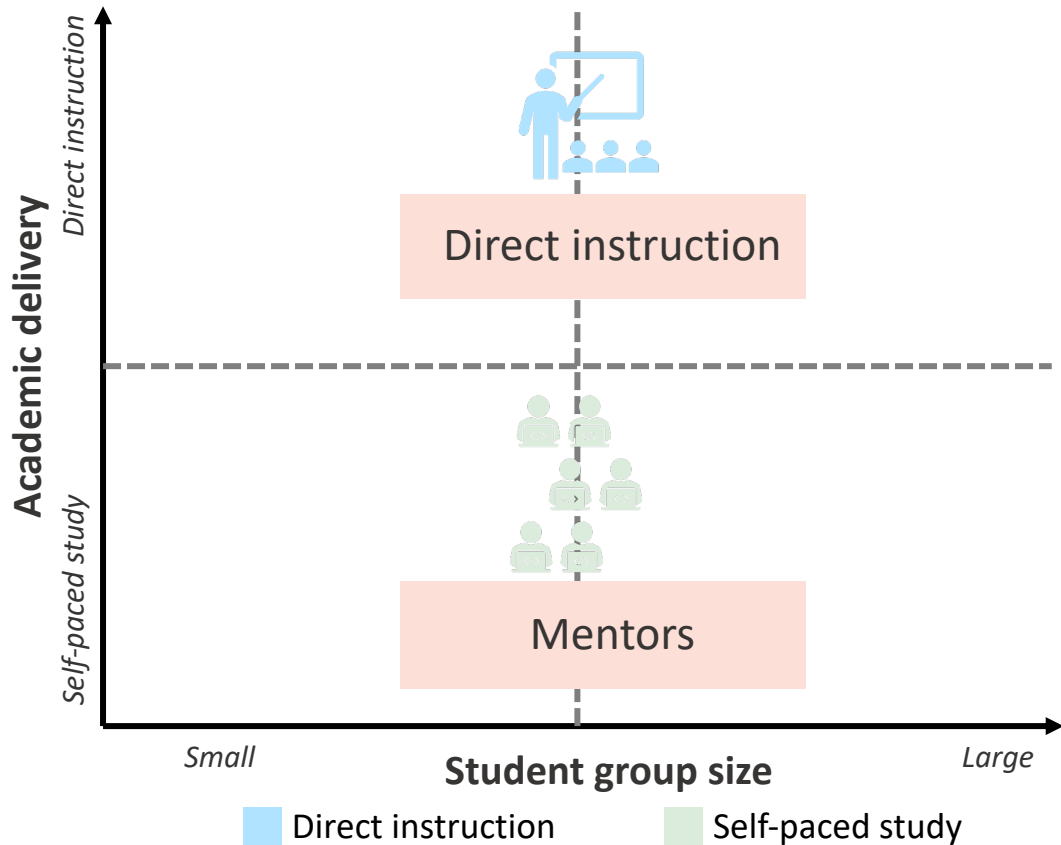 - Student schedules alternate daily, receiving direct instruction for 4 classes per day

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On-campus high school model

School-level staffing by strength

Academic delivery

Direct instruction → *Self-paced study*

Direct instruction

Mentors

Student group size

Small → *Large*

Direct instruction   Self-paced study

- Teachers are **staffed according to subject and strengths**:
  - Subject: teachers **departmentalized by subject** (e.g., science, math, English, social studies, etc.)
  - Strengths: teachers effective at direct instruction of their subject will continue teaching that subject, teachers effective at mentoring students will become mentors, some teachers will do both
- Based on their staffing, teachers have **various roles and responsibilities**:
  - Direct instruction: teachers effective at direct instruction
  - Content planning and support: teachers may support the adaptation of content for blended learning and will meet weekly with their department (likely Professional Learning Community [PLC] leads)
  - Mentors: teachers effective at coaching, monitoring, and developing students as well as teachers that can offer support across multiple core / foundation subject areas

