

IMSA Family Survey of Remote Teaching and Learning Summary of Findings

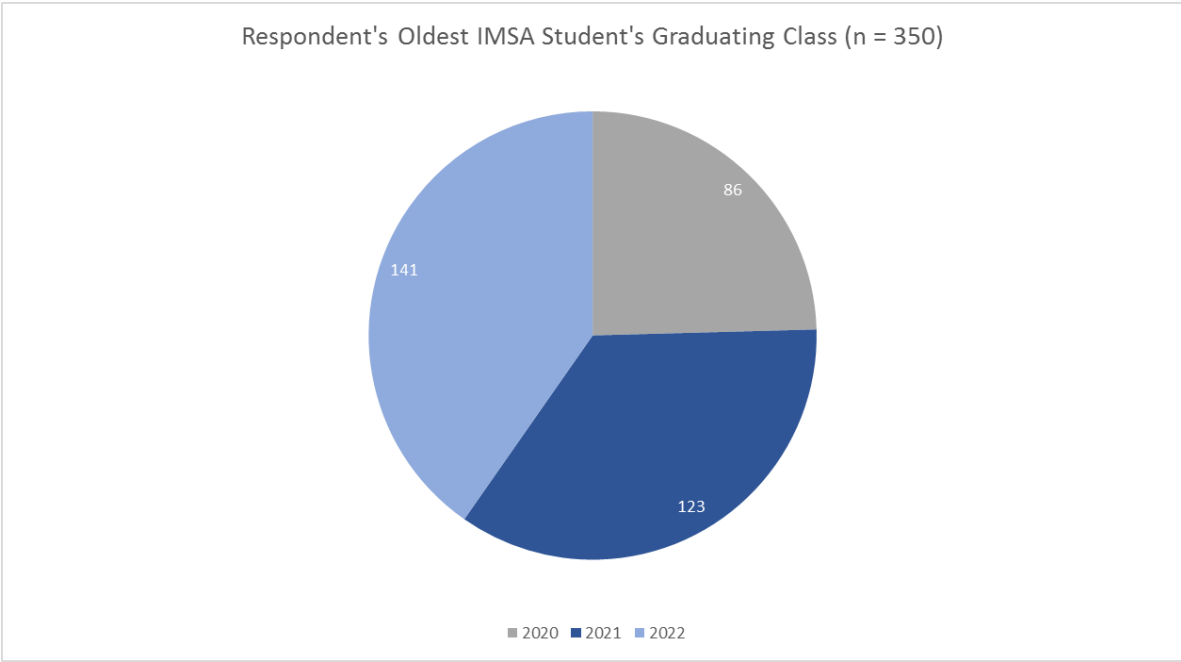
May 15-22, 2020

Executive Summary

During this unprecedented time of change to our educational processes, the Illinois Mathematics and Science Academy (IMSA) desired to gain an understanding of how IMSA students, faculty/staff members, and parents are adjusting to a new system of teaching and learning. Thus, the Office of Institutional Research (OIR) collaborated with the Principal's Office and Dr. José M. Torres, President & CEO, to create a series of surveys related to remote teaching and learning.

The Family Survey of Remote Learning gathered information from IMSA parents and guardians in order to enhance remote teaching and learning at IMSA. The parent/guardian feedback will be used to improve remote teaching practices and learning processes as well as enrich the supports/resources that are available to students and families in the distance learning environment.

The Family Survey of Remote Teaching and Learning was conducted from Friday, May 15 through Friday, May 22, 2020. There were a total of 350 responses to the survey. There were 638 students enrolled at IMSA during the survey period, which translates into a 55% response rate if only one parent/guardian per student responded to the survey. However, the exact response rate cannot be calculated because more than one parent/guardian per student could have responded to the survey. Around a quarter of the survey respondents indicated that their oldest IMSA student was in the Class of 2020, while 35% responded that their oldest IMSA student was in the Class of 2021 and 40% indicated that their oldest IMSA student was in the Class of 2022. The figure below shows the breakdown of the graduating class of the survey respondents' oldest student at IMSA.



