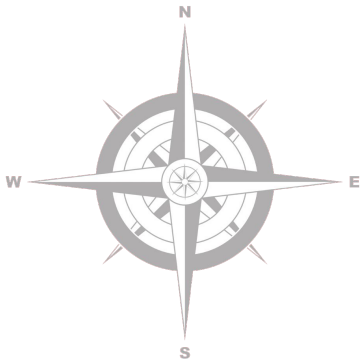# Remote Learning Parent/Guardian and Student Results

School Committee Presentation
May 12, 2020

WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Presentation Overview

- Methods & Participants

- Technology for Remote Learning

- Time on Remote Learning

- Meeting Student Needs

- Overall

Methods & Participants

Methods

- Google Forms survey
- Parent/Guardian survey in English, Simplified Chinese, and Spanish. Student survey in English.
- Parent/guardian survey distributed via School Messenger emails. Student survey distributed via school email addresses.
- Surveys sent to all WPS parents/guardians and to WPS students grades 7+ on Tuesday, April 28.
- Reminders sent during the week via SEPAC, EL program, and METCO program, as well as by school principals.
- Surveys closed at 3 pm on Monday, May 4.

Participants

1,179 *parent/guardian* responses

- PAWS = 73 (5% of responses)
- Elementary = 723 (61% of responses)
- WMS = 423 (35% of responses)
- WHS = 391 (33% of responses)

529 *student* responses

- WMS = 229 (44% of responses)
- WHS = 295 (56% of responses)

Technology for Remote Learning

Most families have enough devices.

Device Access

- 14.8% Shared
- 82.4% 1:1

Device Access, Student Survey

- 6.2% Shared
- 91.5% 1:1

Legend:
- 1:1
- Shared
- Shared/Not Enough
- None
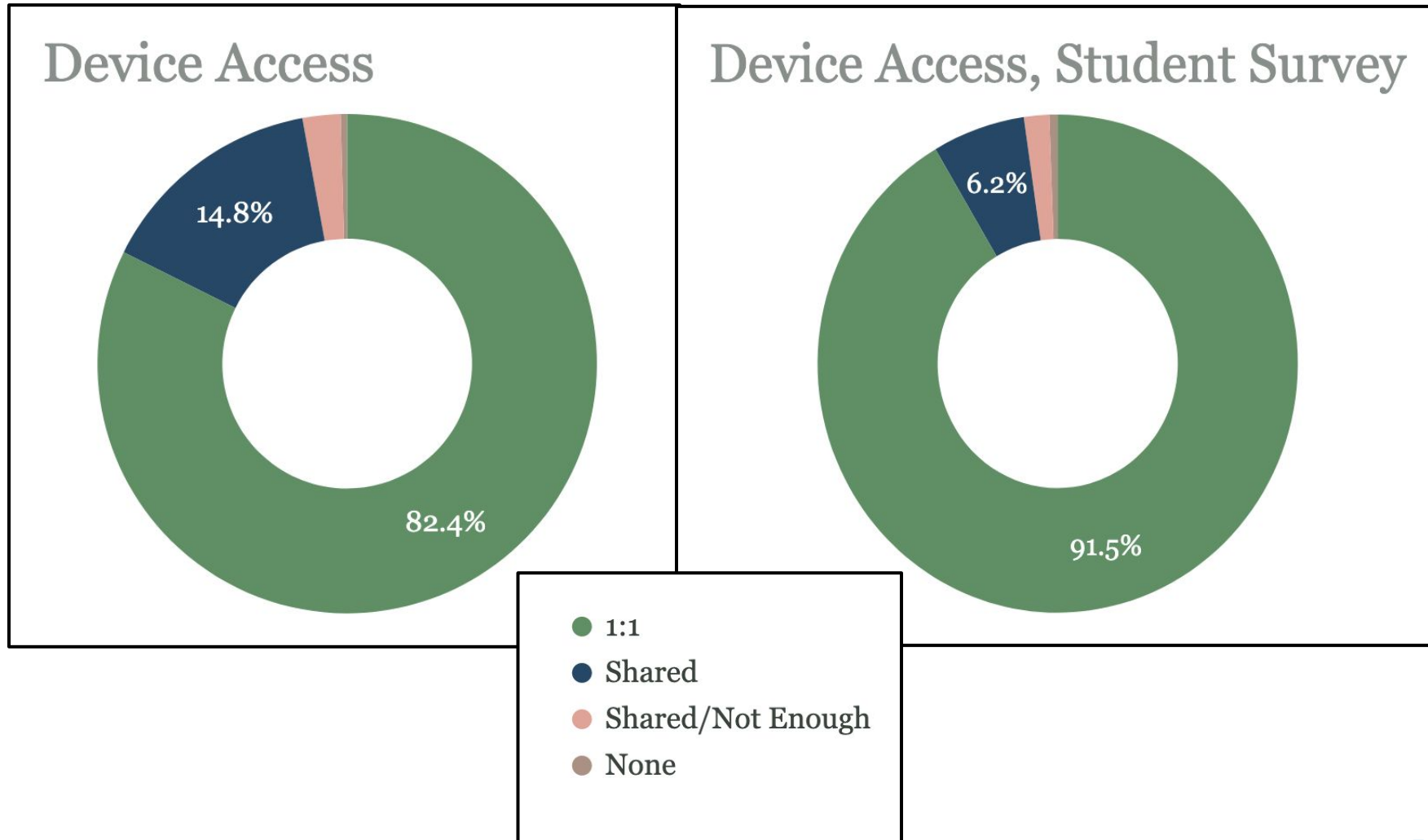
Most families have
reliable internet access.

