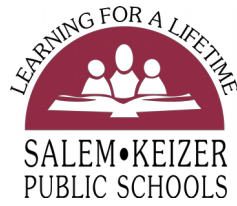


**COVID-19**  
**SKSD Distance Learning**  
**Spring 2020**  
**Feedback from**  
**Stakeholders and Fall Re-**  
**Entry Planning**




**STUDENT VOICE**

**COMMUNITY VOICE**

**STAFF VOICE**

# Who responded to which check-in topics?

Who we asked:			
What we asked:	<p>Social Support</p> <p>Well-Being: Negative feelings</p> <p>Well-Being: Positive Feelings</p> <p>Distance Learning Environment</p> <p>Needs w/Distance Learning</p> <p>Daily Habits</p> <p><b>FREE RESPONSE</b></p>	<p>Well-Being &amp; SEL</p> <p>Student Support</p> <p>Family Communication</p> <p>Collaboration w/Distance Learning</p> <p>Student Engagement w/Distance Learning</p> <p>Professional Needs w/Distance Learning</p> <p><b>FREE RESPONSE</b></p>	<p>Food Security</p> <p>Housing Security</p> <p>Financial Security</p> <p>Child Care</p> <p>Well-Being &amp; SEL</p> <p>Access to Technology</p> <p>Distance Learning Support</p> <p><b>FREE RESPONSE</b></p>

# Voices Heard



**8143**

**STUDENTS**

Elementary\* 3-5:  
**4600**  
Middle School:  
**2473**  
High School:



**4143**

**FAMILIES**

Elementary:  
**2424**  
Middle School:  
**761**  
High School:



**2199**

**STAFF**

Classified: **811**  
Licensed:  
**1306**  
Admin: **44**

# Additional Voices Heard



**370**



**504**

**FAMILIES**

**STUDENTS**

Elementary\* K-5:

**372**

Middle School:

**83**

High School:

# Cracking the Code

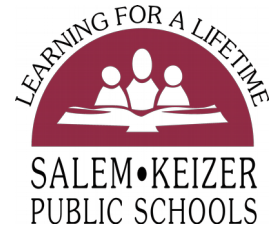
## What is “Percent Favorable”?

A score of “81% favorable” means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

