# Remote Learning Survey Results

Salem School Committee

July 13, 2020

# Remote Learning Surveys - June 2020

## Goal to find out what worked well and what needs improvement

## Remote learning defined:

- Remote learning includes any instruction taking place outside of the classroom, such as lessons assigned through online platforms, instructional videos, packets posted on **www.salemlearns.org**, printed packets, and virtual meetings with teachers and classmates.

## Surveys sent to:

- **Parents/guardians**
- **Students (Grades 4-12)**
- **Teachers**

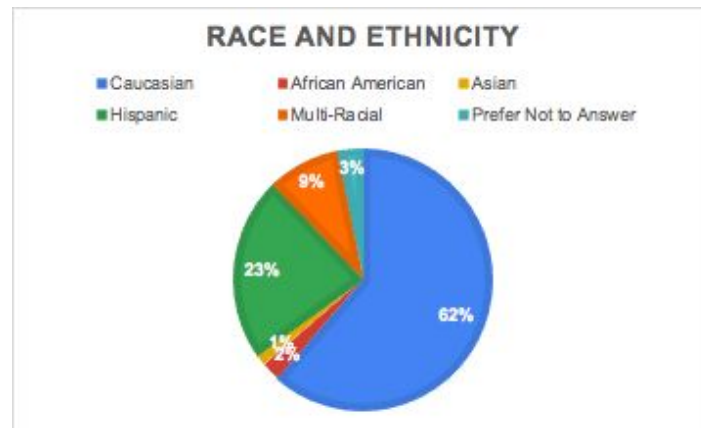| | | | |
|---|---|---|---|
| Morning Announcements | daily | 15 mins. | Recorded |
| Class Meeting* | 1-2x/week | 20-30 mins. | Live |
| Conferences (small groups) | 1x/week | 10-30 mins. | Live |
| Content mini-lessons | 3x/week | 5-10 mins. | Recorded |
| Specialists (art, music, PE)** | 1x/week | 5-10 mins. | Recorded |
| Independent work | daily | 1 hour | |

**Sample**

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# Parent Survey - Respondents

## 706 Responses
- **656 in English**
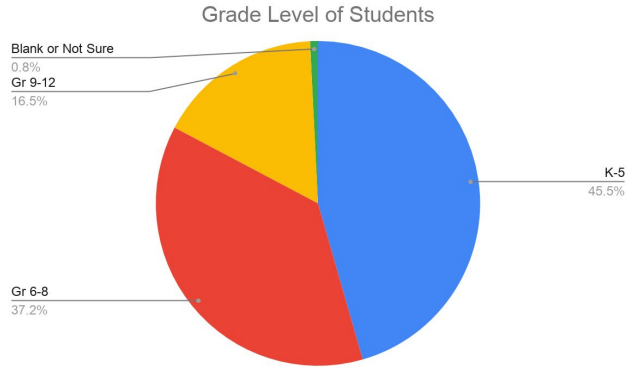- **46 in Spanish**
- **4 in Portuguese**

## Demographics
- **Most were GrK-5 (54%)**
- **21% middle and 21% high school**
- **27% have IEPs, 4% are ELL**
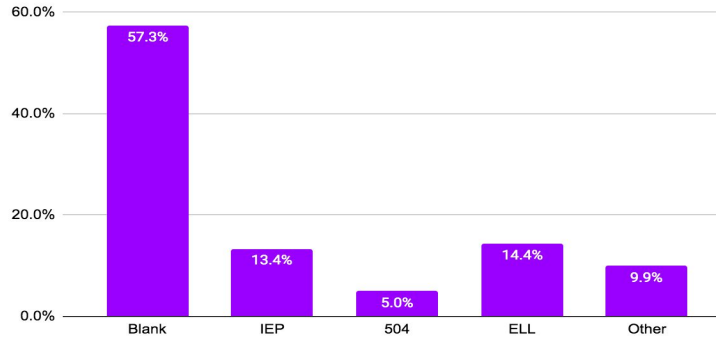- **Majority (62%) Caucasian**
- **23% Hispanic**

### % Students at Each Grade Levels

4%
21%
21%
54%

■ PreK  ■ Grades K-5  ■ Grades 6-8  ■ Grades 9-12

### % Students Receiving Supports

27%
9%
4%
8%
52%

■ IEP  ■ 504  ■ ELL  ■ Other Supports  ■ N/A

### RACE AND ETHNICITY

■ Caucasian       ■ African American   ■ Asian
■ Hispanic        ■ Multi-Racial       ■ Prefer Not to Answer

3%
9%
23%
1%
2%
62%

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# Student Survey - Respondents