Internet Access

95.7%

Internet Access, Student Survey

11.4%

88.1%

Legend:
- ● Adequate
- ● Inadequate
- ● None
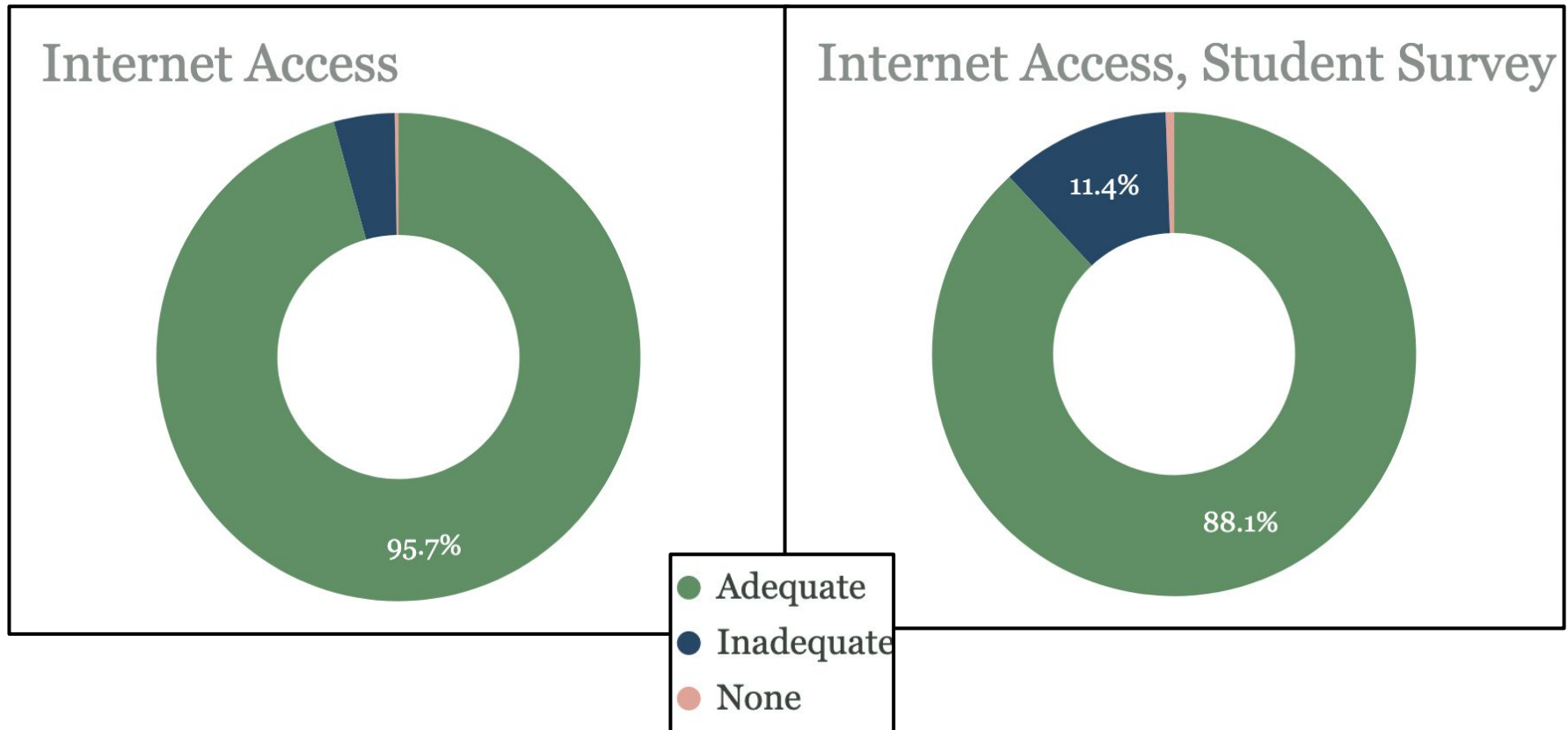
Most students use a device 4 or more hours a day.

