

IMSA Family Surveys of Remote/Virtual Teaching and Learning Comparison of Quantitative Findings – Spring and Fall 2020

December 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/virtual teaching and learning.

The purpose of the surveys is to gather information from IMSA parents/guardians regarding their IMSA student's experiences with remote/virtual teaching and learning in order to know what is working well and what needs to be improved. The feedback will be used to improve virtual teaching practices and learning processes as well as enrich the supports/resources that are available to students and families.

In the spring, the IMSA 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.

In the fall, the IMSA Family Survey of Virtual Teaching and Learning was conducted from Tuesday, October 20, 2020 through Monday, October 26, 2020. There were a total of 331 responses to the survey. There were 650 students enrolled at IMSA during the survey period, which translates into a 51% response rate if only one parent/guardian per student responded to the survey. However, the exact response rate cannot be calculated because the survey was anonymous and more than one parent/guardian per student could have responded to the survey.

Summary of Findings

- In both Spring and Fall 2020, IMSA parents/guardians provided positive feedback regarding their IMSA student's experiences with learning in the remote/virtual teaching and learning environment. On every item, IMSA parents/guardians' ratings were higher in the fall than they were in the spring.
 - The large majority indicated that their IMSA student has been actively participating and engaged in virtual learning on a regular basis (85% spring/94% fall); their IMSA student's teachers have encouraged their participation in virtual learning (90% spring/94% fall); the virtual teaching and learning structure has facilitated their IMSA student's learning (62% spring/71% fall); expectations for student learning have been clearly defined (74% spring/84% fall); their IMSA student's teachers have been responsive and helpful when they have had questions and/or needed information (85% spring/88% fall); and they are

satisfied with the learning opportunities that have been provided to their IMSA student by IMSA (74% spring/77% fall).

- In both Spring and Fall 2020, the vast majority of IMSA parents/guardians indicated that their IMSA student was involved in remote/virtual learning activities most or almost all of the day. The proportion of parents/guardians who indicated this was greater in the fall (85%) compared to the spring (71%).
- Parent/guardian concern regarding their student's social and/or emotional well-being increased from Spring to Fall 2020. Around 22% of parents/guardians indicated that they were quite or extremely concerned about their student's social and/or emotional well-being in the spring, while between 28 and 35% of parents/guardians responded they were quite or extremely concerned in the fall.
- A slightly larger proportion of IMSA parents/guardians indicated that their IMSA student has needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020 (23%) than in Spring of 2020 (19%), and a little under half (45%) of parents/guardians in the spring indicated that their IMSA student has received the help they needed from IMSA while around half (51%) of parents/guardians in the fall indicated the same.
- In both Spring and Fall 2020, IMSA parents/guardians provided positive feedback regarding the programming and check-ins provided by Resident Counselors (RCs). On every item, IMSA parents/guardians' ratings were higher in the fall were the same or higher than they were in the spring.
 - The large majority indicated that their IMSA student has actively participated and engaged in weekly programming and check-ins provided by their RC(s) (82% spring/92% fall); their student's RC(s) have encouraged participation in remote learning (91% spring/96% fall); their student's RC(s) have been responsive and helpful when their student has had difficulties or questions (91% spring/94% fall); their student's RC(s) have been responsive and helpful when they had questions and/or needed information (94% spring/94% fall); and they have been satisfied with the weekly programming and check-ins that have been provided to my student by their RC(s) (88% spring/92% fall).
- Almost all parents/guardians indicated that their student had reliable access to a tablet, laptop, or computer in the spring (98%) and in the fall (99%).
- A larger proportion of parents/guardians indicated that their student had access to reliable, high-speed internet in the fall (95%) compared to in the spring (78%).
- Over three-quarters of IMSA parents/guardians indicated that they were aware of aware of IMSA's Student Emergency Relief Fund in the fall (78%), which was a decrease from the proportion of parents/guardians who reported being aware of the fund in the spring (86%).

Next Steps

The survey findings are being utilized to improve virtual teaching practices and learning processes as well as enrich the supports/resources that are available to students and families.

