

Comparison of COVID-19 Instructional Time Guidance Among 20 Districts

Research Methodology

EAB Researchers Reviewed Publicly Available Information on Distance Learning Plans

EAB researchers identified publicly available information on distance learning plans from districts in the Washington Area Board of Education (WABE) and from the 10 largest school districts in the U.S. (by enrollment, according to the [U.S. Census Bureau](#)) to explore instructional time allocations and associated technology (i.e., learning management system (LMS), video conferencing platform).

- WABE districts comprise **Fairfax County Public Schools (VA)**, **Alexandria City Public Schools (VA)**, **Arlington Public Schools (VA)**, **Falls Church City Public Schools (VA)**, **Loudoun County Public Schools (VA)**, **Manassas City Public Schools (VA)**, **Manassas Park City Schools (VA)**, **Montgomery County Public Schools (MD)**, **Prince George’s County Public Schools (MD)**, and **Prince William County Public Schools (VA)**.
- The 10 largest school districts in the U.S. (in order) comprise **New York City Department of Education (DOE) (NY)**, **Los Angeles Unified School District (CA)**, **Chicago Public Schools (IL)**, **Miami-Dade County Public Schools (FL)**, **Clark County School District (NV)**, **Broward County Public Schools (FL)**, **Houston Independent School District (ISD) (TX)**, **Hillsborough County Public Schools (FL)**, **Orange County Public Schools (FL)**, and the **School District of Palm Beach County (FL)**.

EAB Researchers Defined Instructional Time as Time Spent on Core Subjects and Electives/Specials

In this report, EAB researchers defined “instructional time” as time spent on core subject areas (e.g., English language arts (ELA), math, science, social studies) and—if the information was available—time spent on electives and specials (e.g., physical education (PE), art, music, etc.).

EAB researchers did not include flex learning in calculations of instructional time, as most districts that provide flex learning suggestions (i.e., encourage students to explore personal interests/passions) do not offer specific time guidance for how long students should spend on these activities. EAB researchers did not incorporate optional office hours into calculations of instructional time—unless administrators specify that the time block could be used for office hours *or* independent student work.

Instructional Time Overview

Most Profiled Districts Provide Both Synchronous and Asynchronous Learning Opportunities

Administrators at most profiled districts state that students will receive some form of synchronous instruction (e.g., learning that occurs in real-time). Administrators at these profiled districts define synchronous instruction as:

- Students meet virtually with their class at a scheduled time,
- Students receive “live” instruction from teachers, and/or
- Students attend “live” office hours. During office hours, teachers may answer students’ questions, offer synchronous instruction, provide tutoring, and/or provide student feedback.

Most profiled districts do not clearly specify the amount of total recommended instructional time that should be allocated to asynchronous versus synchronous learning. Rather, districts generally provide an overall amount of instructional time that incorporates both synchronous and asynchronous learning.

Instructional Time by Grade Range

Multiple Profiled Districts Recommend a Daily Minimum of One Instructional Hour for Pre-K Students

Administrators at multiple profiled districts—**Fairfax County Public Schools, Alexandria City Public Schools, Broward County Public Schools, Chicago Public Schools, Falls Church City Public Schools, Orange County Public Schools, Manassas Park City Schools, Miami-Dade County Public Schools, and Prince William County Public Schools**—recommend at least one instructional hour for pre-K students.

Fairfax County Public Schools Recommends the Most Instructional Time for Elementary Students, Compared to Other Profiled Districts

At all profiled districts—with the exception of **Fairfax County Public Schools**—administrators recommend 3-4 hours or less of daily instruction for elementary students. In contrast, administrators at **Fairfax County Public Schools**—in the **FCPS Distance Learning Instructional Model** draft document—recommend 4-5 hours each day, four days a week, for elementary students.

The table below presents instructional time recommendations for elementary students at each profiled district. In instances where districts provided time allocations for specific subjects (i.e., core subject areas, electives, specials), EAB researchers included this information in the table.

First, the table presents profiled districts that provide *daily* instructional time recommendations, ordered from greatest to least amount of time. Next, the table presents profiled districts that provide *weekly* instructional time recommendations, ordered from greatest to least amount of time. Finally, the table presents profiled districts that do not provide any publicly available instructional time recommendation.

As stated previously, most profiled districts do not clearly specify the amount of total recommended instructional time that should be allocated to asynchronous versus synchronous learning. In cases where profiled districts did explicitly provide this time breakdown, EAB researchers included this information in the table. Examples of independent work include time spent on teacher-assigned instructional packets and time spent engaging in pre-recorded lessons.

