

Week 8 Remote Learning Survey Results

Students, Parents, Staff

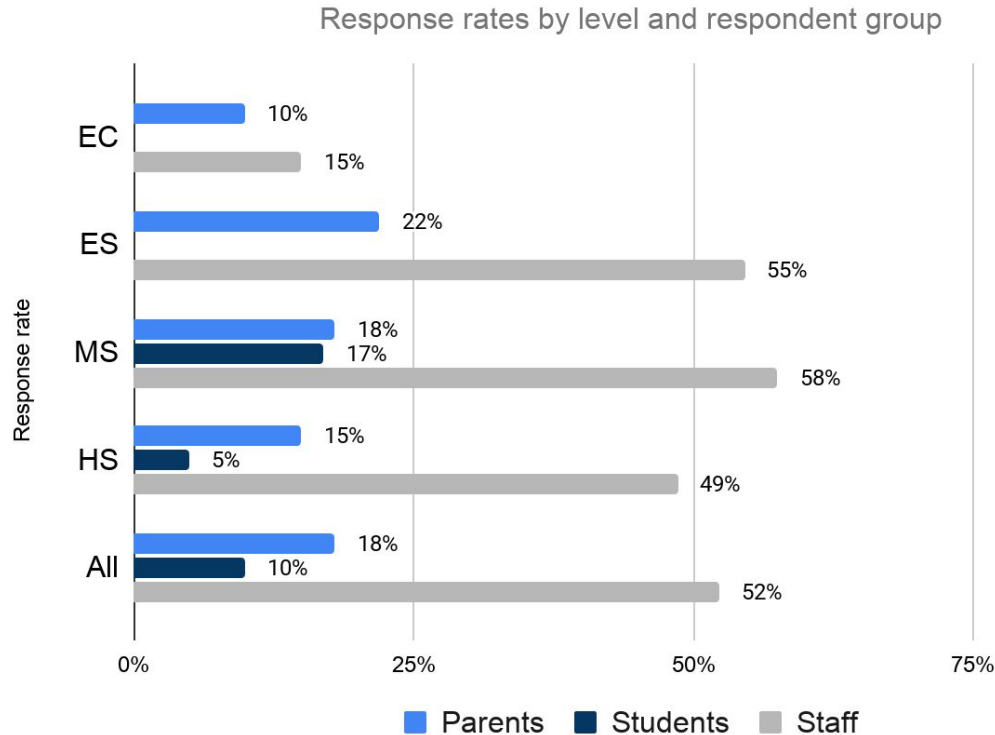
October 2020



Survey Background

- After 8 week of remote and hybrid learning, surveys sent to parents, students in grades 6-12, and staff
- 10-15 questions, focused on student-teacher relationships, support, workload and assignment, and Wednesdays, plus overall rating of how learning is going
- Open-ended items for staff on successful strategies and for parents and staff on perceived needs for support

About 18% response rate for parents (higher for ES parents), 10% for students (higher among MS students), 50% for staff



Slightly higher response rate for students in this survey (10% compared to 7%); about the same response rate for staff; higher for parents (18% compared to 13%)