**Example question: How excited are you about going to this class?**



**Higher % = Better**  
**Lower % = Great Opportunity for Growth**



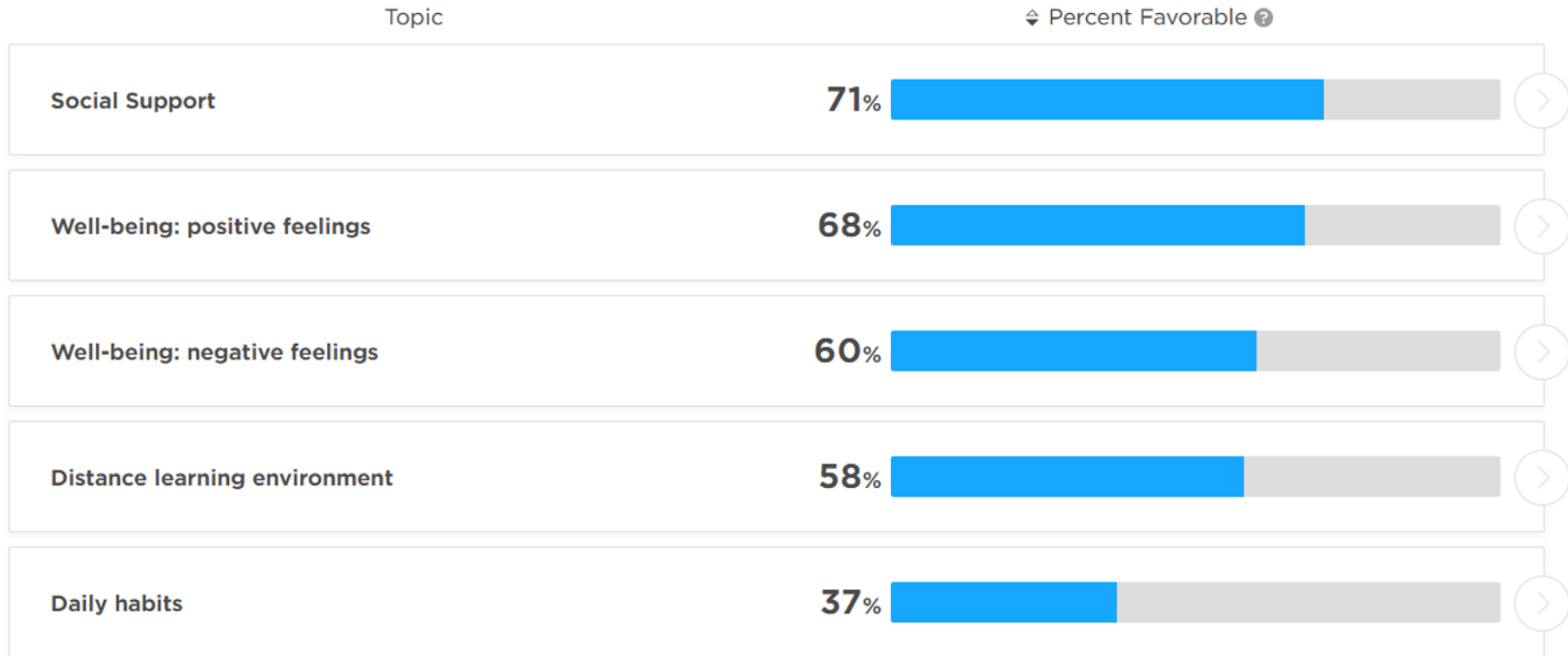
# STUDENT VOICE



# Spring 2020 Well-Being/SEL Results: *Elementary*

Student Distance Learning and Well-Being/SEL Survey 3-5

4,600 responses | [show breakdown](#)