Legend: ■ 0-3 Hours ■ 4-7 Hours ■ 8-11 Hours ■ 12-15 Hours ■ 16+ Hours

School	0-3 Hours	4-7 Hours	8-11 Hours	12-15 Hours	16+ Hours
WHS	24	141	166	46	
WMS	35	231	121	19	
Elementary	244	399	58		
PAWS	54	2			

PARENT/GUARDIAN

9
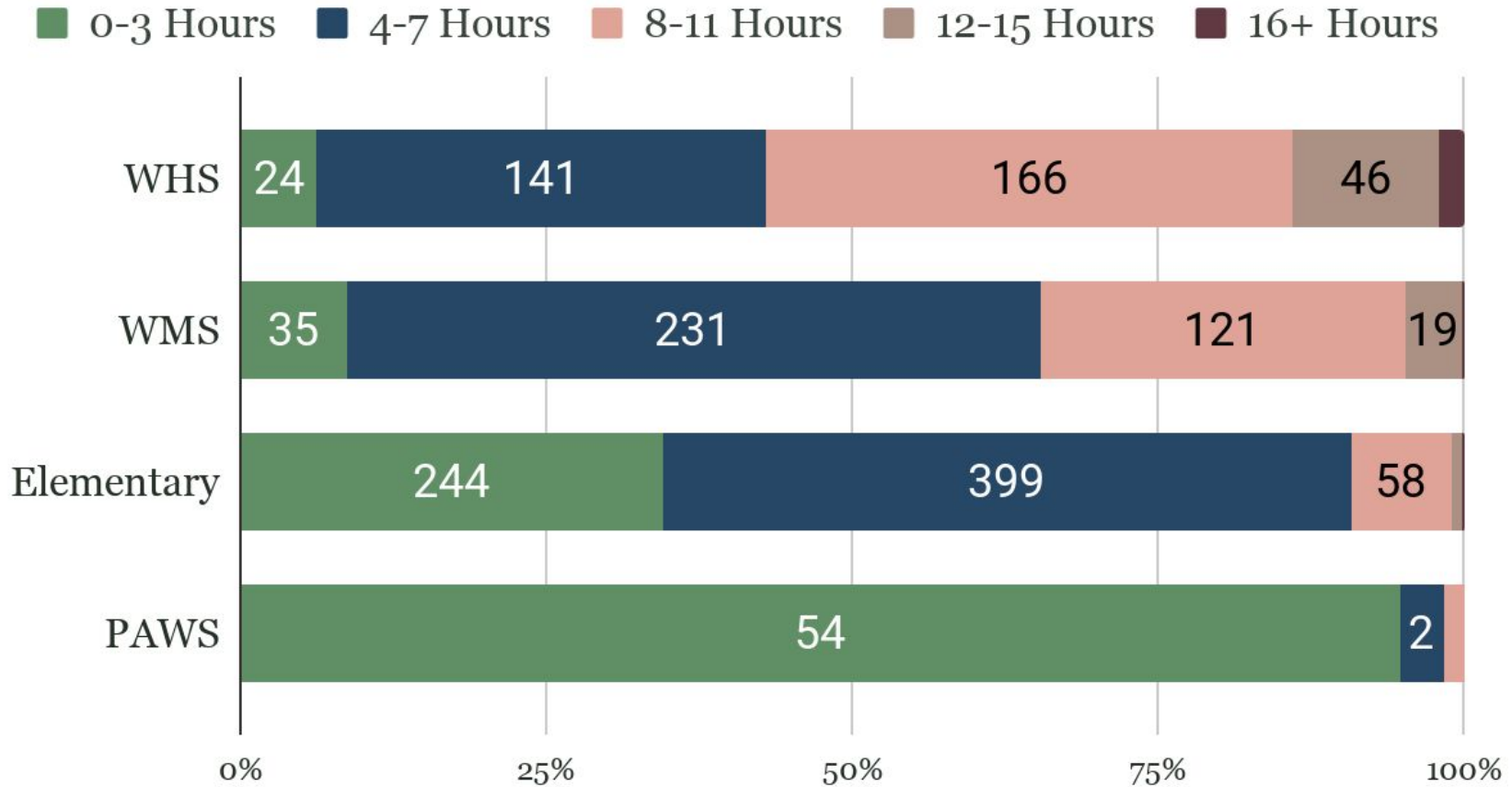
Technology independence increases dramatically by level.

Legend: Independent for All · Independent for Most · Help for Half · Help for Most · Help for All

