

## Hillview Analysis of Parent and Student Surveys Administered 9/4/20 - 9/11/20

Results below came from the Parent and Student Surveys. We examined 372 parent survey entries that were from families *with only HV students*. There were 77 other entries from families who had both HV and elementary school students, but we did not include these because they may have generated false positives or false negatives. We also examined 322 student results. Results were evenly spread among all three grade levels in both surveys.

Strengths evident in the surveys include the following:

- The clarity with which assigned academic plans have been communicated. 83% of parents agree or strongly agree with the statement, “The assigned academic plans have been clearly communicated.”
- The helpfulness of staff in addressing issues and questions. 63% of parents feel that staff have been “very helpful” in their responses, and an additional 33% feel that staff have been “somewhat helpful.”
- The ability of students to engage with their work independently. Over two thirds (67%) of parents feel their students can engage with their daily schedules and assignments with “little help,” and an additional 23% feel that only “some help” is needed. For students, these results were more positive, with 70% needing little help, and an additional 26% needing some help.
- The amount of synchronous learning from a student perspective. 72% of students feel that the amount of synchronous learning is “just right,” with 20% feeling it is “too much,” and only 8% feeling it is “not enough.”
- The amount of peer connection from a student perspective. 77% of students feel “very connected” or “connected” to their peers. This is in contrast to the parent survey, where 61% of parents feel their child is very connected or connected to their peers.

Areas for improvement in the survey really boil down to one concern: The amount of time students are engaged in their classes and learning.

- 39% of parents felt that the amount of synchronous learning was “not enough.”
- Analysis of the open-ended comments for parents who answered “No” to the question, “Do you feel like your child is receiving a robust distance learning program?” showed that 70% of them were concerned about students not having enough to do and/or not making enough academic progress.

We appreciate this feedback and will address it. First, we remind you that the off-week practice that we expect students to be doing during their Work Blocks is not yet fully defined. Once we quantify this, Work Blocks will include substantive practice in ELA, math, and world language. Second, we have planned a Parent Coffee for Friday, September 25, 9:30 - 10:30 am on “How to Support Your Child During Distance Learning.” This event will include tips on increasing your child’s time on task during Work Block periods. Finally, we encourage anyone who has questions about the design of our Distance Learning program, which is an iteration of our Hybrid program, to view [our presentation to the Board of Education on July 16](#), starting at 22.38. By watching this presentation, you will better understand our priorities, constraints, and solutions.