Findings

The results from IMSA's Family Survey of Remote Learning were generally positive. Highlights included:

- Parents/guardians overwhelmingly responded that they believed that communication from IMSA was effective during the remote learning period.
 - A large majority of parents and guardians indicated they agreed or strongly agreed that communication from the Principal's Office (87%) was effective during the remote learning period.
 - Similarly, a large majority of parents and guardians responded that communication from the Student Affairs' Office (88%) and IMSA in general (90%) was effective during the remote learning period.
 - The majority of parents/guardians who needed to get in touch with an IMSA faculty or staff member indicated they were able to do so frequently or almost all of the time (61%)

- The vast majority of families reported that their student had access to a reliable computer and high-speed internet.
 - Almost all parents/guardians (98%) indicated that their student had access to a reliable tablet, laptop, or computer.
 - Similarly, the majority of parents/guardians (78%) responded that their student had reliable access to high-speed internet. However, a little over a fifth of parents/guardians indicated that their student's internet access was slow (18%) or that their student did not have reliable internet access (4%).

- The majority of parents/guardians (71%) indicated that they were somewhat, quite, or extremely concerned about their student’s social or emotional well-being during the remote teaching and learning period.
- Around a fifth of parents/guardians (19%) indicated that their child needed mental health support during the remote learning period.
 - Of the parents/guardians who reported that their student needed mental health support, a little under half (45%) indicated that their student received the help they needed from IMSA.
- Parents/guardians indicated that they were generally satisfied with the instruction, curriculum, and remote learning opportunities at IMSA.
 - Of the parents/guardians who indicated an opinion on the various items (instead of “Don’t Know”), between 62% and 90% agreed or strongly agreed that their student actively participated and was engaged in remote learning; their student’s teachers encouraged participation in remote learning; the remote learning structure facilitated their student’s learning; expectations for remote student learning were clearly defined; their student’s teachers were responsive and helpful when their student or they had questions; and they were satisfied with the remote learning opportunities that were provided to my student by IMSA.
- When asked how much of the day their student was involved in remote learning activities, a little under half of parents/guardians (46%) indicated their student was involved most of the day, while 29% responded their student was involved some of the day and 25% indicated their student was involved most of the day.
- Parents/guardians overwhelmingly indicated that they were generally satisfied with the programming and check-ins provided by Resident Counselors (RCs) in the remote learning environment.
 - Of the parents who indicated an opinion on the various items (instead of “Don’t Know”), between 82% and 94% agreed or strongly agreed that their student actively participated and was engaged in weekly programming and check-ins provided by their RC(s); their student’s RC(s) encouraged participation in remote learning; their student’s RC(s) were responsive and helpful when their student or they had questions; and they were satisfied with the weekly programming and check-ins that have been provided to my student by their RC(s).
- The large majority of parents/guardians (86%) indicated that they were aware of aware of IMSA’s Student Emergency Relief Fund.