Demographic Information of Respondents

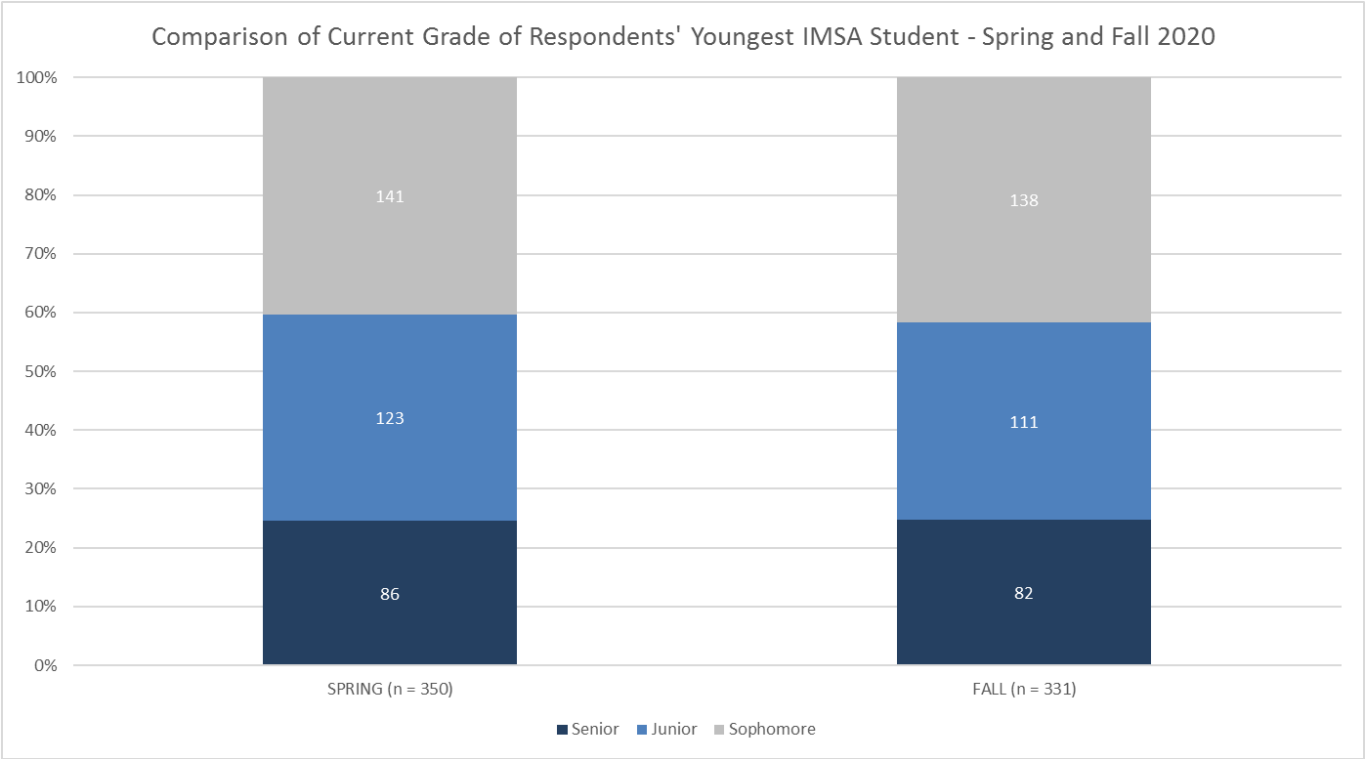
In both Spring and Fall 2020, parents/guardians were asked to provide the current grade for their IMSA student. (Please refer to the figures at the end of the document for complete breakdown of the information provided in this summary.) A small number of parents/guardians indicated they had more than one IMSA student. For these parents/guardians, the youngest student was selected for the current analyses. In both the Spring and Fall, around a quarter of the parents/guardians indicated that their youngest IMSA student was a senior, around a third responded that their youngest IMSA student was a junior, and two-fifths indicated that their youngest IMSA student was a sophomore.

Comparison of Quantitative Findings

- In both Spring and Fall 2020, IMSA parents/guardians provided positive feedback regarding their IMSA student's experiences with learning in the remote/virtual teaching and learning environment. On every item, IMSA parents/guardians' ratings were higher in the fall than they were in the spring. Of the parents/guardians who indicated an opinion on the various items (instead of "Don't Know"), the large majority agreed or strongly agreed with the following:
 - their IMSA student has been actively participating and engaged in remote/virtual learning on a regular basis – 85% in the spring and 94% in the fall;
 - their IMSA student's teachers have encouraged their participation in virtual learning – 90% in the spring and 94% in the fall;
 - the remote/virtual teaching and learning structure has facilitated their IMSA student's learning – 62% in the spring and 71% in the fall;
 - expectations for student learning have been clearly defined – 74% in the spring and 84% in the fall;
 - their IMSA student's teachers have been responsive and helpful when they have had questions and/or needed information – 85% in the spring and 88% in the fall; and
 - they are satisfied with the learning opportunities that have been provided to their IMSA student by IMSA – 74% in the spring and 77% in the fall.
- In both Spring and Fall 2020, the vast majority of IMSA parents/guardians indicated that their IMSA student was involved in remote/virtual learning activities most or almost all of the day. The proportion of parents/guardians who indicated this was greater in the fall (85%) compared to the spring (71%).
 - In the spring, almost a fifth of parents/guardians (19%) indicated that their student was involved some of the day, while 15% parents/guardians responded that way in the fall.
- Parent/guardian concern regarding their student's social and/or emotional well-being increased from Spring to Fall 2020. Around 22% of parents/guardians indicated that they were quite or extremely concerned about their student's social and/or emotional well-being in the spring, while between 28 and 35% of parents/guardians responded they were quite or extremely concerned in the fall. Please note that parents/guardians were asked one question regarding their IMSA student's social or emotional well-being in the spring while they were asked two separate questions in the fall.

