Remote E-Learning End-of-Year Survey Results 6-12 Students and EC-12 Parents

May 2020

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ELMHURST
COMMUNITY UNIT SCHOOL DISTRICT 205
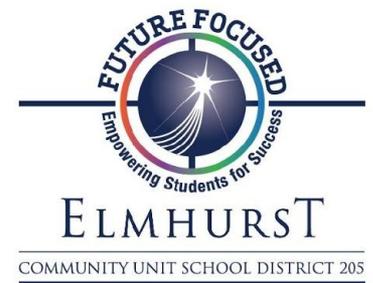
Survey Background

- Follow-up to earlier surveys at start of remote e-learning

- Sent via Google Classroom to all students in grades 6-12 to gather feedback on e-learning and via email newsletter to parents of all students EC-12

- Open during last week of school

- Included questions on overall satisfaction with remote e-learning, top suggestions for improvement, feedback received, and other topics
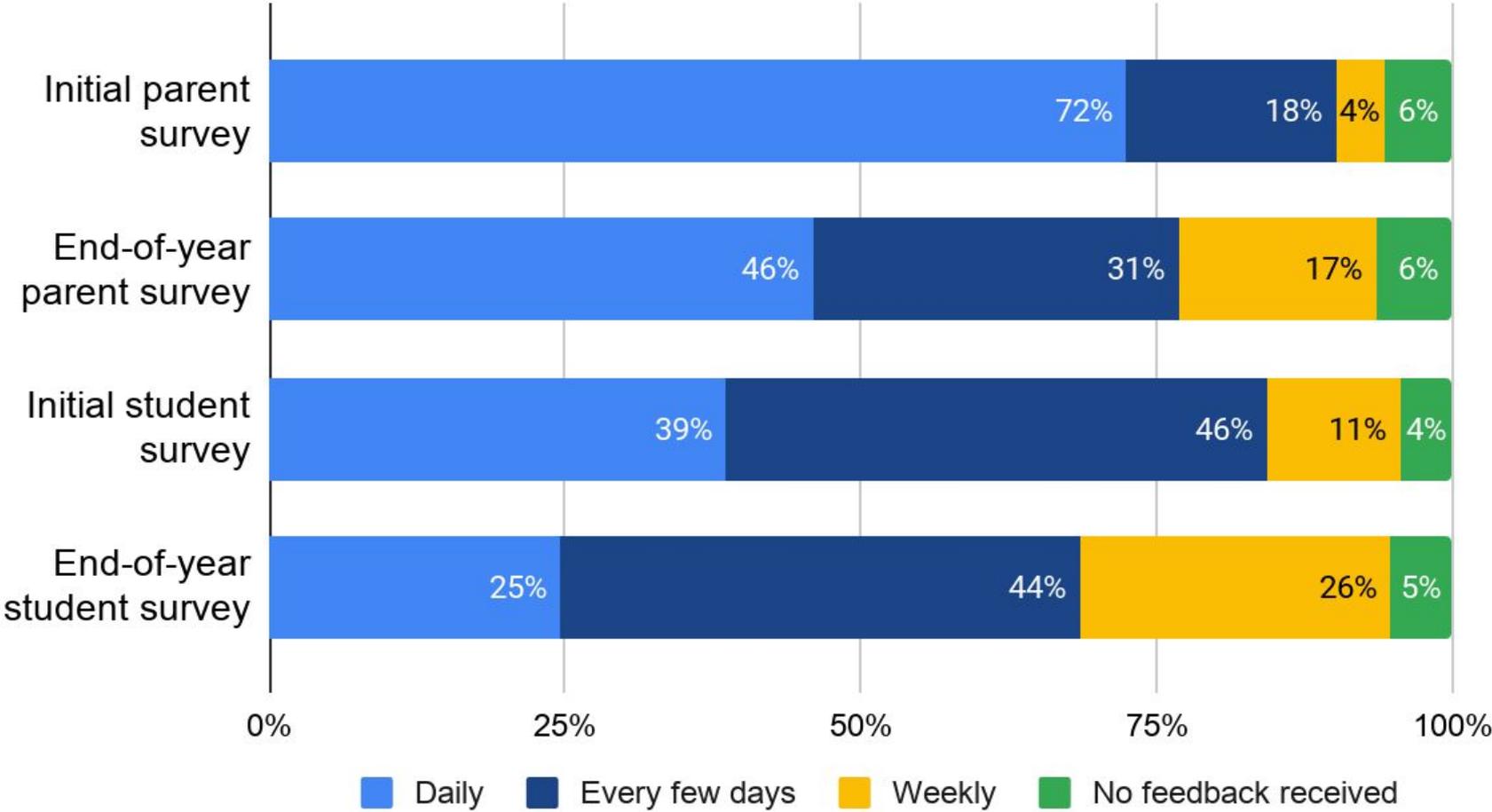
828 students in grades 6-12 and 1441 parents of EC-12 students responded, about a 17% response rate for students and 28% for parents

