FAMILY, STUDENT AND STAFF

RETURN-TO-SCHOOL SURVEY RESULTS

JUNE 26, 2020

CONTENTS

EXECUTIVE SUMMARY

As APS plans for returning to school this fall based on state guidance, we are working in collaboration with our Stakeholder Task Force, regional superintendents, and the Arlington County Public Health Division, as we consider various instructional models and the requirements for a safe return to school this fall.

This report shares the results of a June 2020 survey of APS families, teachers, staff, and Grade 4-12 students on distance learning and reopening school. The purpose of the survey was to identify trends across the APS community, to supplement our work as we develop health and safety plans to ensure that students and staff are learning and working in a safe environment, and plans to provide the needed professional supports and training for staff so the 2020-21 school year can be a success for all. With more than 14,000 total responses, we heard from a cross-section of our stakeholder groups.

The survey has helped provide a deeper understanding of the following:
- Staff and family comfort levels in returning to work and school
- Supports that students and staff need to be successful
- Staff and family input on distance learning experiences to inform enhancements to services

Thank you to everyone who participated in this survey.

Overview

Separate surveys were administered to staff, families, and Grade 4-12 students between June 3 and 15, 2020, and the responses received for each group represent about one third of that group within APS. The surveys were distributed using an open link. It was possible to submit multiple responses to each survey. This might occur, for example, if two parents/guardians separately completed the survey for one student. Staff coded data from open-ended responses to make it more actionable and allow for better decision making. Participant information is available in the appendix. Survey data and ongoing planning updates are available at www.apsva.us/engage/planning-for-reopening-schools/.

Key Takeaways
- Staff and families need clear communication and assurance of health and safety screening, procedures and protocols to feel comfortable to resume in-person learning.
- APS health and safety measures, including cleaning procedures and PPE provisions, must align with CDC, state and local health guidance
- Planning must provide flexibility and choice for staff and families with varying needs.
- For distance learning, more synchronous student learning (live, interactive learning) combined with asynchronous instruction is preferred.
- Technology, connectivity, and related supports must be provided so all students can participate fully and equitably in online learning.
- Staff need dedicated time to engage professional development and training for all phases and scenarios.
- Ongoing professional development is needed to strengthen virtual teaching strategies.

Survey Data: Reopening/Health & Safety

Most families (73%) report they would be comfortable sending their students back to school for in-person instruction in the fall with no or some concerns; 27% say they are somewhat or not at all comfortable. Families cite students' socio-emotional needs and their need for face-to-face engagement with the teacher as top factors. Of families who typically ride the bus, about a quarter of families plan to have their students ride the school bus, while just over a third say they will not, and over a quarter are uncertain.

Most staff intend to return when school resumes in the fall (70%). Responses from staff about returning to the school/workplace on a normal schedule indicate that about 40% of staff are comfortable or comfortable with concerns, while 60% of staff are somewhat comfortable or not comfortable at all.

Top factors influencing the level of comfort in returning to school for both families and staff are whether public health regulations will be followed, the cleaning and disinfection of facilities, and availability of Personal Protective Equipment (PPE) and supplies such as hand sanitizer. Most staff say it would increase their comfort level if staff and students were required to wear face coverings.

Survey Data: Distance Learning Feedback

Instruction

When asked about preferences for the fall, overall, 42% of families favor in-person instruction only, while 37% prefer reopening school with a hybrid combination of in-person and distance learning, and 10% prefer distance learning only. There was a higher preference for in-person learning among families of elementary students. The top distance-learning preference for families, staff and students is a combination of live, synchronous distance learning and self-directed, asynchronous distance learning.

To gain insight from the distance learning which took place in the spring, survey topics included the delivery of remote instruction, assignments, assessments, access to instructional materials, technology platforms, and the instructional workload and level of challenge for students. Most families would like students to have more work and a greater level of challenge; about 40% said their students received the support they needed from teachers and staff to help them manage themselves and their time while learning from home. The majority of teachers and students across school levels say that the amount of work for students was just right.

Nearly all students across school levels say they know what is expected of them in distance learning and most say they know how to connect very well or somewhat well with teachers when not meeting live through email, phone, messages, etc. Families, students and staff say that top factors motivating students to "show up" for virtual class or weekly meeting include the desire for good grades, the opportunity to see teachers and classmates, and parent expectations of attendance; students also rate highly whether they like the subject (secondary) or consider the class fun (elementary).

Instructional staff report needing additional supports and professional development to help them provide services to students and families. Staff most often said they feel "somewhat prepared" with strategies to ensure the continuation of services for students with special needs, English learners, and gifted students, and with skills to provide for the social-emotional needs of students and families and connect them with available resources. The survey gathered teachers' input on specific supports such as structured opportunities to enable peer collaboration and sharing of materials, online professional learning and virtual coaching, and training in the use of certain online learning systems.

Technology

More than 98% of students who responded to the survey (again, about a third of the total student body) say they have access to the technology they need; of those respondents who do not, problems include non-working/unreliable equipment, Internet connection issues, and inability to access programs. Most staff report they have the technology they need and about half say that a team to provide technical support to teachers is quite or extremely accessible.

More than half of students say they know whom to contact if support is needed with an APS device and how to find instructions to systems such as Canvas and Microsoft Teams, although just 17% of families rated technical support for their students as extremely or quite accessible. Nearly all students and families who responded say their Internet connectivity usually works or works well with occasional connection issues such as slow Internet, connection problems, or a limited number of people who can be on the Internet at one time.

Information Resources for APS Stakeholders

- Virginia Return to School Plan: http://doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml
- APS Planning for Reopening Schools: https://www.apsva.us/engage/planning-for-reopening-schools/
- Arlington County Government: https://health.arlingtonva.us/public-health/

PARTICIPANT OVERVIEW

The surveys were distributed using an open link. It was possible to submit multiple responses to each survey. This might occur, for example, if two parents/guardians separately completed the survey for one student.

Families: 5,650 responses (Families with students in PreK-12th grade)
- Individual family survey submissions represent about a third of the students in APS based on selected grade levels
- Some parents/guardians have students at multiple schools and/or grade levels

Students: 5,698 responses (Grades 4-12)
- Individual survey submissions represent about a third of students in grades 4-12.
- Some students attend multiple school locations

Staff: 2,666 responses
- Individual survey submissions represent about a third of all active individuals in STARS (employee database), including all scales.
- Some staff members have multiple work locations and/or grade levels

For more details about respondents, please see the Appendix.

About the surveys

- The staff and student surveys opened on June 3, 2020 and closed on June 10, 2020.
- The family survey opened on June 8, 2020 and closed on June 15, 2020.
- When a question was skipped or blank, it was removed from reporting.
- Percentages may not add to 100% due to rounding.
- Additional analysis of all questions and responses is ongoing.
- Additional comments will be published at the following page once responses are examined and personally identifiable information is redacted: https://www.apsva.us/engage/planning-for-reopening-schools/

REOPENING/HEALTH & SAFETY

FAMILIES: If public health officials believe it is safe to allow in-person instruction, would you be comfortable having your student(s) return to school this fall? (Q.25)

STAFF: How comfortable are you returning to your school/workplace on a normal schedule? (Q. 6)
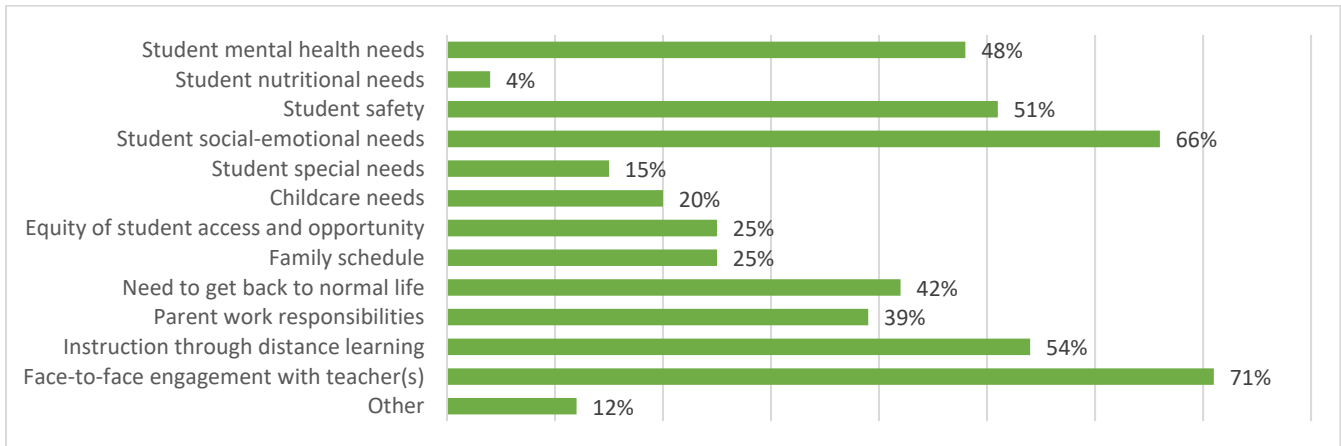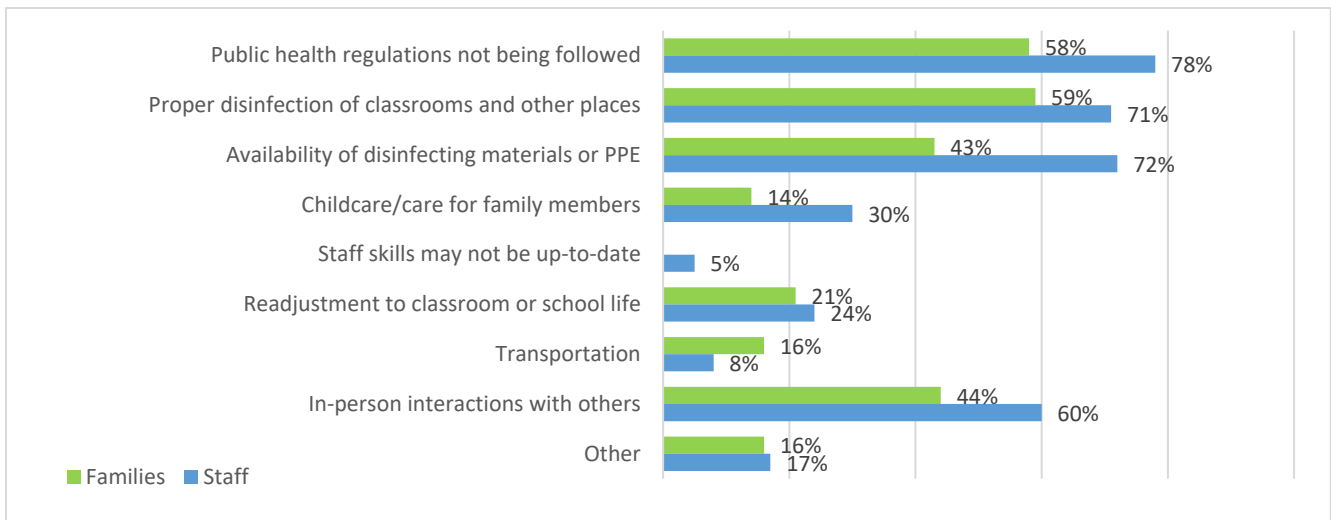
	Families	Staff
Comfortable with no concerns	37%	7%
Comfortable with concerns	36%	31%
Somewhat comfortable	18%	23%
Not at all comfortable	9%	39%
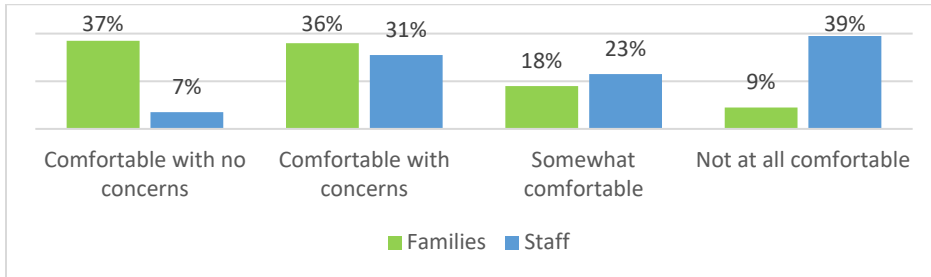
FAMILIES: What are the most important things you considered when you marked your comfort level?* (Q. 26)

Student mental health needs	48%
Student nutritional needs	4%
Student safety	51%
Student social-emotional needs	66%
Student special needs	15%
Childcare needs	20%
Equity of student access and opportunity	25%
Family schedule	25%
Need to get back to normal life	42%
Parent work responsibilities	39%
Instruction through distance learning	54%
Face-to-face engagement with teacher(s)	71%
Other	12%

FAMILIES & STAFF: What are your primary concerns about coming back to your school?* (Q. 29/29)

	Families	Staff
Public health regulations not being followed	58%	78%
Proper disinfection of classrooms and other places	59%	71%
Availability of disinfecting materials or PPE	43%	72%
Childcare/care for family members	14%	30%
Staff skills may not be up-to-date		5%
Readjustment to classroom or school life	21%	24%
Transportation	16%	8%
In-person interactions with others	44%	60%
Other	16%	17%

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

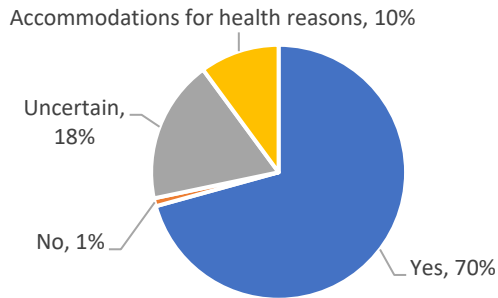**FAMILIES & STAFF: What factors would help you feel more comfortable returning to school/workplace?* (Q.27/7)**
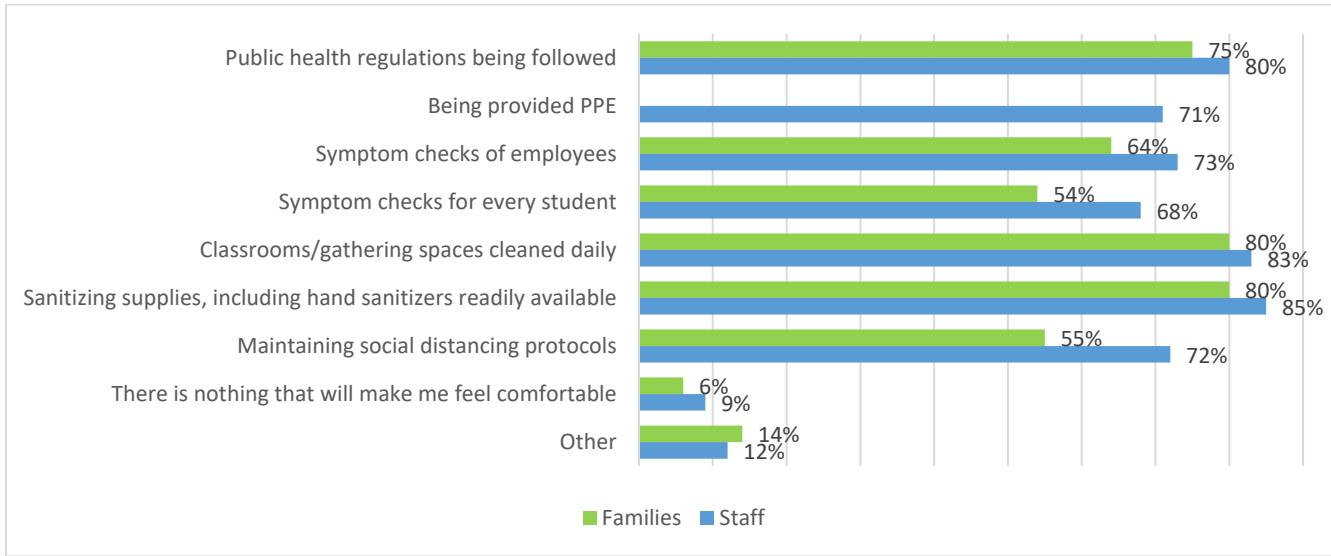
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

STAFF: If school resumes in the fall, do you intend to return? (Q. 8)

