

# Equity Reset Toolkit:

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## Re-envision Instruction Through Equitable Systems



**Unbound**Ed

[pivotlearning.org](https://pivotlearning.org) | [unbounded.org](https://unbounded.org)



### About Pivot:

Pivot Learning is a nonprofit organization whose mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. Together with our subsidiary, the Consortium on Reaching Excellence in Education (CORE), we partner with districts and their schools to improve teaching and learning through the adoption of high-quality instructional materials and the comprehensive implementation of these materials. We also collaborate with districts and their schools to build systems that prevent achievement gaps and support the needs of students struggling academically or behaviorally through data-driven and evidence-based practices.

## UnboundEd

### About UnboundEd

UnboundEd's team of former educators and education experts is dedicated to empowering teachers to integrate standards-based knowledge and content into their daily practice. We fulfill this mission by providing free, high-quality, standards-aligned curriculum resources for PreK-12 classrooms; the opportunity for immersive training; and the option of support through our website offerings.

## 2020-21: A Year for Change

COVID-19 has deepened inequities in access to high-quality learning and instruction. Take this moment as an opportunity to re-envision what access to grade-level instruction looks like for all students. This toolkit will prepare you for developing a new vision and systems to support equitable ELA and math instruction that can be adapted for in-person, remote, or blended learning.

As you prepare for fall, you need to plan not only for the launch of instruction, but also the implementation of supports to help students recover learning that was lost due to the pandemic. To do this, you must understand the needs of teachers and provide appropriate professional learning on equitable ELA and math instruction and interventions to accelerate learning recovery.

The 2020 pandemic and resulting school closures disrupted education. As a result, many students lost access to equitable instruction and learning. This toolkit guides districts through a process to better understand the impact of school closures on instruction and learning in ELA and math. Use the tools inside to collect data to inform an equitable learning and instruction recovery plan in your district.





## Table of Contents

### Section 1: Purpose of This Toolkit

Overview	4-5
Implementation Timeline	6
Step 1: Pework	6-7
Step 2: Launch Team	8-9
Step 3: Collect Data	10
Step 4: Analyze Data and Generate Recommendations for Your Equitable Learning Recovery Plan	11

### Section 2: Scope & Timeline

August	12
September	13
October	13
Student Survey	14-19
Parent/Guardian Survey	20-26
Teacher Survey	27-35
Coach Survey	36-41
School Leader Survey	42-47
District Leader Survey	48-55
Data Systems Collection Sheet	56-57
ELA and Math Learning Assessment Recommendations	58-64

### Section 3: Data Analysis Protocol

Overview	65
Step 1: Analyze Participation in Data Collection	66
Step 2: Make Connections Across the Data Collected	66-77
Step 3: Summarize Your Key Findings from Your Data Analysis	78-82

# Section 1: Purpose of This Toolkit



As we strive to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems. To ensure that our most vulnerable students are not disproportionately affected, we must create learning recovery plans that are:

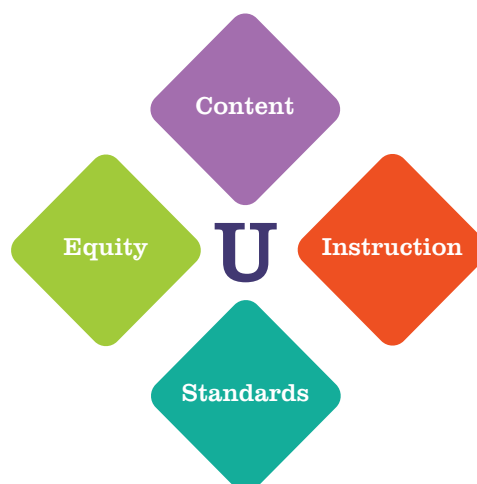
- Centered on understanding and meeting the needs of students and families traditionally underserved by public education
- Informed by data and diverse stakeholder perspectives
- Focused on describing and solving for unfinished teaching and learning
- Structured to support teachers' capacity to deliver instruction, including remote instruction, in a more equitable way
- Built on an asset-based mindset and curiosity of how your system can "know more and do better"

## Centering equity in this work

At the core of this toolkit and the work ahead for your district is centering equitable instruction in your response to unfinished instruction. To help your team get started, we offer you a few foundational definitions.

### Equitable Instruction:

**UnboundEd** defines equitable instruction as: *Learning that is grounded in the intersection of the standards, content, aligned curriculum, and the equity that is essential for closing the opportunity gap caused by systemic bias and racism so that all students experience engaging, affirming, and meaningful grade level instruction.*

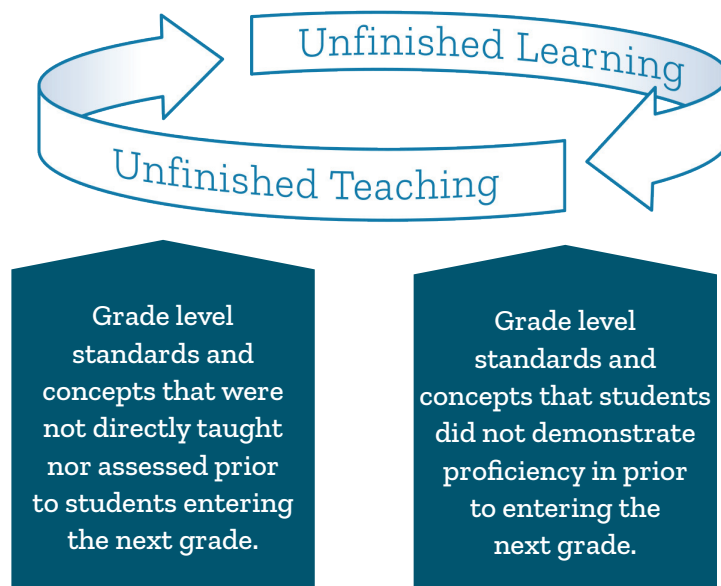




## Unfinished Instruction:

We define unfinished instruction as any combination of teaching and learning occurring within an academic year that fails to provide students with the opportunity to demonstrate proficiency with grade-level skills through texts, tasks, and/or problems. It is a combination of teaching and learning, so the responsibility for learning is a shared responsibility. It is important to note that unfinished instruction is not just occurring as a result of Covid-19 – it has been happening, especially with our black and brown students, for years. The pandemic has not exposed it, it has emphasized it.

This toolkit will help you to identify unfinished instruction and to prioritize traditionally underserved populations' experiences and needs to keep equitable student outcomes at the center as you plan for systemic changes to professional learning, instruction, and learning.



## What this toolkit is:

This toolkit offers your district leadership team a nine-week data collection and analysis process focused on equitable learning recovery for K-12 ELA and math. We recommend that you start the process in early August, assuming school starts in August. Through this process, your team will learn about strategies to advance equitable student outcomes, increase your district's capacity to assess the quality and implementation of ELA and math instructional materials, leverage prevention and intervention tools, and engage in ongoing systems improvement work.

Through this process your team will use data to answer the following questions:

- What supports are needed for students and teachers to be successful?
- What skills and competencies need to be built for school site staff to ensure equitable remote instruction, should the need for remote instruction continue or arise again?
- How can the district, as a system, look at this data through an equity lens?
- How can the district, as a system, provide stakeholders with the supports they need to ensure equitable student outcomes in a remote learning environment?

## What this toolkit isn't:

This work should not be your single source of data for planning for this school year. It is just one set of data among many you can gather about the impact of COVID-19, and we encourage you to situate this work in that larger context. For example, this process should sit alongside other important work around addressing the social-emotional needs of students and teachers that have arisen as a result of COVID-19. The data gathered through this process also should not be used to evaluate student or teacher performance.

# Implementation Timeline

## August

Week 1	Week 2	Week 3	Week 4
Form team and build plan.	Launch data collection tools and communicate plan to stakeholders.	Collect data.	Collect data.

## September

Week 5	Week 6	Week 7	Week 8	Week 9
Collect data.	Collect data.	Clean and summarize data.	Analyze data.	Make actionable recommendations.

## October

## Step 1: Prework

In the first week, take time to form your team, schedule weekly meetings, and review the contents of this toolkit.

### 1. Form your team.

Your team should include a Project Sponsor, a Project Driver, and various team members. Keep the team between 5-10 people to ensure there is time in your meetings for decision-making and work (as opposed to updates or information sharing). Smaller groups may not have the ability to handle the workload required for data collection and may not have all the right stakeholders present to make decisions. On the other hand, larger groups may not be able to move quickly with decision-making or may spend too much time simply updating members.

#### Project Sponsor

- Sets vision
- Defines the parameters around the project
- Recruits and supports/supervises project leadership
- Champions and resources the work
- Helps maintain coherence across other strategic work
- Defines the vision for the collaborative team and sets the tone for distributive leadership on the team

#### Project Driver

- Leads on planning and managing the equitable learning and instruction recovery process for the district
- Facilitates the work of the team
- Facilitates partner alignment
- Ensures progress toward goals within different workstreams by providing thought-partnership and accountability to workstream owners



## Team Members

Team members should have the capacity and resources to contribute actively to this work. Below is a list of recommended team members, though the exact composition of district teams may vary. All team members should be able to devote weekly time to meetings to move the work forward and be able to support the data collection and analysis process.

Team Member	Role
Curriculum and Instruction Leadership	This team member contributes knowledge of district instructional materials, pacing guides, and assessment guides.
Site-based Staff	These team members represent principals, teachers, coaches, and other site-based staff.
Family Liaison	This team member represents families.
English Learner Lead	This team member represents English Learner/emergent bilingual students and their families.
Special Education Lead	This team member represents students with disabilities and their families.
Equity Lead	This team member represents the district's approach to equity.
Communications Lead	This team member contributes knowledge of the district's communications channels and protocols.
Evaluation/Data Lead	This team member contributes knowledge of the district's data systems.
Finance/Operations Lead	This team member represents the district's approach to finance and operations as it relates to instruction.
Technology Lead	This team member represents the district's approach to technology as it relates to instruction.

### 2. Invite team members to weekly meetings.

We recommend the team meet twice weekly for nine weeks. Two-hour weekly "Action" meetings at the beginning of the week provide time for the team to learn, plan, and launch the work for the week. One-hour weekly "Progress Check" meetings at the end of the week provide a structure for the team to monitor progress on action items and prepare for the next Action meeting.

Note: The Project Driver should plan to attend all Action and Progress Check meetings, and the Project Sponsor should attend all Progress Check meeting.

### 3. Review the toolkit.

Send the toolkit to the team for everyone to review and familiarize themselves with the process and components.





## Step 2: Launch Team

The first team meeting should be spent framing the work the team will be doing, setting your purpose, and walking through the process you will all be undertaking together. In this meeting, the team will also review team members' roles and responsibilities.

### 1. Convene your team.

Bring your team together to establish your purpose and frame the work. Identify what key questions you want to answer through this process and how often you will meet to problem-solve, progress monitor, and move work forward.

### 2. Establish a timeline for the work.

When you meet, set a clear timeline for your work. Include in this timeline deadlines for when data will be collected and analyzed.

### 3. Assign owners for data collection.

Once your team is clear on its purpose and the timeline for data collection and analysis, assign owners from the team who will lead on gathering specific pieces of data. Assigning one owner for each component will streamline the process and allow for greater clarity when analyzing data.

## LAUNCH MEETING SAMPLE AGENDA

### Prework


Review toolkit

### Outcomes

1. Set purpose of the team.
2. Define goals for the project.
3. Define equitable instructional systems.
4. Review scope and timeline.
5. Assign roles/responsibilities.