## 382 responses

- **45.9% Elementary**
- **54.1% Secondary**



Grade Level of Students

- Blank or Not Sure 0.8%
- Gr 9-12 16.5%
- K-5 45.5%
- Gr 6-8 37.2%



Special Populations - Students

- Blank 57.3%
- IEP 13.4%
- 504 5.0%
- ELL 14.4%
- Other 9.9%



Race and Ethnicity - Student Respondents

- African American 5.0%
- Asian 5.5%
- Caucasian 43.5%
- Hispanic 30.1%
- Multi-Racial 16.5%
- Prefer not to answer 0.0%

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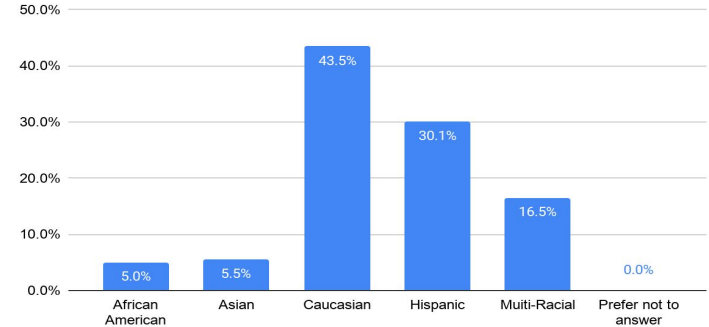
# Form of Learning

- **More reported using Google Classroom or combination of GC and Schoology**
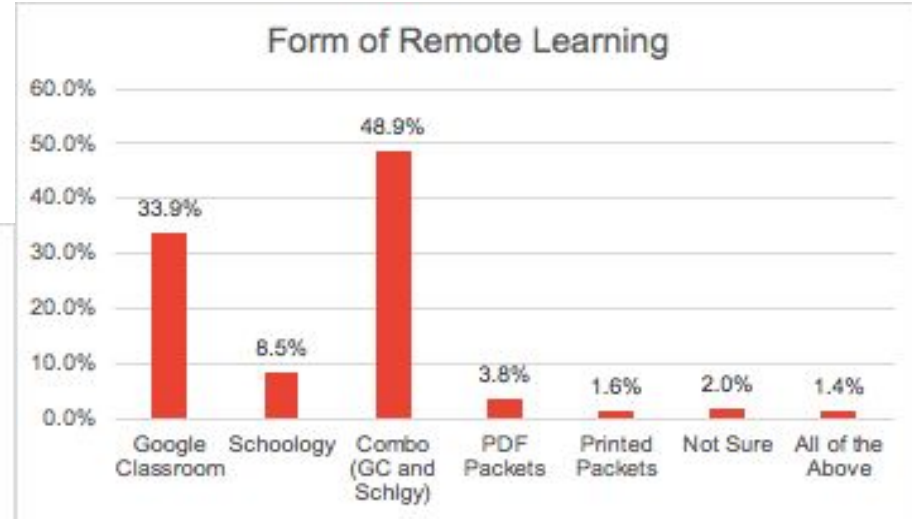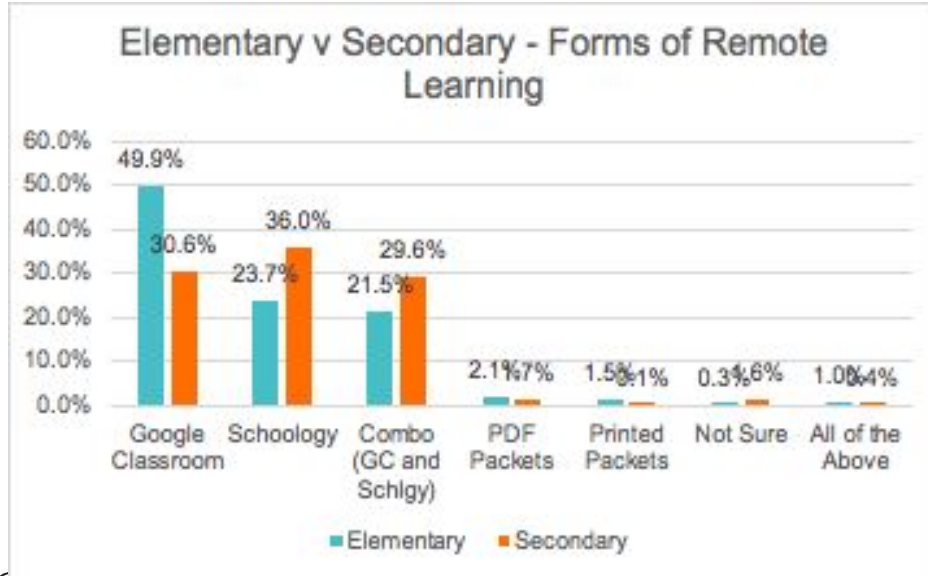
Elementary v Secondary - Forms of Remote Learning



Form of Remote Learning



- **Google Classroom was used more at the Elementary grades and Schoology by the secondary grades**