STAFF: Would you be willing to wear a mask? (Q. 9)
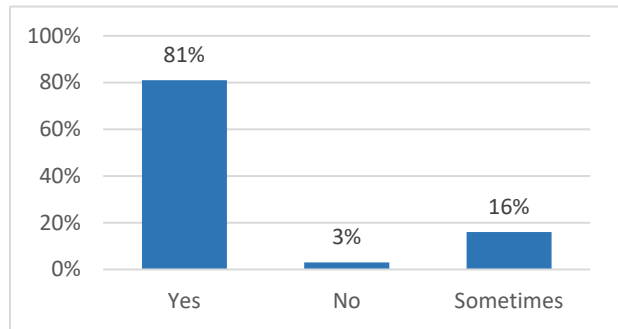
STAFF: Would it increase your comfort level if staff were required to wear masks? (Q. 10)
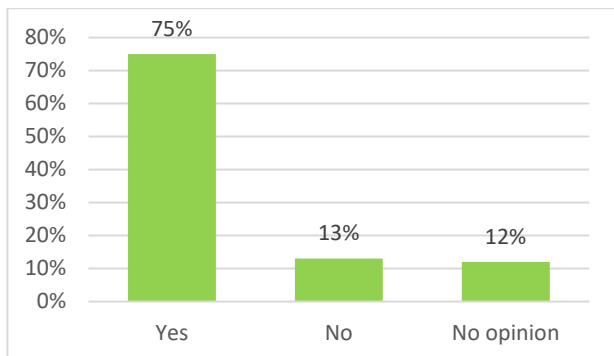
STAFF: Would it increase your comfort level if students were required to wear masks? (Q. 11)
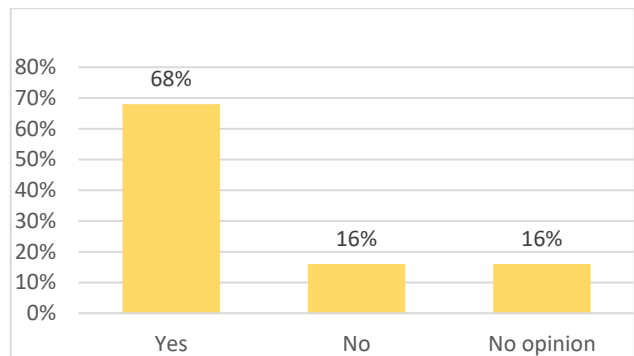
FAMILIES: Please indicate which educational delivery option you most support for your student(s) for the fall. (Q. 24)
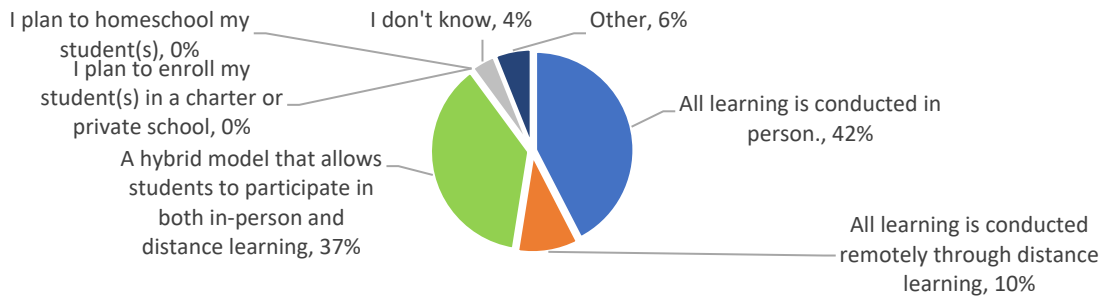
Same question, by grade level:
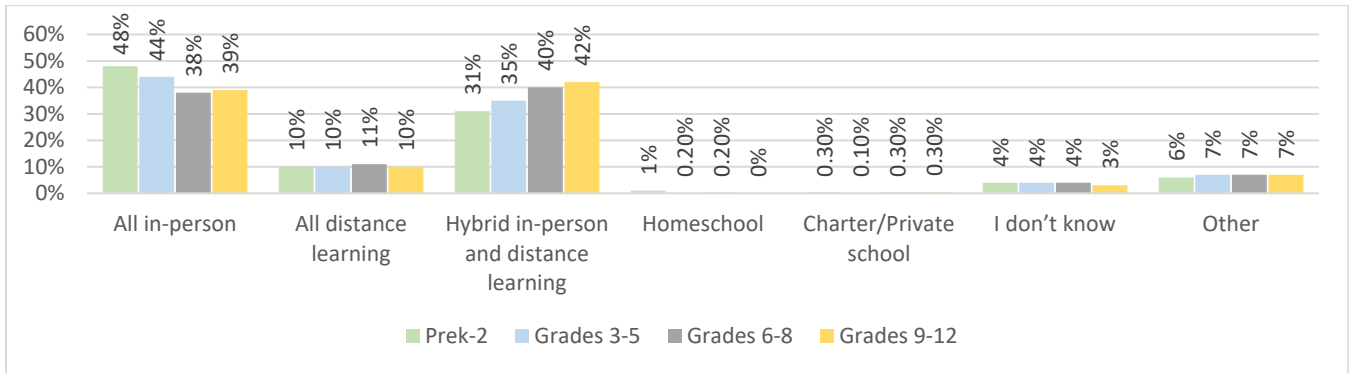
FAMILIES & STAFF: If distance learning continues, I would prefer: (Q. 28/15)
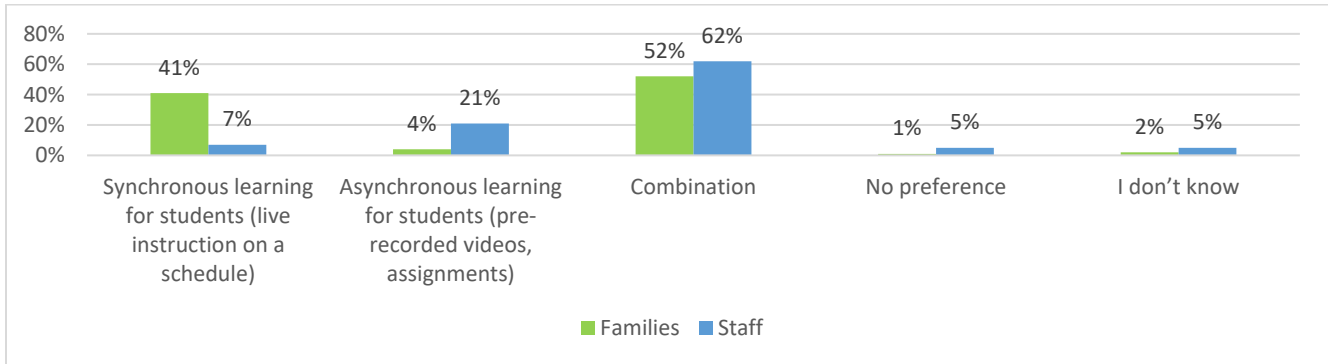
STUDENTS: If distance learning continues, I prefer the following: (Q. 12)
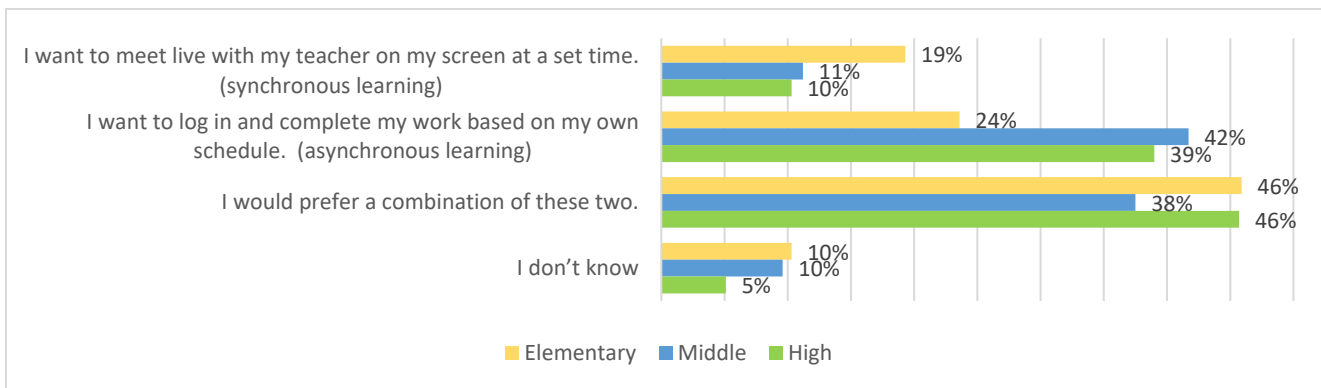
FAMILIES: If your student or students typically ride the bus to school, do you think you will continue to use the bus? (Q. 30)

I need more information, 13%

Yes, 24%

Maybe, 28%

No, 35%
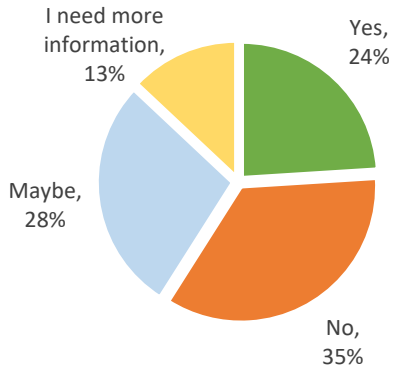
FAMILIES: If you do not think your student or students will use the bus, how do you think they will get to school? (Q. 31)

Category	Percentage
Walk	22%
Bike	5%
Family vehicle	54%
Public Transportation	13%
Other	6%
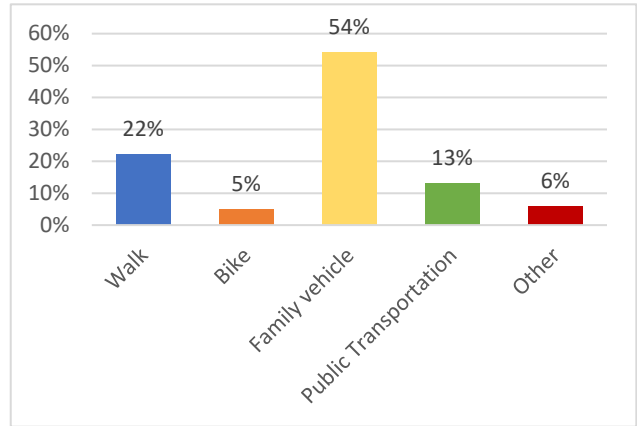
DISTANCE LEARNING FEEDBACK

TECHNOLOGY: ACCESS

STUDENTS & STAFF: Students have access to the equipment they need (iPad, laptop, etc.) (Q.9/47)
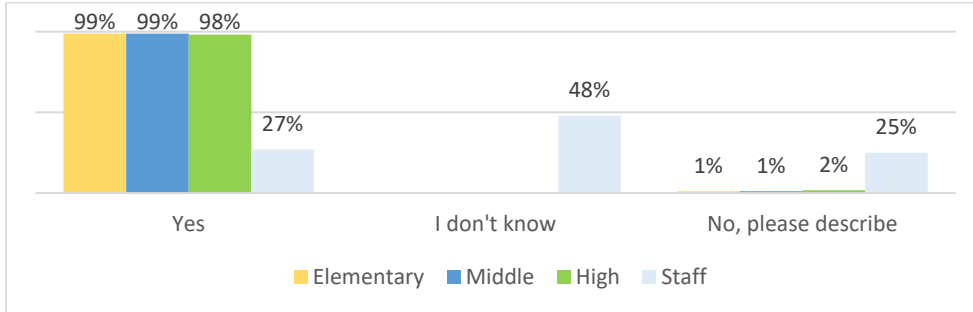
"No" responses, by category:

- Non-working/ unreliable equipment (47.3%)
- Internet connection issues/unable to access programs (29.3%)
- Other responses (25.4%)

STUDENTS & FAMILIES: Students are using the following to do their work: (Q.10/11)
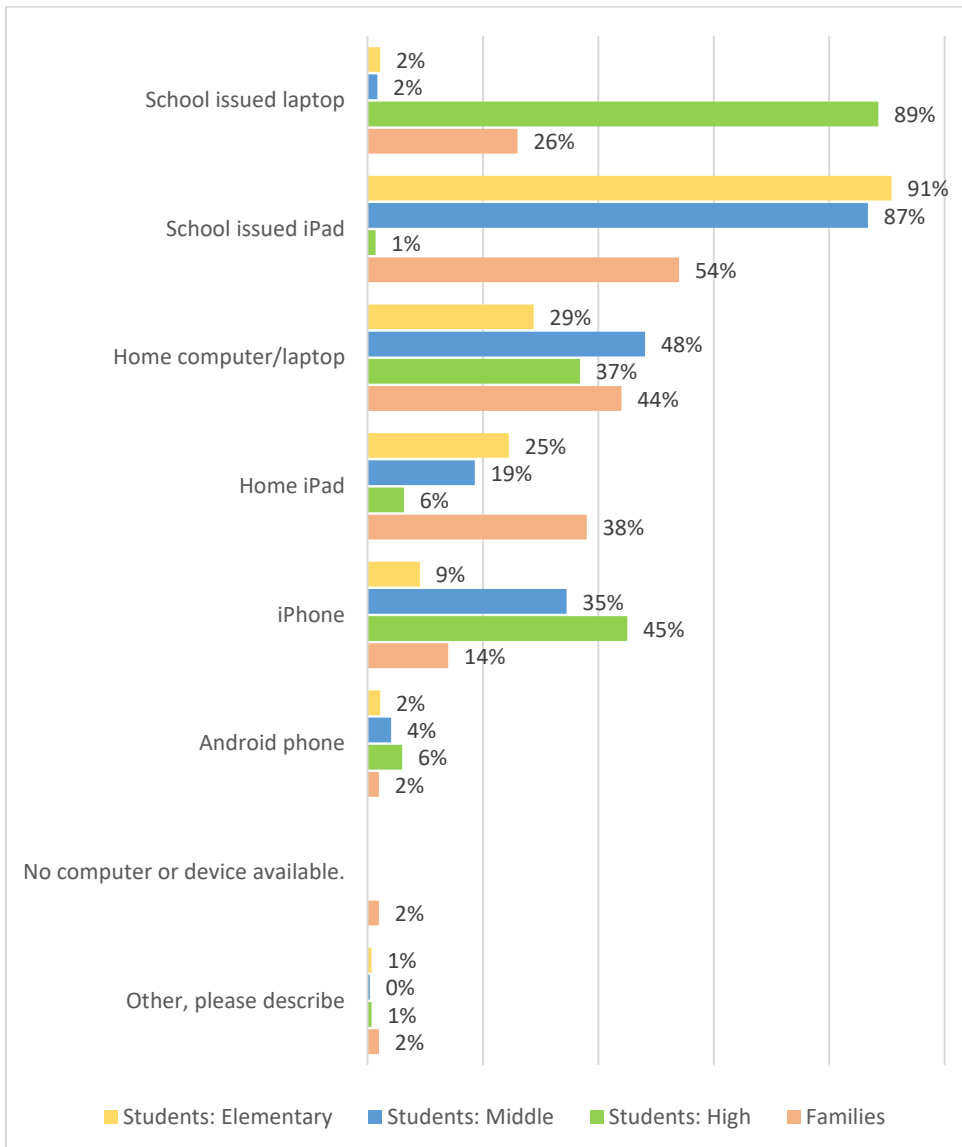
"Other" responses, by category:

- School/Office Supplies (39.3%)
- Other responses (60.7%)

ALL STAFF - Do you have the technology that you need? (Q.5)

No, please describe, 17%

Yes, 83%
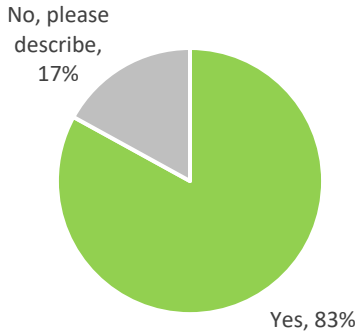
"No" responses, by category:

- Laptop/tablet   26%
- Need different meeting software   12%
- Document camera   8%
- Printer/scanner   8%
- Better internet   7%
- Phone   5%
- Video editing/equipment   4%
- Training   4%
- Dual monitors   3%
- Students need technology/internet   3%
- Paid subscriptions   3%
- **All Other Responses   17%

**Common responses that didn't meet the threshold of 10 include: needing the ability to write and display writing digitally, headsets, more compatibility between teacher and student devices, unresolved tickets, allowing students to access YouTube, allowing teachers access to their classroom to record videos with use of Smartboards or lab equipment on-site, Fax, reimbursement for expenses such as internet and cell phone use, Screencast, and E-Books.

INSTRUCTIONAL STAFF: I have access to the equipment I need.

(Q.46)

No, 19%

Yes, 81%
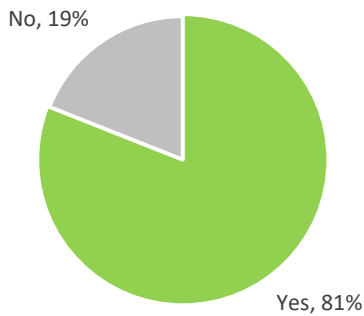
STUDENTS & FAMILIES: What type of internet do you have? (Q.6/12)
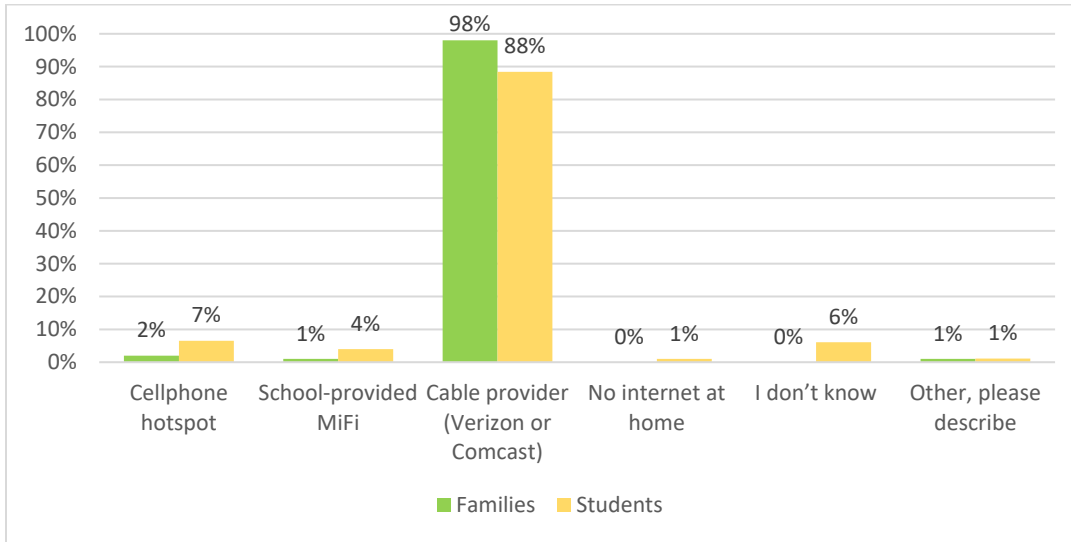
"Other" responses, by category:

- Unspecified Wifi (76.7%)
- Other responses (23.3%)