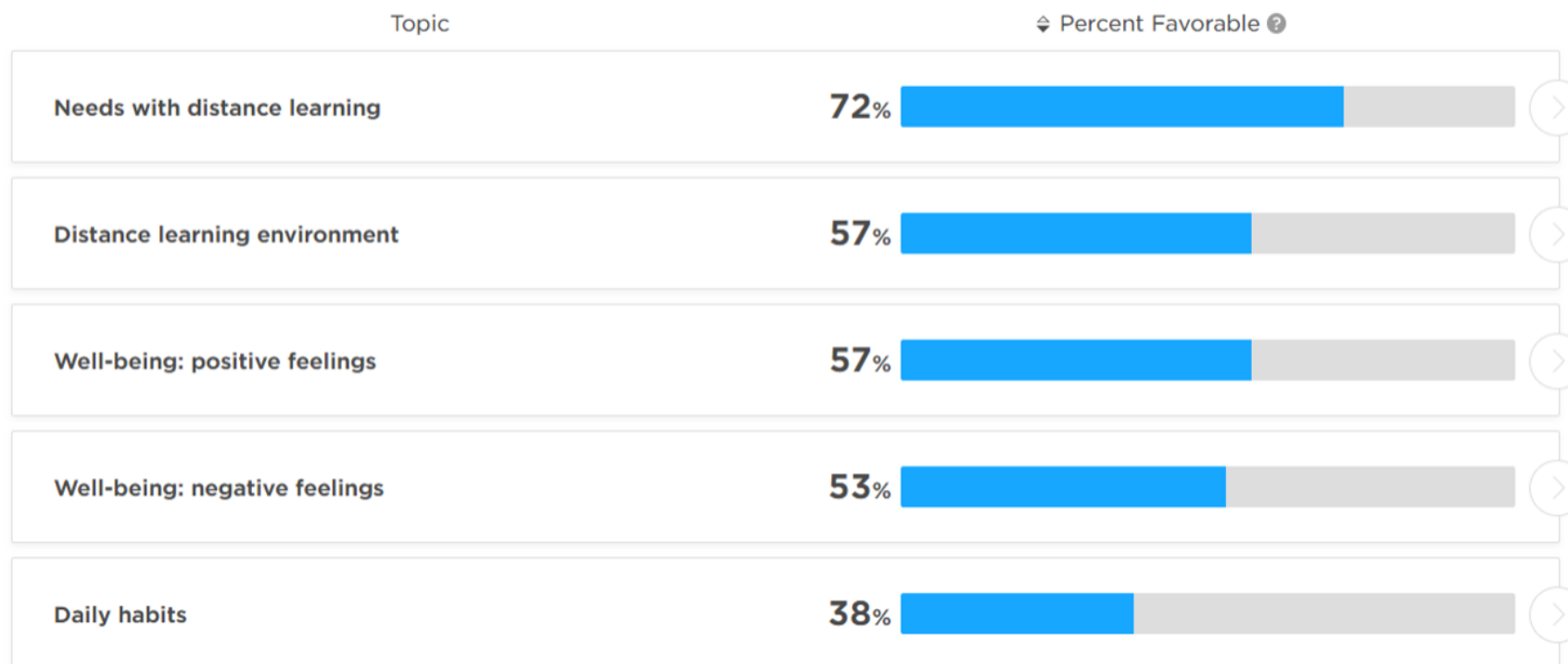




# Spring 2020 Well-Being/SEL Results: *Secondary*

Student Distance Learning and Well-Being/SEL Check in 6-12

3,540 responses | [show breakdown](#)



## Important Data Points: *Elementary*

- Only **24%** of students see their distance learning schoolwork as “Quite Challenging” or “Extremely Challenging.”
- Elementary students have **significantly higher levels of engagement with distance learning** than secondary students.
- Elementary students have fewer suggestions for their teachers and are more satisfied with distance learning than their families are.
- **84%** of elementary students feel both **SAFE & LOVED.**



## Important Data Points: *Secondary*

- Our **Hispanic, AIAN,** and **NHPI** students are struggling most with the **distance learning environment.**
- Our **AIAN** and **NHPI** students report the lowest levels of adult support at home for help with assignment completion.
- Most of our **students are more comfortable using distance learning tools than staff.** High school staff are most comfortable.
- Nearly **80%** of our secondary students reported feeling **GRATEFUL** “Frequently” or “Almost Always.”
- **81%** of secondary students reported feeling both **SAFE & LOVED.**
- Secondary students **provided numerous, actionable suggestions for optimizing our distance learning environments.**

# Student Voice

## Challenges:

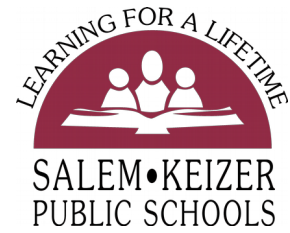
- Inadequate adult assistance for students learning at home
- Infrequent interactions with peers
- Schoolwork that was not adequately challenging, rigorous, and/or engaging
- **At Elementary**
  - Only 44% of students had an adult who could regularly help them
  - Only 36% had regular interactions with classmates
  - Only 24% found their schoolwork challenging
- **At Secondary**
  - Only 41% had an adult who could regularly help them
  - Only 29% had regular interactions with classmates
  - Only 27% found their schoolwork challenging

## From Numbers to Narrative: *Elementary Student Voice*

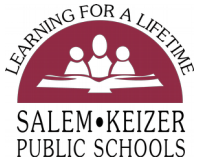
<p style="text-align: center;"><b>What are our students telling us?</b></p>	<p style="text-align: center;"><b>What are our students asking us to do?</b></p>	<p style="text-align: center;"><b>What might we do to address their ask?</b></p>
<ul style="list-style-type: none"> <li>• Our students who identify as Hispanic, NHPI, are eligible for ELL or special education support are struggling the most with distance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Stay connected, be sensitive to current barriers to engagement and provide more targeted support for both them and adult caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Continue culturally responsive outreach efforts utilizing MTSS framework</li> <li>• Provide basic EdTech tutorials for families in multiple languages, such as Google Classroom, Meets, Seesaw</li> </ul>