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# Students - Form of Learning

- **As a whole group, use of different forms of learning were mixed**
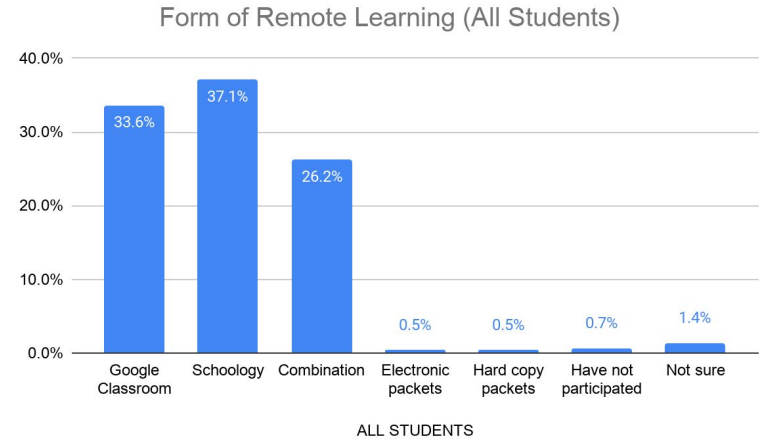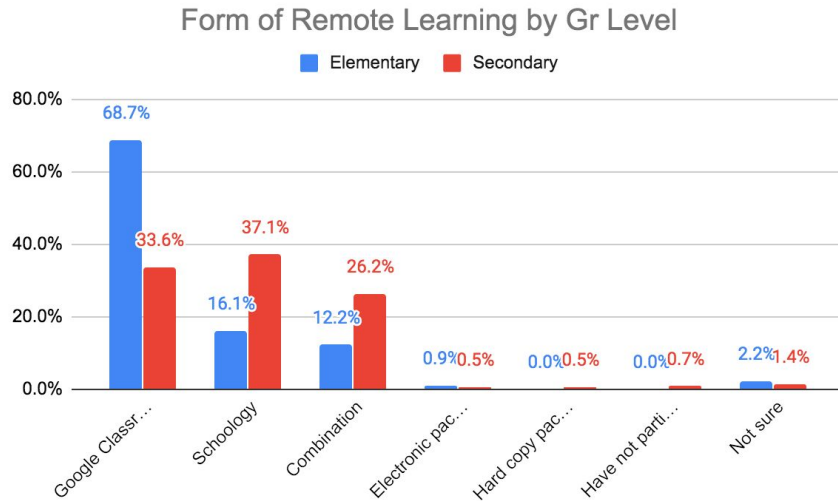


Form of Remote Learning by Gr Level



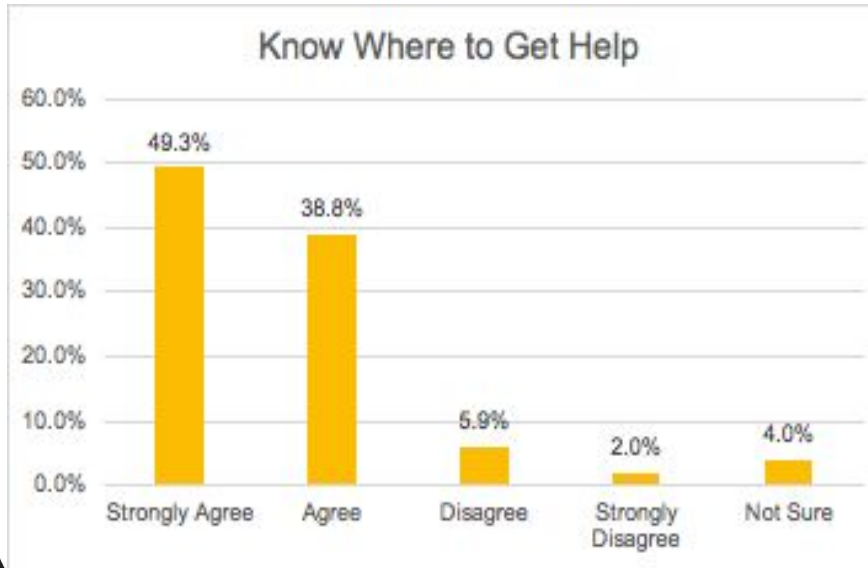Form of Remote Learning (All Students)