STUDENTS & FAMILIES: How good is your internet connection? (Q.7/13)
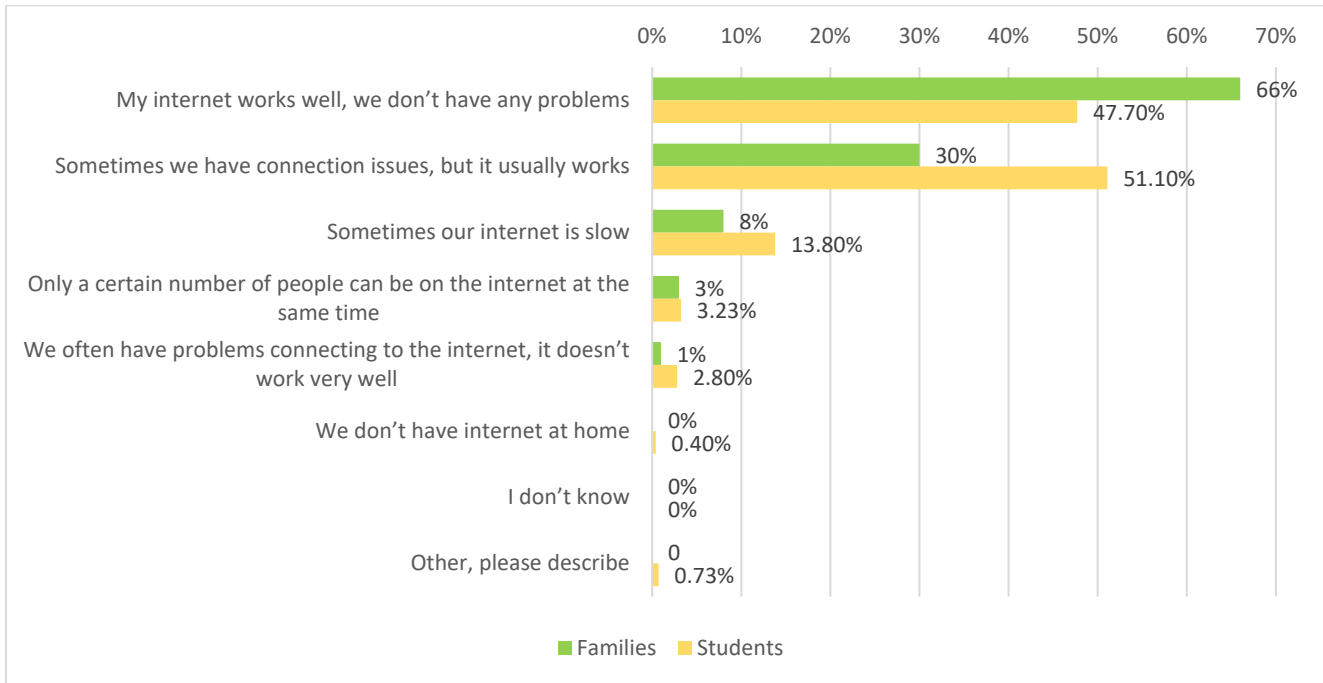
"Other" responses, by category:

- Global Protect affecting connection(28.3%)
- Inconsistent connection quality (28.3%)
- All Other Responses (43.4%)

TECHNOLOGY: SUPPORT

INSTRUCTIONAL STAFF: Access to a technical support team and a clear process for responsive support (Q.16/18)

	Tech Team	Responsive Support
Extremely accessible	24%	18%
Quite accessible	32%	29%
Somewhat accessible	22%	21%
Slightly accessible	9%	12%
Not at all accessible	2%	4%
I don't know	11%	15%
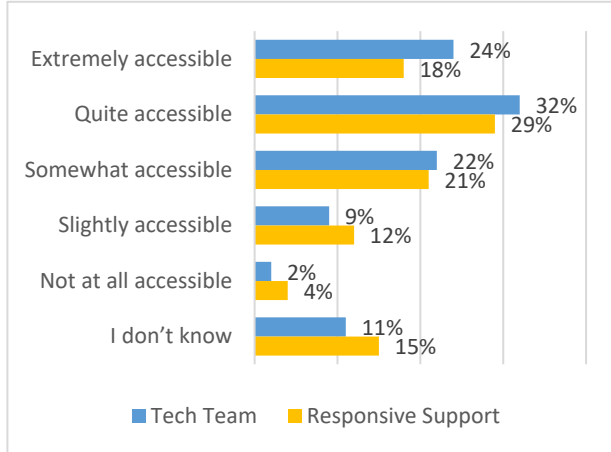
INSTRUCTIONAL STAFF: Self-Help: Technical self-help guides or resources in a centralized location for teachers that make it easy to troubleshoot technical issues (Q.17)

Not at all accessible, 4%
Slightly accessible, 11%
Somewhat accessible, 26%
Quite accessible, 27%
Extremely accessible, 11%
I don't know, 20%
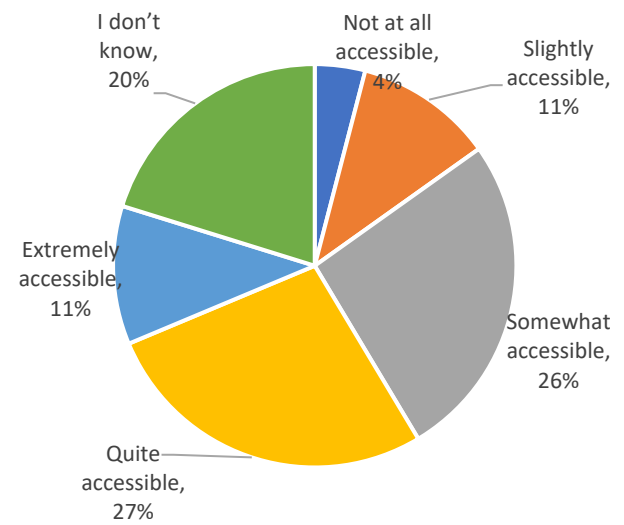
FAMILIES: Overall technical support for students (Q.15)

Not at all accessible, 9%
Slightly accessible, 12%
Somewhat accessible, 16%
Quite accessible, 13%
Extremely accessible, 4%
I don't know, 45%
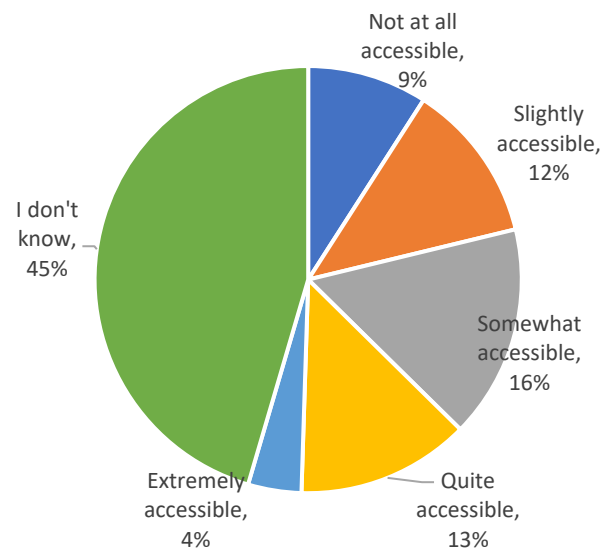
FAMILIES & STUDENTS: Availability of technical support (Q. 14/8)

	Parents	Students
Parents/students know who to contact if support is needed with an APS device (iPad, laptop).	46%	67%
Parents/students know where to go to find instructions and guides for systems like Canvas or Microsoft Teams.	28%	53%
Student(s) know where to find self-help guides to troubleshoot technical issues.	13%	0%
Parent training materials have been supplied to help me learn about and practice the online learning systems.	8%	0%
No, Parents/students have been unaware of how to get technical support.	39%	0%

FAMILIES: Student Self-Help: Technical self-help guides or resources for students that make it easier to troubleshoot technical issues have been: (Q.16)

Not at all accessible, 15%
Slightly accessible, 10%
Somewhat accessible, 11%
Quite accessible, 7%
Extremely accessible, 2%
I don't know, 56%
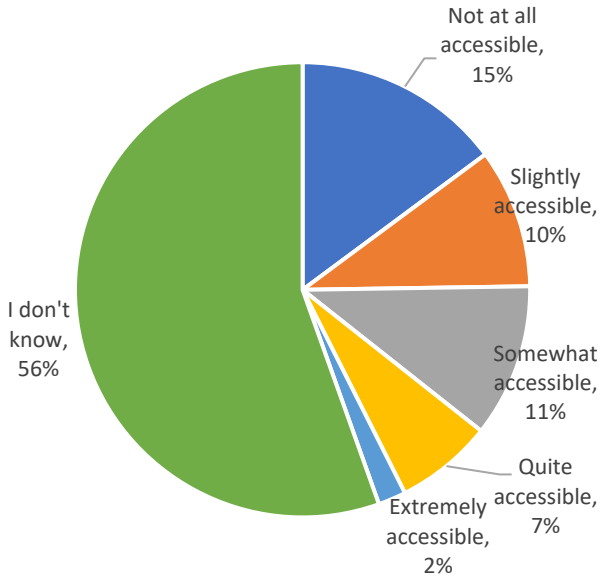
FAMILIES & STAFF: Parent Training: Opportunities for parents to learn about (and practice) how to use specific online learning systems that support instruction (Q.17/20)

	Families	Staff
Extremely accessible	2%	2%
Quite accessible	5%	5%
Somewhat accessible	10%	13%
Slightly accessible	13%	20%
Not at all accessible	26%	20%
I don't know	44%	40%
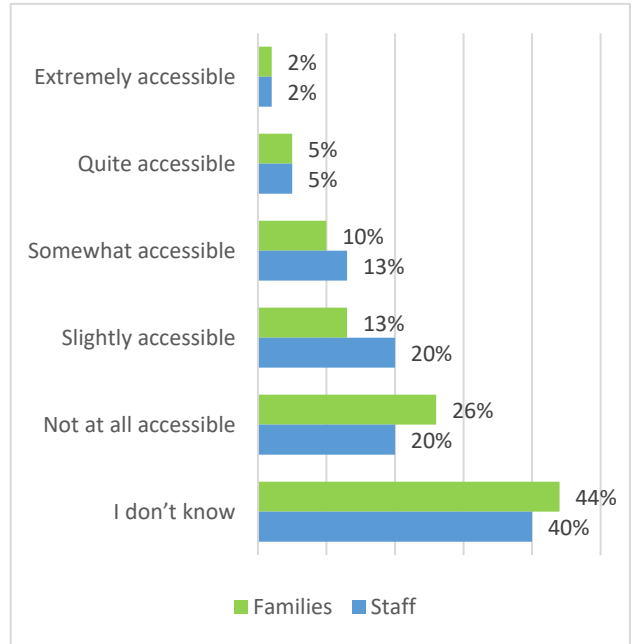
INSTRUCTION & SUPPORT

FAMILIES, STAFF & STUDENTS: The amount of work for students has been: (Q.8/60/21)

	Families	Staff	Students
too much	6%	14%	26%
just right	27%	60%	63%
not enough	51%	26%	11%
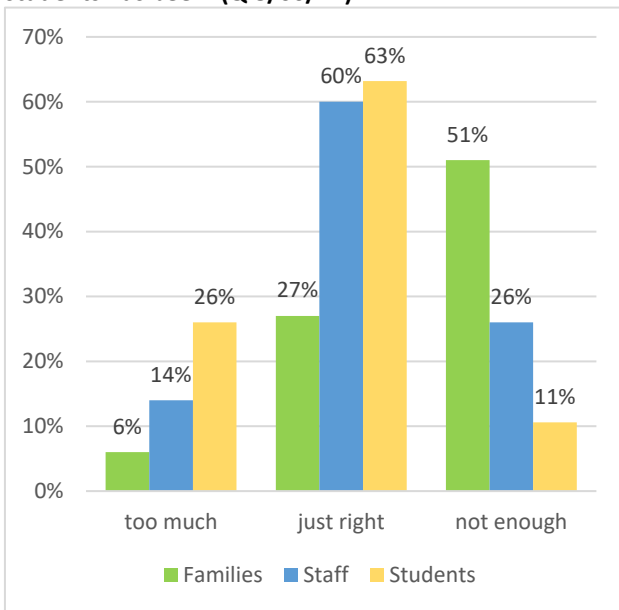
STAFF: The amount of work for teachers has been: (Q.51)

too much	just right	not enough
51%	46%	3%
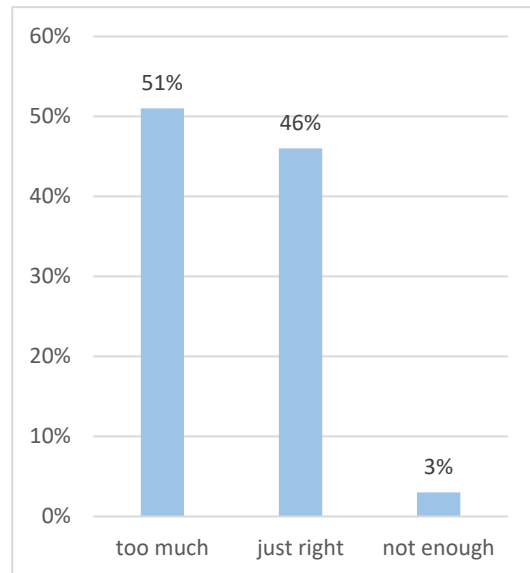
FAMILIES: How often did your student(s) participate in distance learning offered by APS? (Q.6)

Response	Percentage
Four or more days a week	53%
Three days a week	10%
Twice a week	8%
Once a week	12%
Never	3%
I have had different experiences for different students	14%
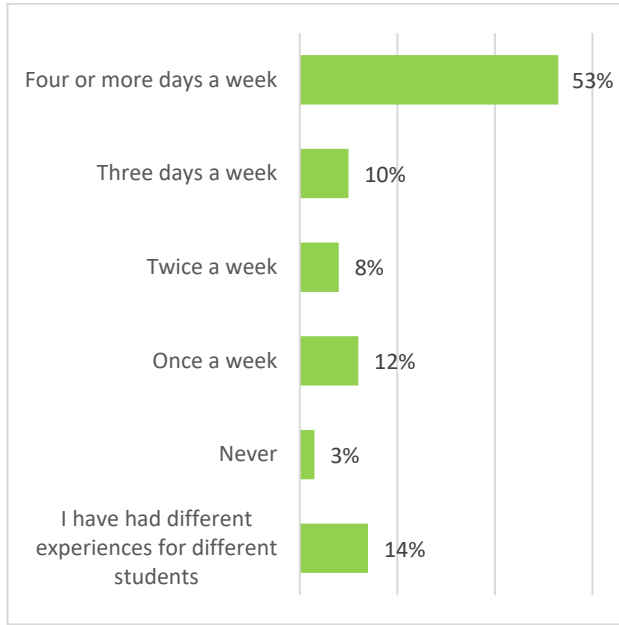
FAMILIES: On average, how many hours per school day did your student(s) spend participating in distance learning offered by APS? (Q.7)

Response	Percentage
Almost the entire day (6 or more hours)	2%
Most of the day (3 to 5 hours)	17%
Some of the day (1 to 2 hours)	39%
A little bit of the day (less than 1 hour)	23%
No part of the day (0 hours)	5%
I have had different experiences for different students	14%
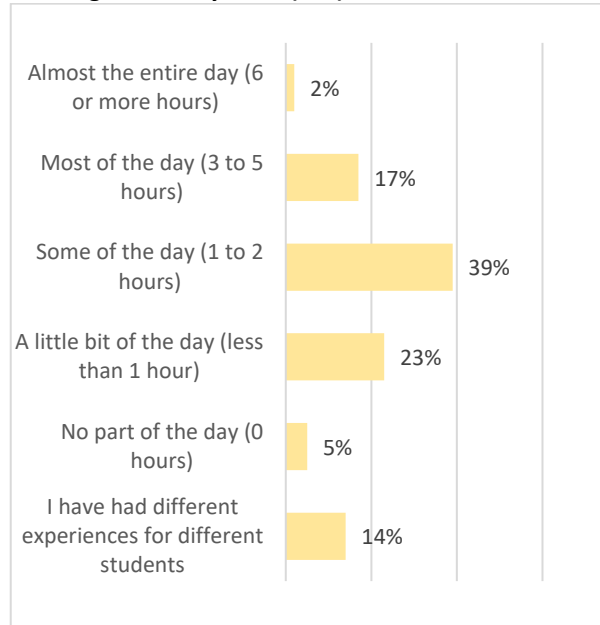
STUDENTS: My work is taking: (Q.22)
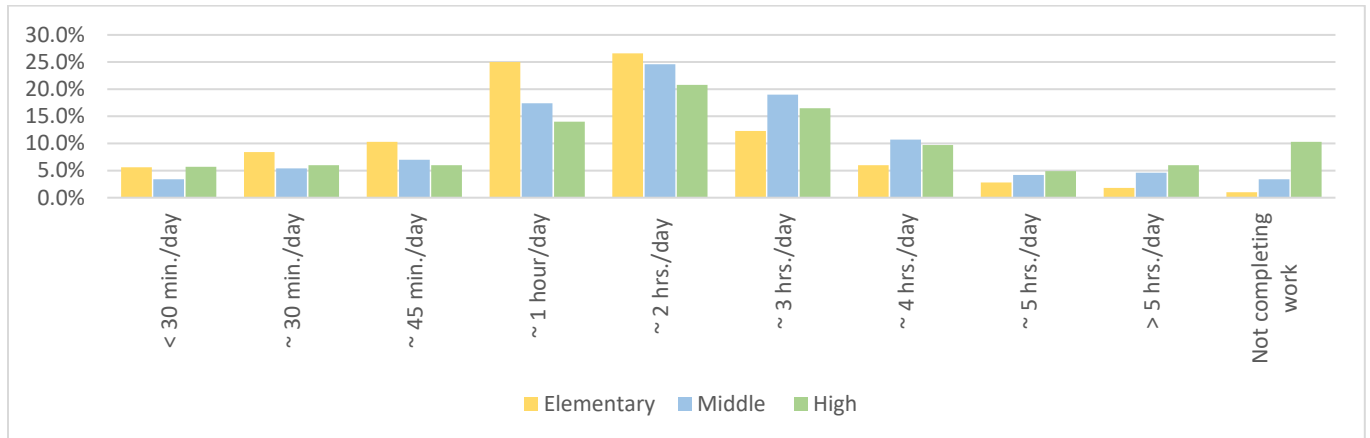
FAMILIES: I have received clear messages about expectations from my student's or students' school(s). (Q.5)

