

Alexandria City Public Schools Virtual PLUS+ Survey Results

Between September 25 and October 4, Alexandria City Public Schools (ACPS) administered three brief online surveys (one each to families, staff, and students) to seek feedback related to the opening of school. The brief surveys were designed to gauge stakeholder perceptions on how Virtual PLUS+ can be improved and next steps in planning for the transition back into our schools during the continuing COVID pandemic. This attachment includes a summary of overall results and key findings, results by survey topic with key findings, and appendices with additional disaggregated data.

PARTICIPATION SUMMARY

Response rates ranged from an estimated 48% of families, 55% of students, and 77% of staff. Black/African American families, Hispanic/Latino, and English Learner family representation is not quite representative of the student population. Among students there was underrepresentation of Hispanic/Latino, English Learner, and Students with Disabilities compared to the population. In comparison to previous four COVID surveys, family participation in this most recent survey was at the second highest, staff participation is on par with previous surveys, and student participation was at its highest. As with previous survey efforts, specific, targeted, and multifaceted outreach efforts were led by the Department of School and Community Relations and our school building leadership.

LIMITATIONS

While the survey captured a relatively high response rate from both families, staff, and students, non-respondents may have unique needs not represented in the response group. Further, all data collected in this survey must be viewed as a “snapshot” in time of stakeholder perceptions. The rapidly changing environment in which the world currently operates likely truncates the timeline in which these data remain an accurate reflection of current stakeholder perceptions. Finally, these survey data are one source of information and must be combined with all other streams of available information to best inform decision-making moving forward.

RESULTS SUMMARY

Overall - Families, staff, and students reported similarly high rates of satisfaction with academic support/instructional resources and social and emotional support, ranging from 75% to 83%.

Family and Staff Likelihood to Return to School/Work - Over half of families (64%) and staff (56%) reported being very or somewhat likely to return to school/work if in-person learning is offered that meets social distancing and social gathering guidelines, including required masks, six-feet apart expectations, and new cleaning practices.

Instruction - Most families (65%) and students (58%) feel that the amount of teacher-led live instruction time is “just right”. Staff were almost equally divided between feeling that the amount of teacher-led live instruction time was too much (48%) and just right (47%).

Challenges - The amount of screen time was cited as the biggest challenge for students by families (51%), staff (56%) and students (48%). Perceptions of additional challenges for students varied by respondent group.

Technology - High rates of having adequate technology were reported among families (93%) and students (95%), compared to 82% of staff. Of those who reported inadequate technology, families and students most frequently reported a need for high-speed internet while staff most frequently reported needing new/upgraded hardware. Most families (88%) are accessing the Internet through a home service.

Communication - Most family (74%) and staff (62%) respondents felt the amount of communication received from ACPS around the Virtual PLUS+ model is “just right”. Almost three out of four families and a majority of staff have favorable perceptions of the communication they have received about the Virtual PLUS+ model.

Family Safety Measure Support Needs - Approximately half (53%) of family respondents noted a need for at least one support in adhering to safety measures necessary for reopening. Among specific categories of support proposed in the survey, need ranged from 35-42%.

Family Childcare Needs - One-third of families reported needing childcare at the start of the school year (n=2,461). Of those, 55% (n=1,345) are still in need of childcare or supervision.

Family Transportation Preference - Thirty-one percent of family respondents indicated that they would prefer ACPS transportation following social distancing guidelines.

Staff Professional Learning Needs - Among staff, the most frequently cited professional learning need was differentiating instruction in a virtual learning environment (32%). More than a quarter cited the need for professional learning on assessment in a virtual learning environment (26%) and keeping students engaged throughout the day (26%).

The sections that follow mirror the above results summary narrative and provide data figures and tables illuminating the findings referenced. Following those sections are appendices for the family survey and staff survey that provide detailed tables showing additional analyses run by race/ethnicity, grade bands, school, special program participation (SWD, EL, TAG), staff role, likelihood to return, childcare needs, and survey language. Finally, there is a participation summary highlighting and providing greater detail to the summary of participation provided above.

All data obtained from this survey effort should be used in conjunction with other available data sources to best inform decisions moving forward. The results must also be viewed in the context of when they were collected with the knowledge that stakeholder perceptions reported here may change over time as new information becomes available. With that said, these data, along with other data sources, can and should be used as useful planning factors to best inform next steps.

Summary Table

Virtual PLUS+ Survey High-Level Results Summary September 25 - October 4, 2020			
Overall Reopening Measures			
Percentage in Agreement:	Families	Staff	Students
Satisfied with the academic support/instructional resources	80%	77%	83%
Satisfied with social & emotional support my child/I am receiving	75%	75%	78%
Percentage of:	Families	Staff	
Very Likely or Somewhat Likely to Return to School/Work	64%	56%	
Reason for Response of Staff <i>Unlikely to Return to Work</i>		Staff (n = 908)	
Documented health issue (self)		32%	
Documented health issue (household member)		28%	
Childcare Needs (school age)		24%	
Childcare Needs (non-school age)		12%	
Documented health issue (dependent)		10%	
Other		35%	
Instruction			
Biggest Challenges for Students this School Year	Families	Staff	Students
Amount of Screen Time	51%	56%	48%
Distractions during school day	25%	32%	32%
Staying on track during class	22%	34%	34%
Virtual instruction not meeting individualized needs	20%	35%	21%
Technology-related	18%	45%	11%
Amount of Synchronous instruction	17%	-	-
Asynchronous instruction/Monday Assignments	17%	10%	19%
Differing schedules between multiple students in my home.	13%	-	-
Social-Emotional Needs	12%	15%	6%
Accessing ACPS essential services during the day	4%	-	-
Not being able to spend time with their friends.	-	25%	42%
Amount of Teacher-Led Class Time	Families	Staff	Students
Too Much	23%	48%	38%
Just Right	65%	47%	58%
Not Enough	12%	4%	3%
Biggest Challenges for Staff this School Year		Staff	
Too much Screen Time		44%	
Meeting my students' individualized needs.		41%	
Technology-related		33%	

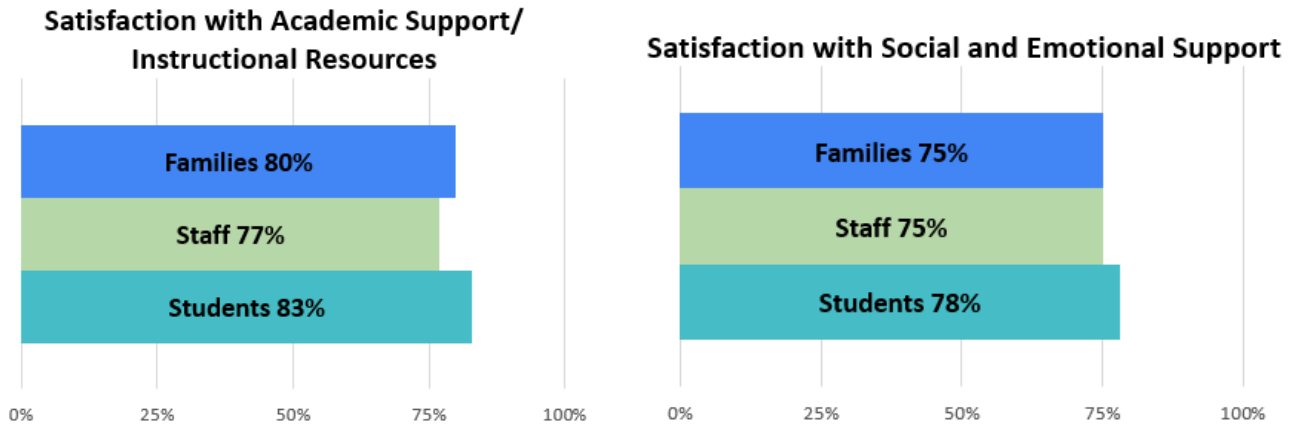
Social-emotional concerns, including stress management and work-life balance.		25%	
Having enough time for planning		23%	
Synchronous instruction		19%	
Technology-related			
Percentage in Agreement	Families	Staff	Students
I/my child has adequate technology.	93%	82%	95%
Technology Resources Needed (if disagreed to previous)	Families (n = 547)	Staff (n = 358)	Students (n=317)
Reliable high-speed Internet	46%	42%	55%
Help navigating online learning tools (Zoom, Canvas, Clever)	37%	33%	18%
Headphones to reduce distractions	24%	-	21%
Knowing how to get tech support	22%	7%	15%
Other	20%	33%	12%
Laptop or tablet / New or upgraded hardware (staff)	19%	58%	16%
How child is primarily accessing the Internet	Families		
Home Internet	88%		
Internet Essentials Program	4%		
ACPS-provided Kajeet	5%		
Other	3%		
Communication			
Percentage in Agreement:	Families	Staff	
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	93%	90%	
The information I have received is easy to understand.	87%	85%	
I have the information I need to support my child's learning/ my job duties.	82%	83%	
ACPS is responsive to my feedback.	83%	77%	
Amount of Information Received is:	Families	Staff	
Too Much	13%	21%	
Just Right	74%	62%	
Not Enough	13%	17%	
Safety Measure Support Needs			
Percentage <i>NEEDING</i> Support to:	Families		
Provide a clean properly-fitting face mask daily.	39%		
Take child's temperature before sending to school daily.	35%		
Ensure social distancing to/from school	42%		
Support not needed in above areas.	44%		
Childcare Needs			

Number of Families <i>NEEDING</i> childcare support:		Families
At start of school year		2,461
Still in need of childcare support currently		1,345
Transportation Needs		
Percentage of:		Families
Prefer to provide student's transportation		47%
Prefer ACPS transportation with social distancing		31%
N/A, my student does not qualify for ACPS transportation		22%
Professional Learning Needs		
Top 5 needs		Staff
Differentiating instruction in a virtual learning environment		32%
Assessment in a virtual learning environment (formative/summative)		26%
Keeping students engaged throughout the day		26%
Virtual instructional methodologies (e.g., Zoom breakout rooms for small group instruction)		19%
Ensuring equity in a virtual classroom		18%