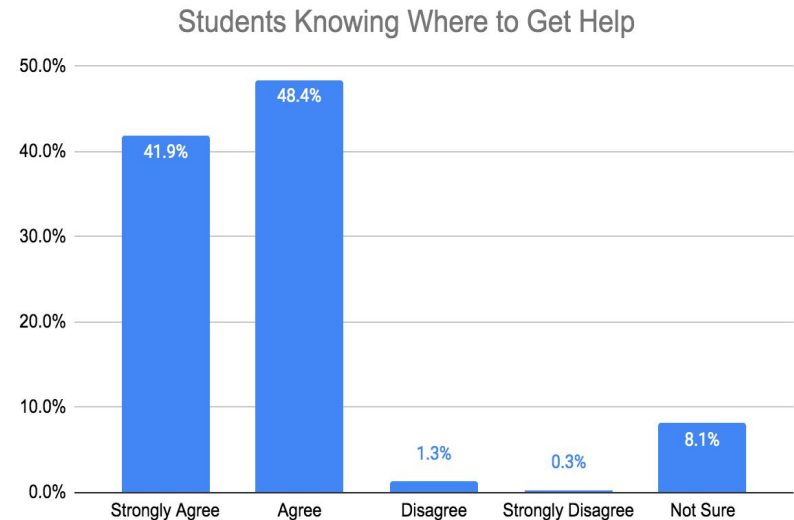- **Google Classroom was used more at the Elementary grades and Schoology by the secondary grades**

# Getting Help

- **Vast majority of both parents and students said their children/they knew where to get help with remote learning**
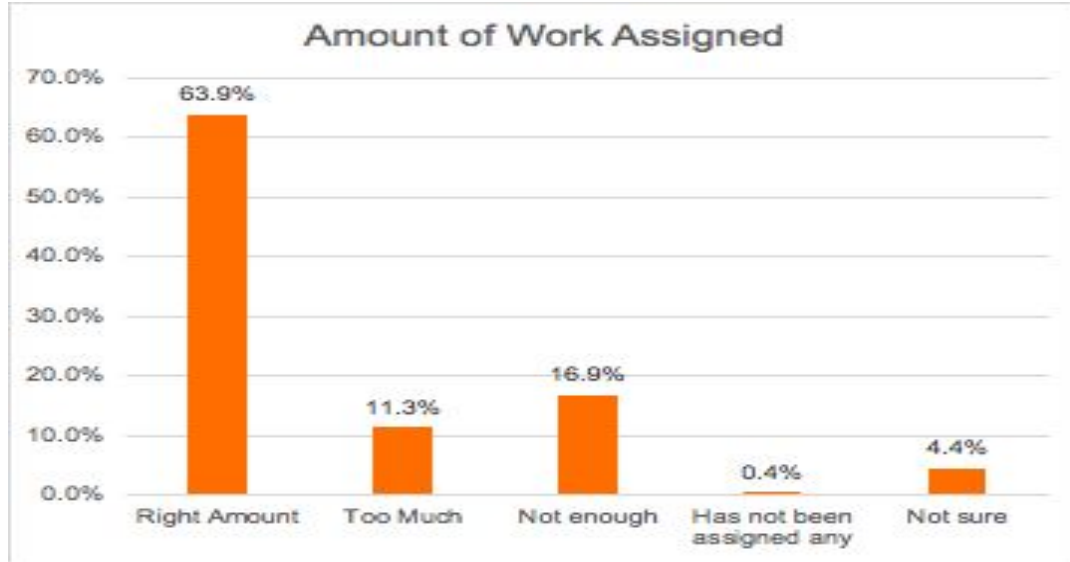
Parents

Students

# Amount of Work Assigned (Parents)



Amount of Work Assigned

- 70.0%
- 63.9% — Right Amount
- 11.3% — Too Much
- 16.9% — Not enough
- 0.4% — Has not been assigned any
- 4.4% — Not sure

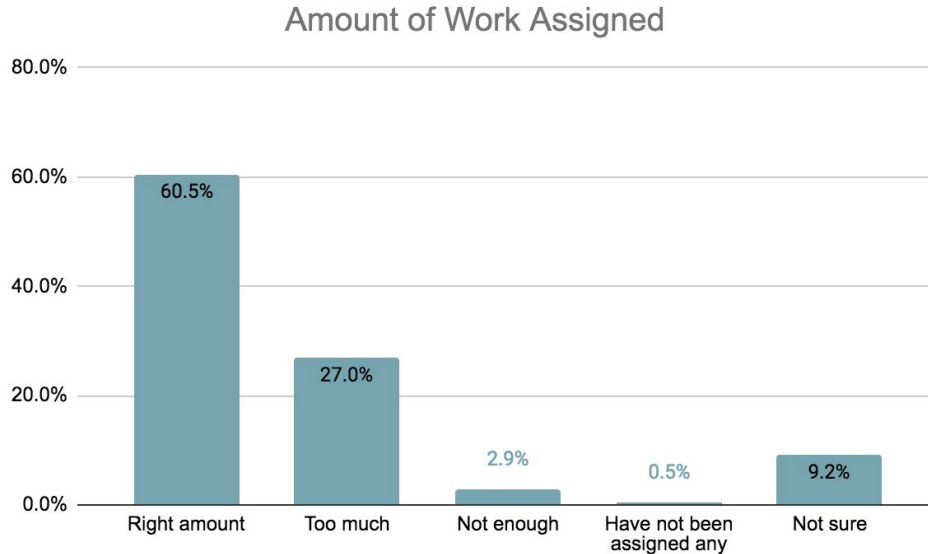- **Majority of parents (64%) said the "right amount" of work was assigned to students**
  - 17 % said it was not enough
  - 11.3% said it was too much work assigned
-