Response	Percentage
Yes	68%
No OR I have had different experiences at different schools	32%
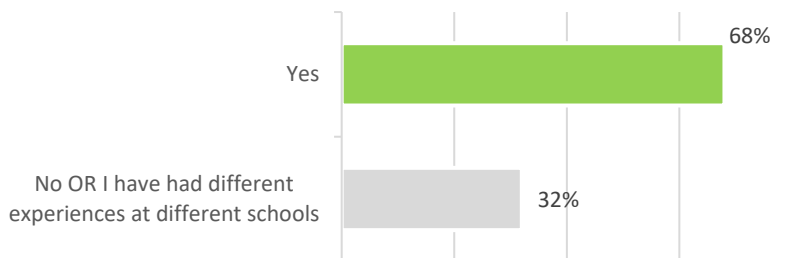
FAMILIES: Do these statements apply to your student(s)? (Q.9)

Teacher(s) made expectations clear for behavior, including the responsible use of technology.
- Yes: 58%
- No: 23%
- I don't Know: 19%

Teacher(s) organized learning so students could understand what was expected for each day/class.
- Yes: 59%
- No: 33%
- I don't Know: 8%

My student(s) felt included in distance learning with teacher(s) and other students.
- Yes: 40%
- No: 41%
- I don't Know: 20%

Teacher(s) and other staff members provided support to my student(s) to help them manage themselves and their time.
- Yes: 40%
- No: 48%
- I don't Know: 12%

My student(s) received the right amount of challenge through distance learning.
- Yes: 24%
- No: 69%
- I don't Know: 7%

Legend: ■ Yes ■ No ■ I don't Know

STUDENTS: I know what is expected of me with distance learning. (Q.11)

Yes:
- Elementary: 96%
- Middle: 96%
- High: 93%

No, please describe:
- Elementary: 4%
- Middle: 4%
- High: 7%

Legend: ■ Elementary ■ Middle ■ High
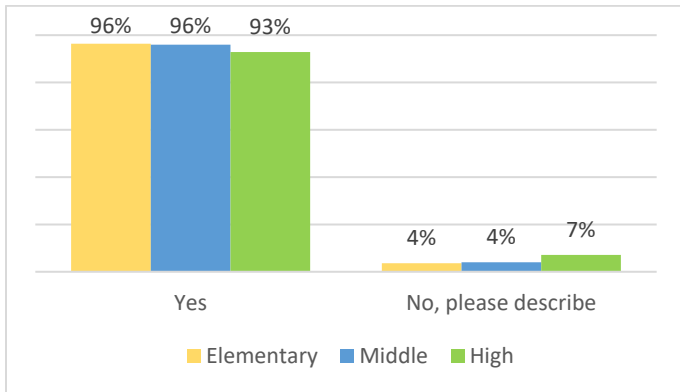
"No" responses, by category:

- Unclear/confusing expectations about virtual meetings and or assignments 48.2%
- Grading system/expectations about grading or not receiving grades is confusing   17.4%
- Expectations varied by class or teacher 12.3%
- Unclear where to find assignments/ lessons/information   6.2%
- All Other Responses   15.9%

STUDENTS: I know how to connect with teachers live (Canvas, Microsoft TEAMs, etc.) (Q.17)

Very well:
- Elementary: 71%
- Middle: 55%

Somewhat well:
- Elementary: 20%
- Middle: 30%

Slightly well:
- Elementary: 5%
- Middle/High: 9%

Not at all well:
- Elementary: 3%
- Middle: 3%

I don't know:
- Elementary: 2%
- Middle: 2%

Legend: ■ Elementary ■ Middle ■ High
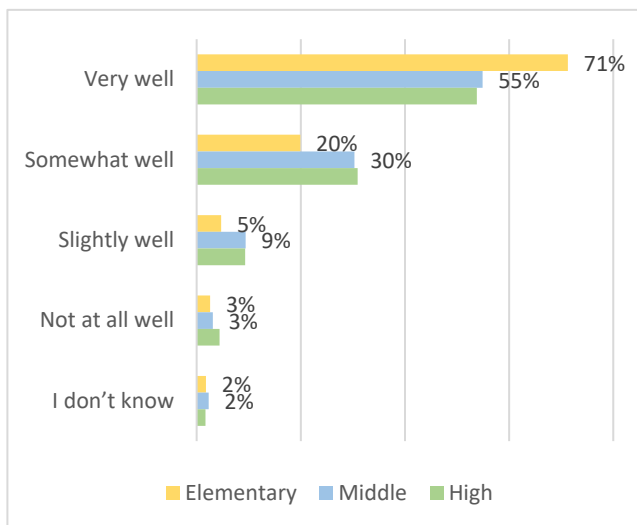
STUDENTS: I know how to connect with teachers when we don't meet live (email, messages, phone, etc.) (Q.18)

Very well:
- Elementary: 58%
- Middle: 70%
- High: 75%

Somewhat well:
- Elementary: 24%
- Middle: 19%
- High: 17%

Slightly well:
- Elementary: 9%
- Middle: 7%
- High: 5%

Not at all well:
- Elementary: 5%
- Middle: 2%
- High: 2%

I don't know:
- Elementary: 5%
- Middle: 2%
- High: 1%

Legend: ■ Elementary ■ Middle ■ High
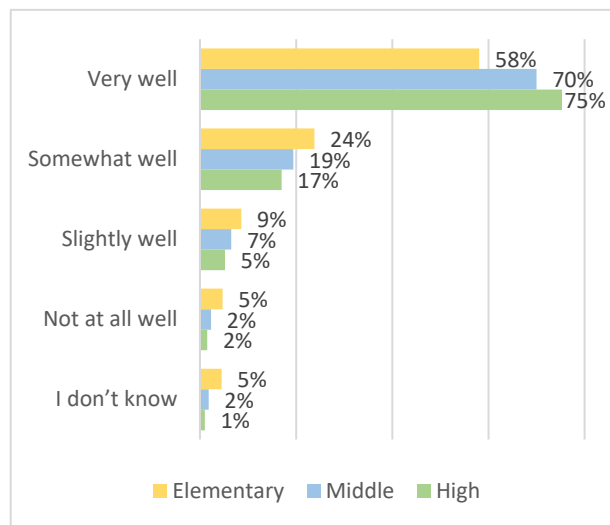
STUDENTS: These things are a part of my distance learning: (Q.19)

	Elementary	Middle	High
My parent/guardian knows about what I am learning	74.4%	67.3%	45.9%
I get help to support my learning from my school	42.9%	37.9%	34.6%
I am able to talk to other students in my class about assignments	37.0%	52.7%	63.1%
I get help from my Parent/Guardian to support my learning	65.9%	51.5%	31.5%
I get feedback from my teacher about my work	69.3%	64.8%	70.3%
I know when to get online to work on lessons or talk to my teacher	73.0%	71.7%	69.4%
I am not participating in distance learning	1.9%	4.7%	9.7%

FAMILIES, STAFF, STUDENTS: What motivates students to "show up" for virtual class? (Q. 10/52/23)

	Families	Staff	Students
Students want a good grade.	35%	14%	49%
Students want to see their teacher.	47%	14%	45%
Students want to see their classmates.	52%	19%	46%
Students like the subject.	28%	5%	28%
The class is fun.	23%	9%	32%
Parents make the student attend.	56%	10%	31%
Students: I haven't been asked to attend virtual class.			10%
Students: I don't attend virtual class.			16%
I don't know		15%	
Other	16%	15%	4%
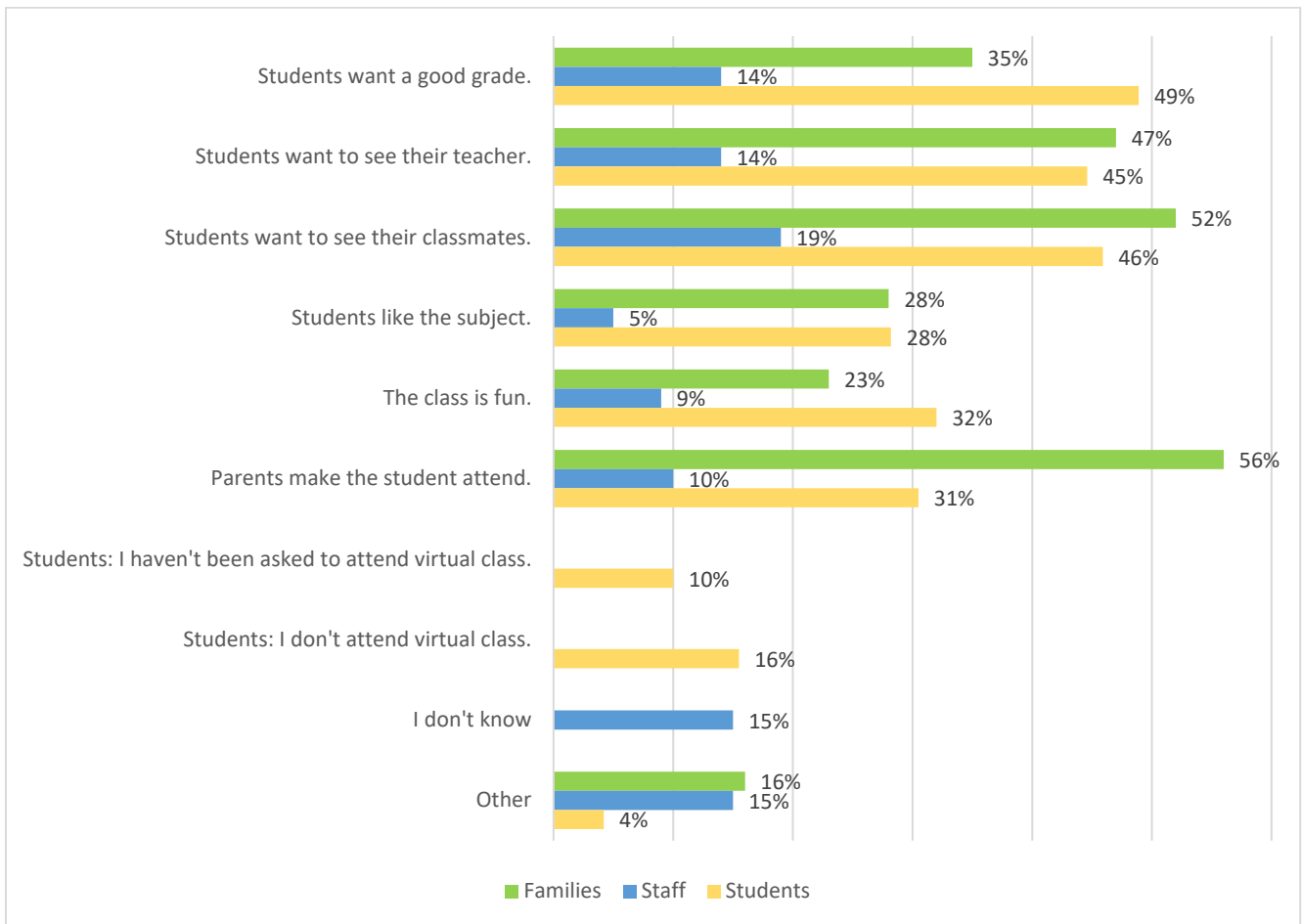
INSTRUCTIONAL MATERIALS AND SYSTEMS

INSTRUCTIONAL MATERIALS

INSTRUCTIONAL STAFF: How prepared are you to provide students with instructional materials (e.g., online textbooks, reading materials, online content) (Q.26)
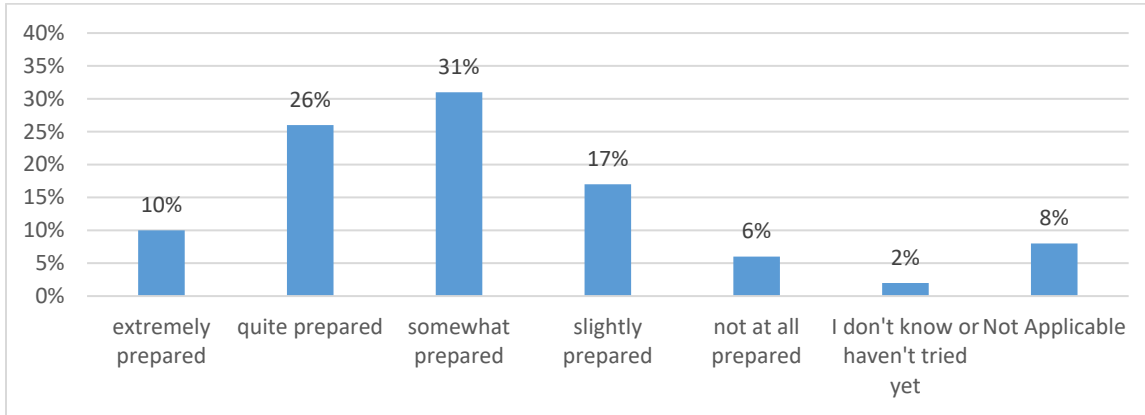
FAMILIES, STAFF: Rate the portal or systems for students to access instructional materials (e.g., online textbooks, reading materials, online content) (Q.18)
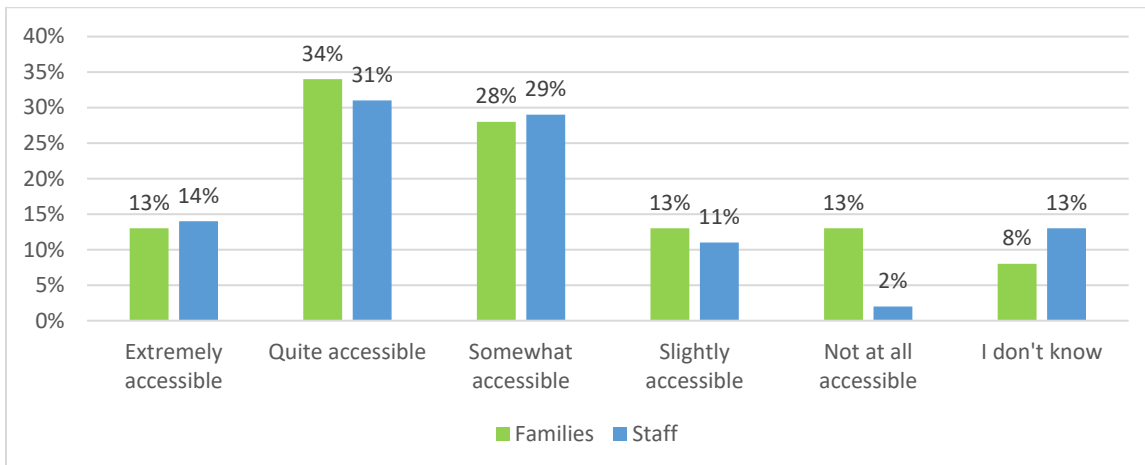
STUDENTS: I know how to access learning materials (e.g., online textbooks, reading materials, online content) (Q.13)
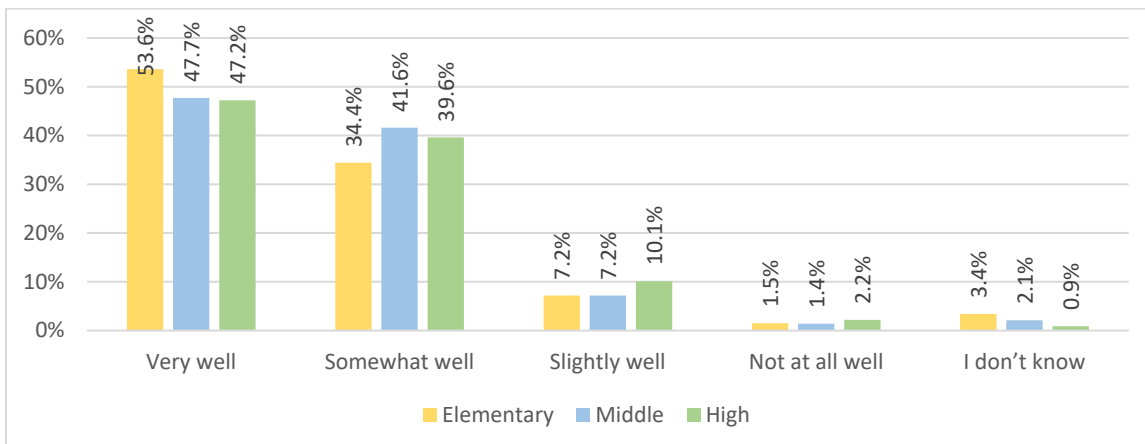
ASSIGNMENTS