Overall

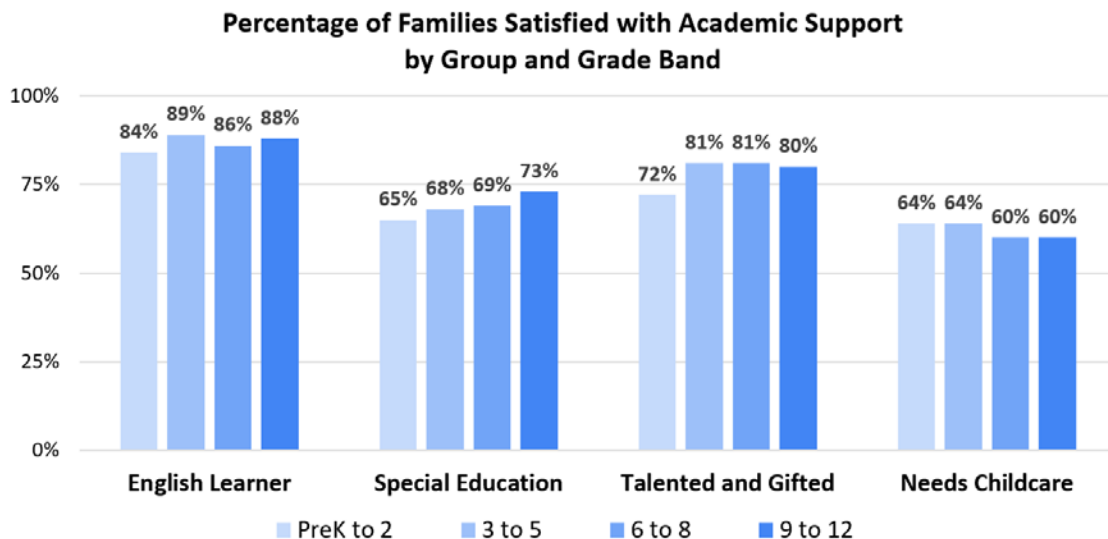
Overall Findings

Families, staff, and students reported similarly high rates of satisfaction with academic support/instructional resources and social and emotional support, ranging from 75% to 83%.



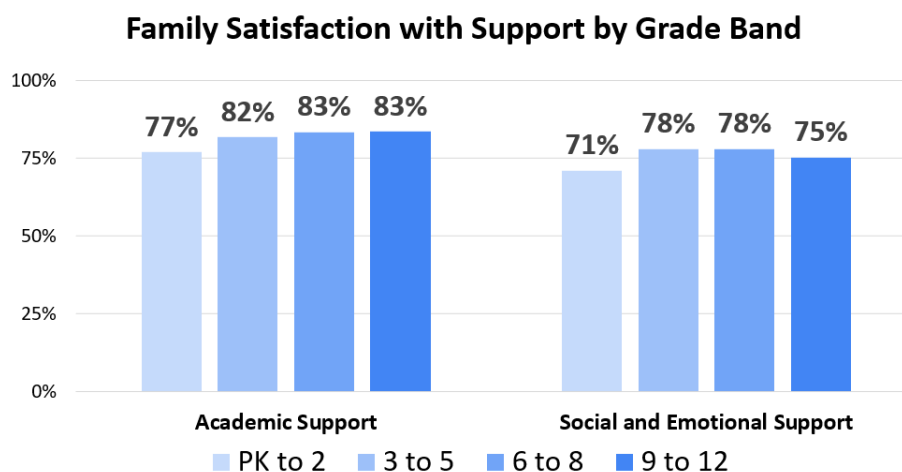
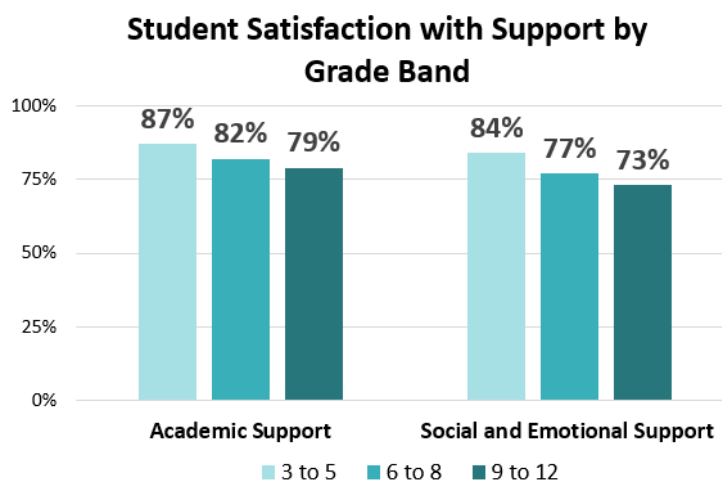
Key Findings (pages 6-7)

- The lowest relative satisfaction with learning support and social and emotional support was seen in families who still need childcare. Sixty-three percent were satisfied with academic support (compared with 80% overall), and 59% were satisfied with social and emotional support (compared with 75% overall). (See Appendix A.)
- Families of special education students and families still in need of childcare reported satisfaction at lower than the overall average rates for both academic support (shown in figure below) and social and emotional support (See Appendix A).



Key Findings (continued):

- Students in elementary grades (87% and 84%) reported satisfaction with learning support and social and emotional support at a higher rate than middle school (82% and 77%) and high school students (79% and 73%). Conversely, families in the lowest grade band (PreK to 2) reported lower rates of satisfaction with both types of support.
- While three out of four special education students (75%) reported satisfaction with learning support, it was the lowest rated among disaggregated program groupings (See *Appendix C*).

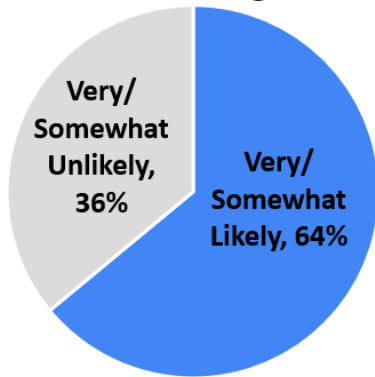


Likelihood to Return to School/Work

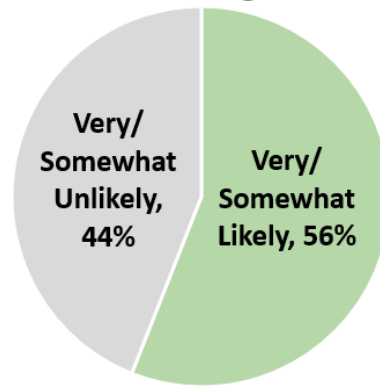
Overall Findings

Over half of families (64%) and staff (56%) reported being very or somewhat likely to return to school/work if in-person learning is offered that meets social distancing and social gathering guidelines, including required masks, six-feet apart expectations, and new cleaning practices.

Families Returning to School

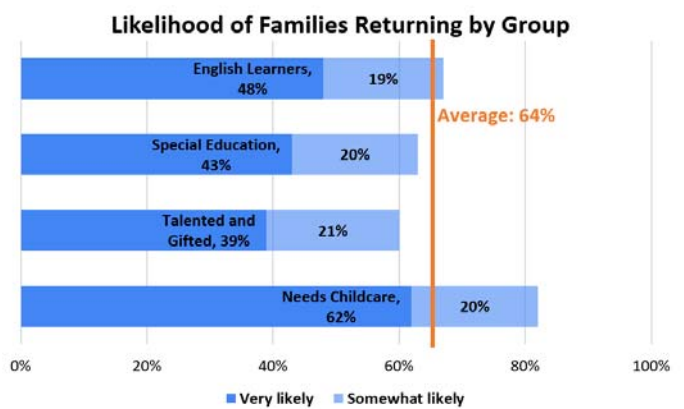
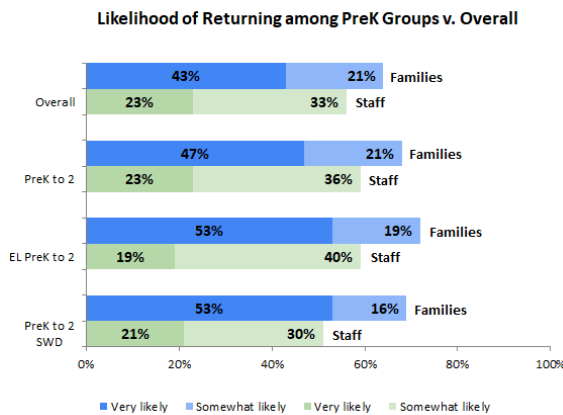


Staff Returning to Work



Key Findings (pages 8-9)

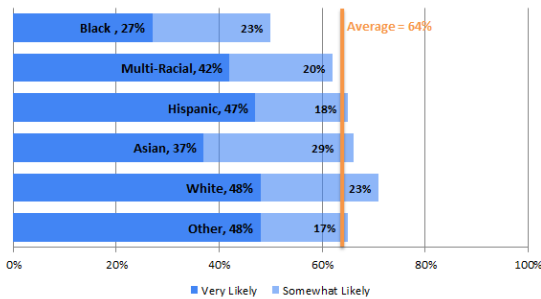
- Families in need of childcare across all grade bands (82%), PreK-2 families of English Learners (72%), and PreK-2 families of students with disabilities (69%) had the highest rate of likelihood to return.



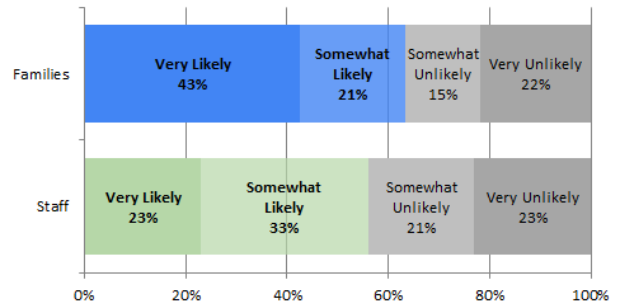
Key Findings (continued):

- Within those likely to return, difference was noted with respect to degree (very likely versus somewhat likely). While 43% of families reported “very likely”, 23% of staff concurred. Twenty-one percent of families reported “somewhat likely” compared to 33% of staff. (See figure below “Likelihood of Return” and Appendices A and B).
- Half of Black or African American families (50%) reported being likely to return, which is lower than overall average likelihood (64%).
- Discrepancies were observed with higher percentages of EL families likely to send their child to in-person learning relative to EL teachers likely to return for grades 3-8 (difference of 24-25 percentage points). At the high school level, a higher percentage of EL teachers indicated being likely to return with 78% of teachers likely to return compared to 63% of families (see Appendices A and B).
- Sixty-three percent of families of students with disabilities reported being likely to return, which is a higher rate than special education teachers (52%). The widest gap between family and staff likelihood to return was observed for special education at the high school level. Thirty-five percent of high school special education teachers were likely to return compared to 58% of families of high school students with disabilities (see Appendices A and B).