**Some parents reported a mix, depending on the grade level or teacher**

- *"The 6th grader gets about the right amount of school work, but the second grader finishes his work in about 20 minutes."*

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# Amount of Work Assigned (Students)

**Amount of Work Assigned**



- **Majority of students (60.5%) said the "right amount" of work was assigned to students**
  - 27 % said it was too much
  - 9.2% were unsure
  - 2.9% said it was not enough

-

**Several students reported a mix, saying it depended on the teacher**
- *"Some classes assign too much, and some assign too little. It has depended on the teacher."*

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# Amount of Work (continued)

Parents



Elementary v Secondary - Amount of Work Assigned
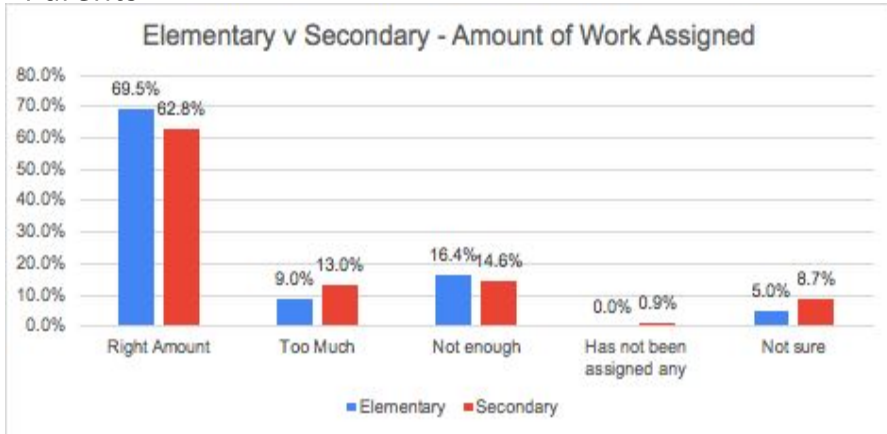
- **More elementary level parents reported that "not enough" work was assigned while more secondary parents reported that "too much" was assigned.**
- **At the secondary level, more students reported "too much" work assigned than "not enough"**

- **A majority of parents and students at both the elementary and secondary level said their students were assigned the "right amount" of school work**

Students



Amount of Assigned Work-Students
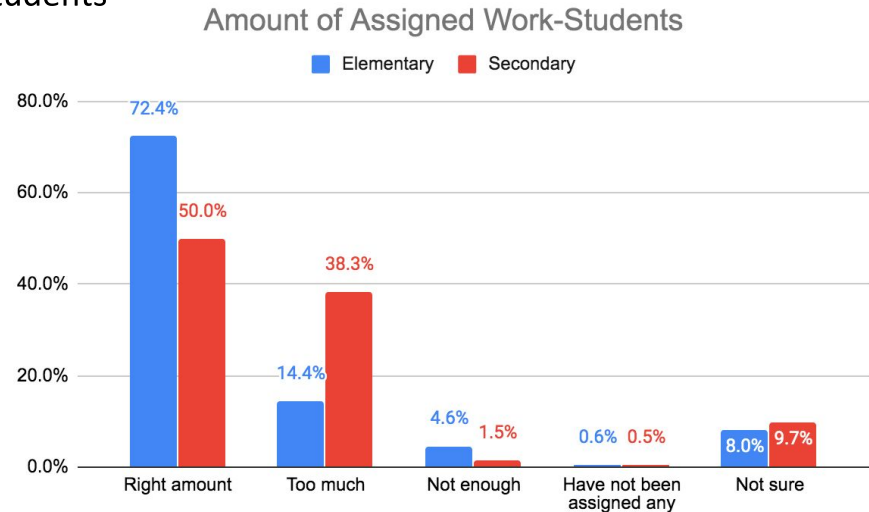
# Connecting