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On-campus high school model

Illustrative teacher schedules

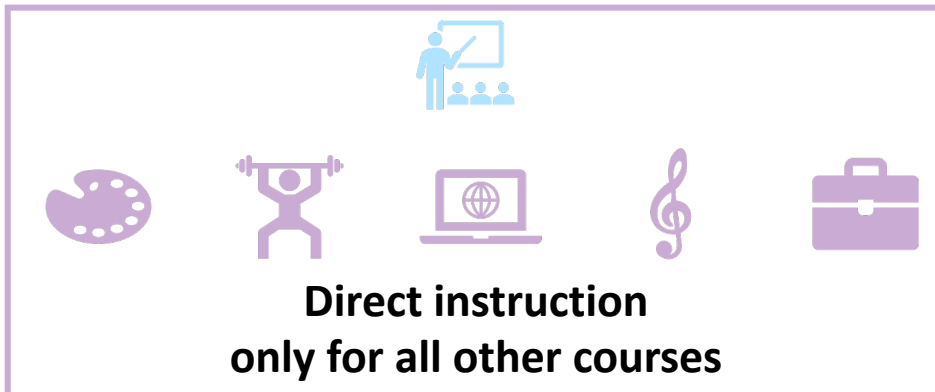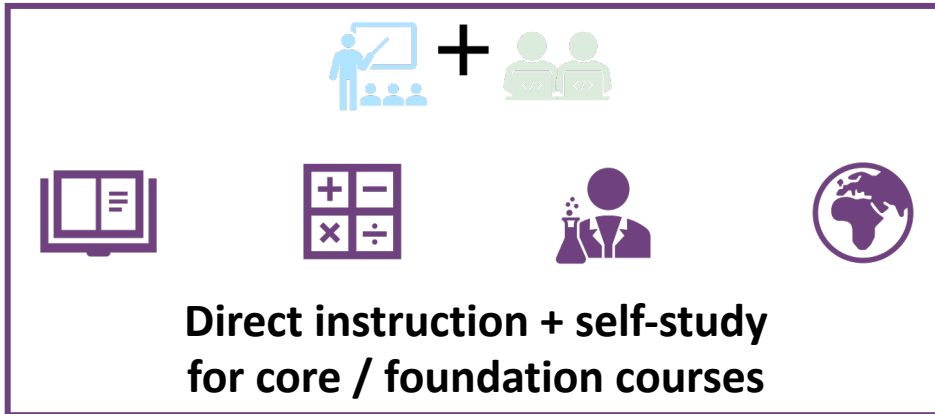| Time	Math teacher & mentor	English teacher (direct instruction only)	Dedicated mentor
:55 min		Class	
:05 min		Passing period	
:55 min	Mentor block	Class	Mentor block
:05 min		Passing period	
:55 min		Prep	
:35 min	Lunch		
:55 min	Prep	Class	
:05 min	Passing period		
:55 min	Class	Prep	Mentor block
:05 min	Passing period		
:55 min	Class	Class	
:05 min	Passing period		
:55 min	Prep	Class	Prep
:60 min	Weekly content planning and shared student meetings		Weekly shared student meetings and prep time

☐ Time with students

- **Mentor block (175 minutes):** Some teachers will become mentors
  - They will have **~30 students** in this period and will be responsible for their **progress monitoring and development**
  - Mentors will **meet weekly** and individually with each students for 15-20 minutes during this time (90-120 minutes / day)
  - Mentors also provide **supervision and additional support to students, adapt student learning plans, and/or monitor student progress across classes**
- Teachers providing direct instruction have **prep time for grading, content planning,** etc.
- Teachers receive ongoing professional development on blended learning, content delivery, and mental health and wellness

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On-campus high school model

Academic Delivery

Direct instruction + self-study
for core / foundation courses

Direct instruction
only for all other courses

Direct instruction   Self-paced study

- Students participate in **blended learning** which empowers and engages students by giving them **choice, ownership, and voice**
- Students have on-campus **technology-driven, self-study daily** across English, math, science, and social studies
  - Self-study incorporates **adaptive software, video recorded lectures, and projects**
- Student receive **direct instruction across all subjects**, including electives, CTE courses, and other required classes, every other day

Funding method eligibility and considerations:
- **Traditional ADA:** all students are eligible for traditional ADA funding

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On-campus high school model

Curriculum and Progress Monitoring

Curriculum

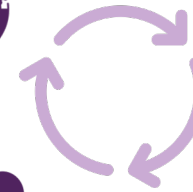| Blended-learning subjects	All other subjects
LEA adaptation of existing curriculum or adoption of blended-learning new curriculum	Existing curriculum with adaptations by schools as needed

