

# Periodic Division Report - November 2020

As indicated in Superintendent's Memo 230-20, the Board of Education is requesting a periodic report from Divisions about student instruction and outcomes given the unique nature of instructional modalities being deployed this year in light of the COVID-19 pandemic. As indicated in the same memo, this survey is a prerequisite for divisions to submit and be considered for a length of school term waiver in the spring of 2021.

The results of the survey are intended to inform the Board of Education's understanding of student outcomes and services, to ensure divisions are tracking student progress in meaningful ways throughout the year, and to shape technical assistance from the Virginia Department of Education. This survey is not meant to evaluate division compliance or performance for any of the topics covered below. Additionally, the results from the survey will inform updates to the dynamic State Map posted on the VDOE website.

Please answer the following as accurately as possible. Your responses should reflect information and conditions as of November 16, 2020.

## Helpful Tips for Completing your Survey

As you prepare to complete your mid-year reporting survey, you will want to have the following data and information on hand:

- The number of students that have opted in to remote instruction;
- The hours per week of remote instruction and the percentage of remote instruction that is synchronous, by each grade level;
- The types of assessments being administered to evaluate instructional gaps
- Performance levels in reading and mathematics for pre-kindergarteners, and performance levels for elementary, middle, and high schools as compared to last years data as well as potential reasons for performance changes;
- Absenteeism rates for this year and last year;
- Types of supports being provided to vulnerable learners, including students with disabilities, English Learners, and economically-disadvantaged students;
- Types of social emotional support being provided;
- Types of professional development and resources offered to staff and parents.

\* Required

1. Email address \*

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2. Name and Title \*

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3. Email Address \*

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4. School Division \*

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Instructional  
Modalities

Please provide information about how students are receiving instruction, as of November 13, 2020.

5. As of November 16, 2020 our division is offering ONLY fully remote learning to ALL students. (additional survey logic will apply based on your answer to this question)

*Mark only one oval.*

Yes    *Skip to question 6*

No    *Skip to question 15*

Fully Remote Instruction - Synchronous Learning

6. What percentage of weekly remote instruction for pre-kindergarten students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

7. What percentage of weekly remote instruction for kindergarten students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

8. What percentage of weekly remote instruction for first grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

9. What percentage of weekly remote instruction for second grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

10. What percentage of weekly remote instruction for third grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

11. What percentage of weekly remote instruction for fourth grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

12. What percentage of weekly remote instruction for fifth grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

13. What percentage of weekly remote instruction for sixth through eighth grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

14. What percentage of weekly remote instruction for ninth through twelfth grade students is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

*Skip to question 78*

#### Students Receiving In-Person Instruction

15. Please indicate which of the following student groups are offered ANY in-person instruction (select all that apply)

*Check all that apply.*

- Students with disabilities
- English learners
- Preschoolers
- Kindergarten students
- 1st grade students
- 2nd grade students
- 3rd grade students
- 4th grade students
- 5th grade students
- 6th grade students
- 7th grade students
- 8th grade students
- High school students (grades 9-12)
- Other: \_\_\_\_\_

## Opting for Remote Instruction

16. What percentage of ALL students (their parents/guardians) have OPTED for remote instruction?

*Mark only one oval.*

- 0 - 5%
- 6 - 10%
- 11 - 15%
- 16 - 20%
- 21 - 25%
- 25 - 30%
- 31 - 35%
- 36 - 40%
- 41 - 45%
- 46 - 50%
- 51 - 55%
- 56 - 60%
- 61 - 70%
- 71 - 75%
- Over 75%
- Do not know



17. What percentage of your preschool - second grade students (their parents/guardians) have OPTED for remote instruction?