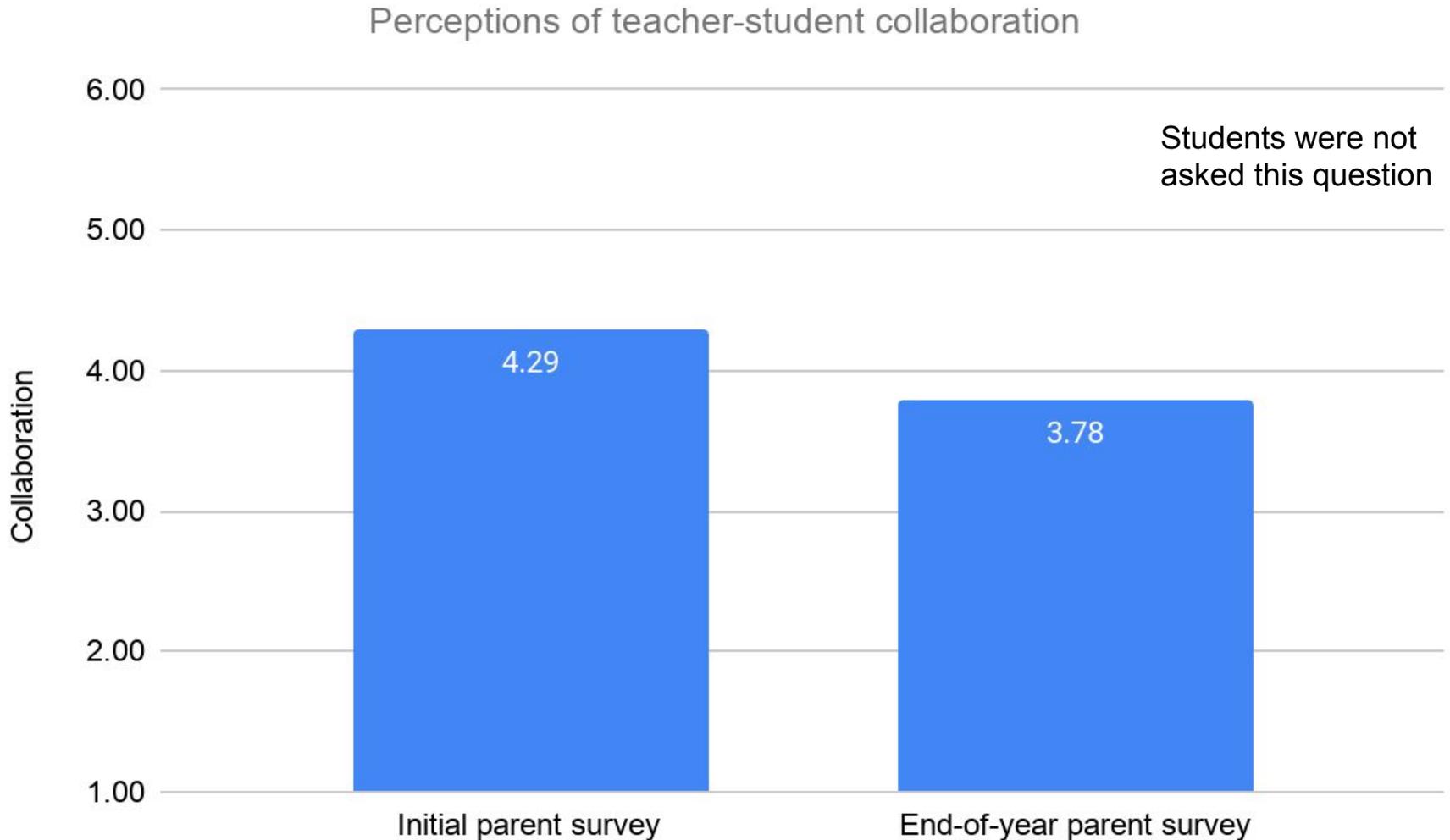| Grade	Respondents	Total Students	Response Rate
Middle	400	1906	21%
HS	428	2830	15%
Total	828	4736	17%