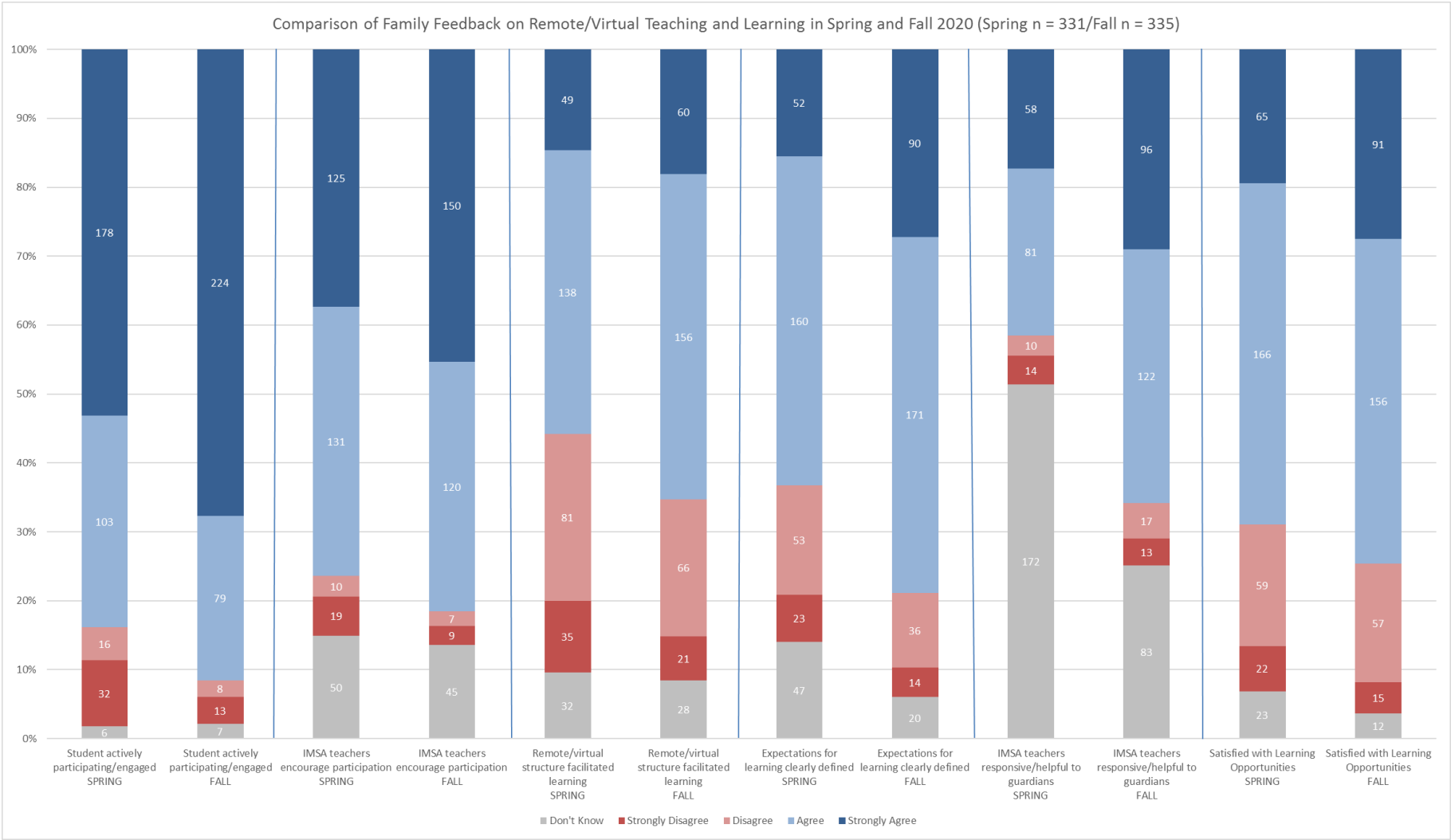
- In the spring, 29% of parents/guardians reported they were not at all concerned about their IMSA student's social or emotional well-being while the rest reported being somewhat (49%), quite (13%), or extremely (9%) concerned.
- In the fall, 20-32% of parents/guardians reported they were not at all concerned about their IMSA student's social and/or emotional well-being while the rest reported being somewhat (39-45%), quite (15-19%), or extremely (13-15%) concerned.
- A slightly larger proportion of IMSA parents/guardians indicated that their IMSA student has needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020 (23%) than in Spring of 2020 (19%).
 - Of the parents/guardians who reported that their IMSA student has needed mental health support, a little under half (45%) of parents/guardians in the spring indicated that their IMSA student has received the help they needed from IMSA while around half (51%) of parents/guardians in the fall indicated the same.
- In both Spring and Fall 2020, IMSA parents/guardians provided positive feedback regarding the programming and check-ins provided by Resident Counselors (RCs). On every item, IMSA parents/guardians' ratings were higher in the fall were the same or higher than they were in the spring. Of the parents/guardians who indicated an opinion on the various items (instead of "Don't Know"), the large majority agreed or strongly agreed with the following:
 - their student has actively participated and engaged in weekly programming and check-ins provided by their RC(s) – 82% in the spring and 92% in the fall;
 - their student's RC(s) have encouraged participation in remote learning – 91% in the spring and 96% in the fall;
 - their student's RC(s) have been responsive and helpful when their student has had difficulties or questions – 91% in the spring and 94% in the fall;
 - their student's RC(s) have been responsive and helpful when they had questions and/or needed information – 94% in the spring and 94% in the fall; and
 - they have been satisfied with the weekly programming and check-ins that have been provided to my student by their RC(s) – 88% in the spring and 92% in the fall.
- In both Spring and Fall 2020, the vast majority of IMSA parents/guardians reported that their IMSA student had access to a reliable computer and reliable, high-speed internet.
 - Almost all parents/guardians indicated that their student had reliable access to a tablet, laptop, or computer in the spring (98%) and in the fall (99%).
 - A larger proportion of parents/guardians indicated that their student had access to reliable, high-speed internet in the fall (95%) compared to in the spring (78%).
- Over three-quarters of IMSA parents/guardians indicated that they were aware of aware of IMSA's Student Emergency Relief Fund in the fall (78%), which was a decrease from the proportion of parents/guardians who reported being aware of the fund in the spring (86%).

