

REMOTE EMERGENCY LEARNING STUDENT SURVEY

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Northwest ISD

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1 REMOTE EMERGENCY LEARNING STUDENT SURVEY

1.1 BACKGROUND INFORMATION

March 20, 2020, Governor Abbott issued an order to close all Texas public schools. April 17, 2020, this order was extended through the end of the school year. To continue meaningful instruction of students, Northwest ISD created online lessons and the Engage platform. This learning format reached pre-kindergarten to 12th grade. Northwest ISD surveyed students May 17 to May 22, 2020 to better understand how students were impacted by the online format of remote emergency learning.

NISD's Curriculum and Instruction department created this survey to answer these key questions:

- What did the students perceive to have learned?
- What level of time and effort did students believe the emergency remote learning required of them?
- Was the online experience manageable for the students?
- How did the students feel about their remote emergency learning experience?

May 17, 2020, all elementary homeroom teachers, and all middle and high school English Language Arts teachers sent the survey links to their students. The survey was created in five languages: English, Spanish, Vietnamese, French, and Arabic. 14,299 students submitted responses by May 23, 2020.

The teachers did a great job changing to the online format, so good job to them. I appreciate all they did because it isn't really something they've done before. Thanks teachers! – 10th Grade Student, Steele Accelerated High School

1.2 FINDINGS

- Most student respondents in all grade bands reported learning new things while at home. The younger the student, the more likely the student was to report learning new things while at home.
- Students reporting learning the same or less than in class. Looking at the qualitative answers, many students believed the content taught was a review of prior learning.
- Students reported feeling they were prepared for the next grade level or next course in the sequence. The concern areas are foreign language and math in middle and high school.
- Elementary students reported writing being the most difficult course to complete online.
- Secondary students reported Social Studies being the most difficult course to complete online.
- Elementary and middle school students reported their course that was the most difficult also consumed the most amount of time to complete.
- High school students reported social studies, math, and ELA as consuming the most amount of time to consume.
- Third to fifth grade students reported spending two or less hours on each class a week.
- Middle and high school students reported spending less than four hours on each class a week.
- Most kindergarten to 2nd grade students reported being able to access the emergency remote learning resources.
- Third to twelfth grade students were more likely to report the actions aligned with working online as easy to accomplish rather than difficult to accomplish.
- 1 in 4 students reported being able to decide how to allot their time to complete their assignments as difficult.
- The most preferred type of communication was teacher email, and this held across all grade bands.
- Students reported wanting a flexible schedule, choice to when to submit assignments and lesson plans and activities posted for the week more than the other options.
- 41% of the kindergarten to 2nd grade respondents reported being sad about learning at home.
- Students in third to twelfth grades were more positive in their answers their answers about their online experience than negative.
- The qualitative data has not been thoroughly evaluated.

2 LEARNING EXPERIENCES

This section reports the findings of the learning experiences section of the student surveys. The intended purpose of this section is to gather data of student perceptions of what they learned and their perceptions of time and effort of the tasks they completed during emergency remote learning. The survey team, the teachers, and principals of the prekindergarten, kindergarten, first, and second students encouraged parental help with completion of the survey. It is understood this will result in responses that are closer to the parents' understanding than children's understanding. Students in the other grade bands were encouraged to complete the survey without adult help.

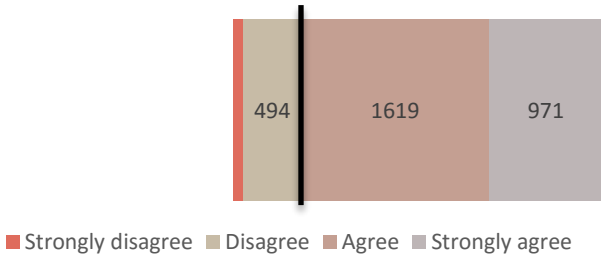
To answer the question "Did students believe they were still learning at home," The students were asked:

- How much do you agree with this statement: I am learning new things even while at home? (3rd-12th grades)
- Are you learning new things even while at home? (kindergarten – 2nd grade)
- How much did you learn during emergency remote learning compared to during regular school? (3rd-12th grades)
- How would you rate your readiness for the next grade level/course? (Middle and High School)
- Do you feel prepared for (core course) class next year? (3rd – 5th grade)
- What course was the easiest to complete online? (All grade levels with different choices based on what is offered at that grade level)
- What course was the hardest to complete online? (All grade levels with different choices based on what is offered at that grade level)

Students were more likely to agree to the statement, "I am learning new things even while at home." Younger respondents were the most likely to agree with the statement.

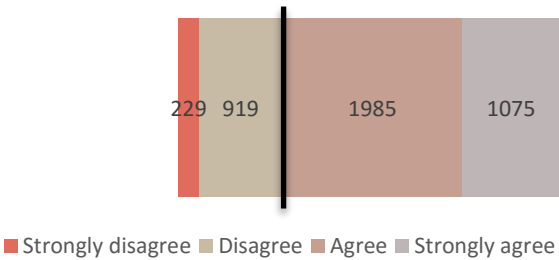
81.5% of 3rd to 5th grade respondents agreed/strongly agreed that they are learning new things while at home.

3rd-5th Grade

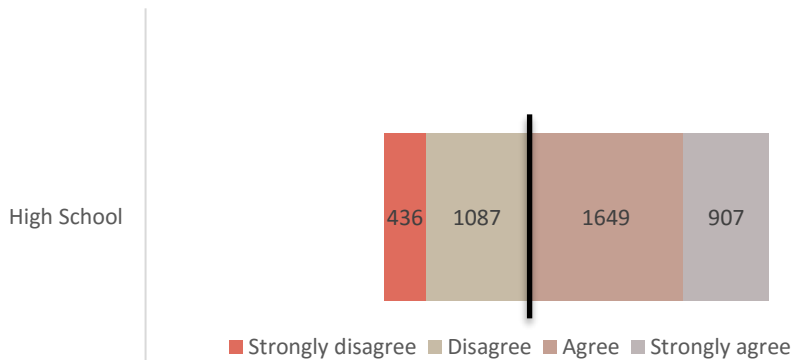


72.7% of middle school respondents agreed/strongly agreed that they are learning new things while at home.