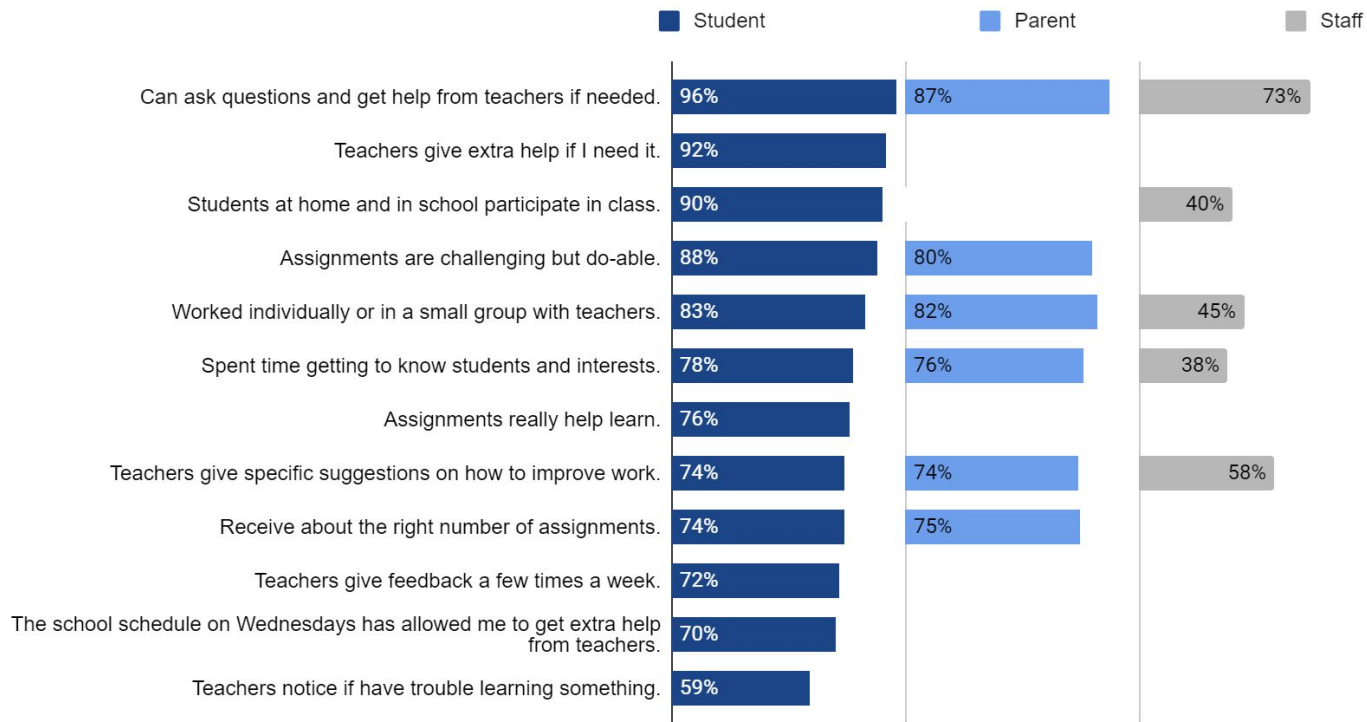
About the same response rates for in-person and remote students; 12% response rate for parents of remote students, 20% for parents of in-person students

123 matched student/parent combinations

442 student responses, 1,527 parents

Students, parents, and staff most positive about students being able to ask questions/get help, parents least positive about students receiving specific feedback, number of assignments, and teachers getting to know students, students least positive about teachers noticing if they are having trouble, and staff about getting to know students and interests