## SAMPLE AGENDA

Time	Topic	Details
15 min	Introductions/ whip around	Get to know the team.
10 min	Shared purpose and goals rooted in equity	<p>Start with the why, connecting this work with district mission/values/equity goals.</p> <p>Explain that the purpose of this process is to:</p> <ol style="list-style-type: none"> <li>1. Collect data to inform the development of an equitable learning recovery plan.</li> <li>2. Identify the instruction and support that students need, as well as the professional learning/support teachers need.</li> <li>3. Focus on priority student populations (e.g. English Learners, students with disabilities, students of color, students with unfinished learning/instruction, etc.).</li> <li>4. Identify opportunities to strengthen district systems to support equitable instruction.</li> </ol>
10 min	Team norms	Define the type of team culture you want to establish and strategies for keeping these values top of mind throughout your work.
30 min	Defining equitable instructional systems	<p>Develop your team's definition of an equitable instructional system for both in-person and remote learning.</p> <p>Consider these framing prompts:</p> <ol style="list-style-type: none"> <li>1. Who do your current instructional policies and practices benefit the most?</li> <li>2. What is the broader context and history of race, class, language and ability that has impacted district priorities and resource allocation?</li> <li>3. Who is prioritized in an equitable instructional system?</li> <li>4. What are key differences in equitable instruction between in-person and remote learning?</li> </ol>
5 min	Break	
20 min	Scope and timeline 	Review the scope and timeline for the process.
15 min	Roles and responsibilities	Assign roles and responsibilities to the team.
10 min	Next steps	<p>Let the team know what steps they need to take before the next meeting, such as:</p> <ol style="list-style-type: none"> <li>1. Reviewing data collection tools</li> <li>2. Communicating about process and purpose</li> <li>3. Updating the district's definition of equitable instruction</li> </ol>
5 min	Appreciations & plus/delta	



### Step 3: Collect Data

You will plan for and administer a set of tools to better understand the ELA and math learning and instruction needs of your students. The toolkit includes a set of tools that can be customized for your context and recommends existing data sources to include in the analysis.

Data Collection Tools	Description
Surveys	Surveys about ELA and math learning and instruction for students, teachers, parents/guardians, school leaders, and coaches.
Data Systems Collection	Recommendations for data to analyze in your existing data and learning management systems.
ELA and Math Assessments	We offer guidance on administering ELA and math assessments to priority students. Your team should plan to administer ELA and math assessments to a portion of your students using district-supported assessment materials (like universal screeners, diagnostics or curriculum-embedded assessments) during this process.



## Step 4: Analyze Data and Generate Recommendations for Your Equitable Learning Recovery Plan

Once you've collected the data, analyze it to identify opportunities and gaps in equitable learning and instruction in your district. As a result of this analysis, you should generate findings to guide the development of an equitable learning recovery plan for ELA and math to support the needs of students and teachers over the 2020-2021 school year with the following focus areas:

Focus Area	Potential Topics
<b>Instruction and Instructional Materials</b>	<ul style="list-style-type: none"><li>• Adopting new materials</li><li>• Pacing and assessment calendar</li><li>• ELA and math intervention guidance</li><li>• Expectation documents on remote learning for school sites</li></ul>
<b>Professional Learning</b>	Professional learning on: <ul style="list-style-type: none"><li>• Instructional materials</li><li>• Equitable instruction</li><li>• District systems (instructional pacing, communications, etc.)</li><li>• Ongoing implementation/coaching feedback</li></ul>
<b>Priority Populations Supports</b>	<ul style="list-style-type: none"><li>• Students with unfinished teaching and learning</li><li>• Students of color</li><li>• Students who receive Tier 2 &amp; 3 supports including students with disabilities</li></ul>
<b>District Systems</b>	<ul style="list-style-type: none"><li>• Communications</li><li>• Progress monitoring</li><li>• Instructional supports (materials, professional learning, etc.)</li><li>• Equitable instruction</li></ul>

### We're Here to Help

Please contact us if you'd like support in completing this toolkit. Pivot Learning and UnboundEd can guide you through this 2 – 3 month process, assigning a project manager who will meet with your team weekly to facilitate the work. After data collection is complete, we'll develop customized recommendations for your team to use to help you develop your plan.

Working together with Pivot Learning and UnboundEd, you'll walk away with insightful data and concrete recommendations for improving equitable ELA and math instruction after COVID-19, from implementing necessary teacher professional development to selecting new instructional materials and developing new systems for instruction and learning. This work is covered by CARES Act funding and will be essential to ensuring an equitable return to learning.

**For more information about working with Pivot Learning and UnboundEd to guide your team in the implementation of this toolkit, contact [curriculum@pivotlearning.org](mailto:curriculum@pivotlearning.org) to talk with a consultant.**

## Section 2: Scope & Timeline

The content within this toolkit covers 2 – 3 months, or up to nine weeks, of data collection, analysis, and planning necessary for re-envisioning ELA and math systems through an equity lens. Follow the weekly schedule outlined in this scope and sequence to gather the data and insights you need to develop an equitable learning recovery plan for ELA and math that helps every student make up for learning loss after COVID-19.

### August

	Week 1	Week 2	Week 3	Week 4
<b>Focus of the Week</b>	Planning	Launch Data Collection Tools	Data Collection: 1. Surveys 2. Data systems collection Plan for ELA/Math Assessment Launch	Data Collection: 1. Surveys 2. Data systems collection Plan for ELA/Math Assessment Launch
<b>DO</b>	1. Establish team 2. Assign roles/ responsibilities	Launch data collection tools: 1. Surveys 2. Data systems collection	Plan for student ELA/ math assessment administration	Plan for student ELA/ math assessment administration
<b>PLAN</b>	Launching data collection tools	Student ELA/math assessment process	1. Communications about student ELA/ math assessment 2. Data management and cleaning systems 3. Monitor data collection	1. Communications about student ELA/ math assessment 2. Data management and cleaning systems 3. Monitor data collection
<b>Objectives</b>	1. Set purpose of the team 2. Define scope, timeline and goals for the project 3. Understand the data collection tools and create a plan for launching data collection	1. Plan for launching data collection tools (due dates, communications) 2. Review current screening/diagnostic tools in district 3. Confirm data tools launch 4. Plan for ELA/math assessment	1. Plan for ELA/math assessment: • Who are we collecting data on? • When/how will it be administered? • By whom? 2. Monitor data collection progress and identify follow up actions needed	1. Plan for student ELA/ math assessment process: • Communications/ framing • Timeline/method administration • How the data will be used 2. Monitor data collection progress



## September

	Week 5	Week 6	Week 7	Week 8
<b>Focus of the Week</b>	1. Data Collection: <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Data systems collection</li> </ul> 2. Launch: ELA/Math Assessment	1. Data Collection: Student ELA/Math Assessment 2. Complete: <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Data systems collection</li> </ul>	1. Complete: Student ELA/Math Assessment 2. Data Analysis	Data Analysis
<b>DO</b>	Launch student ELA/math assessment	Close out data collection for surveys and data systems collection	Analyze data from surveys and data systems collection	Complete analysis based on all data sources
<b>PLAN</b>	1. Monitoring data collection 2. Data management and cleaning systems	Prepare data from surveys and data systems collection to analyze	1. Summarize action steps from data analysis 2. Prepare findings from data sources to make recommendations	Prepare recommendations for equitable learning recovery plan
<b>Objectives</b>	1. Launch ELA/math assessment process 2. Monitor data collection progress	1. Complete data collection for surveys and data systems collection 2. Understand how to prepare data from data collection instruments to share with team	1. Data analysis: Share high level findings from surveys and data systems collection 2. Complete student ELA/math assessment	1. Understand the concepts of equity detours and solution detours 2. Complete analysis based on all data sources 3. Team members summarize and prioritize findings from data analysis

## October

	Week 9
<b>Focus of the Week</b>	1. Actionable Findings 2. Prepare to Develop Equitable Learning Recovery Plan
<b>DO</b>	Summarize actionable findings to inform development of equitable learning recovery plan
<b>PLAN</b>	Begin to create a plan for ELA and math learning recovery based on the findings from the Equity Reset Toolkit
<b>Objectives</b>	1. Understand the components of a strong equitable learning recovery plan 2. Understand recommendations for the district's plan



## Student Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand students' needs related to ELA and math instruction.
- That the survey is anonymous so students can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March–June).
- That the survey is appropriate for students grades 3–5 to complete with assistance and for students grades 6–12 to complete independently.
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What grade are you in?

- ☐ Grade 3   ☐ Grade 4   ☐ Grade 5   ☐ Grade 6   ☐ Grade 7   ☐ Grade 8   ☐ Grade 9  
☐ Grade 10   ☐ Grade 11   ☐ Grade 12

### Section 2: Remote Learning Experience

**Q1:** How much did you like learning at home (select one)?

- ☐ Really Disliked It   ☐ Disliked It   ☐ It was OK   ☐ I Liked It   ☐ Really Liked It

**Q2:** What was it like to learn from home? What things did you like? What did you not like?

**Q3:** Did your teacher hold class through a live video?

- ☐ Yes   ☐ No

If yes, do you believe your teacher holding class through a live video was helpful for you (select one)?

- ☐ Very Unhelpful   ☐ Not Helpful   ☐ Somewhat Helpful   ☐ Helpful   ☐ Very helpful

**Q4:** Did learning from home have a positive impact on you as a student (select one)?

- ☐ Unsure   ☐ Strongly Disagree   ☐ Disagree   ☐ Somewhat Agree   ☐ Agree   ☐ Strongly Agree

### Section 3: Materials Used

**Q1:** What primary materials did you use for English Language Arts (ELA/reading/writing)?

Were these materials: ☐ online or ☐ books/work packets



**Q2:** What types of materials did you have access to?

- ☐ ELA/reading/writing materials (online)  
☐ ELA/reading/writing materials (books/work packets)  
☐ Math materials (online)  
☐ Math materials (books/work packets)

**Q3:** What was the main textbook you used for English Language Arts (ELA/reading/writing)?

**Q4:** What was the main textbook you used for Math?

## Section 4: ELA and Math Instruction

### ELA Instruction

**Q1:** How often did you do ELA (reading/writing) assignments (select one)?

- ☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q2:** How well do you think you did with your ELA (reading/writing) assignments (select one)?

- ☐ Very Poorly ☐ Poorly ☐ OK ☐ Well ☐ Really Well

**Q3:** How hard were your ELA (reading/writing) assignments (select one)?

- ☐ Harder than Usual ☐ Hard ☐ Somewhat Easy ☐ Easy ☐ Easier than Usual

**Q4:** When your ELA assignments were too hard, how did teachers help you?

- ☐ I could finish the assignments without help.  
☐ My teacher helped me finish the work.  
☐ My teacher gave me easier work.