- Somewhat higher response rates among middle school students

- About 4% of parent respondents had at least one early childhood student, 44% had elementary students, 26% had middle school students, and 26% had high school students

Fewer students and parents report feedback daily or every few days at end of year but nearly all receive feedback at least weekly

Frequency of teacher feedback

|	Daily	Every few days	Weekly	No feedback received
Initial parent survey	72%	18%	4%	6%
End-of-year parent survey	46%	31%	17%	6%
Initial student survey	39%	46%	11%	4%
End-of-year student survey	25%	44%	26%	5%

On a scale of 1 to 6 (high collaboration), parents of EC-12 students on average report somewhat lower levels of teacher-student collaboration at end of year

Perceptions of teacher-student collaboration

Students were not asked this question

Collaboration

6.00	
5.00	
4.00	4.29
3.00	3.78
2.00	
1.00	

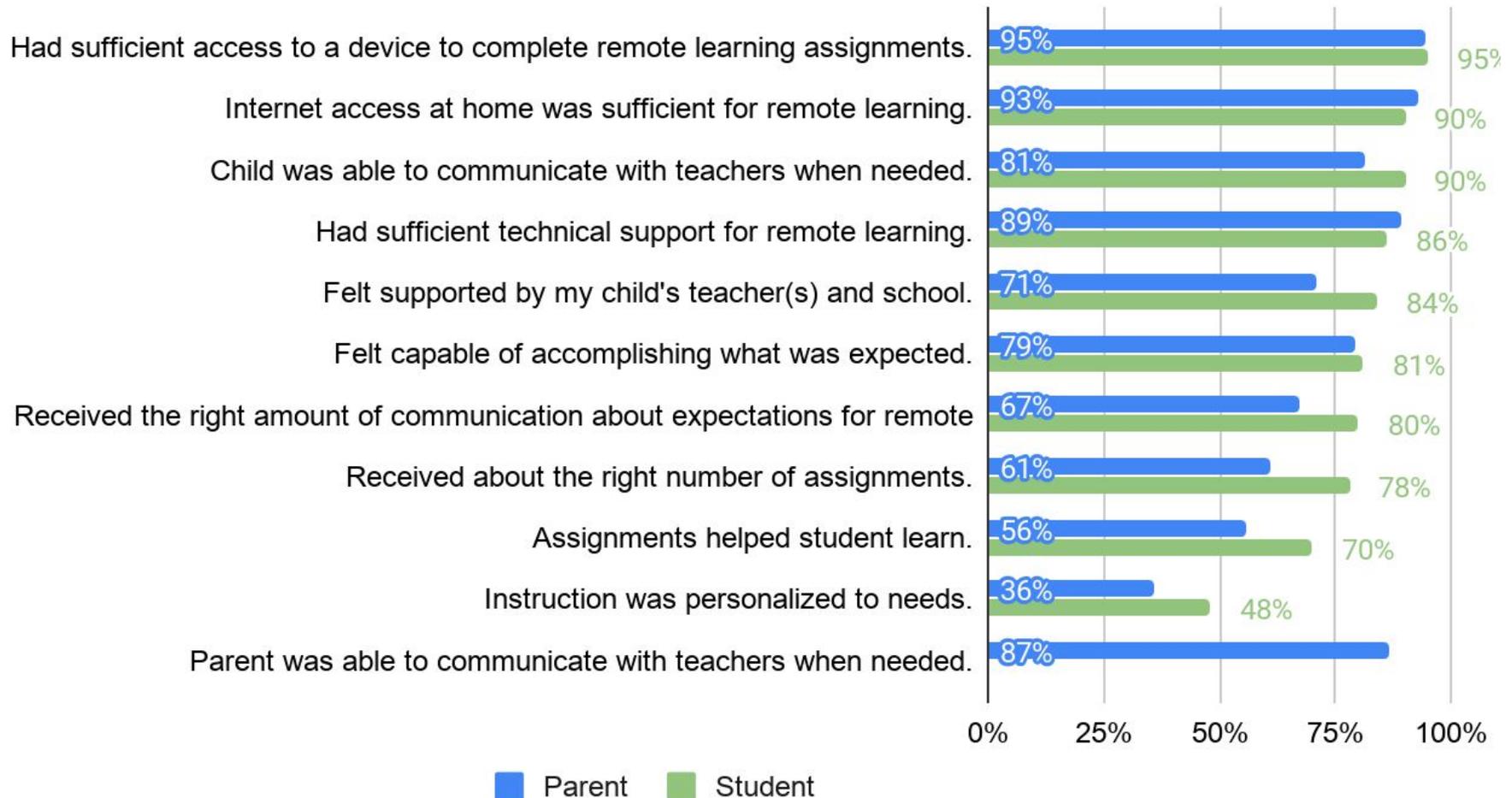Initial parent survey   End-of-year parent survey

