



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYS Board of Regents Authorized Charter Schools COVID-19 Parent Survey Spring 2020 Administration*

A SURVEY OF CHARTER SCHOOL PARENTS DURING COVID-19 PANDEMIC
NYS EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE
NOVEMBER 2020

* This is a presentation of the results of a parent survey administered in June of 2020.

Executive Summary



- To support families and students during remote instruction in the Spring of 2020, and to assist schools in improving practices in preparation for the fall of 2020, the NYSED Charter School Office surveyed parents of Board of Regents-authorized charter schools.
- 3,393 parents of parents in Board of Regents-authorized charter schools participated in the survey which asked questions about how schools were supporting students during remote instruction across a variety of domains including academically, social-emotionally, and technologically.
- Key take-aways from the survey include:
 - **Closing the Digital Divide:** 91% of students had access to a tech device for school when needed. Over 50% strongly or somewhat agreed that navigating different remote learning platforms was difficult. 65% of parents of ELLs agreed that handling remote learning platforms was difficult.
 - **Strong Communication:** 80% of teachers were in contact with families at least once a week, with 45% of teachers in contact almost every school day.
 - **Robust Support:** 89% agree, with a majority (68%) strongly agreeing, that the school provided support for their child's remote-learning. The support from schools was certainly needed, as 69% of parents agreed that managing their own work along with the schoolwork of their child was challenging. Almost half of students (47%) were receiving 3 or more hours per day of live and/or pre-recorded instruction during school building closure.
 - **Academic Progress:** 79% of parents stated that their child was learning new material during school building closure. Looking towards the 2020-21 school year, parents were split 41% to 41% in believing their child will need academic support to "catch up" because of the situation.
 - **College and Career Readiness:** For high school students, more than half (54%) of parents agreed that their child was as well-prepared for college as they were prior to school building closure. 29% of high school students participated in or used college or career counseling during remote instruction.
 - **Enrichment:** At least one-third of students participated in music, art, or physical education/activities, while almost one-third of students did not participate in any additional activities.
- Next Steps:
 - While parents surveyed overwhelmingly approved of their charter schools' instruction during the COVID-19 pandemic, with 86% giving an excellent or good assessment, there is still much work to be done.
 - The NYSED Charter School Office shared school-specific aggregated results with each charter. We will continue to use these survey results to help students and families through [the NYSED monitoring and oversight process](#) in the 2020-2021 school year (SY).
 - Parent surveys will become part of the NYSED Charter School Office [Monitoring and Oversight Plan](#). The next survey will be sent to parents of enrolled students in February of 2021.

Introduction



During the COVID-19 pandemic of 2020, the New York State Governor enacted Executive Order 202.4 closing all school buildings by March 18th, 2020 and resulting in most students learning from home.

The NYSED Charter School Office, in the spirit of community-based authorizing, recognized that parents and guardians played a vital role in the continuity of learning process, and therefore wanted to learn directly from parents and guardians about what went right and what can be improved regarding their children's education during the COVID-19 pandemic.

The data collected through this survey assisted NYSED in evaluating school's progress towards Benchmark 3 of [the Charter School Performance Framework](#) (Culture, Climate, and Student and Family Engagement) and assisted schools in supporting students and families during the pandemic.

Methodology



- All Board of Regents authorized charter schools were sent a survey to disseminate to parents of enrolled students on June 11, 2020, 85 days post building closure pursuant to Executive Order 202.4. The invitation letter provided links to an online survey in English or Spanish.
- The survey links were available to parents to complete from June 11, 2020 to July 12, 2020.
- Parents could only complete the survey once, based on IP address, and were provided a password to enter the survey.
- If parents had multiple children attending the selected charter school, they were provided with a set of questions for each student.
- Aggregated survey results, including sector-wide averages, were provided to each Board of Regents-authorized charter school.

Sample



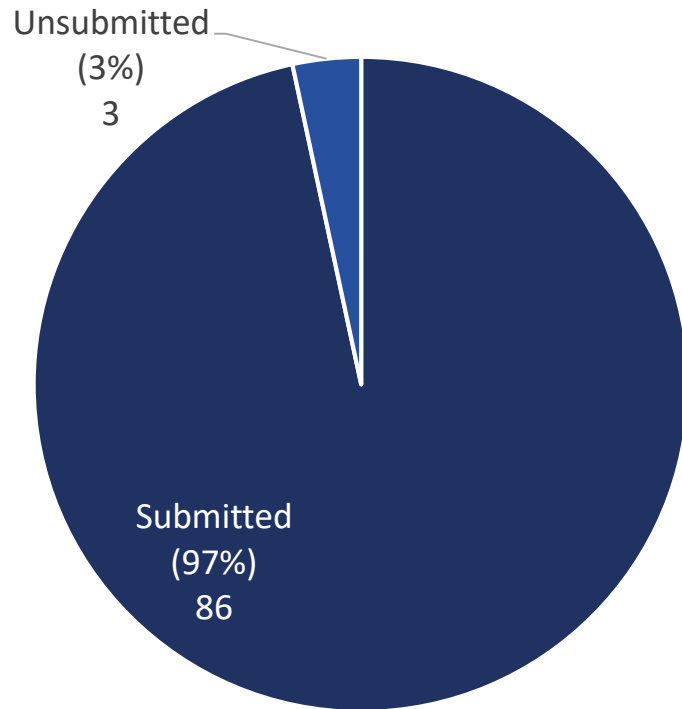
- Of the 89 Board of Regents authorized charter schools, 83 had 5 or more parent surveys submitted. The average number of student records from the 86 schools with at least one response was 46. This survey was a pilot and the NYSED Charter School Office seeks to improve the response rate for future surveys.
- A total of 3,393 surveys were completed, representing 4,039 charter school students.
- 102 surveys were completed in Spanish, representing 115 charter school students.
- There were 35,061 students estimated to be enrolled in Board of Regents authorized charter schools for the 2019-2020 school year. The sample of 4,039 charter school students represented 12% of the estimated student population.
- New York City parents made up the majority of the sample, with 63% of the responses.