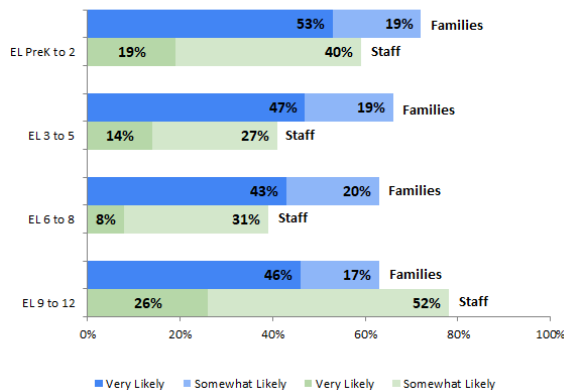
Percentage of Families Likely to Return by Race/Ethnicity



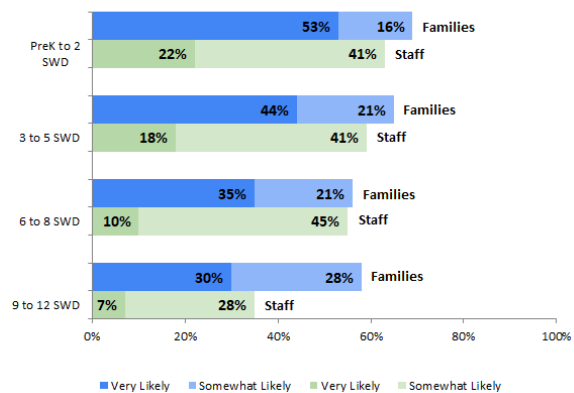
Likelihood of Return



Likelihood of Returning among Families of English Learners and EL teachers



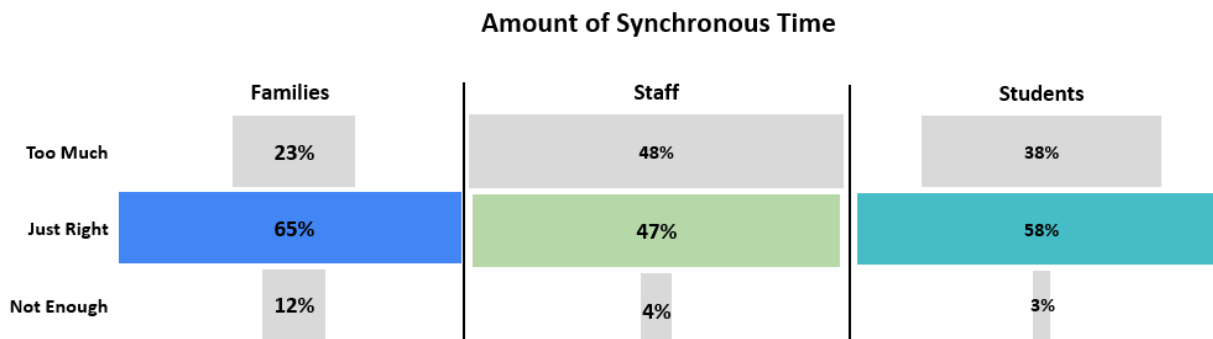
Likelihood of Returning among Families of Students with Disabilities and Special Education Teachers



Instruction

Overall Findings

Most families (65%) and students (58%) feel that the amount of teacher-led live instruction time is “just right”. Staff were almost equally divided between feeling that the amount of teacher-led live instruction time was too much (48%) and just right (47%).

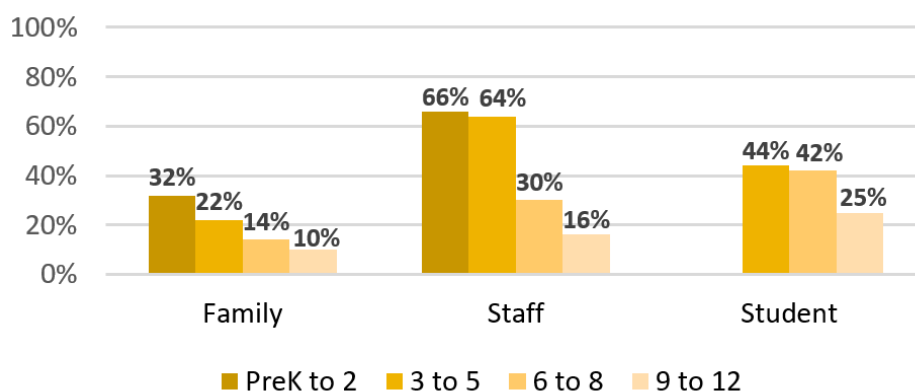


Key Findings

- Across families, students, and staff, lower grade levels reported “too much” synchronous time at a higher rate than higher grade levels. For example, 32% of PreK-2 families reported “too much” live teacher-led time compared with 10% of high school families.
- White, multi-racial, and other families report “too much” at a higher rate than other race/ethnic groups (see *Appendix A*).

% Reporting "Too Much" Synchronous Instruction

Lower Grade Levels report "Too Much" more than Higher Grade Levels.



Challenges

Overall Findings

The amount of screen time was cited as the biggest challenge for students by families (51%), staff (56%) and students (48%). Perceptions of additional challenges for students varied by respondent group.

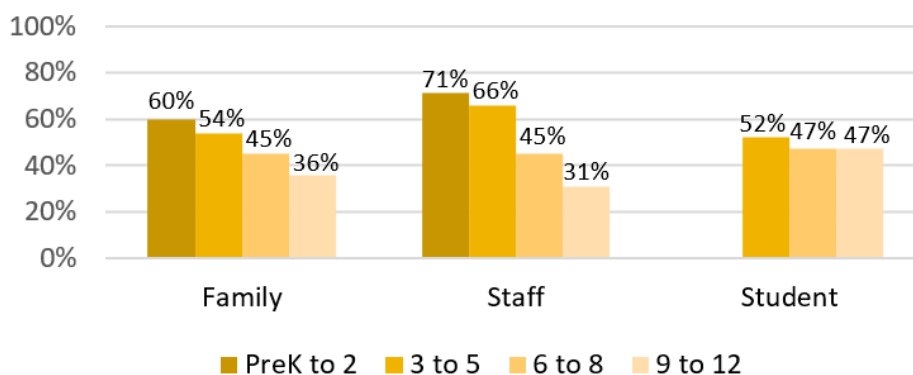
Biggest Challenges for Students this School Year	Families	Staff	Students
Amount of Screen Time	51%	56%	48%
Distractions during school day	25%	32%	32%
Staying on track during class	22%	34%	34%
Virtual instruction not meeting individualized needs	20%	35%	21%
Technology-related	18%	45%	11%
Not being able to spend time with their friends.	-	25%	42%

Key Findings

- Lower grade levels report screen time as a top challenge more frequently than higher grade levels (see figure below).
- Among students, the second most frequently reported challenge was not being able to spend time with friends, and this remained true across almost all student groups (see Appendix C).
- Within family and student respondents, top challenges vary by grade band (see Appendices A and C).
- While staff perceived technology as a challenge for students, families and students did not cite this to the same degree (see table above and next section).

% Reporting Screen Time as Top Student Challenge

Lower Grade Levels report Screen Time as a top challenge more than Higher Grade Levels.

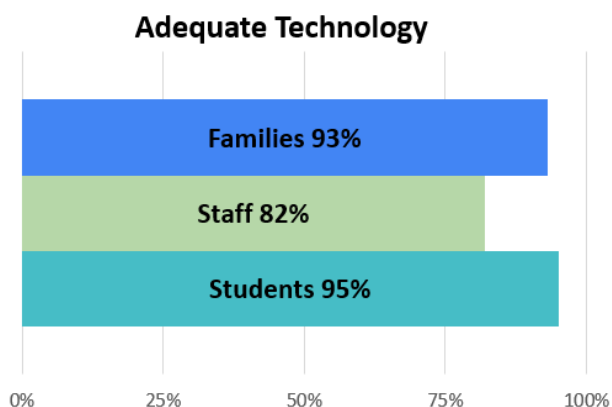


Technology

Overall Findings

High rates of having adequate technology were reported among families (93%) and students (95%), compared to 82% of staff.

Of those who reported inadequate technology, families and students most frequently reported a need for high-speed internet while staff most frequently reported needing new/upgraded hardware.

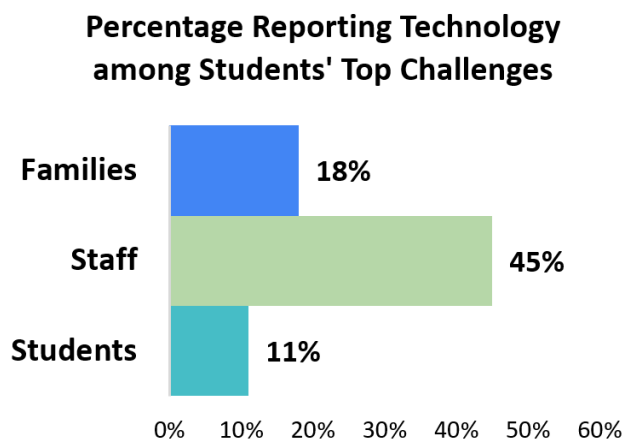


Of Those Who DISAGREED to Having Adequate Technology, Top Resource Needed by Group	Families	Staff	Students
Reliable high-speed Internet	46%	42%	55%
Laptop or tablet / New or upgraded hardware	19%	57%	16%

Most families (88%) are accessing the Internet through a home service (See Summary Table).

