

# End of Year Stakeholder Planning Survey Results

June 2020



# Overview

- **Purpose:**
  - Give us a better understanding of the needs of our students, families, staff, and community members
  - Help us improve our practices and plan for the start of the 2020-2021 school year
- **Window:**
  - May 18-May 31, 2020
- **Details:**
  - 57 questions
  - Online and anonymous
  - Available in English, Spanish, Arabic and Vietnamese

# 9,443 Stakeholders Responded

Stakeholder	English	Spanish	Arabic	Vietnamese	By stakeholder
Student	895	126	8	6	<b>1,035 (11%)</b>
Parent/Guardian	4006	632	33	30	<b>4,701 (50%)</b>
Teacher	1965	25	1	1	<b>1,992 (21%)</b>
Non-Teaching Staff Member	854	7	1	0	<b>862 (9%)</b>
Parent AND Teacher/Staff Member	565	27	2	0	<b>594 (6%)</b>
Community Member	253	4	1	1	<b>259 (3%)</b>
<b>By language</b>	<b>8,538 (90%)</b>	<b>821 (8%)</b>	<b>46 (1%)</b>	<b>38 (1%)</b>	



# Resources Utilized

Resource	% Agree
Grab & Go meals	88%
Google classroom instruction	83%
Online learning resources	82%
Printed learning packets	78%
Academic Call Center/Homework Hotline	65%
Emotional Support Hotline	64%

These results include stakeholder respondents who utilized the resource. The % includes those who chose 'Very Helpful' or 'Helpful' on a five point Likert scale (*Very Helpful, Helpful, Neither Helpful or Unhelpful, Unhelpful, Very Unhelpful*).



# Stakeholders want continued resources and support from schools and district.

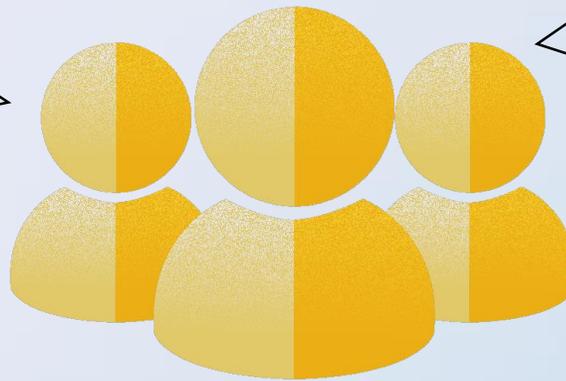
"Paper packets were easy for parents to use. The number of online resources was overwhelming for some parents, especially for enrichment, SPED, and ELL." - Community Member

"My special needs child has greatly benefited from the grab and go meals and helped him to maintain a hint of normalcy as he knows they are from school."  
- Employee and Parent/Guardian

"Google classroom training was rolled out effectively by the district and provided teachers with at least a foundational level of knowledge needed to operate GC with success." - Employee

"There was no training available to parents for the use of Google Classroom. While a lot of the features are self-explanatory, each Google Classroom can be set up differently, and if I did not have experience with Google Classroom as an educator in a neighboring district, I would have been overwhelmed."  
- Parent

"I felt that the weekly calls/emails from teachers to families created and maintained a school bond that was really needed by families during the lockdown. Many calls just centered around the well-being of families and I think it meant a lot to them. As a teacher, I also felt more complete after speaking with the families as I have missed the student contact myself."  
- Teacher



# School Instructional Model Preferences

Preference	Instructional Model
1	Face-to-face, in-person
2	Hybrid of virtual and face-to-face
3	Virtual

Instructional Model	1 (Favorite)	2	3 (Least Favorite)
Virtual	1,030	792	3,083
Face-to-face, in-person	3,122	950	1,092
Hybrid of virtual and face-to-face	1,394	3,300	710

These results include the number of stakeholder respondents who ranked each of the school model options from 1 to 3.

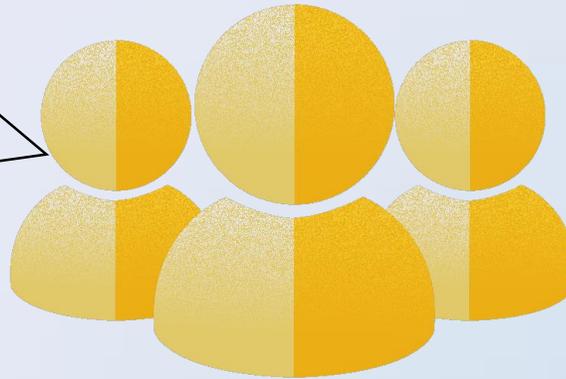


# Stakeholders prefer face-to-face but want to prioritize safety and health of students and staff.

"I teach autistic students who are very hands on, and I just can't envision my students on computers on their own at home without assistance." - Teacher

"Virtual school wasn't terrible. My son missed being in the classroom & was sad to not be in school with his teachers & friends.. That being said, I would prefer face to face, but virtual is doable if need be." - Parent

"The pandemic going around right now is leading us to the safest thing possible for school which is online school. Although I would love to see my friends face-to-face, face-to-face is not the safest thing right now." - Student



"I believe having a hybrid between both is the best option because it allows kids to have friends and have a break from electronics and having virtual school is easier as it allows a break and prevents any people getting possibly sick." - Student

"If possible, face to face is the most effective way to ensure every child gets an equal education. Hybrid or virtual leads to huge disparities for the families that do not have the same technology as other families. Neither the hybrid nor the virtual models will work if the district does not do more to reach ALL students." - Employee

"Students will need flexibility based on their health, and schools will need flexibility since more school closures could come." - Community Member

# School Calendar Preferences

<b>Statement</b> <i>Note: The number of days in school would be the same under each option below but spread out differently.</i>	<b>% Agree</b>
Thinking about student learning, I believe the traditional 9-month calendar with the typical 2+ month summer best supports student academic needs.	75%
Thinking about student learning, I believe an 11-month calendar with longer breaks throughout the year best supports student academic needs.	30%

The % includes stakeholder respondents who chose 'Strongly Agree' or 'Agree' on a five point Likert scale (*Strongly Agree, Agree, Neither Agree Or Disagree, Disagree, Strongly Disagree*). The survey percentages do not add up to 100% because not all respondents answered both calendar questions.



# Stakeholders prefer a 9 month calendar but some see the benefit of an 11 month calendar.

"The traditional 9 month calendar allows children to explore interests such as camps, summer jobs, and sports during the two month break. It also allows for family time in the form of vacations and down time. While neither of these is particularly relevant this summer, I believe that these traditions will return in future years." - Parent and Employee

"I can see the benefit to both of the above calendars; however, those students who struggle with transitions into and out of school may have a more difficult time if the number to in and out of school transitions were to increase. I also wonder how that would effect student progress and teaching/learning momentum."

- Parent and Employee

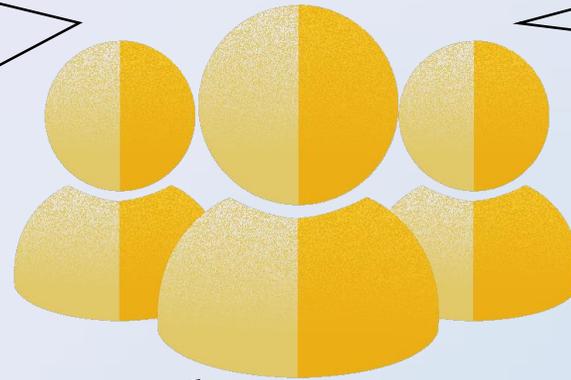
"Having a 2 month break during the summer really does nothing for students but add to the regression of learned materials and create childcare problems for parents. I like the idea of have more breaks throughout the year."

- Teacher

"The second option [11 month calendar] would at least give us the opportunity to cover periods of uncertainty like the current situation." - Parent

"Teachers and students both need their summer breaks!" - Teacher

"Breaks are hard on working parents for childcare." - Parent



# Communications Preferences

Preference	Method
1	School text
2	District email
3	School email/newsletter
4	District text
5	School phone call
6	Jefferson Parish Schools mobile app
7	School website
8	District website
9	Facebook
10	Instagram
11	Twitter

These results include the number of stakeholder respondents who ranked communication methods from 1 to 4.



# Communication Quality

Quality	
Keeps us fully informed	35%
Keeps us fairly well informed	32%
Keeps us adequately informed	19%
Gives us only a limited amount of information	9%
Doesn't tell us much at all about what's going on	4%
I didn't receive any communications from the school or district in the last two months	1%

This data includes 5,839 stakeholder respondents who selected one of the six choices above about their impression of communications within Jefferson Parish Schools.



# Stakeholders like multiple methods of communication and want regular, timely, and clear communication.

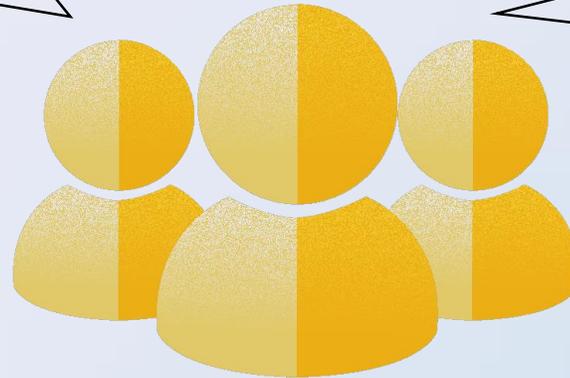
"When information comes from many sources (classroom, grade level, school, system) clear and consistent messaging is difficult. Communication is very good, but there is room for improvement."  
- Employee

"I feel like the district does a great job of updating us with major changes or adjustment. During the school closure, the district has done a great job of regularly communicating with the public." - Teacher

"I have multiple communications that I receive. I feel the system keeps our family very informed." - Parent

"I believe the text is most efficient due to parents' work and daily schedules." - Parent

"Staff and families do not feel we are always in the loop on what is happening. This fosters doubt and lack not trust." - Employee



# Challenges Faced

Challenge	# Responses
Keeping a regular schedule	3,433
Social isolation	3,015
Too many distractions at home	2,155
Loss of job or reduced income	1,278
Technology	1,019
Childcare	924
Internet connectivity	874
Getting enough food	384
I'm sick or helping others who are sick	384

Stakeholders were asked to select their top three biggest challenges they and their family are facing.

# Challenges included balancing parenting and at-home learning, limited support, loss of normalcy, and technology concerns.

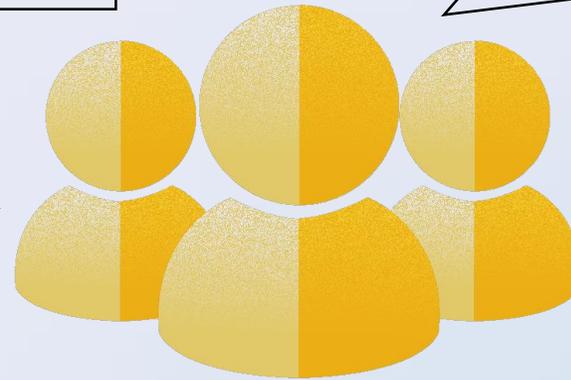
"I am a single parent working full time with very limited income. and my parent is watching my son. The computer issues and distraction are a problem." - Parent

"The lost of normalcy which is connected to purpose. It is challenging when you are not able to operate in your purpose - educating children." - Employee

"My family is getting very annoying being stuck with them for this long but I love them to death." - Student

"Homeschooling requiring too much parental involvement/assistance - I have to spend the entire day helping the kids when I need to be working." - Parent

"Trying to provide adequate instruction for my students, support for my students' families (academic and emotional), and keep up with my own children's school work independently (my spouse works in healthcare)." - Teacher



# COVID-19 Impact

Statement	# Responses
A family member or I have been diagnosed with and recovered from COVID-19	832
A family member or I have been diagnosed and are still recovering from COVID-19	237
A family member was diagnosed and has passed away	536
A family member in the home or I have lost a job	1402
My family and I have not been impacted at all	2186

COVID-19 has impacted our community in a number of ways. Stakeholders were asked to share how it has impacted their family.

# Stakeholders were impacted by lost income, lack of childcare support, mental health concerns, death, juggling multiple duties, and isolation.

"Mental illness has been severely increased in the home because of the social isolation." - Teacher

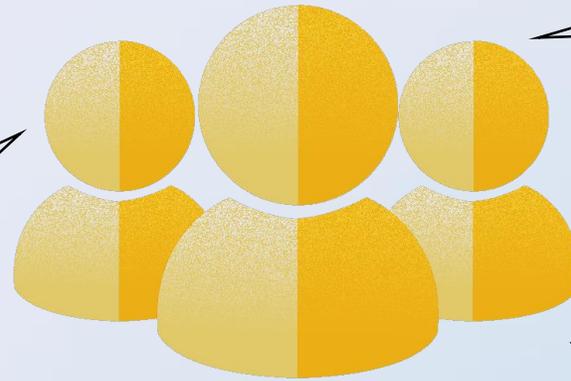
"I am doing double household errands, grocery shopping, and also responsible for my mom's dialysis and medical transportation and keeping her from getting the virus because she is high risk."  
- Parent

"Childcare challenges with both parents working full time & trying to do distance learning." - Parent

"My dad took a pay cut." - Student

"My husband is an Registered Nurse, and we have been living apart so he doesn't get me infected." - Teacher

"The greatest impact and toll has been the death of loved ones. To date, my family and I have lost 16 people, and I think that all the extenuating circumstances hinder the grieving and healing process."  
- Teacher



"I have a 11 month old grandson that I can't visit." - Employee

# Feedback from Students

Statement	% Agree
I have felt supported.	65%
I have been able to easily access district resources.	65%
My teacher(s) have been accessible.	75%
I received regular, high-quality instruction from my teacher(s).	58%
My teacher and school has kept me regularly informed about important updates.	73%
The district has kept me regularly informed about important updates.	71%

The % includes stakeholder respondents who chose 'Strongly Agree' or 'Agree' on a five point Likert scale (*Strongly Agree, Agree, Neither Agree Or Disagree, Disagree, Strongly Disagree*).



# Students want more support and continuous updates.

"Some of my teachers never responded to my emails of me asking questions towards assignments."

"My teachers believe in me and the district has been giving people a lot of updates."

"I feel that the online school helped a lot, but I feel that it is easier to learn face to face then it is to learn online."

"I try to do the work as best as I can but still receive incompletes even though I did the work even though I couldn't go to the Zoom class because of the situation at home having to help my sister and grandma."

"Teachers have been helpful, but there were sometimes where I was lost on work and updates about grades."

"There was a lot of stress with the unknowns of the situations."



# Feedback from Teachers

Statement	% Agree
I have been actively engaged in virtual instruction with my students.	90%
I have attended district-led virtual professional development sessions.	94%
The district-led virtual professional development sessions I attended helped increase my effectiveness as a teacher.	73%
I attended school-led virtual cluster meetings.	98%
The school-led virtual cluster meetings I attended helped increase my effectiveness as a teacher.	75%
I received information from my ILT and know how to access virtual professional development.	86%
I understand how to manage my Google Classroom.	88%
I have felt supported from the district these last two months.	75%
I have felt supported from my school these last two months.	87%
I receive and read the District Download.	96%

The % includes stakeholder respondents who chose 'Strongly Agree' or 'Agree' on a five point Likert scale (*Strongly Agree, Agree, Neither Agree Or Disagree, Disagree, Strongly Disagree*).



# Teachers want more support, clear expectations, and help reaching all students.

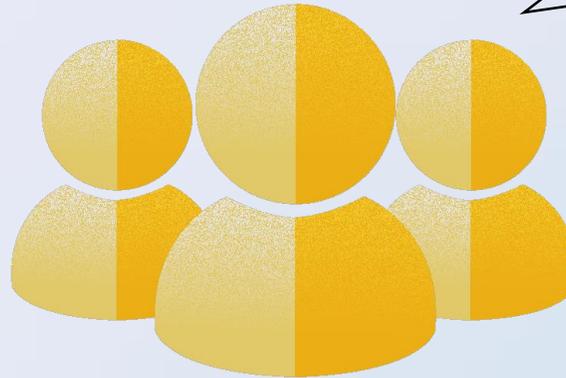
"The best way to support students through virtual learning."

"Technology and student engagement A small percentage of my students actually logged into Plato because they knew they would get their previous grade with no work. How will I get students to do work and learn the next time school is shut down?"

"Not a lot of help for non-classroom people - librarians, PE, music, etc."

"There was a lot of confusion when we went to teaching from home. Although everything eventually got sorted out. I would like there to be more information in place at an earlier time in preparation for the start of next school year."

"Differentiating instruction via computer based learning."



"Continued support with Google Classroom and other virtual resources would be appreciated."

"More tech support for families. Some of these families have never used a computer before."

# Feedback from Parents/Guardians

Statement	% Agree
My student has felt supported.	88%
I have felt supported.	83%
My student and I were able to easily access district resources.	87%
My student's teacher has been accessible.	94%
My student received regular, high-quality instruction from his/her teacher.	79%
If my student has exceptionalities, s/he received regular, high-quality support and services from his/her teacher.	73%
My student's school has kept us regularly informed about important updates.	96%
The district has kept us regularly informed about important updates.	95%

The % includes stakeholder respondents who chose 'Strongly Agree' or 'Agree' on a five point Likert scale (*Strongly Agree, Agree, Neither Agree Or Disagree, Disagree, Strongly Disagree*).



# Parents and guardians appreciate regular communication and want clear guidance and expectations.

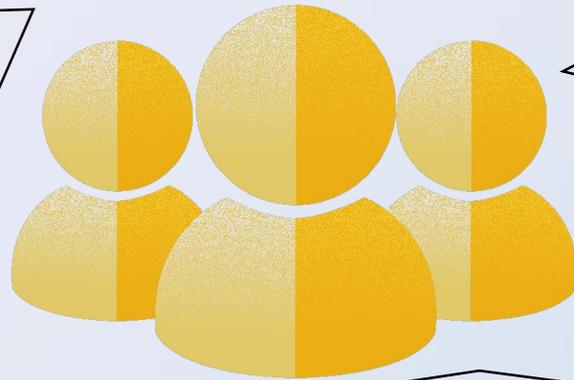
"Access and instructions weren't as clear as they could've been in the beginning but quickly improved as the staff, parents, and student adjusted to the changes."

"Classwork access and resources were not explained to us or shown how to best complete and return. Teachers did not give clear expectations of what work, if any would be expected to be completed."

"The online platform was easy to access and use, however only receiving a message from teachers a few times throughout was not nearly enough teacher/student interaction. Daily learning sessions in core classes would have been much more effective. My daughter has an IEP, so self guided learning was extremely difficult at times."

"I am very thankful that these teachers were able to reach out to their students during this Pandemic. It's important to know that our children deserve the education that we all have so that we can continue to do great things in life. I show great gratitude to these wonderful teachers."

"Virtual learning was very difficult for our family with 3 kids in 3 different grades. Sharing time with working parents and kids doing assignments was stressful and challenging. My kids were sad and not motivated to learn at home."



# Virtual Teaching & Learning Suggestions

The following common suggestions are from an open-ended question that read: *“Please share any suggestions you have as to how we can better support you should we have to conduct virtual teaching and learning next year.”*

---

- Support and training for students and families on Google Classroom and online resources
- Support and training for teachers and staff about how to best teach virtually and:
  - Differentiate support for struggling and diverse learners
  - Utilize technology, Google Classroom and online resources
- Clear expectations, policies, and procedures for student, teachers, staff, and families
- Technology access for all students
- Accountability for students to complete work
- Well-communicated plan and ongoing communication



# First Day of School Suggestions

The following common suggestions are from an open-ended question that read: *"Please share any suggestions you have about how we can ensure a safe and successful first day of school next year."*

---

- Follow CDC guidelines and utilize additional safety measures, including:
  - Social distancing when possible
  - Wearing face coverings
  - Conducting daily temperature checks
  - Washing hands and using hand sanitizer
  - Smaller class sizes when possible
- Constant cleaning and disinfecting of buses, classrooms, and school buildings
- Clear plan and guidelines that are shared in advance with all stakeholders
- Accountability for all stakeholders to adhere to guidelines



# Additional Support & Guidance Suggestions

The following common suggestions are from an open-ended question that read: *"Please share any feedback you have about additional support and/or guidance you would like in the next month."*

---

- Regular and transparent updates about planning for next year
- Clear plan and procedures that are shared in advance with all stakeholders
- Support and training about how to teach virtually and use Google Classroom



# Additional Suggestions

The following common suggestions are from an open-ended question that read: *"Is there anything else you want to share that was not asked in the survey?"*

---

- Have a plan for tracking COVID-19 cases
- Provide additional PPE and cleaning supplies
- Re-evaluate school start time changes
- Have a plan for social distancing in PreK and Kindergarten
- Create plan to support ESL students and families
- Support and training for school leadership teams
- Provide technology upgrades to teachers
- Have a plan for virtual learning so families have options



# Next Steps

- We will use this information as we continue planning for the start of the school year.
- We will share an additional stakeholder survey with caregivers and staff on June 25. The survey will be open through July 2 and will provide us with more targeted information so we can continue planning this summer for the start of the year.
- We will continue to send regular updates to our stakeholders.