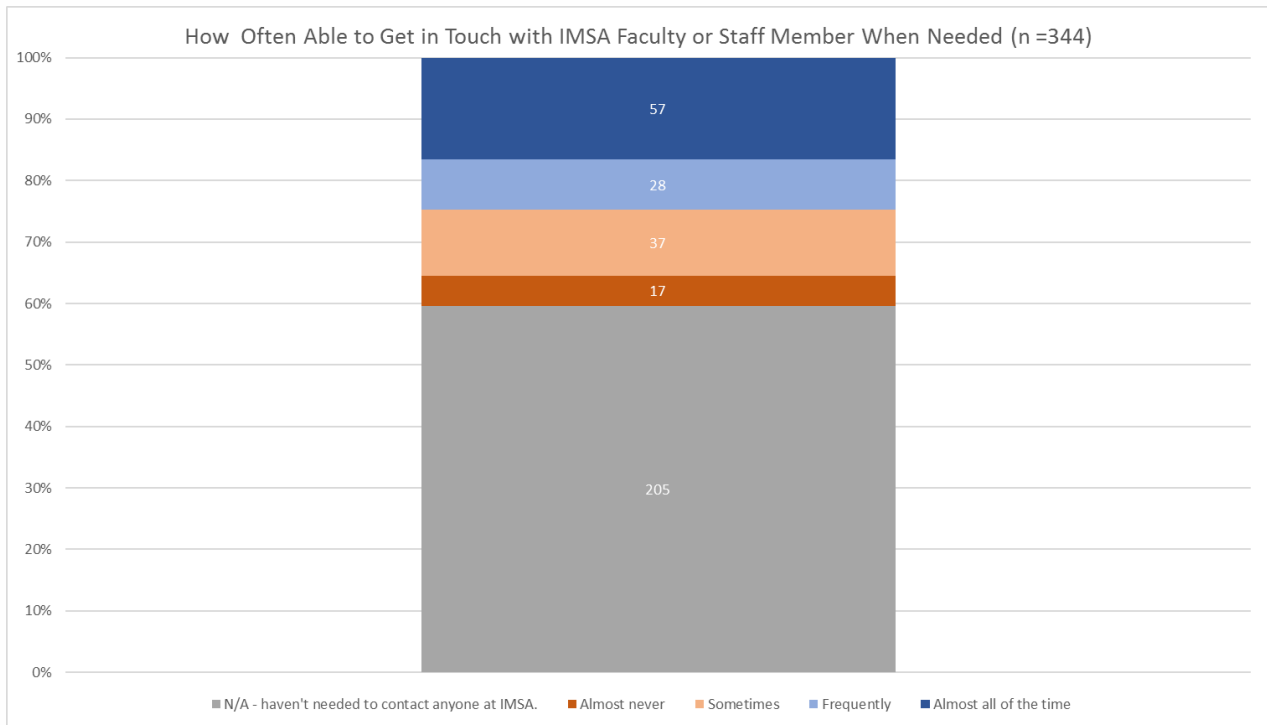
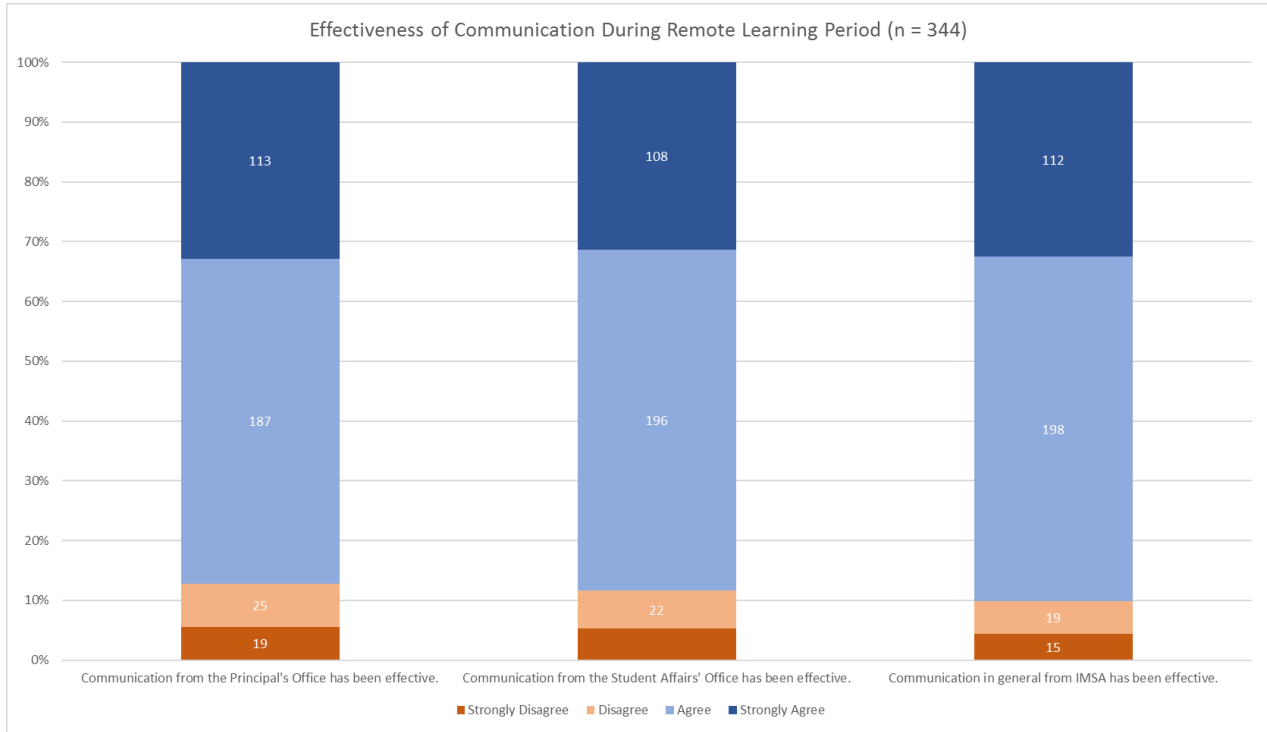
Next Steps

As a result of the survey findings, IMSA is engaging staff, including faculty, to do the following:

- Analyze the results of the family survey of remote teaching and learning
- Identify key takeaways and opportunities
- Discuss specific strategies/steps for action (measurable and achievable)