Sample of Charter Schools

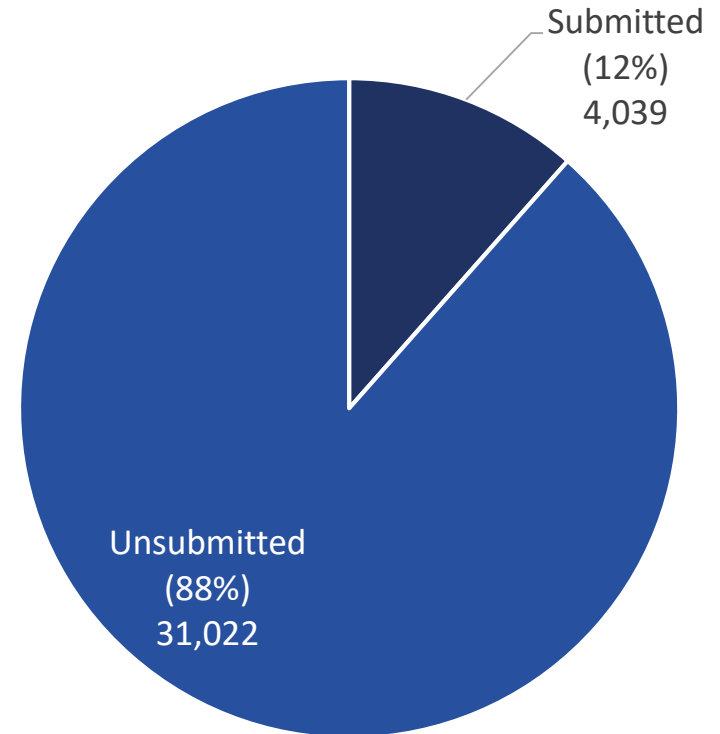
Board of Regents Authorized



Charter Schools



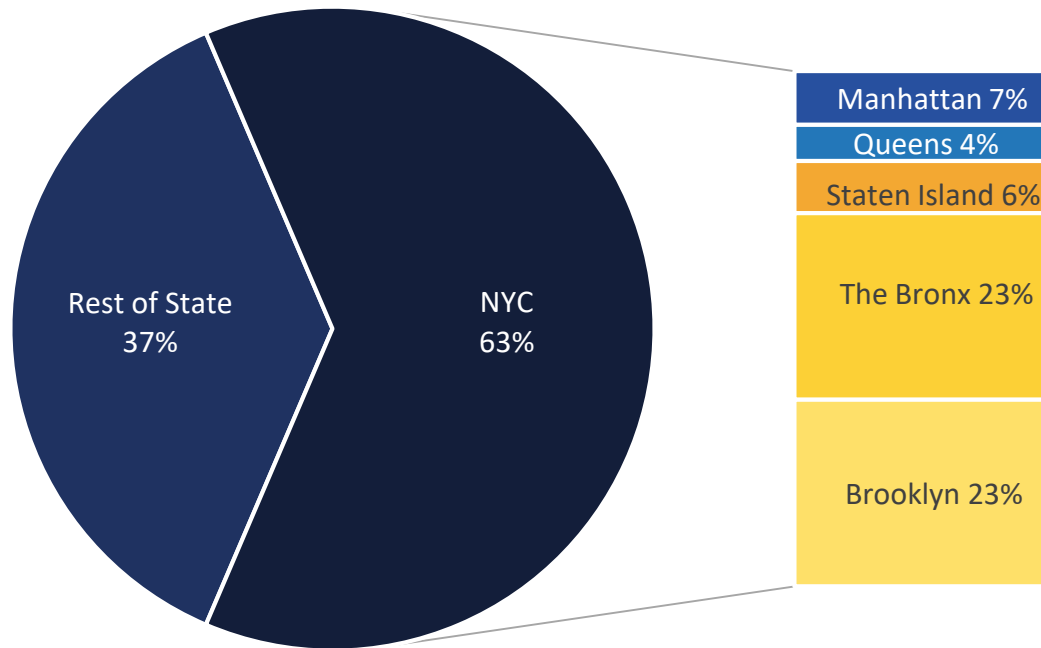
Students



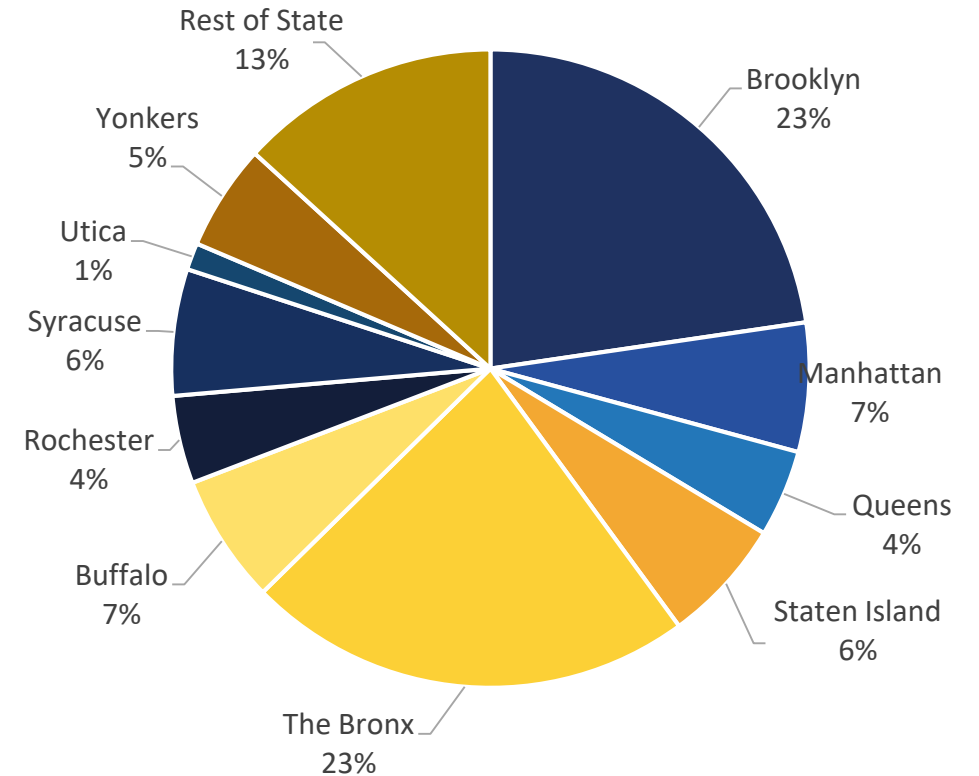
Sample by Region



NYC and Boroughs



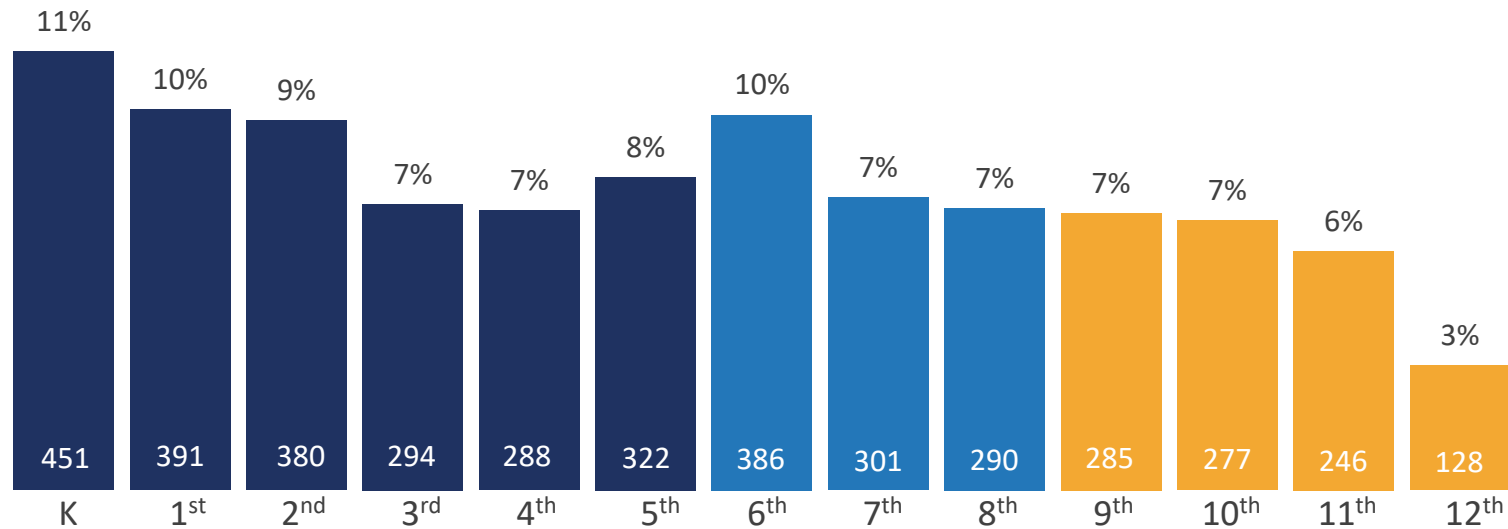
Large Districts and NYC Boroughs



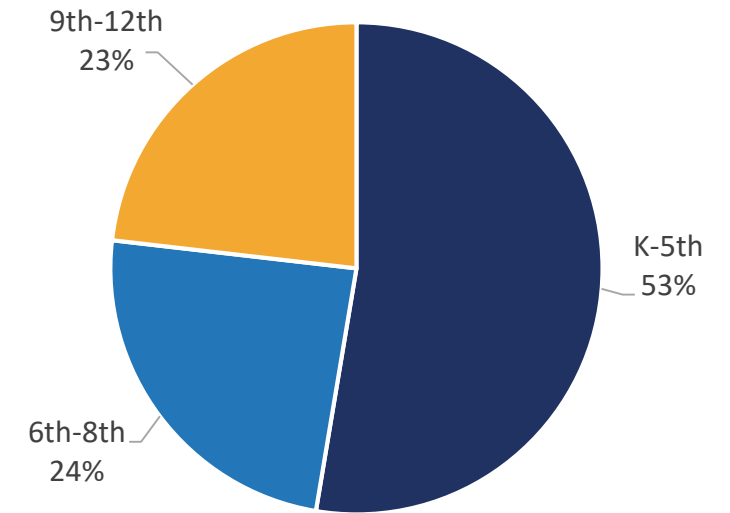
Sample Student Demographics



Sample by Grade Level
Total N = 4,039



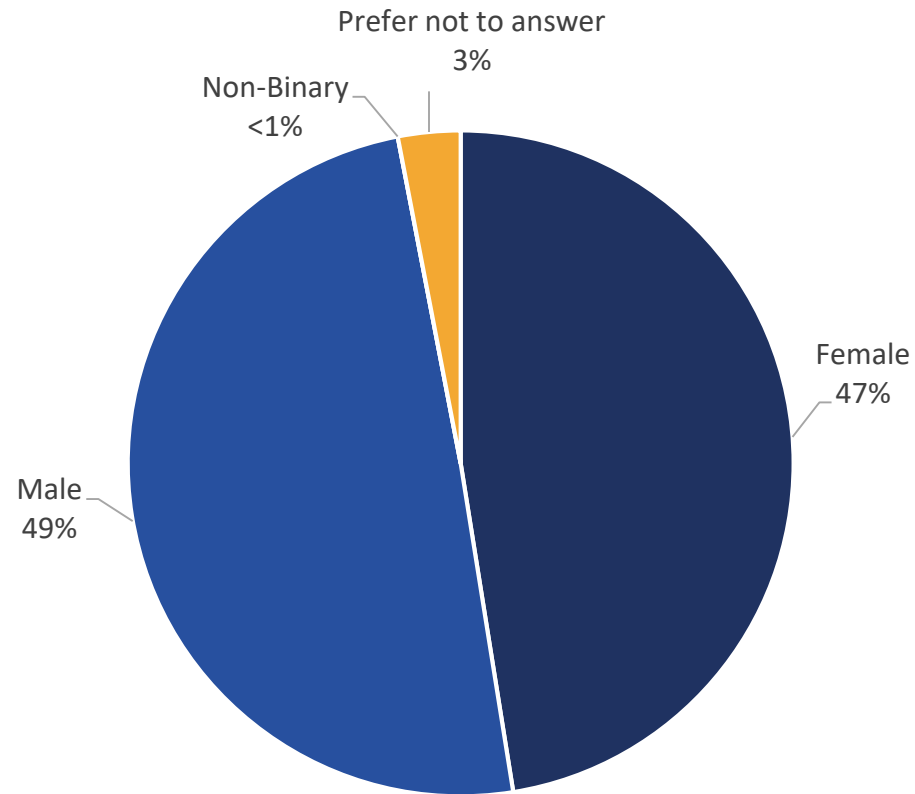
Sample by Grade Group



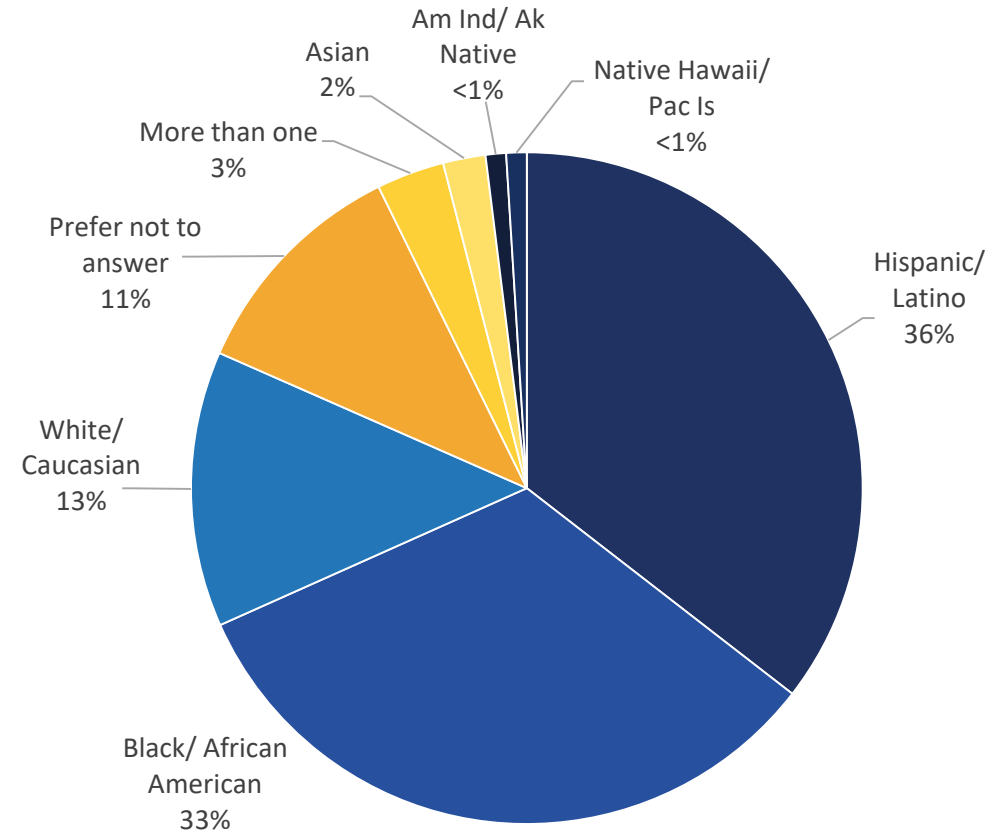
Student Demographics



Sample by Student Gender



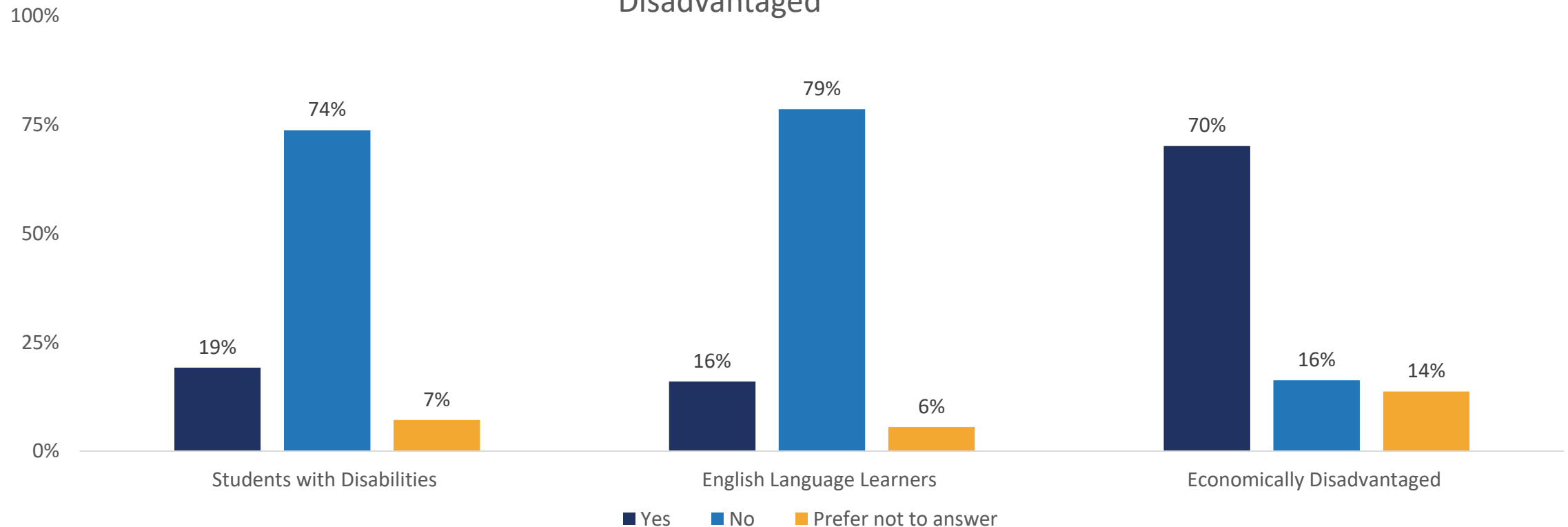
Sample by Student Ethnicity Subgroup



Student Demographics