Key Findings

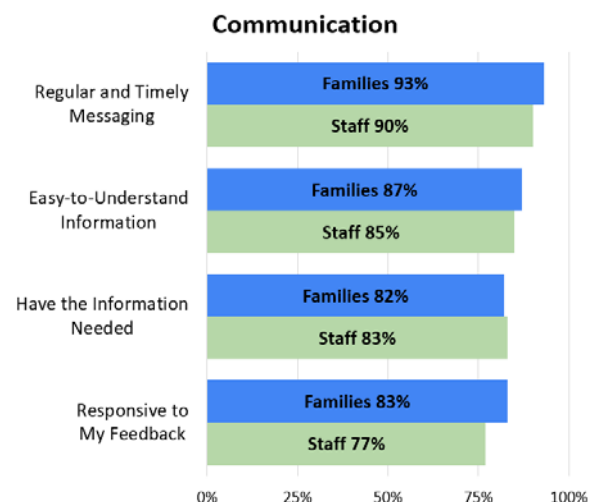
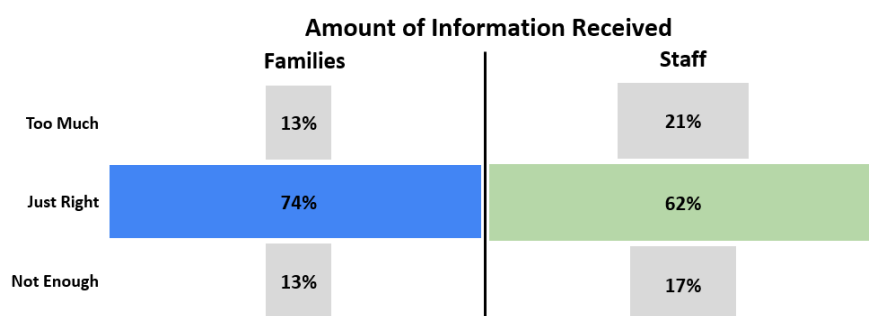
- Among students, there was no notable difference in access to adequate technology between student groups, by band, race/ethnicity, or special program (all >90%).
- While families (18%) and students (11%) were less likely to cite technology among their biggest challenges, staff (45%) cited technology concerns as the second most frequently reported challenge for students. This divergent finding suggests teachers may have additional insight into the types of student technology challenges.
- EL families indicated having adequate technology somewhat less than the overall average and compared to all other groups considered (88% v. 90% or higher, see Appendix A). Of EL families disagreeing that they had adequate access to technology, about half (54%) cited concerns around high-speed internet access and almost as many need help navigating online learning tools such as Canvas, Clever, and Zoom (48%).



Communication

Overall Findings

Most family (74%) and staff (62%) respondents felt the amount of communication received from ACPS around the Virtual PLUS+ model is “just right”. Almost three out of four families and a majority of staff have favorable perceptions of the communication they have received about the Virtual PLUS+ model.



Key Findings

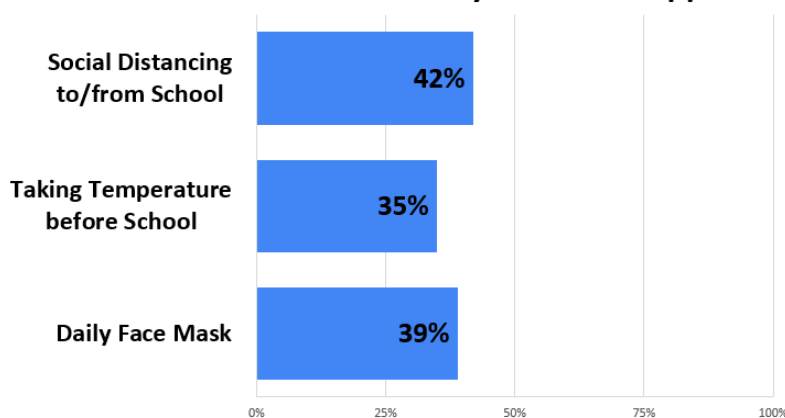
- About 9 out of 10 families and staff, across all groupings, agreed that they have received regular and timely communication around the Virtual PLUS+ plan.
- Family respondents who completed the survey in Spanish, Arabic, and Amharic had higher rates of agreement relative to English respondents that communication received about the Virtual PLUS+ plan was regular and timely as well as easy to understand (See *Appendix A*).
- Family respondents completing the survey in Arabic and Amharic agreed that they had the information they need to support their child’s learning under the Virtual PLUS+ model less frequently (77% and 79%, respectively) than rates of agreement in other communication areas probed (87-99%, See *Appendix A*).
- When asked if they had the information they need to support their child’s learning under the Virtual PLUS+ model, families of students with disabilities agreed less frequently than the overall average (See *Appendix A*).
- The most variability across subgroups was seen in survey language for “ACPS is responsive to my feedback”, with agreement ranging from 82% (English) to 95% (Arabic) (See *Appendix A*).

Family Safety Measure Support Needs

Overall Findings

Approximately half (53%) of family respondents noted a need for at least one support in adhering to safety measures necessary for reopening. Among specific categories of support proposed in the survey, need ranged from 35-42%.

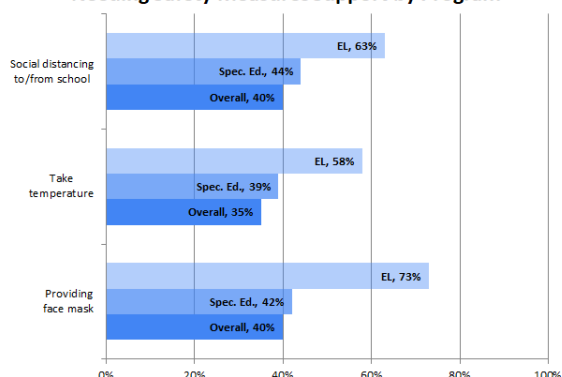
Families NEEDING Safety Measure Support



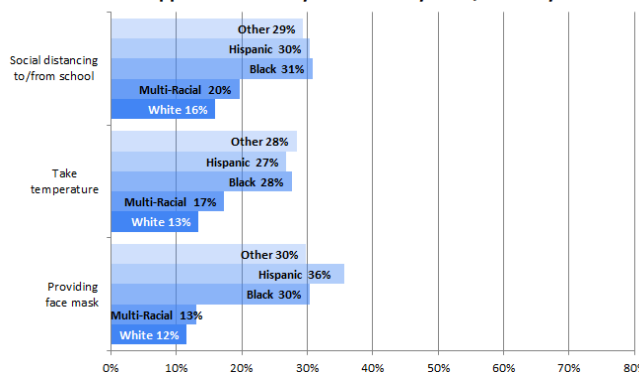
Key Findings

- The highest percentage of families indicating needing support with safety measures was found among EL families likely to return. Of EL families likely to return, 73% indicated needing support with providing face masks, 63% indicated needing support maintaining social distancing to and from school, and 58% indicated needing support with daily temperature checks.
- Of families likely to return to in-person learning, a larger percentage of non-White families need support with safety measures than White families.

Among Families Likely to Return, Percentage Needing Safety Measures Support by Program



Among Families Likely to Return, Percentage Needing Support with Safety Measures by Race/Ethnicity

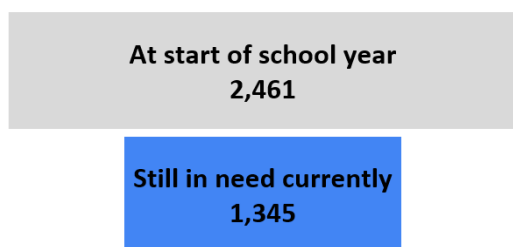


Family Childcare Needs

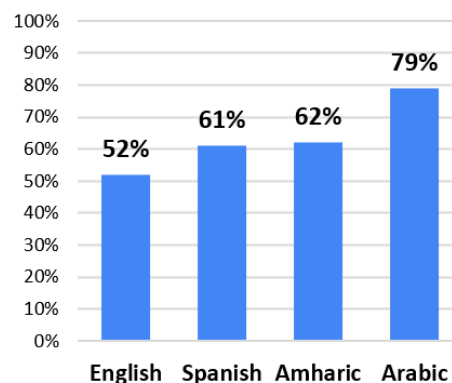
Overall Findings

One-third of families reported needing childcare at the start of the school year (n=2,461). Of those, 55% (n=1,345) are still in need of childcare or supervision.

Families NEEDING Childcare



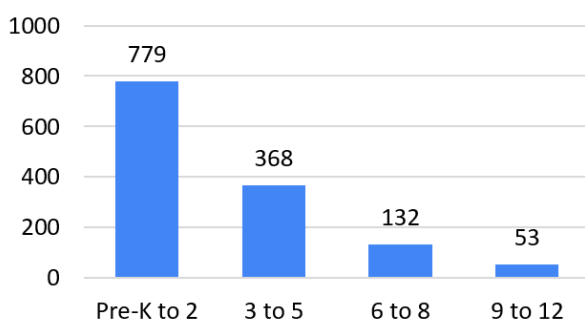
Percentage of Families Still in Need of Childcare by Language



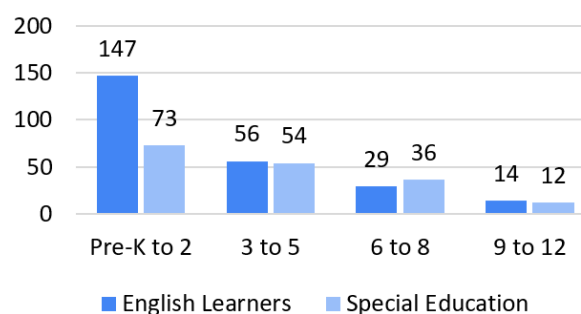
Key Findings

- The largest group of families needing childcare are families of PreK-2 students (n = 779) representing 55% percent of families still in need of childcare. By program, PreK-2 EL families represented 147, or 19%, of the 779 PreK-2 families still in need of childcare.
- Families completing the survey in languages other than English reported childcare needs at higher rates than families completing the survey in English (see upper right figure).

Number of Families Needing Childcare by Grade Band



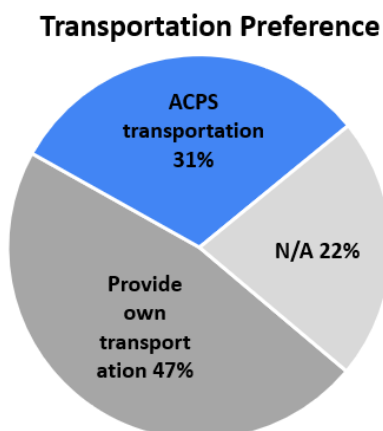
Number of Families Needing Childcare by Program and Grade Band



Family Transportation Preference

Overall Findings

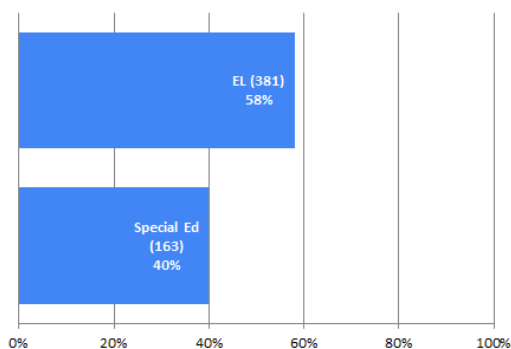
Thirty-one percent of family respondents indicated that they would prefer ACPS transportation following social distancing guidelines.