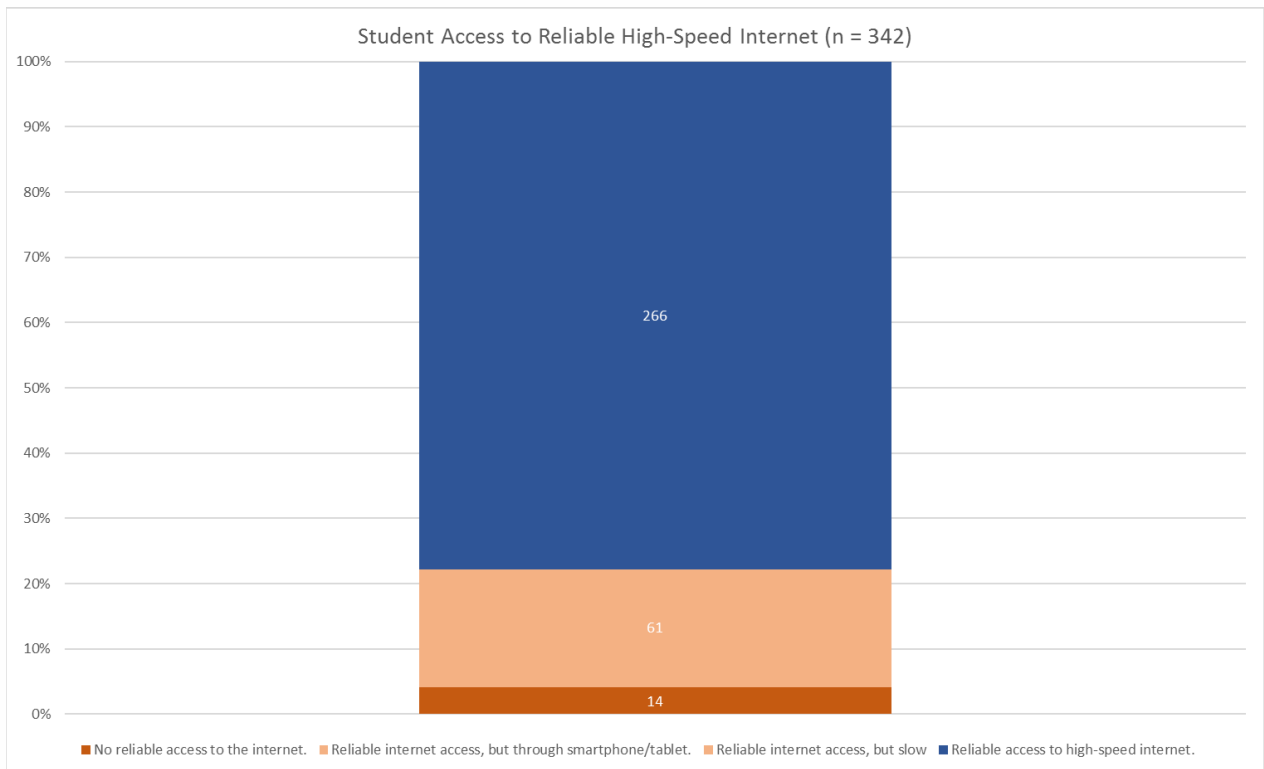
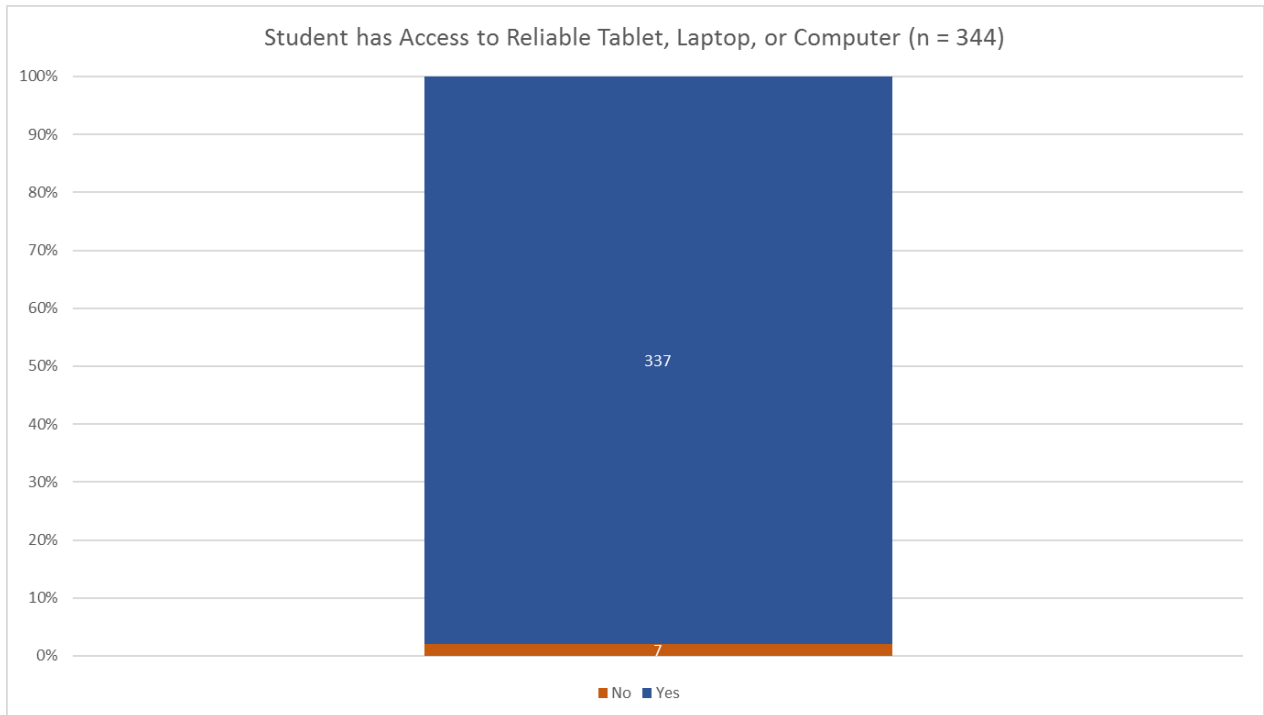
Data Points of Interest