**Q5:** By your best guess, how much time did you spend working on ELA (reading/writing) each week (select one)?

- ☐ Less than 1 Hour ☐ 1-2 Hours ☐ 3-4 Hours ☐ 5-6 Hours ☐ 7-8 Hours

**To what extent do you agree with each of the following statements?**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q6:</b> I understood the goal of my ELA (reading/writing) assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> I knew where to access my ELA (reading/writing) assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> I knew how to get in touch with my ELA (reading/writing) teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> If I needed help, my ELA (reading/writing) teacher helped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Math Instruction****Q10:** How often did you do math assignments (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily
**Q11:** How well do you think you did with your math assignments (select one)?
☐ Very Poorly   ☐ Poorly   ☐ OK   ☐ Well   ☐ Really Well
**Q12:** How hard were your math assignments (select one)?
☐ Harder than Usual   ☐ Hard   ☐ Somewhat Easy   ☐ Easy   ☐ Easier than Usual
**Q13:** When your math assignments were too hard, how did teachers help you?
☐ I could finish the assignments without help.  
☐ My teacher helped me finish the work.  
☐ My teacher gave me easier work.
**Q14:** By your best guess, how much time did you spend working on math each week?
☐ Less than 1 Hour   ☐ 1-2 Hours   ☐ 3-4 Hours   ☐ 5-6 Hours   ☐ 7-8 Hours
**To what extent do you agree with each of the following statements?**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q15:</b> I understood the goal of my math assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q16:</b> I knew where to access my math assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q17:</b> I knew how to get in touch with my math teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q18:</b> If I needed help, my math teacher helped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Instructional Support****Q19:** How often did you have one-on-one check-ins with your teacher(s) (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

 How did you check in with your teacher?   ☐ Email   ☐ Video Call   ☐ Phone Call   ☐ Text Message
**Q20:** If you used special technology or supports to help you do your work at school, did you have access to those at home?
☐ Yes   ☐ No
**Q21:** If you got extra support from teachers in school, did you have access to those teachers at home?
☐ Yes   ☐ No
**Q22:** Did you understand the work that was sent home for you?
☐ Yes   ☐ No   ☐ Sometimes
**Q23:** Did you meet with a teacher for extra help with reading or math?
☐ Yes   ☐ No

How often did you meet with this teacher (select one)?

☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily
**Q24:** Anything else you'd like to share?

### Section 5: Accessibility of Instruction

**Q1:** Were you happy with the teaching you got while learning from home (select one)?

☐ Very Unhappy   ☐ Unhappy   ☐ Somewhat Happy   ☐ Happy   ☐ Very Happy

	Never	Rarely	Sometimes	Often	Always
<b>Q2:</b> Did your teachers use many different ways to see if you understood what you were working on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Did you feel like your teacher or other adults from your school cared about you while you were learning from home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Did your teacher or other adults in your school talk, message, or email with your family while you were learning from home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Did you feel your teacher's lessons helped all students, both those who understood things quickly and those who needed extra time and help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Did you feel your teacher's lessons helped students of all cultural backgrounds learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Did you feel your teacher's lessons helped students who speak languages other than English learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Did you feel that your teacher gave you enough feedback on your assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Did your teacher ask you how to make learning from home easier?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 6: Access to Online Learning Systems**

**Q1:** Did your school provide you with any of the following?

- ☐ Computer
- ☐ Tablet
- ☐ Internet hotspot (or other internet access)
- ☐ Access to online learning systems
- ☐ Books
- ☐ Printed work packets
- ☐ My school did not provide me with materials

**Q2:** Did any of these things make it difficult to do your schoolwork from home?

- ☐ I didn't have a place to do my work without interruptions.
- ☐ I didn't have time to do my work and/or had other responsibilities.
- ☐ I didn't have access to the internet.
- ☐ I didn't have a device for completing work (computer, tablet, etc.).
- ☐ I didn't have access to learning materials (hard copy and/or online).
- ☐ I didn't know what to do for assignments or lessons.
- ☐ I was unable to get help when I needed it to complete some assignments.
- ☐ N/A – I didn't have any problems doing my work from home.





## Parent/Guardian Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms. You may also want to consider making the surveys available in families' home languages.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand parents'/guardians' needs related to ELA and math instruction.
- That the survey is anonymous so parents/guardians can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March-June).
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

*\*Fill out one survey per child*

### Section 1: Demographics

**Q1:** What grade is your child in?

- ☐ PK   ☐ K   ☐ Grade 1   ☐ Grade 2   ☐ Grade 3   ☐ Grade 4   ☐ Grade 5   ☐ Grade 6  
☐ Grade 7   ☐ Grade 8   ☐ Grade 9   ☐ Grade 10   ☐ Grade 11   ☐ Grade 12

### Section 2: Remote Learning Experience

**Q1:** How satisfied were you with the remote instruction your child received (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q2:** What was the experience of supporting your child's remote learning like for you?

**Section 3: Materials Used**

**Q1:** What types of materials did your child have access to?

- ☐ English Language Arts (ELA/reading/writing) materials (online)
- ☐ ELA (reading/writing) materials (hard copy)
- ☐ Math materials (online)
- ☐ Math materials (hard copy)

**Q2:** What primary materials did your child use for ELA (reading/writing)?

Were these materials: ☐ online or ☐ hard copy

**Q3:** What primary materials did your child use for math?

Were these materials: ☐ online or ☐ hard copy

**Section 4: ELA and Math Instruction****ELA Instruction**

**Q1:** By your best guess, how much time did your child spend working on ELA (reading/writing) each week (select one)?

- ☐ Less than 1 Hour
- ☐ 1-2 Hours
- ☐ 3-4 Hours
- ☐ 5-6 Hours
- ☐ 7-8 Hours

**Q2:** How successful were you with supporting your child with ELA assignments (select one)?

- ☐ Very Unsuccessful
- ☐ Unsuccessful
- ☐ Somewhat Successful
- ☐ Successful
- ☐ Very Successful

**Q3:** How challenging were your child's ELA assignments (select one)?

- ☐ Harder than Usual
- ☐ Hard
- ☐ Somewhat Easy
- ☐ Easy
- ☐ Easier than Usual

**Q4:** When your child's ELA assignments were too hard, how did teachers help?

- ☐ My child could complete the assignments without help.
- ☐ The teacher helped to complete the work.
- ☐ The teacher assigned easier work.

**Q5:** To what extent did your child struggle with the difficulty of assigned ELA work (select one)?

- ☐ A Tremendous Amount
- ☐ A Lot
- ☐ Some
- ☐ A Little
- ☐ Not at All



**Q6:** How satisfied were you with the support your child's ELA teacher provided when they had difficulty (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

### Math Instruction

**Q7:** By your best guess, how much time did your child spend working on math each week (select one)?

- ☐ Less than 1 Hour   ☐ 1-2 Hours   ☐ 3-4 Hours   ☐ 5-6 Hours   ☐ 7-8 Hours

**Q8:** How successful were you with supporting your child with math assignments (select one)?

- ☐ Very Unsuccessful   ☐ Unsuccessful   ☐ Somewhat Successful   ☐ Successful   ☐ Very Successful

**Q9:** How challenging were your child's math assignments (select one)?

- ☐ Harder than Usual   ☐ Hard   ☐ Somewhat Easy   ☐ Easy   ☐ Easier than Usual

**Q10:** When your child's math assignments were too hard, how did teachers help?

- ☐ My child could complete the assignments without help.  
☐ The teacher helped my child complete the work.  
☐ The teacher assigned easier work.

**Q11:** To what extent did your child struggle with the difficulty of assigned math work (select one)?

- ☐ A Tremendous Amount   ☐ A Lot   ☐ Some   ☐ A Little   ☐ Not at All

**Q12:** How satisfied were you with the support your child's math teacher provided when they had difficulty (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

### Instructional Supports

**Q13:** How often did your child have one-on-one check-ins with their teacher(s) (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

In what format? (select one) ☐ Email   ☐ Video Call   ☐ Phone Call   ☐ Text Message

**Q14:** To what extent did your child's teacher help you make their experience more successful (select one)?

- ☐ Not at All   ☐ A Little   ☐ Some   ☐ A Lot   ☐ A Tremendous Amount

**Q15:** Any additional information you'd like to share?

## Section 5: Accessibility of Instruction

**Q1:** Were you satisfied with the remote instruction your child received (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

	Never	Rarely	Sometimes	Often	Always
<b>Q2:</b> Did your child's teachers use a variety of different ways to check your child's understanding of assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Was your child emotionally supported by the teacher or other adults from school during remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Did your child's teacher or other adults in the school make efforts to communicate with you during remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Did you feel the teacher's instruction effectively reached students of all different ability levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Did you feel the teacher's instruction was inclusive to students of all cultural backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Did you feel the teacher's instruction worked well for speakers of languages other than English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Did you feel that your child's teacher gave your child sufficient feedback on their assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Did your child's teacher solicit suggestions or feedback from you to improve remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 6: Additional Supports**

**Q1:** How often did you have contact and communication with your child's special education teacher(s)?

- ☐ Not Applicable  
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q2:** How satisfied were you with how your school and teachers provided the services and supports as identified on your child's Individualized Education Program (IEP)?

- ☐ Not Applicable  
☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q3:** Did your child make progress towards their IEP goals?

- ☐ Not Applicable  
☐ Not at All   ☐ A Little   ☐ Some   ☐ A Lot   ☐ A Tremendous Amount

**Q4:** Did you participate in an IEP meeting during this time?

- ☐ Not Applicable   ☐ Yes   ☐ No

If yes, what was effective or challenging about participating in IEP meetings online?

**Q5:** Was your child receiving additional instruction or an intervention in a small group or individually for a specific learning need (i.e. reading or math group)?

- ☐ Yes   ☐ No

If yes, did your child participate in their intervention over the past few months?

- ☐ Yes   ☐ No

If yes, how often?

- ☐ Not at All   ☐ A Few Times a Month   ☐ Once a Week   ☐ More than Once a Week

**Q6:** How satisfied were you with the intervention supports provided through remote learning?

- ☐ Not Applicable  
☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Section 7: Access to Materials**

**Q1:** Did your child's school provide them with any of the following?

- ☐ Computer
- ☐ Tablet
- ☐ Internet hotspot (or other internet access)
- ☐ Access to online learning systems
- ☐ Books
- ☐ Printed work packets
- ☐ The school did not provide them with materials

**Q2:** What were the biggest barriers to your child completing their work (select up to three)?

- ☐ My child didn't have a place to do their work without interruptions.
- ☐ My child didn't have time to do their work and/or had other responsibilities.
- ☐ My child didn't have access to the internet.
- ☐ My child didn't have a device for completing work (computer, tablet, etc.).
- ☐ My child didn't have access to learning materials (hard copy and/or online).
- ☐ My child didn't know what to do for assignments or lessons.
- ☐ My child was unable to get help when they needed it to complete some assignments.
- ☐ N/A – My child didn't have any problems engaging in remote learning.





WEEKS 2-3

## Teacher Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

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- That the survey is anonymous so teachers can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March-June).
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What grade(s) do you teach?

- ☐ PK ☐ K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6  
☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

**Q2:** What content area(s) do you teach?

- ☐ English Language Arts (ELA) ☐ Math

### Section 2: Remote Learning Experience

**Q1:** How satisfied were you with the quality of remote instruction you delivered (select one)?

- ☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q2:** What was the experience of teaching remotely like for you?

### Section 3: Materials Used

**Q1:** What primary materials did you use for remote ELA instruction?

Were these materials: ☐ online or ☐ hard copy

**Q2:** What primary materials did you use for remote math instruction?

Were these materials: ☐ online or ☐ hard copy

**Section 4: ELA and Math Instruction****ELA Instruction**

**Q1:** How often did you deliver synchronous (live) ELA instruction (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q2:** By your best estimate, how many of your students regularly attended synchronous ELA lessons (select one)?

- ☐ None   ☐ Some   ☐ Many   ☐ All

**Q3:** How did you deliver asynchronous ELA instruction? (video of instruction, assignment feedback, email check in, etc.)

**Q4:** By your best estimate, how many of your students regularly accessed your asynchronous ELA lessons (select one)?

- ☐ None   ☐ Some   ☐ Many   ☐ All

**Q5:** By your best estimate, how often did students complete assigned ELA work (select one)?

- ☐ Never   ☐ Sometimes   ☐ Frequently   ☐ Always

**Q6:** How successful were your students with assigned ELA work (select one)?

- ☐ Very Unsuccessful   ☐ Unsuccessful   ☐ Somewhat Successful   ☐ Successful   ☐ Very Successful

**Q7:** When students struggled to successfully complete ELA assignments (select one):

- ☐ Students didn't struggle to complete work.  
☐ I supported individual students so they could complete the original assignments.  
☐ I assigned easier work.