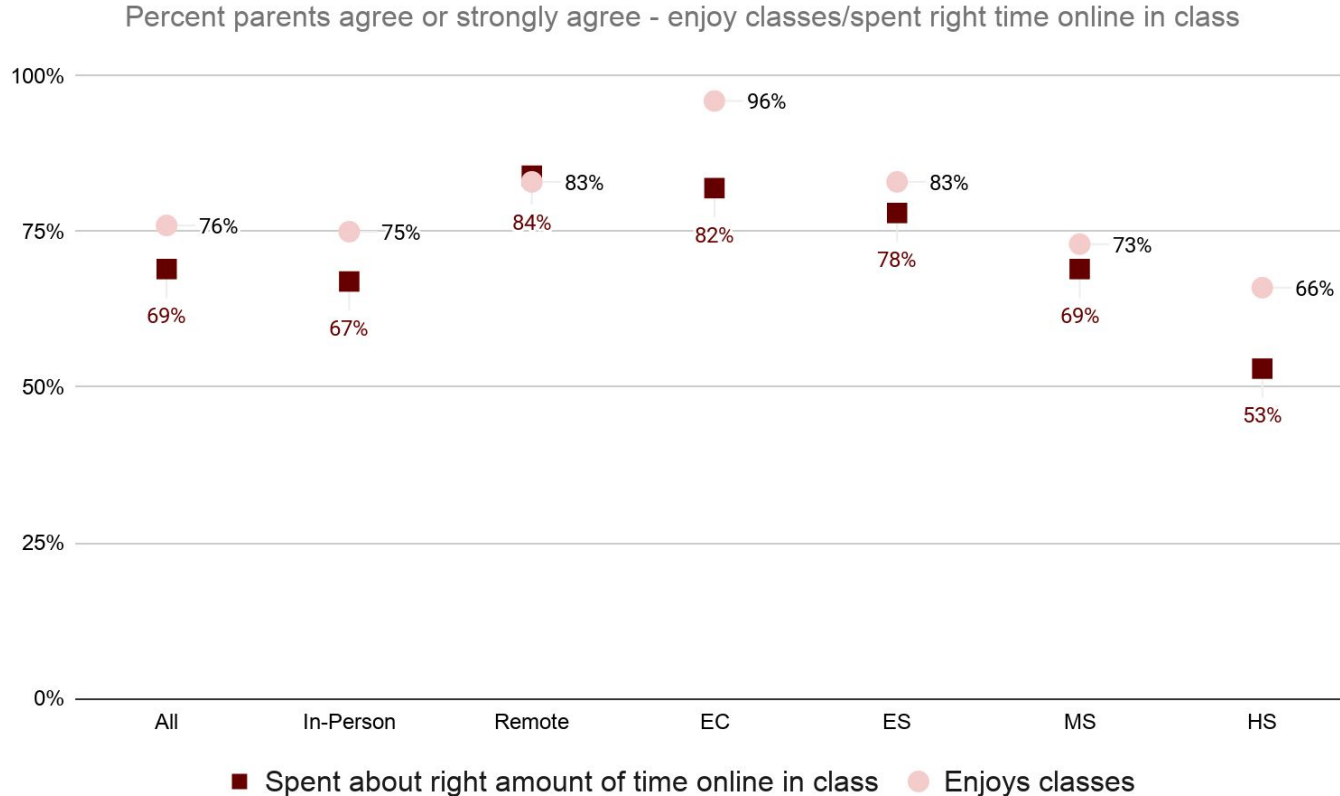
Percent agree or strongly agree - teaching/learning practices



Where there are differences among parent responses, parents of remote students more positive than in-person parents, ES parents more positive than other parents, and HS parents more negative than other parents

HS students more negative than MS students (no differences remote/in-person)

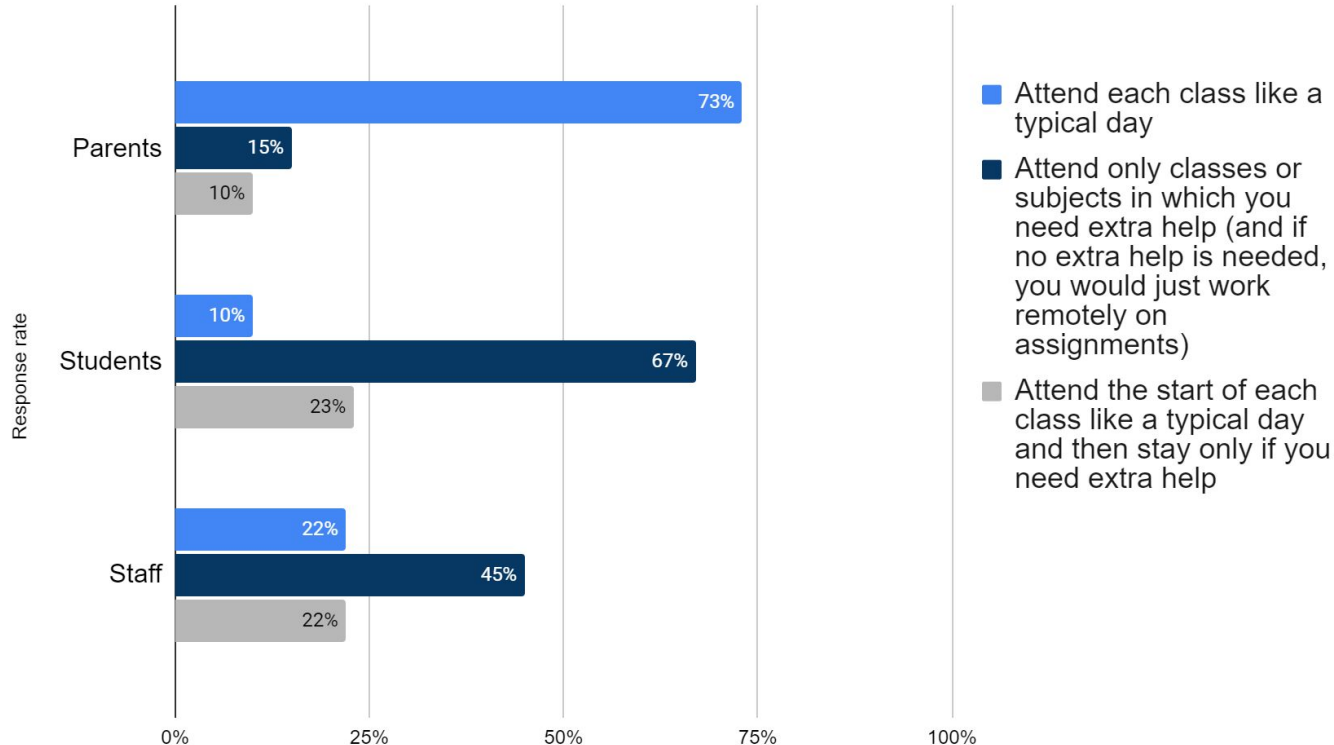
Parents also asked if students spent about the right amount of time online in class and if students enjoy classes - more positive about enjoying classes than time spent in class



