



**Haddonfield School District
Back-to-School Survey
October 2020**



Survey Administration



Parents, Teachers and Students

- Learning model
- Academic needs
- Health and safety measures
- Social-emotional support

Shared results

- Teachers and Staff
November 17 & 19
- BOE and public
December 10



Protocol



What do you see?

What does this mean for
improvement?

What does the data
suggest?



Response Rates

	Student	Parent	Teacher
HMHS	50%	53%	46%
HMS	16%	59%	51%
Central	87%	68%	46%
Haddon	52%	73%	89%
Tatem	50%	66%	84%

More Time in School

	Student	Parent	Teacher
HMHS	51%	75%	17%
HMS	60%	86%	15%
Central	53%	85%	41%
Haddon	59%	86%	36%
Tatem	58%	87%	23%



PARENT FINDINGS



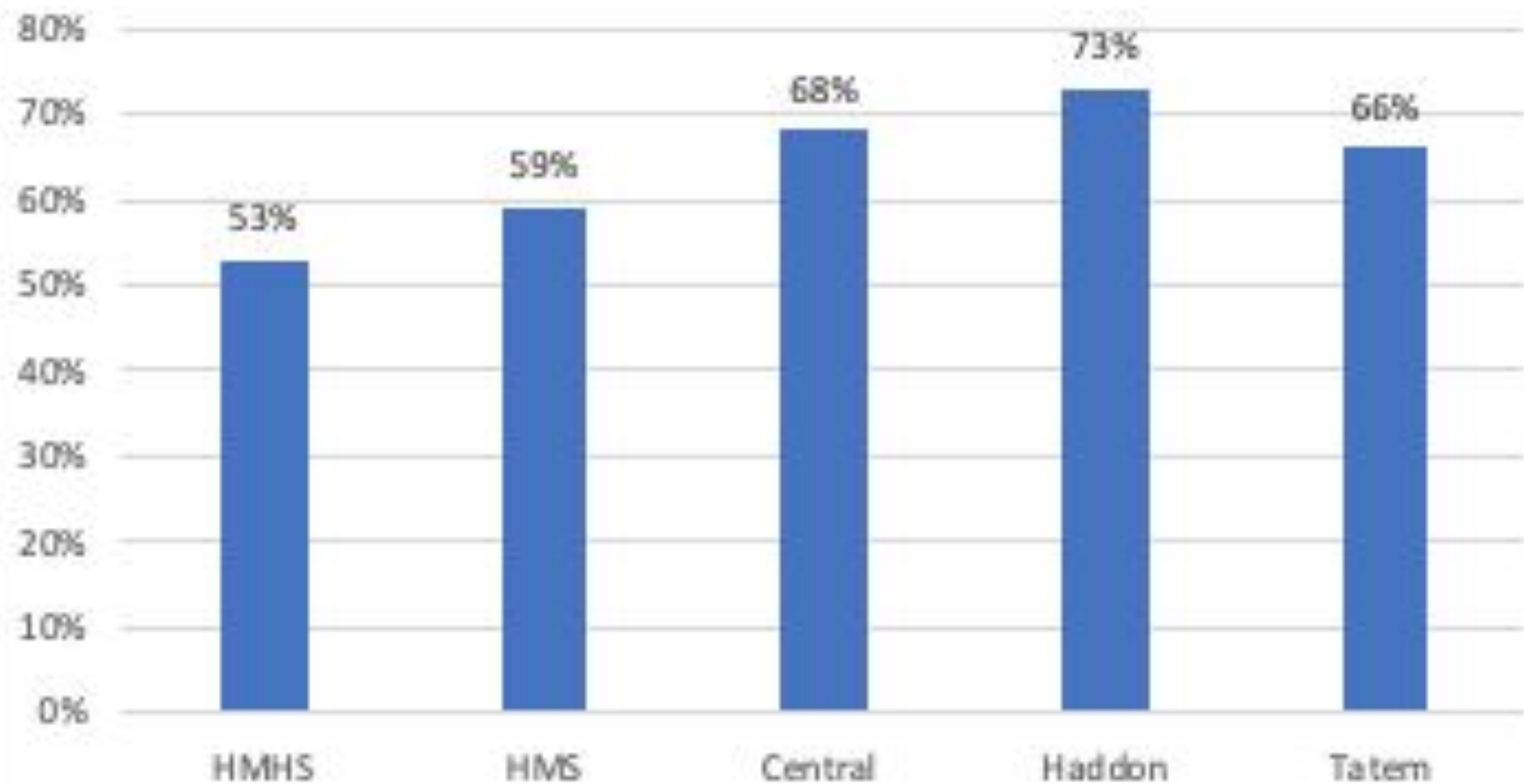


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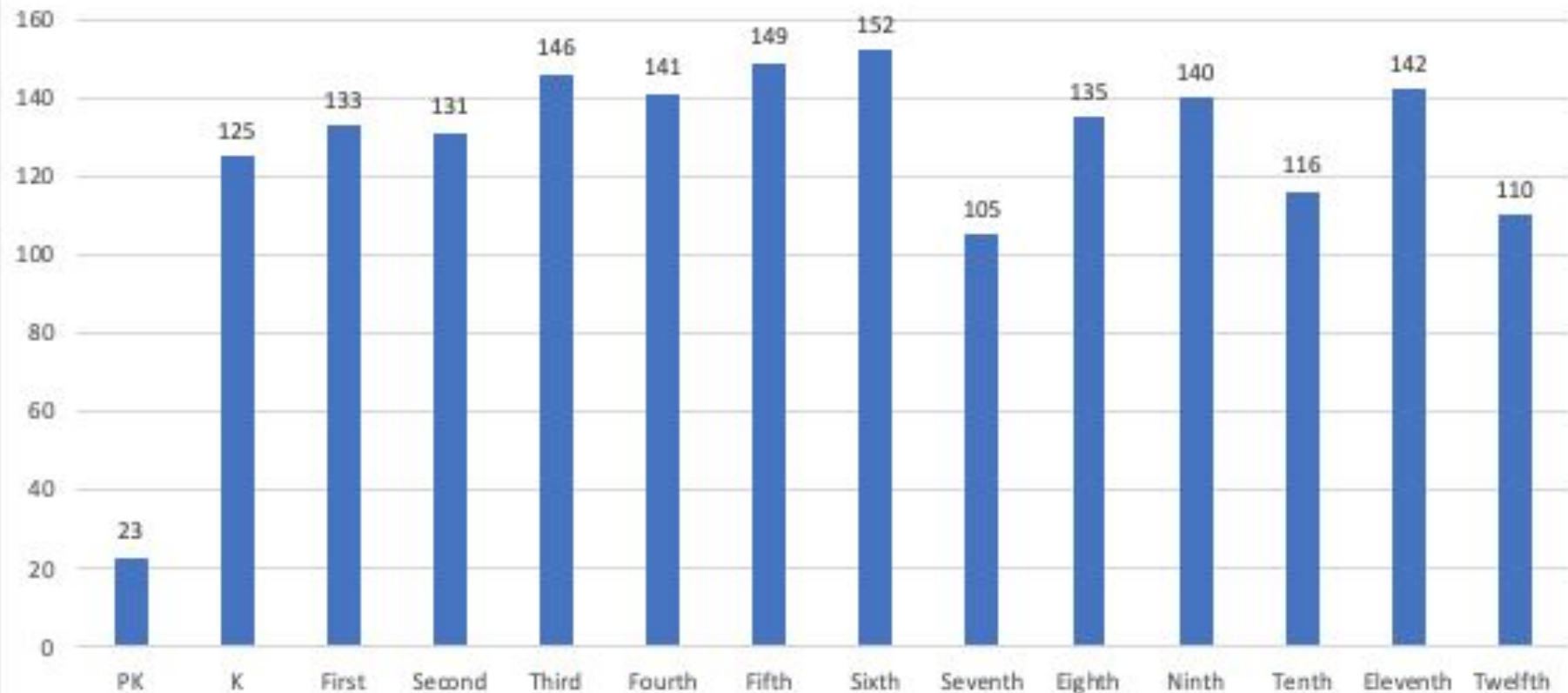
Parent responses