Middle School

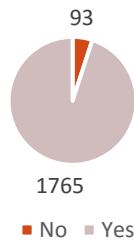


62.7% of high school respondents agreed/strongly agreed that they are learning new things while at home.

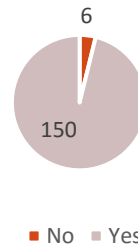


Younger students were highly likely to answer “yes,” they were learning new things at home.

95% of Kindergarteners to 2nd graders reported learning new things while at home.



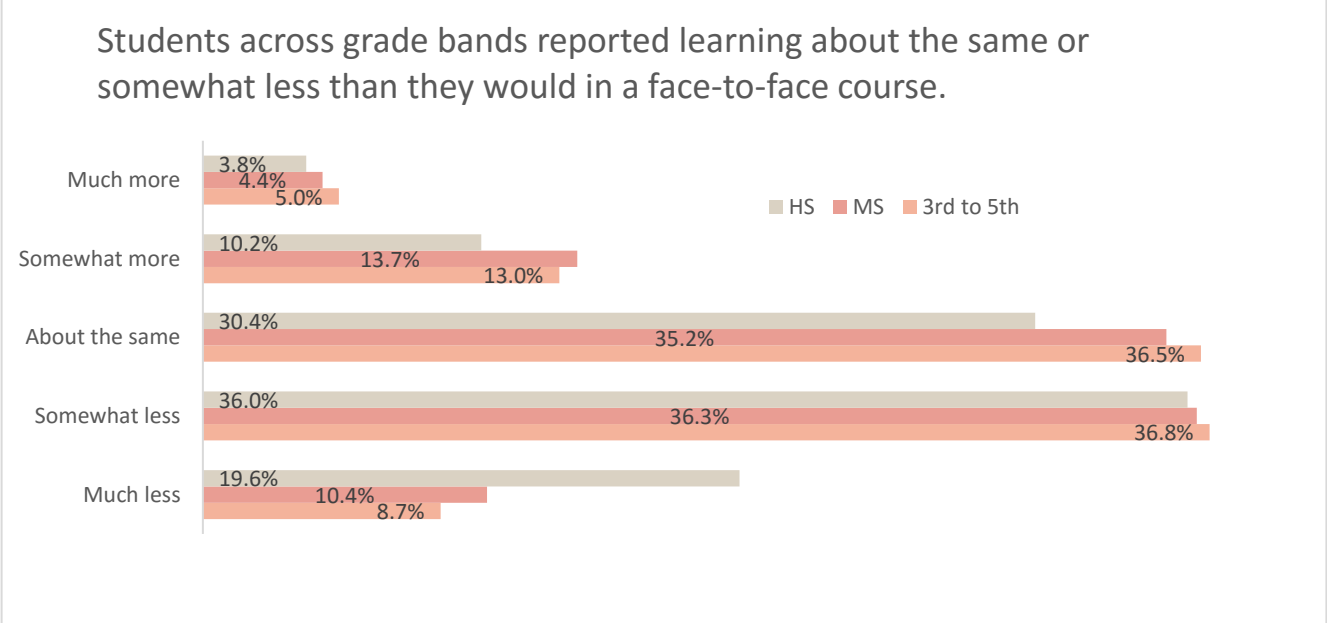
96.2% of Pre-kindergarten students/parents reported learning new things while at home.



Even though I learned a lot at home, I like school better because I can see my friends.

Kindergarten Student, Cox Elementary School

Students in grades 3rd to 12th grade were asked to rate how much they learned in remote learning by comparison to “regular” school. They were given 5 options: much less, somewhat less, about the same, somewhat more, and much more. Students were not likely to report learning more during remote emergency learning.



I feel that I learned the same amount and reviewed the same amount as I would if we had to do star.

-5th Grade Student, Granger Elementary School

The research team wanted to know how prepared students felt for the next year after emergency remote learning. Students in middle and high school were asked to rate their readiness for the next grade level in the four core courses, athletics/PE, and foreign language. High school students also rated their readiness for their next CTE course. The ratings were: not at all prepared, prepared, very well prepared, and does not apply to me. Two academic categories are cause for concern: foreign language and mathematics. While most students reported being prepared or very prepared for the next course in foreign languages in both middle and high school 12.6% and 10.7% reported being not at all prepared for that next course. 10.7% of the high school math respondents reported being “not at all prepared” for the next course in mathematics.

Middle school student responses	Readiness [English Language Arts]	Readiness [Math]	Readiness [Social Studies]	Readiness [Science]	Readiness [Fine Arts]	Readiness [Athletics/PE]	Readiness [Foreign Language]
Not at all prepared	2.4%	6.0%	2.2%	2.9%	2.0%	2.1%	12.6%
Prepared	57.0%	55.2%	50.0%	50.3%	43.3%	40.6%	57.2%
Very well prepared	40.7%	38.7%	47.8%	46.8%	54.7%	57.2%	30.1%

High School	Readiness [English Language Arts]	Readiness [Math]	Readiness [Social Studies]	Readiness [Science]	Readiness [Fine Arts]	Readiness [Athletics/PE]	Readiness [CTE]	Readiness [Foreign Language]
Not at all prepared	3.9%	10.7%	5.0%	6.9%	4.7%	4.7%	5.4%	10.7%
Prepared	54.9%	58.4%	54.3%	56.7%	46.3%	45.2%	46.8%	59.1%
Very well prepared	41.2%	30.8%	40.7%	36.4%	49.1%	50.1%	47.8%	30.2%

When taking PreAP Spanish 1 online during this pandemic I was very worried that I would not be prepared for Spanish 2 in high school. This course was the hardest for me because when in class every day it was easier for me to understand the concepts being taught. Especially considering, that Spanish is something new that I am learning, online learning made it extra difficult to comprehend for me personally.