As with other questions, parents of remote students more positive than in-person parents, ES parents more positive than other parents, and HS parents more negative than other parents on these questions

Parents prefer Wednesdays to be typical attendance day, students and staff prefer to use Wednesdays for classes/subjects where additional support needed

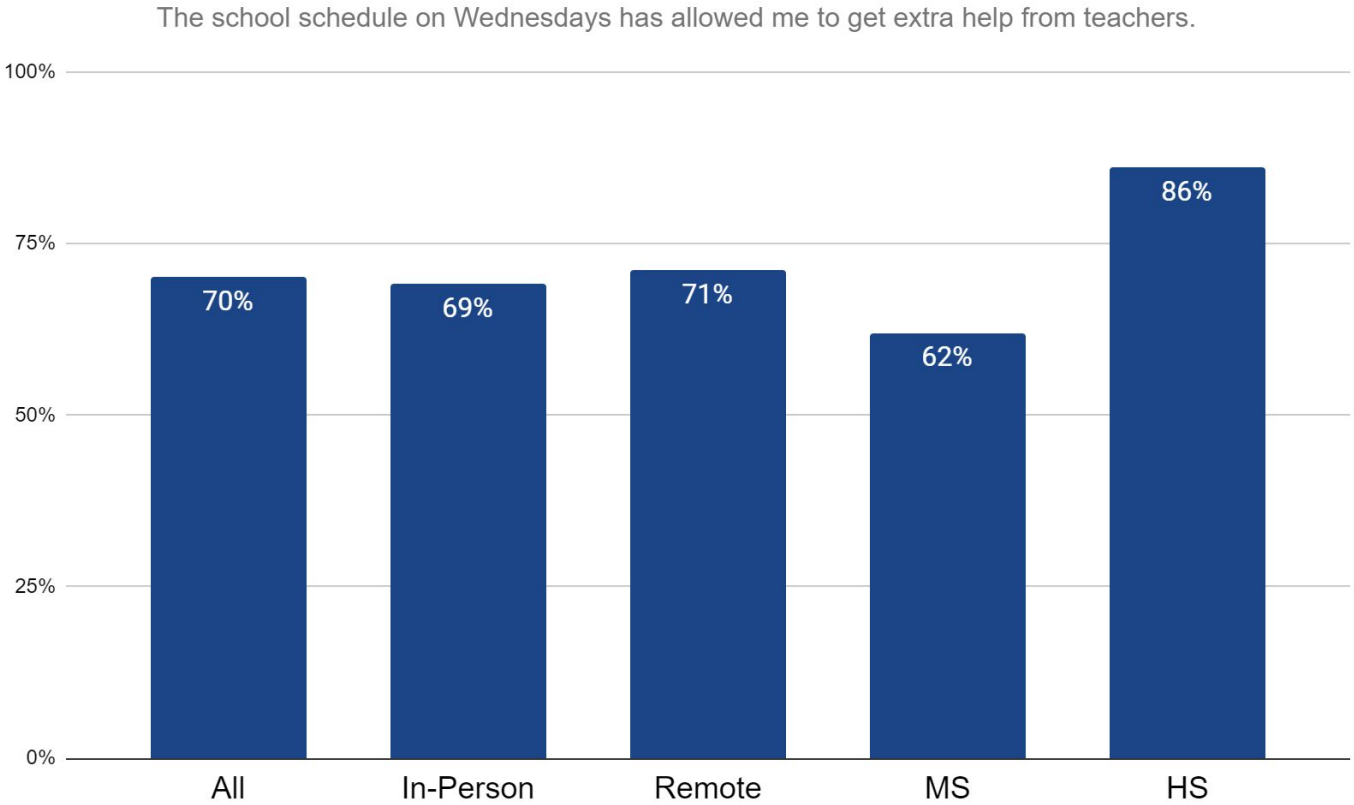
Wednesday preferences by respondent group