Current Grade of Respondents' Youngest IMSA Student



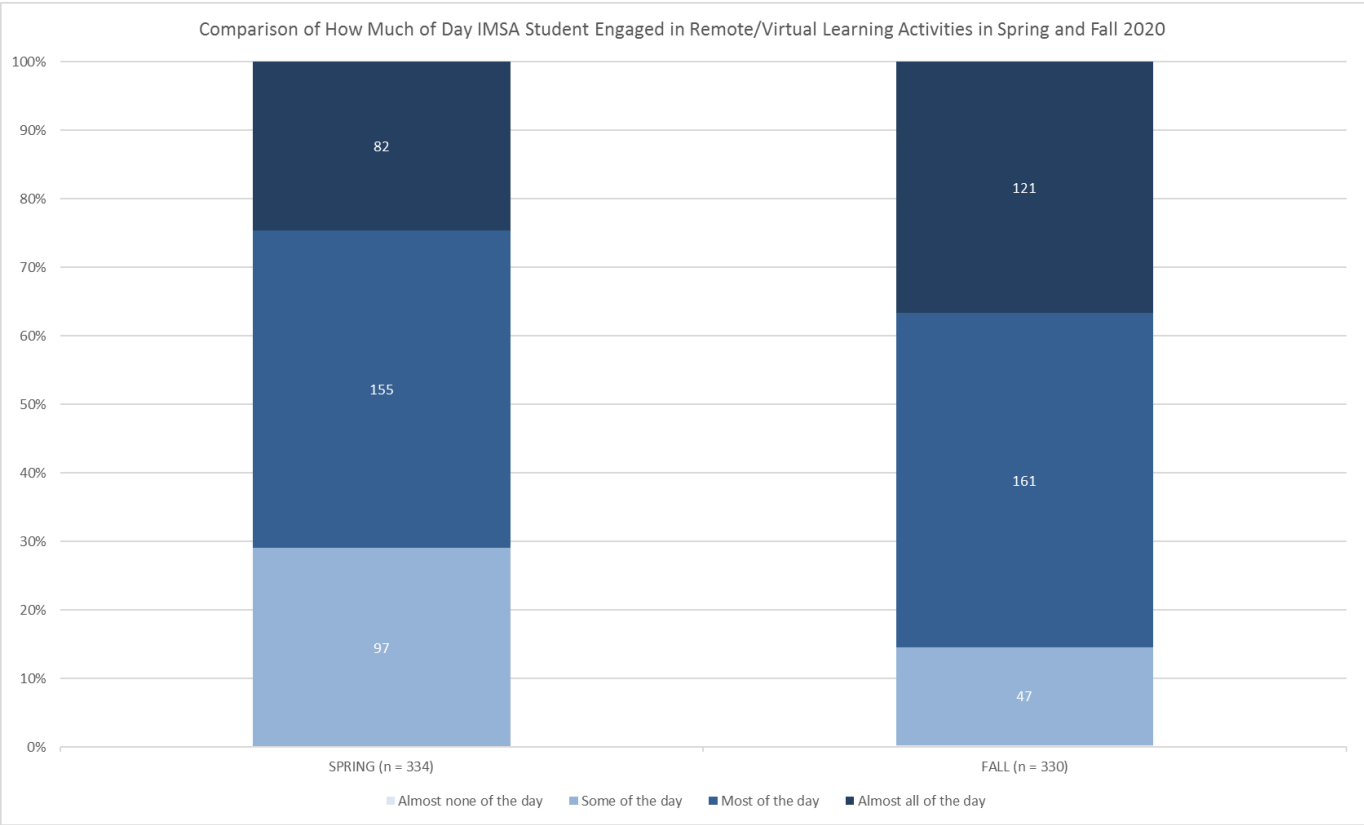
Data Points of Interest

Comparison of Family Feedback on Remote/Virtual Teaching and Learning in Spring and Fall 2020