Parent Response Rate

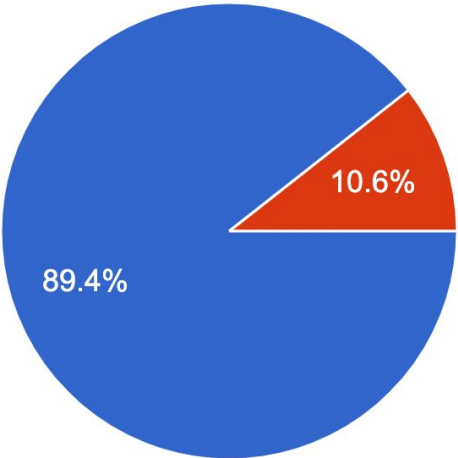


Number of Responses by Grade



My student is currently participating in

1,727 responses



- Hybrid learning
- Remote only learning

LEARNING MODEL ENROLLMENT AS OF 12.10.20

79%

Hybrid

(2067)

12%↑

In full virtual
students

21%

Full Virtual

(554)



PARENT THEMES



01

Time

Screen-time, priorities, structure, teacher strain, forced curricular focus

02

Communication

Personalized, frequent, is highly valued

03

Keep

Flexibility, engagement, learner responsibility, responsiveness, safety measures, and personalization

04

Change

*Screen-time, unacknowledged work, more class outdoors, more time in school

GOING WELL (PARENTS)

STUDENT RESPONSIBILITY

“becoming more responsible”

TECH'S

“apps like IXL and BrainPop”

FLEXIBILITY

“very accommodating”

STRUCTURE

“the consistency of the schedule”

ACCESS TO TEACHERS

“individual attention”

RESPONSIVENESS OF TEACHERS

“teacher’s compassion and support”

STOP DOING



EXCESSIVE SCREEN-TIME

“Give options other than on screen assignments.”

DISREGARDING STUDENT WORK

“He needs more feedback...to learn.”

KEEPING INDOORS

“More class time outside.”

WORKLOAD IMBALANCE

“When overload is mentioned, teachers say the student needs to prioritize time.”

MEANINGLESS WORK

“My daughter has 100% in almost every class...She is not being challenged.”



KEEP DOING



FLEXIBILITY

“Teachers have been flexible and wonderful!”

LEARNER RESPONSIBILITY

“My son is learning responsibility”

ENGAGEMENT

“Teachers are very engaged.”

RESPONSIVENESS

“Administration and guidance have been very responsive.”

PERSONALIZATION

“Our teacher does a great job of staying personally connected.”





TEACHER FINDINGS



TEACHER THEMES



01

Strain

Taxing nature of double planning (for both face-to-face and virtual modalities)

02

Office hours

Highly effective for personalization and learner responsibility and self-advocacy (SEL)

03

Cameras

On/off can be problematic in assessing engagement

04

Personalization

Small class sizes, office hours, flexible scheduling, have led to much greater personalization

GOING WELL (TEACHERS)



CENTRAL

Cultural awareness and action

LIZZY

Public health measures

TATEM

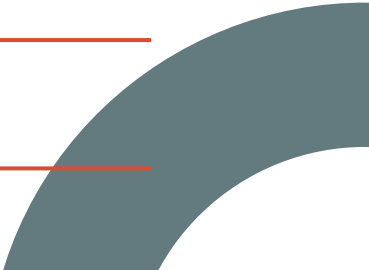
Student engagement

HMS

Staff communication

HMHS

Virtual Wednesdays



ON STUDENT ENGAGEMENT (TEACHERS)





STUDENT FINDINGS



STUDENT THEMES



01

Time with friends
Most highly valued

02

Self-pacing
Wednesdays and generally managing own time are well liked but not by all

03

Appreciation
Teacher support and family time

04

PPE
Do not like social distancing and masks

Student SEL



38%

Feel connected
To other students

44%

Feel connected
To adults at school

89%

Feel supported
I have adults I can go to
at school if I need help

21%

Hardest part of hybrid
*Time management

GOING WELL (STUDENTS)

