Does Our School Have
a Systemic Approach to Transitions to and from Distance/Blended Learning?
A Tool for Secondary School Team Analysis

The goal of this analysis is to help secondary team leaders identify strengths and opportunities to develop a systemic approach to anticipated transitions into and out of distance or blended learning. The tool is built around five key ingredients: **capacity building, actionable data, positive engagement, strategic partnerships, and shared accountability,** all of which play an integral role in preparing students, families, and schools staff for these transitions. While assessing your school across all five ingredients, think about the actions your school takes on its own, as well as whether you are making strategic use of community partnerships to advance your strategies.

A <u>cross-functional school team</u> should undertake the following steps:

1) **Complete the analysis:** Each person on the team should complete the analysis separately to reflect on strengths and opportunities for improvement. Consider adding school leaders from departments not represented on the team such as curriculum and instruction, special education, and operations who can offer valuable perspectives and suggestions.

2) *Debrief and set goals:* Convene the group to tally the individual results onto a single analysis and collectively review what the combined data reveal about strengths, gaps, and differences of opinion. Use the results to identify practices that should be continued as well as priority areas for improvement.

3) *Make a plan:* Once team members have agreed on priorities, assign responsibilities and establish timelines for completion.

4) **Communicate the results:** The cross-functional team should communicate the results of the analysis with district staff, and in some cases, district and community partners, and engage them in executing the improvement plan.

Attendance Works

CAPACITY BUILDING	Solidly in place	Needs Improvement	Urgent Gap
1. Our school has a team, with responsibility for transition, that includes teachers, counselors, staff who support English language learners, school health professionals, special education staff, community partners, families and students both with and without disabilities.			
2. Our school ensures that attendance is taken daily for all students, in a caring manner and entered into the district data system.			
3. Our school has trauma-informed and restorative practices that support the social-emotional and physical health of our school community, including non-academic staff (i.e. secretarial support, janitorial, food services, and physical education staff).			
4. Our staff is equipped to successfully cultivate and manage hybrid/blended school learning environments.			
5. Our school has a professional development and social-emotional support plan that equips all instructional and non-instructional staff (secretarial/support; janitorial; guidance; coaching, food service, health care; administration) and community and related specialized service providers.			
6. Our school accesses and utilizes the expertise of our faculty/staff and community partners to design and facilitate professional development and social-emotional staff support sessions.			
7. Our school ensures that facilitators of professional development sessions and social-emotional staff support sessions are representative of our school community (gender, race,home languages, sexuality, religion, disability)			
8. Our school has the skills and knowledge to identify, discuss and address educational inequities based on race, gender, income and special needs.			
9. Our staff and the families of our students are equipped to use technology to support distance learning.			