Instructional Time Guidance for Elementary School Students at Profiled Districts

In the tables of this report, EAB researchers preserved districts' nomenclature for language arts courses (i.e., language arts, English language arts, English).

| District | Allocation of Instructional Minutes | Type of Instruction (i.e., Asynchronous, Synchronous) |
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| Daily Time Recommendations | | |
| Fairfax County Public Schools | 4-5 hours each day <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically | Asynchronous <ul style="list-style-type: none"> Students spend 2-3 hours on independent work—four days a week Synchronous <ul style="list-style-type: none"> Students spend 2 hours on virtual, synchronous teacher-directed instruction and individualized student support—four days a week Students engage with learning content presented through television on Channel 21 from 10:00-11:00 am for Pre-K-2 students and 2:00-3:00 pm for students in grades 3-6 Teachers provide office hours |
| Houston ISD | 3-4 hours each day <ul style="list-style-type: none"> For each of ELA, math, science, social studies, and two electives, students complete 15-20 minutes of class-wide digital check-ins with teachers and 15-20 minutes of independent work | Asynchronous <ul style="list-style-type: none"> Students complete independent work Synchronous <ul style="list-style-type: none"> Teachers connect with students for daily online check-ins via tools such as Microsoft Teams |
| School District of Palm Beach County | K-2: 195-225 minutes each day <ul style="list-style-type: none"> 65-95 minutes of reading/writing 45 minutes of math 30 minutes of PE 20 minutes of science and 20 minutes of art/music 15 minutes of social studies 3-5: 225-250 minutes each day <ul style="list-style-type: none"> Same time allocation as above, with the reading/writing block extended to 95-120 minutes | Asynchronous <ul style="list-style-type: none"> Students complete independent work Synchronous <ul style="list-style-type: none"> Teachers may provide recorded or live lessons Students may engage in synchronous learning content via television Teachers provide office hours |
| Falls Church City Public Schools | 3 hours each day <ul style="list-style-type: none"> At least 40 minutes for reading and at least 40 minutes for math | Asynchronous <ul style="list-style-type: none"> Students complete independent work Synchronous <ul style="list-style-type: none"> Teachers deliver some content online (administrators do not |

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| | | <p>specify if this is asynchronous or synchronous)</p> <ul style="list-style-type: none"> Teachers provide office hours |
| Broward County Public Schools | <p>3 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically, but provide suggestions for activities in literacy, math, science, social studies, and social-emotional learning (SEL) | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> In addition to delivering instruction via pre-recorded videos, teachers deliver “live” instruction via videoconferencing |
| Miami-Dade County Public Schools | <p>K-1: 2.5 hours each day</p> <ul style="list-style-type: none"> 45 minutes of reading/ELA/writing and 45 minutes of math 18 minutes of science, 18 minutes of social studies, and 18 minutes of one special <p>2-5: 3.5 hours each day</p> <ul style="list-style-type: none"> 1 hour of reading/language arts/writing and 1 hour of math 30 minutes of science and 30 minutes of social studies 18 minutes of one special | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide office hours |
| Montgomery County Public Schools | <p>K-2: 1.5-2 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically <p>3-5: 2.5-3 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Students join “live” time with the teacher Students view lessons online (administrators do not specify whether these lessons are asynchronous or synchronous) Teachers provide office hours |
| Alexandria City Public Schools | <p>K-2: 2.5 hours each day</p> <ul style="list-style-type: none"> 90 minutes of pre-recorded lessons and activities 1 hour of age-appropriate educational shows <p>3-5: 1-2 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically | <p><u>K-2</u></p> <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work Teachers provide pre-recorded lessons in advance of broadcasts <p>Synchronous</p> <ul style="list-style-type: none"> Students in K-2 engage with learning content presented through television (i.e., Channel 70 for kindergarten students, Channel 71 for grades 1 and 2) Teachers provide 30-minute office hours each day <p><u>3-5</u></p> <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> |

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| | | <ul style="list-style-type: none"> Students in grades 3-5 engage in virtual teacher instruction (administrators do not specify if this is asynchronous or synchronous) Teachers provide 30-minute office hours each day |
| Orange County Public Schools | <p>K-2: 2 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically <p>3-5: 2 hours each day</p> <ul style="list-style-type: none"> 1 hour combined of math and ELA 1 hour combined of science and social studies | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Potentially synchronous</p> <ul style="list-style-type: none"> In addition to delivering asynchronous lessons, teachers may provide distance instruction via live lessons |
| Chicago Public Schools | <p>K-2: At least 1.5 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically. Administrators do state that students should complete four types of activities (i.e., skill practice, projects, enrichment activities, reading) for each subject area <p>3-5: At least 2 hours each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically. Administrators do state that students should complete four types of activities (i.e., skill practice, projects, enrichment activities, reading) for each subject area | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers may stream “live activities” (e.g., class meeting, lesson) Teachers provide office hours |
| Manassas Park City Schools | <p>75-135 minutes each day</p> <ul style="list-style-type: none"> 60-90 minutes for language arts and math combined 15-45 minutes combined for specials (e.g., PE, art, music) | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work Administrators do not explicitly state that the district will provide synchronous learning opportunities for students |
| Loudoun County Public Schools | <p>K-2: Up to 60 minutes each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically <p>3-5: Up to 90 minutes each day</p> <ul style="list-style-type: none"> Administrators do not specify how much time students should spend on each subject area specifically | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Each classroom teacher provides synchronous instruction for at least 30 minutes per week Teachers provide office hours |
| Prince George’s County Public Schools | <p>At least 60 minutes each day</p> <ul style="list-style-type: none"> Monday and Wednesday: two, 30- to 45-minute virtual lessons—one in reading and one in social studies | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work—administrators do not include this time in daily instructional time guidance |