CENTRAL

Feel connected to adults at school

LIZZY

Getting extra help

TATEM

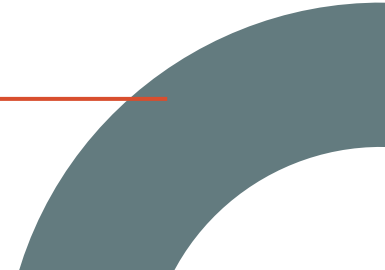
Student engagement

HMS

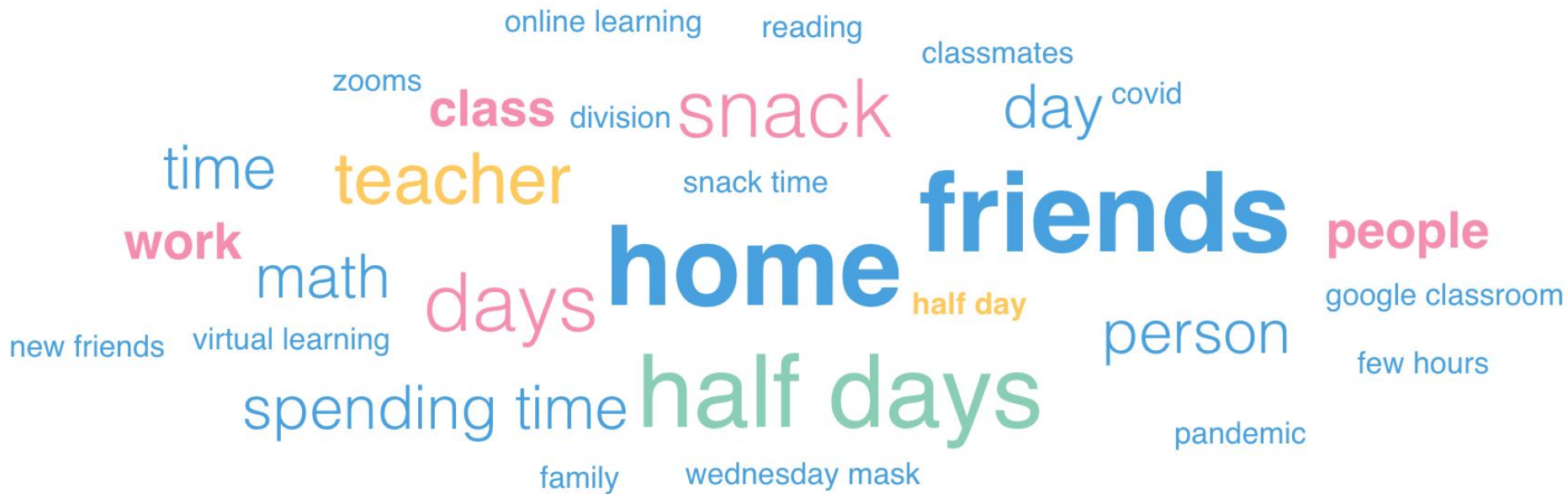
Student relationships

HMHS

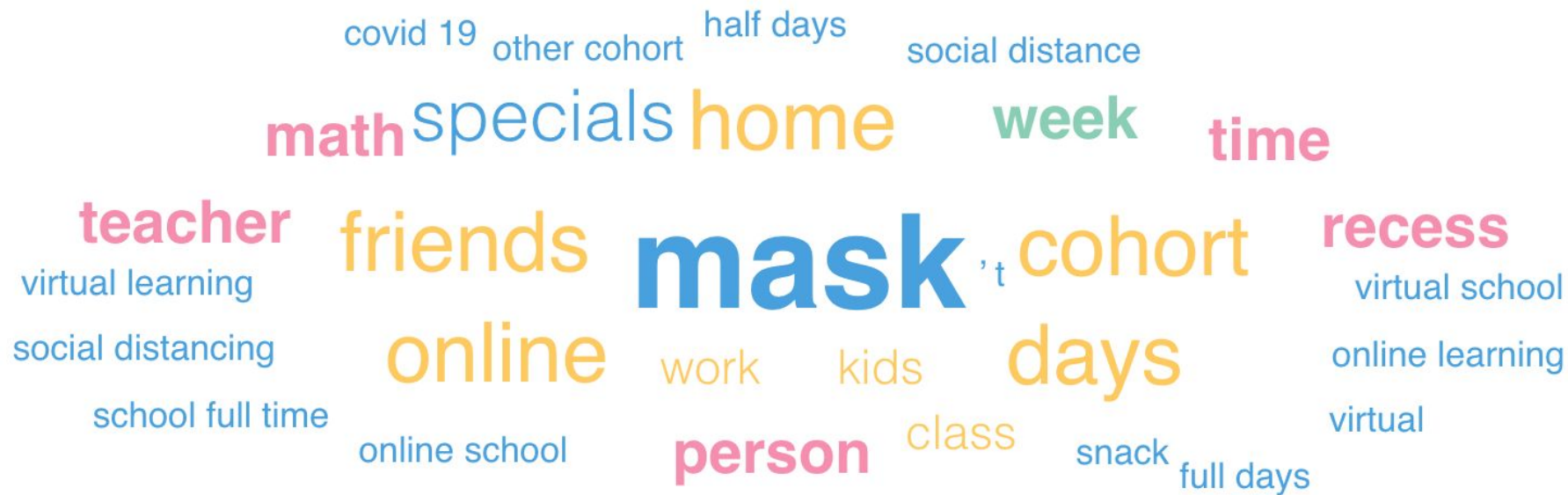
Public health measures



WHAT DO YOU LIKE ABOUT SCHOOL RIGHT NOW?



WHAT DO YOU NOT LIKE ABOUT SCHOOL RIGHT NOW?





INTERESTING QUOTES





“Kids love being in school,
masks and all.”

CENTRAL PARENT




“I like learning from home. I get to see more of my family.”

ELEMENTARY STUDENT



“WAY too much screen time is required by the school/teachers which is detrimental to [my child’s] health and emotional well-being.”



TATEM PARENT



“Block scheduling mornings with office hours afternoons is a somewhat private school model that seems to provide both opposite type students (those with very high or very low achievement) [and promotes SEL like time management skills]”



HMHS TEACHER







“The [elementary] grade level collaboration has been inspirational and I truly believe that will continue in any model.”

ELEMENTARY TEACHER





“The flexibility has been helpful. My [child] missed 2 days of in-person school. However [they] did not miss any class time since [they were] able to sign in virtually.”

HMHS PARENT




“We have worked very hard to mirror in-school learning for the virtual students and for the virtual cohorts.”

HSD TEACHER



“I like that we still are learning from home and that not everyone is calling out because people are supposed to be muted in a lesson.”



HMS STUDENT



“I like how I still get to see my friends and teachers on the days I go to school but I am still very sad about how we have to wear a mask and virtual learning ... It's just not normal :(”


HMS STUDENT





“I like that I get to spend some time