Level	Independent for All	Independent for Most	Help for Half	Help for Most	Help for All
WHS	336	40			
WMS	267	108	22		
Elementary	65	167	134	158	192
PAWS			2	3	57
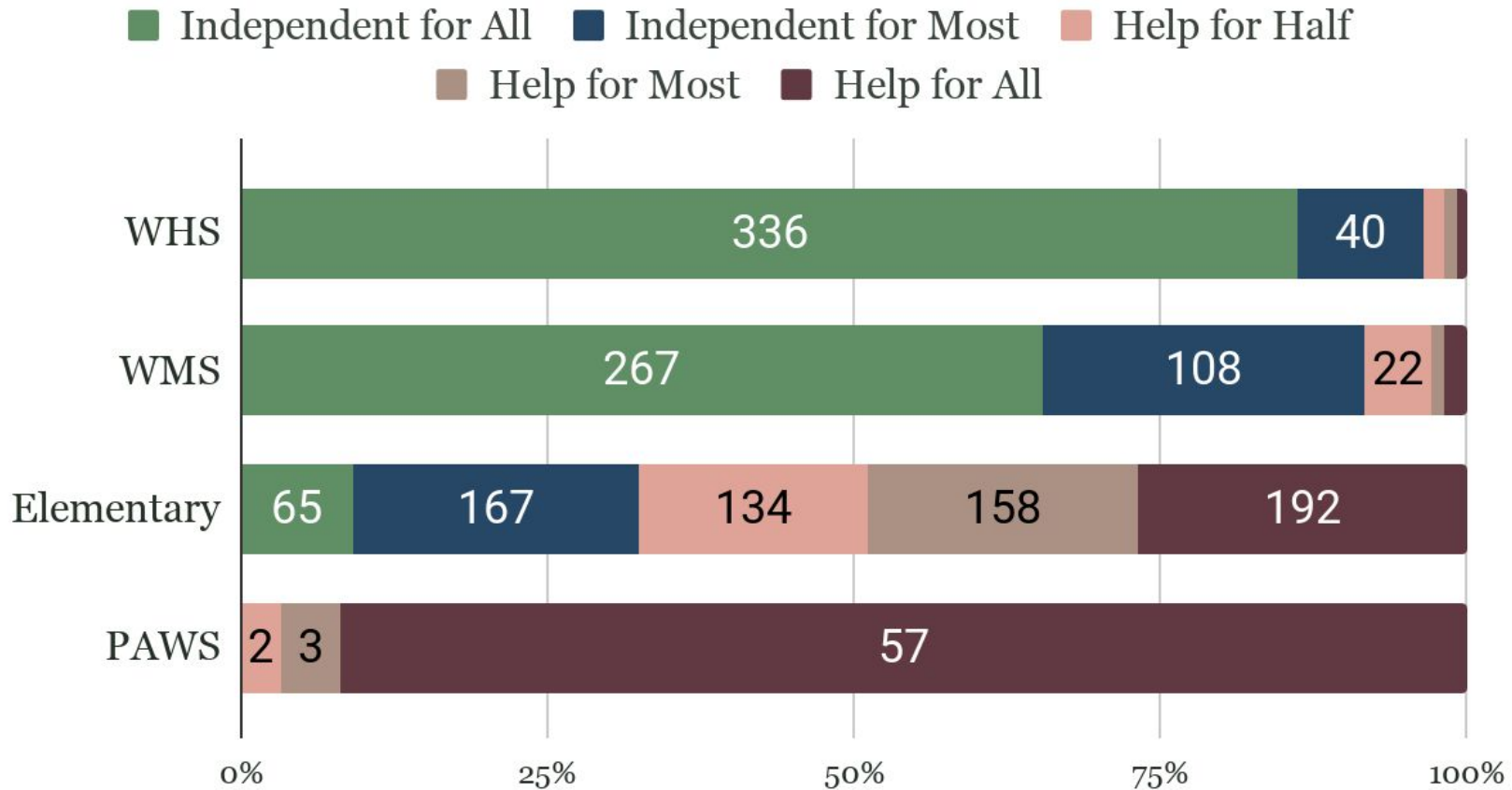
PARENT/GUARDIAN

Students with disabilities experience less technology independence.