Sample by Students with Disabilities, English Language Learners, or Economically Disadvantaged*



*Economically disadvantaged, as defined by the NYSED SIRS Manual, are those students who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Survey Sections

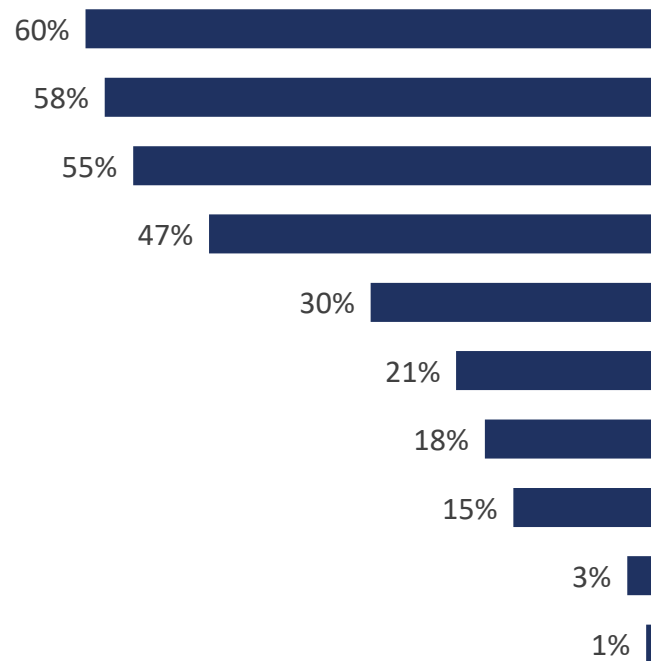


Technology	School Communication	Parental Involvement	Instruction	College Preparedness	Overall Assessment
<ul style="list-style-type: none">• Access to devices and internet before and after school closure• Learning platform difficulties	<ul style="list-style-type: none">• Frequency of communication	<ul style="list-style-type: none">• Time and support provided to student and family• Social/emotional concern	<ul