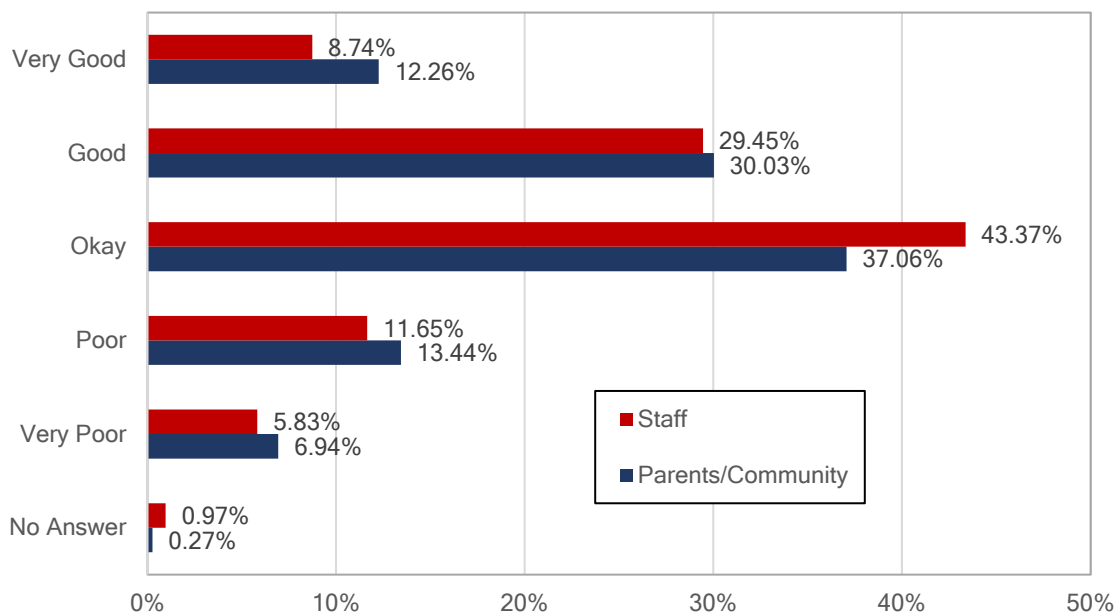


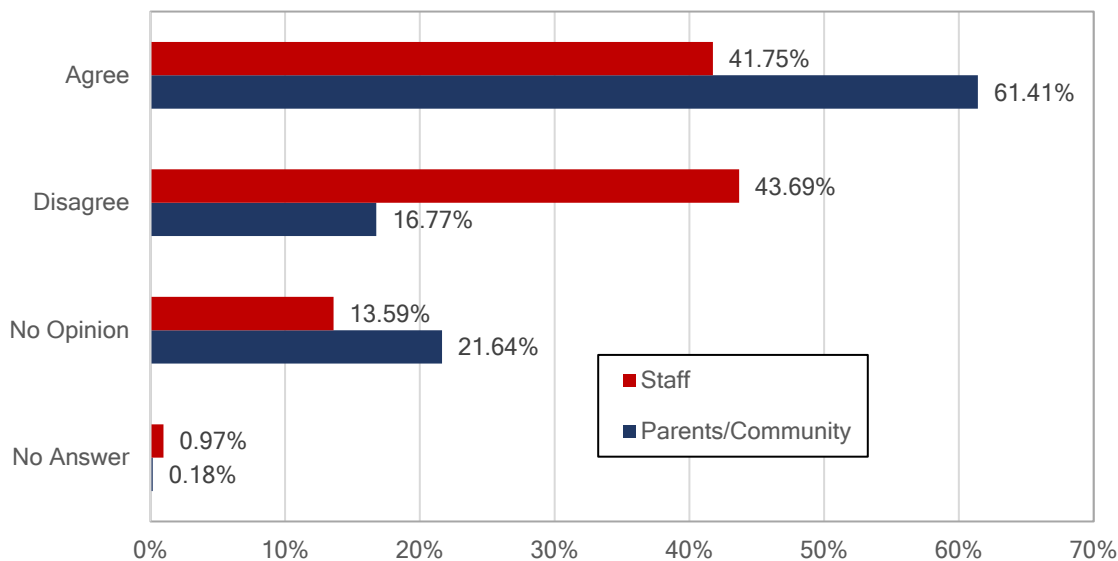
**Dickinson Public Schools  
Hybrid Learning Survey Overview  
September 25, 2020**