PARENT/GUARDIAN

11
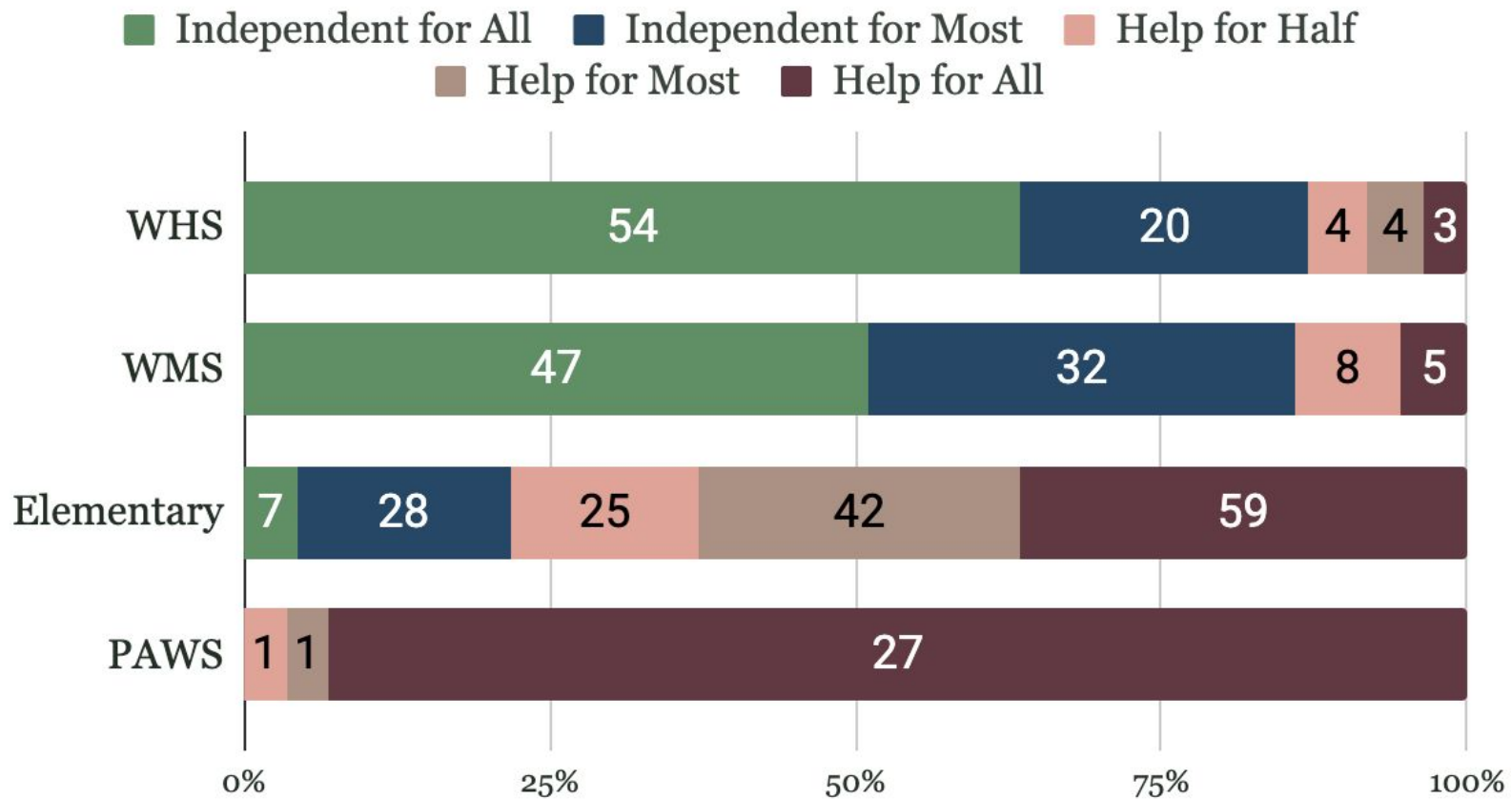
Time on Remote Learning

Adults in nearly 60% of families help their children with remote learning 2 or more hours a day.

Legend: ■ <1 Hour ■ 1 Hour ■ 2 Hours ■ 3 Hours ■ 4+ Hours

	<1 Hour	1 Hour	2 Hours	3 Hours	4+ Hours
District	230	193	165	162	253
WHS	170	85	34	15	23
WMS	91	86	58	52	64
Elementary	32	93	128	146	226
PAWS	7	10	18	8	22