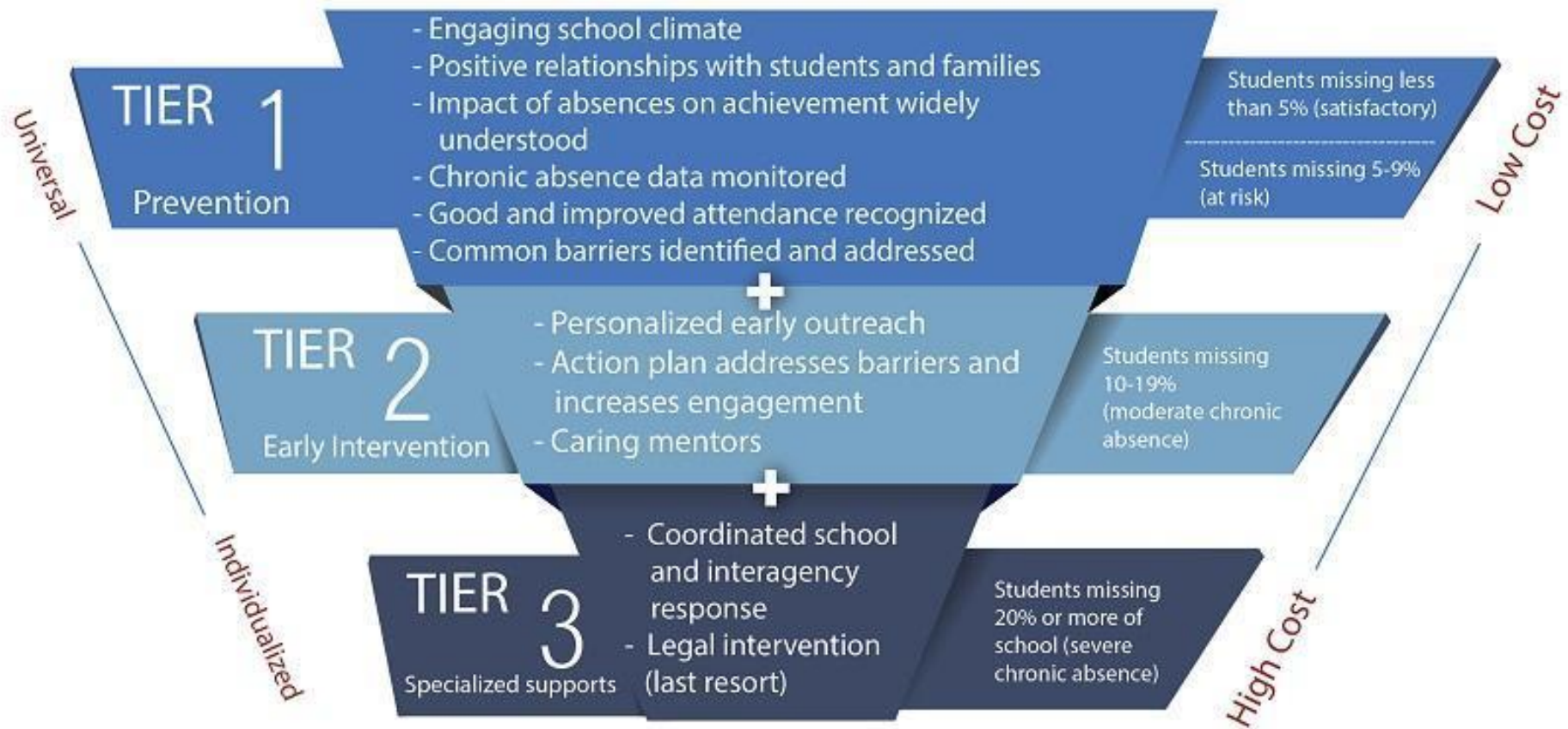| ACTIONABLE DATA	Solidly in place	Needs Improvement	Urgent Gap
1. Our team uses data gathered prior to and during school building closure (e.g., prior chronic absence, availability of contact information, connectivity, and participation) to identify students and families in need of extra support.			
2. Our team that reviews and analyzes data reflects the demographics of our school community.			
3. Our team reviews attendance data broken down by grades, race/ethnicity, income, zip code, disability, English language learners, system-involved, homeless to identify, understand and address inequities.			
4. Our team has analyzed our "no show" data and identified students in need of additional outreach.			
5. Our team has prior year data for students who are newly transitioning into our school, especially for our key transition grades.			
6. Our school has developed a data-informed multi-tiered system of attendance supports.			
7. Our staff incorporates attendance and participation data in all meetings with students and families (e.g., IEPs, conferences and home visits).			
8. Our school ensures that data (attendance, behavior, and academic progress) is available to students and families in an easily understood, accessible and timely manner.			
9. Our school ensures that attendance and participation data is shared with all faculty/staff within our school community, including non-instructional staff.			