**44.6% of parents said that "small group meetings" was their student's preferred way of connecting via remote learning**
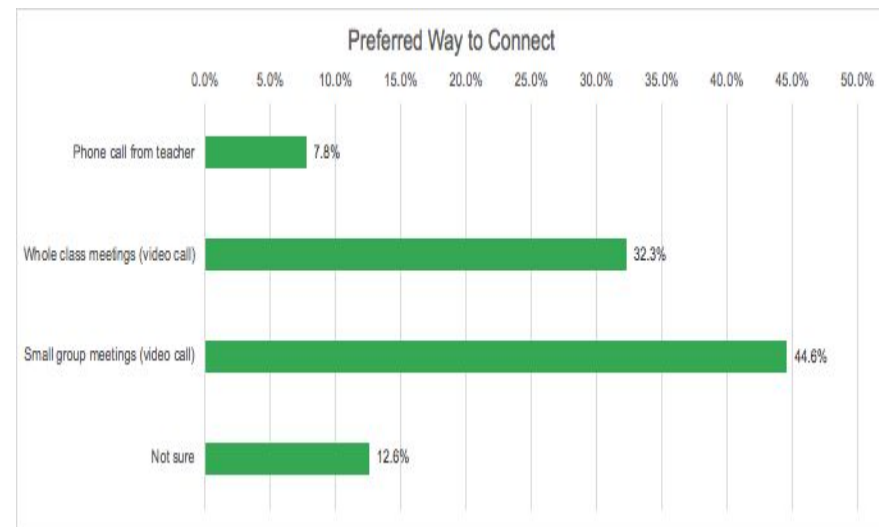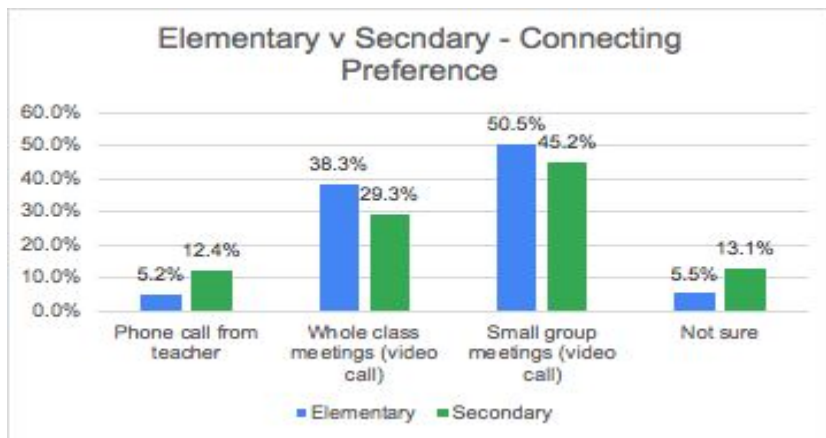




**This preference holds for both the elementary and secondary levels**

# Engaging

Engagement with Key Elements of Remote Learning



"Small group meetings" and "having clear instructions" were both identified as having a lot of impact on student engagement.

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# Barriers to Remote Learning



Barriers to Remote Learning

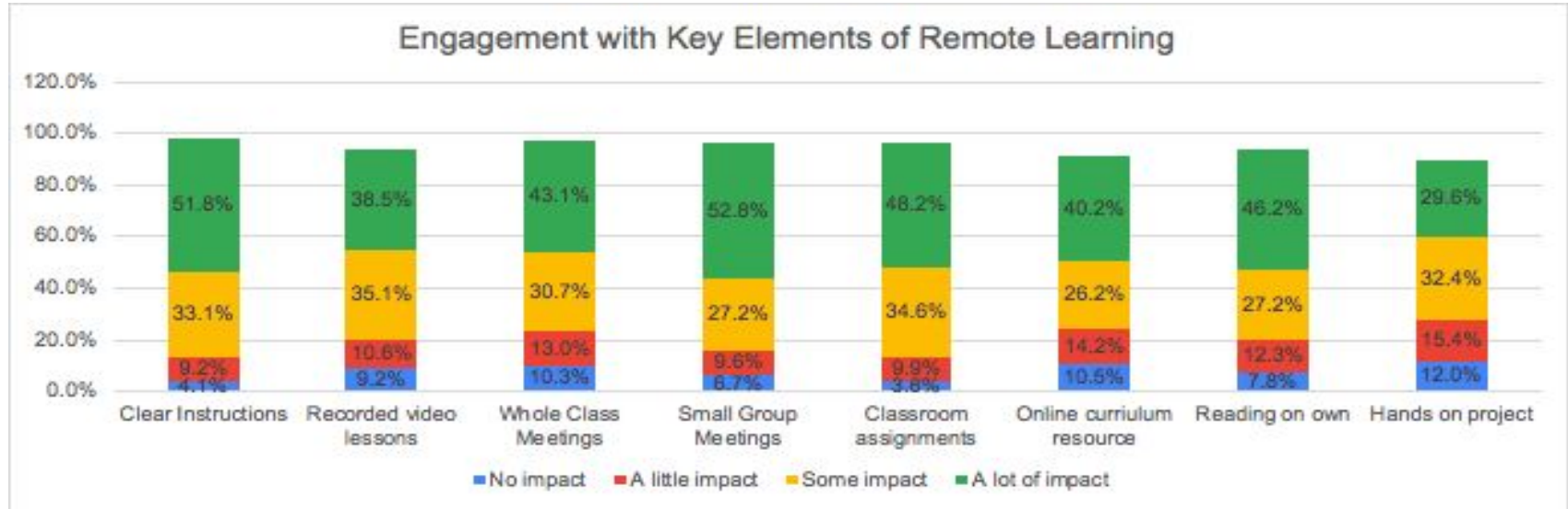| Barrier | Percentage |
|---|---|
| No barriers | 22.4% |
| Child not interested | 22.0% |
| Difficulty navigating instructions | 16.0% |
| Child not sure what to do | 15.0% |
| N/A | 8.8% |
| Share device | 6.7% |
| Confusing schedule | 4.0% |
| Other responsibilities | 3.8% |
| Schedule not a good time | 3.8% |
| Not enough time to do the learning assignments | 1.6% |
| Don't know password | 1.3% |
| Not able to access | 1.1% |
| Struggle to keep focused | 0.8% |
| Access challenges at first | 0.7% |
| Not enough time with teacher | 0.6% |
| Attention deficit | 0.6% |
| Missed friends | 0.4% |
| Uneven or inconsistent assignments across teachers | 0.4% |
| Eye problems due to computer use | 0.3% |
| No internet | 0.3% |