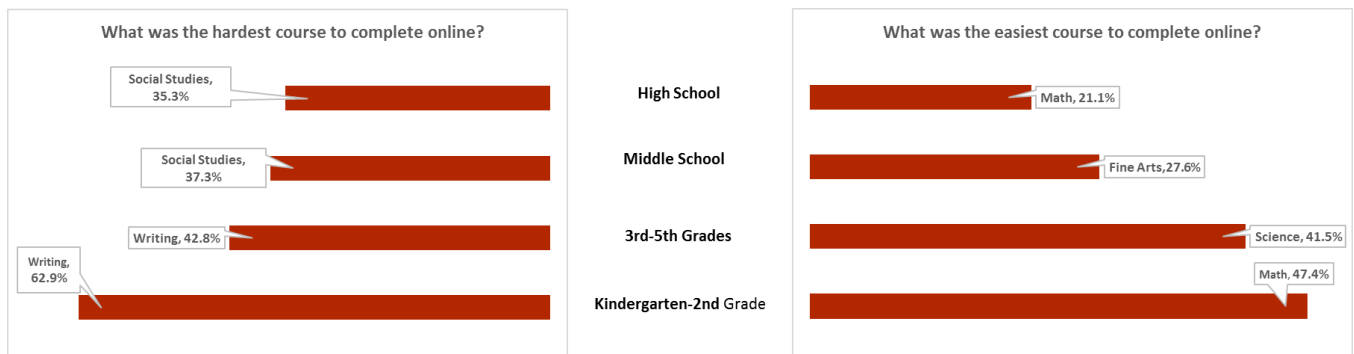
-8th Grade Student, Wilson Middle School

Students in third through fifth grade responded a simpler question: Do you feel prepared for X class next year. These students had three options: yes, no, or maybe. The research team understood that this age group would need an option that allowed them to truthfully consider they may not know if they were prepared for the next grade level. These students were less confident in their beliefs that they were prepared than if they learned something while in remote emergency learning. Apart from science, about a third of the student respondents answered “no” or “maybe.”

3rd-5th grade student responses	Do you feel prepared for reading class next year?	Do you feel prepared for writing class next year?	Do you feel prepared for math class next year?	Do you feel prepared for science class next year?
Yes	64.4%	61.9%	70.2%	83.4%
No	4.0%	6.9%	5.5%	1.7%
Maybe	31.6%	31.3%	24.2%	15.0%

Students in all grade levels were asked which course was the easiest and which was the “hardest” to complete online. There was more agreement on the most difficult courses. Elementary students were most likely to report writing was more difficult, while secondary students reported social studies being the most difficult. A quick look at the qualitative data revealed that students reported they did not like writing or that they did not feel competent at writing. Parent answers for the students revealed frustrations with having students read the writing into a microphone or the parents believed the concepts to be newly introduced concepts. At the secondary level, student reported feeling more competent in Social Studies when it was taught in a face-to-face manner and the students believed this course had more new material at the end of the year than their other courses.

The youngest and oldest students reported Math as the easiest course to complete online. Middle school students were most likely to report Science as the easiest, while 3rd to 5th graders reported Fine Arts. The research team did not ask a follow up question regarding the reasons why students chose a course as the easiest. Looking at the general comments section, revealed very few comments to develop any inferences as to why students answered the way they did.



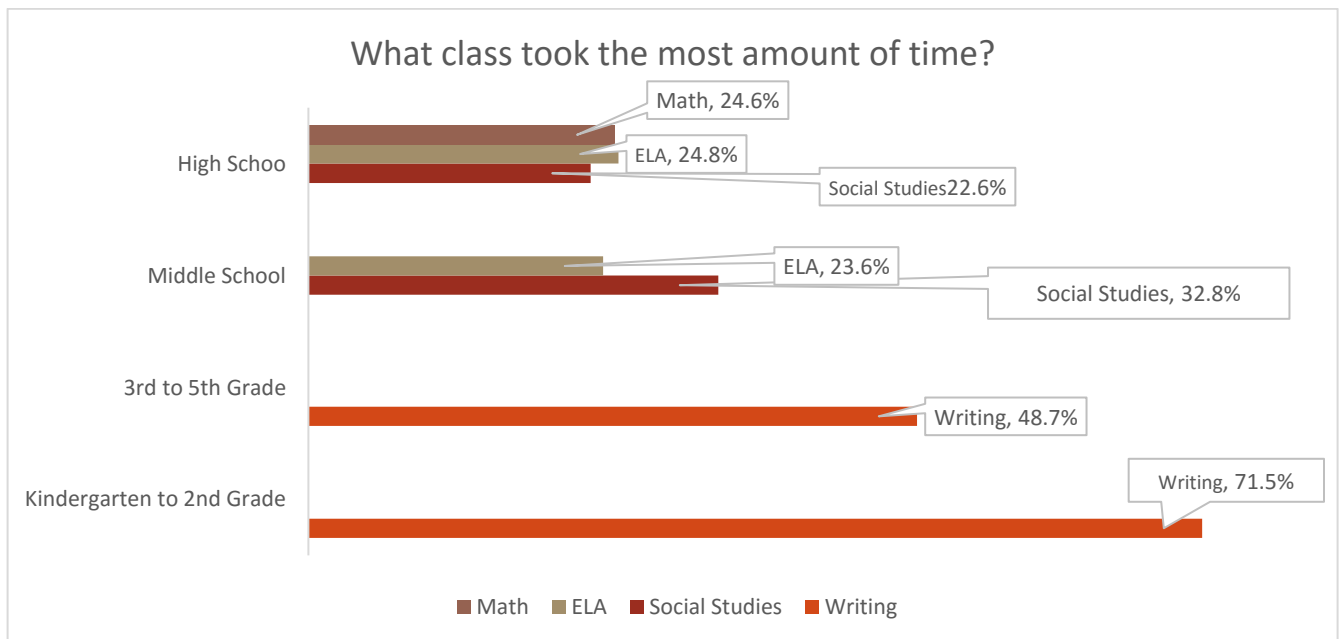
3 TIME SPENT LEARNING

This section reports the time spent learning each week for each content area. Students self-reported an average of how much time they believed they spent each week on class. All students were asked which course took the most amount of time to complete online. More specific time bound questions were asked only to students in 3rd to 12th grade. Time is an abstract concept for younger students. While parents of the younger students would have been able to answer these questions with accuracy, the surveys were purposefully designed to be answered as independently as possible. Students responded to the following time bound questions:

- What course took the most amount of time to complete online? (Kindergarten to 12th grades)
- How long did your (core content) assignments take to finish most weeks? (3rd-5th grades)
- On average, how many hours a week did you work on each course? (Grid options with ELA, Math, Social Studies, Science, Fine Arts, Athletics/PE, Foreign Language, and HS CTE, Middle and High School)