# From Numbers to Narrative: *Secondary Student Voice*

<p style="text-align: center;"><b>What are our students telling us?</b></p>	<p style="text-align: center;"><b>What are our students asking us to do?</b></p>	<p style="text-align: center;"><b>What might we do to address their ask?</b></p>
<ul style="list-style-type: none"> <li>• Our secondary students are telling us that the distance learning environment is often confusing and overwhelming for them</li> </ul>	<ul style="list-style-type: none"> <li>• Provide greater clarity, consistency and continuity across classes</li> <li>• Set realistic expectations for engagement and work completion</li> </ul>	<ul style="list-style-type: none"> <li>• Identify in-district exemplars for asynchronous course design</li> <li>• Reteach and provide additional PD around essential elements of distance learning</li> <li>• Incorporate student feedback:               <ul style="list-style-type: none"> <li>• greater clarity with assignments</li> <li>• sensitivity to workload from other classes</li> <li>• less “work” &amp; flexible due dates</li> <li>• shorter videos</li> <li>• more engaging activities and more Google Meets check-ins w/time for socializing</li> </ul> </li> </ul>

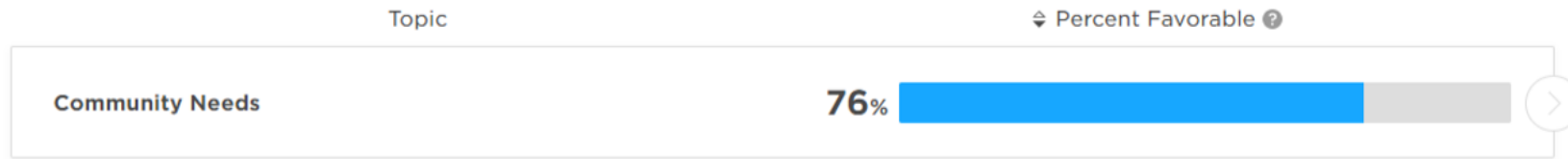


# COMMUNITY VOICE



# Community Needs & Well-Being Check-In

Community Needs Survey  
4,143 responses | [show breakdown](#)



Free responses

[Export Responses](#)

If you need more support around food, what support can we offer?	View 616 responses about <b>lunches, food boxes, vegetables, fruit, ' t ...</b>
How can we better support your family while schools are closed?	View 1754 responses about <b>distance learning, ' t, assignments, google classroom, distance ...</b>
What concerns you most when you think about schools re-opening?	View 2999 responses about <b>virus, spread, distance learning, que, sick ...</b>
What excites you most when you think about schools re-opening?	View 3051 responses about <b>social interaction, normalcy, routine, friends, peers ...</b>
What have been some positive, uplifting things ("Bright Spots") you've seen, heard about or experienced over the last few weeks?	View 2453 responses about <b>family, distance learning, family time, ' t, people ...</b>



## Equity Data Points: *Community*

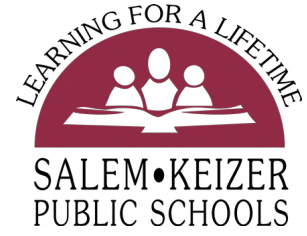
- Our **Hispanic families** are most concerned about **food security** and **their child's learning while schools are closed.**
- Our **NHPI families** are most concerned about **housing, financial security and childcare.**
- Only **32% of our families** are “**Quite Concerned**” or “**Extremely Concerned**” about their child's learning while schools are closed. Our **Hispanic** and **NHPI families** are **most concerned.**

## Equity Data Points: *Community*

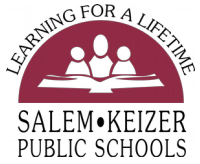
- **91%** of our families are spending at least an hour per day supporting distance learning
- **98%** of our families report having reliable access to a tablet, laptop or computer.  
*Greatest opportunity for growth: **AIAN @ 91%***
- Only **2%** of families reported that they do not have reliable access to the internet.  
*Greatest opportunity for growth: **Hispanic and NHPI Families***
- **95%** of our families prefer to be contacted