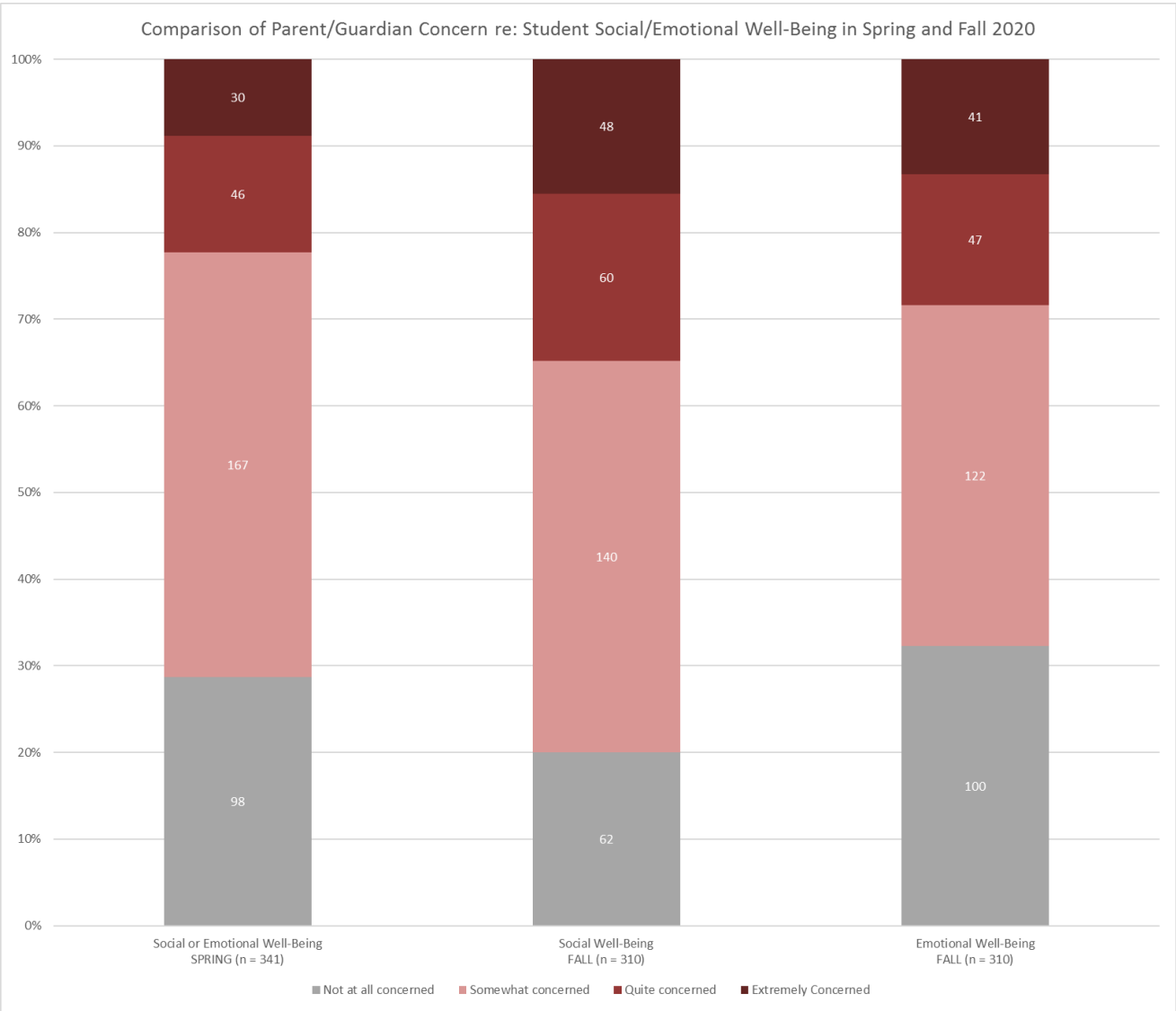
Data Points of Interest

Comparison of How Much of Day IMSA Student Engaged in Remote/Virtual Learning Activities in Spring and Fall 2020