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| | <ul style="list-style-type: none"> Tuesday and Thursday: two, 30- to 45-minute virtual lessons—one in math and one in science Friday: students engage in work for electives (i.e., art, PE, music, health) <i>Administrators do not specify how much time students should spend on electives</i> | <p>Synchronous</p> <ul style="list-style-type: none"> Students participate in the two virtual lessons between the hours of 9 am and 1 pm. Administrators do not specify whether these virtual lessons are asynchronous or synchronous Teachers provide office hours |
| Arlington Public Schools | <p>K: 30 minutes for literacy and numeracy combined each day</p> <p>1-2: 45 minutes for literacy and numeracy combined each day</p> <p>3: 60 minutes each day</p> <ul style="list-style-type: none"> 30 minutes each of ELA and math <p>4-5: 90 minutes each day</p> <ul style="list-style-type: none"> 45 minutes each of ELA and math | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide office hours |
| Clark County School District | <p>K-2: At least 15 minutes each day</p> <ul style="list-style-type: none"> 15 minutes combined for reading and writing activities, which integrate science and social studies <p>3-5: At least 20 minutes each day</p> <ul style="list-style-type: none"> 20 minutes combined for reading and writing activities, which integrate science and social studies | <p>Asynchronous only</p> <ul style="list-style-type: none"> Students complete independent work Administrators do not explicitly state that the district provides synchronous learning opportunities for students |
| Weekly Time Recommendation | | |
| Manassas City Public Schools | <p>K-4: <i>Administrators do not provide instructional time guidance but state that students complete one lesson/activity in literacy and math each week. Students also complete one enrichment lesson/activity in science and social studies each week</i></p> <p>5: More than 90 minutes per class each week</p> <ul style="list-style-type: none"> One, 30-minute video lesson per subject area One, 30-minute assignment per class One, 30-minute “live” class interaction <i>Administrators do not specify the number of classes that students take during this time—thus, administrators do not provide overall daily instructional time guidance</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete some lessons and activities independently <p>Synchronous</p> <ul style="list-style-type: none"> “Live” class interactions represent synchronous learning Administrators do not specify whether the 30-minute video lesson is synchronous or asynchronous |
| Prince William County Public Schools | <ul style="list-style-type: none"> 60 minutes per subject area (i.e., language arts, math, | <p>Asynchronous</p> |

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| | <p>science, social studies, art, health/PE) each week</p> <ul style="list-style-type: none"> • 60 minutes for school counseling (or independent work) each week | <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Teachers provide office hours |
| No Time Recommendation | | |
| Hillsborough County Public Schools | <p><i>Administrators do not provide an instructional time recommendation—administrators state that “there are not set hours for a student to complete their eLearning as long as the assignments are completed daily”</i></p> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Administrators emphasize that “teaching live lessons is one of the most important opportunities instructors have to interact with students.” Administrators encourage teachers to lead weekly live lessons via Zoom |
| Los Angeles Unified School District | <p><i>Administrators do not provide an instructional time recommendation</i></p> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Administrators encourage—but do not require—teachers to provide synchronous instruction via video • Teachers provide office hours each week |
| New York City DOE | <p><i>Administrators do not provide instructional time guidance but do provide activities for math, ELA, science, and social studies</i></p> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Potentially synchronous</p> <ul style="list-style-type: none"> • Administrators encourage—but do not require—teachers to offer synchronous learning |

More Than Half of Profiled Districts Recommend At Least 3 Hours of Daily Instructional Time for Middle School Students

At more than half of profiled districts (i.e., 12)—including **Fairfax County Public Schools**—administrators recommend an overall daily instruction time of at least 3 hours for middle school students. At these districts, administrators generally allocate between 30 and 60 minutes for each subject area.

The table below presents instructional time recommendations for middle school students at each profiled district. In instances where districts provided time allocations for specific subjects (i.e., core subject areas, electives, specials), EAB researchers included this information in the table.

First, the table presents profiled districts that provide *daily* instructional time recommendations, ordered from greatest to least amount of time. Next, the table presents profiled districts that provide *weekly* instructional time recommendations, ordered from greatest to least amount of time. Finally, the table presents profiled districts that do not provide any publicly available instructional time recommendation.

As stated previously, most profiled districts do not clearly specify the amount of total recommended instructional time that should be allocated to asynchronous versus

synchronous learning. In cases where profiled districts did explicitly provide this time breakdown, EAB researchers included this information in the table. Examples of independent work include time spent on teacher-assigned instructional packets and time spent engaging in pre-recorded lessons.

Instructional Time Guidance for Middle School Students at Profiled Districts

| District | Allocation of Instructional Minutes | Type of Instruction (i.e., Asynchronous, Synchronous) |
|---|---|---|
| Daily Time Recommendation | | |
| Miami-Dade County Public Schools | 4-5 hours each day <ul style="list-style-type: none"> • 45 minutes each for language arts, math, science, social studies, and reading/math • 36 minutes for one elective | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers provide office hours |
| Orange County Public Schools | 4.5 hours each day <ul style="list-style-type: none"> • 60 minutes each for science, social studies, and an elective • 45 minutes each for math and ELA | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Potentially synchronous <ul style="list-style-type: none"> • In addition to delivering asynchronous lessons, teachers may provide distance instruction via live lessons |
| School District of Palm Beach County | 4.5 hours each day <ul style="list-style-type: none"> • 45 minutes each for ELA, science, math, social studies, PE, and art/music/drama/dance | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers may provide recorded or live lessons • Students may engage in synchronous learning content via television • Teachers provide office hours |
| Loudoun County Public Schools | 3-4 hours each day <ul style="list-style-type: none"> • Up to 30 minutes per class each day for six to eight classes | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Each teacher provides synchronous instruction for at least 20-30 minutes per subject area per week • Teachers provide office hours |
| Alexandria City Public Schools | 3.5 hours each day <ul style="list-style-type: none"> • 30 minutes for each of two subject areas • 30 minutes for each of three electives • 1 hour for homework time | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers provide office hours daily • Students may access 90 minutes of educational science programming each day (administrators do not appear to include this time as part of the 3.5-hours recommendation) |

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| Arlington Public Schools | 3.5 hours each day <ul style="list-style-type: none"> • 30 minutes per course each day for seven courses | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Teachers provide office hours |
| Fairfax County Public Schools | 3 hours each day, twice a week <ul style="list-style-type: none"> • Wednesday: 45 minutes each for Periods 1, 3, 5, and 7 • Friday: 45 minutes each for Periods 2, 4, 6, and 8 • Monday, Tuesday, and Thursday: Students complete independent work | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Students meet with teachers from the four core content areas and from world language for synchronous instruction • Teachers provide office hours |
| Chicago Public Schools | At least 3 hours each day <ul style="list-style-type: none"> • <i>Administrators do not specify how much time students should spend on each subject area. Administrators do state that students complete four types of activities (i.e., skill practice, projects, enrichment activities, reading) for each subject area</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Teachers may stream “live activities” (e.g., class meeting, lesson) • Teachers provide office hours |
| Falls Church City Public Schools | 3 hours each day <ul style="list-style-type: none"> • One hour for each of three subject areas | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students may receive asynchronous instruction (per teacher discretion) during the three, hour-long blocks <p>Synchronous</p> <ul style="list-style-type: none"> • Students may receive synchronous instruction (per teacher discretion) during the three, hour-long blocks • Teachers provide daily office hours |
| Manassas Park City Schools | 3 hours each day <ul style="list-style-type: none"> • 2.5 hours combined for language arts, math, science, and social studies • 30 minutes for specials | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Students meet virtually with their class at scheduled times |
| Montgomery County Public Schools | At least 3 hours each day <ul style="list-style-type: none"> • “A Day” schedule: 45 minutes each for math, science, PE/health, and elective • “B Day” schedule: 45 minutes each for English, social studies, reading/world language, and media center | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • Students attend “live” check-ins with teachers • Teachers provide office hours |
| Broward County Public Schools | 3 hours each day <ul style="list-style-type: none"> • <i>Administrators do not specify how much time students should spend on each subject area specifically. Administrators do provide suggestions for activities in literacy, math, science, social studies, SEL, and Advanced Placement (AP) courses</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> • In addition to delivering instruction via pre-recorded videos, teachers deliver “live” instruction via videoconferencing |
| Houston ISD | 105-140 minutes each day | <p>Asynchronous</p> |