# From Numbers to Narrative: *Community Voice*

<b>What are our families telling us?</b>	<b>What are our families asking us to do?</b>	<b>What might we do to address their ask?</b>
<ul style="list-style-type: none"> <li>• Many of our families are telling us that they are very concerned about safety when schools re-open</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly about safety protocols related to reducing risk of COVID-19 transmission</li> <li>• Provide more robust distance learning options/support for families uncomfortable sending their children back to school prior to a vaccine being widely available</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure that everything we do is anchored in equity</li> <li>• Continue work refining four models for how we provide FAPE in the fall</li> <li>• Continue regular communication and culturally responsive outreach efforts with community</li> </ul>

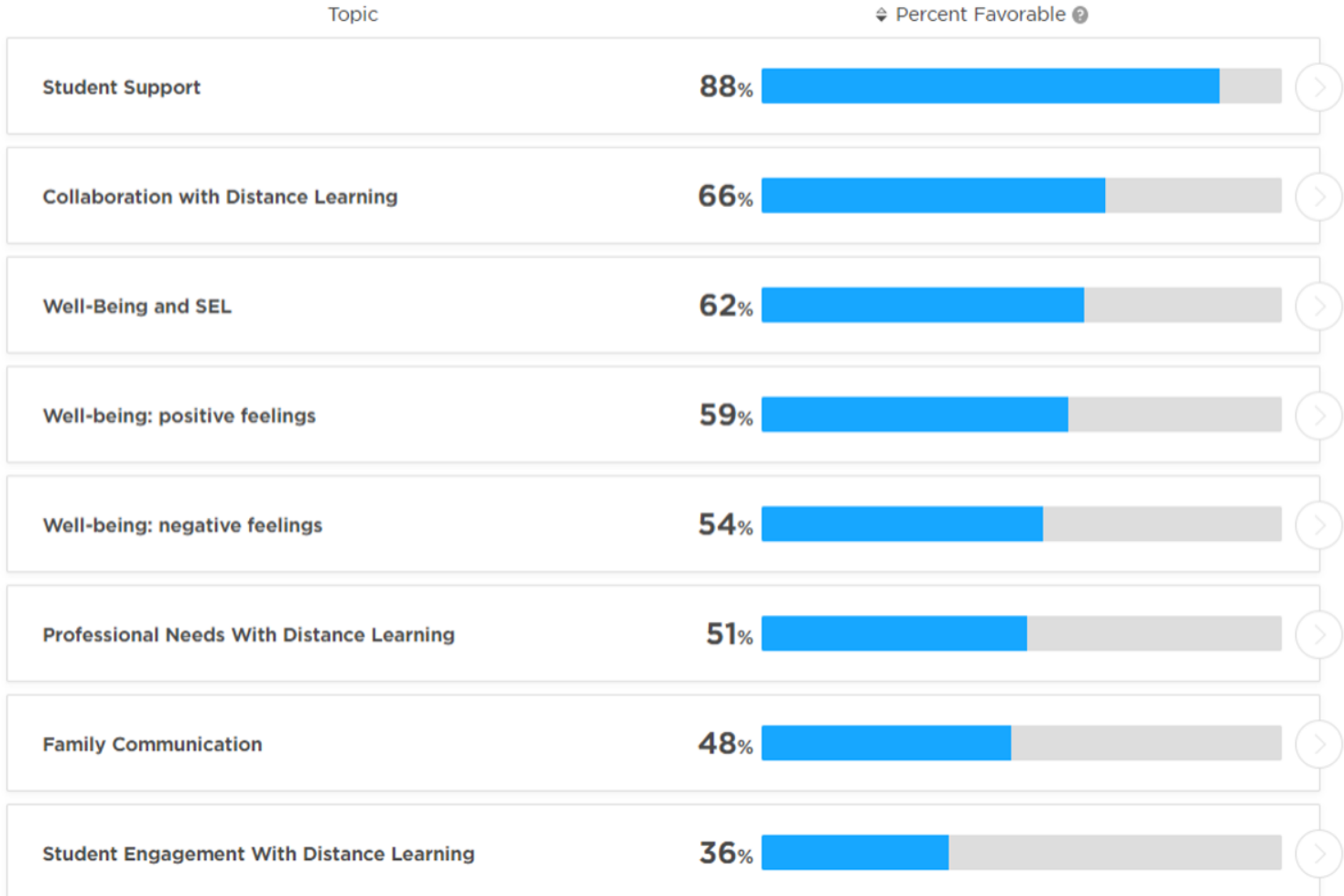


# STAFF VOICE



# Spring 2020 Well-Being/SEL Results: *Staff*

Staff Distance Learning and Well-Being/SEL Survey  
2,199 responses | [show breakdown](#)



## Distance Learning & Well-Being/SEL Results: *Staff*

- **35%** of staff are feeling not only **STRESSED OUT**, but also **WORRIED** and **FRUSTRATED** “Frequently” or “Almost Always.”
- Nearly **60% of staff have school-aged children** and more than **30% are spending 3+ hours** supporting distance learning for their own children every day.
- **41%** are “Quite Concerned” or “Extremely Concerned” about supporting people in their life (children, other family members, friends, loved ones).
- Over **50%** of staff identified **childcare, lack of quiet workspace** or something else as the biggest **barrier to effectively working from home**.
- Only **11%** of staff are “Quite Confident” or “Extremely Confident” that in a distance learning environment they can **provide students who need the most academic support**