style="list-style-type: none">• Type and frequency of instruction• Learning of new material• Additional support and activity participation	<ul style="list-style-type: none">• Grades 9-12th preparedness upon graduation• College or career counseling involvement	<ul style="list-style-type: none">• Parent assessment of school providing instruction to student during COVID-19 Pandemic

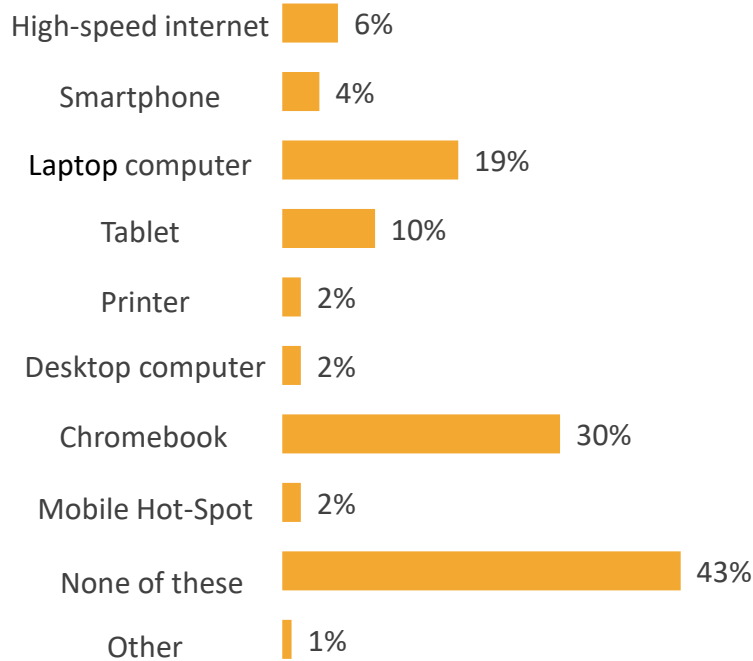
Technology



Students with access prior to closure

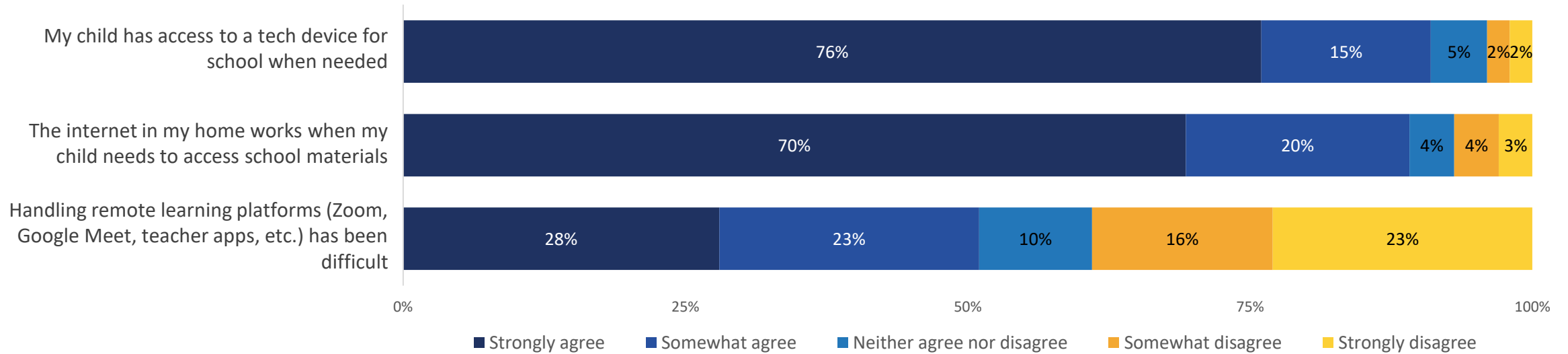


Students who were provided access by school since closure



Fifty-seven percent of students were provided with some type of technological device and/or internet access after school building closure.