INSTRUCTIONAL STAFF: How prepared are you to enable students to access and turn in assignments (Q.27)
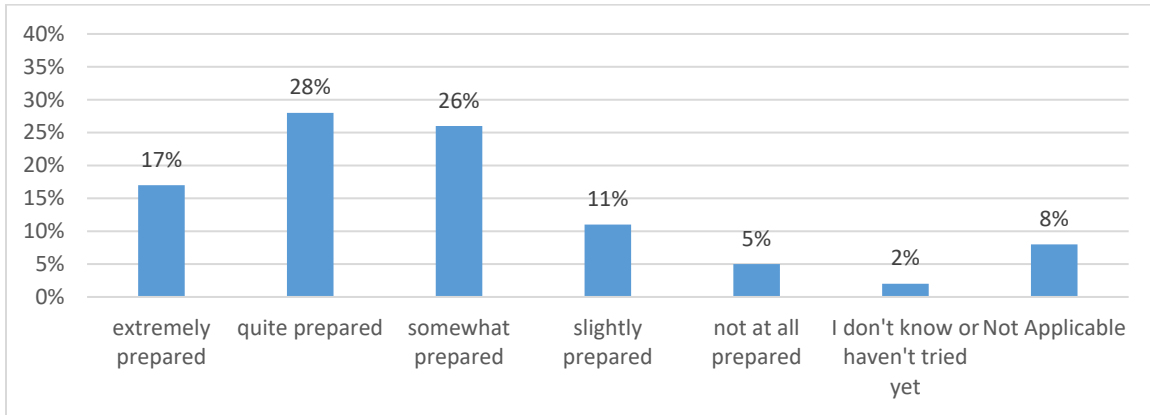
FAMILIES, STAFF: Rate the portal or systems for students to access and turn in assignments (Q.19/22)
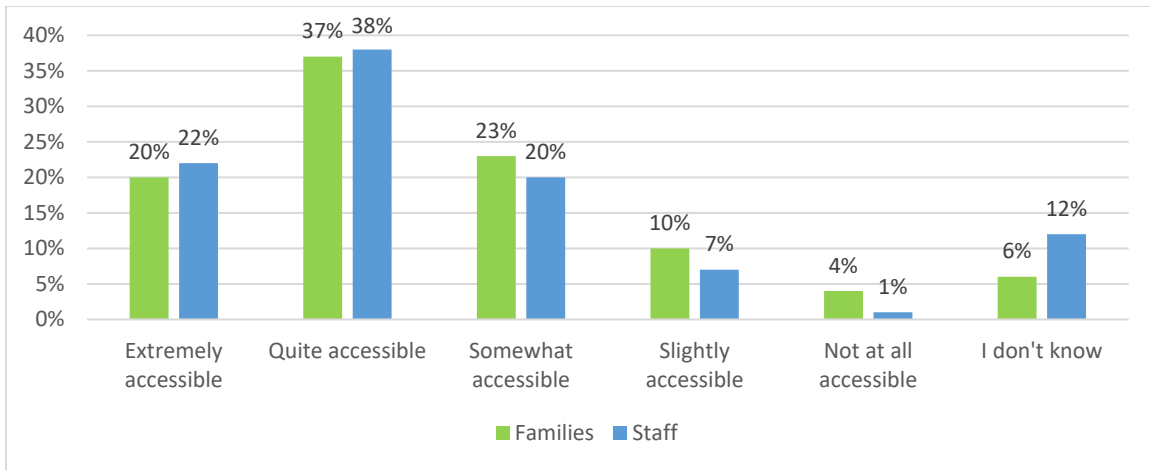
STUDENTS: I know how to access and turn in assignments (Q.14)
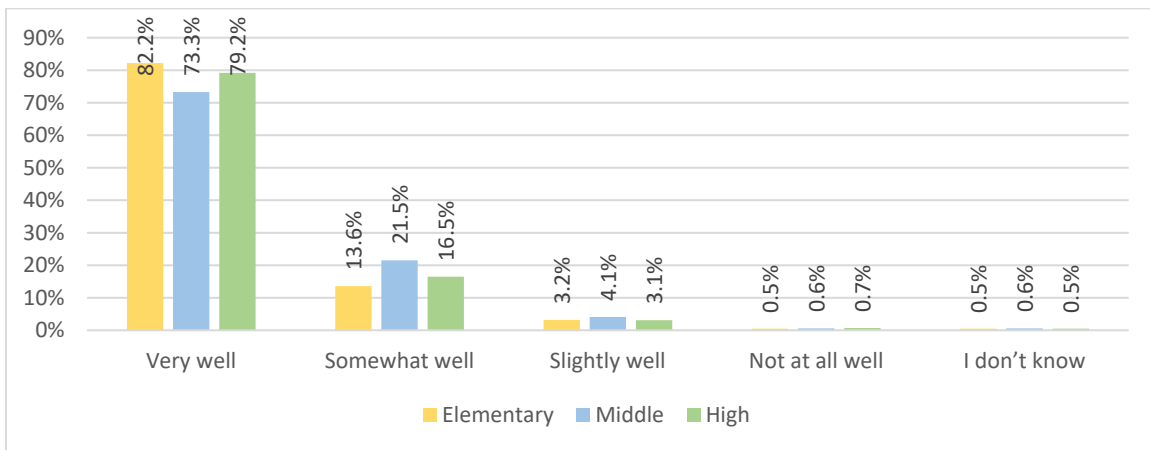
ASSESSMENTS (Tests, Quizzes, etc.)

INSTRUCTIONAL STAFF: How prepared are you to administer student assessments (Q.30)
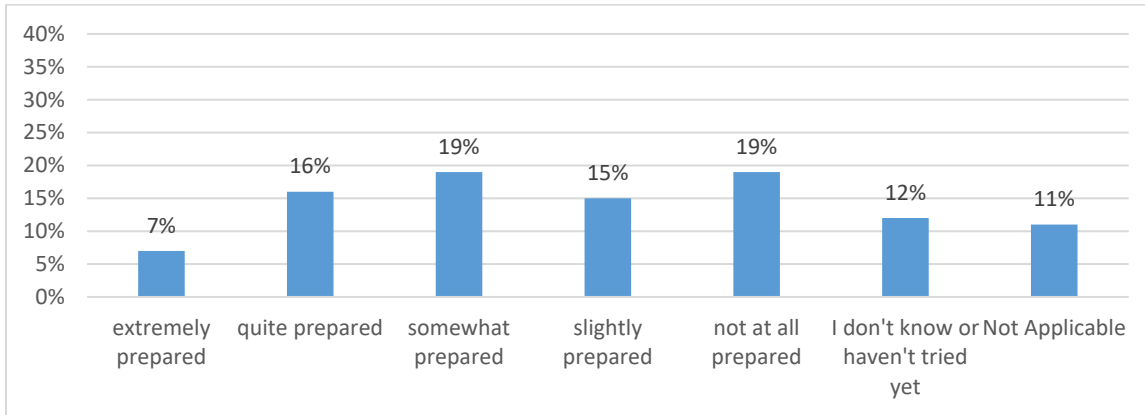
FAMILIES, STAFF: Rate the portal or systems for student assessments (Q.21/25)
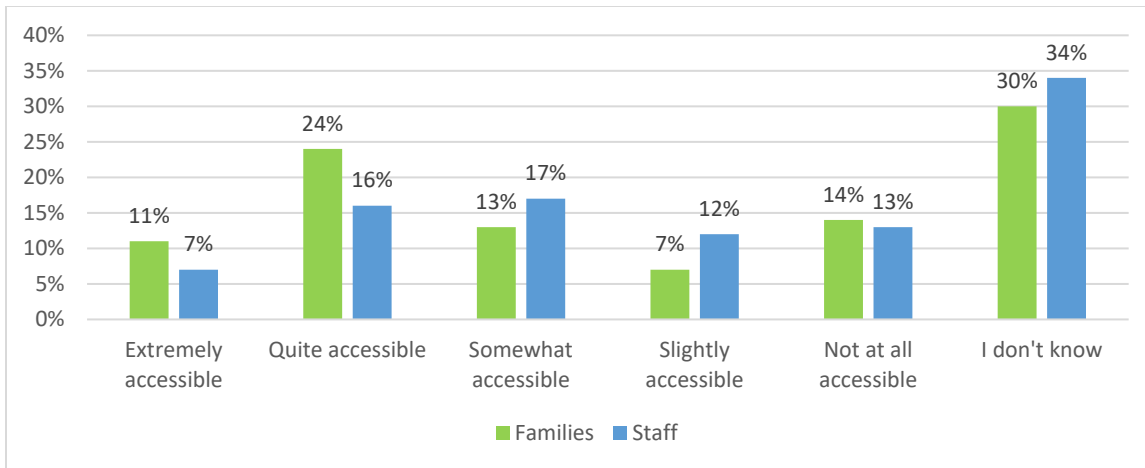
STUDENTS: I know how to access and turn in assignments (Q.14)
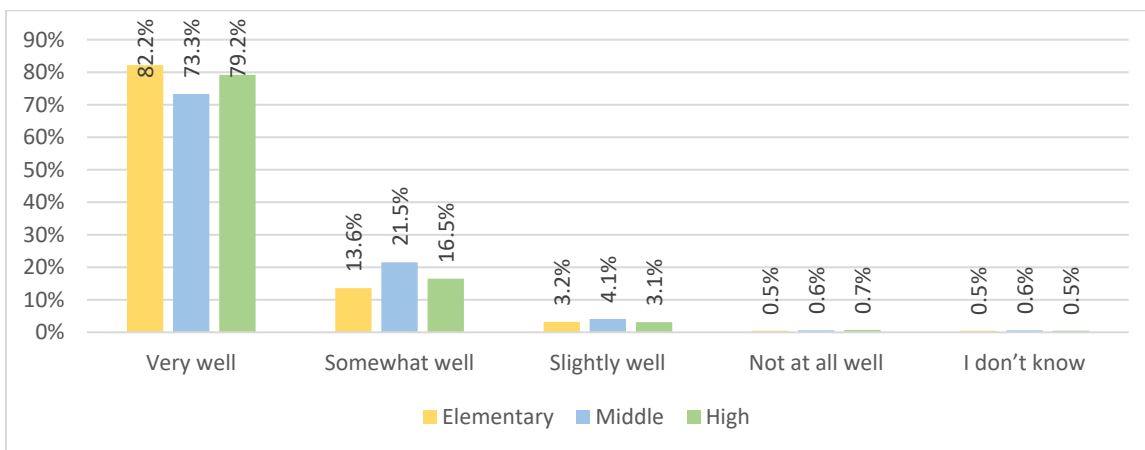
RECORDED LESSONS (Asynchronous instruction)

INSTRUCTIONAL STAFF: How prepared are you to provide asynchronous instruction? (Q.29)
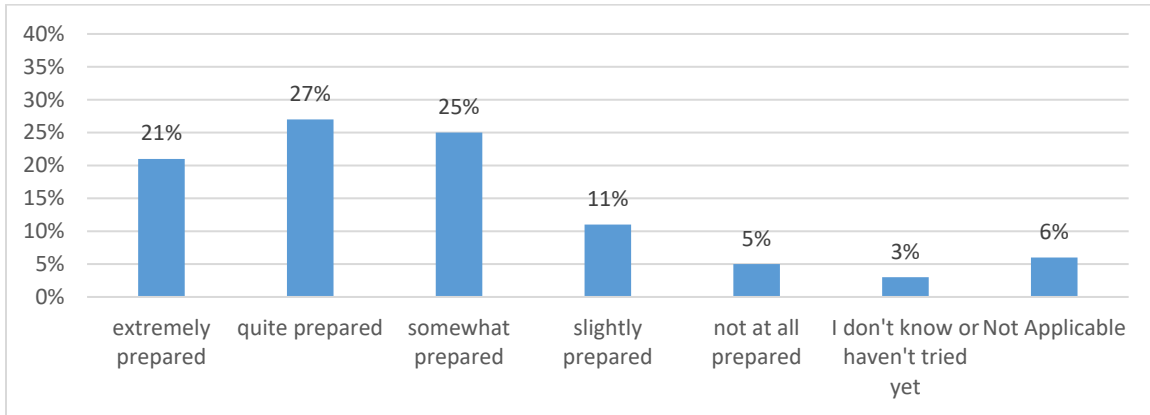
FAMILIES, STAFF: Rate the portal or systems for creating or accessing recorded lessons (Q.20/23)
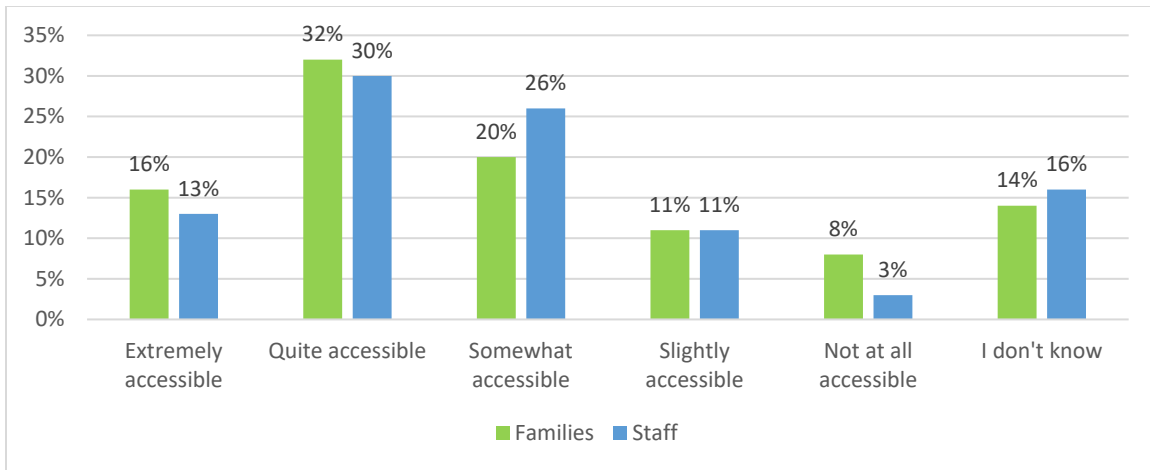
STUDENTS: I know how to access recorded lessons (Q.15)
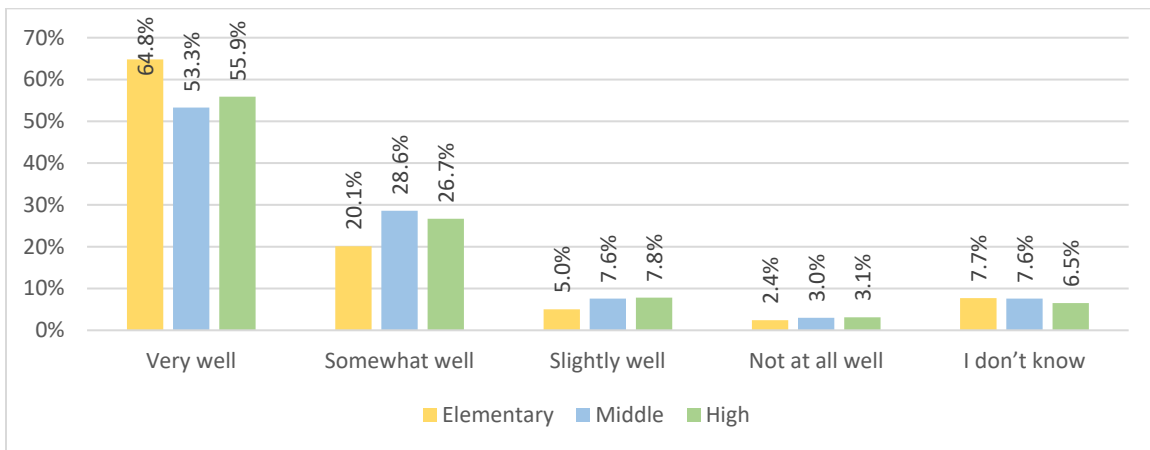
LIVE INSTRUCTION (Synchronous)

INSTRUCTIONAL STAFF: How prepared are you to connect with students in a synchronous way? (Q.28)
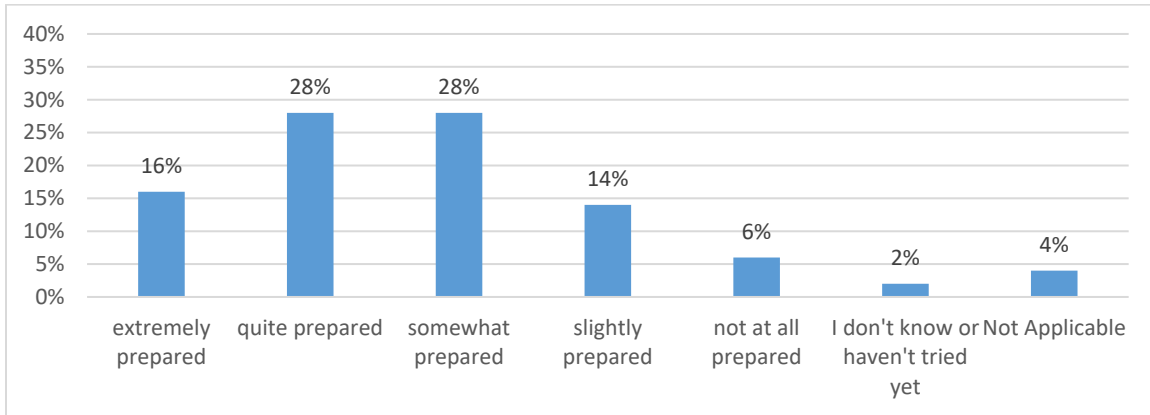
INSTRUCTIONAL STAFF: Rate the systems for video or audio conferencing (Q.24)
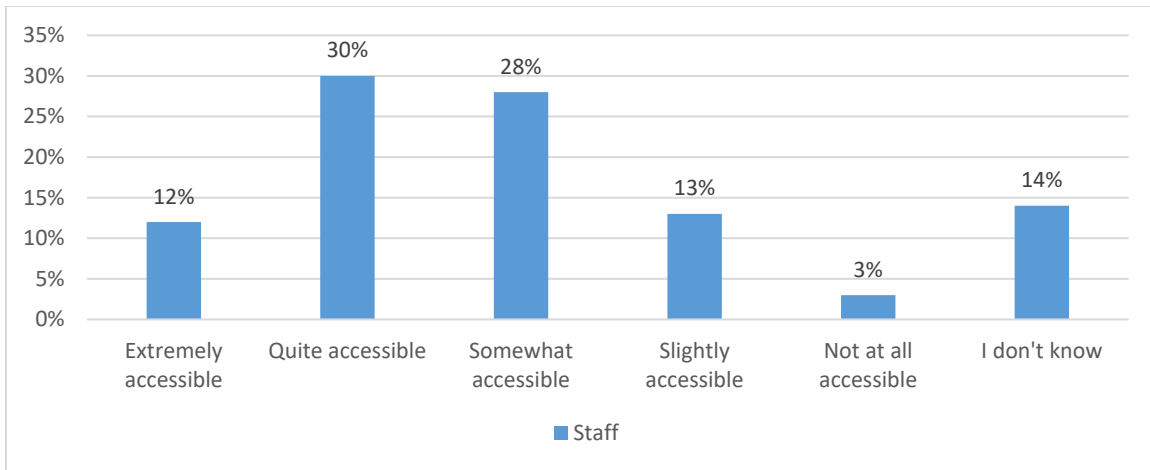
RATING VARIOUS SYSTEMS/PLATFORMS

CANVAS

STAFF: Can you use this technology? (Q.48)
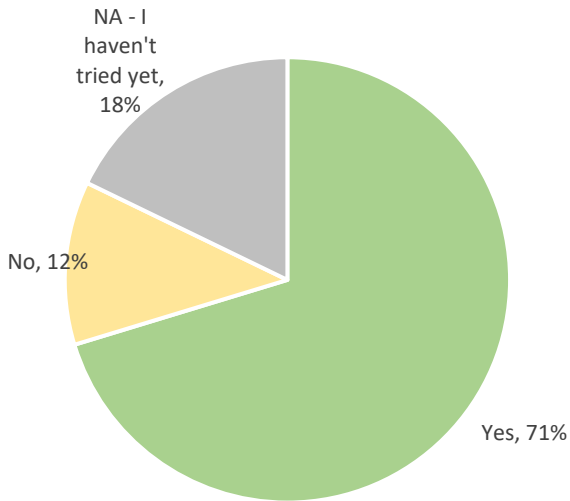
FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