- Email links for both the staff survey and parent/community survey were sent out on September 18, 2020. This overview includes responses received through 6:00 p.m. on September 24, 2020.
  - Of the 309 respondents to the staff survey:
    - 120 work with elementary students in K - 2<sup>nd</sup> grade,
    - 122 work with elementary students in 3<sup>rd</sup> - 5<sup>th</sup> grade,
    - 60 work with middle school students,
    - 66 work with high school students,
    - 23 don't work directly with students.
  - The 1,109 respondents to the parent/community survey included:
    - 493 parents of students in grades K-2,
    - 438 parents of students in grades 3-5,
    - 401 parents of middle school students,
    - 355 parents of high school students,
    - 4 community members without students in their household.
- Staff and parents have similar views of how well hybrid learning is going, with about two-fifths saying it is going good/very good, about two-fifths saying it's going okay, and about one-fifth saying it is going poor/very poor. (Figure 1)
- While only 17% of parents disagree with including rotating Fridays in the hybrid learning schedule, staff is evenly split on the decision (44% disagree with it; 42% agree with it). (Figure 2)
  - Middle and high school staff are more likely to disagree with the decision.
  - Based on comments provided to another question, the disconnect between parents and staff appears to be rooted in the same issue: neither group has enough time and both want to do what is best for the students' educational needs. Teachers feel they need the extra day to prepare lessons and/or focus on those students having difficulty; parents feel they don't have the time and/or skill to help their child(ren) at home so want them in class as much as possible.
- Two-thirds (64%) of staff feel communication and support from school leadership is adequate; just as many (63%) think too much is expected of teachers and staff to make hybrid learning work. (Figures 3 and 4)
  - Middle school staff is most likely to feel communication and support from school leadership is adequate.
  - Elementary staff is slightly more likely to think expectations are too high.
- Most parents (78%) feel communication with teaches/staff is meeting their needs and a majority (68%) think expectations for distance learning days are clear. (Figure 5)
  - One-third of parents (32%) don't think expectations are clear for distance learning days.
  - Parents of middle/high school students are less likely to say expectations are clear.
- While parents (61%) were more likely than staff (30%) to think coursework expectations were about right, staff (36%) was more likely than parents (20%) to think the expectations are too high. (Figure 6)
  - Among staff, likelihood of thinking coursework expectations are too high increases as grade levels decrease.

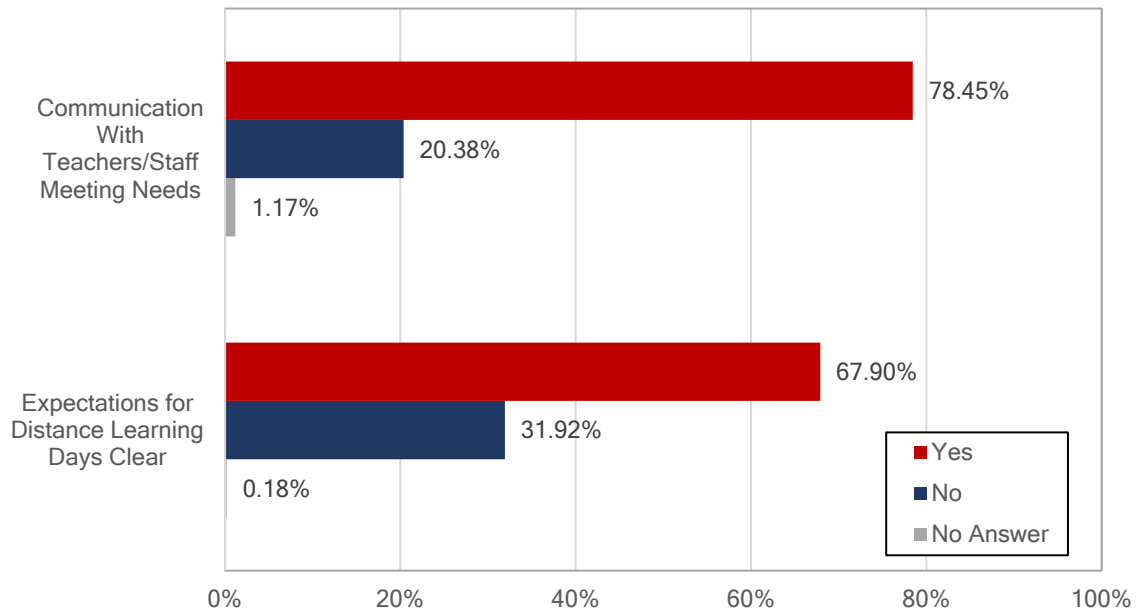
**Figure 1**  
**How is Hybrid Learning Going**



**Figure 2**  
**Agree/Disagree with Decision to Include Rotating Fridays in Hybrid Learning Schedule**



**Figure 5**  
**Parent/Community Survey: Communication and Expectations**



**Figure 6**  
**Coursework Expectations Are...**