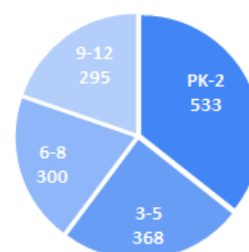
Key Findings

- Of those likely to return, more PreK - 2 families reported a preference for ACPS transportation than other grade bands (533 out of 1,496).
- Fifty-eight percent of EL families likely to return prefer ACPS transportation.
- A higher than average percentage of special education families (40%) likely to return also preferred ACPS transportation.

Families likely to return preferring ACPS transportation by program



Families likely to return and prefer ACPS transportation



Staff Professional Learning Needs

Overall Findings

Among staff, the most frequently cited professional learning need was differentiating instruction in a virtual learning environment (32%). More than a quarter cited the need for professional learning on assessment in a virtual learning environment (26%) and keeping students engaged throughout the day (26%).

Professional Learning Needs	
Top 5 needs	Staff
Differentiating instruction in a virtual learning environment	32%
Assessment in a virtual learning environment (formative/summative)	26%
Keeping students engaged throughout the day	26%
Virtual instructional methodologies (e.g., Zoom breakout rooms for small group instruction)	19%
Ensuring equity in a virtual classroom	18%

Key Findings

- Across school-based licensed staff roles, four areas of common professional learning needs working in a virtual learning environment were identified: differentiated instruction, assessment, student engagement, and ensuring equity.
- About half of general education and EL teachers cited needing additional professional learning support in the area of differentiating instruction in a virtual learning environment.
- Central office staff had very different top professional learning needs including managing stress, managing employees virtually, time management, and a better understanding of health and safety protocols (see *Appendix B*).
- Support staff roles indicated needing support in health and safety protocols and managing stress as well as needs in areas supporting instruction (among paraprofessionals).

Professional Learning Needs By Position (Top 5 highlighted)	Professional Learning Needs						
	Teacher	Special education teacher	EL teacher	Other school licensed staff	School-based administrator	Central office staff	School Support
Differentiating instruction in a virtual learning environment	48%	31%	50%	23%	38%	4%	13%
Assessment in a virtual learning environment (formative/summative)	37%	39%	31%	25%	29%	9%	3%
Keeping students engaged throughout the day	30%	32%	34%	27%	24%	5%	26%
Virtual instructional methodologies (e.g., Zoom breakout rooms for small group instruction)	23%	16%	29%	15%	17%	14%	19%
Ensuring equity in a virtual classroom	22%	20%	20%	21%	36%	15%	11%

Appendix A - Family Data Tables

Virtual PLUS+ Family Survey Disaggregated Results September 25 - October 4, 2020				
Overall Reopening Measures				
Satisfaction with Instructional Resources				
Percentage of Family Respondents Reporting Satisfaction with Academic Support: 80% Overall				
By Group	English Learners	Special Education	Talented and Gifted	Needs Childcare
	86%	68%	79%	63%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
	77%	82%	83%	83%
By Group and Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
English Learner	84%	89%	86%	88%
Special Education	65%	68%	69%	73%
Talented and Gifted	72%	81%	81%	80%
Needs Childcare	64%	64%	60%	60%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
	88%	86%	76%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
	77%	86%	75%	
Satisfaction with Social and Emotional Support				
Percentage of Family Respondents Reporting Satisfaction with Social and Emotional Support: 75% Overall				
By Group	English Learners	Special Education	Talented and Gifted	Needs Childcare
	82%	64%	74%	59%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
	71%	78%	78%	75%
By Group and Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
English Learner	79%	84%	86%	85%
Special Education	60%	67%	66%	66%
Talented and Gifted	66%	79%	74%	71%
Needs Childcare	58%	61%	59%	57%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
	85%	81%	69%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
	69%	82%	69%	
Likelihood to Return				

Percentage of Families Reporting Very Likely or Somewhat Likely to Return to School: 64% Overall					
Overall	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
All Families	64%	43%	21%	15%	22%
By Group	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
English Learners	67%	48%	19%	14%	18%
Special Education	63%	43%	20%	16%	21%
Talented and Gifted	60%	39%	21%	16%	25%
Needs Childcare	82%	62%	20%	9%	9%
By Grade Band	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
PreK to 2	68%	47%	21%	13%	19%
3 to 5	63%	43%	20%	14%	23%
6 to 8	57%	37%	20%	17%	26%
9 to 12	61%	38%	23%	16%	23%
EL families by Grade Band (67% of 976 EL families overall)	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
PreK to 2	72%	53%	19%	11%	17%
3 to 5	66%	47%	19%	13%	20%
6 to 8	63%	43%	20%	18%	19%
9 to 12	63%	46%	17%	23%	15%
SWD families by Grade Band (63% of 649 SWD families overall)	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
PreK to 2	69%	53%	16%	14%	17%
3 to 5	65%	44%	21%	15%	20%
6 to 8	56%	35%	21%	15%	29%
9 to 12	58%	30%	28%	18%	24%
Families in Need of Childcare by Grade Band (82% of 1,344 families in need of childcare overall)	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
PreK to 2	84%	65%	19%	8%	7%
3 to 5	81%	61%	20%	9%	11%
6 to 8	75%	54%	21%	14%	11%
9 to 12	80%	55%	25%	11%	9%
By Race/Ethnicity	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
Asian	66%	37%	29%	14%	21%
Black or African American	50%	27%	23%	17%	33%
Hispanic or Latino	65%	47%	18%	14%	21%
White	71%	48%	23%	14%	16%
Multiracial	62%	42%	20%	13%	25%
Other	65%	48%	17%	13%	22%

By School	Total % Likely	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
Early Childhood Center	55%	36%	19%	19%	26%
John Adams Elementary School	58%	40%	18%	16%	26%
Charles Barrett Elementary School	72%	53%	19%	11%	17%
Ferdinand T. Day Elementary School	56%	35%	21%	15%	29%
Cora Kelly School for Math, Science and Technology	68%	52%	16%	14%	18%
Lyles-Crouch Traditional Academy	68%	51%	17%	10%	22%
Douglas MacArthur Elementary School	69%	51%	18%	14%	17%
George Mason Elementary School	80%	59%	21%	8%	12%
Matthew Maury Elementary School	79%	57%	22%	10%	12%
Mount Vernon Community School	67%	44%	23%	16%	17%
James K. Polk Elementary School	59%	37%	22%	17%	24%
William Ramsay Elementary School	63%	41%	22%	14%	23%
Samuel W. Tucker Elementary School	64%	40%	24%	12%	23%
Patrick Henry K-8 School	55%	34%	21%	15%	30%
Jefferson-Houston PreK-8 IB School	58%	37%	21%	15%	28%
Francis C. Hammond Middle School	55%	35%	20%	17%	28%
George Washington Middle School	60%	40%	20%	17%	22%
T.C. Williams High School - Minnie Howard	57%	34%	23%	16%	27%
T.C. Williams High School - King Street	63%	40%	23%	16%	21%
T.C. Williams High School - Satellite	61%	39%	22%	22%	17%
Chance for Change Academy	TS	TS	TS	TS	TS
Biggest Challenges for Students this School Year					
By Special Program	Overall	English Learners	Special Education	Talented and Gifted	
Amount of Screen Time	51%	54%	45%	48%	
Distractions during school day	25%	33%	25%	21%	
Staying on track during class	22%	21%	27%	20%	
Virtual instruction not meeting individualized needs	20%	13%	37%	23%	
Technology-related	18%	20%	14%	19%	
Amount of Synchronous instruction	17%	19%	17%	16%	
Asynchronous instruction/Monday Assignments	17%	14%	18%	21%	

Differing schedules between multiple students in my home.	13%	13%	13%	13%
Social-Emotional Needs	12%	11%	19%	12%
Accessing ACPS essential services during the day	4%	5%	4%	2%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
Amount of Screen Time	60%	54%	45%	36%
Distractions during school day	29%	25%	21%	22%
Staying on track during class	25%	22%	18%	18%
Virtual instruction not meeting individualized needs	24%	19%	19%	16%
Technology-related	15%	21%	20%	17%
Amount of Synchronous instruction	22%	16%	14%	14%
Asynchronous instruction/Monday Assignments	13%	16%	19%	26%
Differing schedules between multiple students in my home.	15%	14%	12%	8%
Social-Emotional Needs	11%	12%	12%	12%
Accessing ACPS essential services during the day	3%	3%	5%	5%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Amount of Screen Time	56%	36%	56%	
Distractions during school day	30%	25%	23%	
Staying on track during class	16%	25%	25%	
Virtual instruction not meeting individualized needs	13%	13%	26%	
Technology-related	20%	19%	15%	
Amount of Synchronous instruction	16%	15%	20%	
Asynchronous instruction/Monday Assignments	15%	15%	19%	
Differing schedules between multiple students in my home.	11%	13%	15%	
Social-Emotional Needs	9%	10%	13%	
Accessing ACPS essential services during the day	6%	7%	1%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Amount of Screen Time	48%	53%	52%	
Distractions during school day	22%	23%	30%	
Staying on track during class	25%	22%	27%	
Virtual instruction not meeting individualized needs	25%	21%	27%	
Technology-related	20%	16%	21%	
Amount of Synchronous instruction	19%	17%	21%	

Asynchronous instruction/Monday Assignments	20%	21%	20%	
Differing schedules between multiple students in my home.	11%	10%	18%	
Social-Emotional Needs	15%	15%	10%	
Accessing ACPS essential services during the day	1%	2%	3%	
Amount of Teacher-Led Class Time				
By Special Program	Overall	English Learners	Special Education	Talented and Gifted
Too Much	23%	25%	28%	18%
Just Right	65%	66%	58%	68%
Not Enough	12%	9%	15%	15%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
Too Much	32%	22%	14%	10%
Just Right	58%	67%	71%	74%
Not Enough	10%	11%	15%	16%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Too Much	19%	18%	27%	
Just Right	73%	72%	59%	
Not Enough	7%	10%	14%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Too Much	28%	18%	29%	
Just Right	61%	73%	54%	
Not Enough	11%	10%	17%	
Technology-related				
Adequate Technology				
Percentage of Families Reporting Adequate Technology: 93% Overall				
By Special Program	English Learner	Special Education	Talented and Gifted	
I have adequate technology	88%	90%	95%	
By Grade Band	Pre-K to 2	3 to 5	6 to 8	9 to 12
I have adequate technology	92%	92%	93%	95%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
I have adequate technology	90%	93%	94%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
I have adequate technology	94%	96%	91%	
Technology Resources Needed (if disagreed to previous)	Overall (n = 547)	English Learner (n = 112)	Special Education (n = 66)	Talented and Gifted (n = 67)
Reliable high-speed Internet	46%	54%	35%	43%
Help navigating online learning tools (Zoom, Canvas, Clever)	37%	48%	45%	27%