MICROSOFT TEAMS

STAFF: Can you use this technology? (Q.48)
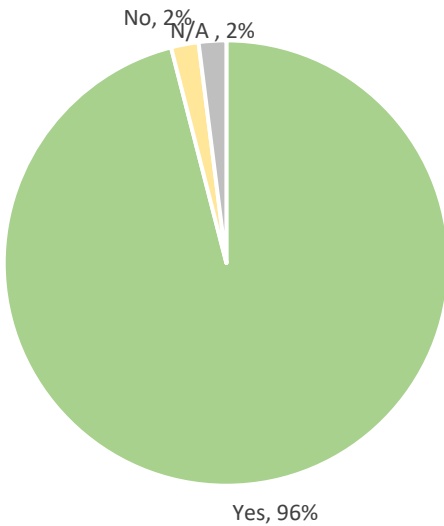
FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)
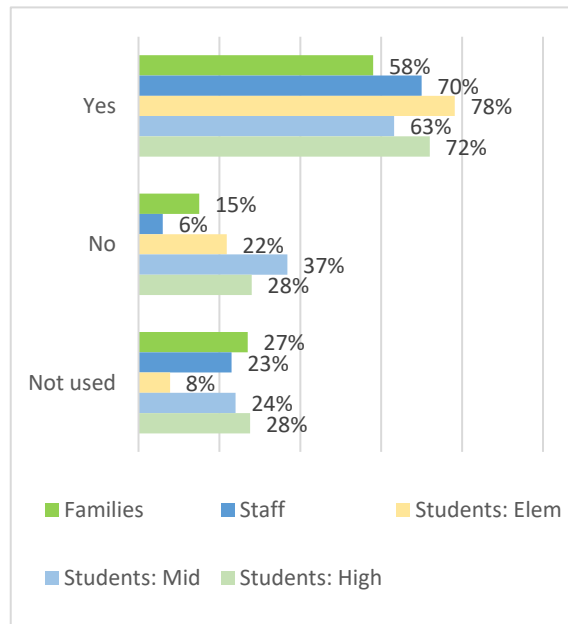
GOOGLE CLASSROOM

STAFF: Can you use this technology? (Q.48)

N/A , 29%

No, 10%

Yes, 61%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- Families: 43%
- Staff: 50%
- Students: Elem: 92%
- Students: Mid: 82%
- Students: High: 84%

No
- Families: 6%
- Staff: 2%
- Students: Elem: 8%
- Students: Mid: 18%
- Students: High: 16%

Not used
- Families: 50%
- Staff: 49%
- Students: Elem: 36%
- Students: Mid: 45%
- Students: High: 60%

■ Families ■ Staff ■ Students: Elem ■ Students: Mid ■ Students: High
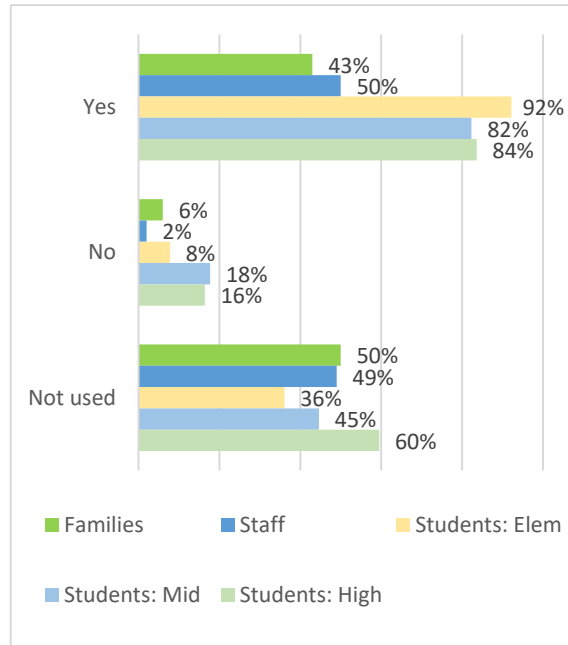
GOOGLE APPLICATIONS (Docs, spreadsheets, forms)

STAFF: Can you use this technology? (Q.48)
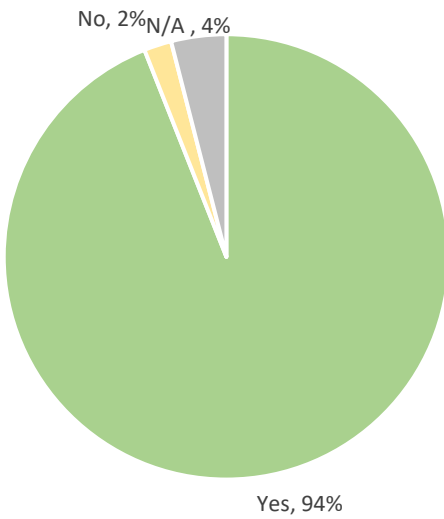
No, 2%   N/A , 4%

Yes, 94%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- Families: 53%
- Staff: 70%
- Students: Elem: 91%
- Students: Mid: 94%
- Students: High: 95%

No
- Families: 6%
- Staff: 2%
- Students: Elem: 9%
- Students: Mid: 6%
- Students: High: 6%

Not used
- Families: 41%
- Staff: 28%
- Students: Elem: 16%
- Students: Mid: 6%
- Students: High: 5%

■ Families ■ Staff ■ Students: Elem ■ Students: Mid ■ Students: High
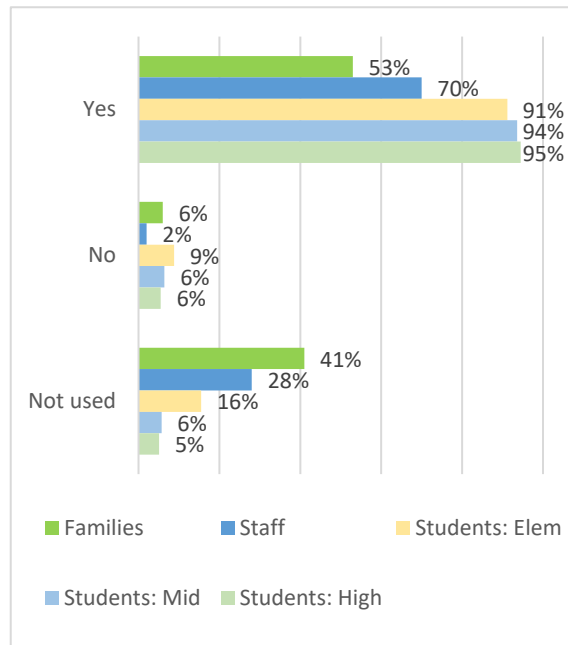
FLIPGRID

STAFF: Can you use this technology? (Q.48)
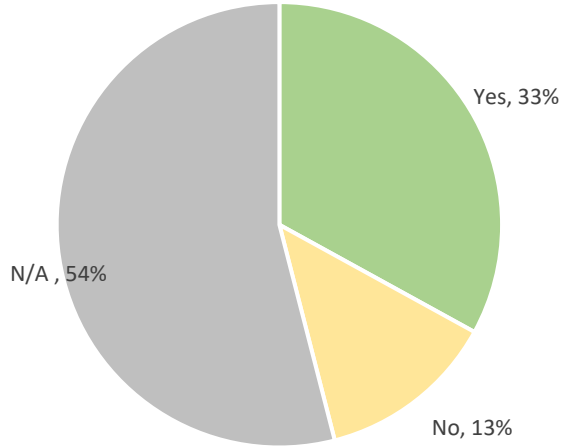
Yes, 33%
N/A , 54%
No, 13%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- 18%
- 30%
- 68%
- 52%
- 45%

No
- 9%
- 2%
- 32%
- 48%
- 55%

Not used
- 72%
- 68%
- 47%
- 53%
- 68%

■ Families ■ Staff ■ Students: Elem
■ Students: Mid ■ Students: High
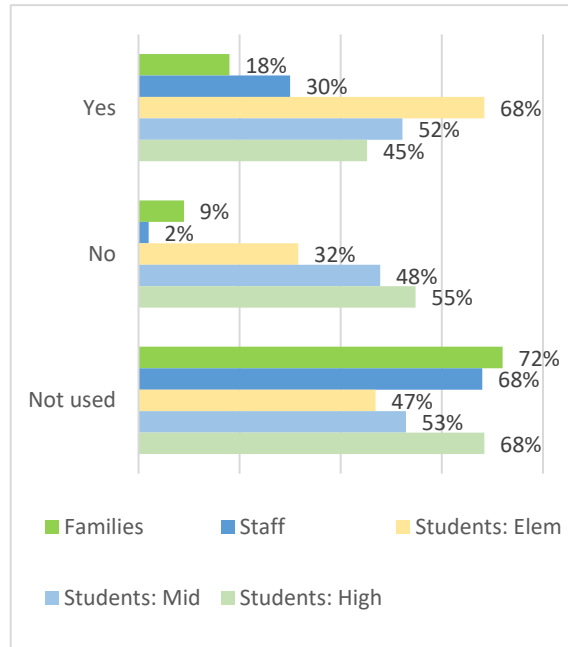
WHATSAPP

STAFF: Can you use this technology? (Q.48)
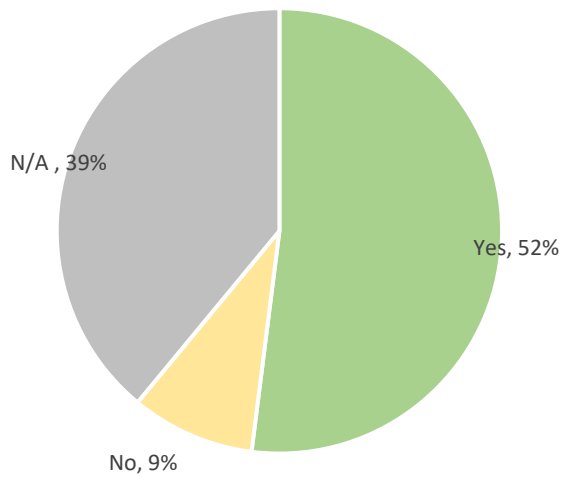
N/A , 39%
Yes, 52%
No, 9%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- 6%
- 19%
- 21%
- 26%

No
- 4%
- 81%
- 79%
- 74%

Not used
- 90%
- 92%
- 90%
- 92%

■ Families ■ Staff ■ Students: Elem
■ Students: Mid ■ Students: High
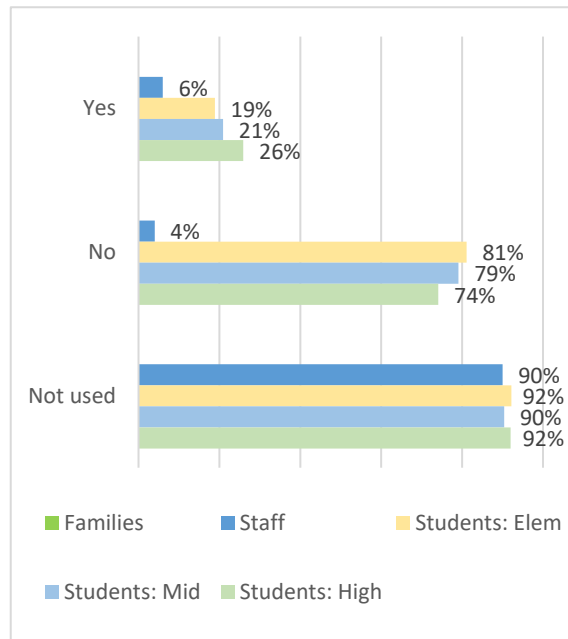
NEARPOD

STAFF: Can you use this technology? (Q.48)
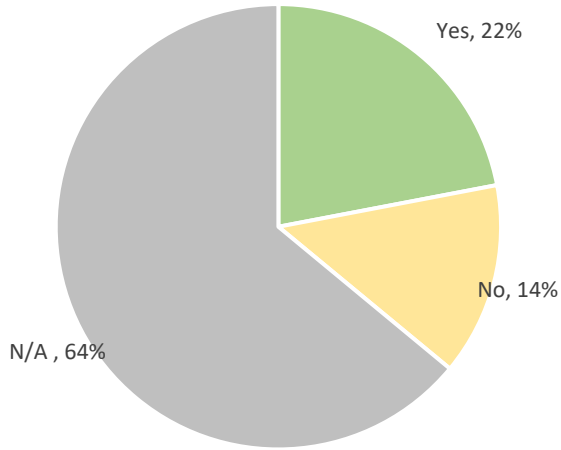
Yes, 22%
No, 14%
N/A , 64%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- 8%
- 22%
- 76%
- 77%
- 55%

No
- 4%
- 1%
- 24%
- 23%
- 45%

Not used
- 88%
- 77%
- 74%
- 44%
- 84%

Families | Staff | Students: Elem | Students: Mid | Students: High
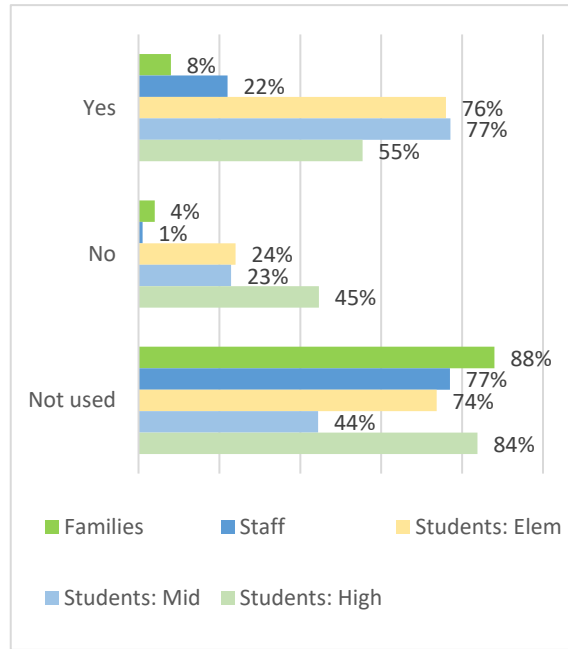
SEESAW

STAFF: Can you use this technology? (Q.48)
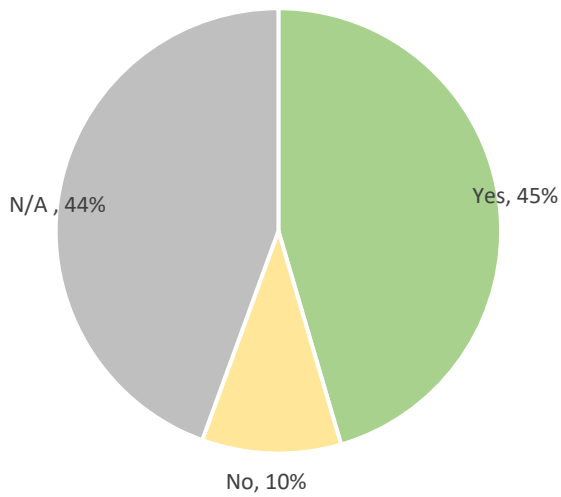
N/A , 44%
Yes, 45%
No, 10%

FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Yes
- 44%
- 45%
- 86%
- 56%
- 17%

No
- 10%
- 1%
- 14%
- 44%
- 82%

Not used
- 46%
- 53%
- 29%
- 75%
- 94%

Families | Staff | Students: Elem | Students: Mid | Students: High
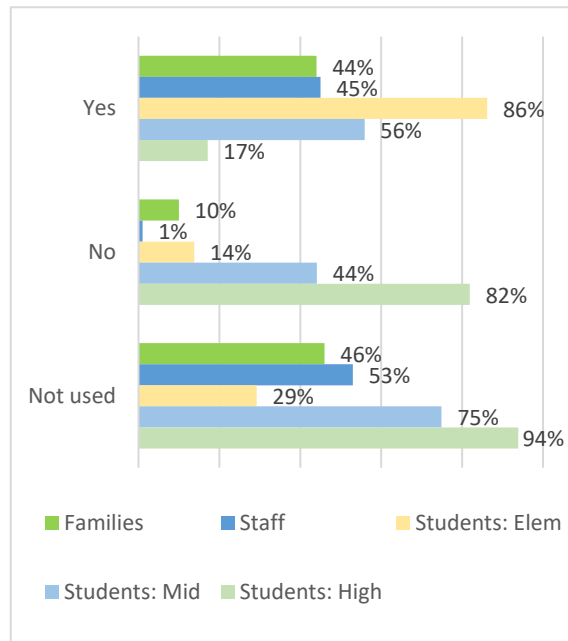
BRAINPOP

STAFF: Can you use this technology? (Q.48)
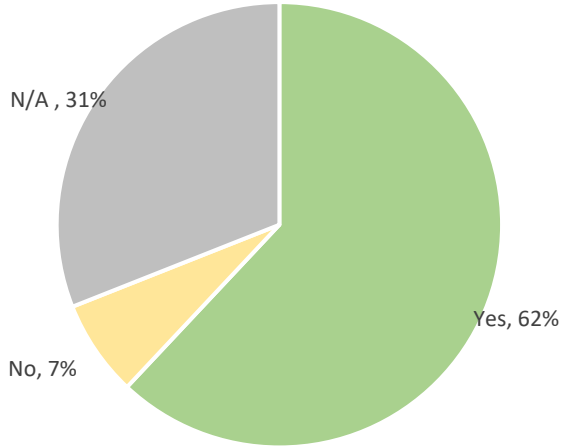
FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Pie chart:
- Yes, 62%
- No, 7%
- N/A, 31%

Bar chart:

Yes:
- Families 49%
- Staff 58%
- Students: Elem 92%
- Students: Mid 91%
- Students: High 72%

No:
- Families 6%
- Staff 1%
- Students: Elem 8%
- Students: Mid 9%
- Students: High 28%

Not used:
- Families 46%
- Staff 41%
- Students: Elem 17%
- Students: Mid 22%
- Students: High 83%