Family Feedback on Effectiveness of Communication and Ability to Communicate with IMSA Faculty and Staff During Remote Learning Period



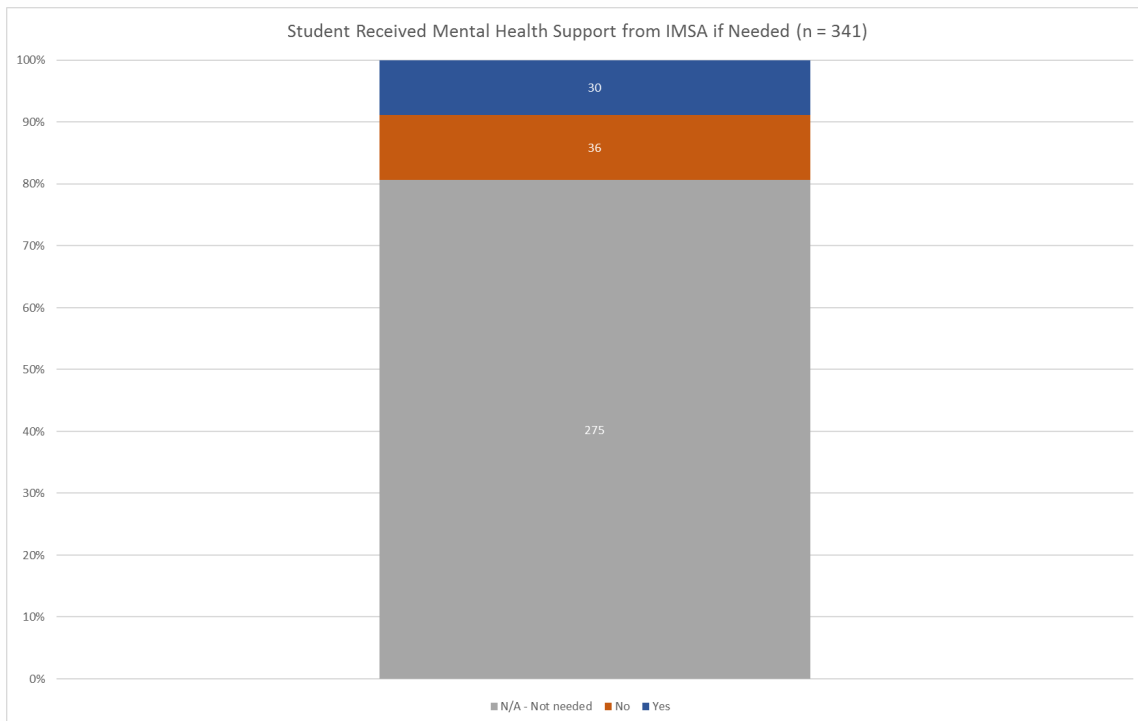
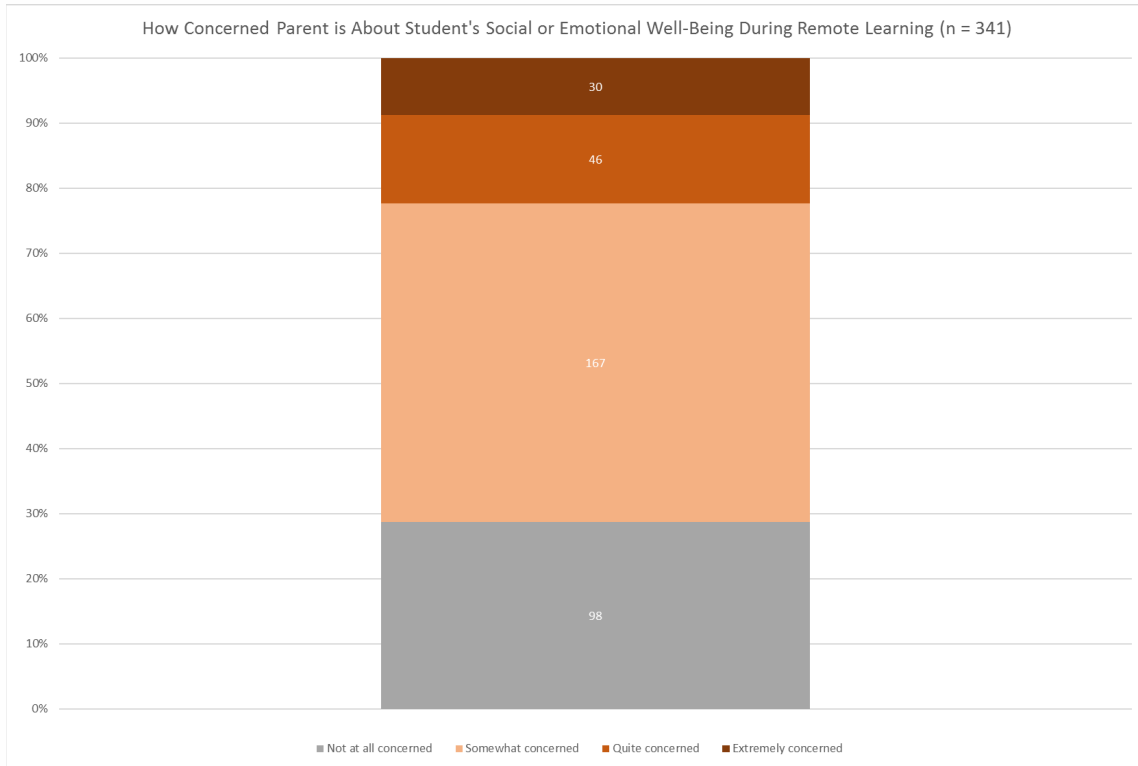
Data Points of Interest