**Q8:** When your students struggled with ELA assignments, how did you most often assist them so they could complete their work (select one)?

- ☐ My students didn't struggle.  
☐ I reached out to provide assistance.  
☐ I found alternative assignments that were more appropriate for their ability level.

**Q9:** Did you administer ELA unit assessments? ☐ Yes   ☐ No

**Q10:** By your best guess, how much time did your students spend working on ELA each week (select one)?

- ☐ Less than 1 Hour   ☐ 1-2 Hours   ☐ 3-4 Hours   ☐ 5-6 Hours   ☐ 7-8 Hours

**Q11:** What ELA units/lessons did you cover?

**Q12:** What do you believe are the major areas of unfinished ELA instruction for your students?

**Math Instruction**

**Q13:** How often did you deliver synchronous (live) math instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q14:** By your best estimate, how many of your students regularly attended synchronous math lessons (select one)?

☐ None ☐ Some ☐ Many ☐ All

**Q15:** How did you deliver asynchronous math instruction? (video of instruction, assignment feedback, email check in, etc.)

**Q16:** By your best estimate, how many of your students regularly accessed your asynchronous math lessons (select one)?

☐ None ☐ Some ☐ Many ☐ All

**Q17:** By your best estimate, how often did students complete assigned math work (select one)?

☐ Never ☐ Sometimes ☐ Frequently ☐ Always

**Q18:** How successful were your students with assigned math work (select one)?

☐ Very Unsuccessful ☐ Unsuccessful ☐ Somewhat Successful ☐ Successful ☐ Very Successful

**Q19:** When students struggled to successfully complete math assignments (select one):

- ☐ Students didn't struggle to complete work.
- ☐ I supported individual students so they could complete the original assignments.
- ☐ I assigned easier work.

**Q20:** When your students struggled with math assignments, how did you most often assist them so they could complete their work (select one)?

- ☐ My students didn't struggle.
- ☐ I reached out to provide assistance.
- ☐ I found alternative assignments that were more appropriate for their ability level.

**Q21:** Did you administer math unit assessments? ☐ Yes ☐ No

**Q22:** By your best guess, how much time did your students spend working on math each week (select one)?

☐ Less than 1 Hour ☐ 1-2 Hours ☐ 3-4 Hours ☐ 5-6 Hours ☐ 7-8 Hours

**Q23:** What math units/lessons did you cover?

**Q24:** What do you believe are the major areas of unfinished math instruction for your students?

### Instructional Support

**Q25:** How satisfied are you with the support you provided struggling students (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q26:** To what extent are you satisfied with the support you provided parents to help make their child's experience more successful (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**To what extent do you agree with each of the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q27:</b> I had a clear sense of what assignments my students needed to be focused on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q28:</b> I knew how to provide students access to instruction and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q29:</b> I knew how to get in touch with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q30:</b> I knew when my students needed support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q31:</b> When my students needed support, I knew how to provide it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q32:</b> I knew when my students' parents needed support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q33:</b> When my students' parents needed support to help their children complete assignments, I knew how to provide it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q34:** How often did you hold one-on-one check-ins with your student(s) (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

In what format (select one)? ☐ Email ☐ Video call ☐ Phone call ☐ Text message

**Q35:** How often did you have check-ins with your students' parents (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

## Section 5: Accessibility of Instruction

**Q1:** How rigorous was the instruction you provided (select one)?

☐ Very Unrigorous ☐ Unrigorous ☐ Somewhat Rigorous ☐ Rigorous ☐ Very Rigorous

	No	Rarely	Sometimes	Often	Always
<b>Q2:</b> Were you able to employ a variety of approaches to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Were you able to provide social-emotional supports to your students during remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Were you able to maintain regular communication with students' families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Were you able to differentiate remote instruction to reach students at all levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Were you able to provide consistent support to your linguistically diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Were you able to consistently provide all students with culturally responsive instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Were you able to regularly provide oral or written feedback to students on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Were you able to regularly solicit feedback from students on the effectiveness of the remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Section 6: Additional Supports**

**Q1:** Were you able to individualize instruction for your students with disabilities?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q2:** Were you able to monitor progress on Individualized Education Program (IEP) goals?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q3:** Did your students with disabilities have access to the related services indicated on their IEPs?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q4:** Did you hold IEP meetings during this time?

☐ Yes ☐ No

What was effective or challenging about holding IEP meetings online?

**Q5:** How effective was your online work with your students with disabilities (select one)?

☐ Very Ineffective ☐ Ineffective ☐ Somewhat Effective ☐ Effective ☐ Very Effective

**Q6:** Special Educators: Did you have the opportunity to coordinate with general education teachers around the accessibility of the work they provided?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Section 7: Access to Materials**

By your best estimate:

	None	Some	Many	All
<b>Q1:</b> How many of your students had access to hard copy materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q2:</b> How many of your students had access to devices for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> How many of your students had access to the internet for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> How many of your students had access to primary ELA materials (listed above) for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> How many of your students had access to primary math materials (listed above) for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6:** The biggest barriers to my students engaging in remote learning were (select up to three):

- ☐ They didn't have a place to do their work without interruptions.
- ☐ They didn't have time to do their work and/or had other responsibilities.
- ☐ They didn't have access to the internet.
- ☐ They didn't have a device for completing work (computer, tablet, etc.).
- ☐ They didn't have access to learning materials (hard copy and/or online).
- ☐ They didn't know what to do for assignments or lessons.
- ☐ N/A – They didn't have any problems engaging in remote learning.

## Section 8: Educator Support

**Q1:** How supported by your school do you feel/have you felt to deliver remote learning (select one)?

☐ Very Unsupported   ☐ Unsupported   ☐ Supported   ☐ Somewhat Supported   ☐ Very Supported

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my school/district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> I received support in implementing effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> I had the necessary resources to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> I understood the expectations for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> I understood how to support my students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> I believe my students were positively impacted by the experience of remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> If you delivered synchronous instruction, do you feel it was beneficial for you (select one)?					
<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial					
<b>Q9:</b> If you delivered synchronous instruction, do you feel it was beneficial for your students (select one)?					
<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial					
<b>Q10:</b> What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					

**Q11:** Any additional information you'd like to share?



WEEKS 2-3

## Coach Survey

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- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand coaches' needs related to ELA and math instruction.
- That the survey is anonymous so coaches can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March–June).
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What grade(s) do you support?

- ☐ PK   ☐ K   ☐ Grade 1   ☐ Grade 2   ☐ Grade 3   ☐ Grade 4   ☐ Grade 5   ☐ Grade 6  
☐ Grade 7   ☐ Grade 8   ☐ Grade 9   ☐ Grade 10   ☐ Grade 11   ☐ Grade 12

**Q2:** What content area(s) do you support? ☐ English Language Arts (ELA)   ☐ Math

**Q3:** What is your role? ☐ Instructional Coach   ☐ EL Specialist   ☐ Special Ed Specialist   ☐ Other

### Section 2: Experience of Remote Learning

**Q1:** How satisfied were you with the quality of remote instruction (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q2:** What was it like, for you, to coach through this experience?

### Section 3: ELA and Math Instruction

#### ELA Instruction

**Q1:** How often did you observe and provide feedback to teachers to deliver synchronous (live) ELA instruction (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q2:** How often did you check in with teachers about asynchronous ELA instruction (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q3:** How often did you review student data with ELA teachers to support differentiation and scaffolding (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q4:** What other coaching strategies or models did you employ to support remote ELA instruction?

### Math Instruction

**Q5:** How often did you observe and provide feedback to teachers to deliver synchronous (live) math instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q6:** How often did you check in with teachers about asynchronous math instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q7:** How often did you review student data with math teachers to support differentiation and scaffolding (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q8:** What other coaching strategies or models did you employ to support remote math instruction?

### Instructional Support

**Q9:** How satisfied are you with the support your teachers provided struggling students (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q10:** To what extent are you satisfied with the support your teachers provided parents to help make their students' experiences more successful (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied



### Section 4: Accessibility of Instruction

**Q1:** How rigorous was the academic instruction provided during remote learning (select one)?

☐ Very Unrigorous   ☐ Unrigorous   ☐ Somewhat Rigorous   ☐ Rigorous   ☐ Very Rigorous

	Never	Rarely	Sometimes	Often	Always
<b>Q2:</b> Were multiple approaches used to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Were students given adequate social-emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Were students' families continuously engaged/communicated with during remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Was remote instruction differentiated to reach students at all levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Was consistent support provided to linguistically diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Were all students given culturally responsive instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Were all students regularly provided with oral or written feedback on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Was student feedback on the effectiveness of remote instruction solicited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 5: Additional Supports

**Q1:** Were you able to provide progress monitoring assessments to teachers to measure individual student growth?

☐ Yes   ☐ No

If yes, what assessments did you provide?

**Q2:** Were you able to observe teachers providing interventions to students in the remote setting?

☐ Yes   ☐ No

**Q3:** How satisfied are you with your school's/district's efforts to provide students with interventions via remote learning (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

### Section 6: Access to Materials

**Q1:** How satisfied are you with your school's/district's efforts to provide students access to materials (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with each of the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> Our school/district successfully provided students with computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Our school/district successfully provided students with tablets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Our school/district successfully provided students with internet hotspots (or other internet access).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Our school/district successfully provided students with login information for online learning systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Our school/district successfully provided students with books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Our school/district successfully provided students with printed work packets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Our school/district did not provide students with materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 7: Educator Support

**Q1:** How satisfied are you with the level of support you provided teachers (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my school/district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> I provided adequate support so that teachers could implement effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> I provided access to the resources necessary to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> I helped provide clear expectations for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> I helped teachers understand how to support students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Students were positively impacted by the experience of remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> If teachers delivered synchronous instruction, was it beneficial for them?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
<b>Q9:</b> If teachers delivered synchronous instruction, was it beneficial for students?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
<b>Q10:</b> What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					
<b>Q11:</b> What support do you need as a coach to help teachers effectively implement equitable remote instruction and respond to unfinished ELA and math instruction?					



WEEKS 2-3

## School Leader Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand school leaders' needs related to ELA and math instruction.
- That the survey is anonymous so school leaders can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March–June).
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What grade(s) do you support?

- ☐ PK ☐ K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6  
☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

**Q2:** What content area(s) do you support? ☐ ELA ☐ Math

**Q3:** What is your role? ☐ Principal ☐ Assistant Principal ☐ Other

### Section 2: Experience of Remote Learning

**Q1:** How satisfied were you with the quality of remote instruction (select one)?

- ☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q2:** What was it like, for you, to lead teachers through this experience?

### Section 3: ELA and Math Instruction

#### ELA Instruction

**Q1:** How often did you expect teachers to deliver synchronous (live) ELA instruction (select one)?

- ☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q2:** How often did you expect teachers to deliver asynchronous ELA instruction (select one)?

- ☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q3:** How often did you expect ELA teachers to hold one-on-one check-ins with their students (select one)?

- ☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q4:** How often did you expect ELA teachers to have check-ins with their students' parents (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q5:** How often did you expect ELA teachers to assess learning (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

### Math Instruction

**Q6:** How often did you expect teachers to deliver synchronous (live) math instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q7:** How often did you expect teachers to deliver asynchronous math instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q8:** How often did you expect math teachers to hold one-on-one check-ins with their students (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q9:** How often did you expect math teachers to have check-ins with their students' parents (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q10:** How often did you expect math teachers to assess learning (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

### Instructional Support

**Q11:** How satisfied are you with the support your teachers provided struggling students (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q12:** To what extent are you satisfied with the support your teachers provided parents to help make their students' experiences more successful (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied



## Section 4: Accessibility of Instruction

**Q1:** How rigorous was the academic instruction provided during remote learning (select one)?

☐ Very Unrigorous   ☐ Unrigorous   ☐ Somewhat Rigorous   ☐ Rigorous   ☐ Very Rigorous

	Never	Rarely	Sometimes	Often	Always
<b>Q2:</b> Were multiple approaches used to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Were students given adequate social-emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Were students' families continuously engaged/communicated with during remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Was remote instruction differentiated to reach students at all levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Was consistent support provided to linguistically diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Were all students given culturally responsive instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Were all students regularly provided with oral or written feedback on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Was student feedback on the effectiveness of remote instruction solicited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q10:</b> Did teachers document which interventions they delivered and to which students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 5: Accessibility of Instruction****Q1:** How satisfied are you with your school's/district's efforts to provide students access to materials (select one)?
☐ Very Unsatisfied   
 ☐ Unsatisfied   
 ☐ Somewhat Satisfied   
 ☐ Satisfied   
 ☐ Very Satisfied
**Please indicate your level of agreement with each of the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> Our school/district successfully provided students with computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Our school/district successfully provided students with tablets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Our school/district successfully provided students with internet hotspots (or other internet access).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Our school/district successfully provided students with login information for online learning systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Our school/district successfully provided students with books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Our school/district successfully provided students with printed work packets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Our school/district did not provide students with materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 6: Educator Support

**Q1:** How satisfied are you with the level of support you provided teachers (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my school/district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> I provided adequate support so that teachers could implement effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> I provided access to the resources necessary to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> I helped provide clear expectations for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> I helped teachers understand how to support students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Students were positively impacted by the experience of remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> If teachers delivered synchronous instruction, was it beneficial for them?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
<b>Q9:</b> If teachers delivered synchronous instruction, was it beneficial for students?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
<b>Q10:</b> What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					
<b>Q11:</b> What support do you need as a school leader to help teachers effectively implement equitable remote instruction and respond to unfinished ELA and math instruction?					



WEEKS 2-3

## District Leader Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

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- That the survey is anonymous so district leaders can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March–June).
- Date by which they need to complete the survey

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What is your role?

### Section 2: Remote Learning Experience

**Q1:** How satisfied were you with the quality of remote instruction (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q2:** What was it like, for you, to lead school sites or other instructional staff through this experience?

### Section 3: ELA and Math Instruction

#### ELA Instruction

**Q1:** What expectations did you set for how often teachers would deliver synchronous (live) ELA instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily  
☐ We Did Not Set Expectations

**Q2:** What expectations did you set for how often teachers would deliver asynchronous ELA instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily  
☐ We Did Not Set Expectations

**Q3:** What expectations did you set for how often ELA teachers should have one-on-one check-ins with their students (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily  
☐ We Did Not Set Expectations

**Q4:** What expectations did you set for how often ELA teachers should have check-ins with their students' parents (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

**Q5:** What expectations did you set for how often ELA teachers should assess learning (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

### Math Instruction

**Q6:** What expectations did you set for how often teachers would deliver synchronous (live) math instruction (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

**Q7:** What expectations did you set for how often teachers would deliver asynchronous math instruction (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

**Q8:** What expectations did you set for how often math teachers would hold one-on-one check-ins with their students (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

**Q9:** What expectations did you set for how often math teachers would have check-ins with their students' parents (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

**Q10:** What expectations did you set for how often math teachers would assess learning (select one)?

- ☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily  
☐ We Did Not Set Expectations

### Instructional Support

**Q11:** How satisfied are you with the support your teachers provided struggling students (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q12:** To what extent are you satisfied with the support your teachers provided parents to help make their students' experiences more successful (select one)?

- ☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied



**Section 4: Accessibility of Instruction****Q1:** How rigorous was the academic instruction provided during remote learning (select one)?
☐ Very Unrigorous    ☐ Unrigorous    ☐ Somewhat Rigorous    ☐ Rigorous    ☐ Very Rigorous

	No	Rarely	Sometimes	Often	Always
<b>Q2:</b> Were multiple approaches used to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Were students given adequate social-emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Were students' families continuously engaged/communicated with during remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Was remote instruction differentiated to reach students at all levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Was consistent support provided to linguistically diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Were all students given culturally responsive instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Were all students regularly provided with oral or written feedback on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Was student feedback on the effectiveness of remote instruction solicited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 5: Additional Supports****Q1:** Did you provide guidance to school administrators, staff, and teachers to maintain ongoing communication with the parents of students with disabilities?
☐ Yes    ☐ No
**Q2:** Did you communicate with parents/families about your district's efforts on behalf of students with disabilities?
☐ Yes    ☐ No
**Q3:** Did you receive feedback from parents/families about your district's efforts on behalf of students with disabilities?
☐ Yes    ☐ No
**Q4:** Did you provide guidance on how to manage the delivery of IEPs to special education staff?
☐ Yes    ☐ No

## Section 6: Access to Materials

**Q1:** How satisfied are you with your district's efforts to provide students access to materials (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with each of the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> Our district successfully provided students with computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Our district successfully provided students with tablets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Our district successfully provided students with internet hotspots (or other internet access).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Our district successfully provided students with login information for online learning systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Our district successfully provided students with books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Our district successfully provided students with printed work packets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Our district did not provide students with materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 7: Educator Support

**Q1:** How satisfied are you with the level of support the district provided teachers (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> The district provided adequate support so that teachers could implement effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> The district provided access to the resources necessary to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> The district provided clear expectations to teachers for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> The district helped teachers understand how to support students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					

### Section 8: Coach Support

**Q1:** How satisfied are you with the level of support the district provided coaches (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my district for effective coaching for remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> The district provided adequate support so that coaches could effectively support remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> The district provided clear expectations and resources to coaches for providing feedback to teachers during remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> The district helped coaches understand how to support teachers in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 9: Site Leadership Support

**Q1:** How satisfied are you with the level of support the district provided site leaders (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my district for effective site leadership for remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> The district provided adequate support so that site leaders could effectively support remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> The district provided clear expectations and resources to site leaders for providing feedback to teachers during remote instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> The district helped site leaders understand how to support teachers in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 10: Student and Family Support****Q1:** How satisfied are you with the level of support the district provided students and families (select one)?
☐ Very Unsatisfied   
 ☐ Unsatisfied   
 ☐ Somewhat Satisfied   
 ☐ Satisfied   
 ☐ Very Satisfied
**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my district for effective student and family support for remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> The district provided adequate support so that students and families could learn remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> The district provided access to the resources necessary for students and families to learn remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> The district provided clear expectations to students and families about assignments and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> The district helped parents/guardians understand how to support students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Data Systems Collection Sheet

In addition to getting information directly from those most impacted by the shift to remote learning (students, parents/guardians, and school site staff), you'll also want to gather data from your online learning systems. This will help create a more complete picture of student learning. Below is a table to guide that data collection. Where possible, we recommend disaggregating all the data below by:

- Grade
- Race/ethnicity
- English Learners
- Students with disabilities
- Students who qualify for free and reduced lunch program
- Remediation/Advanced Placement track

Note: Some of this data might not be available pending decisions made by your district about materials, attendance, assessments, etc.

Data Source	Possible Data Points	Data Collection Owner
Student Information Systems (SIS)	<ul style="list-style-type: none"> <li>• Average daily attendance by grade, broken out by demographics</li> </ul>	
Student ability to access the internet and technology devices	<ul style="list-style-type: none"> <li>• Percent of students with access to devices (computers, tablets, etc.) by grade and demographics</li> <li>• Percent of students with access to internet by grade and demographics</li> <li>• Percent of students who received hard copy materials by grade and content area</li> <li>• Percent of students who participated in synchronous learning by grade and content area</li> </ul>	
Student ability to access core ELA/math materials	<ul style="list-style-type: none"> <li>• Names and quality of instructional materials listed by grade and content area                             <ul style="list-style-type: none"> <li>- Resource for assessing quality of materials: <a href="http://www.edreports.org">www.edreports.org</a></li> </ul> </li> <li>• Description of whether primary ELA/math instructional materials offered their full student and teacher materials online</li> <li>• Percent of teachers with access to online materials by grade and content area</li> <li>• Percent of students with access to online materials by grade and content area</li> </ul>	
Student engagement with ELA/math materials	<ul style="list-style-type: none"> <li>• Percent of students who accessed materials by content area, grade, demographics, and platform</li> <li>• Frequency of student access to materials by content area, grade, demographics, and platform</li> </ul>	
Instruction offered on core ELA/math materials	<ul style="list-style-type: none"> <li>• Percent and frequency of teacher logins by grade and content area to online ELA and math materials</li> <li>• Percent and frequency of teacher logins by grade and content area to <u>synchronous</u> instruction platforms (Google Meet, Microsoft Teams, Zoom, etc.)</li> <li>• Percent and frequency of teacher logins to <u>asynchronous</u> platforms by grade (LMS, curriculum platforms, etc.)</li> </ul>	



Data Source	Possible Data Points	Data Collection Owner
Student participation in core ELA/math instruction	<ul style="list-style-type: none"> <li>• Percent and frequency of student logins to <b>synchronous</b> platforms by grade and demographics (Google Meet, Microsoft Teams, Zoom, etc.)</li> <li>• Percent and frequency of student logins to <b>asynchronous</b> platforms by grade and demographics (LMS, curriculum platforms, etc.)</li> </ul>	
Core ELA/math material covered	<ul style="list-style-type: none"> <li>• ELA and math instructional materials online unit assessment completion rates by grade and content area</li> <li>• ELA and math instructional materials hard copy unit assessment completion rates by grade and content area</li> </ul>	
Winter to Spring 2020 Performance Data	<ul style="list-style-type: none"> <li>• ELA and math instructional screening assessment completion rates by grade and content area <ul style="list-style-type: none"> <li>- Resource for assessing the quality of academic screeners: <a href="https://charts.intensiveintervention.org/chart/academic-screening">https://charts.intensiveintervention.org/chart/academic-screening</a></li> </ul> </li> </ul>	
Measurable Progress Data	<ul style="list-style-type: none"> <li>• ELA and math instructional external progress monitoring completion rates by grade and content area, scores, growth <ul style="list-style-type: none"> <li>- Additional resources: <a href="https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually">https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually</a></li> <li><a href="https://intensiveintervention.org/intensive-intervention/diagnostic-data">https://intensiveintervention.org/intensive-intervention/diagnostic-data</a></li> </ul> </li> </ul>	
Mastery of foundational skills	<ul style="list-style-type: none"> <li>• ELA and math instructional diagnostic assessment completion rates by grade and content area <ul style="list-style-type: none"> <li>- Additional resources: Multiple Measures <a href="https://pivotlearningpartners.app.box.com/s/84f6o8rv55ia4djleh50cmifraez8ljc">https://pivotlearningpartners.app.box.com/s/84f6o8rv55ia4djleh50cmifraez8ljc</a></li> <li><a href="https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools">https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools</a></li> </ul> </li> </ul>	

# ELA and Math Learning Assessment Recommendations

## Framing learning recovery and the role of intervention/prevention

Fears related to learning loss due to the disruption of schools are valid and pressing. Recommendations for how to use assessment data to support learning recovery will depend heavily upon:

- what assessment systems districts already have in place,
- what data districts have related to who has been engaged in distance learning, and
- what additional interventions and supports the district have if it is evident that students have gaps in foundational skills that are preventing their ability to succeed with the core curriculum.