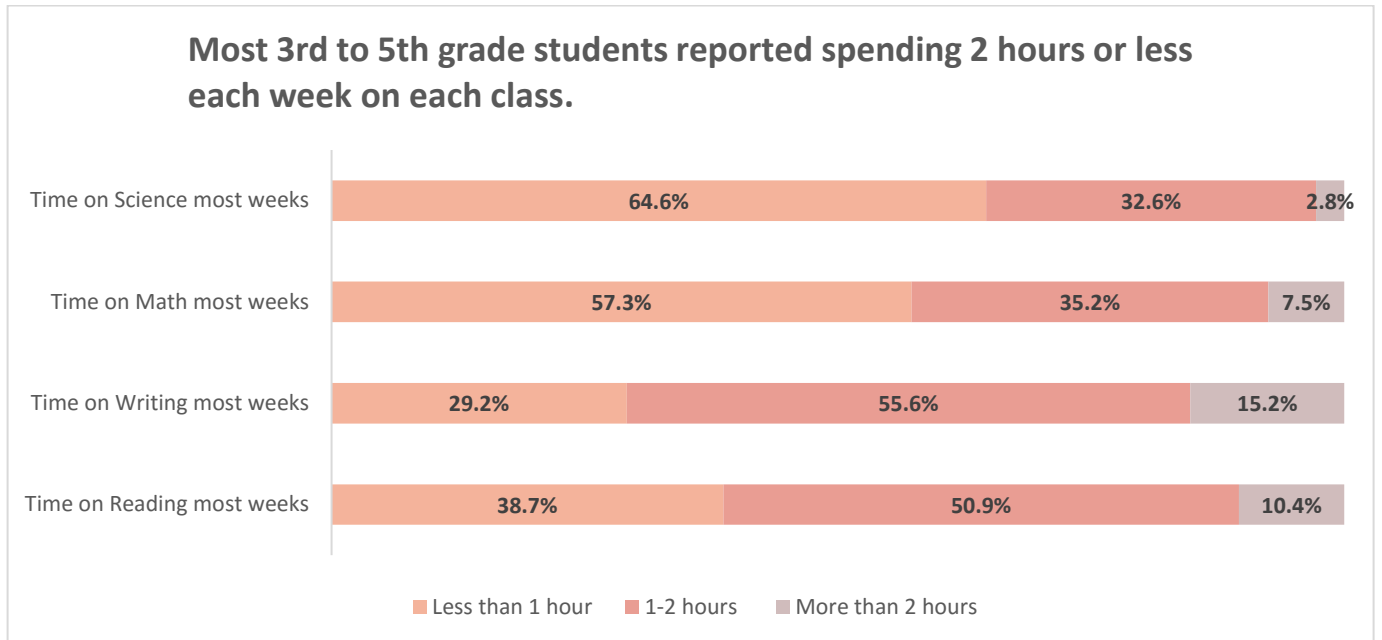
What course took the most amount of time to complete online?

All students answered this question on the survey. Younger students reported Writing taking the most amount of time, while Reading and Math followed as distant second and third choices. Students reported the writing content as being new material, and stated they preferred to have direct instruction and feedback from their teachers. Middle school reported Social Studies as taking the most amount of time, while ELA was a closer second. High school students were split in their determination of which course took the most amount of time. ELA, Math, and Social Studies were all close in number of respondents answering that choice.