with friends and spend some time
learning.”


ELEMENTARY STUDENT



“I like that you can visualize with your friends while staying 6 feet apart. I also like that you can do a variety of different types of learning like right now...I feel comfortable with the adjustments that we are making at school and at home.”

HMHS STUDENT







“Live streaming has helped students because they don't have to watch a video independently or work on problems/learning activity by themselves. Since the release of breakout rooms students are happier and more accountable talk is occurring in classrooms.”



HSD TEACHER







“I don't like that now we do mostly all our work on the computer because I would also like to do some stuff not online and not be online all day.”

STUDENT





“Parents are more aware of the curriculum and what their children are learning in school.”

ELEMENTARY TEACHER



“Sometimes I have questions and the other cohort is in school so my teacher doesn't have time to answer my question”

ELEMENTARY STUDENT



“The block scheduling, although initially difficult in transition, seems to help students with organization and time management.”

HMS PARENT

What now?



Immediate changes

Added teacher-student time back in
for elementary schools on
Wednesdays

4th grade added a live-stream session
to match 5th grade

What next?

Admin team coached by PENN GSE, facilitated by the SJDLP, to collect and analyze data that will tell the complex story of growth this year.

Benchmarks

District factor J benchmark comparison

Grades

Attendance

NJSLA's?

Social Emotional Surveys

Teacher surveys

Focus groups

THANKS

Do you have any questions?

<https://haddonfieldschools.org/ask-a-question/>

856-429-7510

haddonfieldschools.org

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