Overall perceptions of remote e-learning mixed; 52% of parents and 61% of students report feeling it went well/very well or that they were satisfied/very satisfied
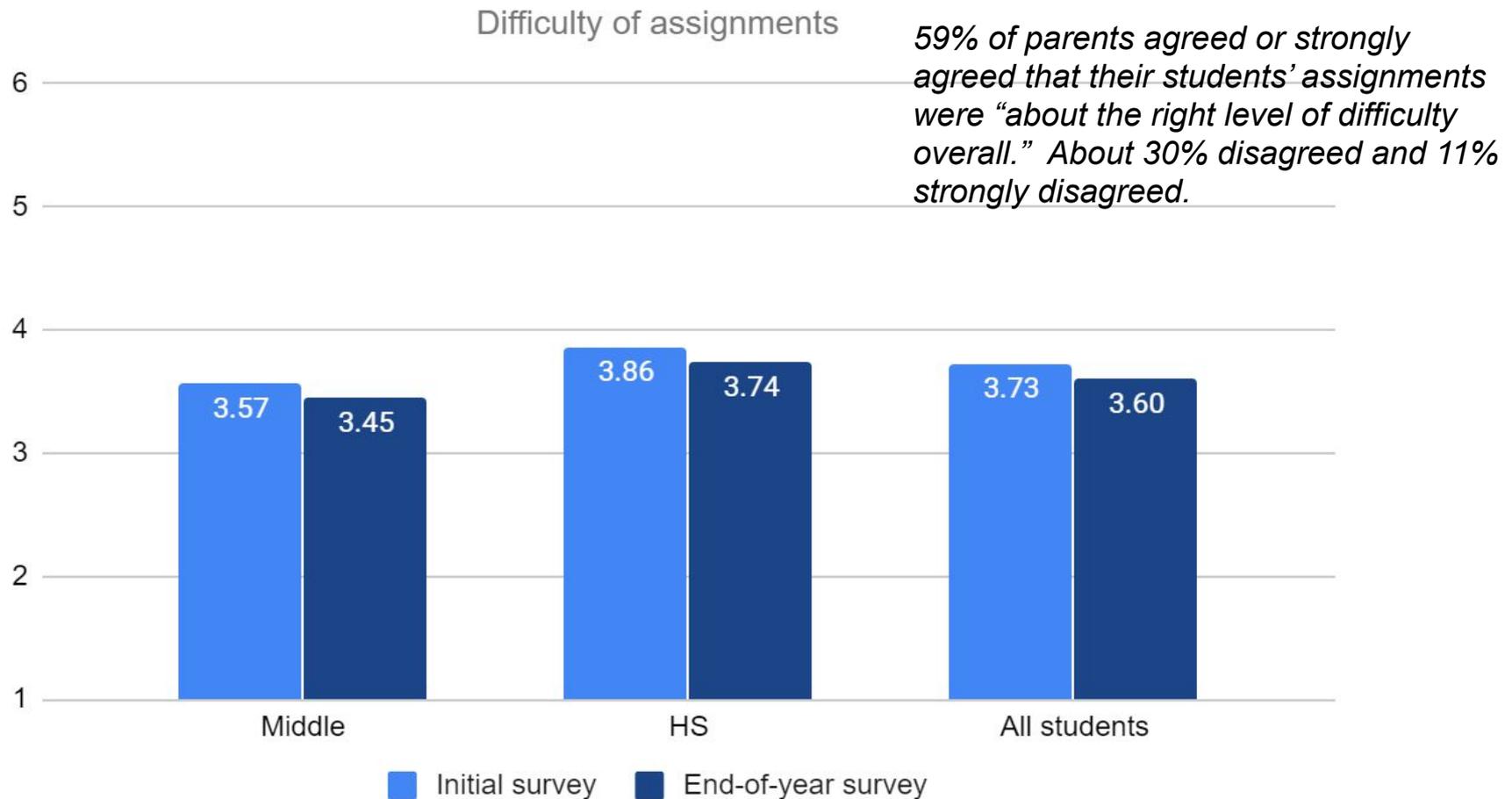