More MS and in-person parents (71% and 75%) prefer Weds as typical day than HS or remote parents (55%, with about 30% preferring it as a day of add'l support)

More HS students and teachers prefer Weds as a day of add'l support (87% of students and 54% of teachers) compared to MS students (57%) or ES or MS teachers (about 30%)

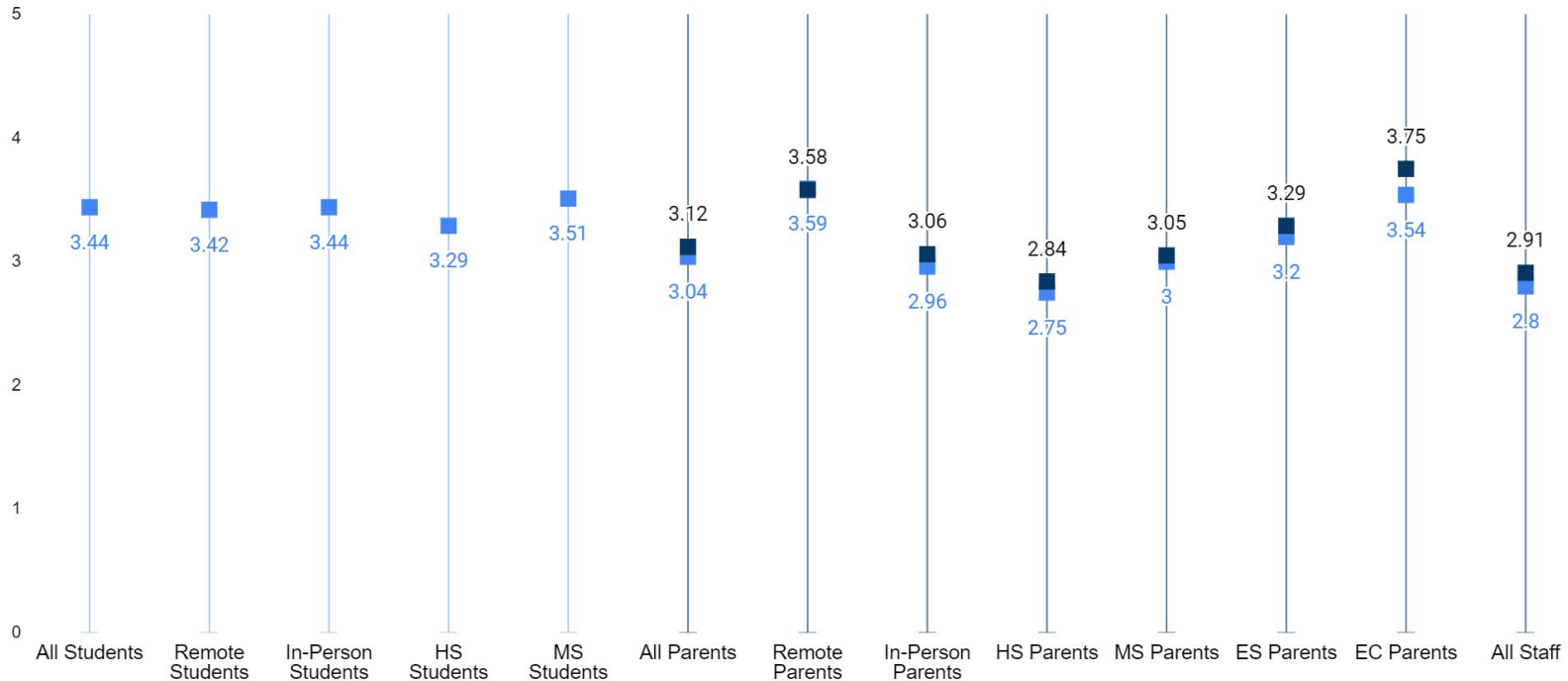
70% of all students feel the Wednesday schedule has allowed them to get extra help from teachers, with more HS students (86%) reporting this than MS (62%)



