

Access & Connectivity

Over two-thirds of students, families, and educators reported feeling **extremely or very comfortable with in-person instruction** in the fall, followed by hybrid and remote option.

While great strides have been made in improving access to internet and devices across the state, **there is still room for continued improvement** – some students still do not have **adequate internet access** (13%) **and/or a working device** (15%).

As instruction moves to in-person in the next school year and our reliance on online platforms continues, it is imperative that every school district and charter school in collaboration with DDOE supports every student and educator having **high-quality internet and device access**.

Students' Academic Needs

Over two-thirds of students and families reported **high levels of satisfaction** with the teachers and schools but relatively **lower levels of satisfaction** with the remote education received (52%). Notably, levels of satisfaction with the remote education have **increased** since last year.

8 in 10 students and 7 in 10 teachers reported feeling like they/their students **will be prepared** (true or somewhat true) **for the next school year**.

Over one-third of the students reported **needing additional instructional time** with their teacher(s).

Lastly, when examining **instructional quality** through modes of instructional delivery, **satisfaction was higher** among students, families, and teachers when instruction was delivered **in-person**, followed by **remote and hybrid**.

Resources & Supports

Over two-thirds of educators **felt supported and valued** by school leaders; **more supports and resources needed** in the fall.

Families reported **unfinished learning** (31%) and **social & emotional learning** (19%) as top two areas for additional supports. Similarly, school leaders reported addressing students' unfinished learning (72%) and **reducing barriers for at-risk students** (69%) as key priorities.

Teachers and school leaders reported needing **additional instructional planning time** and resources, **continued resources** to support hybrid/remote learning, **counseling services** to support students, and **additional instructional specialists**.

Leaders and teachers should **keep collaborating** to ensure **continued usefulness** of resources, PDs, and PLCs.

Communication

School leaders were the **main channel of communication** for COVID-19 related information for families.

Challenges communicating with students, families, and colleagues **reduced significantly from last year**.

Teachers communication to families decreased compared to last year. Last year 88% of educators shared that they communicated with families at least a few times a week to a few times a day compared to 57% this year.

Wellness & SEL

The survey asked students, families, and educators **how they felt in the past week**.

When compared to last year, there has been a **decrease** in proportion of **students** and an **increase** in proportion of **educators** feeling **stressed out, frustrated, overwhelmed, and worried**.

In contrast, though the last several months were very stressful and challenging, students felt safe, loved, kind, grateful, happy, and helpful.

Similarly, educators felt kind, grateful, helpful, hopeful, and happy.

"My teachers allow us to take some time to "goof off" in the beginning of class before diving into the lesson, and we've gotten into that routine which resulted in us not having irrelevant disruptions during said lessons. When we did have to pause the lesson, it was always something relevant to our topic. My instructors have given us talks and shown that they care for our health and learning, and have provided adequate support to those who didn't understand things. All of these resulted in a healthy and joyful learning environment for all of us." – Middle School Student



"In person learning full time has been the best thing for my son. The remote option was not working for him at all. He was struggling with a few classes in particular. That has changed since he was able to go 4 days a week. His grades in the class that he was having issues have improved dramatically."

– High School Parent



"Relationships with students matter most. This is not a new lesson for me, but it is true regardless of the setting and focusing on it will always help improve a classroom environment, no matter what kind it is. Work/Life balance is critical. Especially when work and life are happening in the same place/time. Setting boundaries for when you will work and when you will stop and sticking to them is important for anyone's mental health." – Elementary School Teacher



"Continuing to provide the individual technology and internet jet packs to students for remote work. This would be nice even if full school is returned to allow students access to finish work/projects/papers/research at home."

– Middle School Parent

When asked about the plans for the fall, elementary school leaders reported that they "...are looking to capitalize on what we learned this year to make next year an even better year. We learned so much about communication and our families and our students' home lives and technology...We are working on plans to improve all instruction and take what we learned this year to improve our face-to-face instruction to be better than ever!"