*Mark only one oval.*

- 0 - 5%
- 6 - 10%
- 11 - 15%
- 16 - 20%
- 21 - 25%
- 25 - 30%
- 31 - 35%
- 36 - 40%
- 41 - 45%
- 46 - 50%
- 51 - 55%
- 56 - 60%
- 61 - 70%
- 71 - 75%
- Over 75%
- Do not know

18. What percentage of your third - fifth grade students (their parents/guardians) have OPTED for remote instruction?

*Mark only one oval.*

- 0 - 5%
- 6 - 10%
- 11 - 15%
- 16 - 20%
- 21 - 25%
- 25 - 30%
- 31 - 35%
- 36 - 40%
- 41 - 45%
- 46 - 50%
- 51 - 55%
- 56 - 60%
- 61 - 70%
- 71 - 75%
- Over 75%
- Do not know

19. What percentage of your sixth - eighth grade students (their parents/guardians) have OPTED for remote instruction?

*Mark only one oval.*

- 0 - 5%
- 6 - 10%
- 11 - 15%
- 16 - 20%
- 21 - 25%
- 25 - 30%
- 31 - 35%
- 36 - 40%
- 41 - 45%
- 46 - 50%
- 51 - 55%
- 56 - 60%
- 61 - 70%
- 71 - 75%
- Over 75%
- Do not know

20. What percentage of your ninth - twelfth grade students (their parents/guardians) have OPTED for remote instruction?

*Mark only one oval.*

- 0 - 5%
- 6 - 10%
- 11 - 15%
- 16 - 20%
- 21 - 25%
- 25 - 30%
- 31 - 35%
- 36 - 40%
- 41 - 45%
- 46 - 50%
- 51 - 55%
- 56 - 60%
- 61 - 70%
- 71 - 75%
- Over 75%
- Do not know

### Hybrid Models: In-person, Remote and Synchronous Instructional Hours

#### Elementary Modalities and Hours

These questions are relevant to divisions using a hybrid model of instruction that includes both instruction inside and outside the school building. For purposes of this survey, "in person" instruction means instruction that happens in the school building, in conjunction with other students and adults.

This section includes 4 questions per grade level. Please estimate the hours and percentages as best you are able.

21. For pre-kindergarten students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

22. For pre-kindergarten students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

23. For pre-kindergarten students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

24. For pre-kindergarten students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

25. For kindergarten students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

26. For kindergarten students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

27. For kindergarten students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

28. For kindergarten students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%



29. For first grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

30. For first grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

31. For first grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

32. For first grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

33. For second grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

34. For second grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

35. For second grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

36. For second grade students who are fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

37. For third grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

38. For third grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

39. For third grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

40. For third grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

41. For fourth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

42. For fourth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

43. For fourth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

44. For fourth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%



45. For fifth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

46. For fifth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

47. For fifth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

48. For fifth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

### Secondary Modalities and Hours

These questions are relevant to divisions using a hybrid model of instruction for secondary students that includes both instruction inside and outside the school building. For purposes of this survey, "in person" instruction means instruction that happens in the school building, in conjunction with other students and adults.

This section includes 4 questions per grade level. Please estimate the hours and percentages as best you are able.

49. If this section does not apply, because your division is not offering any in person instruction to secondary comments, please select the checkbox below and go on to the next section.

*Check all that apply.*

Correct, our division is not offering any in person instruction to secondary students.

50. For sixth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

51. For sixth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

52. For sixth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

53. For sixth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

54. For seventh grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

55. For seventh grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

56. For seventh grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

57. For seventh grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

58. For eighth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

59. For eighth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

60. For eighth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

61. For eighth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%



62. For ninth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

63. For ninth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

64. For ninth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

65. For ninth grade students who are fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

66. For tenth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

67. For tenth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

68. For tenth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

69. For tenth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

70. For eleventh grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

71. For eleventh grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

72. For eleventh grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

73. For eleventh grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

74. For twelfth grade students who are NOT fully remote, how many hours per week of instruction are IN-PERSON?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

75. For twelfth grade students who are NOT fully remote, how many hours per week of instruction are REMOTE?

*Mark only one oval.*

- 0 - 5.4 hours (or less than a day)
- 5.5 - 10.9 hours (or 1 to < 2 days)
- 11 - 16.4 hours (or 2 to < 3 days)
- 16.5 - 21.9 hours (or 3 to < 4 days)
- 22 - 27.4 hours (or 4 to < 5 days)
- 27.5 hours or more (or 5 days)

76. For twelfth grade students who are NOT fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

77. For twelfth grade students who ARE fully remote, what percentage of WEEKLY remote instruction is synchronous with a teacher? Select from range.