Technology



A majority of students, at 91%, had access to a tech device for school when needed.

Of the 4% of students who did not have access when needed, 54% were students in grades K through 5 and 81% were self-described as economically disadvantaged.

When needing to access school materials, 90% of students had working internet in their home and 7% did not.

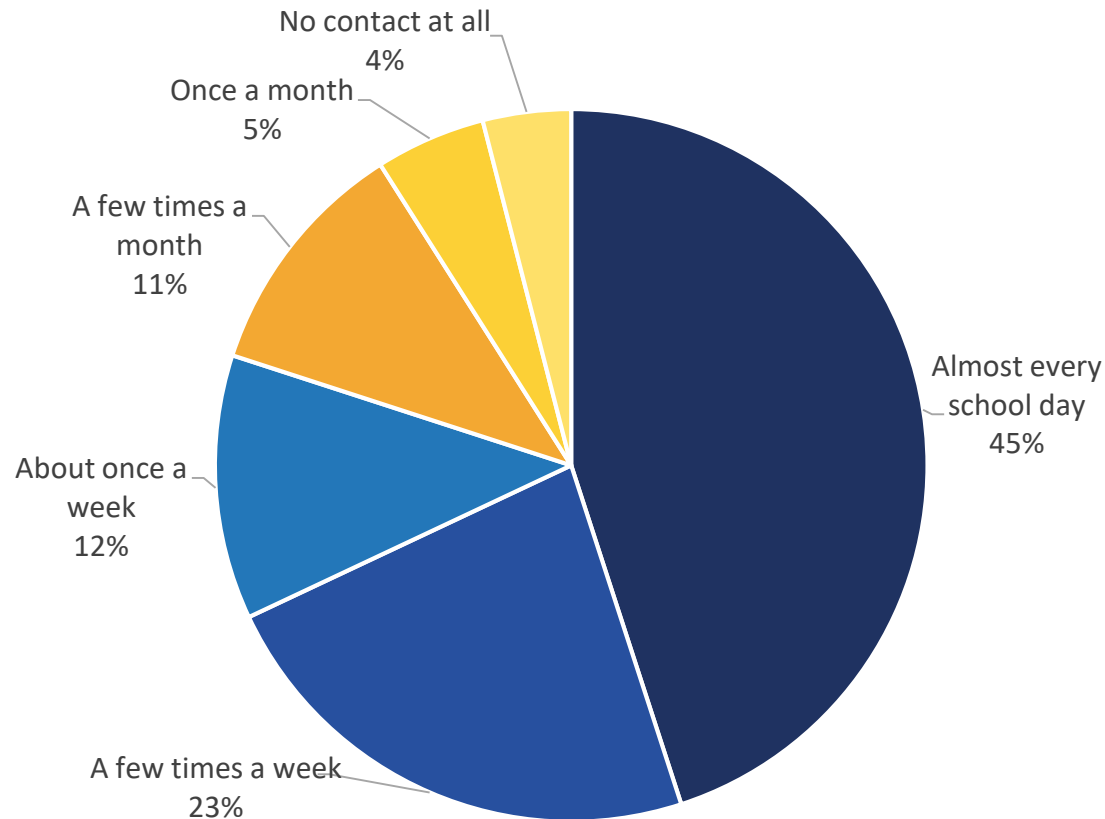
Of students who did not have suitable access to the internet, 79% were economically disadvantaged and 74% were Black/African American or Hispanic.

Over 50% strongly or somewhat agreed that navigating different remote learning platforms was difficult; 39% did not agree.

Sixty-five percent of ELLs agreed that handling remote learning platforms was difficult.

School Communication

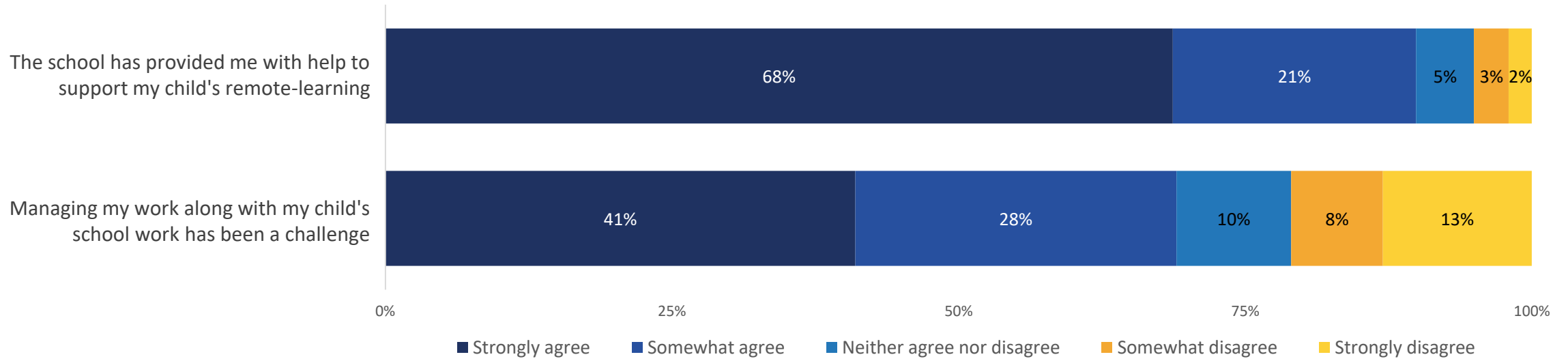
How often has your child's teacher been in contact with you, including by email, phone, web chat, text, etc.?



Eighty percent of respondents said a teacher was in contact with families at least once a week, with 45% saying a teacher had been in contact almost every school day.

Of the 4% marked as 'no contact at all', 54% were households with students in grades 9 through 12.

Parental Involvement

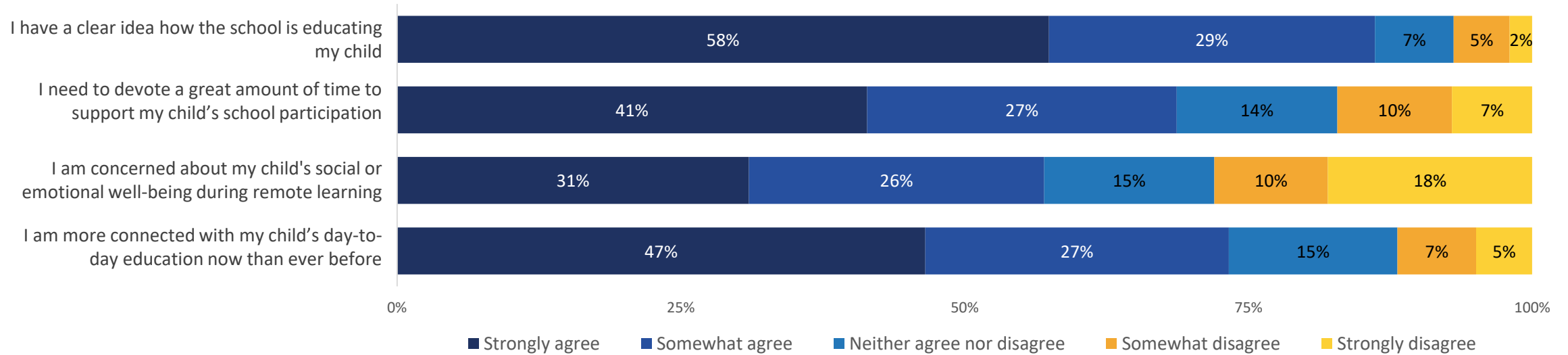


Eighty-nine percent agree that the school provided support for their child's remote-learning, with a majority (68%) strongly agreeing.