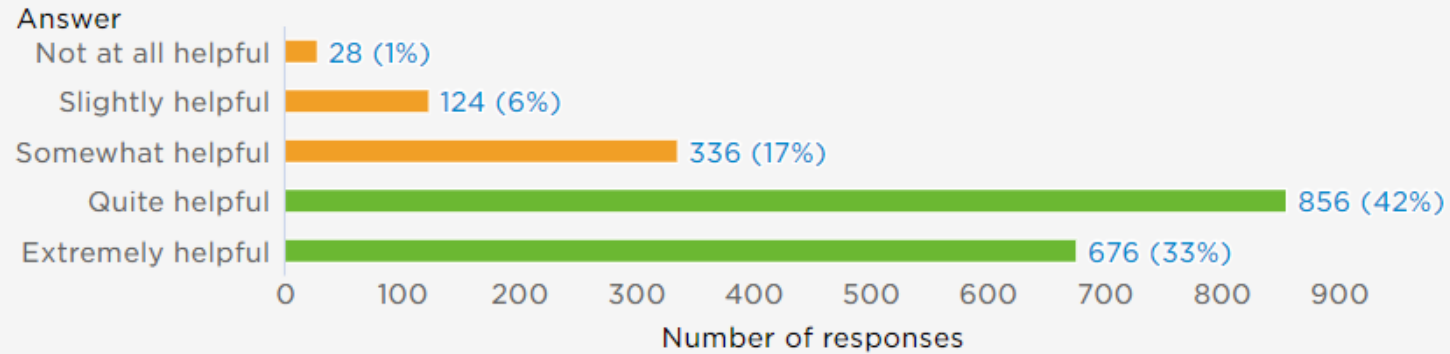
# Distance Learning & Well-Being/SEL

## Results: *Staff*

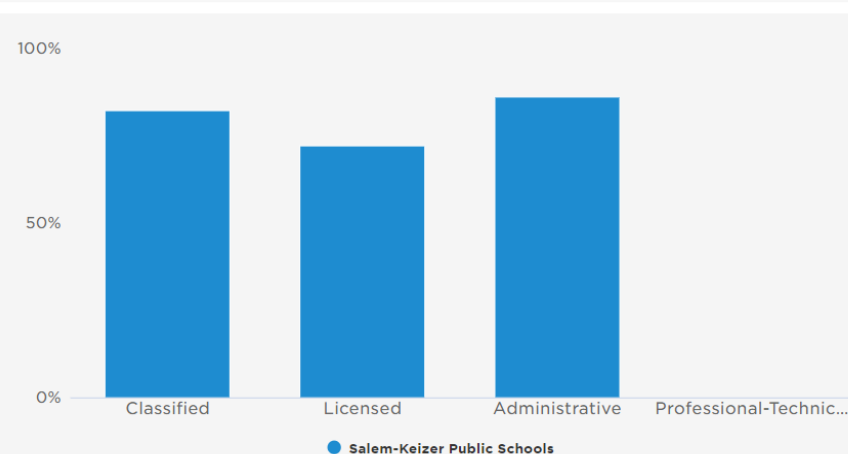
- **78%** of staff have consistently **reliable internet access**.
- **Classified** staff are the **most concerned about job security** right now. **1 in 3** are “Quite Concerned” or “Extremely Concerned.”
- Nearly **50%** of all staff feel **OPTIMISTIC** “Frequently” or “Almost Always.”
- **93%** of staff report that they **have a colleague they can count on to support them no matter what**.
- **80% feel LOVED** “Frequently” or “Almost Always” and **89% feel SAFE** “Frequently” or “Almost Always.”

# Distance Learning & Well-Being/SEL Results: *Staff*

How helpful have your school leaders been in resolving challenges related to distance learning?



Breakdown by Staff Classification





## From Numbers to Narrative: *Staff Voice*

What are staff telling us?	What are staff asking us to do?	What might we do to address their ask?
<ul style="list-style-type: none"> <li>• They are stressed out, worried, resilient and inspired to do right by our students, families, and each other</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to communicate clearly and often</li> <li>• Continue to acknowledge and validate their struggles and successes</li> <li>• Continue to lift them up and keep us moving forward in culturally responsive ways</li> </ul>	<ul style="list-style-type: none"> <li>• Collect their Greatest Hits and distance learning strategies to share with colleagues across the district</li> <li>• Continue to anchor our work in rigorous care and connection</li> <li>• Continue teaching and modeling “Equity In Action”</li> <li>• Continue emphasis on “less is more”</li> <li>• Continue regular “Live Events”</li> </ul>

## From Numbers to Narrative: *Bright Spots*

**Emphasize positive trends to reinforce desired behavior such as equity in action, resilience, bright spots, success stories, etc.**

- Technology Access
- Food Security
- Knock & Connect
- Well-Being Check-Ins
- Weekly Updates
- Specifics for Re-entry