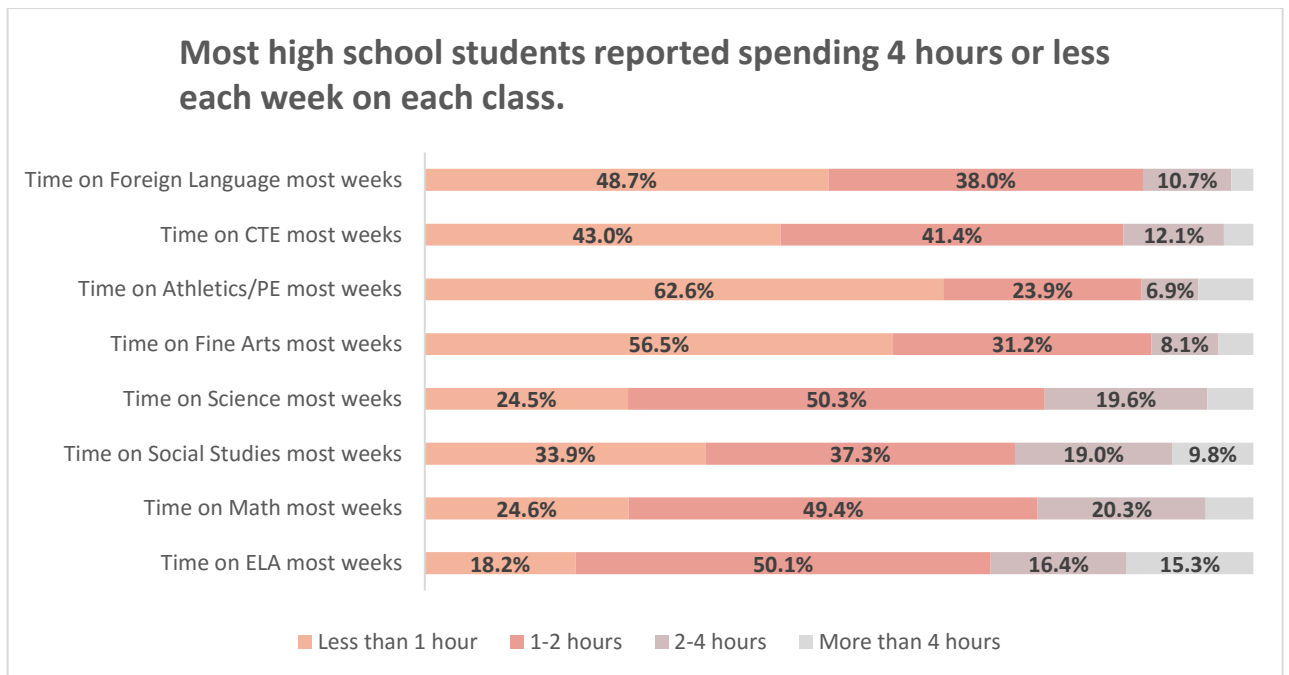
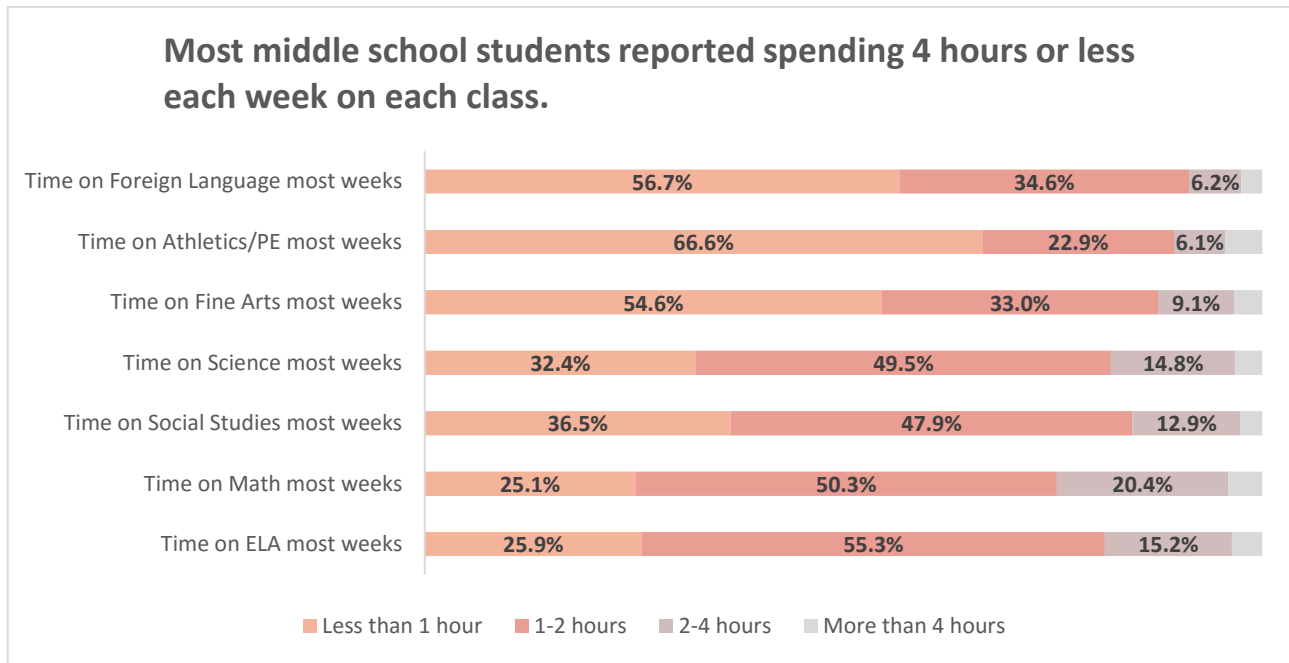
How long did your (core content) assignments take to finish most weeks?

Students in 3rd, 4th, and 5th grade answered a series of four questions. All questions had the same question stem: How long did you (core content) assignment take each week? Students in this grade level are better able to consider each content if it is presented as a separate question. More students responded they spent less than an hour on Science and Math, and between one and two hours on Writing and Reading most weeks. Students in this age group were also likely to respond in the free response that writing was difficult because it did take longer to complete than the other activities.



On average, how many hours a week did you work on each course?

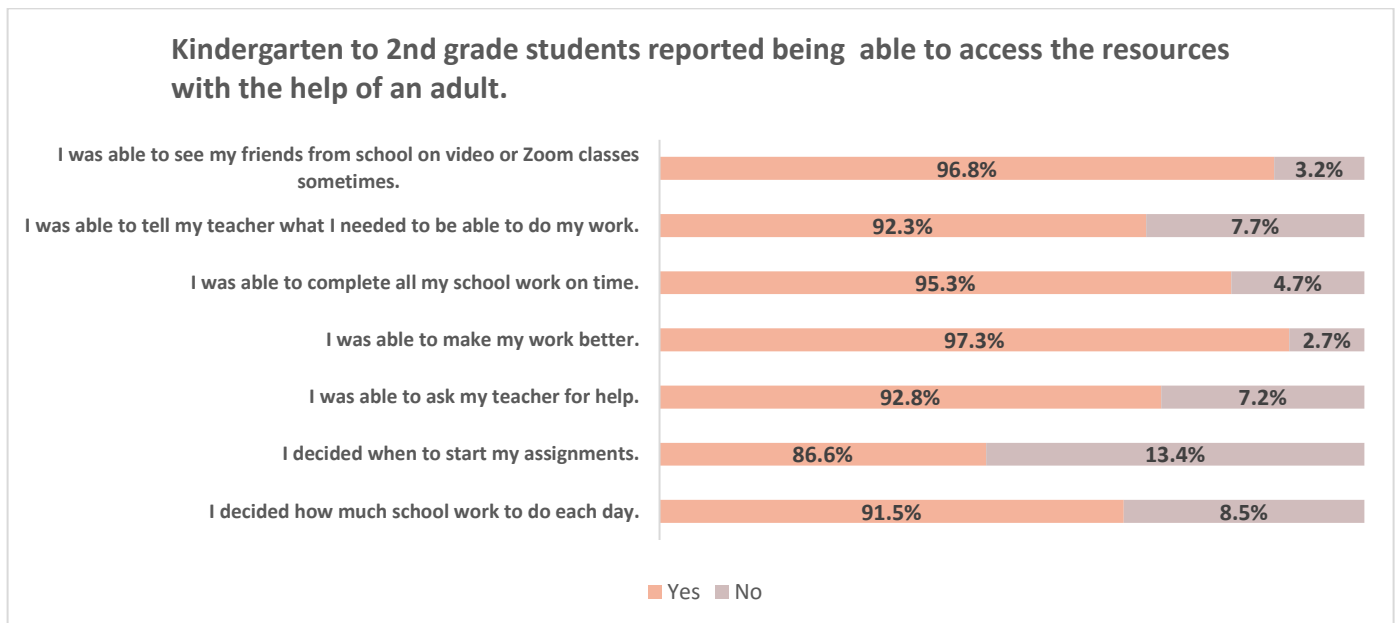
Middle and high school students answered this question in a grid format. The survey presented the question with the time options in the columns and the course options in the rows. The survey was built to require an answer in each row, content. More middle and high school students reported spending less than an hour each week on Foreign Language, Athletics/PE, and Fine Arts. More middle and high school students responded spending between one and two hours on Science, Social Studies, Math, and ELA. 20% of the middle and high school students reported spending between two and four hours on Math. CTE students were very evenly split on the amount of time they reported spending on those courses: 43% under one hour and 41% between one and two hours each week.