The support from schools was certainly needed, as 69% of parents agreed that managing their own work along with the schoolwork of their child was challenging.

Seventy-nine percent of parents with students in grades K-5 agreed that managing work was challenging, compared to 53% of parents with students in 9th-12th grades.

Parental Involvement



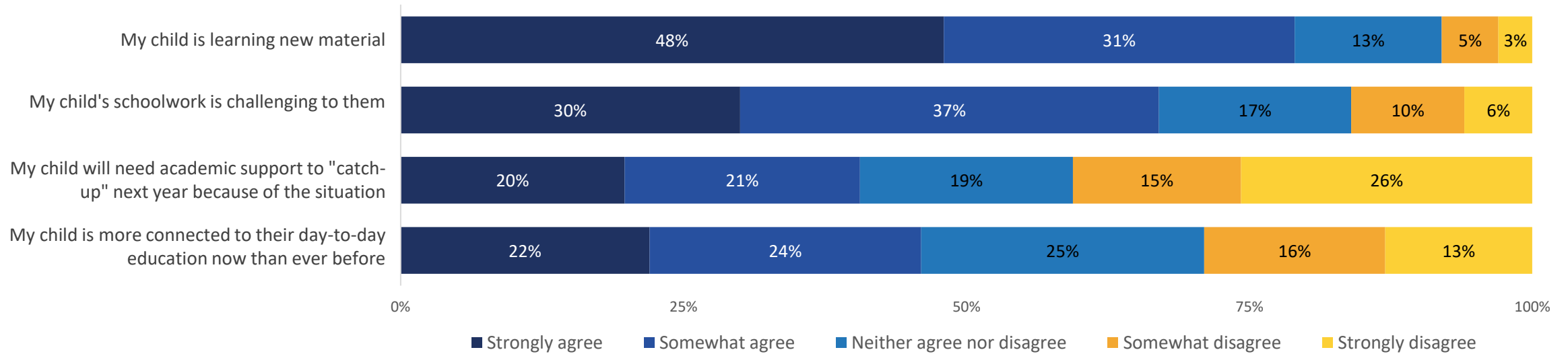
Eighty-seven percent of parents agreed that they had a clear idea how the school was educating their child, with 58% strongly agreeing.

Parents needed to devote a great amount of time to support their child's school participation, with 68% strongly or somewhat agreeing.

During remote learning, 57% of parents strongly or somewhat agreed that they were concerned about their child's social or emotional well-being.

Compared to before school building closure, 74% of parents said they were more connected with their child's day-to-day education.

Instruction



Parents stated that their child was learning new material during school building closure, with 79% strongly or somewhat agreeing with the statement.

Sixty-seven percent indicated their child's schoolwork was challenging.

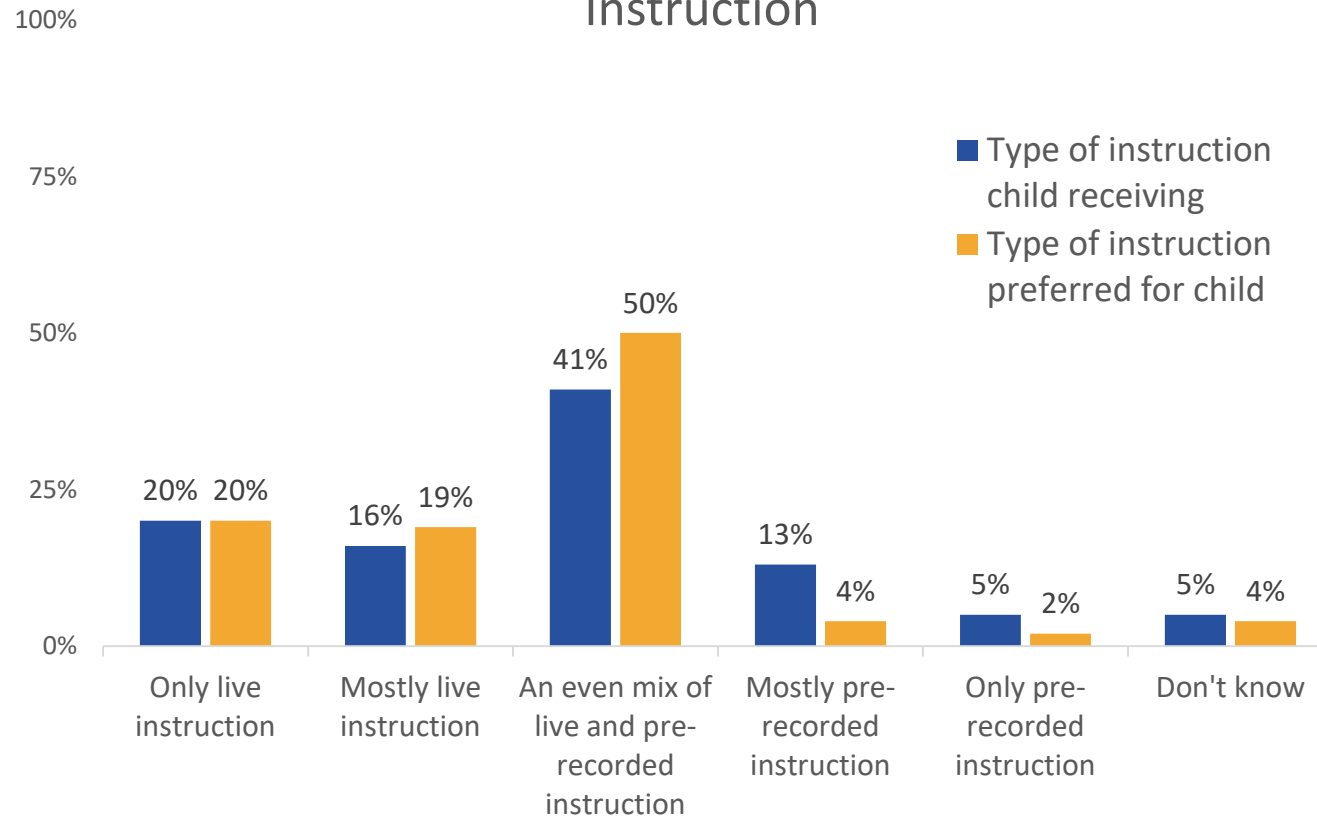
Looking towards next school year (SY 2020-2021), parents were split 41% to 41% in believing their child would need academic support to "catch up" because of the situation.

Nearly 50% of children were more connected to their day-to-day education than before the time of school building closure.