Perceptions of how well remote/hybrid learning going somewhat lower in this survey than in week 1 survey (scale of 1-5); as before, students more positive than parents about student experiences and than parents are about parent experiences; students and parents more positive than staff except HS parents

Overall, how is remote/hybrid learning going for you/your child or student?

■ For Parents or Staff ■ For Students



About two-thirds of parents responded to the question “As a parent, what is one aspect of remote/hybrid learning with which you need support?”; the majority mention a desire for more in-person schooling

- Many comments also note that teachers are great and/or doing the best they can, but.....
 - Remote learning is difficult, especially for younger students
 - Students becoming disengaged and suffering emotionally
 - Too much screen time
- Some comments specifically ask for more instructional time on Wednesdays and for more work or more challenging work
- Some parents seek more communication about what students are working on and updates on progress

Most staff responses to the question “What is one support that could help you teach more effectively in the remote/hybrid learning environment?” note the difficulty of teaching in-person and remote students simultaneously and seek other options (78% of staff provided an answer to this question)

STAFF FEEDBACK	D205 ACTION STEPS
<ol style="list-style-type: none">1. Next most common theme is technology needs for teachers and students, such as reliable internet for some students or additional cameras, speakers or other hardware or software for teachers2. Teachers also commonly mention wanting more time to plan for instruction during PLCs and individually given the challenges of simultaneously3. Smaller numbers mention wanting to put other initiatives on hold (e.g. unpacking standards), keeping Wednesday or other time for interventions, and consistency of expectations (e.g. camera usage) for students and teachers	<ol style="list-style-type: none">1. D205 has invested in various technologies to support the learning and teaching needs across the District:<ul style="list-style-type: none">• 800 headset microphones provided to all D205 faculty• 600 iPads (8th Gen) for Teachers to aid with video/camera needs (currently in configuration for distribution to staff)• District Technology Committee is refining the request for software process to be more efficient and timely (in partnership between Tech and L&T)• Our L&T and Tech departments are collaborating with the committee on this effort.• D205 is working with our schools and community liaisons to identify those families in need of Internet access. Families qualifying for aid can complete the E-Learning Technology Assistance Request form for support via a partnership with Comcast's InternetEssentials or T-Mobile's 10Million Project.2. Designated time for PLCs to plan and apply learning is included in weekly schedules and will be included in each Remote Learning Professional Planning Day (including cross-District time together on November 18th)3. District 205 camera usage expectations were created and shared via Family Guidance for Remote Learning

78% of teachers offered a strategy they had used successfully with students in the remote/hybrid setting; most commonly mentioned was small group work and specifically using breakout rooms

- A few specific strategies mentioned (e.g. QSSSA) but more often general approaches such as making connections, keeping students engaged

Next steps

- Survey focusing on choices for learning in second semester
- Parent information/training sessions
- Student feedback sessions
- Continued staff professional development and coaching support sessions