- Where needed, LEA will **source online curriculums and software solutions for math, English, science, and social studies**, which are standardized and implemented LEA-wide
- LEA will use and adapt existing curriculum for **all other subjects** (e.g., electives); adaptations can be made at the school/classroom level as needed
- **Electives** can include but are not limited to CTE, career development, health, physical education, fine arts, technology, innovative courses, etc.
- Curriculum is modified to be able to **transition between remote and on-campus learning**

Progress monitoring

Personalized learning plan → Technology tracking, assignments, and assessments → Mentor monitoring
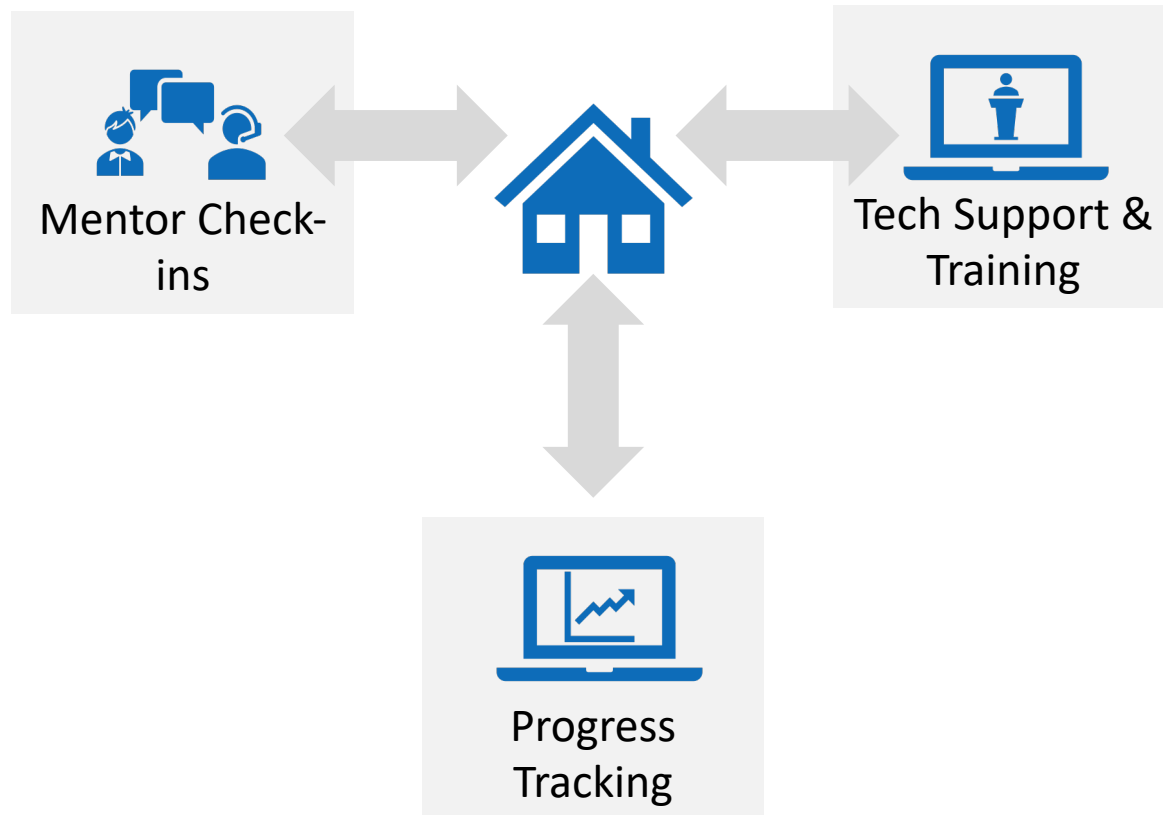
- Mentors create a **personalized learning plan** for each student
- Technology platforms support student pacing and mastery evaluation
- Mentors leverage **technology data-tracking** as well as **assignments** and **formative assessments** to adapt learning plans

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On-campus high school model

Mentor Check-ins

Tech Support & Training

Progress Tracking

- Student mentors are the primary point of contact for families
  - Mentors make provide monthly holistic updates to families on student progress
- Families can track academic progress and attendance via a Learning Management System (LMS) portal that staff update daily for attendance, and at least weekly for academic progress
- Families receive tutorials and login information for student's self-paced study materials, and have access to technology support from the LEA as needed
- LEA/schools release a series of webinars and recordings on blended learning

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