Instruction



Parental Preference for Live or Pre-recorded Instruction



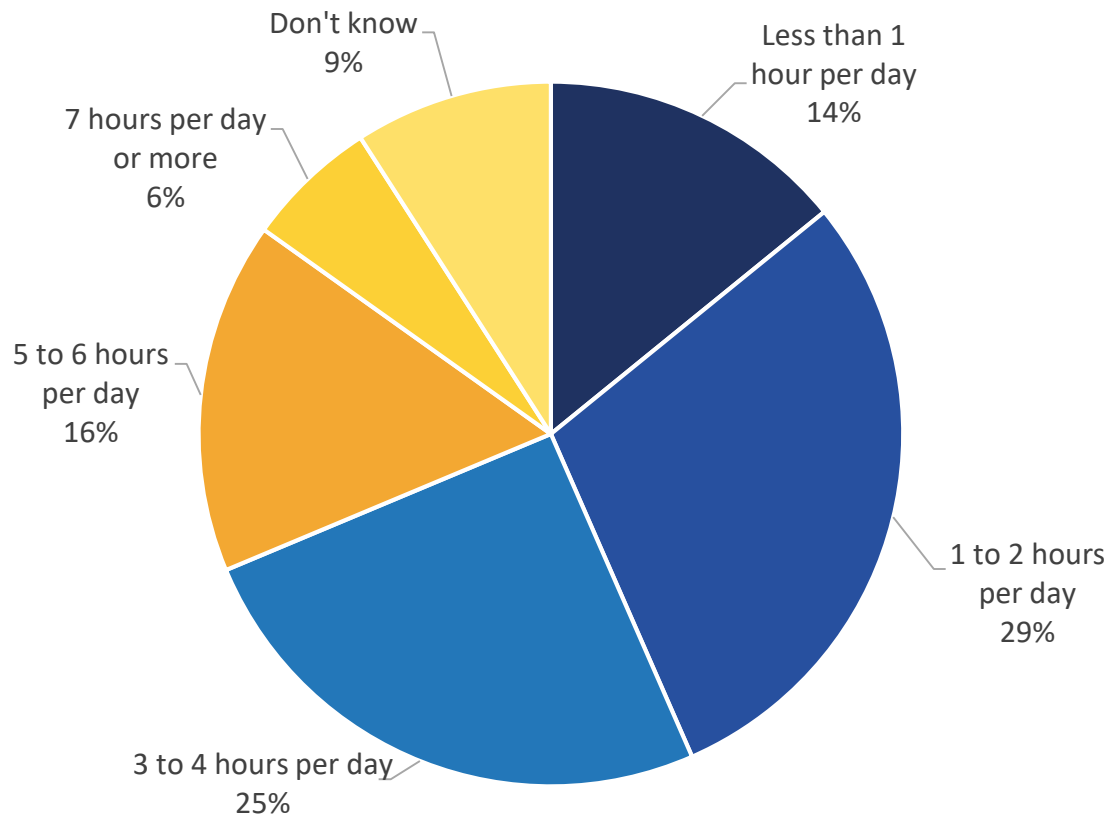
Parents were asked the type of instruction their child was receiving - either live (remotely), pre-recorded, or a mix of both. They were also asked what type of instruction they preferred for their child.

A plurality of students (41%) were receiving an even mix of live and pre-recorded instructions, with 50% of parents noting that this was their preferred method of instruction for their child.

Instruction



On average, how many hours per school day is your child receiving live and/or pre-recorded instruction from a teacher?



Almost half of students (47%) were receiving 3 or more hours per day of live and/or pre-recorded instruction during school building closure.

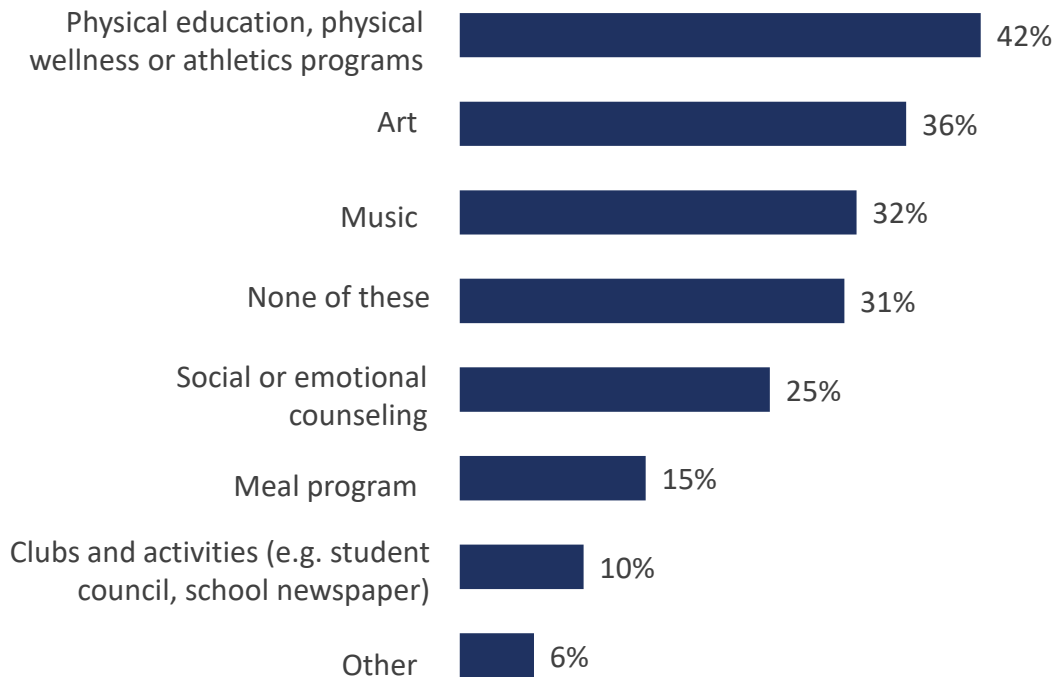
Fifty-five percent of students in grades K through 5 were receiving 1 to 2 hours per day or less.

Thirty-four percent of students in grades 6 through 8 were receiving 5 hours per day of instruction or more.

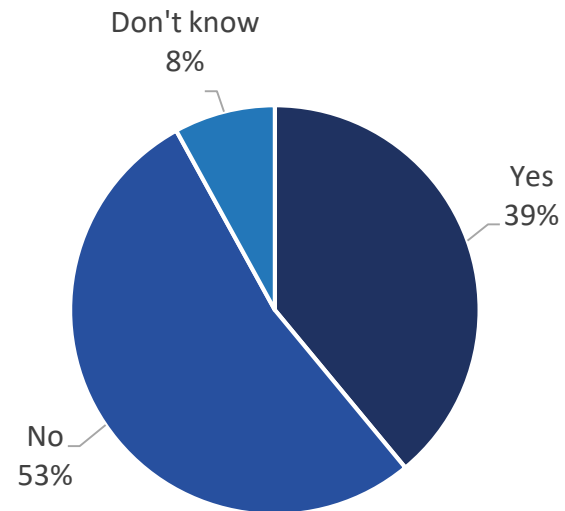
Instruction



What additional supports or activities, if provided by your school, has your child used or participated in?



Has your child received any individual academic support or help?