## Purpose of assessment

The purpose of formative or interim assessment is to support making the best instructional decisions for students. This is different than summative assessments (i.e. state tests) that are used for accountability purposes. If we conduct formative assessments then the purpose should be to adjust, adapt, or supplement instruction to respond to what the assessment shows us. If we are not prepared to make those changes, then assessments are not a good use of time and resources.

## Don't wait to start instruction

For all students, we recommend that you prioritize instruction over assessment as students return to school. Instruction will prevent further learning loss and provide valuable information on how quickly students are able to pick back up where they left off. Teachers should use strategies to do simple pre-assessments prior to the start of instruction, frequent checks for understanding, and interim assessments to determine who is benefitting from instruction. For the most part, these assessments should be available from the curricular materials that teachers are already using and from informal assessments that teachers use as part of their regular classroom instruction.

## How to prioritize who to assess

We know that students' access, engagement, and home support for learning have varied widely over the past few months and it's unlikely we'll know the full impact of that before students return to schools in the Fall (in whatever formats that takes). For students who have been regularly participating in remote learning, prioritizing instruction ensures that teachers' time with students is purposeful and allows them to rebuild the relationships and routines that will allow students to begin learning again. Students who have not participated in remote learning, responded to attempts to connect, or completed assignments are at a higher risk for school failure and assessing their learning loss and reasons for low engagement should be prioritized. For those students, diagnostic assessments that begin with a conversation about the barriers to their connection will take time and attention. Therefore, we recommend that schools develop a strategy and set of protocols and assessments that will help them prioritize how to re-engage students and then support their learning needs.



## Identifying the key steps to learning recovery

In order to support students in recovering unfinished teaching and learning, begin by aligning your current systems to current needs.

**Step 1:** Plan a launch unit to accelerate learning recovery so instruction can begin immediately.

**Step 2:** Identify current systems and current instructional needs through targeted assessment.

**Step 3:** Create a strategic plan to guide teachers in addressing skill deficits to accelerate learning recovery over the course of the school year based on what you learn about your systems and the instructional needs of your students.

## What assessment tools and processes are needed to support this work?

### Universal screener

Universal screening is a powerful tool in proactively identifying students who may be at risk for learning difficulties or need additional support to be successful. Universal screening is an essential component of a Multi-Tiered System of Supports (MTSS) that helps prevent skills deficits from becoming achievement and opportunity gaps. Students without adequate foundational skills in reading and computation are more likely to struggle to meet rigorous grade-level standards.

A well-designed universal screening system:

- Helps districts reflect on how well their core instruction is meeting the needs of the vast majority of students and re-evaluate how to strengthen core instruction prior to and while providing additional interventions.
- Supports districts in aligning their core instructional practices with their intervention practices to ensure coherence.
- Allows districts to evaluate their intervention needs and purchase resources and plan professional development to support them.
- Enables districts to look at subgroup performance across schools, grade, and classes and plan for targeted support.

For schools that have yet to set up a universal screening system, the priority should be to begin screening in Kindergarten through second grade. Research is clear that when we provide early, intensive instruction in phonemic and phonological awareness, we can close the gaps between below average and average readers prior to the end of grade two. After grade two, closing that gap requires longer and more frequent intervention and is less likely to result in average level reading skills. As schools reopen, providing intensive and targeted instruction to students in Kindergarten through second grade gives districts the best chance to prevent short term learning loss from developing into persistent school failure.

These systems cannot be built overnight nor should they be taken on haphazardly, but they can be sustained beyond this moment to support more intentional and cohesive approaches to preventing skills deficits from becoming achievement and opportunity gaps. Setting up a universal screening system requires:

- Careful research of the right tool for your context
- Training of teachers to support the administration of the screening
- Scheduling screening within a specific window
- Developing systems for displaying and analyzing data, as well as goal setting and instructional planning

The National Center on Intensive Intervention is an excellent resource for information regarding valid and reliable screening tools and evidence-based interventions ([intensiveintervention.org](https://intensiveintervention.org)). Look for screening tools that have convincing evidence that they are both reliable and valid and compare the tool's administration and scoring time. Finally, consider the sample representativeness of the students who were used to validate the tool. For example, if you have a high percentage of high poverty students, you might want to check if the sample that the tool was tested on had a high percentage of low-income students.

For districts with existing universal screening systems, schools should plan to administer their Fall screening and then compare those screening results with the results from the Fall 2019 screening period. Based on Winter 2019–20 results, districts should set ambitious, but realistic targets for the percentage of students who should meet the Winter 2020–21 benchmarks at each grade level. Then teachers can determine what needs to be intensified in core instruction, supplemented through interventions, or targeted to meet individual needs. In some schools, when screening has shown that an entire grade is struggling with a specific academic task, resources usually reserved for interventions are incorporated into core instruction so that all students receive the intervention until they demonstrate skill mastery.

## Progress monitoring

Progress monitoring is a repeated measure of student performance, with the intent to measure performance that can be attributed to the instruction students are currently receiving. It can be used to quantify an individual's or a group's rate of improvement or response to instruction. Progress monitoring identifies which students are succeeding and which students need more support. The frequency of administration of progress monitoring is based on need. Students maintaining success in Tier 1 (core classroom) can be progress monitored three times a year. Students who are not able to maintain success in the core classroom and who are receiving targeted interventions in addition to core classroom instruction should be progress monitored more frequently based on their level of need (tiered support), usually monthly, bimonthly, or weekly. These students will also continue to be progress monitored in the core curriculum to measure their growth towards grade level expectations. Progress monitoring should be used to ensure that students are making progress as expected and to initiate steps to make changes that will ensure student success.

Students who are receiving interventions should be progress monitored individually using a [valid and reliable tool](#) that is designed to be sensitive to short term growth. Student progress should be graphed to ensure that the rate of improvement is adequate to meet the student's goals. The National Center on Intensive Interventions has provided [detailed information about valid and reliable progress monitoring tools](#). Use the same criterion you used to examine screening tools to examine progress monitoring tools. Many valid and reliable screening tools also come with progress monitoring tools and it is recommended to use the same tool when possible.



## Diagnostic assessments

Diagnostic assessments measure a student's current knowledge and skill and can be used before instruction to identify strengths and weaknesses. Many units in the core curriculum have pre-tests and most intervention programs have diagnostic measures that place students in the correct intervention lesson. Diagnostics are useful for individual students who are not responding to evidence-based instruction and materials in core or high quality, targeted interventions. Diagnostic tools allow you to form a hypothesis about why a student may not be responding to instruction so that you can design individualized and intensive lessons for students. Informal diagnostic assessments include observations, performance tasks, checklists, and analyzing student work. Informal diagnostics can be used for all students frequently to assess whether students are able to demonstrate skills or conceptual understanding. Informal diagnostics can inform teachers what skills or concepts may need to be reviewed or retaught to the whole class, a group of students, or an individual student.

Formal diagnostic tools provide detailed information about how well a student can demonstrate a skill or conceptual understanding. Formal diagnostics are developed by experts and have clear instructions on how to administer the items and interpret the results. The CORE Phonological Segmentation Test (K-1st Grade) and the CORE Phonics Survey (K-12th Grade) are two examples of individual diagnostic assessments that would indicate which specific reading skills warrant more explicit and intensive instruction. Both can be offered in remote learning with some support from a caregiver at home. These diagnostics must be administered individually and can be time-consuming, so it's best if these are reserved for students who have not been engaged in remote learning, who were low performing students in the previous year, or who have indicated on previous screening measures that a significant learning delay may exist. Diagnostic assessments are only useful if there are available instructional resources to meet the student's needs. For example, if a student has a very low score on the CORE Phonics Survey in middle school, what resources are available to address the need for additional support in word decoding?

A third group of diagnostic tools are psychometrically valid diagnostic tests. These tests are designed by subject matter experts and psychometricians and researched and tested for their accuracy, reliability, and validity. These types of diagnostic tools should be administered by trained professionals, like school psychologists. The use of these tools should be reserved for students who are in the process of being evaluated or re-evaluated for special education or as recommended by a school psychologist, counselor, or social worker.

As we return to school in the Fall, all teachers should use daily checks for understanding and low stakes interim assessments for all students to determine who is responding to teaching and who needs additional instruction. Informal diagnostics can indicate areas where students need additional practice or instruction, or specific performance feedback to address misunderstandings. The use of more formal diagnostic tests should be reserved to understand the needs of individual students who are not responding to high-quality core instruction and who need more intensive support within and/ or in addition to the core program. A formal diagnostic should provide you with data that indicates what instruction or intervention is appropriate given the student's current skill level.

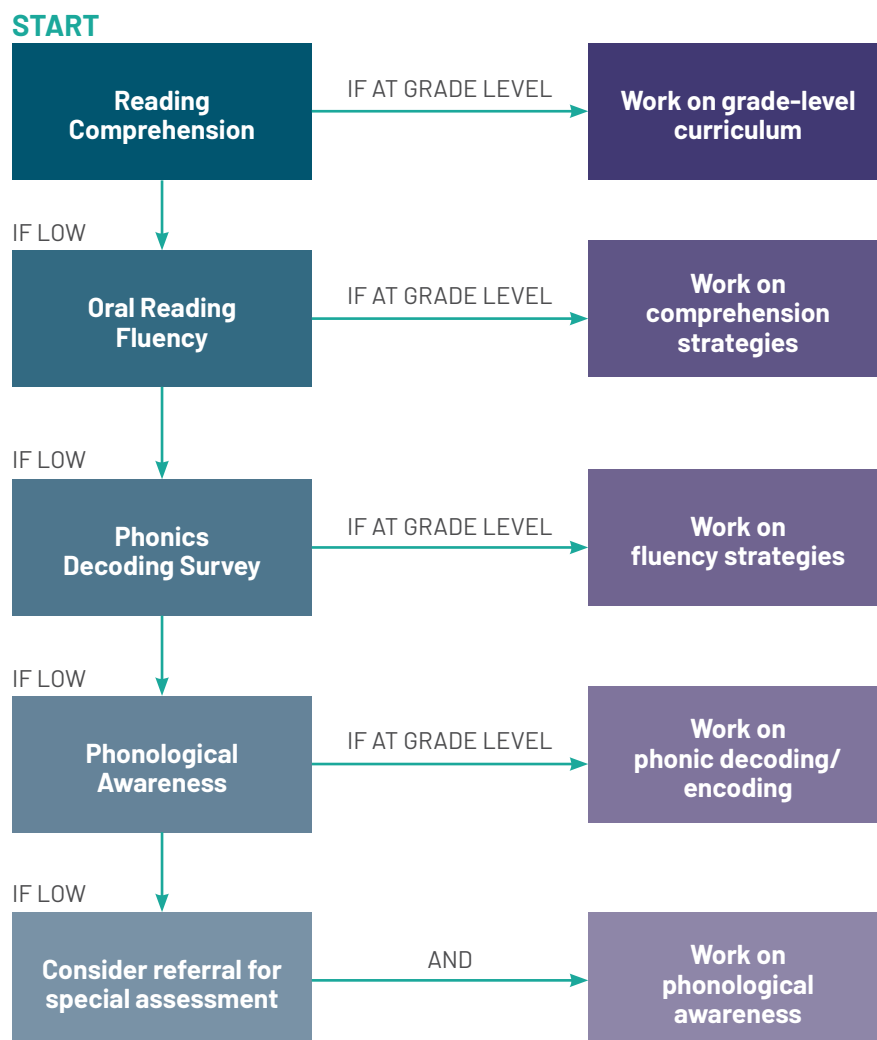
**Additional information is available from the [National Center on Intensive Intervention](#).**

## Implementing diagnostics

When to use diagnostic tools:

- To determine appropriate intervention for students in grades two through twelve who score in the lowest 20th percentile on the Oral Reading Fluency (ORF) screener. (Use tools such as the [CORE Phonics Survey and Phonological Awareness Screening Test](#).)
- When students are not progressing as expected.
- To set expectations about what learning areas are priorities for specific students.
- To look for patterns in skills deficits that indicate the need for small group or whole group instruction.
- To plan for targeted and small group instruction (resources, materials, and instruction).
- To fine tune interventions for students not making adequate progress.