Headphones to reduce distractions	24%	31%	23%	13%
Knowing how to get tech support	22%	30%	20%	24%
Other	20%	4%	24%	30%
Laptop or tablet / New or upgraded hardware (staff)	19%	19%	21%	19%
By Grade Band (if disagreed to previous)	PreK to 2 (n = 229)	3 to 5 (n = 153)	6 to 8 (n = 89)	9 to 12 (n = 68)
Reliable high-speed Internet	38%	41%	65%	60%
Help navigating online learning tools (Zoom, Canvas, Clever)	41%	36%	26%	34%
Headphones to reduce distractions	24%	20%	27%	28%
Knowing how to get tech support	19%	24%	28%	21%
Other	23%	22%	13%	19%
Laptop or tablet / New or upgraded hardware (staff)	22%	14%	19%	18%
By Race/Ethnicity (if disagreed to previous)	Hispanic/Latino (n = 190)	Black/African American (n = 91)	White (n = 155)	
Reliable high-speed Internet	59%	54%	26%	
Help navigating online learning tools (Zoom, Canvas, Clever)	37%	37%	35%	
Headphones to reduce distractions	31%	37%	10%	
Knowing how to get tech support	19%	32%	14%	
Other	12%	5%	34%	
Laptop or tablet / New or upgraded hardware (staff)	15%	20%	23%	
By Race/Ethnicity (if disagreed to previous)	Multi-Racial (n = 20)	Asian (n = 11)	Other (n = 14)	
Reliable high-speed Internet	30%	45%	36%	
Help navigating online learning tools (Zoom, Canvas, Clever)	35%	45%	50%	
Headphones to reduce distractions	25%	18%	7%	
Knowing how to get tech support	15%	27%	43%	
Other	50%	18%	21%	
Laptop or tablet / New or upgraded hardware (staff)	20%	45%	0%	
Communication				
Agreement with Communication Statements				
By Special Program	Overall	English Learner (n = 979)	Special Education (n = 651)	Talented and Gifted (n = 1,317)
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	93%	93%	92%	92%

The information I have received is easy to understand.	87%	88%	84%	86%
I have the information I need to support my child's learning/ my job duties.	82%	84%	75%	82%
ACPS is responsive to my feedback.	83%	86%	75%	81%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	93%	93%	92%	94%
The information I have received is easy to understand.	87%	87%	87%	88%
I have the information I need to support my child's learning/ my job duties.	82%	81%	82%	85%
ACPS is responsive to my feedback.	81%	84%	84%	84%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	94%	96%	92%	
The information I have received is easy to understand.	90%	94%	85%	
I have the information I need to support my child's learning/ my job duties.	84%	88%	82%	
ACPS is responsive to my feedback.	86%	90%	81%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	91%	96%	89%	
The information I have received is easy to understand.	83%	91%	83%	
I have the information I need to support my child's learning/ my job duties.	81%	89%	75%	
ACPS is responsive to my feedback.	81%	91%	81%	
By Language	English	Spanish	Amharic	Arabic
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	92%	94%	99%	96%
The information I have received is easy to understand.	86%	90%	93%	88%

I have the information I need to support my child's learning/ my job duties.	82%	84%	77%	79%	
ACPS is responsive to my feedback.	82%	87%	87%	95%	
Amount of Information Received					
By Special Program	Overall	English Learner	Special Education	Talented and Gifted	
Too Much	13%	15%	14%	14%	
Just Right	74%	76%	67%	70%	
Not Enough	13%	8%	20%	16%	
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	
Too Much	14%	13%	13%	10%	
Just Right	72%	74%	74%	78%	
Not Enough	14%	13%	12%	12%	
By Race/Ethnicity	Hispanic/Latino	Black/African American	White		
Too Much	11%	12%	15%		
Just Right	82%	79%	69%		
Not Enough	7%	10%	16%		
By Language	Multi-Racial	Asian	Other		
Too Much	16%	10%	10%		
Just Right	69%	83%	69%		
Not Enough	16%	7%	21%		
By Race/Ethnicity	English	Spanish	Amharic	Arabic	
Too Much	13%	11%	12%	33%	
Just Right	72%	84%	77%	63%	
Not Enough	15%	5%	11%	4%	
Safety Measure Support Needs					
By Special Program	Overall	English Learner	Special Education	Talented and Gifted	
Provide a clean properly-fitting face mask daily.	39%	66%	44%	25%	
Take child's temperature before sending to school daily.	35%	54%	40%	23%	
Ensure social distancing to/from school	42%	62%	47%	32%	
Support not needed in above areas.	44%	18%	40%	59%	
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	
Provide a clean properly-fitting face mask daily.	39%	40%	39%	37%	
Take child's temperature before sending to school daily.	36%	36%	34%	31%	
Ensure social distancing to/from school	40%	44%	45%	40%	

Support not needed in above areas.	46%	43%	42%	46%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Provide a clean properly-fitting face mask daily.	63%	54%	16%	
Take child's temperature before sending to school daily.	49%	49%	18%	
Ensure social distancing to/from school	59%	57%	23%	
Support not needed in above areas.	18%	30%	69%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Provide a clean properly-fitting face mask daily.	25%	59%	54%	
Take child's temperature before sending to school daily.	27%	56%	51%	
Ensure social distancing to/from school	33%	60%	49%	
Support not needed in above areas.	57%	28%	36%	
Childcare Needs				
Start of School Year				
Number of Families NEEDING childcare support at the start of the school year: 33% (2,461)				
Number of Families STILL NEEDING childcare support currently: 55% of those who needed support at the start of the school year (1,345)				
By Special Program	English Learner	Special Education	Talented and Gifted	
At start of school year	41% (399)	44% (282)	23% (300)	
Still in need of childcare support currently	63% (251)	62% (176)	52% (157)	
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
At start of school year	48% (1,411)	35% (643)	21% (262)	10% (122)
Still in need of childcare support currently	55% (779)	57% (368)	50% (132)	43% (53)
By Special Program and Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
English Learners				
At start of school year	51% (210)	37% (101)	40% (49)	20% (28)
Still in need of childcare support currently	70% (147)	55% (56)	59% (29)	50% (14)
Special Education	PreK to 2	3 to 5	6 to 8	9 to 12
At start of school year	55% (116)	44% (82)	43% (59)	21% (22)
Still in need of childcare support currently	63% (73)	66% (54)	61% (36)	55% (12)
Talented and Gifted	PreK to 2	3 to 5	6 to 8	9 to 12
At start of school year	41% (85)	29% (138)	16% (65)	5% (10)
Still in need of childcare support currently	52% (44)	59% (81)	45% (29)	20% (2)

By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
At start of school year	38% (702)	28% (346)	33% (926)	
Still in need of childcare support currently	60% (414)	55% (189)	51% (471)	
By Race/Ethnicity	Multi-Racial	Asian	Other	
At start of school year	35% (112)	28% (78)	34% (52)	
Still in need of childcare support currently	55% (61)	50% (39)	69% (36)	
By Language	English	Spanish	Amharic	Arabic
At start of school year	32% (1,828)	40% (570)	33% (39)	23% (24)
Still in need of childcare support currently	52% (955)	61% (347)	62% (24)	79% (19)
Transportation Needs				
By Special Program	Overall	English Learner	Special Education	Talented and Gifted
Prefer to provide student's transportation	47%	32%	47%	56%
Prefer ACPS transportation with social distancing	31%	55%	38%	16%
N/A, my student does not qualify for ACPS transportation	22%	13%	16%	28%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12
Prefer to provide student's transportation	49%	43%	48%	50%
Prefer ACPS transportation with social distancing	25%	29%	38%	38%
N/A, my student does not qualify for ACPS transportation	26%	28%	14%	12%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Prefer to provide student's transportation	36%	47%	53%	
Prefer ACPS transportation with social distancing	54%	40%	13%	
N/A, my student does not qualify for ACPS transportation	11%	13%	33%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Prefer to provide student's transportation	59%	51%	46%	
Prefer ACPS transportation with social distancing	18%	32%	37%	
N/A, my student does not qualify for ACPS transportation	23%	16%	17%	

Appendix B - Staff Data Tables

Virtual PLUS+ Staff Survey Disaggregated Results September 25 - October 4, 2020					
Overall Reopening Measures					
Satisfaction with Instructional Resources					
Percentage of Licensed Staff Reporting Satisfaction with Instructional Resources: 77% Overall					
By Position Category and Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
All School-based Licensed Staff	75%	73%	79%	86%	91%
Teacher	73%	68%	78%	85%	TS
EL Teacher	66%	75%	77%	87%	--
Special Education Teacher	88%	91%	85%	86%	TS
School-based Administrator	86%	82%	85%	100%	TS
Satisfaction with Social and Emotional Support					
Percentage of Staff Reporting Satisfaction with Social and Emotional Support: 75% Overall					
By Position Category and Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
All School-based Licensed Staff	73%	71%	71%	75%	76%
Teacher	70%	65%	72%	71%	TS
EL Teacher	73%	63%	65%	90%	--
Special Education Teacher	67%	80%	60%	76%	TS
School-based Administrator	94%	94%	92%	87%	TS
Other School Licensed Staff	77%	78%	70%	75%	TS
By Positions cont'd	Support Staff	Central Office Staff	Other Staff		
	87%	74%	79%		
Likelihood to Return					
Percentage of Staff Reporting Very Likely or Somewhat Likely to Return to Work:					
By Position Category	All Staff	School-based licensed staff	Support staff	Central Office staff	Other staff
	56%	55%	61%	52%	76%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
	59%	56%	52%	51%	52%
EL teachers and Grade Band: All grades 52%	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
English Learner teacher	58%	41%	38%	77%	--
Special Ed. teachers and Grade Band: All grades 55%	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
Specialized Instruction teacher	63%	59%	55%	34%	40%