4 ONLINE LEARNING PLATFORM EXPERIENCE

This section seeks to understand what students found helpful and what students found challenging about the online format they were presented. Younger students were presented the questions in terms of how easy they were able to access teachers, classmates, and resources with the help of an adult. Students in 3rd grade through high school were asked how easy it was for them to access teachers, classmates, and resources. The research team was additionally curious about what parts of remote online learning students may want to continue when they return to campuses. Students in 3rd grade through high school offered their opinions on this. All questions allowed students to select more than one choice. Students in 3rd through high school were encouraged to offer an “other” and a short free response on these questions. The research team is working through that data, but it is not ready at this point of publication.

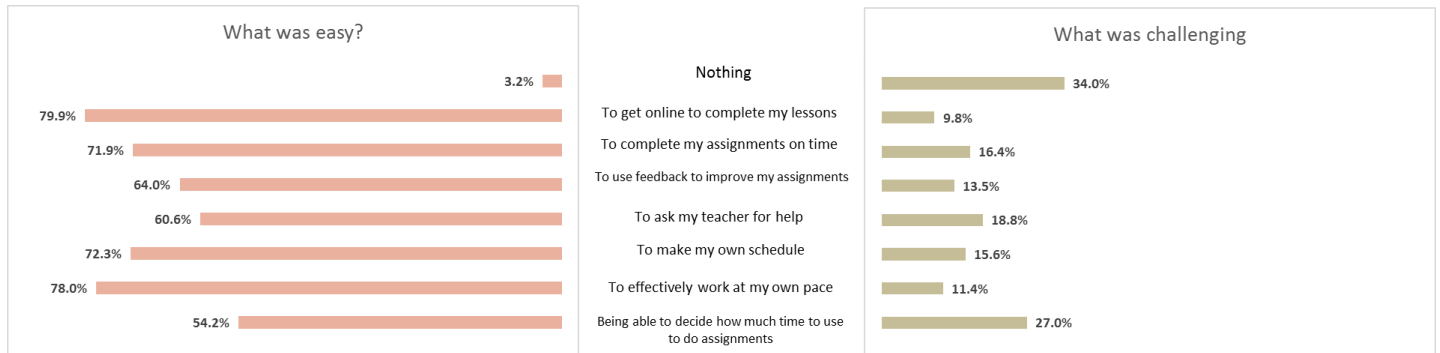
With help from the grownups in my home,



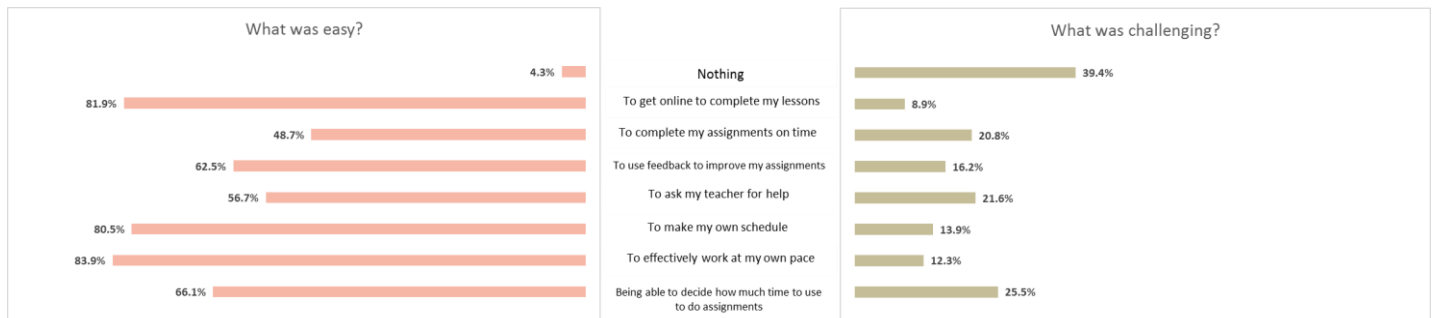
What was easy? What was challenging? Check all that apply.

Third to twelfth grade students responded to a list of actions aligned with working in an online environment. Students were more likely to report these actions were easy to accomplish than difficult to accomplish. However, 27% of 3rd through 5th grade students, 25.5% of middle school students, 25.5% of high school students did report being able to decide how much time to devote to do assignments as a challenge.

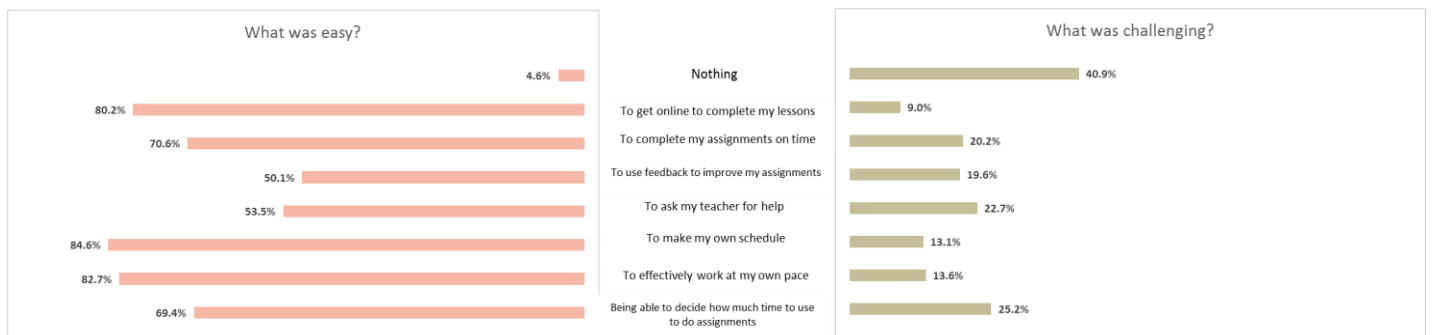
3rd to 5th Grade Students:



Middle School Students:



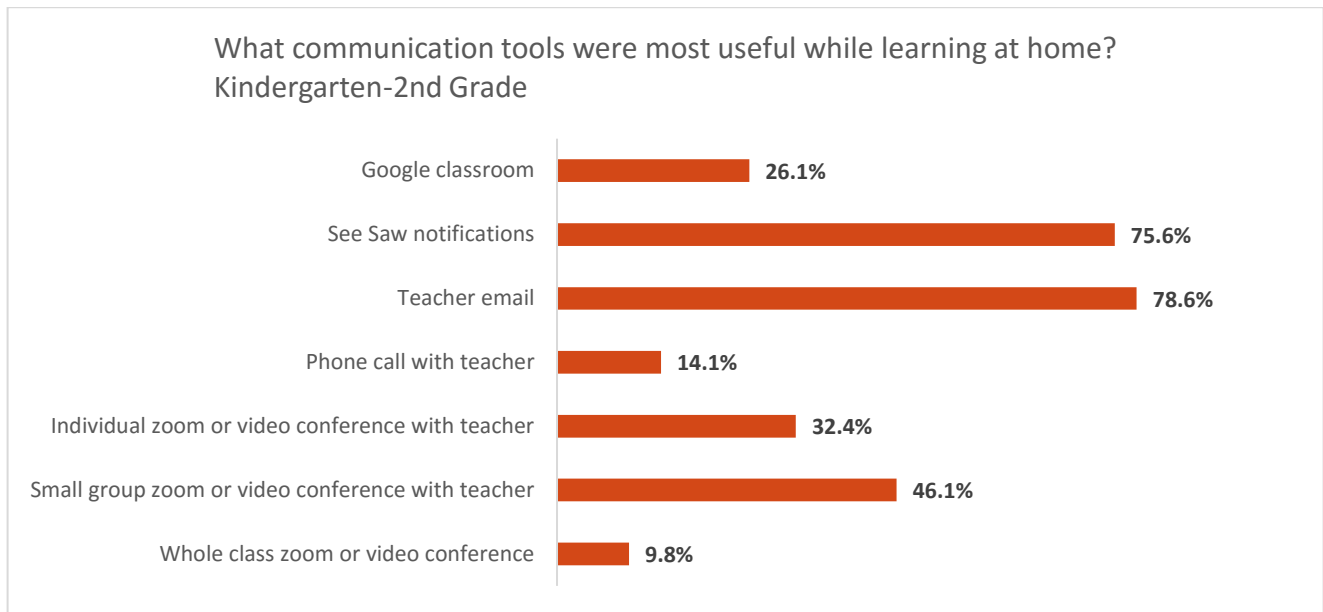
High School Students:



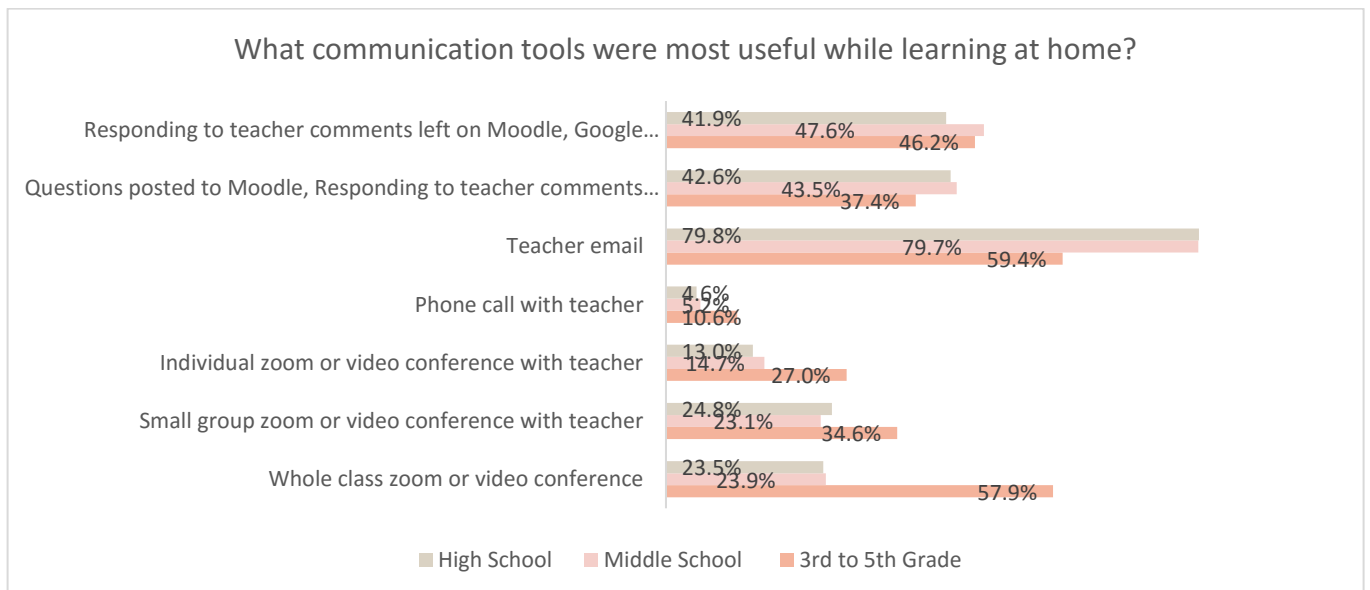
Communication Tools

Multiple lines of communication were open for students and teachers. The most preferred type of communication was teacher email, and this held across all grade bands.

75.6% of kindergarten through 2nd grade students responded that See Saw notifications were useful. Only 9.8 % of this grade band reported the whole class zoom or video conference as being useful, but 46.1% reported small group zoom or video conferences were useful.

