



## Second Periodic Division Report - March 2021

As indicated in Superintendent's Memo 230-20, the Board of Education is requesting the second periodic report from divisions about student instruction and outcomes given the unique nature of this school year in light of the COVID-19 pandemic. Please note that this survey is a prerequisite for divisions to submit and be considered for a length of school term waiver for the 2020-2021 school year.

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 March 15, 2021. If a particular question does not apply, please leave it blank or select the N/A option when offered.

This survey uses the November 2020 submission as a comparative baseline, has eliminated a number of one-time questions, and added a few questions related to local alternative assessments. The Department is seeking information from divisions that are accessing flexibility offered in the waiver of SOL assessments in Virginia Studies, Civics & Economics and 8th grade writing.

### Helpful Tips for Completing your Survey

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

- Information used for submitting the November 2020 periodic report;
- Information about increases or decreases to synchronous learning time since November, by grade level;
- Information about increases or decreases to in person learning time since November, by grade level;
- Student outcomes from local alternative assessments, if your division is taking advantage of such flexibility; and
- Performance levels in reading and mathematics for pre-kindergarteners, and performance levels for elementary, middle, and high schools as compared to last year's data as well as potential reasons for performance changes.

\* 1. Select your school division:

\* 2. Who is the point of contact in your school division?

Name

Title

Email

Phone



## Second Periodic Division Report - March 2021

### Instructional Modalities

**Please provide information about how your division is offering instruction as of March 15, 2021.**

3. What percentage of your Elementary School students have chosen fully remote instruction (regardless of the specifics of the remote/virtual modality)?

0 100

A horizontal progress bar with a circular slider on the left and a square checkbox on the right. The bar is currently empty, indicating 0%.

4. What percentage of your Middle School students have chosen fully remote instruction (regardless of the specifics of the remote/virtual modality)?

0 100

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5. What percentage of your High School students have chosen fully remote instruction (regardless of the specifics of the remote/virtual modality)?

0 100

A horizontal progress bar with a circular slider on the left and a square checkbox on the right. The bar is currently empty, indicating 0%.

6. Since we submitted our first periodic report in November our division has:

- more students attending in person
- fewer students attending in person
- about the same number of students attending in person

7. As we look to the end of the school year, contingent on our ability to do so safely, our division:

- plans to increase the number of in-person days for some students
- plans to increase the number of in-person days for all students
- does not plan to offer any additional in-person instruction
- Other (please specify)



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### Fully Remote Instruction - Synchronous Learning

8. Since the November report, how has your synchronous learning time during virtual instruction for fully remote students changed overall?

- Synchronous learning time during remote instruction has INCREASED
- Synchronous learning time during remote instruction has DECREASED
- Synchronous learning time during remote instruction is about the same as in November
- Other (please specify)

9. Since the November report, how has your synchronous learning time during virtual instruction for fully remote students changed by grade level?

	Synchronous learning during remote instruction has INCREASED	Synchronous learning during remote instruction has DECREASED	Synchronous learning during remote instruction is about the same as in November
Pre Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fifth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sixth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eighth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ninth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eleventh Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twelfth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Students Receiving In-Person Instruction

Please describe your in-person instructional opportunities, as of March 15, 2021.

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

- |   |  |
|---|--|
| <input type="checkbox"/> Students with disabilities | <input type="checkbox"/> 5th grade students  |
| <input type="checkbox"/> English learners           | <input type="checkbox"/> 6th grade students  |
| <input type="checkbox"/> PreK students              | <input type="checkbox"/> 7th grade students  |
| <input type="checkbox"/> Kindergarten students      | <input type="checkbox"/> 8th grade students  |
| <input type="checkbox"/> 1st grade students         | <input type="checkbox"/> 9th grade students  |
| <input type="checkbox"/> 2nd grade students         | <input type="checkbox"/> 10th grade students |
| <input type="checkbox"/> 3rd grade students         | <input type="checkbox"/> 11th grade students |
| <input type="checkbox"/> 4th grade students         | <input type="checkbox"/> 12th grade students |
| <input type="checkbox"/> Other (please specify)     |  |



## Second Periodic Division Report - March 2021

### Elementary Modalities and Hours

**These questions are relevant to divisions using a hybrid model of instruction for elementary 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.**

11. Since your division reported in November, have you increased the amount of time in-person learning is available to elementary students?