Faculty Feedback on Student Access to Reliable Tablet/Laptop/Computer and High-Speed Internet



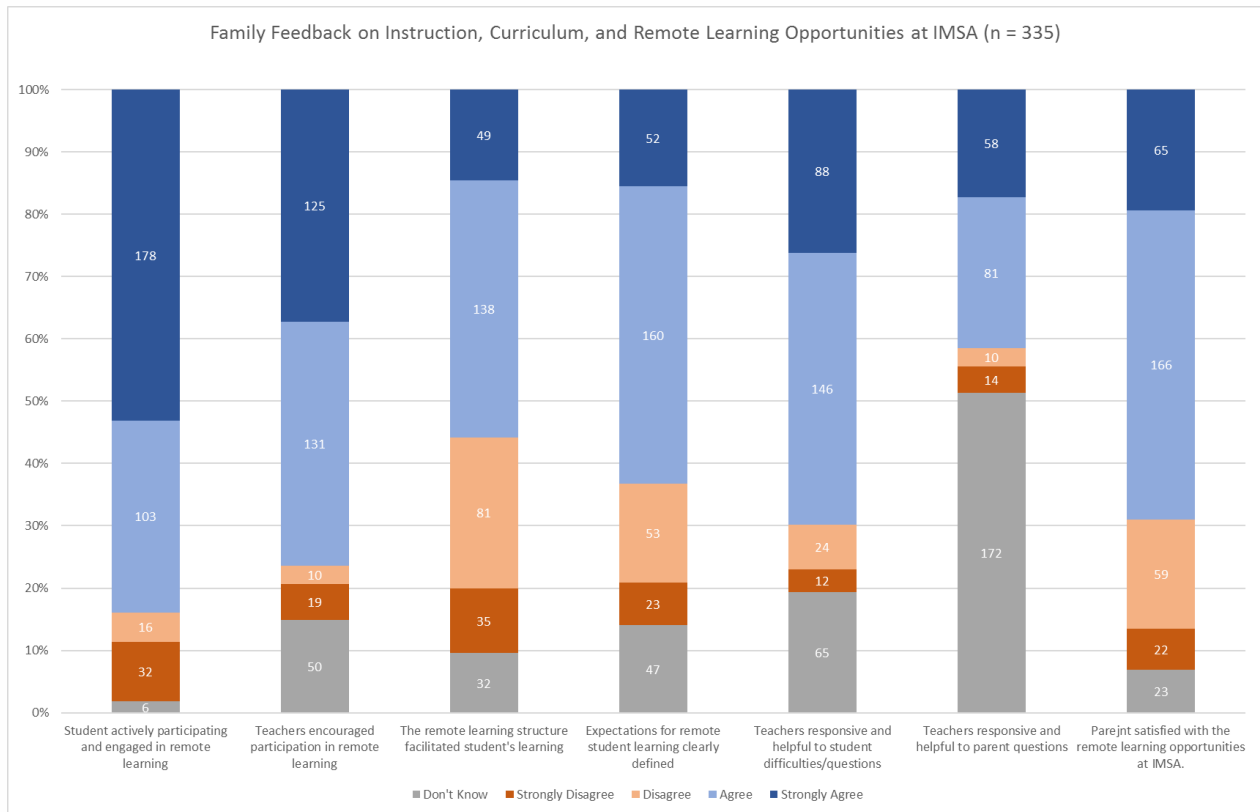
Data Points of Interest

Family Feedback on Level of Concern about Student's Social or Emotional Well-Being