

TRUMBULL PUBLIC SCHOOLS

Office of Curriculum, Instruction, and Assessments K-12

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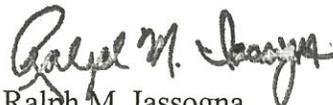
Dear Parent(s)/Guardian(s):

Hoping that your recent break was safe and restful, we will continue providing you periodic updates from our office related to our current school closure.

- Thank you to the nearly 1,500 parents/guardians who responded to last week's feedback survey on TPS distance learning. The results, which are attached, indicate strong support for our earlier distance learning, as well as areas that will help guide our future work. As discussed on page 2, we anticipate communicating next week further details related to our next phase of distance learning.
- For students currently in grade 8:
 - We anticipated sharing today information on students' initial placement in grade 9 courses with multiple levels. However, more time has been needed to receive all grade 8 students' elective choices. Therefore, the anticipated information will be forthcoming next week.

Please contact us with any questions or concerns you may have.

Sincerely,


Ralph M. Iassogna
Acting Superintendent


Jonathan S. Budd, Ph.D.
Assistant Superintendent

Distance Learning

@Trumbull Public Schools

Parent/Guardian Survey Results – April, 2020

Between April 6-8, 2020, Trumbull Public Schools parents/guardians were surveyed regarding distance learning to date.

Demographics

A total of 1,481 survey responses were received, representing just over 20% of the parent/guardian population. Responses represented all schools and levels proportionately, with 50.6% of responses coming from grades PreK-5 parents/guardians, and 49.4% of responses coming from grades 6-12 parents/guardians.

Achievement of Goal

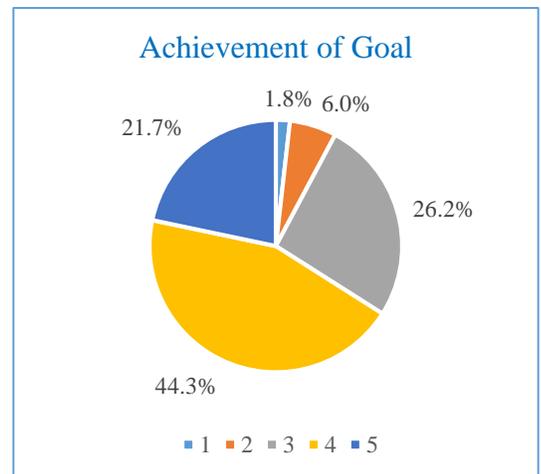
Parents/guardians were asked the degree to which their children's distance learning to date had met the stated goal of distance learning. (5 = had met the goal to a high degree)

- Approximately two-thirds of respondents (66.0%) said that the distance learning to date had met the stated goal to a high or moderately high degree.

Hours Spent

Parents/guardians were asked how many hours per day their child spent engaging in distance learning.

- At all levels K-12, the majority of students (61.4%) were engaging in distance learning between 2 and 4 hours per day.
- At the PreK level, the most prevalent response (48.9%) was that students were engaging in distance learning between 1 and 2 hours per day.
- Overall, few students were engaging for more than 5 hours per day (8.2%), although that number was higher among THS respondents (20.8%).



Parent Assistance

Parents/guardians were asked the degree to which they had needed to assist their child in completing the distance learning activities/assignments.

- At the PreK level, a sizable majority (86.7%) had needed to assist their child significantly or moderately significantly.
- At the K-5 level, approximately half (47.3%) had needed to assist their child significantly or moderately significantly.
- At the 6-12 level, a sizable minority (9.5%) had needed to assist their child significantly or moderately significantly.

Use of Devices

Parents/guardians were asked how many individuals in their household (including any parent(s)) had been using the same device as their child for distance learning.

- At all levels K-12, a sizable majority (84.2%) of students had been using their own devices without any sharing.
- At the PreK level, approximately half (48.9%) of students had been using their own devices without any sharing.

Hours of Learning

Parents/guardians were asked during what hours of the day their child was completing distance learning activities/assignments. Parents were asked to check all answers that applied.

- At all levels PreK-8, the most prevalent answer was that students were completing distance learning between 9 am and noon; the second most prevalent answer was between noon and 3 pm.
- At the 9-12 level, the most prevalent answer was that students were completing distance learning between noon and 3 pm; the second most prevalent answer was between 9 am and noon.

Communication Satisfaction

Parents/guardians were asked the extent to which they were satisfied with the communication about distance learning from their child's teacher, their school's principal, and the district.

(5 = very satisfied)

- At all levels PreK-12, a sizable majority (78.9%) were very satisfied or generally satisfied with the communication.

Narrative Feedback

Parents/guardians were asked to provide any narrative comments they would like to share regarding distance learning to date.

General themes with multiple feedback included:

- Parents thanking individual teachers, their school, and the district for strong learning materials, strong communication, and growth of distance learning over time.
- Parents asking about specialized services, such as for students with special needs.
- Parents encouraging that distance learning increase in quantity and/or rigor of work . . . as well as parents encouraging that distance learning not increase in quantity and/or rigor of work.
- Parents asking if additional recorded video, and/or live interactive video, could be part of the next phase of TPS distance learning.
- Parents asking if changes could be made to the timing of when activities, assignments, and/or feedback are received.

Next Steps

Feedback from parents/guardians will help motivate the next phase of distance learning, including:

- Continued development of best practices for presenting distance learning, especially new content, and for timing of activities, assignments, and feedback.
- Continued expansion of specialized services via distance learning, such as for students with special needs.
- Consideration of the best next steps with recorded video and/or live interactive video.
- Continued strong communication to parents/guardians of key information at various levels.
- Communication of changes in assessment protocols, including grading, for the remainder of the school year.

We anticipate communicating details related to this next phase during the week of April 20, 2020.

