TASA/TASB Conference
October 1, 2020
Addressing COVID: Our Two Major Collective Challenges

Keep school safe in the time of COVID-19 by making operational adjustments.

Re-engineer the school experience so students reach high academic outcomes, with the same or better proficiency in 2021 as they did pre-COVID-19.
The COVID Slide is Real
Especially for students from low-income families.

But not necessarily for those from high incomes.

We must ensure that remote instruction is delivered as effectively as we possibly can, for all of our students.

Data from students using Zearn, an online math coursework system, on how much student progress occurred relative to normal

In the United States, as of May 24 2020, students from low income ZIP codes decreased progress in online math coursework by 55.6% compared to January 2020.

Opportunity Insights, Economic Tracker, June 2020
TEA Crisis Support to School Systems
A Crisis Response Requiring Constant Communication

Weekly Commissioner-led phone calls with the 1200 superintendents and stakeholders across the state with an average of 1800 participants, including elected officials.

Over 5,000 emails to disasterinfo@tea.texas.gov

Hundreds of individual and small group meetings with superintendents, principals, teachers, parents, and other stakeholders.
TEA Support During COVID Crisis

Public Health Guidance

General Guidance

350+ pieces of guidance on TEA’s COVID page.

Joint TEA/DSHS Case tracking

Flexible school funding

On-Campus
Remote
Hybrid
TEA Support During COVID Crisis

Public Health Operational Guidebooks and Planning Exercises

Public Health Campaign

I wear a mask because...

PPE Supports for all school systems

56M – Masks
37K – Thermometers
590K gallons – Hand Sanitizer
724K – Face Shields

Meal Finder

Remote Speech Therapy Tool
TEA Support During COVID Crisis

Operation Connectivity

Over 3.2 M devices already purchased

Optional Beginning of Year (BOY) Assessment

Intersessional Calendar Support

Traditional Calendar

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
</tr>
</thead>
</table>

Free Learning Management System

Remote Dyslexia Intervention Tool

Coming Fall 2020

Intersessional Calendar

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
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<th>Jul</th>
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</thead>
</table>

TEA Support During COVID Crisis

TEA | TASA/TASB Conference
TEA Support During COVID Crisis

Remote Instruction Framework

Synchronous Instruction:

Asynchronous Instruction:
Important Announcement

[Image of a megaphone]
Schools need to be open for in-person instruction.
Teaching during the time of COVID
Teaching during the time of COVID
## Teacher Discussion

### Melina Recio
- **School:** McAllen High | McAllen ISD
- **Grade Level:** Sophomores
- **Subject:** English II
- **How you’re teaching right now?:** 100% Virtual

<table>
<thead>
<tr>
<th>Students: 2,195</th>
<th>Eco Dis: 64.5%</th>
<th>ELs: 19.2%</th>
<th>SpEd: 10.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Performance: B</td>
<td>White: 5.3%</td>
<td>Hispanic: 92.6%</td>
<td>Af. Amer.: 0.2%</td>
</tr>
</tbody>
</table>

### Becky Barnes
- **School:** Fruitvale High School | Fruitvale ISD
- **Grade Level:** High School
- **Subject:** Algebra I, II and Geometry
- **How you’re teaching right now?:** 80% teaching in-person

<table>
<thead>
<tr>
<th>Students: 103</th>
<th>Eco Dis: 60.2%</th>
<th>ELs: 4.9%</th>
<th>SpEd: 7.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Performance: A</td>
<td>White: 80.6%</td>
<td>Hispanic: 9.7%</td>
<td>Af. Amer.: 3.9%</td>
</tr>
</tbody>
</table>

### Dr. Anita Pickett
- **School:** Somerset Junior High | Somerset ISD
- **Grade Level:** 7th and 8th
- **Subject:** ELAR
- **How you’re teaching right now?:** About 60% of kids are in-person

<table>
<thead>
<tr>
<th>Students: 652</th>
<th>Eco Dis: 83.4%</th>
<th>ELs: 19.0%</th>
<th>SpEd: 10.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Performance: B</td>
<td>White: 6.7%</td>
<td>Hispanic: 91.4%</td>
<td>Af. Amer.: 1.1%</td>
</tr>
</tbody>
</table>