*Mark only one oval.*

- 0 - 15%
- 16 - 30%
- 30 - 45%
- 46 - 60%
- 61 - 75%
- 76 - 99%
- 100%

## Challenges with Remote Learning



78. What have been your greatest challenges with remote learning?

*Mark only one oval.*

- Student access to reliable internet
- Teacher/staff access to reliable internet
- Availability of devices
- Technical support available for teachers and students
- Network capacity
- Software challenges
- Absenteeism - Truancy
- Absenteeism - No shows
- Failing students
- Teacher expertise with delivering remote instruction
- Other: \_\_\_\_\_

### Student Assessment

79. What assessments has your division already administered to identify instructional gaps? Select all that apply.

*Check all that apply.*

- PALS
- VKRP
- VDOE "Just in Time" Mathematics Quick Checks
- Region VII Comprehensive Instructional Program (CIP) Assessments
- Achieve 3000
- iREADY
- MAP
- Performance Matters/PowerSchool
- Renaissance Learning STAR Assessment
- Locally-developed (please provide information regarding the focus of the assessment in the other category)
- Other: \_\_\_\_\_

80. What assessments does your division plan to administer to identify instructional gaps? Select all that apply.

*Check all that apply.*

- PALS
- VKRP
- VDOE "Just in Time" Mathematics Quick Checks
- Region VII Comprehensive Instructional Program (CIP) Assessments
- Achieve 3000
- iREADY
- MAP
- Performance Matters/PowerSchool
- Renaissance Learning STAR Assessment
- Locally-developed (please provide information regarding the focus of the assessment in the other category)
- Other: \_\_\_\_\_

81. Based on assessments administered at the beginning of the year, what actions have been taken to address identified challenges and learning gaps?

*Mark only one oval.*

- Grade level, grade band, division, or specific group change in instructional modality (remote to hybrid, hybrid to in-person, etc.) Please describe
- Prescribed Individual/Small group instruction/intervention/remediation
- Optional Individual/Small group instruction/intervention/remediation
- Virtual tools/applications for instruction/intervention/remediation (locally created or purchased, and if purchased, please name the product)
- Other: \_\_\_\_\_.

**Student  
Outcomes**

Please report on student outcomes as of the end of your divisions first grading period, regardless of the date on which that period concluded.

82. What percentage of pre-kindergarten-second grade students were at or above expected level in mathematics at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- We are in the process of measuring
- We have not measured yet

83. What percentage of pre-kindergarten-second grade students were at or above expected level in reading at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- In the process of measuring
- Have not measured yet or do not know

84. What percentage of third-fifth grade students were at or above expected level in mathematics at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- In the process of measuring
- Have not measured yet or do not know

85. What percentage of third-fifth grade students were at or above expected level in reading at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- In the process of measuring
- Have not measured yet or do not know

86. What percentage of sixth-eighth grade students were at or above expected level in mathematics at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- In the process of measuring
- Have not measured yet or do not know

87. What percentage of sixth-eighth grade students were at or above expected level in reading at the end of the first grading period?

*Mark only one oval.*

- 0 - 10%
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- Over 70%
- In the process of measuring
- Have not measured yet or do not know

88. For middle school students, how does the percentage of students failing two or more classes at the end of the first grading period compare to last year's percentages?

*Mark only one oval.*

- Higher by 0-10%
- Higher by 11-20%
- Higher by 21-30%
- Higher by more than 30%
- Lower by 0-10%
- Lower by 11-20%
- Lower by 21-30%
- Lower by more than 30%
- About the same
- In the process of measuring
- Have not measured yet or do not know

89. For high school students, how does the percentage of students failing two or more classes at the end of the first grading period compare to last year's percentages?

*Mark only one oval.*

- Higher by 0-10%
- Higher by 11-20%
- Higher by 21-30%
- Higher by more than 30%
- Lower by 0-10%
- Lower by 11-20%
- Lower by 21-30%
- Lower by more than 30%
- About the same
- In the process of measuring
- Have not measured yet or do not know

### Student Supports

90. When comparing absenteeism rates between this year and last year, our division has found that our absenteeism rates are:

*Mark only one oval.*

- Lower than last year
- Comparable to last year
- Higher than last year

91. What support has been provided specific to students with disabilities to ensure they are able to access and engage with instructional content? Select all that apply.