- **22.4% reported no barriers**

- **22% said biggest barrier was student's own lack of interest in remote learning**

- **Difficulty navigating instructions (16%) and student's uncertainty of what to do (15%) were also among the top barriers identified**

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# What Worked Well

- **Amazing teachers**
  - *"Obviously the dedicated and talented teachers who on a whim did not miss a beat when the school building closed."*
  - *"We are very impressed with the level of time and care all of his teachers have extended to him."*
- **Small group meetings**
  - *"The small group sessions with teachers and a handful of students are most effective. This allows for individual attention, and setting the level of the work to a level appropriate to the child."*
- **Zoom meetings**
  - *"Frequent zoom class calls and hearing their teacher's voice in nearpod lessons."*
- **Frequent communication**
  - "Excellent communication with their teachers and very clear assignments that include instructional videos from their teachers."

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# What Worked Well (cont.)

- **One-on-One sessions for extra support**
    - *"My son has a weekly meeting with his class teacher and OT. The individual attention is huge for him."*
    - *"One on one meetings with the teacher to go over the weeks work and make sure they understand the material."*
- **Google Classroom**
    - *"Google classroom has been great for finding assignments and links."*
- **Recorded video lessons**
    - *"When teachers provide a clear instructional recorded video of themselves explaining the assignment and walking the kids through the steps of the directions it makes remote learning very easy and fun. I wish every teacher would record themselves explaining each lesson for the students to watch and reference to."*

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# What Worked Well (cont.)

- **Students learning to work independently and at their own pace**
  - *"My 6th grader seems to be completing more quality work through online learning. He is able to work at his own pace without distractions. He also does better with typed out assignments instead of writing."*
- **Having a clear, set schedule and structure**
  - *"I feel that the high school has a great thing by scheduling blocks, like they are in school. Also, this schedule provides structure for the student."*
- **Students gaining a lot of technology and computer skills**
  - *"My child is learning how to use the computer."*
- **Fewer distractions for child than when at school**
  - *"The lack of distractions from other children who typically act out has been the best part by far. I would argue they are learning more."*

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# What Could be Improved

- **More small group meetings**
  - *"My son learns more in the small group meetings. Have more of these."*
- **Clearer instructions with teacher explaining in video meetings**
  - *"Give more clear instructions and guidance on the work."*
- **More online instructional time**
  - *"I would like to see more than 2 hours per day of structured learning modules. Feel like my daughter is not being challenged in the work. I know it's not easy under the circumstances and I want to thank you for all your efforts."*
- **Centralized place for finding logins and passwords**
  - *"One website with all links instead of opening other windows with all different passwords."*

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# What Could be Improved (cont.)

- **More communication -- more streamlined and consistent**
  - *"Things are getting better, but we receive communication in multiple places."*
- **More structured, consistent, set schedule**
  - *"Have a set schedule. Keep it as close to the real school day as possible."*
- **Streamline the learning platform -- pick one and stick with it**
  - *"We are using multiple learning platforms and receiving instructions for lessons through multiple platforms. We have to keep a notebook with all these different sites and passwords since there are so many. It would be much easier if we didn't have 10 different platforms and logins to sift through and we received all information in one place."*

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# What Could be Improved (cont.)