Attendance Works

POSITIVE ENGAGEMENT	Solidly in Place	Needs Improvement	Urgent Gap
1. Our school has a restorative, positive and welcoming school climate that mitigates the stress and trauma.			
2. Our school has a list of site-based, district-level and community resources that will be available to our school community as we transition back-to-school.			
3. Our school has a strategy to ensure each staff member is responsible for a subset of students and families to regularly check in on attendance and support (e.g., advisory classes/periods, mentors).			
4. Our school has a school-wide strategy to maximize youth voice and leverage peer-to-peer learning and as leaders including students who are usually under-represented in decision-making processes (e.g. those who struggle with attendance, behavior, engagement, and academics).			
5. Our school has inclusive, non-academic activities available virtually or outdoors (e.g. band/chorus; spoken word/rap; chess; book/magazine, movie clubs) that are responsive to student interests and ensures participation for students with disabilities.			
6. Our school has tailored strategies for engaging students disproportionately affected by COVID-19 and systemic inequities (i.e Black, Latinx, Native American and students and families living in poverty).			
7. Our school culture and climate is engaging and supportive for students who are economically disadvantaged; have disabilities; LGBTQ+; undocumented; immigrant; multilingual; Black, Latinx, and Native American.			
8. Our school ensures that strategies to positively engage students and families are led, designed, and implemented by students and families (e.g. online GED programs for families, family-led virtual check-ins and/or conference calls)			
9. Our school ensures involvement of students with disabilities and their families in the decision making about how their IEP plans and needed assistance will be implemented			
10. Our school routinely outreaches and engages students and families using social media (e.g. Facebook, Instagram, Twitter and YouTube).			

Attendance Works

STRATEGIC PARTNERSHIPS	Solidly in place	Needs Improvement	Urgent Gap
1. Our school has established partnerships with community-based service providers (including those focused on disabilities) and grass-roots organizations in our immediate geography that have relationships with our school's students and families.			
2. Our school ensures that the staff of the partner agencies in our school community are representative of our students, families and staff (race, gender, disability, and religion)			
3. Our school has expanded our partnerships to serve the mental, behavioral and physical health needs of our students and families.			
4. Our school ensures community partners have access to the data they need to be problem solving partners			
5. Our school ensures that all enrichment opportunities offered by partners are barrier-free and accessible to all students (English language learners, students with disabilities, students who are economically disadvantaged, LGTBQ, students who are frequently absent)			
6. Our school reaches out to local media, businesses, sports teams and celebrities to celebrate consistent attendance /participation and student and family accomplishments.			
7. Our school's existing partnerships address the priority needs of students, families, and staff as identified by needs assessment, surveys and interviews with families			
8. Our school and community partners work together to ensure students and families have virtual access to their services including related services identified in IEPs. who are most likely to miss school or be disengaged.			

Attendance Works

SHARED ACCOUNTABILITY	Solidly in place	Needs Improvement	Urgent Gap
1. Our school leader holds everyone in the school community accountable with appropriate support, for a successful transition to school and tracking attendance/participation in the 2020-21 school year.			
2. Our school has worked with our district to negotiate the resources and responsibilities of staff needed to support improved attendance efforts.			
3. Our school team ensures everyone in our school community (internal and external partners) are clear about their role in supporting students and family's ability to prioritize daily school attendance.			
4. Our school team routinely uses data to document gaps in available resources and seeks assistance from the district office to identify and place partners that are responsive to the identified needs of under-served student groups (e.g. pregnant and parenting teens, students who work, LGBTQ+, Black, Latinx, Native American and economically disadvantaged)			
5. Our school team has examined and updated our practices to incorporate the involvement of partners and telehealth to deliver resources, supports and special education services.			
6. Our school leader leverages our faculty/staff meetings to promote shared accountability (e.g. sharing attendance data and updates on progress and challenges, information on managing hybrid learning environments and communicating information about new initiatives and partners).			
7. Our school requires all partners to submit goals outlining their plans for engagement, targeted goals and desired student outcomes.			
8. Our school team regularly monitors and updates our school improvement plan and advocates for needed district and community support.			

Attendance Works

Appendix A: