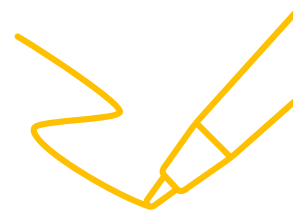
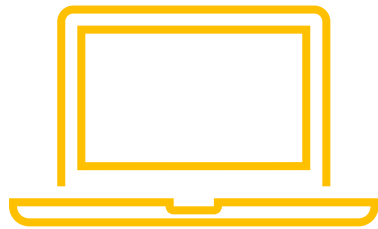


Family Perspectives on Distance Learning During School Closure

Select Findings from the Spring 2019-20
Distance Learning & Well-Being Survey

August 27, 2020



Washoe County School District

Every Child, By Name And Face, To Graduation™



What can we learn from educators, students, & families about their experiences during school closures that will help us prepare for distance & hybrid approaches to instruction?

- 5,085 Student Responses in Grades 5-12 (13% RR)
- **8,939 Family Responses (of approx. 39,000)**
- 2,375 Staff Responses (55% RR)

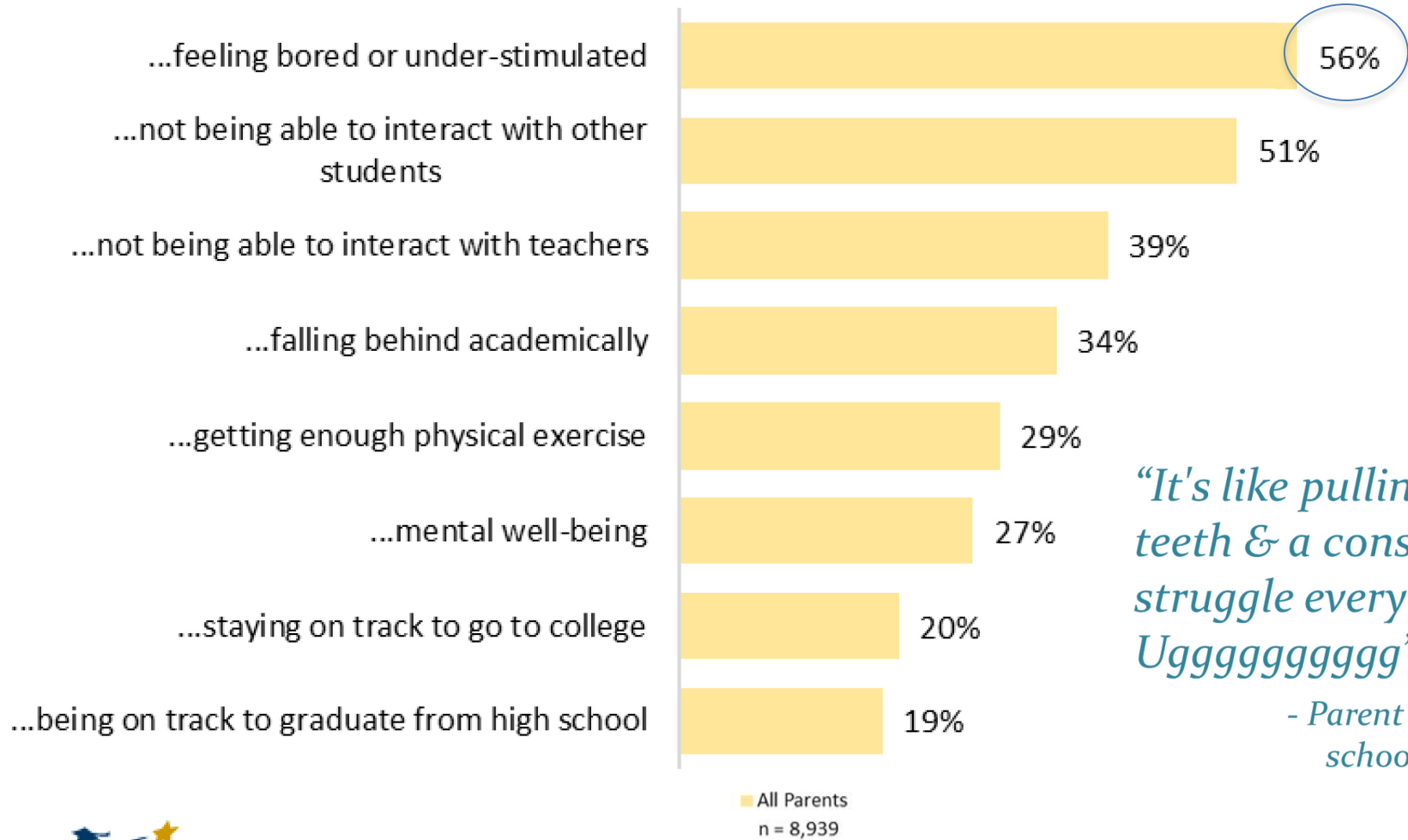
Family & student response representation

- Hispanic & male students are underrepresented
- White students are overrepresented



Percent of parents concerned about their child's well-being.

Q. How concerned are you about your child... For each, please rate on a scale of 1 to 5, where 1 = Not at all concerned, 2 = Slightly concerned, 3 = Somewhat concerned, 4 = Quite concerned, & 5 = Extremely concerned. Percent indicates 4 & 5.



“It's like pulling teeth & a constant struggle every day. Uggggggggggg”

- Parent of a high school student



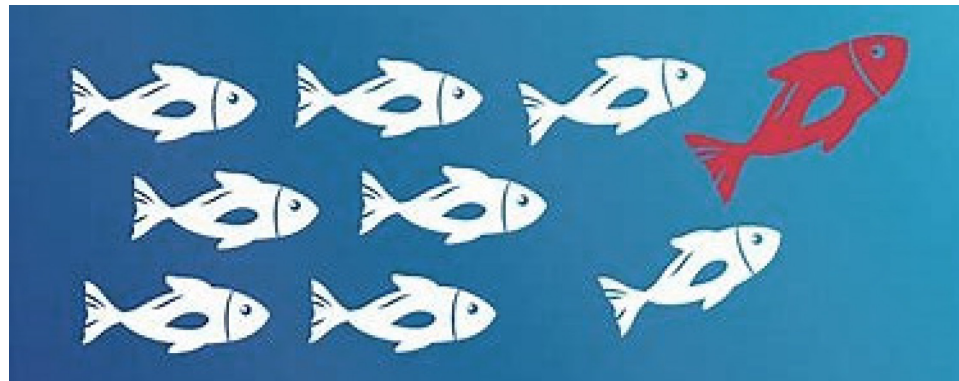
Reasons for Disengagement

- Curriculum: one-size-fits-all, not challenging, confusing packets
- Focus on prior knowledge
- Grading policy
- Limited contact with teachers & peers
- Declining motivation
- Mental health



“By telling students that distance learning will not impact their grades, many have ‘checked out’ of schoolwork... It is difficult to get my student to check in once a week since ‘it doesn’t count’ so why bother.”

- Parent of a high school student



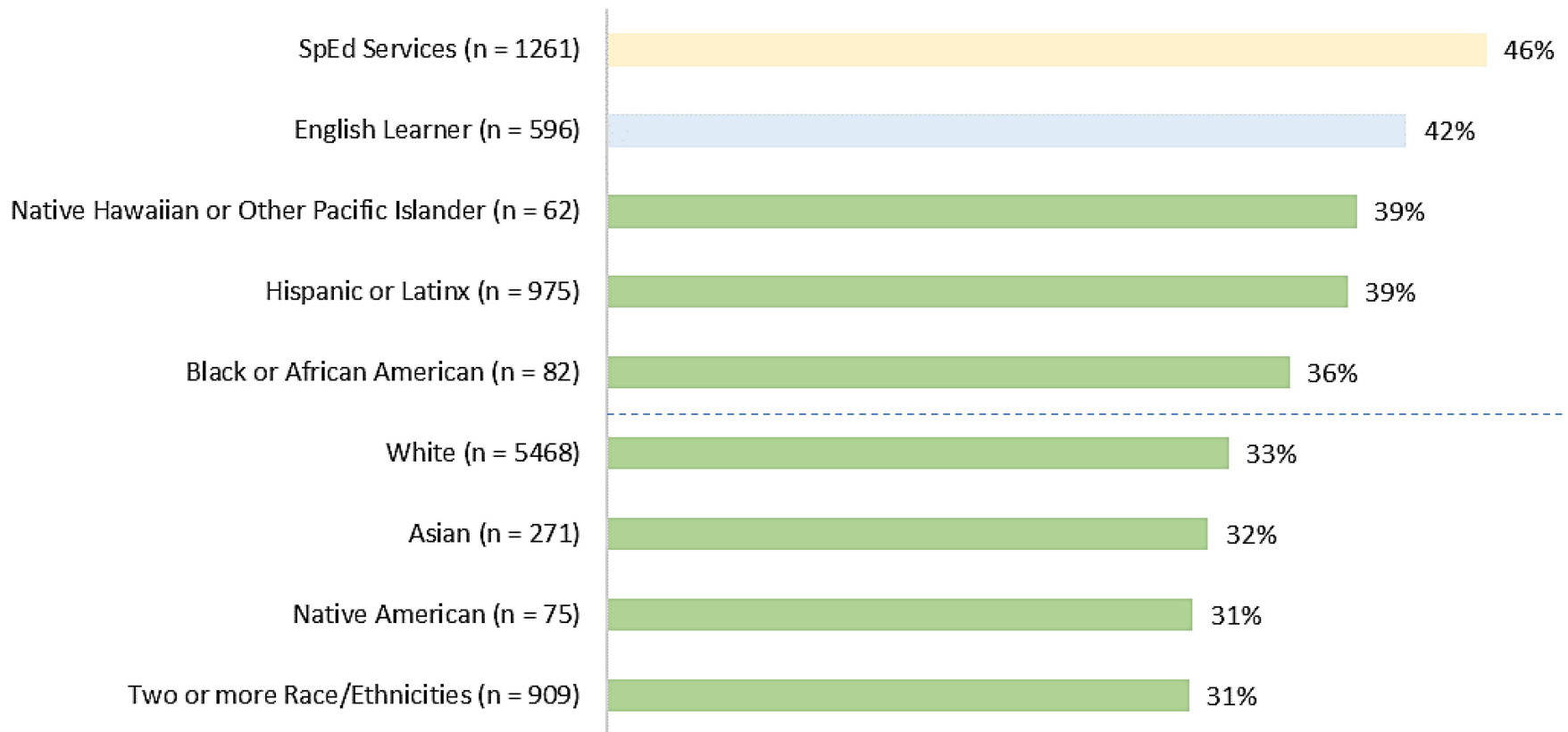
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Concerns for their children falling behind academically was most pronounced among parents of children in special education & least among Native American & children with two or more races.

Percent of parents concerned about their child falling behind academically, by child's subgroup.



“I am highly concerned because they will not have had exposure to the lessons that teach them the required background skills needed to be successful in the next grade level.”

- Parent of an elementary school student

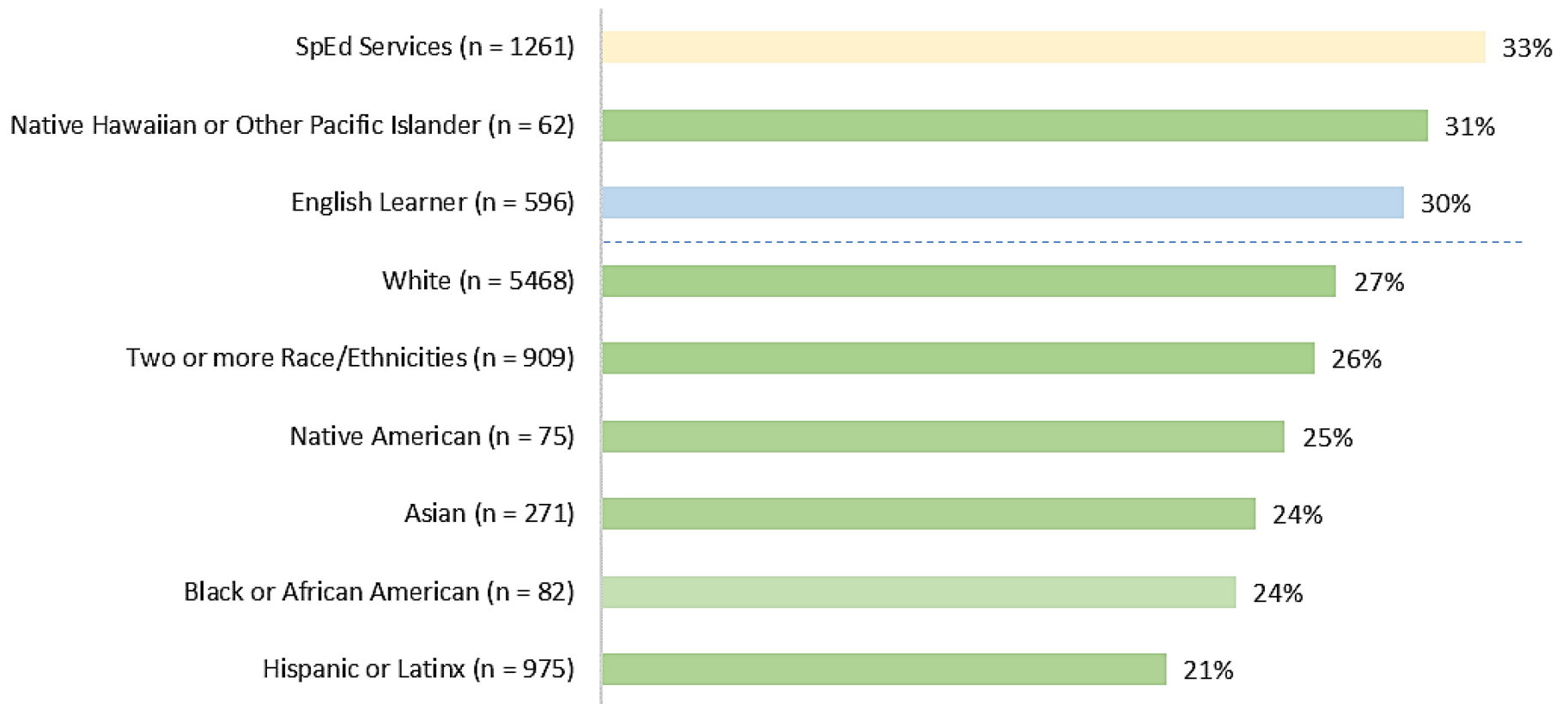


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Concerns for mental well-being was most pronounced among parents of children designated as English Learners, those of Native Hawaiian descent, & students in special education.

Percent of parents concerned about their child's mental well-being, by child's subgroup.



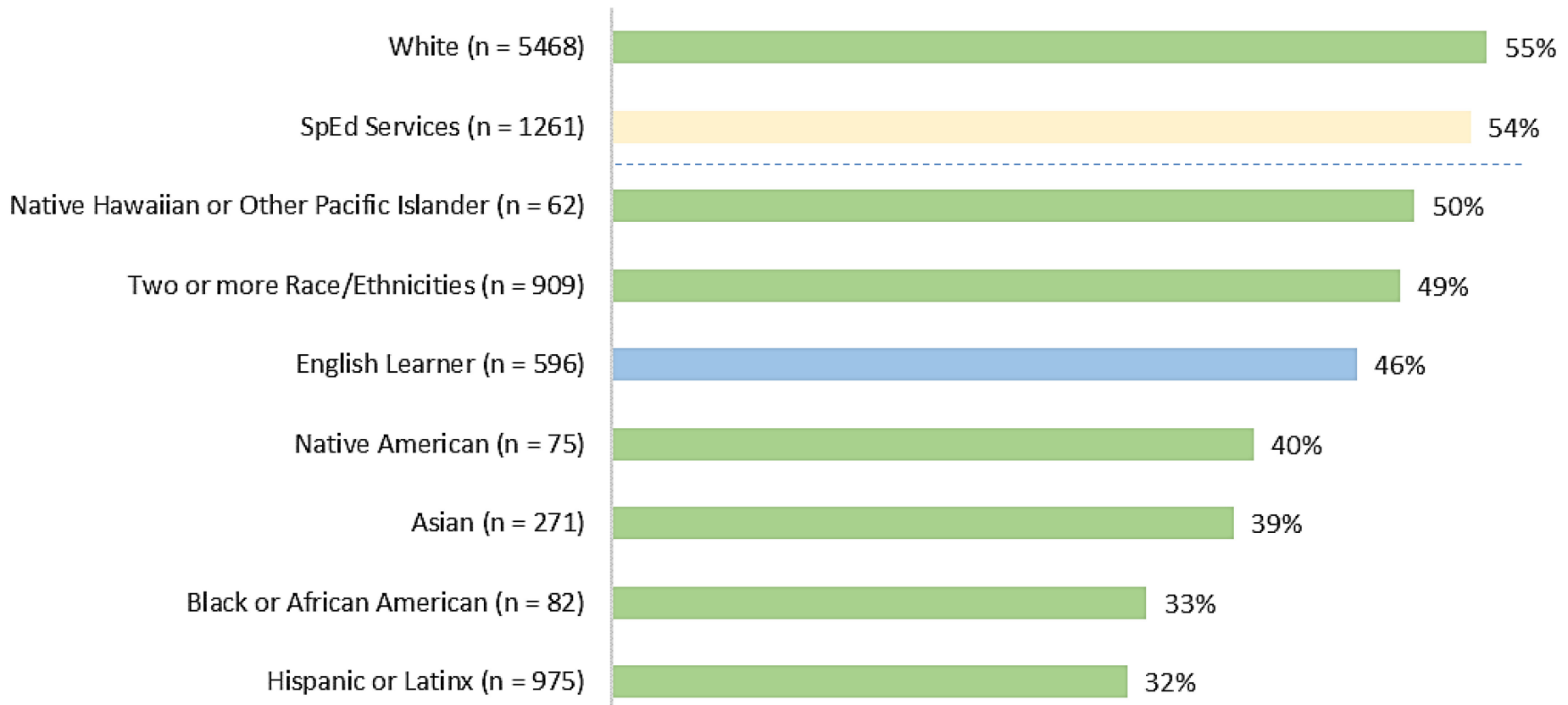
“The pressure that's being put on us as parents & them as students is definitely taking a toll... I am very concerned for the mental health of our students as they are suffering greatly without the social interaction of their peers & teachers & daily physical activity.

- Parent of an elementary school student



Concerns about the ability to interact with other students was most pronounced among white families & families of children in special education, & least among Hispanic families.

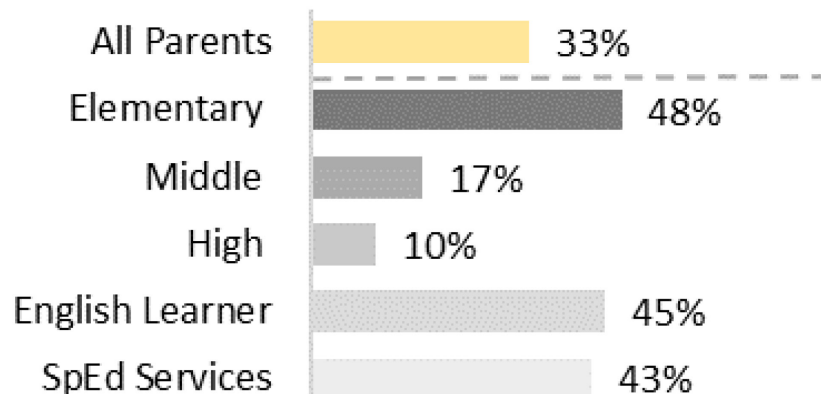
Percent of parents concerned about their child's lack of interaction with other students, by child's subgroup.



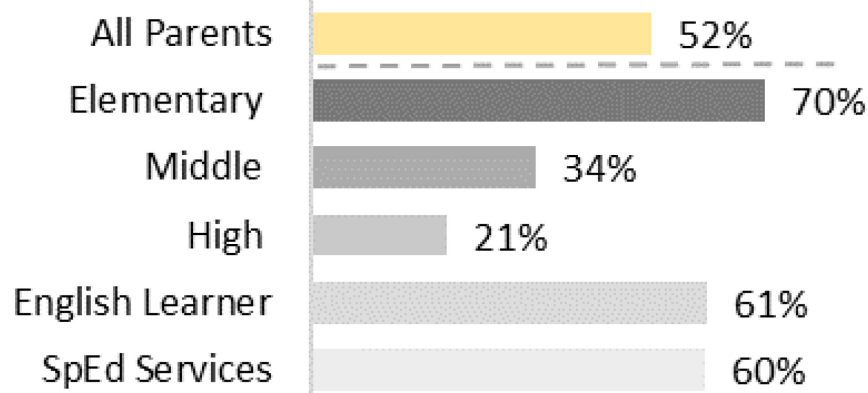
Engagement of families within distance learning, by school level, child's English Learner status, & child's receipt of special education services.

Rated on a scale of 1 to 5, where 1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Quite a bit, & 5 = A tremendous amount. Percent indicates 4 & 5.

Q. How often does your child's teacher ask you for your ideas, concerns, or feedback?



Q. How often does your child's teacher reach out to you in a way that shows he or she cares about you or your child?



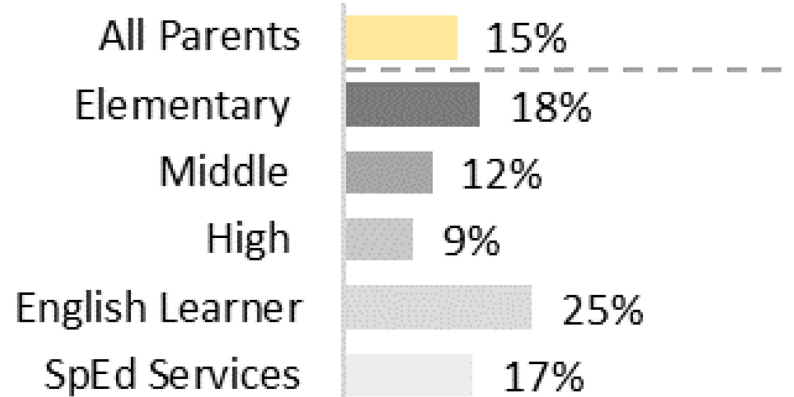
Parents of middle & high school students were less likely to feel their child's teachers reach out to families in ways that show they care.



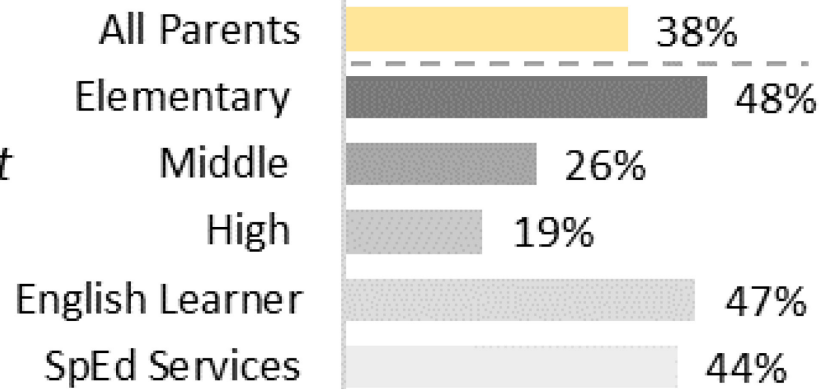
Engagement of families within distance learning, by school level, child's English Learner status, & child's receipt of special education services.

Rated on a scale of 1 to 5, where 1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Quite a bit, & 5 = A tremendous amount. Percent indicates 4 & 5.

Q. How much do your child's school assignments tap into your child's interests?



Q. How much does your child's teacher utilize your family's strengths to support your child's education?



Importance of Teachers

“We are in kindergarten & have a great relationship to the teacher so this wasn't too bad because she was always there for us.”

- Parent of an elementary school student

Referring to IEP teachers, “My children have formed these beyond amazing bonds & the bond has grown even more so during this trying time in our lives.”

- Parent of elementary school students



Family Expectations of the WCSD...

1. Comprehensive **plans** for hybrid & distance learning
2. Clear & timely **communication** from District, school, & teachers
3. **Consistency** in teacher interaction with students, time & workload expected of students, & school processes
4. **Accountability** for teachers & students
 - ✓ Teachers provide high quality instruction & feedback
 - ✓ Students required to engage in learning



Family Expectations of the WCSD...

5. Rigorous curriculum

- ✓ Parents expect their children to grow academically & socially, to be on pace with or exceed grade level targets, so they are prepared to achieve life goals
- ✓ Differentiated instruction to meet individual student learning needs
- ✓ Ability of teachers to create & modify curriculum



- *What are the implications of this information to our work?*
- *What considerations are needed for hybrid & distance learning to be effective for all families?*



Thank you to all staff, students, & families who gave their time & insights to this survey... We sincerely appreciate you!

- ✓ Summaries of responses to staff, student, & family surveys & individual school reports are posted on the [Office of Accountability webpage](#)
- ✓ Additional research & evaluation reports regarding this & other topics can be found at [WCSDdata](#) & on the [Research & Evaluation's webpage](#)
- ✓ For additional information about this survey, please contact Ben Hayes, Chief Accountability & Assessment Officer at BIHayes@washoeschools.net or Jennifer Harris, Program Evaluator at Jharris@washoeschools.net