- **More one-on-one time with students**
  - *"Students need at least weekly one on one time with each teacher. They need to be able to ask questions and have things explained."*
- **Better grading system - more feedback on student work**
  - *"Teachers should give students more feedback on how they are doing in remote learning."*
- **More recorded video lessons**
  - *"I think she would enjoy more recorded lessons of her teacher going over what to do instead of just reading it. It might also help to get them motivated to do the work."*
- **Training and support for parents**
  - *"Perhaps create some training videos to teach parents how to use the different tools."*

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# Interest in Summer Learning Options



Level of Interest in Possible Summer Learning Options
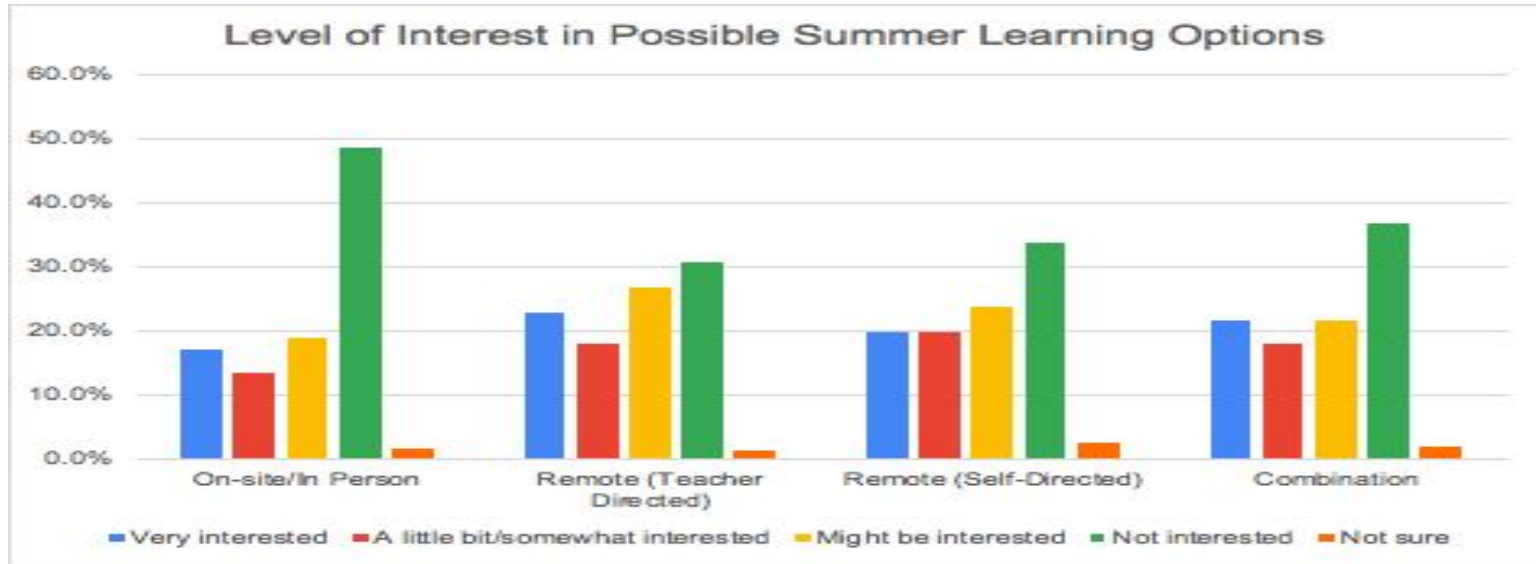
**Although there was some level of interest in remote summer learning options, most parents were not interested in on-site summer learning. Many said they wanted a break after the challenging year.**

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# Additional Comments re Fall Reopening

- **Some parents said they preferred to continue remote learning in the fall rather than have students return in person**
  - *"I'm weary about sending my child back to school in September. I would rather my child do remote learning online until they have a vaccine."*
- **Other parents expressed interest in a hybrid model**
  - *"I hope a hybrid model will be possible as I do think that face to face interaction with real people is important and will help with depression with children."*
- **Still others stated their preference for an in-person return to school**
  - *"I am sincerely hoping that we will be able to resume school in person in the fall. That is my biggest hope. "*

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# Key Takeaways - Remote Learning

1. Teachers and staff went the extra mile to make sure students and families were supported as best as possible -- THANK YOU TO ALL!
2. The amount of work assigned during remote learning was about right for the situation -- will examine more closely (esp. at the different grade levels) if more remote learning occurs
3. Clear instructions, small group meetings, recorded lessons, and a set schedule were key elements for engaging students in their learning -- more efforts to make remote learning more engaging/interesting for students needed
4. Parents want more training on the tools of remote learning, ways to motivate students, and feedback on their student's learning and progress
5. While we were able to help many with access and connectivity challenges, still more to do to ensure equity of access for all

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# Key Takeaways - Summer and Fall

1. **Most wanted a break for the summer, but interest in remote summer learning options could be promising for future**
2. **To the extent parents commented on reopening options for the fall -- responses were mixed with some wanting a full return, others more comfortable remaining with remote learning, and others open to a hybrid model.**

*Questions?*

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