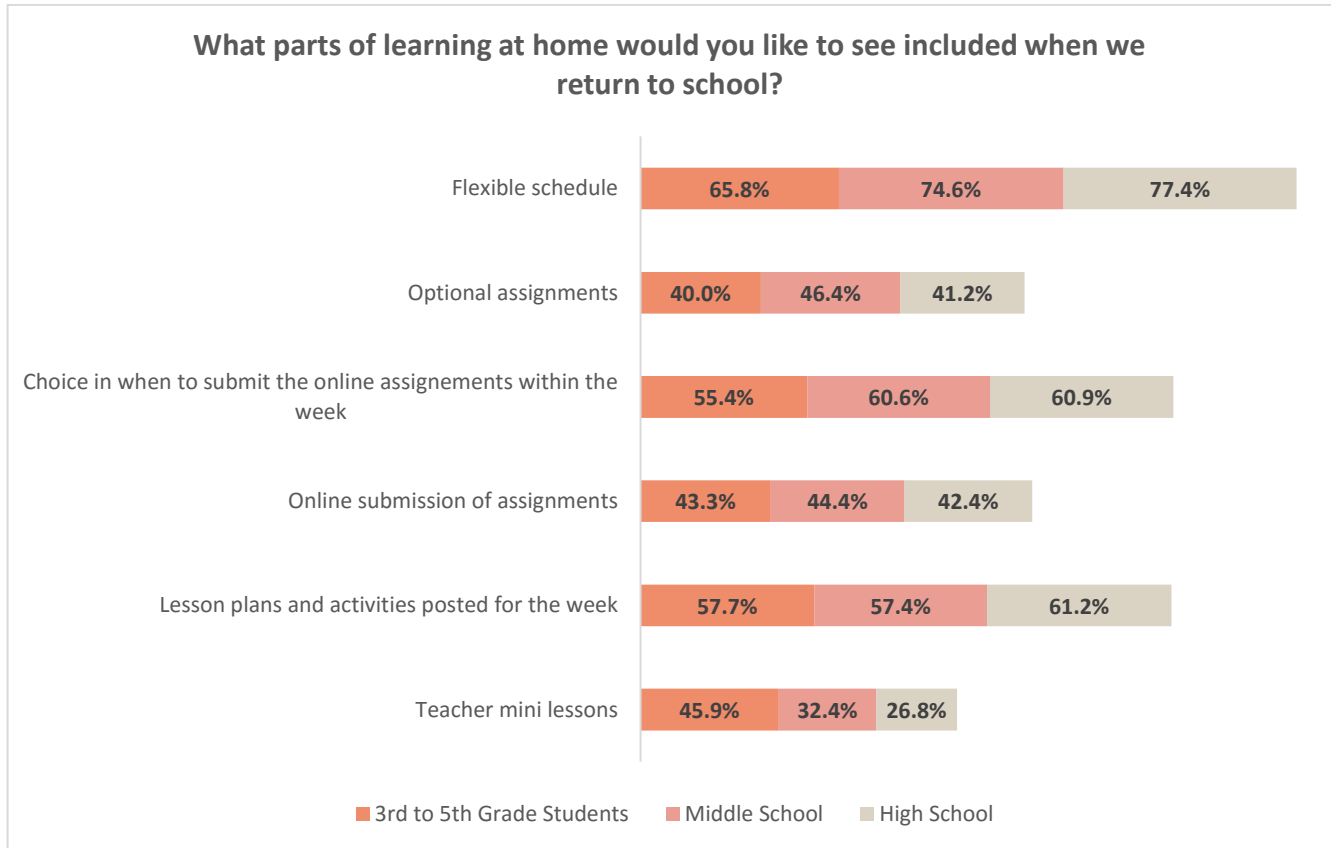


57.9% of 3rd through 5th grade students responded that Whole class zoom or video conferences were useful, which was the highest reported group. Middle and high school students were less likely to find individual zooms or video conferences useful than the elementary students.



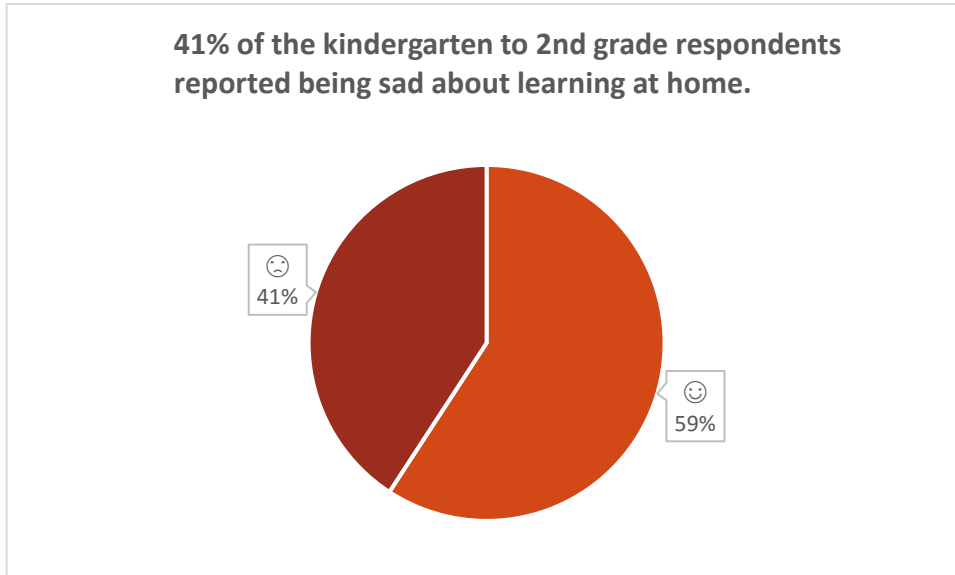
What parts of learning at home would you like to see included when we return to school?

Curiosity prompted the research team to ask students what parts of emergency remote learning they would like to see continue after they return to campuses. Students in third through twelfth grades answered this question. Students reported wanting a flexible schedule, choice to when to submit assignments and lesson plans and activities posted for the week more than the other options. Again, students were encouraged to propose another option. That data has not been analyzed as of this publication.



5 OVERALL EXPERIENCE OF EMERGENCY REMOTE LEARNING

This section will unpack how students perceived their learning experience as a global experience. A question was asked of all student grade bands. The kindergarten to second grade option was a binary option: 😊 or 😞.



The third to twelfth grade students rated their experience from disappointing to excellent on a four-point scale. Students in third to twelfth grades were more positive in their answers their answers about their online experience than negative. Again, students did give additional information about this, but the data is not analyzed yet.