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| | <ul style="list-style-type: none"> For each of ELA, math, science, social studies, and three electives, students complete 15-20 minutes of class-wide digital check-ins with teachers and 15-20 minutes of independent work | <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers connect with students for daily online check-ins via tools such as Microsoft Teams |
| Prince George’s County Public Schools | <p>At least 30 minutes each day</p> <ul style="list-style-type: none"> Monday-Thursday: one 30- to 45-minute lesson on one of four subjects: English, math, science, or social studies Friday: students engage in independent work for electives and specials (i.e., art, PE, world languages, music, health). <i>Administrators do not specify instructional time guidance for electives</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work—administrators do not include this time in instructional time guidance <p>Synchronous</p> <ul style="list-style-type: none"> Students join the virtual lesson between the hours of 9 am and 1 pm. Administrators do not specify whether these virtual lessons are asynchronous or synchronous Teachers provide office hours |
| Clark County School District | <p>At least 30 minutes each day (i.e.,</p> <ul style="list-style-type: none"> 30 minutes combined for reading and writing activities, which integrate science and social studies | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work Administrators do not explicitly state that the district will provide synchronous learning opportunities for students |
| Weekly Time Recommendation | | |
| Manassas City Public Schools | <p>More than 90 minutes per class each week</p> <ul style="list-style-type: none"> One 30-minute video lesson per class One 30-minute assignment per class One 30-minute “live” class interaction <i>Administrators do not specify the number of classes that students take during this time—thus, administrators do not provide overall daily instructional time guidance</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> “Live” class interactions represent synchronous learning Administrators do not specify whether the 30-minute video lesson is synchronous or asynchronous Teachers provide office hours |
| Prince William County Public Schools | <ul style="list-style-type: none"> 90 minutes per subject area (i.e., language arts, math, science, social studies, world language, art/electives) each week 90 minutes for school counseling (or independent work) each week | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide office hours |
| Los Angeles Unified School District | <p>225 minutes each week</p> <ul style="list-style-type: none"> Monday and Wednesday: one, 25-minute instructional session each for math and science Tuesday and Thursday: one, 25-minute instructional session each for English and history Friday: one, 25-minute instructional session for electives and PE | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work in addition to the 225 minutes each week dedicated to instructional sessions <p>Synchronous</p> <ul style="list-style-type: none"> Administrators encourage—but do not require—teachers to provide synchronous instruction via video |

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| | | <ul style="list-style-type: none"> Teachers provide hourlong office hours for each core subject area three times each week |
| No Time Recommendation | | |
| Hillsborough County Public Schools | <i>Administrators do not provide an instructional time recommendation—administrators state that “there are not set hours for a student to complete their eLearning as long as the assignments are completed daily”</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Administrators emphasize that “teaching live lessons is one of the most important opportunities instructors have to interact with students.” Administrators encourage teachers to lead weekly live lessons via Zoom |
| New York City DOE | <i>Administrators do not provide an instructional time recommendation but provide activities for ELA, math, social studies, and science</i> | <p>Asynchronous and potentially synchronous</p> <ul style="list-style-type: none"> Administrators encourage—but do not require—teachers to offer synchronous learning |

More than Half of Profiled Districts Recommend 30-60 Minutes Daily Per Subject Area for High School Students

At more than half of profiled districts (i.e., 11)—including **Fairfax County Public Schools**—administrators allocate between 30 and 60 minutes daily for each subject area.

The table below presents instructional time recommendations for high school students at each profiled district. In instances where districts provided time allocations for specific subjects (i.e., core subject areas, electives, specials), EAB researchers included this information in the table.

First, the table presents profiled districts that provide *daily* instructional time recommendations, ordered from greatest to least amount of time. Next, the table presents profiled districts that provide *weekly* instructional time recommendations, ordered from greatest to least amount of time. Finally, the table presents profiled districts that do not provide any publicly available instructional time recommendation.

As stated previously, most profiled districts do not clearly specify the amount of total recommended instructional time that should be allocated to asynchronous versus synchronous learning. In cases where profiled districts did explicitly provide this time breakdown, EAB researchers included this information in the table. Examples of independent work include time spent on teacher-assigned instructional packets and time spent engaging in pre-recorded lessons.

Instructional Time Guidance for High School Students at Profiled Districts

| District | Allocation of Instructional Minutes | Type of Instruction (i.e., Asynchronous, Synchronous) |
|---|---|--|
| Daily Time Recommendation | | |
| Miami-Dade County Public Schools | 5-6 hours each day <ul style="list-style-type: none"> • 60 minutes each of ELA, math, science, social studies • 45 minutes of intensive reading/math • 36 minutes for one elective | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers provide office hours |
| Chicago Public Schools | At least 4.5 hours each day <ul style="list-style-type: none"> • <i>Administrators do not specify how much time students should spend on each subject area specifically. Administrators do state that students should complete four types of activities (i.e., skill practice, projects, enrichment activities, reading) for each subject area</i> | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers may stream "live activities" (e.g., class meeting, lesson) and provide office hours |
| Orange County Public Schools | 4.5 hours each day <ul style="list-style-type: none"> • 60 minutes each of science, social studies, and elective(s) • 45 minutes each of math and ELA | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Potentially synchronous <ul style="list-style-type: none"> • In addition to delivering asynchronous lessons, teachers may provide instruction via live lessons |
| School District of Palm Beach County | 4.5 hours each day <ul style="list-style-type: none"> • 45 minutes each of ELA, science, math, social studies, PE, and art/music/drama/dance | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers may provide recorded or live lessons • Students may engage in synchronous learning content via television • Teachers provide office hours |
| Loudoun County Public Schools | 3-4 hours each day <ul style="list-style-type: none"> • Up to 30 minutes per course each day for six to eight courses | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Each teacher provides synchronous instruction for at least 20-30 minutes per subject area per week • Teachers provide office hours |
| Arlington Public Schools | 3.5 hours each day <ul style="list-style-type: none"> • 30 minutes per course for seven courses | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous <ul style="list-style-type: none"> • Teachers provide office hours each week |
| Los Angeles Unified School District | 150-200 minutes each day, four days per week | Asynchronous <ul style="list-style-type: none"> • Students complete independent work Synchronous |

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| | <ul style="list-style-type: none"> Monday and Wednesday: 50 minutes for each of Periods 1, 2, 3, and 4 Tuesday and Thursday: 50 minutes for each of Periods 5, 6, and 7 | <ul style="list-style-type: none"> Administrators encourage—but do not require—teachers to provide synchronous instruction via video Teachers provide office hours each week |
| Fairfax County Public Schools | <p>3 hours each day, twice a week</p> <ul style="list-style-type: none"> Tuesday: 45 minutes each for Periods 1, 3, 5, and 7 Thursday: 45 minutes each for Periods 2, 4, 6, and 8 Wednesday and Friday: Students complete independent work | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Students meet with all teachers for synchronous instruction Teachers provide office hours |
| Broward County Public Schools | <p>3 hours each day</p> <ul style="list-style-type: none"> <i>Administrators do not specify how much time students should spend on each subject area specifically, but provide suggestions for activities in literacy, math, science, social studies, SEL, and AP courses</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> In addition to delivering instruction via pre-recorded videos, teachers deliver “live” instruction via videoconferencing |
| Manassas Park City Schools | <p>3 hours each day</p> <ul style="list-style-type: none"> <i>Administrators state that these 3 hours are for “all courses” but do not specify how much time students should spend on each subject area</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Students meet virtually with their class at scheduled times |
| Alexandria City Public Schools | <p>2-2.5 hours each day, four days a week</p> <ul style="list-style-type: none"> Monday and Thursday: 30 minutes each for English and social studies, 30 minutes for each of two electives, 30 minutes for health/PE Wednesday and Friday: 30 minutes each for math and science, 30 minutes each for two electives | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide daily office hours |
| Montgomery County Public Schools | <p>At least 135-180 minutes each day, four days a week</p> <ul style="list-style-type: none"> Tuesday and Thursday: 45 minutes each for Periods 1, 2, 3, and 4 Wednesday and Friday: 45 minutes each for Periods 5, 6, and 7 | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> In addition to delivering asynchronous instruction, teachers may choose to present synchronous content Teachers provide office hours |
| Houston ISD | <p>105-140 minutes each day</p> <ul style="list-style-type: none"> For each of ELA, math, science, social studies, and three electives, students complete 15-20 minutes of class-wide digital check-ins with teachers and 15-20 minutes of independent work | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers connect with students for daily online check-ins via tools such as Microsoft Teams |
| Prince George’s County Public Schools | <p>At least 30 minutes each day</p> <ul style="list-style-type: none"> Monday-Thursday: one 30- to 45-minute lesson on one of four | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work—administrators do not include |

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| | <p>subjects: English, math, science, or social studies</p> <ul style="list-style-type: none"> Friday: students engage in work for electives and specials (i.e., art, PE, world languages, music, health). <i>Administrators do not specify instructional time guidance for electives</i> | <p>this time in instructional time guidance</p> <p>Synchronous</p> <ul style="list-style-type: none"> Students join the virtual lesson between the hours of 9 am and 1 pm. Administrators do not specify whether these virtual lessons are asynchronous or synchronous Teachers provide office hours |
| Clark County School District | <p>At least 30 minutes each day</p> <ul style="list-style-type: none"> 30 minutes combined for reading and writing activities, which integrate science and social studies | <p>Asynchronous only</p> <ul style="list-style-type: none"> Students complete independent work Administrators do not explicitly state that the district will provide synchronous learning opportunities for students |
| Weekly Time Recommendation | | |
| Prince William County Public Schools | <p>220 minutes each week</p> <ul style="list-style-type: none"> 120 minutes per subject area (ELA, math, science, history and social science, world language, visual arts, CTE, health and PE, performing arts/music) each week 120 minutes for school counseling (or independent work) each week | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide office hours |
| Manassas City Public Schools | <p>More than 90 minutes per class each week</p> <ul style="list-style-type: none"> One 30-minute video lesson per class One 30-minute assignment per class One 30-minute “live” class interaction <i>Administrators do not specify the number of classes that students take during this time—thus, administrators do not provide overall daily instructional time guidance</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> “Live” class interactions represent synchronous learning Administrators do not specify whether the 30-minute video lesson is synchronous or asynchronous Teachers provide office hours |
| No Time Recommendation | | |
| Falls Church City Public Schools | <p><i>Administrators do not provide instructional time guidance, but state that distance learning will be <u>“full-time”</u></i></p> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Teachers provide hour-long office hours |
| Hillsborough County Public Schools | <p><i>Administrators do not provide an instructional time recommendation—administrators state that “there are not set hours for a student to complete their eLearning as long as the assignments are completed daily”</i></p> | <p>Asynchronous</p> <ul style="list-style-type: none"> Students complete independent work <p>Synchronous</p> <ul style="list-style-type: none"> Administrators emphasize that “teaching live lessons is one of the most important opportunities instructors have to interact with students.” Administrators encourage teachers to lead weekly live lessons via Zoom |