- What additional CULTURALLY RESPONSIVE, EQUITY-INFORMED supports are we providing?

## ***Elementary Kids Say the Darndest Things***

***What's one thing your teacher/school is doing well right now?***

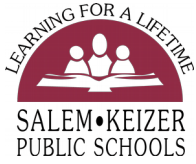
***peace and quiet cause' we're all muted***

***What are some of your biggest worries right now?***

***My "new" teacher (mom) keeps giving me detention, and tells me she's trying to find a substitute teacher all the time.***

***Is there anything else you want your teacher to know about you right now?***

***YA my cat is half mancoon and im not good at math***



# Distance Learning Key Recommendations

## Summary of Needs

**As we plan for re-entry, we will consider how to address these themes:**

- Greater emphasis on instructional rigor and student accountability while maintaining focus on “Care and Connection”
- Increased frequency of student/teacher interactions and support
- More opportunity for student-student interactions
- Consistency of experiences and expectations between classrooms, schools, and levels for students, families, and staff
- Refine workload for students, particularly at the secondary level
- Continue culturally responsive outreach efforts utilizing MTSS framework.
- Provide technology support including accessible tutorials for families in multiple languages

## Overarching Theme: Appreciation

**In response to “What do you want your teacher to know?” Many students shared their appreciation (as did parents). For example:**

“That I am very thankful for her because she gives me something to look forward to everyday and even if it’s through a screen I can see her. She is very special to me because she really loves her **students.**”

- Appreciation for teachers and staff was a strong theme in the free responses.
- They would like the increased communication and collaboration between teachers and parents to continue into next year.
- The focus on care and connection was very appreciated especially with the direct phone calls to parents, students, and “Knock and Check” well-being visits.