Assessment with older students often starts broadly and then becomes more discrete to pinpoint particular reading subskills that might cause reading difficulty. The Diagnostic Plan for Students in grades four through twelve from CORE's [Assessing Reading: Multiple Measures](#) provides a roadmap for such assessment. A simplified version of the plan is provided below. This provides an example of how diagnostic assessment is designed to provide decision points to guide the teacher in creating a specific plan based on the student's individual needs at the time of the assessment, rather than reliance on placing students in a program or intervention room because they are below a certain cut score on the universal screening.







### Who uses diagnostic tools?

The teacher who works with the student most of the time is the best administrator of an informal diagnostic assessment and are likely to do so on a regular basis. The teacher, coach, or other certificated staff working with the student may give formal diagnostic assessments.

### What are some general best practices/guidance for administration?

Formal diagnostic tools come with instructions for administration. These tools will often have a student page to either read from or to use as an answer sheet, or they may have manipulative student materials. They will also have a record sheet. The instructions will include protocols for teacher directions, ceilings for errors, and any standardized directions that must be followed in order for the results to be valid. For example, most tools will have an example that allows the administrator to prompt the student if they don't respond, or to give some additional information if they don't understand. After that practice item, however, no prompting or help is allowed. It is important to read the directions carefully prior to giving the diagnostic assessment and to have all the materials prepared and set out prior to bringing the student to the testing area.

## Interpreting diagnostics

### What will the data tell you?

Diagnostic data tell you precisely what a student knows and doesn't know in the scope of the area being measured. For example, if you use a phonics screener, it will measure a student's knowledge of letter names, sound/spelling correspondence, and the student's ability to decode words with specific sound/spellings. Phonics screeners often use nonsense words in addition to real words in the decoding sections to ensure the students are applying phonics skills to decode the words rather than just reading words they have memorized by sight. This information tells teachers if a student can apply the decoding skills taught to that point, and what if any skills they are struggling to apply.

### What won't the data tell you?

A diagnostic assessment will not tell you any information outside of the narrow scope of the area being measured. Continuing with the example of a phonics screener, it will not tell you how well a student comprehends what they read, or how many sight words they recognize. It is not intended to do so. A diagnostic tool gives specific information. Therefore, we select diagnostic tools to provide information to answer questions about possible specific skills deficits that have been identified by a screening assessment and/or classroom performance measures.

## How should the data be shared and interpreted?

A diagnostic tool should provide very specific information on how the data should be interpreted. Whether or not this information is provided, however, the data from a diagnostic tool must be interpreted based on the scope of the area that is measured.

- We CAN share that we know from the data what the student knows and doesn't know related to this particular scope of skills.
- We CAN'T say that we know why the student did not learn skills that were taught.
- We CAN interpret the data to tell us that whatever we were doing to teach these skills to this student previously didn't work.
- We DON'T know if that was due to lack of time in the instruction (such as not accessing remote learning), lack of ability to benefit from the type of instruction (such as not being able to comprehend remote instruction), or other factors.
- We CAN'T, and should not, try to attach any reasons that may indicate why a student has not gained the skills that were taught to the data we collect from diagnostic tools.

## How can you use the data to inform interventions and instruction?

Diagnostic data gives us the means to:

1. Plan instruction that prevents further learning loss
2. Plan intervention that specifically targets missing skills and provides the student with the structured support needed to be successful at grade level

The danger of skipping this step is putting all students with learning loss and all ranges of skill deficits into the same interventions. One typical process is that all students at a grade level scoring below the 20th percentile on a given screener will automatically be placed into a given intervention. This process, when skipping the diagnostic assessment step, ignores the fact that many of these students have very different skill deficits, and in fact, may need different intervention plans and classroom supports.

As a team analyzes diagnostic data at a given grade level, they can see which students have similar skill deficits. These students can be grouped into targeted, small group instruction focused on these skills. As teachers implement unit launches to accelerate learning recovery, they can use this specific information to target both whole group and small group instruction to quickly target and master missing skills. Students who also receive interventions can also focus on these skills within the intervention to increase learning rates. Progress monitoring tools that are sensitive to small increments of growth can be used weekly or biweekly to ensure students are mastering these targeted skills.

# Section 3: Data Analysis Protocol

In order to make recommendations and build an Equitable Learning Recovery Plan, your team will need to analyze the data you've collected from multiple sources.

## **We recommend engaging with the data from a perspective of curiosity:**

- What supports are needed for students and teachers to be successful?
- Should the district revisit how it defines equitable instruction?
- What skills and competencies need to be built for school site staff to ensure equitable remote instruction?
- How can the district, as a system, look at this data through an equity lens?
- How can the district, as a system, provide stakeholders with the supports they need to ensure equitable student outcomes in a remote learning environment?

### Step 1: Analyze Participation in Data Collection

### Step 2: Make Connections Across the Data Collected in 4 Key Areas

### Step 3: Summarize Your Key Findings from Your Data Analysis

## **Data Sources**

- Data Systems Collection
- ELA/Math Learning Assessments
- Surveys:
  - Student
  - Parent/Guardian
  - Teacher
  - Coach
  - School Leader
  - District Leader

## **Key Areas for Data Analysis**

1. Instruction and Instructional Materials
2. Professional Learning
3. ELA and Math Learning for Priority Populations
4. District Systems

## Step 1: Analyze Participation in Data Collection

### Key participation questions:

- What percentage of your students, teachers, parents/guardians, coaches, and school leaders completed the surveys?
- Were there differences across grade levels? And, secondarily, were there differences across content areas?
- What was the rate of return of hard copy surveys, if offered?
- If translated, what was the return rate for non-English language surveys compared to English language surveys?
- Were students with disabilities and their parents/guardians able to participate?
- Is there more data you need to gather given what you know about participation? New strategies to try to reach participants who haven't responded?
  - What strategies have you considered adding for participants who haven't yet responded?
    - Phone calls
    - Email
    - Home visits (using appropriate social distancing techniques)

## Step 2: Make Connections Across the Data Collected in 4 Key Areas

### Data Sources

- Data Systems Collection
- ELA/Math Learning Assessments
- Surveys:
  - Student
  - Parent/Guardian
  - Teacher
  - Coach
  - School Leader
  - District Leader

### Key Areas for Data Analysis

1. Instruction and Instructional Materials
2. Professional Learning
3. ELA and Math Learning for Priority Populations
4. District Systems

## Instruction and Instructional Materials Data Analysis

1. Experience of Remote Learning
2. ELA/Math Instructional Materials
3. ELA/Math Instruction
4. Access to Instructional Materials

### EXPERIENCE OF REMOTE LEARNING

Data Sources	Key Questions
<b>Teacher Survey:</b> Section 2 <b>Student Survey:</b> Section 2 <b>Parent/Guardian Survey:</b> Section 2 <b>Coach/School Leader Survey:</b> Section 2 <b>District Leader Survey:</b> Section 2	<ul style="list-style-type: none"> <li>• Where was there agreement about remote learning experience across surveys? Were there trends across grade levels or content areas?</li> <li>• Where was there disagreement about remote learning experience across surveys? Were there trends across grade levels or content areas?</li> <li>• Compare how students, parents, teachers, coaches, and school leaders answered Questions 1 &amp; 2. Where there was dissatisfaction in Question 1, what themes emerged in response to Question 2? Were there trends across grade levels or content areas?</li> </ul>

**Findings:**

## ELA/MATH INSTRUCTIONAL MATERIALS

Data Sources	Key Questions
<p><b>Teacher Survey:</b> Section 3</p> <p><b>Student Survey:</b> Section 3</p> <p><b>Parent/Guardian Survey:</b> Section 3</p> <p><b>Data Systems:</b></p> <ul style="list-style-type: none"> <li>Names and quality of instructional materials listed by grade and content area               <ul style="list-style-type: none"> <li>Resource for assessing quality of materials:                    <a href="http://www.edreports.org">www.edreports.org</a>  <a href="https://intensiveintervention.org">https://intensiveintervention.org</a> </li> </ul> </li> <li>Description of whether primary ELA/math instructional materials offered their full student and teacher materials online</li> <li>Percent and frequency of student logins by grade and demographics to ELA/math online curricula platforms</li> </ul>	<ul style="list-style-type: none"> <li>What ELA and math instructional materials did students have access to?</li> <li>Were they full course, standards-aligned ELA and math instructional materials?</li> <li>Was there unequal access to high-quality, standards-aligned ELA and math materials for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?</li> </ul>

**Findings:**



## ELA AND MATH INSTRUCTION

Data Sources	Key Questions
<p><b>Teacher Survey:</b> Section 4</p> <p><b>Student Survey:</b> Section 4</p> <p><b>Parent/Guardian Survey:</b> Section 4</p> <p><b>Coach/School Leader Survey:</b> Section 3</p> <p><b>District Leader Survey:</b> Section 3</p> <p><b>Data Systems:</b></p> <ul style="list-style-type: none"> <li>• Percent and frequency of teacher and student logins by grade and content area to online ELA and math materials</li> <li>• Percent and frequency of teacher and student logins by grade and content area to <u>synchronous</u> instruction platforms (Google Meet, Microsoft Teams, Zoom, etc.)</li> <li>• Percent and frequency of student logins to <u>asynchronous</u> platforms by grade and demographics (LMS, curriculum platforms, etc.)</li> <li>• ELA and math instructional materials online unit assessment completion rates by grade, demographics, and content area</li> </ul>	<p><b>Access to Instruction</b></p> <ul style="list-style-type: none"> <li>• Did teachers provide regular instruction for students on core ELA and math materials?</li> <li>• How often was synchronous instruction provided by grade/content area?</li> <li>• What were the primary methods of providing asynchronous instruction?</li> <li>• Did students access synchronous instruction on core ELA and math materials?</li> <li>• Did students access asynchronous instruction on core ELA and math materials?</li> <li>• Was there disproportionate access to either synchronous or asynchronous instruction for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?</li> <li>• How much time did students typically spend on ELA/math each week?</li> </ul> <p><b>Experience of Instruction</b></p> <ul style="list-style-type: none"> <li>• Was there agreement among students, parents/guardian, and teachers about the difficulty of assignments?</li> <li>• Did students have access to rigorous grade-level work? Did they feel successful at that work?</li> <li>• If students were struggling, did they feel supported in doing that work?</li> <li>• Did students feel like they knew how to access the instruction and assignments?</li> <li>• Was there a discrepancy between how students, parents/guardians, and teachers described teacher support for when students were struggling?</li> <li>• What were the most common barriers listed by students, parents/guardians, and teachers to student learning? In what ways might systemic inequity be creating or promoting those barriers?</li> </ul> <p><b>Content Covered</b></p> <ul style="list-style-type: none"> <li>• If teachers did provide instruction, what content was covered? What content might need to be covered in the fall or revisited?</li> <li>• Were assessments administered? If so, what were rates of completion by grade, content level, and demographics?</li> </ul>

Findings:

## ACCESS TO INSTRUCTIONAL MATERIALS

Data Sources	Key Questions
<p><b>Student Survey:</b> Section 5</p> <p><b>Parent/Guardian Survey:</b> Section 5</p> <p><b>Coach/School Leader Survey:</b> Section 4</p> <p><b>District Leader Survey:</b> Section 6</p> <p><b>Data Systems:</b></p> <ul style="list-style-type: none"> <li>• Percent of students with access to devices (computers, tablets, etc.) by grade and demographics</li> <li>• Percent of students with access to the internet by grade and demographics</li> <li>• Percent of students who received ELA/math hard copy materials by grade and content area</li> <li>• Names and quality of instructional materials listed by grade and content area               <ul style="list-style-type: none"> <li>– Resource for assessing quality of materials: <a href="http://www.edreports.org">www.edreports.org</a> <a href="https://intensiveintervention.org">https://intensiveintervention.org</a></li> </ul> </li> <li>• Description of whether primary ELA/math instructional materials offered their full student and teacher materials online</li> <li>• Percent of teachers with access to online materials by grade and content area</li> <li>• Percent of students with access to online materials by grade and content area</li> <li>• Percent of students who accessed materials by content area, grade, demographics, and platform</li> <li>• Frequency of student access of materials by content area, grade, demographics, and platform</li> </ul>	<ul style="list-style-type: none"> <li>• Did students have access to devices and the internet for learning?</li> <li>• Was there disproportionate access to devices or the internet for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?</li> <li>• Was there disproportionate access to high-quality, standards-aligned ELA and math materials for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?</li> <li>• Did students use core ELA and math instructional materials? If so, how frequently?</li> <li>• Did students use intervention ELA and math instructional materials? If so, how frequently?</li> <li>• Were there differences in perceptions of access to instructional materials across stakeholder groups?</li> </ul>

**Findings:**

## Professional Learning Data Analysis

1. Educator Support
2. Coach Support
3. School Leader Support
4. Professional Learning

### EDUCATOR SUPPORT

Data Sources	Key Questions
<p><b>Teacher Survey:</b> Section 6</p> <p><b>Coach Survey:</b> Section 7</p> <p><b>School Leader Survey:</b> Section 7</p> <p><b>District Leader Survey:</b> Section 7</p> <p><b>Data Systems:</b></p> <ul style="list-style-type: none"> <li>• Percent of teachers with access to online materials by grade and content area</li> <li>• Frequency of teacher access of materials by content area, grade, and platform</li> </ul>	<ul style="list-style-type: none"> <li>• Did teachers, by grade level and content area, have access to online remote learning tools (LMS, video conferencing, etc.)? Were they offered professional learning on it?</li> <li>• Did teachers, by grade level and content area, have access to high-quality, standards-aligned, and online ELA and math materials? Were they offered professional learning on it?</li> <li>• Where did teachers feel supported in remote learning by their schools/districts?</li> <li>• Where did teachers need more support for remote learning from their schools/districts?</li> <li>• Did teachers feel they were given clear expectations for remote learning?</li> <li>• Did teachers feel they had the necessary resources to provide remote learning?</li> </ul>

**Findings:**

## COACH SUPPORT

Data Sources	Key Questions
<p><b>Teacher Survey:</b> Section 6</p> <p><b>Coach Survey:</b> Section 7</p> <p><b>District Leader Survey:</b> Section 8</p>	<ul style="list-style-type: none"> <li>• What kinds of support were coaches able to offer teachers during remote learning?</li> <li>• What coaching systems did the district modify or create to meet the unique needs of remote learning? How were they received? How did teachers feel supported in remote learning by their coaches?</li> <li>• Where did teachers need more support for remote learning from their coaches?</li> <li>• Did coaches feel they were given clear expectations for remote learning?</li> <li>• Did coaches feel they had the necessary resources to provide remote learning?</li> <li>• What additional supports do coaches feel they need to be successful?</li> </ul>

## Findings:

## SCHOOL LEADER SUPPORT

Data Sources	Key Questions
<p><b>Teacher Survey:</b> Section 6</p> <p><b>School Leader Survey:</b> Section 7</p> <p><b>District Leader Survey:</b> Section 9</p>	<ul style="list-style-type: none"> <li>• What kinds of support were school leaders able to offer teachers during remote learning?</li> <li>• What leadership supports did the district modify or create to meet the unique needs of remote learning? How were they received?</li> <li>• How did teachers feel supported in remote learning by their school leaders?</li> <li>• Where did teachers need more support for remote learning from their school leaders?</li> <li>• Did school leaders feel they were given clear expectations for remote learning?</li> <li>• Did school leaders feel they had the necessary resources to provide remote learning?</li> <li>• What additional supports do school leaders feel they need to be successful?</li> </ul>

## Findings:

## PROFESSIONAL LEARNING OFFERINGS

Data Sources	Key Questions
<p><b>Surveys:</b>  <b>Teacher, Coach, Site Leader and District Leader:</b>            Section 8</p>	<ul style="list-style-type: none"> <li>• Did the district offer expectations that were clear for schools on how to enact remote learning? Did teachers, coaches and school leaders perceive those expectations to be clear?</li> <li>• Did the district offer professional learning on how to effectively implement remote learning? Did teachers, coaches and school leaders perceive those supports as effective?</li> <li>• Did the district offer professional learning on equitable remote and in-person instruction?</li> <li>• What systems might the district need to modify or establish to support school site staff in effectively implementing remote or in-person equitable instruction?</li> </ul>

**Findings:**



## ELA and Math Learning for Priority Populations Data Analysis

**Data Sources:** Diagnostic, Screener, or Curriculum-based ELA and Math Assessments

### **Recommended Priority Populations for ELA and Math Assessments:**

1. Students who were not engaged or had minimal engagement with remote learning last spring
2. Students who were “at risk” prior to shift to remote learning
3. Students who are historically underserved by public education
4. K-2 students

### **Protocol for analyzing student data:**

#### **Step 1: For all students**

- Plan a launch unit to accelerate learning recovery (check existing resources for review materials)
- Plan and begin instruction
- Set targeted goals for student learning, etc.
- Progress monitor regularly using program assessment

#### **Step 2: a) If you have a valid/reliable screening tool**

- Review the last screening data set (middle of year, 2019-2020) by grade and subgroup
- Schedule beginning of year screening administration as soon as possible
- Use data to determine instructional priorities in (Tier 1) core instruction at each grade level
- Identify students in need of additional instructional support
- Match students to appropriate and available Tier 2 & 3 programs
- Determine and provide needed professional learning
- Schedule and set goals for next screening administration (middle of year, 2021)

#### **Step 2: b) If you don't have a valid/reliable screening tool**

- **Grade K:** For reading, administer a one-minute letter naming fluency screener and, for math, administer magnitude comparison and strategic counting (or use a free assessment resource such as DIBELS 8) to identify students at risk for reading difficulties
- **Grade 1:** For reading, administer a one-minute letter-sound fluency screener, and, for math, administer magnitude comparison and strategic counting (or use a free assessment resource such as DIBELS 8, literacy and math) to identify students at risk for reading and math difficulties
- **Grades K & 1:** Plan a double dose of reading and math instruction for students who show risk
- **Grades 2-8:** Administer a one-minute grade level oral reading fluency passage and retrieval of basic math arithmetic facts, word problems, and numerical recognition (learning to link numerals with names pulled from district curricular materials (or use a free assessment resource such as DIBELS 8, literacy and math) to identify students at risk for reading and math difficulties\*
- Use data to determine instructional priorities in (Tier 1) core instruction at each grade level
- Identify students in need of additional instructional support

\*After screening in grades 2-8, see instructions for using diagnostic tools to plan for intervention below.

**When to use diagnostic tools**

- To determine appropriate intervention for students in grades 2 -12 who score in the lowest 20th percentile on the Oral Reading Fluency (ORF) screener or CBM Math (use tools such as the CORE Phonics Survey and Phonological Awareness Screening Test)
- When students are not progressing as expected
- To set expectations about what learning areas are priorities for specific students
- To look for patterns in skills deficits that indicate the need for small group or whole group instruction
- To plan for targeted and small group instruction (resources, materials, and instruction)
- To fine tune interventions for students not making adequate progress

**Additional Resources:**

- [Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#) from the National Center on Intensive Intervention
- [CBM Growth Calculator](#) from the University of Washington, shared by CORE
- [Digital Graphing of ORF Scores](#), from CORE's *Teaching Reading Sourcebook*
- CORE's [Assessing Reading: Multiple Measures](#)
- [Assessment Measures Flow Chart](#)

### District Systems Data Analysis

Based on the data sources, what are priorities for building or improving your district systems to meet the needs of your students and staff?

Data Sources	Key Questions
<b>Instructional Materials Quality and Access</b>	What did surveys and online data systems tell you about access to quality instructional materials in a remote environment and in person?
<b>Equitable Instruction</b>	What did surveys and online data systems tell you about access to instruction in a remote environment? What did surveys tell you about student experience of remote instruction? What did surveys and ELA/math assessments tell you about the efficacy of that instruction?
<b>Prevention/ Intervention</b>	What did surveys and online data systems tell you about access to remote instruction for students receiving Tier 2-3 supports? What did surveys tell you about student experience of receiving the additional supports they need during remote instruction? What did ELA and Math assessments tell you about the efficacy of the instruction?
<b>Professional Learning</b>	What did surveys and ELA and Math assessments tell you about the type of professional learning site-based staff might need to be successful in equitable learning recovery? What did surveys and ELA and Math assessments tell you about the type of professional learning site-based staff might need to be successful in implementing ongoing remote learning?
<b>Communications</b>	What did surveys tell you about how well your district communications went? What were areas for improvement?
<b>Progress Monitoring</b>	What did surveys tell you about the ability of site staff to progress monitor remotely? What did ELA and math assessments tell you about the needs of students for equitable learning recovery?
<b>ELA and Math Assessments</b>	What did the ELA and math assessments tell you about the individual needs of students when access was available but learning was not occurring as expected?

### Step 3: Summarize Your Key Findings from Your Data Analysis Above

Review all your findings from the four sections of the data analysis and summarize major needs that have surfaced. As you summarize your findings, try to come from a perspective of curiosity and support. If you're struggling to get at the root cause of a finding, leverage the [Five Whys Protocol](#) or consider gathering more data. You can also consider using [this framework](#) to support your conversation.

#### SUMMARY OF FINDINGS

Technical issues to resolve:	
Ensure sufficient devices for students	Plan:
Ensure sufficient internet access for students	Plan:
Ensure sufficient access to high-quality ELA and math materials (hard copy and digital) for students	Plan:
Ensure sufficient access to technology tools (learning management system, etc.)	Plan:
Ensure students and parents/guardians can access technology (logging onto devices, internet, online materials/tools, etc.)	Plan:

Example Findings:	
Summarize key findings from your data analysis	Based on those findings, what supports or system does the district need to offer?
<b>Example finding: Quality and Access</b> <i>50% of students attended virtual classes, but only 30% signed into the online curriculum system.</i>	<b>Example skill or system to be built:</b> <i>The district needs to offer professional learning and guidance for teachers on how to onboard students to the online curriculum system and set expectations for what to do when students are not accessing the online curriculum system.</i>
<b>Example finding: Professional Learning</b> <i>When students struggled with ELA assignments, 30% of teachers modified the assignment so it was simpler.</i>	<b>Example skill or system to be built:</b> <i>District to offer professional learning on how to maintain grade level rigor in remote or asynchronous instruction.</i>

Instruction and Instructional Materials Major Findings	
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:

Professional Learning Major Findings	
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:
Finding:	Skill or system to be built:

**ELA and Math Learning for Priority Populations Major Findings**

<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>



<b>District Systems Major Findings</b>	
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
<b>Finding:</b>	<b>Skill or system to be built:</b>
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