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| New York City DOE | <i>Administrators do not provide instructional time guidance but do provide activities for math, ELA, science, and social studies</i> | <p>Asynchronous</p> <ul style="list-style-type: none"> • Students complete independent work <p>Potentially synchronous</p> <ul style="list-style-type: none"> • Administrators encourage—but do not require—teachers to offer synchronous learning |
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Technology Choices

Most Profiled Districts Use Google Classroom, Canvas, Schoology, and Microsoft Teams

Profiled districts most commonly use Google Classroom (i.e., 9 districts), Canvas (i.e., 6 districts), Schoology (i.e., 4 districts), and Microsoft Teams (i.e., 4 districts). Note that a few districts appear to use more than one LMS. At 11 profiled districts, teachers use Zoom to provide distance instruction to and/or communicate with students.

The table below outlines the LMS and video conferencing platform in use at each profiled district. The table also highlights the 1:1 status of each profiled district. The table does *not* include curriculum platforms (e.g., Edgenuity, iReady, Apex, Edmentum) or single sign-on portals (e.g., Clever).

Some districts, such as **Arlington Public Schools**, **Falls Church City Public Schools**, and **Loudoun County Public Schools**—do not explicitly provide information on their video conferencing platforms. However, districts that use Google Classroom as their LMS may use the associated Google Meet or Google Live Stream for video conferencing—even if administrators do not explicitly state so in distance learning plans. Similarly, districts that use Canvas and Schoology as their LMS may use the associated video conferencing features.

Technology Choices at Profiled Districts

| District | • LMS • Video Conferencing Platform | 1:1 Status at District |
|---------------------------------------|--|------------------------------------|
| Alexandria City Public Schools | <ul style="list-style-type: none"> • Google Classroom, Canvas • Zoom | Yes |
| Arlington Public Schools | <ul style="list-style-type: none"> • Canvas | Yes |
| Broward County Public Schools | <ul style="list-style-type: none"> • Canvas, Microsoft Teams • Zoom | Yes , some schools |
| Chicago Public Schools | <ul style="list-style-type: none"> • Google Classroom, Schoology | Yes , some schools |

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| Clark County School District | <ul style="list-style-type: none"> • Canvas • Google Hangouts/Meet | No |
| Fairfax County Public Schools | <ul style="list-style-type: none"> • Blackboard Learn • Blackboard Collaborate Ultra • Google Classroom | Yes , high school level |
| Falls Church City Public Schools | <ul style="list-style-type: none"> • Schoology | Yes , middle and high school levels |
| Hillsborough County Public Schools | <ul style="list-style-type: none"> • Edsby • Zoom | No |
| Houston ISD | <ul style="list-style-type: none"> • Microsoft Teams, itsLearning • Zoom | Yes , high school level |
| Los Angeles Unified School District | <ul style="list-style-type: none"> • Schoology, Google Classroom • Zoom, Schoology Conference | Yes , some schools |
| Loudoun County Public Schools | <ul style="list-style-type: none"> • Google Classroom • Google Meet, WebEx | Yes , grades 3-12 |
| Manassas City Public Schools | <ul style="list-style-type: none"> • Schoology | No |
| Manassas Park City Schools | <ul style="list-style-type: none"> • Canvas | Yes |
| Miami-Dade County Public Schools | <ul style="list-style-type: none"> • Microsoft Teams • Zoom | No |
| Montgomery County Public Schools | <ul style="list-style-type: none"> • Google Classroom • Zoom | No |
| New York City DOE | <ul style="list-style-type: none"> • Google Classroom, Microsoft Teams • Zoom | No |
| Orange County Public Schools | <ul style="list-style-type: none"> • Canvas • Zoom, BigBlueButton | Yes , some schools |
| Prince George's County Public Schools | <ul style="list-style-type: none"> • Google Classroom • Zoom | Yes , some schools |
| Prince William County Public Schools | <ul style="list-style-type: none"> • District's internally created LMS • Zoom | No |
| The School District of Palm Beach County | <ul style="list-style-type: none"> • Google Classroom • Google Meet | No |

