

**Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Points Category	0 Points	1 Point	2 Points
<p>1.1 Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is not clear,</li> <li>● <b>Or</b> times for daily interactions are not defined</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for daily interaction with academic content is clear</li> <li>● <b>And</b> times are defined for student interaction with academic content</li> <li>● <b>But</b> it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>	<ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is clear</li> <li>● <b>And</b> times are defined for student interaction with academic content</li> <li>● <b>And</b> it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>
<p>Level of implementation:  <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expectation for daily interaction with academic content is clear: <i>Instructional schedule for grades 1-5 is posted with time increments for students to engage in asynchronous learning through several methods. The schedule has also listed synchronous time for office hours and differentiated support.</i></li> <li>● <b>And</b> times are defined for student interaction with academic content: <i>The description clearly defines that 1) students have 300 minutes of asynchronous learning per day. Time durations for each content area are clearly defined. While times are defined, synchronous learning activities are self paced, giving students/families the flexibility to work at their own pace.</i></li> <li>● <b>And</b> it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday: <i>The description clearly defines that 1) students have 300 minutes of asynchronous learning per day. Student groups can also get support during synchronous office hours (determined by student choice) and intervention blocks (determined by progress monitoring). The district has also clearly noted considerations for instructional alignment between asynchronous learners and synchronous learners, therefore accounting for all students engaging in a full day of academic content.</i></li> </ul>		

<p>1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> <li>● Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li>● <b>But</b> expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li> </ul>
<p>Level of implementation: _2_</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expectations and pre-planned times for teacher/student interactions are clear in the instructional schedule: <i>Teachers are expected to minimally provide 40-60 minutes of intervention and/or small group instruction and two 45 minute blocks of Office Hours. Additionally, in the district's description, teachers must provide feedback and interaction with students daily.</i></li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students: <i>In addition to the times for intervention and office hours in the schedule, students with disabilities and other learning needs will have access to accommodations in the instructional materials and additional teacher touch points (with increase in duration and frequency), as well as access to additional tools and supports in the district's LMS. Teachers will rely on data in the LMS to help them to determine the right level of student/teacher interactions for individual students.</i></li> <li>● <b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs: <i>Students with disabilities and other learning needs will have access to accommodations in the instructional materials and additional teacher touch points (with increase in duration and frequency), as well as access to additional tools and supports in the district's LMS.</i></li> </ul>		

**Material Design:** Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Points Category	0 Points	1 Point	2 Points
<p><b>2.1</b> District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are not named</li> <li>● Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>● <b>But</b> there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>	<ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>
<p><b>Level of implementation:</b> <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● TEKS-aligned instructional materials and assessments are named: <i>District has described what instructional materials they will use for each content area; all described materials are noted as TEKS aligned. For all content areas they name their own curriculum and adopted resources such as Core Knowledge.</i></li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction: <i>The instructional materials used in synchronous instruction are being adapted for asynchronous learning through an online platform-Schoology. Through this platform, students still have access to support and navigate the content as teachers will 'broadcast' or share a pre-recorded video of the initial instruction/ and instructions for navigating the assignment. Students then engage in the assignment asynchronously and submit to the teacher for daily feedback. The instructional materials used are viable and evidence based (ex. CKLA).</i></li> <li>● <b>And</b> there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between</li> </ul>		

	<p>learning environments: <i>Because the district has indicated that the same lesson content is delivered in the asynchronous class and the synchronous classroom, there is evidence of coherence; if a student were to move in and out of asynchronous to synchronous, they would still get the same access to the day's core content, no matter the environment.</i></p>		
<p><b>2.2</b> Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> <li>• It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>But</b> it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>And</b> it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>

Level of  
implementation:

2

**Rationale:**

- Instructional materials include resources designed to support students with disabilities and ELs: *In the instructional materials table, the district has linked the district resources for virtual supports for students with disabilities and ELs.*
- **And** it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials: *The district has developed and embedded supports for students with Disabilities and ELs and guidance documents for teachers to utilize these materials have been developed. They emphasize that continuity of personalized support services will be provided by teachers and paraprofessionals in the asynchronous learning environment to access these resources. This personalized support is individual to student IEPs/ 504s.*

**Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is not defined</li> <li><b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>But</b> expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined</li> <li><b>And</b> there is a system for tracking daily student engagement</li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>Level of implementation:</b> <u>2</u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Expectations for daily student engagement is defined: <i>The district has defined student expectations for engagement clearly, noting that evidence of student engagement will include daily: time stamps in the LMS system, completion of assignments submitted through the LMS/ to the teacher, and teacher student interactions (whether through feedback, office hours, and/or 1-1/differentiated support time). The plan notes that each teacher will be responsible for communicating the specifics of the engagement for their classes, but that the district has communicated to parents the expectations for engagement in their asynchronous learning agreements contract.</i></li> <li><b>And</b> there is a system for tracking daily student engagement: <i>The first step to tracking progress is ensuring student engagement with both the system and the learning content. The district has proposed a 3 pronged approach to ensuring students engage daily: Tracking Daily Progress in the Management System Schoology, Daily Progress via student-teacher interaction (throughout the plan this is described as: various feedback structures on assignments, office hours, and differentiated support time), and through a student's Completion / Turn-in of assignments. In the LMS, teachers will look for time stamps that indicate that a student worked on a specific content area during the day.</i></li> <li><b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment: <i>The district clearly outlines how they will address cohesive measurement so that objectives and learning materials would allow the student to meet instructional goals in both on-campus and asynchronous learning environments. Tracking of student progress for asynchronous instruction matches that of on-campus instruction through the use of the district's LMS to capture activity completion and feedback, with a 90% expectation of completion/attendance for course credit in both on-campus and asynchronous settings.</i></li> </ul>		

<p><b>3.2</b> There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> <li>● There is not a clear system for tracking student academic progress</li> <li>● Or there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress</li> <li>● And there is a clear system for providing feedback to students on progress</li> <li>● But it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress</li> <li>● And there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>
<p><b>Level of implementation:</b>  <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● There is a clear system for tracking student academic progress: <i>District has a clear plan for how they will track student academic progress through the LMS. In addition to these engagements and use of the LMS to track overall progress and identify/ address individual student needs, as noted in the instructional materials, the district has a system for formative assessments. They will also re-establish baseline student data through diagnostics in order to have a more accurate understanding of student gaps and growth from the start of the school year.</i></li> <li>● And there is a clear system for providing regular (at least weekly) feedback to all students on progress: <i>In the plan, the district notes that it is requiring teachers to engage daily with students and provide feedback on at least one assignment to start. The district has planned a phased system that will gradually increase both the demands on the teachers and the students regarding submission, review and feedback on assignment.</i></li> </ul>		

**Implementation:** Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Points Category	0 Points	1 Point	2 Points
<p><b>4.1</b> Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>
<p><b>Level of implementation:</b> 2</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction: <i>District professional development plan includes district and campus instructional leaders as well as teachers. The plan includes specific training dates, objectives, and follow-up supports and covers use of technology, effective asynchronous lesson design and delivery, and how instructional leaders should support asynchronous instruction.</i></li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities: <i>District PD calendar shows both training before the school year starts and follow-up sessions throughout the school year. District notes that they will include embedded site-based instructional coaching to support professional learning.</i></li> <li><b>And</b> it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials: <i>District professional development plan includes a focus on content knowledge in “follow up support” and district will provide embedded site-based instructional coaching that also focuses on developing content knowledge. District also provides training on how to use the LMS and how to provide feedback to students.</i></li> </ul>		

<p>4.2 There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> <li>● There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction</li> <li>● <b>Or</b> the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li>● <b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li>● <b>But</b> the plan does not include additional supports, training, and/or resources for families who may need additional support</li> </ul>	<ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li>● And the plan has reasonable expectations for family engagement/support of students</li> <li>● And the plan includes additional supports, training, and/or resources for families who may need additional support</li> </ul>
<p>Level of implementation: <u>  2  </u></p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● There is a plan for explicit communication for families specific to expectations for asynchronous instruction: <i>District has described both the platforms/means for two-way parent communication that capture a variety of platforms for varied types of communication - Blackboard, "Let's Talk", Schoology, etc. - and a timeline that specifies initial and ongoing communication and support related to parents support and monitoring of students' progress with asynchronous work.</i></li> <li>● And the plan has reasonable expectations for family engagement/support of students: <i>District plan includes clear expectations for parent engagement with district follow-up actions to support completion of necessary activities. District provides an opportunity for parents to sign up for automated progress updates through Schoology. Asynchronous onboarding and continued learning resources are available for parents to access.</i></li> <li>● And the plan includes additional supports, training, and/or resources for families who may need additional support: <i>Besides the base support provided, the district indicates it will have two-way communication with parents through "Let's Talk" and Schoology questions in order to surface questions, concerns, and needs parents may have. District also will provide, through the Family and Community Engagement Department, ongoing opportunities for support and resources for families with additional needs, including school supplies, health and human services, and opportunities to partner with campuses, among other things.</i></li> </ul>		