Overall perceptions of remote e-learning
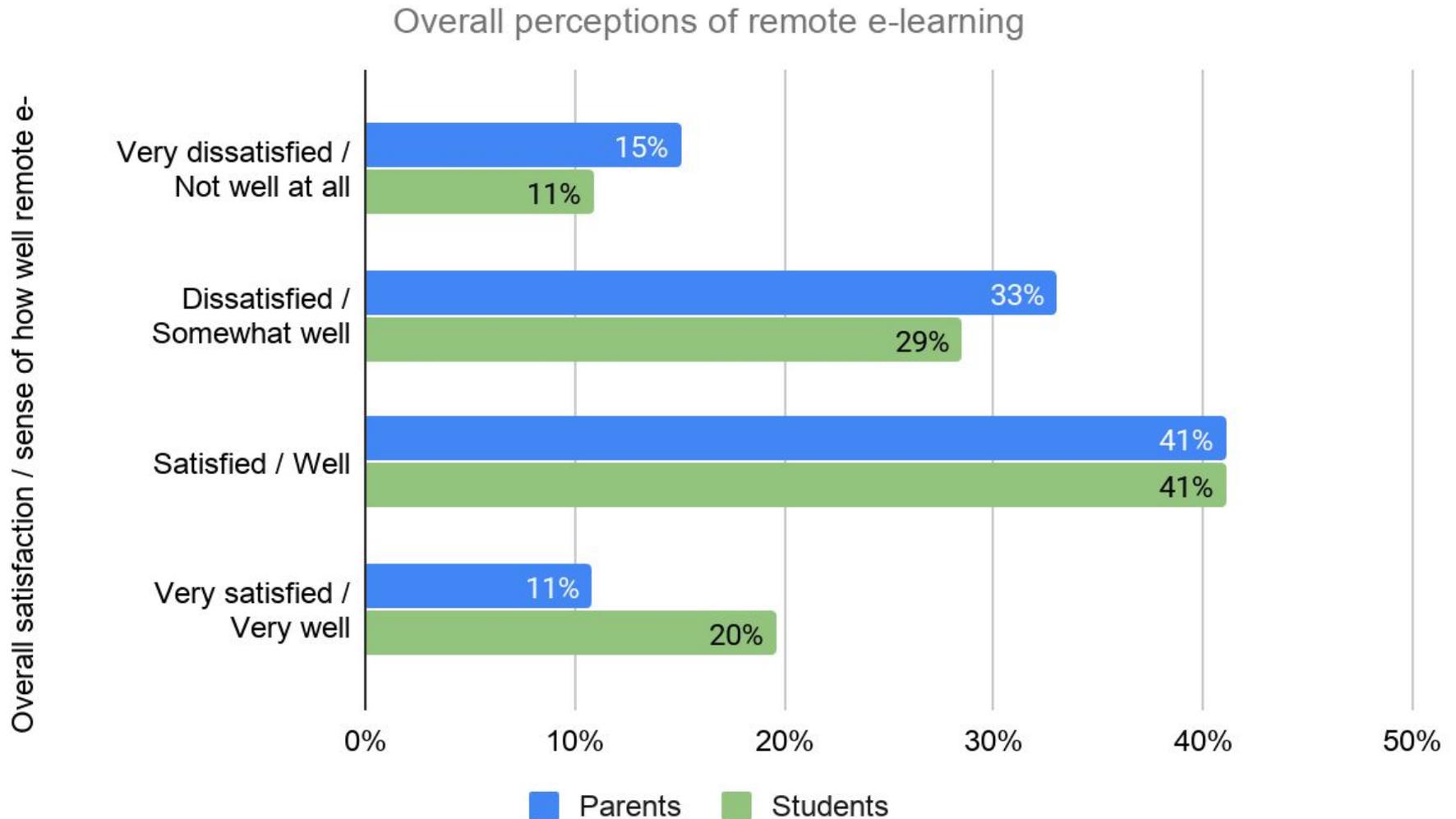
Parents and student responses follow same patterns on remote e-learning issues though students more positive in general