and Whether or Not Student Received Mental Health Support from IMSA if Needed



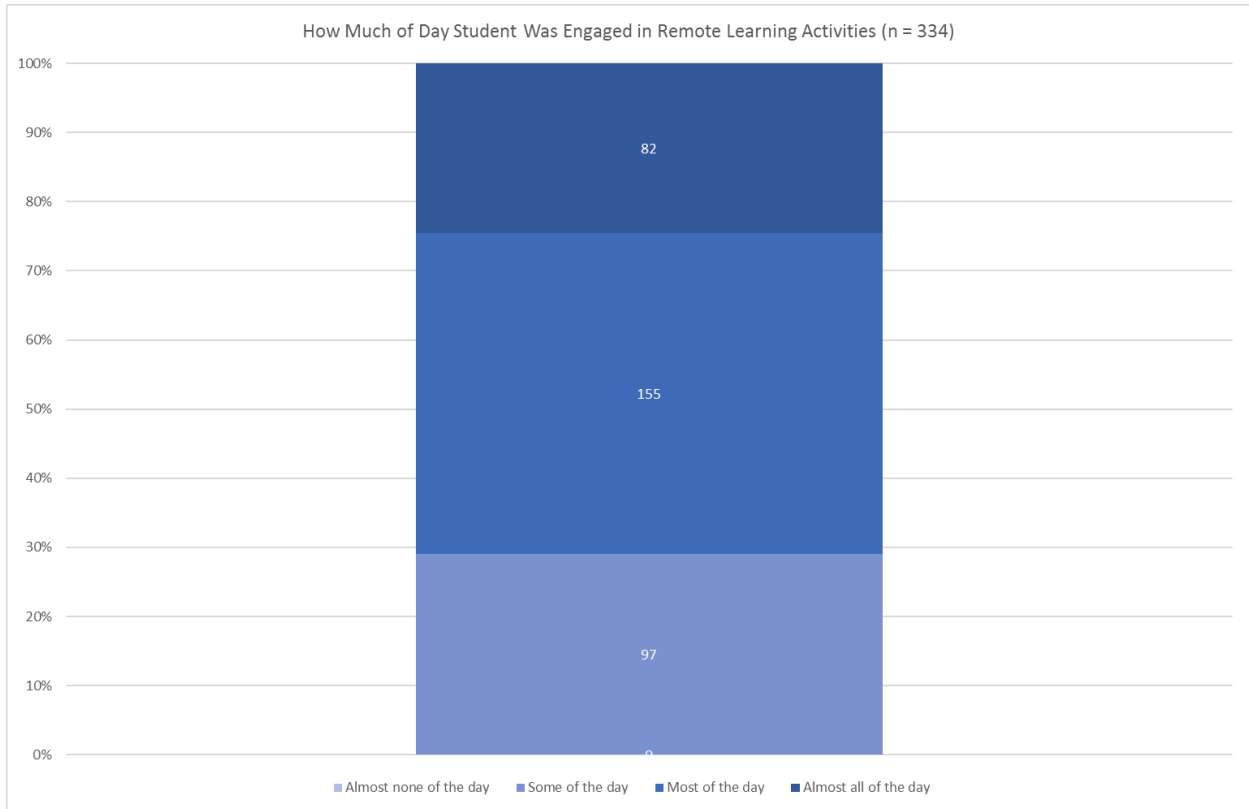
Data Points of Interest

Family Feedback on Instruction, Curriculum, and Remote Learning Opportunities at IMSA