Legend: Families, Staff, Students: Elem, Students: Mid, Students: High

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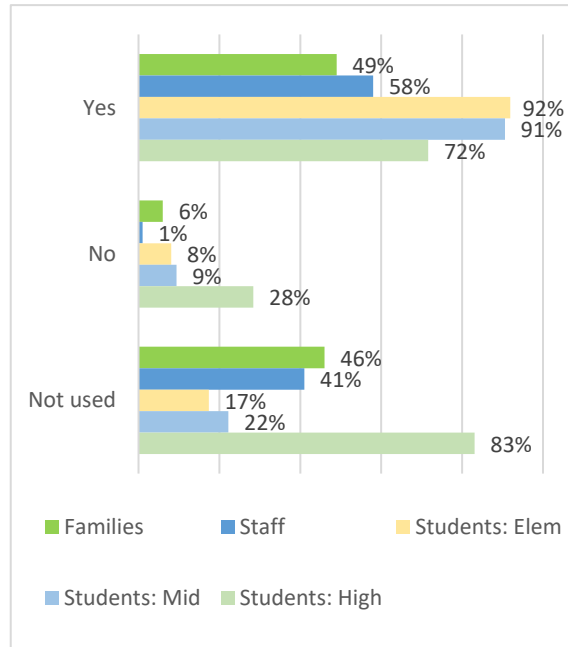
NEWS ELA
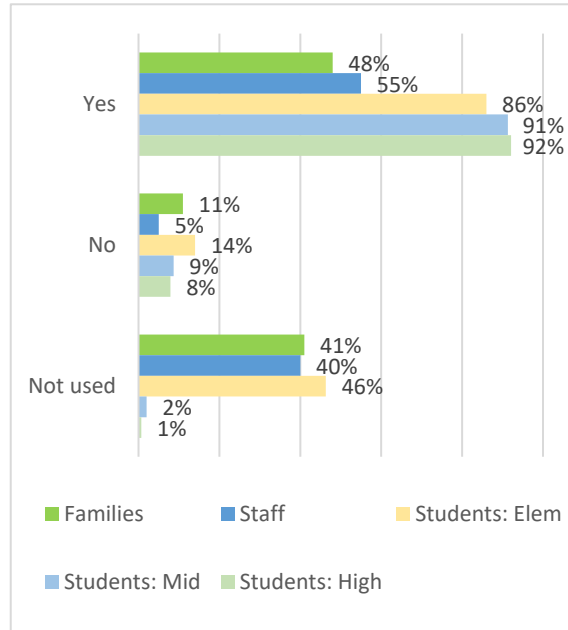
STAFF: Can you use this technology? (Q.48)
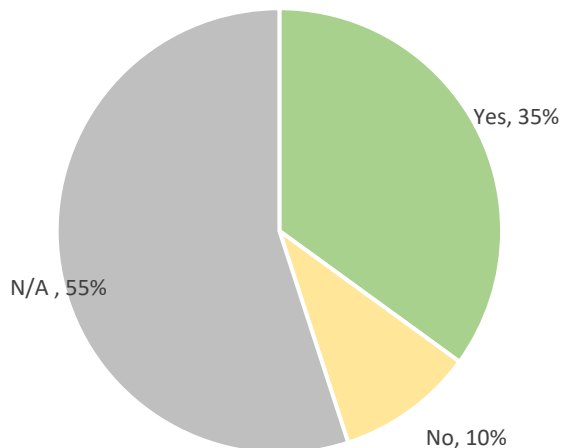
FAMILIES, STAFF, STUDENTS: Does this technology help students learn? (Q.22/49/20)

Pie chart:
- Yes, 35%
- No, 10%
- N/A, 55%

Bar chart:

Yes:
- Families 11%
- Staff 33%
- Students: Elem 71%
- Students: Mid 75%
- Students: High 62%

No:
- Families 4%
- Staff 1%
- Students: Elem 29%
- Students: Mid 25%
- Students: High 38%

Not used:
- Families 85%
- Staff 66%
- Students: Elem 70%
- Students: Mid 24%
- Students: High 66%

Legend: Families, Staff, Students: Elem, Students: Mid, Students: High
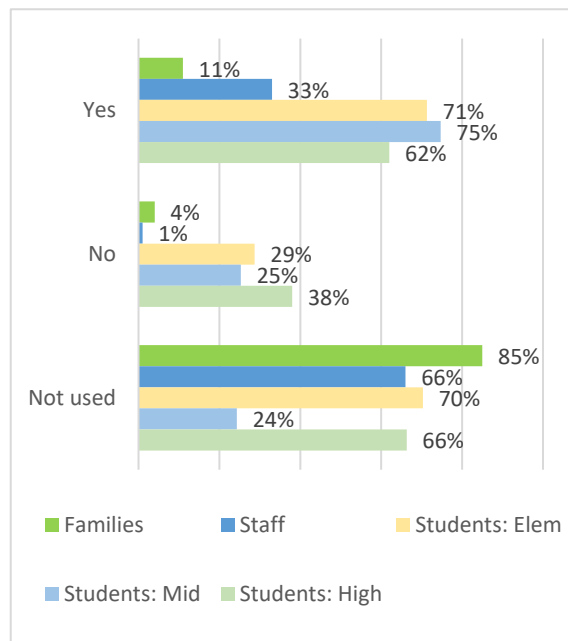
PRINTED MATERIALS

FAMILIES: Does the technology or resources help your student learn? (Q.22)

Yes — Elem: PreK-2 77%, Elem: 3-5 82%, Middle 86%, High 89%
No — Elem: PreK-2 23%, Elem: 3-5 18%, Middle 14%, High 11%
Not used — Elem: PreK-2 16%, Elem: 3-5 31%, Middle 43%, High 45%

Legend: Elem: PreK-2, Elem: 3-5, Middle, High
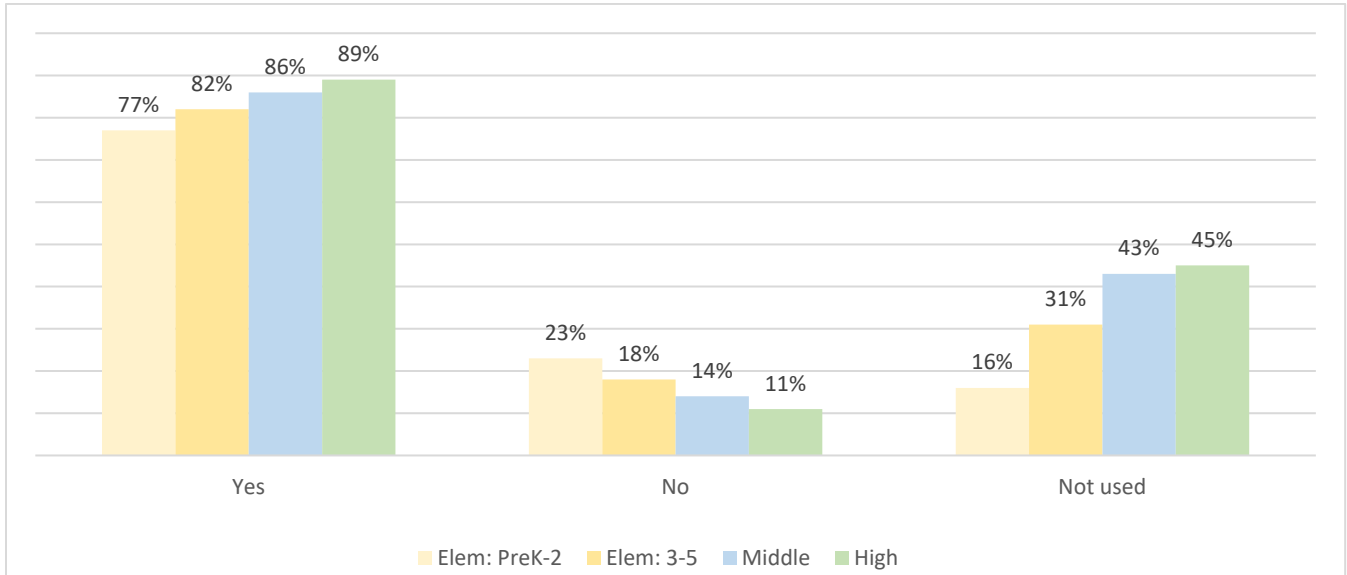
AT HOME WITH APS VIDEOS

FAMILIES: Does the technology or resources help your student learn? (Q.22)

Yes — Elem: PreK-2 56%, Elem: 3-5 64%, Middle 71%, High 73%
No — Elem: PreK-2 44%, Elem: 3-5 36%, Middle 29%, High 28%
Not used — Elem: PreK-2 56%, Elem: 3-5 67%, Middle 74%, High 78%

Legend: Elem: PreK-2, Elem: 3-5, Middle, High
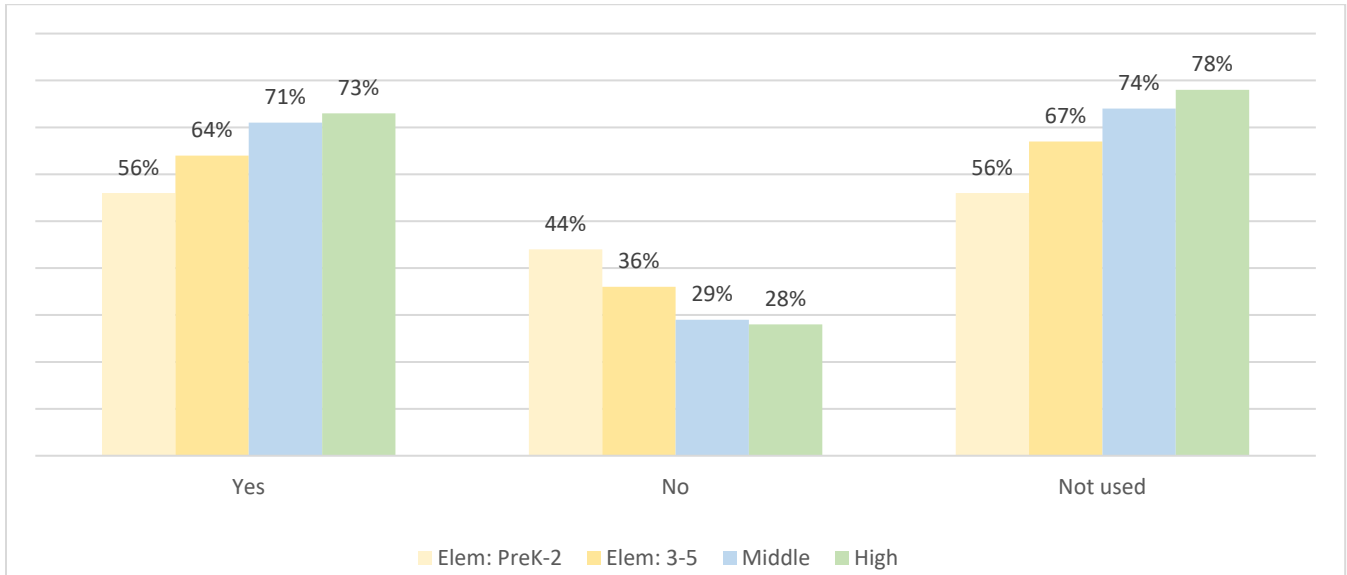
STAFF READINESS

STAFF: There are clear messages about expectations for my work (Q.3 & 4)

Yes: From my Principal or Supervisor 87%, From APS 75%
No: From my Principal or Supervisor 13%, From APS 25%

■ From my Principal or Supervisor   ■ From APS
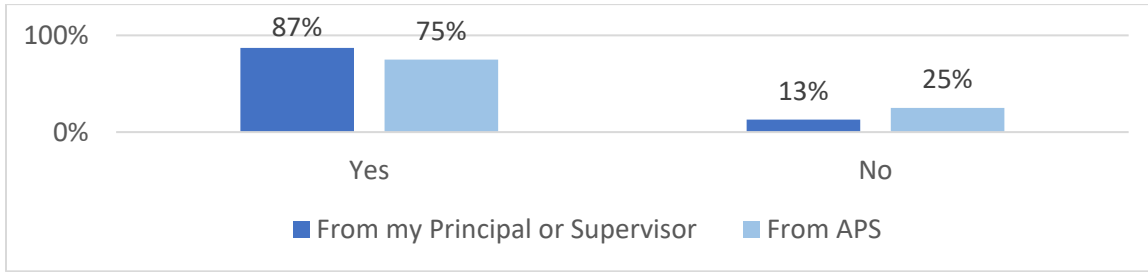
TEACHERS FEEL PREPARED TO PROVIDE ACCOMMODATIONS/SUPPORT FOR:

Students with Special Needs (Q.33)

extremely prepared	4%
quite prepared	13%
somewhat prepared	26%
slightly prepared	25%
not at all prepared	18%
I don't know or haven't tried yet	5%
Not Applicable	9%

English Learners (Q.34)

extremely prepared	5%
quite prepared	15%
somewhat prepared	26%
slightly prepared	25%
not at all prepared	13%
I don't know or haven't tried yet	4%
Not Applicable	9%

Gifted Learners (Q.35)

extremely prepared	10%
quite prepared	21%
somewhat prepared	24%
slightly prepared	13%
not at all prepared	6%
I don't know or haven't tried yet	5%
Not Applicable	21%

Social-Emotional Learning & Support (Q.39)

extremely prepared	6%
quite prepared	19%
somewhat prepared	32%
slightly prepared	24%
not at all prepared	12%
I don't know or haven't tried yet	4%
Not Applicable	3%
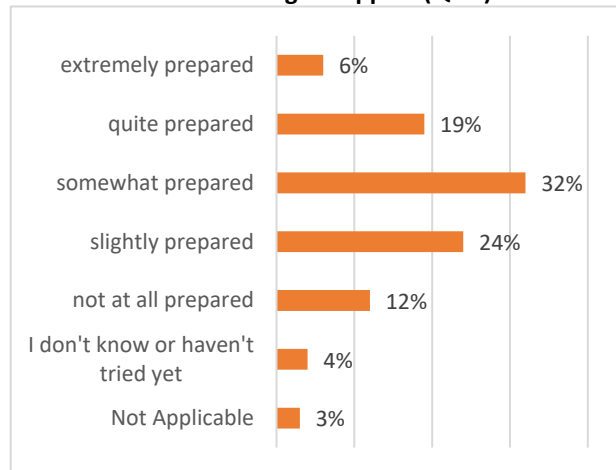
TEACHERS FEEL PREPARED TO:

Clearly communicate expectations for instructional activities and parent communication (Q.31)

extremely prepared	17%
quite prepared	30%
somewhat prepared	29%
slightly prepared	12%
not at all prepared	4%
I don't know or haven't…	2%
Not Applicable	6%
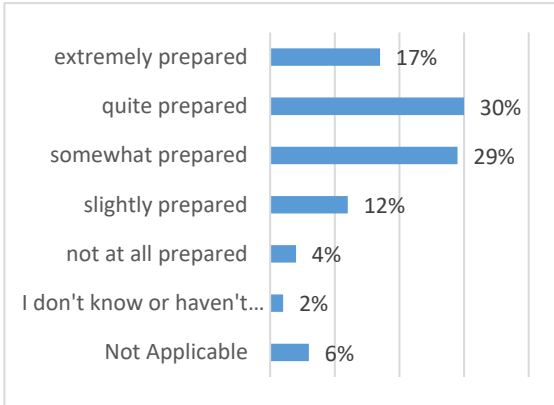
Utilize resources to support online learning relevant to your content area (Q.32)

extremely prepared	14%
quite prepared	29%
somewhat prepared	30%
slightly prepared	14%
not at all prepared	4%
I don't know or haven't…	2%
Not Applicable	7%
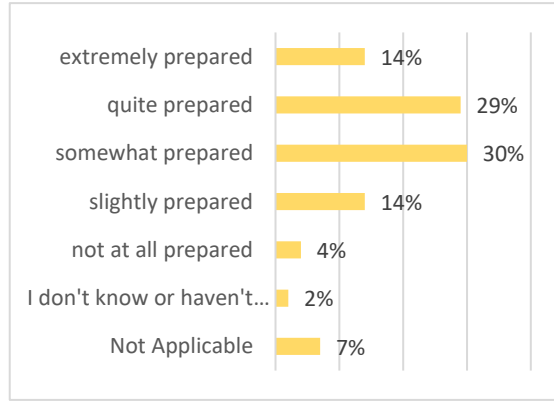
Collaborate: Utilize mechanisms and have structured opportunities to enable peer collaboration and sharing of materials (Q.37)

extremely prepared	12%
quite prepared	20%
somewhat prepared	24%
slightly prepared	19%
not at all prepared	12%
I don't know or haven't…	6%
Not Applicable	7%
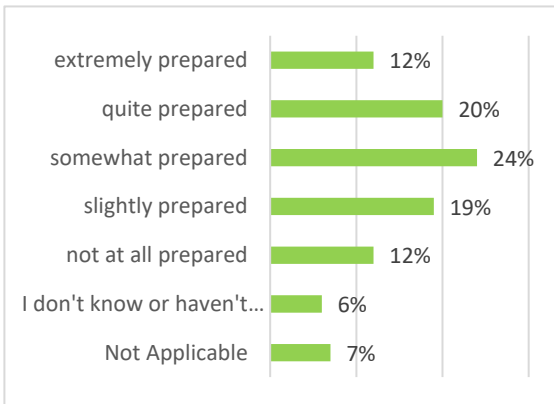
Provide feedback: Utilize mechanisms to collect feedback from students to monitor progress as they transition their instruction (Q.36)

extremely prepared	9%
quite prepared	21%
somewhat prepared	32%
slightly prepared	17%
not at all prepared	7%
I don't know or haven't…	6%
Not Applicable	9%
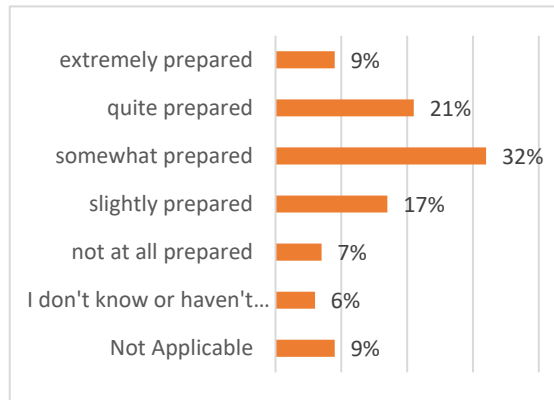
Provide professional learning opportunities (Q.38)

extremely prepared	11%
quite prepared	22%
somewhat prepared	31%
slightly prepared	18%
not at all prepared	7%
I don't know or…	8%
Not Applicable	4%
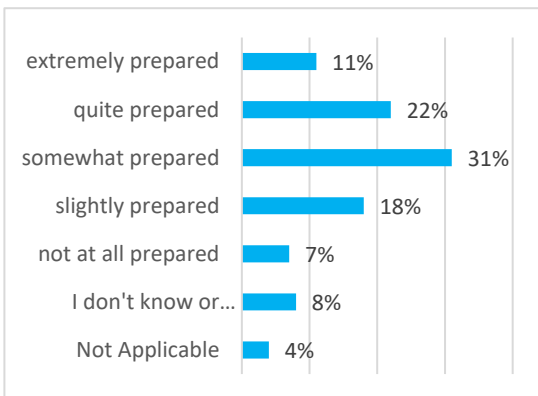
Teacher Training: Guided opportunities for teachers to learn about (and practice) how to use specific online learning systems to support instruction are: (Q.19)