<u>By Position Category</u>	<u>Total % Likely</u>	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Somewhat unlikely</u>	<u>Very unlikely</u>
<u>School-based licensed staff</u>	55%	22%	33%	20%	25%
<u>Support staff</u>	61%	29%	32%	18%	21%
<u>Central Office staff</u>	52%	20%	32%	31%	17%
<u>Other staff</u>	76%	21%	55%	21%	3%
<u>By Grade Band</u>	<u>Total % Likely</u>	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Somewhat unlikely</u>	<u>Very unlikely</u>
<u>PreK to 2</u>	59%	23%	36%	19%	22%
<u>3 to 5</u>	56%	23%	33%	20%	24%
<u>6 to 8</u>	52%	19%	33%	20%	28%
<u>9 to 12</u>	51%	21%	30%	23%	27%
<u>EL teachers by Grade Band (53% of EL teachers overall)</u>	<u>Total % Likely</u>	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Somewhat unlikely</u>	<u>Very unlikely</u>
<u>PreK to 2</u>	58%	19%	40%	17%	25%
<u>3 to 5</u>	41%	14%	27%	30%	29%
<u>6 to 8</u>	38%	8%	31%	46%	15%
<u>9 to 12</u>	77%	26%	52%	10%	13%
<u>SWD teachers by Grade Band (55% of SWD teachers overall)</u>	<u>Total % Likely</u>	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Somewhat unlikely</u>	<u>Very unlikely</u>
<u>PreK to 2</u>	63%	22%	41%	17%	20%
<u>3 to 5</u>	59%	18%	41%	20%	21%
<u>6 to 8</u>	55%	10%	45%	10%	35%
<u>9 to 12</u>	34%	7%	28%	24%	41%
<u>By School</u>	<u>Total % Likely</u>	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Somewhat unlikely</u>	<u>Very unlikely</u>
Early Childhood Center	47%	23%	23%	32%	21%
John Adams Elementary School	50%	16%	34%	23%	27%
Charles Barrett Elementary School	56%	23%	32%	26%	19%
Ferdinand T. Day Elementary School	54%	23%	31%	20%	26%
Cora Kelly School for Math, Science and Technology	51%	26%	25%	20%	30%
Lyles-Crouch Traditional Academy	68%	30%	38%	14%	18%
Douglas MacArthur Elementary School	65%	28%	36%	23%	12%
George Mason Elementary School	52%	30%	22%	11%	37%
Matthew Maury Elementary School	47%	11%	36%	22%	31%
Mount Vernon Community School	58%	26%	32%	14%	27%
James K. Polk Elementary School	67%	20%	47%	9%	24%
William Ramsay Elementary School	68%	17%	51%	16%	17%
Samuel W. Tucker Elementary School	52%	23%	29%	26%	22%
Patrick Henry K-8 School	55%	23%	33%	17%	27%
Jefferson-Houston PreK-8 IB School	58%	24%	34%	18%	24%
Francis C. Hammond Middle School	50%	18%	32%	21%	29%

George Washington Middle School	58%	24%	34%	22%	20%
T.C. Williams High School - Minnie Howard	44%	19%	25%	25%	31%
T.C. Williams High School - Satellite	TS	TS	TS	TS	TS
T.C. Williams High School - King Street	56%	22%	34%	22%	22%
Chance for Change Academy	TS	TS	TS	TS	TS
Central Office	51%	21%	30%	32%	16%
Other	69%	42%	27%	15%	15%

Reason for Response of Staff *Unlikely to Return to Work*

By Position Category	All Staff	School-based licensed staff (n=697)	Support staff (n=124)	Central Office staff (n=77)	
Documented health issue (self)	32%	32%	34%	32%	
Documented health issue (dependent)	10%	10%	7%	12%	
Documented health issue (household member)	28%	27%	32%	30%	
Childcare Needs (non-school age)	12%	12%	13%	16%	
Childcare Needs (school age)	24%	22%	30%	30%	
Other	35%	38%	25%	27%	

By Grade Band	PreK to 2 (n=264)	3 to 5 (n=262)	6 to 8 (n=157)	9 to 12 (n=173)	Adults (n=12)
Documented health issue (self)	32%	32%	41%	29%	TS
Documented health issue (dependent)	9%	10%	11%	12%	TS
Documented health issue (household member)	25%	24%	23%	36%	TS
Childcare Needs (non-school age)	16%	12%	12%	12%	TS
Childcare Needs (school age)	24%	22%	12%	27%	TS
Other	38%	41%	41%	32%	TS

Instruction

Biggest Challenges for Students this School Year

By Position	Teacher	EL Teacher	Special Education Teacher	Other School Licensed Staff	School-based administrators
Amount of Screen Time	59%	52%	55%	53%	48%
Distractions during school day	34%	38%	32%	27%	19%
Staying on track during class	39%	32%	30%	25%	31%
Virtual instruction not meeting individualized needs	32%	37%	50%	36%	43%
Technology-related	45%	61%	40%	44%	55%
Understanding what they need to complete on Mondays.	10%	12%	12%	10%	5%
Social-Emotional Needs	12%	9%	17%	24%	29%
Not being able to spend time with their friends.	25%	24%	13%	30%	29%

By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
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Amount of Screen Time	71%	66%	45%	31%	TS
Distractions during school day	31%	30%	32%	32%	TS
Staying on track during class	34%	35%	33%	35%	TS
Virtual instruction not meeting individualized needs	40%	37%	32%	29%	TS
Technology-related	45%	50%	46%	42%	52%
Understanding what they need to complete on Mondays.	5%	6%	14%	18%	TS
Social-Emotional Needs	13%	13%	17%	23%	TS
Not being able to spend time with their friends.	26%	25%	28%	25%	TS
Amount of Teacher-Led Class Time					
Percentage of Licensed Staff Reporting Teacher-Led Class Time is Just Right: 47% Overall					
By Position	Teacher	EL Teacher	Special Education Teacher	Other School Licensed Staff	School-based administrators
Too Much	48%	56%	49%	47%	38%
Just Right	47%	42%	48%	51%	60%
Not Enough	5%	3%	3%	2%	2%
By Grade Band	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
Too Much	66%	64%	30%	16%	30%
Just Right	32%	35%	62%	75%	65%
Not Enough	TS	TS	8%	9%	4%
Biggest Challenges for Staff this School Year					
By Position Category	Overall (n=4,911)	School-based licensed staff (n=3,961)	Support staff (n=590)	Central Office staff (n=296)	Other staff (n=56)
Amount of Synchronous instruction	19%	23%	6%	5%	19%
Amount of Asynchronous instruction	3%	3%	2%	1%	4%
Too much Screen Time	44%	48%	29%	34%	33%
Meeting my students' individualized needs.	41%	47%	26%	5%	19%
Too many distractions or responsibilities at home	10%	8%	16%	21%	11%
Differing schedules between members of household	10%	7%	18%	17%	11%
Technology-related concerns	33%	34%	35%	21%	19%
Social-emotional/stress management/work-life balance.	25%	23%	26%	42%	37%
Having enough time for planning	23%	28%	5%	9%	22%
Need professional learning on virtual environment topics	9%	10%	8%	5%	11%
Collaborating with co-teachers/colleagues	9%	9%	8%	12%	4%
Access to teaching materials	9%	10%	7%	4%	7%
Other	12%	10%	15%	23%	11%

Distractions		10%	
Other		12%	
Asynchronous instruction/Monday Assignments		3%	
Collaborating with co-teachers/colleagues.		8%	
Differing schedules between multiple students in my home.		9%	
Need for professional learning on virtual environment topics		9%	
Access to teaching materials		9%	

Technology-related

Adequate Technology

Percentage of Staff Reporting Adequate Technology: 82% Overall

<u>By Position</u>	Overall	School-based licensed staff	Support staff	Central Office staff	Other staff
I have adequate technology	82%	80%	89%	93%	90%

By Grade Band for School-based Licensed Staff

	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
I have adequate technology	77%	80%	84%	82%	92%

Technology Resources Needed (if disagreed to previous)	Overall (n=358)	School-based licensed staff (n=309)	Support staff (n=34)	Central Office staff (n=11)	Other staff
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Reliable high-speed Internet	42%	43%	42%	36%	TS
New or upgraded hardware (staff)	58%	59%	42%	64%	TS
Help navigating online learning tools (Zoom, Canvas, Clever)	33%	34%	29%	36%	TS
Knowing how to get tech support	8%	7%	13%	9%	TS
Other	33%	33%	23%	36%	TS

Technology Resources Needed by School-based Licensed Staff (if disagreed to previous)

	PreK to 2 (n=149)	3 to 5 (n=120)	6 to 8 (n=52)	9 to 12 (n=64)	Adults
Reliable high-speed Internet	43%	37%	44%	45%	TS
Help navigating online learning tools (Zoom, Canvas, Clever)	30%	40%	35%	33%	TS
Knowing how to get tech support	7%	TS	TS	TS	TS
New or upgraded hardware	57%	64%	62%	58%	TS
Other	37%	27%	37%	30%	TS

Communication

Agreement with Communication Statements

<u>By Position Category</u>	Overall	School-based licensed staff	Support staff	Central Office staff	Other staff
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	90%	89%	94%	91%	86%

The information I have received is easy to understand.	85%	84%	91%	86%	81%
I have the information I need to support my job duties.	83%	82%	90%	86%	84%
ACPS is responsive to my feedback.	77%	74%	88%	79%	88%
<u>By Grade Band</u>	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
I have received regular and timely messaging about the ACPS Virtual PLUS+ plan.	89%	90%	91%	91%	96%
The information I have received is easy to understand.	86%	86%	82%	85%	96%
I have the information I need to support my job duties.	80%	80%	87%	85%	88%
ACPS is responsive to my feedback.	73%	77%	76%	76%	84%
Amount of Information Received					
<u>By Position Category</u>	Overall	School-based licensed staff	Support staff	Central Office staff	Other staff
Too Much	21%	24%	13%	13%	7%
Just Right	62%	59%	74%	70%	72%
Not Enough	17%	17%	13%	16%	21%
<u>By Grade Band for School-based Licensed Staff</u>	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
Too Much	18%	21%	34%	25%	8%
Just Right	61%	61%	55%	60%	79%
Not Enough	20%	19%	11%	15%	13%
Professional Learning Needs					
<u>Top 5 needs of School-based Licensed Staff</u>	PreK to 2	3 to 5	6 to 8	9 to 12	Adults
Differentiating instruction in a virtual learning environment	47%	41%	34%	37%	22%
Assessment in a virtual learning environment (formative/summative)	42%	33%	28%	29%	13%
Keeping students engaged throughout the day	32%	32%	23%	25%	13%
Virtual instructional methodologies (e.g., Zoom breakout rooms for small group instruction)	23%	19%	22%	23%	9%
Ensuring equity in a virtual classroom	23%	23%	21%	21%	48%