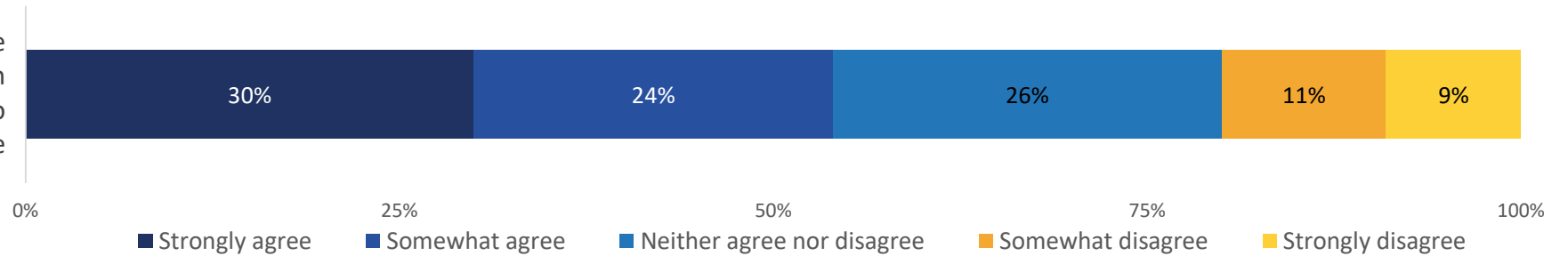
At least one-third of students participated in music, art, or physical education/activities, while almost one-third of students did not participate in any additional activities.

Teachers provided individual academic support to 39% of students.

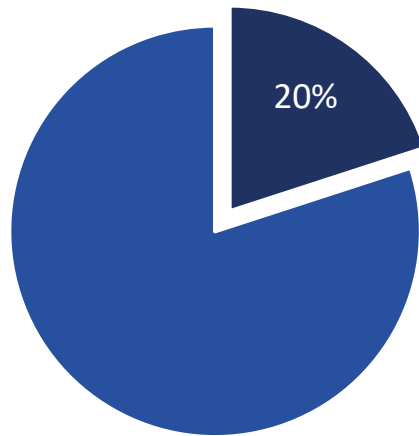
College Preparedness*



**My child is as well-prepared for entrance into and success in college upon graduation from high school as they were prior to school building closure



Participated in or used college or career counseling



For high school students, more than half (54%) of parents agreed that their child was as well-prepared for college as they had been prior to school building closure.

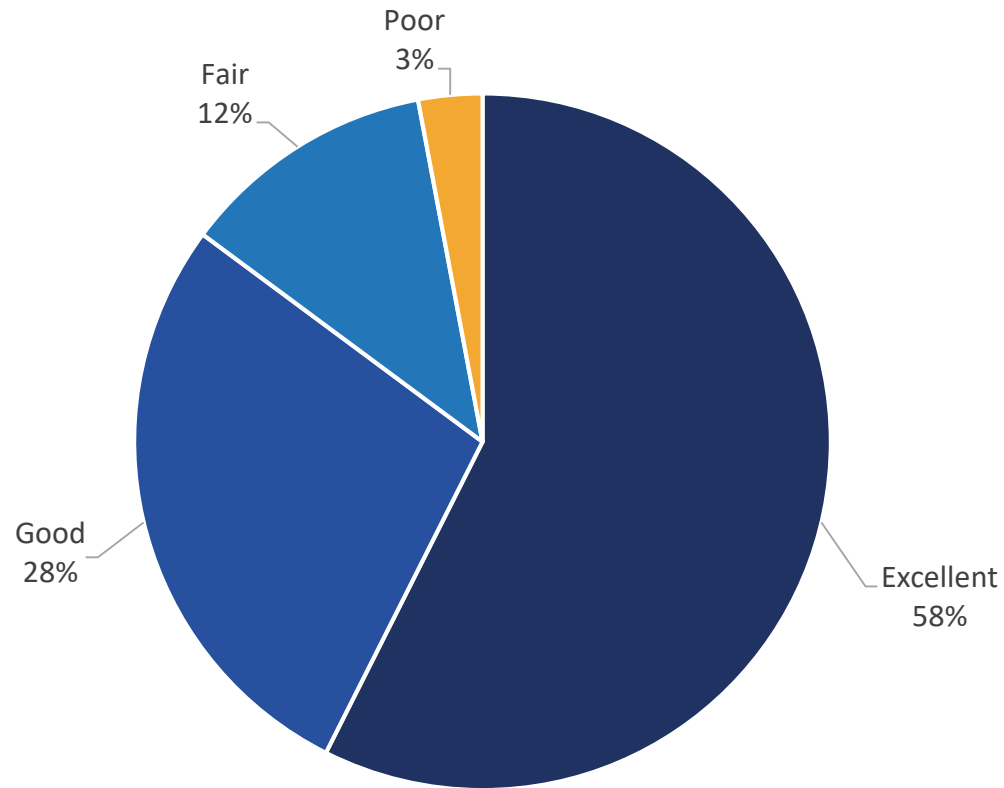
Twenty percent of high school students participated in or used college or career counseling during remote instruction.

*Questions were only asked of parents with students in grades 9 through 12. N=932
**N=902 (30 did not respond to this question)

Overall Assessment



Overall, how would you rate this school in providing instruction to your child during the COVID-19 pandemic?



Parents overwhelmingly approved of their charter schools' instruction during the COVID-19 pandemic, with 86% giving an excellent or good assessment – notably 58% saying 'excellent'.

Open-Ended Responses



“The way the teacher kept the kids connected to each other was fantastic, even with the challenge of teaching this age group through online medium. She asked how they were doing, how they would try to take care of themselves and be kind to others. The focus on the kids' well-being was so appreciated.”

“All of her teachers have been amazingly responsive, helpful, and dedicated. It was nice to get a few shout-outs from the principal in the morning announcements. We can tell he is also devoted to providing a quality distance learning experience.”

“I would say in the beginning of this transition it was a bit rocky , but through time teachers got more cohesive in their teaching methods. The communication was great between them and the parents.”

“The school has exceeded my expectations in how they've handled the pandemic and the transition from in person teaching to online instruction. I am confident my child has excelled this year, even providing the circumstances we all had to adjust to. His teachers have always been willing and welcoming for any feedback or concerns we have had.”

“Even though being a frontline worker and trying to manage two children at home with remote learning, the charter school was always there every step of the way to offer support and flexibility for my son and for me being a working parent.”

“Remote instruction has not been ideal, BUT given the situation the charter school has done an amazing job. They organized, planned, and worked out issues in real time to make sure students continued their educations to the best of the school's ability.”

Thank you



- To the charter schools who, in the midst of an unprecedented situation, persevered, pivoted and successfully continued to educate their students.
- To the parents who, also in said unprecedented situation, supported the learning of their children and took the time to answer our survey.
- **To our** newest colleague in the Charter School Office, Marissa Bieber, without whom this survey could not have been launched.

Appendix



- Response Rate by Region
- Methodology for Response Calculations

Response Rate by Region



Region	Student Level Responses	Student Enrollment 2019-2020	Response Rate
Brooklyn	916	6,751	14%
Manhattan	264	2,428	11%
Queens	178	1,293	14%
Staten Island	255	1,178	22%
The Bronx	917	7,555	12%
Buffalo	264	2,766	10%
Rochester	180	1,927	9%
Syracuse	259	2,180	12%
Utica	55	678	8%
Yonkers	217	1,367	16%
Rest of State	534	6,938	8%

Region	Student Level Responses	Student Enrollment 2019-2020	Response Rate
New York City	2,530	19,205	13%
Rest of State	1,509	15,856	10%

Methodology for Response Calculations



- At survey closure, all partial completes were marked complete and pulled into the final data.
- “Partial completes” are responses from someone who entered the survey by completing the password screener but did not get to or click the completion button on the final question of the survey (open-end comment box).
- 63 responses were removed for only answering the name of the student’s school.
- 761 responses were removed because one or more of the key demographic questions [grade level and/or Q1-Q11] were incomplete or not answered.
- 79 responses were removed because grade the parent selected did not match the grades offered by the Charter School.