Extremely accessible	10%
Quite available	26%
Somewhat accessible	32%
Slightly accessible	19%
Not at all accessible	5%
I don't know	8%
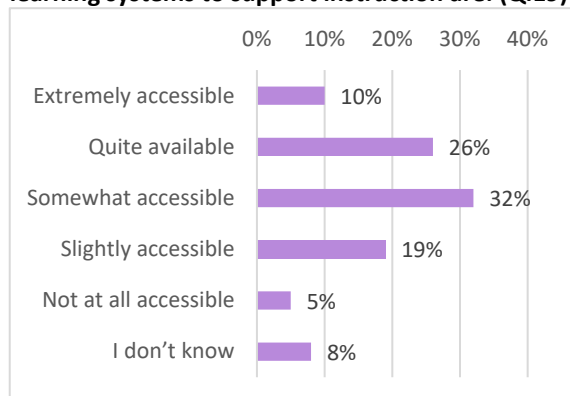
STAFF PROFESSIONAL LEARNING NEEDS

Which distance learning teaching strategies do you need further support with? (Q.43)

Which software/apps/online sources for teacher use need additional tutorials? (Q.44)

- Canvas (grading, commenting, etc.) — 75
- Math tools that are often demonstrated in person by teachers — 31%
- BrainPop — 22%
- NewsELA — 25%
- Nearpod — 47%
- SeeSaw — 39%
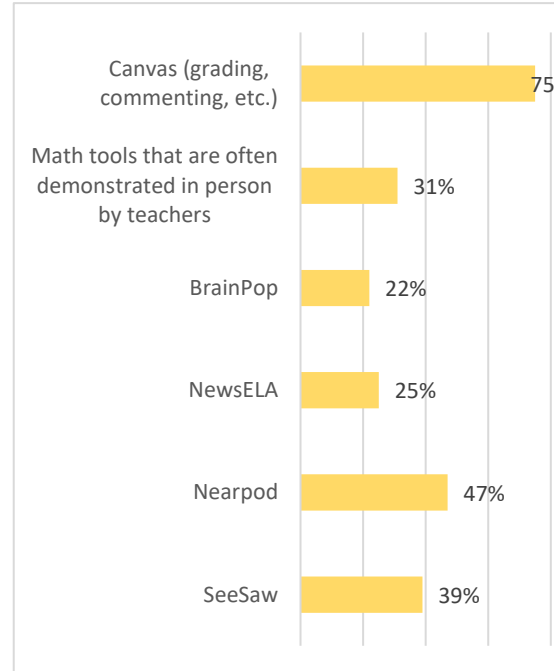
To produce original digital content for Canvas courses, which products would you like further professional learning to create? (Q.45)

- Screencasts — 82%
- Images — 46%
- Flow charts — 38%
- Slide shows — 45%
- Podcasts (audio) — 43%
- Podcasts (audio visual) — 48%
- Other — 4%
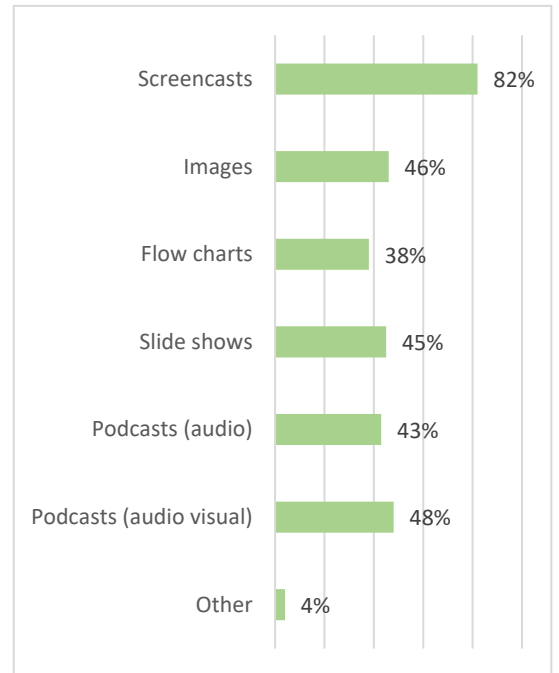
What baseline Canvas skills do you need help with? (Q.40)

Skill	Percentage
Use of Canvas for iPad or Laptop	51%
How best to introduce students/families to Canvas	56%
How to invite students into virtual conferencing with Big Blue Button	50%
How to obtain tutorials to create Canvas Courses	41%
Developing assessments	49%
Grading assessments and providing feedback	40%
Embedding copyrighted resources from library databases	50%
Embedding (or linking) full length video content	47%
Embedding images	37%
Applying "fair use" doctrine to the use of copyrighted materials	48%
Embedding copyrighted video content	42%
Navigating to library's databases	37%
Reducing "clutter" on menus, discussion boards, announcements	46%
None of the above	8%
Not Applicable	6%
Other	10%

What baseline Microsoft Teams skills do you need for classroom instruction? (Q.41)

Skill	Percentage
How to invite students into virtual conferencing	40%
Best practices to increase students' interactivity	62%
Virtual Conferencing: do's and don'ts and preparation	48%
Bringing "outside guest speakers" into MS Teams sessions	47%
Student privacy with recorded sessions	56%
Privacy concerns with virtual conferencing	59%
None of the above	8%
Not Applicable	4%
Other	8%

Which Information Literacy Lessons would you most like to work with your librarian to incorporate in teaching next year? (Q.42)

Category	Percentage
How to use library subscription databases for learning	35%
Teaching students how to cite resources (MLA or APA) by applying NoodleTools software	15%
How to manage a long-term research project with NoodleTools platform	20%
Helping students to compile an annotated bibliography	12%
How to use Zotero to track and cite sources	12%
Advanced Research in SCIENCE: Defining "Peer Review" and guiding students to peer-reviewed journal resources (using Proquest, JSTOR and Gale databases)	6%
Advanced Research in Literature: Defining "Peer Review" and guiding students to peer-reviewed journal resources (using Proquest, JSTOR and Gale databases)	8%
Inquiry Based Research	23%
Accessing and applying e-books and audiobooks from APS libraries. (See: https://hbwoodlawn.apsva.us/library-home/ebooks/)	38%
Understanding why students' independent work and research may likely be improved by using the library's subscription databases	17%
None of the above	12%
Not Applicable	29%
Other	3%

APPENDIX: RESPONDENT DETAILS

FAMILIES

FAMILIES - Q1. Select School Location(s) (Check all that apply)		
	Responses	%
Abingdon	142	3%
Arlington Science Focus	190	3%
Arlington Traditional	186	3%
Ashlawn	209	4%
Barcroft	74	1%
Barrett	81	1%
Campbell	98	2%
Carlin Springs	35	1%
Claremont	218	4%
Discovery	239	4%
Drew	47	1%
Fleet	161	3%
Glebe	241	4%
Hoffman-Boston	85	2%
Integration Station	15	.3%
Jamestown	229	4%
Key	191	3%
Long Branch	125	2%
McKinley	310	6%
Montessori	142	3%
Nottingham	223	4%
Oakridge	157	3%
Randolph	46	1%
Taylor	261	5%
Tuckahoe	248	4%
Dorothy Hamm	263	5%
Gunston	276	5%
Jefferson	230	4%
Kenmore	185	3%
Swanson	332	6%
Williamsburg	410	7%
Arlington Career Center	118	2%
Arlington Community High School	3	.1%
Eunice Kennedy Shriver	8	.1%
HB Woodlawn	249	4%
Langston	4	.1%
New Directions	1	0%
Wakefield	318	6%
Washington-Liberty	474	8%
Yorktown	630	11%

FAMILIES - Q2. Select Student Grade Level(s) (Check all that apply)

	Responses	%
Pre-K	227	2%
K	868	9%
1st	913	10%
2nd	853	9%
3rd	846	9%
4th	848	9%
5th	719	8%
6th	712	8%
7th	656	7%
8th	569	6%
9th	625	7%
10th	531	6%
11th	428	5%
12th	345	4%
Total	9140	

FAMILIES – Q3. Type in the ZIP Code of where you live.

Zip Code	Overall		Elementary PreK-2nd		Elementary 3rd-5th		Middle School		High School	
	Responses	%	Responses	%	Responses	%	Responses	%	Responses	%
22201	894	10%	304	11%	242	10%	170	9%	178	9%
22202	494	5%	166	6%	123	5%	105	5%	100	5%
22203	677	7%	203	7%	167	7%	154	8%	153	8%
22204	1403	15%	453	16%	378	16%	290	15%	282	15%
22205	1673	18%	517	18%	429	18%	345	18%	382	20%
22206	609	7%	227	8%	172	7%	118	6%	92	5%
22207	2893	32%	826	29%	765	32%	654	34%	648	34%
22209	136	1%	58	2%	30	1%	23	1%	50	3%
22213	273	3%	81	3%	82	3%	60	3%	178	9%
Other	51	.6%	16	.6%	10	.4%	14	.7%	36	2%
Total	9103		2851		2398		1933		1921	

FAMILIES - Q4. Do any of your students receive special services or accommodations to support their learning? (Check all that apply)

	Elementary Prek - 2nd (n=2861)		Elementary 3rd- 5th (n=2413)		Middle School (n=2,364)		High School (n=1929)	
	Responses	%	Responses	%	Responses	%	Responses	%
No services	1759	62%	930	39%	732	38%	924	48%
Special education services	460	16%	451	19%	370	19%	376	20%
504 plan	146	5.1%	249	10%	282	15%	328	17%
English learner services	82	2.9%	51	2%	21	1%	15	1%
Gifted services	544	19%	1062	44%	845	44%	517	27%
I don't know	48	1.7%	15	1%	14	1%	16	1%

STUDENTS

STUDENTS - Q1. Who is completing this student survey?

	Elementary (n=1369)		Middle School (n=2355)		High School (n=1768)	
	Responses	%	Responses	%	Responses	%
I am an APS student and I am completing this survey on my own.	898	65.4%	2109	89.6%	1696	95.8%
I am an APS student and I am completing this survey with my parent/guardian.	457	33.3%	235	10.0%	69	3.9%
Other	14	1.0%	11	.5%	3	.2%

STUDENTS - Q2. Select School Location(s)	Responses	%
Abingdon	40	0.7%
Arlington Science Focus	69	1.3%
Arlington Traditional	67	1.2%
Ashlawn	57	1.0%
Barcroft	44	0.8%
Barrett	30	0.5%
Campbell	18	0.3%
Carlin Springs	42	0.8%
Claremont	101	1.8%
Discovery	102	1.8%

Drew	17	0.3%
Fleet	64	1.2%
Glebe	73	1.3%
Hoffman-Boston	52	0.9%
Jamestown	70	1.3%
Key	99	1.8%
Long Branch	45	0.8%
McKinley	147	2.7%
Montessori	27	0.5%
Nottingham	44	0.8%
Oakridge	48	0.9%
Randolph	31	0.6%
Taylor	79	1.4%
Tuckahoe	47	0.9%
Dorothy Hamm	288	5.2%
Gunston	453	8.2%
Jefferson	403	7.3%
Kenmore	321	5.8%
Swanson	316	5.7%
Williamsburg	439	8.0%
Arlington Career Center	95	1.7%
Arlington Community High School	23	0.4%
Eunice Kennedy Shriver	2	0.0%
H-B Woodlawn	274	5.0%
Langston	7	0.1%
New Directions	0	0.0%
Wakefield	384	7.0%
Washington-Liberty	511	9.3%
Yorktown	591	10.7%

STUDENTS - Q3. Select Your Grade Level	Responses	%
4th	581	10.5%
5th	790	14.3%
6th	906	16.4%
7th	792	14.4%
8th	662	12.0%
9th	573	10.4%
10th	468	8.5%
11th	464	8.4%
12th	262	4.8%

STUDENTS - Q4. Student Information								
ZIP Code	Overall		Elementary		Middle School		High School	
	Responses	%	Responses	%	Responses	%	Responses	%
22201	507	9.3%	117	8.7%	224	9.6%	166	9.5%
22202	260	4.8%	56	4.1%	117	5.0%	87	5.0%
22203	406	7.5%	84	6.2%	181	7.8%	141	8.1%
22204	1327	24.4%	336	24.9%	597	25.6%	394	22.6%
22205	798	14.7%	234	17.3%	281	12.1%	283	16.2%
22206	386	7.1%	79	5.8%	200	8.6%	107	6.1%
22207	1430	26.3%	380	28..1%	582	25.0%	468	26.8%
22209	114	2.1%	29	2.1%	48	2.1%	37	2.1%
22213	124	2.3%	21	1.6%	60	2.6%	43	2.5%
Other	76	1.4%	16	1.2%	41	1.8%	19	1.1%
Total	5,428		1,352		2,331		1,745	

STUDENTS - Q5. Student Information						
	Elementary (n=1374)		Middle School (n=2,364)		High School (n=1,770)	
	Responses	%	Responses	%	Responses	%
I receive special education services	125	9.1%	146	6.22%	135	7.6%
I have a 504 plan	53	3.9%	114	4.8%	150	8.5 %
I receive English learner services	54	3.9%	54	2.3%	60	3.4%
I receive Gifted services	501	36.5%	528	22.3%	235	13.3%
None of the above	374	27.2%	887	37.5%	948	53.6%
I don't know	384	27.9%	823	34.8%	336	19.0%

STAFF

ALL STAFF - Q1. My work location(s)		
	Responses	%
Abingdon	81	3.06%
Arlington Science Focus	40	1.51%
Arlington Traditional	58	2.19%
Ashlawn	67	2.53%
Barcroft	55	2.08%
Barrett	73	2.76%
Campbell	53	2.00%
Carlin Springs	76	2.87%
Claremont	78	2.95%
Discovery	76	2.87%
Drew	48	1.81%
Fleet	64	2.42%
Glebe	48	1.81%
Hoffman-Boston	82	3.10%
Integration Station	25	0.94%
Jamestown	81	3.06%
Key	59	2.23%
Long Branch	47	1.78%
McKinley	55	2.08%
Montessori	45	1.70%
Nottingham	38	1.44%
Oakridge	67	2.53%
Randolph	68	2.57%
Taylor	62	2.34%
Tuckahoe	48	1.81%
Dorothy Hamm	61	2.30%
Gunston	69	2.61%
Jefferson	72	2.72%

Kenmore	73	2.76%
Swanson	81	3.06%
Williamsburg	93	3.51%
Arlington Career Center	123	4.65%
Arlington Community High School	39	1.47%
Eunice Kennedy Shriver	20	0.76%
HB Woodlawn	68	2.57%
Langston	22	0.83%
New Directions	11	0.42%
Wakefield	138	5.21%
Washington-Liberty	157	5.93%
Yorktown	147	5.55%
Administrative Services	8	0.30%
Facilities & Operations (Non-Transportation)	32	1.21%
Facilities & Operations (Transportation)	13	0.49%
Finance & Management Services	20	0.76%
Human Resources	23	0.87%
Information Services	25	0.94%
Planning & Evaluation	10	0.38%
School Board Office	3	0.11%
School & Community Relations	11	0.42%
Superintendent's Office	0	0.00%
Teaching & Learning	139	5.25%
Total Responses	2,952	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

ALL STAFF - Q2. My role in APS

	Elementary		Middle School		High School		Central Office	
	Responses	%	Responses	%	Responses	%	Responses	%
Instructional (T-Scale, P-Scale, or E-Scale)	962	69%	364	81%	564	78%	102	36%
Instructional (Not T-Scale, P-Scale, or E-Scale)	242	17%	38	8%	80	11%	17	6%
Non-Instructional	181	13%	47	10%	81	11%	165	58%

All staff members were given survey questions about operations. Staff members selecting Instructional (T-Scale, P-Scale, or E-Scale) were given an additional set of questions about instruction. The following is a breakdown of those who completed the instructional portion of the survey:

INSTRUCTIONAL STAFF - Q14. Check all that apply

	Elementary		Middle School		High School		Central Office	
	Responses	%	Responses	%	Responses	%	Responses	%
I am a general education teacher (elementary classroom, art, secondary math, etc.)	526	52%	232	60%	340	55%	0	0%
I am a special education teacher	129	13%	42	11%	79	13%	7	6%
I am an English learner teacher	68	7%	29	8%	59	10%	0	0%
I am a school-based T-scale staff member. My primary role is coaching other T-scale staff (Equity & Excellence teacher, ITC, STC, RTG, math coach, reading coach, STEM teacher, etc.)	90	9%	35	9%	30	5%	4	4%
I am a teacher specialist or SSC in DTL	69	7%	23	6%	27	4%	52	48%
I am an administrator (Supervisor, Director, Principal, AP, DOC, etc.)	16	2%	3	1%	15	2%	21	19%
Other, please describe below	106	11%	21	5%	66	11%	25	23%