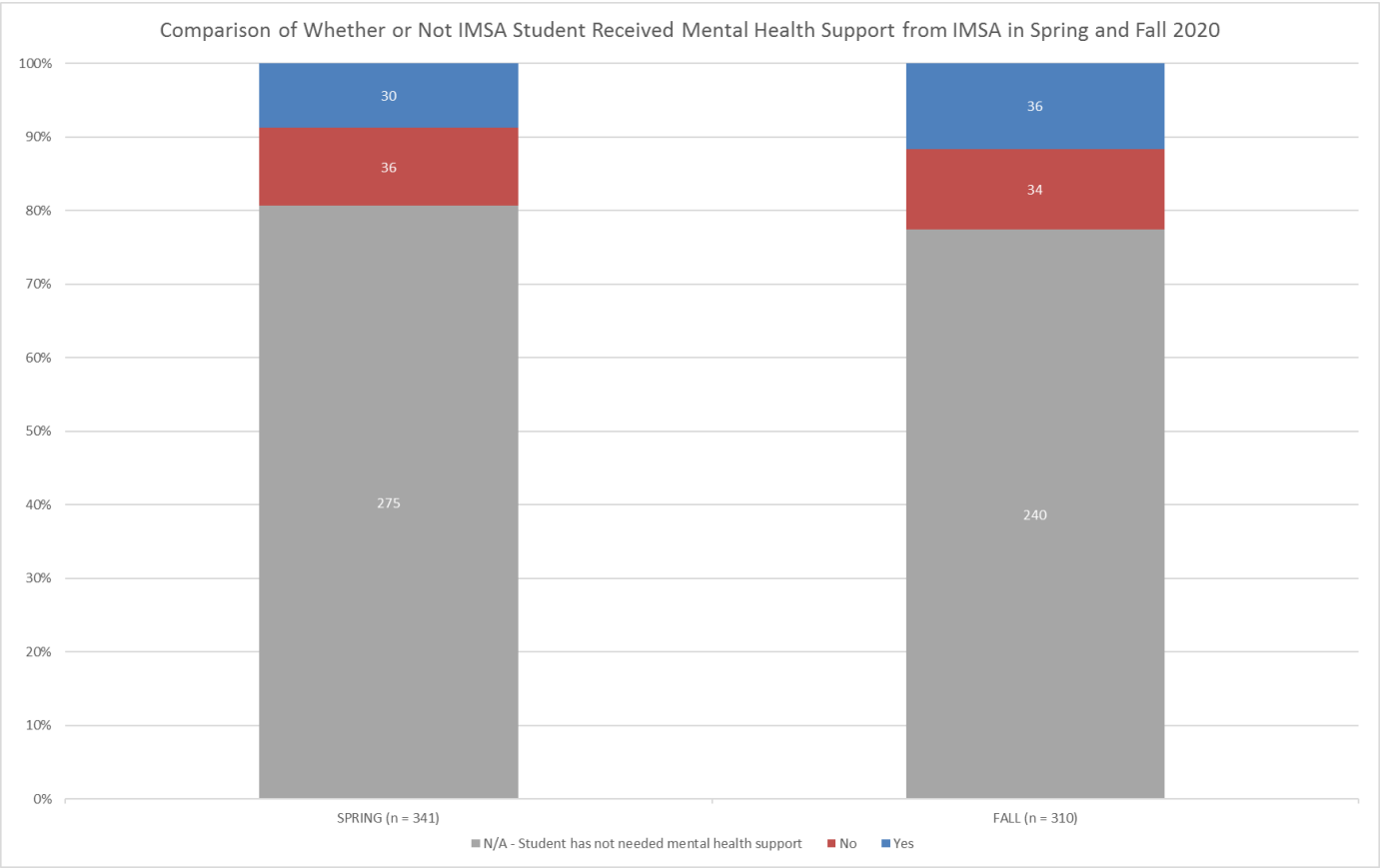
Data Points of Interest

Comparison of Level of Concern re: Student Social/Emotional Well-Being in Spring and Fall 2020