- Yes, we had none in November but are offering some now.
- Yes, we had some available in November but are offering more hours in person now.
- No, we are offering the same amount of hours in person as we were in November.
- No, we are offering fewer hours in person than we were in November.
- Other (please specify)

12. For elementary students who are NOT fully remote, how many hours per week of instruction are IN PERSON?

	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)
PreK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fifth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Second Periodic Division Report - March 2021

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.**

13. Since your division reported in November, have you increased the amount of time in-person learning is available to secondary students?

- Yes, we had none available in November but are offering some now.
- Yes, we had some available in November but are offering more now.
- No, we are offering the same amount as we were in November.
- No, we are offering fewer hours than we were in November.
- Does not apply - we have not yet offered any in person instruction to secondary students.
- Other (please specify)

14. For secondary students who are NOT fully remote, how many hours per week of instruction are IN PERSON?

	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)	Not applicable, none have the option
Sixth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eighth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ninth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eleventh Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twelfth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Second Periodic Division Report - March 2021

Local Alternative Assessments

15. Did your division take advantage of assessment waivers and administer local alternative assessments in Civics and Economics during the fall 2020 semester?

Yes

No



Second Periodic Division Report - March 2021

Local Alternative Assessments

16. What was the overall pass rate on the local alternative assessments for Civics and Economics used in lieu of the Civics and Economics Standards of Learning test for the fall 2020 semester? (Note that this percentage should reflect the overall percentage of students passing the combination/collection of local alternative assessments administered.)

- Less than 65%
- 65 - 70%
- 71 - 75%
- 76 - 80%
- 81 - 85%
- 86 - 90%
- 91 - 95%
- 96 - 100%
- Other (please specify)



## Second Periodic Division Report - March 2021

### Local Alternative Assessments

17. Did your division take advantage of assessment waivers and administer local alternative assessments in Grade 8 Writing during the fall 2020 semester?

- Yes
- No



## Second Periodic Division Report - March 2021

### Local Alternative Assessments



18. What was the overall pass rate on the local alternative assessments for Grade 8 Writing in lieu of the Grade 8 Writing Standards of Learning test for the fall 2020 semester? (Note that this percentage should reflect the overall percentage of students passing the combination/collection of local alternative assessments administered.)

- Less than 65%
- 65 - 70%
- 71 - 75%
- 76 - 80%
- 81 - 85%
- 86 - 90%
- 91 - 95%
- 96 - 100%
- Other (please specify)



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Local Alternative Assessments

19. Please indicate your school division's plans related to assessment waivers and the use of local alternative assessments in the following courses during the spring 2021 semester (*select all that apply*):

	Virginia Studies	Civics and Economics	Grade 8 Writing
The same traditional assessments (e.g., multiple-choice items, technology-enhanced items) will be administered for this subject to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional assessments (e.g., multiple-choice items, technology-enhanced items) administered to students enrolled in this subject will vary by school. Teachers within a school will administer the same traditional assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The same performance assessments will be administered to all students enrolled in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance assessments administered to students enrolled in this subject will vary by school. Teachers within a school will administer the same performance assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our division is not planning to administer local alternative assessments in this subject during the spring 2021 semester. Our school division plans to administer the Standards of Learning tests in this subject in the spring 2021 semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our division has not yet made a decision for assessments in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Second Periodic Division Report - March 2021

### Student Outcomes

**Please report on student outcomes as of the end of your division's second grading period, regardless of the date on which that period concluded.**

20. What percentage of students were at or above expected level in MATHEMATICS at the end of the second grading period?

	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 yet measured
PreK - Second Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third - Fifth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What percentage of students were at or above expected level in READING at the end of the second grading period?

	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
PreK - Second Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third - Fifth Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How does the percentage of students failing two or more classes at the end of the second grading period compare to last year's percentages?

	Higher by more than 30%	Higher by 21 - 30%	Higher by 11 - 20%	Higher by less than 10%	About the same percent	Lower by less than 10%	Lower by 11 - 20%	Lower by 21 - 30%	Lower by more than 30%	In the process of measuring	Have not measured yet or do not know
Middle School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>