For example, nearly all students and parents positive about technology, communication with teachers, least positive about instruction being personalized

	Parent	Student
Had sufficient access to a device to complete remote learning assignments.	95%	95%
Internet access at home was sufficient for remote learning.	93%	90%
Child was able to communicate with teachers when needed.	81%	90%
Had sufficient technical support for remote learning.	89%	86%
Felt supported by my child's teacher(s) and school.	71%	84%
Felt capable of accomplishing what was expected.	79%	81%
Received the right amount of communication about expectations for remote	67%	80%
Received about the right number of assignments.	61%	78%
Assignments helped student learn.	56%	70%
Instruction was personalized to needs.	36%	48%
Parent was able to communicate with teachers when needed.	87%	

Legend: ■ Parent ■ Student

Axis: 0% 25% 50% 75% 100%

On a scale of very easy (1) to very challenging (6), students rated assignments as about a 3.6 at end of year compared to 3.7 at start of remote e-learning, with lower average at lower grades

Difficulty of assignments

59% of parents agreed or strongly agreed that their students' assignments were "about the right level of difficulty overall." About 30% disagreed and 11% strongly disagreed.

	Middle	HS	All students
Initial survey	3.57	3.86	3.73
End-of-year survey	3.45	3.74	3.60

Initial survey   End-of-year survey

If had to do remote e-learning again number one suggestion to be different from **parents (EC-12)**

- 88% of parents answered this question; another 4% said they had no suggestions and/or that things went well - suggestions are largely similar to previous survey
- Patterns of response are similar for parents of early childhood/elementary, middle, and high school students
- By far the most common suggestion (mentioned specifically by just over half of respondents) was for more live instruction from D205 teachers
- A common related suggestion was for a regular, structured schedule where different classes would meet at planned times so that there would be more a feel of "school" and also to make it easier for students to manage meetings
- Another common related request was for more individualized meetings - small group or one-on-one - along with more tailored assignments where possible
- About 5 percent of respondents mentioned that students needed more work and/or more challenging work
- Other common requests included a more organized system to manage assignments and sites used for learning so that parents and students aren't trying to navigate multiple systems, passwords, track emails, etc; more feedback and communication/responsiveness from teachers, and more consistency among teachers in workload and communication

If had to do remote e-learning again number one suggestion to be different from **students (6-12)**

- 84% of students answered this question; of respondents, about one-quarter said they had no suggestions and/or that things went well - suggestions are largely similar to previous survey
- After those who reported no suggestions, like parents, the next most common suggestion (mentioned specifically by about 20% of respondents) was for more live instruction from D205 teachers (and more time to ask questions of teachers)
- For students, the next most common suggestion was to reduce the amount of assignments and especially "busywork" types of assignments
- Common related suggestions were for teachers to post assignments for an entire week at a time so that students could work at their own pace, for teachers to coordinate work so that they didn't have major projects in all classes at once, and for consistency among teachers in the amount of assignments and communication from teachers
- Like parents, a number of students also requested a regular, structured schedule where different classes would meet at planned times

Any other comments or feedback

- Other comments and feedback largely reiterated previous suggestions
- Some specific shout-outs to individual schools and teachers for their work supporting students and advancing learning