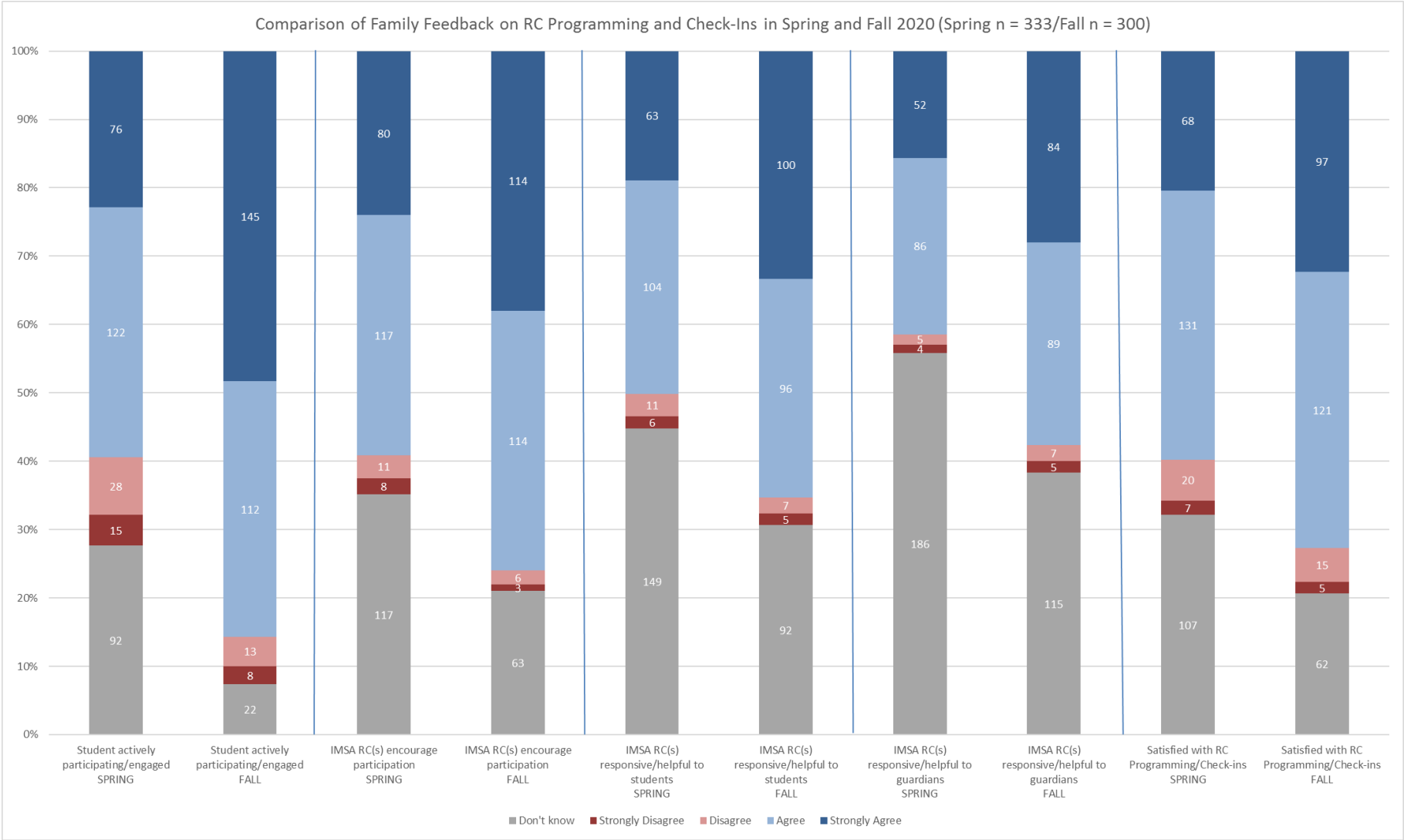
Data Points of Interest

Family Feedback on Student Receiving Mental Health Support from IMSA



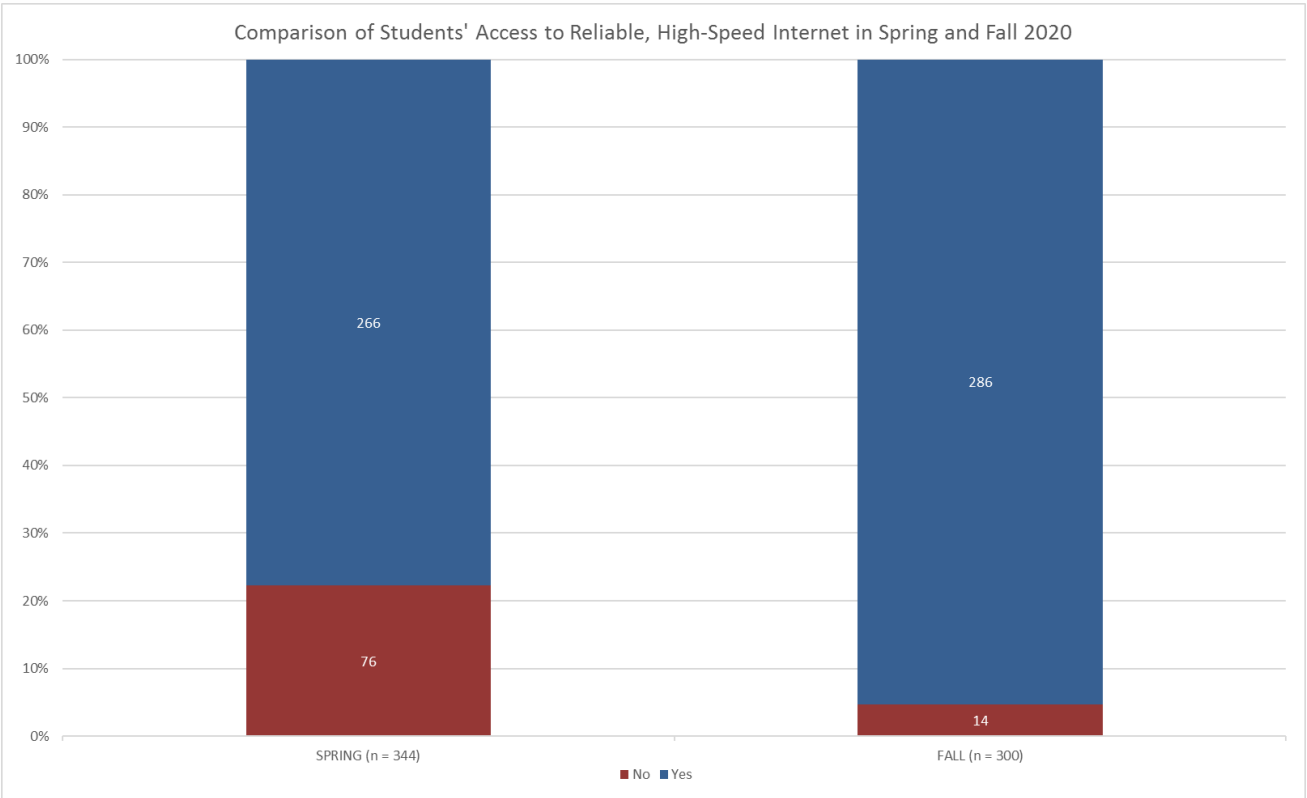
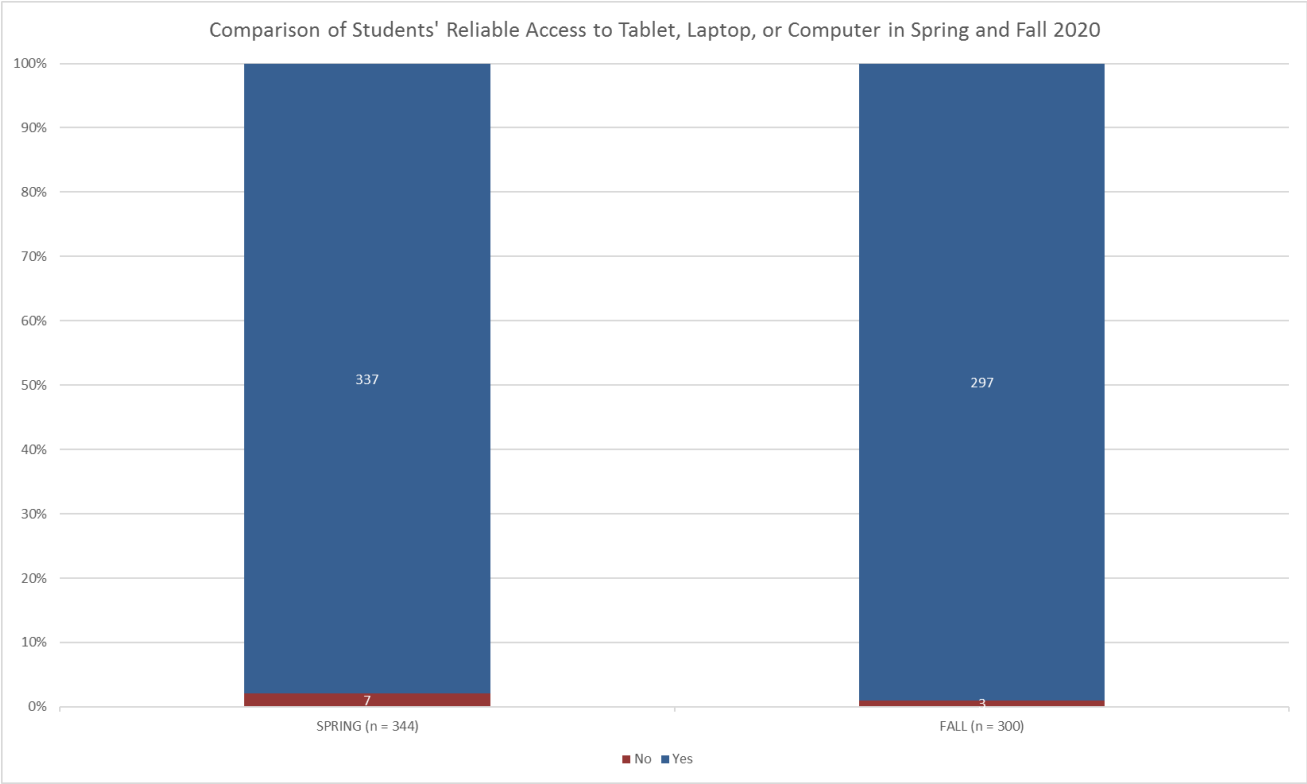
Data Points of Interest

Comparison of Family Feedback on RC Programming and Check-Ins in Spring and Fall 2020



Data Points of Interest

Comparison of Family Feedback on IMSA Student's Access to Reliable Tablet/Laptop/Computer and High-Speed Internet – Spring and Fall 2020



Data Points of Interest

Comparison of Family Feedback on Awareness of IMSA's Student Emergency Relief Fund in Fall and Spring 2020