*Check all that apply.*

- Allowing some in-person instruction
- Allowing all in-person instruction
- Access to internet and technology
- Meeting with students individually to assess and/or address instructional concerns
- Meeting with students in small groups to assess and/or address instructional concerns
- Administration of targeted assessments to assess instructional concerns
- Awarding compensatory services
- Consideration of awarding compensatory services
- Increased time with school counselors
- Individual office hours with teachers/counselors (scheduled)
- Individual office hours with teachers/counselors (optional)
- Additional parent engagement
- Other

92. What support has been provided specific to economically-disadvantaged students to ensure they are able to access and engage with instructional content? Select all that apply.

*Check all that apply.*

- Allowing some in-person instruction
- Allowing all in-person instruction
- Access to internet and technology
- Meeting with students individually to assess and/or address instructional concerns
- Meeting with students in small groups to assess and/or address instructional concerns
- Administration of targeted assessments to assess instructional concerns
- Increased time with school counselors
- Individual office hours with teachers/counselors (scheduled)
- Individual office hours with teachers/counselors (optional)
- Additional parent engagement
- Other



93. What support has been provided specific to English Learner students to ensure they are able to access and engage with instructional content? Select all that apply.

*Check all that apply.*

- Allowing some in-person instruction
- Allowing all in-person instruction
- Access to internet and technology
- Meeting with students individually to assess and/or address instructional concerns
- Meeting with students in small groups to assess and/or address instructional concerns
- Administration of targeted assessments to assess instructional concerns
- Increased time with school counselors
- Individual office hours with teachers/counselors (scheduled)
- Individual office hours with teachers/counselors (optional)
- Additional parent engagement
- Other

94. What support is the division providing to students to ensure social and emotional wellbeing? Select all that apply.

*Check all that apply.*

- Meeting with students individually to assess and/or address social-emotional concerns
- Meeting with students in small groups to assess and/or address social-emotional concerns
- Implementing SEL curriculum in classrooms
- Administration of social-emotional assessments to assess social-emotional concerns
- Increased time with school counselors or other mental health support staff
- Individual office hours with teachers/counselors (scheduled)
- Individual office hours with teachers/counselors (optional)
- Other

## Professional Development and VDOE Support

95. What types of professional development and/or support are your division providing its students, teachers, staff, and parents? Select all that apply.

*Check all that apply.*

- Virtual classroom management
- Building courses in an LMS
- Instructional techniques in all content areas and for all levels in virtual settings
- Asynchronous instructional techniques
- Assessment techniques in virtual settings
- Tech tools to engage students
- Creating instructional videos
- Accessing high-quality instructional resources in virtual settings
- Substantive and timely feedback in virtual settings
- Differentiation in a virtual setting - providing voice and choice
- Fostering student agency in virtual settings
- Social emotional learning
- How to access, view, and utilize online course content/assignments, grades, and attendance (learning management system/student information system)
- Digital citizenship
- Communication and feedback expectations and procedures in remote settings
- Structuring the remote learning environment
- Other: \_\_\_\_\_

96. What type of additional support or technical assistance would be most helpful from the Virginia Department of Education? Select all that apply.

*Check all that apply.*

- Virtual classroom management
- Building courses in an LMS
- Instructional techniques in all content areas and for all levels in virtual settings
- Asynchronous instructional techniques
- Assessment techniques in virtual settings
- Tech tools to engage students
- Creating instructional videos
- Accessing high-quality instructional resources in virtual settings
- Substantive and timely feedback in virtual settings
- Differentiation in a virtual setting - providing voice and choice
- Fostering student agency in virtual settings
- Social emotional learning
- How to access, view, and utilize online course content/assignments, grades, and attendance (learning management system/student information system)
- Digital citizenship
- Communication and feedback expectations and procedures in remote settings
- Structuring the remote learning environment
- Attendance and Absenteeism
- Other: \_\_\_\_\_

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