A Guide to Districts Profiled in this Report

| District | State | Approximate Enrollment |
|---|-------|------------------------|
| Alexandria City Public Schools | VA | 15,966 |
| Arlington Public Schools | VA | 27,434 |
| Broward County Public Schools | FL | 271,852 |
| Chicago Public Schools | IL | 378,199 |
| Clark County School District | NV | 326,953 |
| Fairfax County Public Schools | VA | 187,797 |
| Falls Church City Public Schools | VA | 2,620 |
| Hillsborough County Public Schools | FL | 214,386 |
| Houston Independent School District (ISD) | TX | 216,106 |
| Loudoun County Public Schools | VA | 81,906 |
| Los Angeles Unified School District | CA | 633,621 |
| Manassas City Public Schools | VA | 7,723 |
| Manassas Park City Schools | VA | 3,724 |
| Miami-Dade County Public Schools | FL | 357,249 |
| Montgomery County Public Schools | MD | 162,680 |
| New York City Department of Education (DOE) | NY | 984,462 |
| Orange County Public Schools | FL | 200,674 |
| School District of Palm Beach County | FL | 192,721 |
| Prince George’s County Public Schools | MD | 132,657 |
| Prince William County Public Schools | VA | 90,843 |

Sources

EAB researchers reported on instructional time guidance—published as of April 27, 2020—and districts’ technology choices (i.e., LMS, video conferencing platform) from the following sources:

- **Fairfax County Public Schools’ [Distance Learning Plan](#)** and **FCPS Distance Learning Instructional Model** draft document;
- **Alexandria City Public Schools’ [Continuity of Learning Plan: April 2020](#)**;
- **Arlington Public Schools’ [Continuous Learning Plan: Elementary: PreK-5](#)** and **[Continuous Learning Plan: Secondary: Grades 6-12](#)**;
- **Broward County Public Schools’ [Parent Instructions for Distance Learning](#), [Early Childhood PreK Daily Schedule](#), [Supporting Young Learners](#), [Supporting Secondary Learners](#)**, and the article **[COVID-19 Creates Major Changes Within Broward County Public Schools](#)**;
- **Chicago Public Schools’ [Remote Learning Guidance for Parents](#)** and the article **[Should Chicago Let Students Video Chat With Teachers? Pandemic Tests Technology Restrictions](#)**;

- **Clark County Public School District's [Student Learning Extension Opportunities](#)** web page and the article [Clark County Schools Ban Zoom App Over Security Concerns](#);
- **Falls Church City Public Schools' [COVID-19 Response](#)** web page indicates that individual schools provide their own plans and schedules. To that end, EAB researchers sourced instructional time guidance from [Jessie Thackrey Preschool](#), [Mount Daniel Elementary School](#), [Mary Ellen Henderson Middle School](#), and [George Mason High School](#);
- **Hillsborough County Public Schools' [Coronavirus Response Plan](#)**;
- **Houston ISD's home-based ongoing mobile education (HOME) web pages for [Elementary School Students](#)** (see "Elementary Sample Schedule"), [Middle School Students](#) (see "Middle School Sample Schedule"), and [High School Students](#) (see "High School Sample Schedule");
- **Los Angeles Unified School District's [Instructional Continuity](#)** resource. Los Angeles Unified School District does not provide districtwide guidance on distance learning instructional minutes. From a review of multiple elementary school websites, EAB researchers did not find instructional time guidance published by school administrators. Instructional time guidance may be decided on a teacher-by-teacher basis. For middle and high school students, EAB researchers sourced instructional time guidance from [Fleming Middle School](#) and [Alexander Hamilton High School](#);
- **Loudoun County Public Schools' [Continuity of Education Plan: Updated April 8, 2020](#)**;
- **Manassas City Public Schools' [Update on Distance Learning](#)**;
- **Manassas Park City Schools' [COVID-19 Continuous Learning Plan](#)**;
- **Miami-Dade County Public Schools' [Instructional Continuity Plan 2.0](#)**;
- **Montgomery County Public Schools' [Elementary Information](#) and [Middle and High School Information](#)** web pages. On the web page [Continuity of Learning](#), district administrators indicate that individual secondary schools provide their own schedules. To that end, EAB researchers sourced instructional time guidance from [Benjamin Banneker Middle School](#) and [Damascus High School](#) in the district;
- **Orange County Public Schools' [Sample Distance Learning Daily Routine: Grades PK-2](#), [Sample Distance Learning Daily Schedule: Grades 3-5](#), [Sample Distance Learning Daily Routine: Grades 6-12](#)**, and the article [Orange County Public Schools Are the Latest Victim of Zoombombing: What Is It and How Can Teachers Protect Their Students?](#);
- **New York City DOE's [Information on Remote Learning](#)** and web pages for [Early Childhood](#), [Grades K-5](#), [Middle School](#), and [High School](#);
- **Prince George's County Public Schools' [Distance Learning](#)** web page;
- **Prince William County Public Schools' [Home Learning](#)** web page (see "Optional Daily Schedules" for Pre-K) and [Virtual Schoolhouse - Phase 4 of the Continuity of Learning Plan](#) (elementary, middle, and high school guidance);
- **The School District of Palm Beach County's [Instructional Continuity Support Plan](#)** and the article [Coronavirus Florida: Hecklers Are Disrupting Palm Beach County's Virtual Classrooms](#).

EAB researchers also gathered information on distance learning plans of the ten largest school districts from the Center for Reinventing Public Education’s public, evolving database [District Responses to COVID-19 School Closures](#).