Appendix C - Student Data Tables

Virtual PLUS+ Student Survey Disaggregated Results September 25 - October 4, 2020				
Overall Reopening Measures				
Percentage of Student Respondents Reporting Satisfaction with Academic Support: 83% Overall				
Percentage of Student Respondents Reporting Satisfaction with Social and Emotional Support: 78% Overall				
By Grade Band	3 to 5	6 to 8	9 to 12	
Satisfied with the learning support I am receiving	87%	82%	79%	
Satisfied with social & emotional support I am receiving	84%	77%	73%	
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Satisfied with the learning support I am receiving	84%	85%	83%	
Satisfied with social & emotional support I am receiving	79%	80%	79%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Satisfied with the learning support I am receiving	78%	84%	79%	
Satisfied with social & emotional support I am receiving	71%	84%	77%	
By Special Program	English Learner	Special Education	Talented and Gifted	
Satisfied with the learning support I am receiving	85%	76%	82%	
Satisfied with social & emotional support I am receiving	81%	77%	77%	
Instruction				
Biggest Challenges for Students this School Year				
By Grade Band	Overall	3 to 5	6 to 8	9 to 12
Amount of Screen Time	48%	52%	47%	47%
Distractions during school day	32%	28%	32%	36%
Staying on track during class	34%	26%	36%	40%
Virtual instruction not meeting individualized needs	21%	14%	22%	28%
Technology-related	11%	14%	10%	8%
Monday Assignments	19%	18%	22%	15%
Social-Emotional Needs	6%	5%	6%	8%
Not being able to spend time with their friends.	42%	44%	43%	40%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Amount of Screen Time	50%	45%	49%	

Distractions during school day	36%	28%	30%	
Staying on track during class	40%	31%	33%	
Virtual instruction not meeting individualized needs	20%	25%	20%	
Technology-related	10%	13%	8%	
Monday Assignments	23%	19%	15%	
Social-Emotional Needs	6%	5%	6%	
Not being able to spend time with their friends.	37%	38%	53%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Amount of Screen Time	48%	59%	51%	
Distractions during school day	34%	36%	31%	
Staying on track during class	40%	28%	33%	
Virtual instruction not meeting individualized needs	24%	16%	24%	
Technology-related	9%	11%	15%	
Monday Assignments	15%	20%	19%	
Social-Emotional Needs	7%	7%	10%	
Not being able to spend time with their friends.	44%	38%	40%	
By Special Program	English Learner	Special Education	Talented and Gifted	
Amount of Screen Time	53%	40%	48%	
Distractions during school day	24%	21%	32%	
Staying on track during class	28%	32%	31%	
Virtual instruction not meeting individualized needs	16%	23%	17%	
Technology-related	14%	16%	11%	
Monday Assignments	26%	24%	16%	
Social-Emotional Needs	5%	10%	6%	
Not being able to spend time with their friends.	31%	37%	51%	
Amount of Teacher-Led Class Time				
By Grade Band	Overall	3 to 5	6 to 8	9 to 12
Too Much	38%	44%	42%	25%
Just Right	58%	53%	56%	68%
Not Enough	3%	3%	2%	6%
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
Too Much	34%	36%	40%	
Just Right	62%	61%	56%	
Not Enough	4%	3%	3%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
Too Much	41%	34%	47%	
Just Right	56%	63%	51%	
Not Enough	4%	3%	2%	

By Special Program	English Learner	Special Education	Talented and Gifted	
Too Much	40%	45%	41%	
Just Right	56%	51%	56%	
Not Enough	4%	5%	3%	
Technology-related				
Percentage of Students Reporting Adequate Technology: 95% Overall				
By Grade Band	3 to 5	6 to 8	9 to 12	
I have adequate technology	94%	96%	95%	
By Race/Ethnicity	Hispanic/Latino	Black/African American	White	
I have adequate technology	94%	95%	97%	
By Race/Ethnicity	Multi-Racial	Asian	Other	
I have adequate technology	96%	93%	90%	
By Special Program	English Learner	Special Education	Talented and Gifted	
I have adequate technology	90%	94%	97%	
Technology Resources Needed (if disagreed to previous)				
By Grade Band	Overall (n=310)	3 to 5 (n=121)	6 to 8 (n=85)	9 to 12 (n=104)
Reliable high-speed Internet	55%	44%	64%	61%
Laptop or tablet / New or upgraded hardware (staff)	17%	18%	21%	12%
Help navigating online learning tools (Zoom, Canvas, Clever)	17%	17%	20%	15%
Knowing how to get tech support	15%	13%	20%	12%
Headphones to reduce distractions	21%	21%	31%	13%
Other	12%	10%	12%	13%
By Race/Ethnicity	Hispanic/Latino (n=70)	Black/African American (n=86)	White (n=39)	
Reliable high-speed Internet	70%	55%	56%	
Laptop or tablet / New or upgraded hardware (staff)	19%	16%	13%	
Help navigating online learning tools (Zoom, Canvas, Clever)	17%	19%	23%	
Knowing how to get tech support	16%	9%	21%	
Headphones to reduce distractions	23%	20%	18%	
Other	13%	9%	13%	
By Race/Ethnicity	Multi-Racial (n=15)	Asian (n=22)	Other (n=26)	
Reliable high-speed Internet	47%	64%	50%	
Laptop or tablet / New or upgraded hardware (staff)	47%	5%	15%	

Help navigating online learning tools (Zoom, Canvas, Clever)	27%	18%	12%
Knowing how to get tech support	40%	18%	19%
Headphones to reduce distractions	13%	36%	15%
Other	20%	9%	23%
By Special Program	English Learner (n=96)	Special Education (n=15)	Talented and Gifted (n=41)
Reliable high-speed Internet	44%	53%	68%
Laptop or tablet / New or upgraded hardware (staff)	22%	13%	7%
Help navigating online learning tools (Zoom, Canvas, Clever)	20%	27%	17%
Knowing how to get tech support	13%	40%	15%
Headphones to reduce distractions	27%	13%	15%
Other	13%	7%	12%

Appendix D - Participation Summary Report

FAMILY PARTICIPATION SUMMARY

Number of Family Responses: 7,439

Overall Responses

- A total of 7,439 family responses were received, for a response rate of about 48% (out of 15,579 students enrolled). Recent family response rates have been as high as about 60%.

Response by Race/Ethnicity and Language

- Black/African American families and Hispanic/Latino family representation was not quite representative of the student population.
- Black/African American families comprise 19% of survey responses compared with 25% of the student population, and
- Hispanic/Latino families comprise 28% of survey responses compared with 37% of the student population.
- Conversely, White families are still overrepresented with 33% of survey responses, compared with 28% of the student population.
- The percentage of surveys completed in Spanish represented 20% of respondents. These response rates are comparable with Pulse Surveys (round 1 = 21%, round 2 = 19%).
- Approximately 2% of respondents completed the survey in Amharic (n=122) and approximately 1% of respondents completed the survey in Arabic (n=108).

Responses by School

- Response rates by school were estimated as the number of family responses divided by the number of students enrolled. Response rates ranged widely, from 28% (T.C. Williams) to 88% (Lyles-Crouch) with the median being 48% across all schools

Responses by Special Programs

- English Learner family responses comprise approximately 13%, compared with 30% of the student population.
- Special Education family responses comprise about 9% of survey responses, compared with 10% of the student population.
- Talented and Gifted family responses comprise about 14% of survey responses, compared with 18% of the student population.

STAFF PARTICIPATION SUMMARY

Number of Staff Responses: 2,060

Overall Responses

- Response count equals a response rate of roughly 77% of all staff based on FY21 FTE of 2,662.
- Response rate is on par with previous staff surveys and higher than the most recent Reopening Supports poll suggesting survey fatigue is not a strong factor in participation rates (Reopening Supports Poll = 1,526, Reopening Survey = 2,077, Pulse Survey Round 1 = 2,079 and Pulse Survey round 2 = 1,684).

Response Rate Estimates by role/position

- The response rate for instructional staff is estimated at 77% (n=929).
- The response rate for “other school licensed” (counselors, psychologists, social workers, school nurses, instructional coaches/interventionists, TISs, library media specialists) is estimated at 89% (n=269).
- School front office staff and food services/nutrition staff response rates were estimated at 47% (n=54) and 32% (n=40), respectively.
- Lower response rates in critical support roles such as transportation (21%; n=32) suggests additional efforts are needed to solicit feedback for decision-making for these stakeholders.

Responses by location

- Response rates were estimated based on the number of budgeted positions. Staff were asked where they were located the majority of their time.
- Elementary school response rates ranged from an estimated 85-100%.
- PK/K-8 school response rates ranged from an estimated 95-100%.
- Secondary only response rates ranged from an estimated 51-91%.
- The response rate for Central Office Staff was estimated at 53%.

STUDENT PARTICIPATION SUMMARY

Number of Student Responses: 5,952

Overall Response Rate

- Response count equals a response rate of roughly 53% of grade 3-12 students based on enrollment of 11,336.
- This exceeds the rates achieved by the pulse surveys in the spring (Round 1: about 33%; Round 2: about 19%).

Response by Race/Ethnicity

- Black/African American students comprise 24% of survey responses compared with 26% of the student population.
- Hispanic/Latino students comprise 24% of survey responses compared with 39% of the student population.
- White students comprise 24% of survey responses, compared with 28% of the student population.
- Twelve percent of respondents either noted “prefer not to respond” or did not answer when asked about their race and ethnicity.

Responses by School

- Response rates by school ranged widely, from 23% (Cora Kelly) to 95% (Francis C. Hammond) with the median being 50% across all schools.

Responses by Special Programs

- English Learners comprise 16% of survey responses, compared with 28% of the student population.
- Special Education comprises 4% of survey responses, compared with 10% of the student population.
- Talented and Gifted comprises 21% of survey responses, compared with 18% of the student population.