

FAQ: Weekly Survey on Reopening Status/Instructional Delivery Model

Survey Basics

Why are we doing this?

The responses to this survey help paint a picture statewide of how many students are receiving in-person instruction. It is highly requested by the media, legislators, and the public—and is very visible. The data will be used to inform policies and planning, hold ourselves accountable to the public, and address questions from the Legislature and the media.

What should we expect on the weekly reminder emails?

As a reminder, an email will be sent out each Monday with the survey link. “OSPI Student Information” will send the emails to the person who filled in the survey the previous week. Please submit responses by close of business each Friday for that week’s information.

When and where will the survey data be displayed?

It will be posted each Wednesday at <https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources/school-reopening-data>

Who should I contact if I have questions?

If you have questions about the survey, you can contact OSPI Student Information at student.information@k12.wa.us or Assessment & Student Information at 360-725-6088.

Definitions & Data Rules

Our district is on break this week. How should we report?

Starting with the week of February 15, districts will be asked in the survey if they are on break during the reporting week. To maintain consistent reporting while on break, districts on break should respond to questions regarding reopening status using data from the prior week.

What does “in-person” instruction mean?

We are referring to students who would be expected to be learning in-person at the school building. It is not referring to students receiving synchronous, remote learning.

What about absences? For the counts of in-person students, should I include or exclude students who were absent?

Include them. You should report the number of students who were *expected* to be in-person at the school. The two questions (“How many students are expected to receive in-person instruction on a typical day this week?” and “How many students are expected to receive in-person instruction at any point this week?”) ask for the number of students who were expected



to receive in-person instruction. For example, suppose your district has 100 students who are scheduled to be at the school for in-person instruction on a typical day, but only 92 are at the building (8 were absent due to illness). You should report 100 students.

Our grade bands don't align to "Elementary, Middle, and High." How should we report?

You can aggregate by grade level (K–5 for elementary, 6–8 for middle, 9–12 for high). Or, if your grade levels don't align in that way, you can assign a school to the category that seems most reasonable. For example, you can place a grade 5–7 school into the middle school category. However, you must remain consistent across weeks.

We typically serve all our 1st graders in-person, but due to quarantine protocols, all 1st grade students will be learning remotely for the next two weeks. How should we report this in the survey?

If your district's current reopening plan includes providing in-person instruction to 1st graders, continue to include those students in your responses to "How many students are expected to receive in-person instruction on a typical day this week?" and "How many students are expected to receive in-person instruction at any point this week?" throughout their quarantine.

Opting Out and Alternative Learning

How should I report students whose families have declined in-person instruction, and they have chosen to continue remote learning?

Those students should be reported in the "opting out" column.

Our district is still primarily doing remote instruction. For the "opting out" count, should we include students whose families have said they prefer remote learning for this school year, regardless of reopening status?

In the "opting out" column, you should only include students for whom in-person instruction is currently available.

How should I report students participating in full-time ALE-funded programs who normally wouldn't be served in-person?

Students participating in such programs should be included in responses to "How many students are currently enrolled in your district?" and "How many students are participating in full-time ALE funded programs who normally would not be served in-person?" These students should not be counted when responding to "How many students are expected to receive in-person instruction on a typical day this week?" and "How many students are expected to receive in-person instruction at any point this week?" since they are not expected to receive in-person instruction.

Why are online ALE programs called out separately in the table? Or “opting out” students?

The responses to this survey help paint a picture statewide of how many students are receiving in-person instruction. The picture is complicated, however. One of those complications is that some students would be learning remotely or online even absent the pandemic. Similarly, some families have elected to remain remote even if in-person instruction is available. By collecting this information, it helps adjust for a more accurate number of potential in-person students.

Examples

Can you give an example that spans all five of the count questions?

Suppose a district has 1,000 students enrolled: 100 ALE (online) students, 50 students whose families have declined in-person instruction, 200 in Group A (Monday/Wednesday), 200 in Group B (Tuesday/Thursday), and 450 students who haven’t been phased in yet and are learning 100% remotely.

Following is how the district would answer the count questions:

- Total Enrollment = 1,000
- ALE students = 100
- Opting out of in-person = 50
- In-person on a typical day = 200
- In-person instruction at any point = 400

I’m unsure how to answer “How many students are expected to receive in-person instruction on a typical day this week?” Can you provide some examples?

Example 1

An A/B hybrid model where some students attend Monday/Wednesday and other students attend Tuesday/Thursday. Report the number of students in Group A or Group B. If the two groups are not equal in size, report the larger group. Suppose there are 100 Group A students who will attend Monday and Wednesday and 150 Group B students who will attend Tuesday and Thursday. You should report 150 in response to “How many students are expected to receive in-person instruction on a typical day this week?” and 250 in response to “How many students are expected to receive in-person instruction at any point this week?”. Since students are still learning remotely for a portion the week, the response to the “typical day” question should be less than the response to the “any point this week” question.

Example 2

Students are in four groups, where each group attends one day per week. Group A (Monday) has 20 students, Group B (Tuesday) has 20 students, Group C (Wednesday) has 18 students, and Group D (Thursday) has 22 students. You should report 20 students for the “typical day”

question. For the “in-person instruction at any point this week” question, you would report 80 students.

Example 3

For a traditional in-person model where all students are expected to receive instruction in-person, 5 days a week, the response to the “typical day” question should be equal to the response to “at any point this week”. For example, a district expects to serve all 300 elementary students in-person, Monday–Friday. They should report 300 for the “typical day” and 300 for “at any point this week?”

Example 4

Small groups. Suppose 20 students are 100% remote learning, and 5 students attend in-person 5 days per week, and an additional 6 students attend in-person on Mondays only. You would report 5 for the “typical day” and 11 for “at any point this week”.