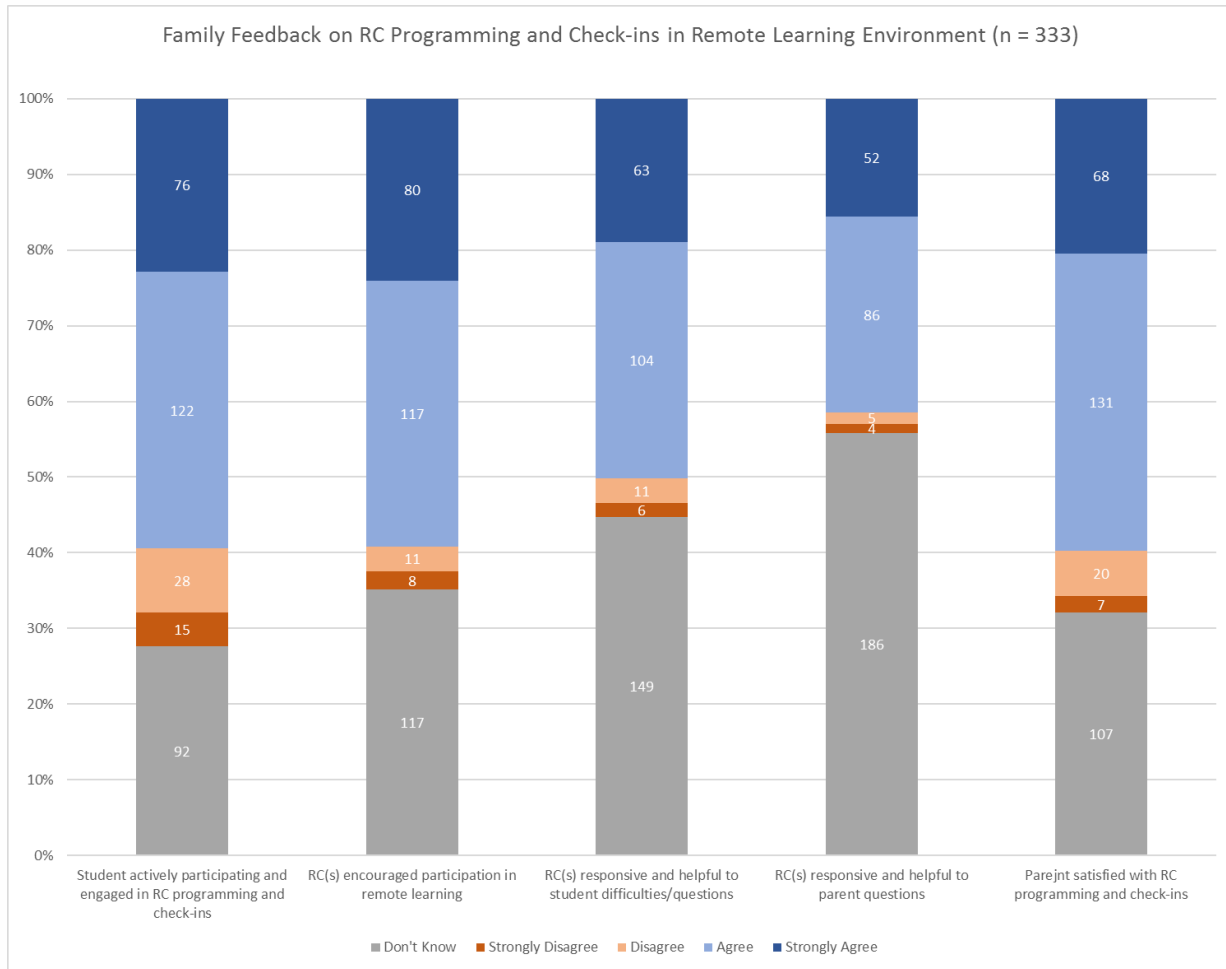
Data Points of Interest

Family Feedback on How Much of Day Student Was Engaged in Remote Learning Activities



Data Points of Interest

Family Feedback on RC Programming and Check-ins in Remote Learning Environment



Data Points of Interest

Family Feedback on Awareness of IMSA's Student Emergency Relief Fund