PARENT/GUARDIAN

13
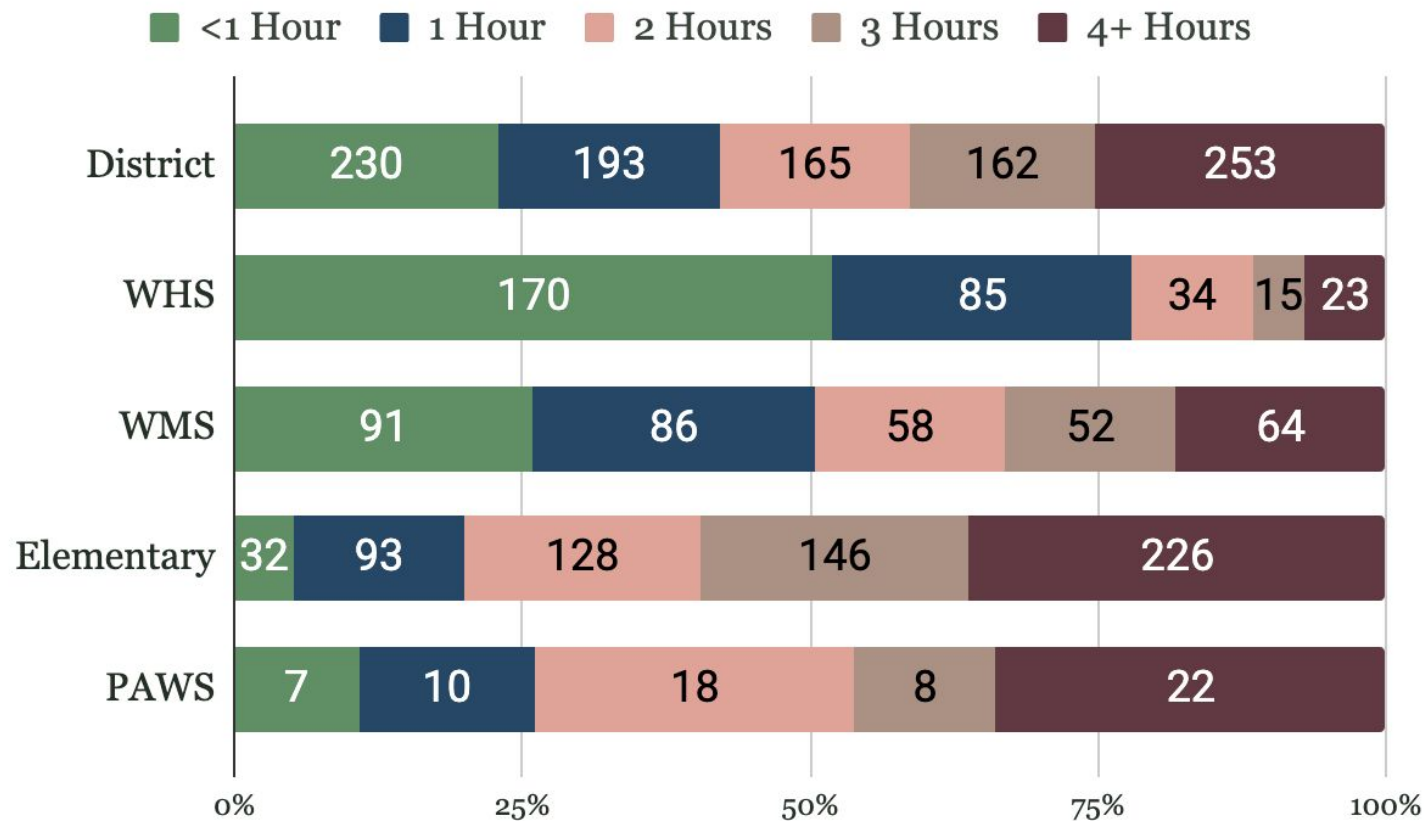
Nearly ¾ found the amount of remote learning time manageable or easily manageable.

Legend: Easily Manageable · Manageable · Barely Manageable · Not Manageable

	Easily Manageable	Manageable	Barely Manageable	Not Manageable
District	491	366	271	49
WHS	251	95	38	
WMS	215	135	63	
Elementary	207	254	220	41
PAWS	18	27	25	7

PARENT/GUARDIAN

14
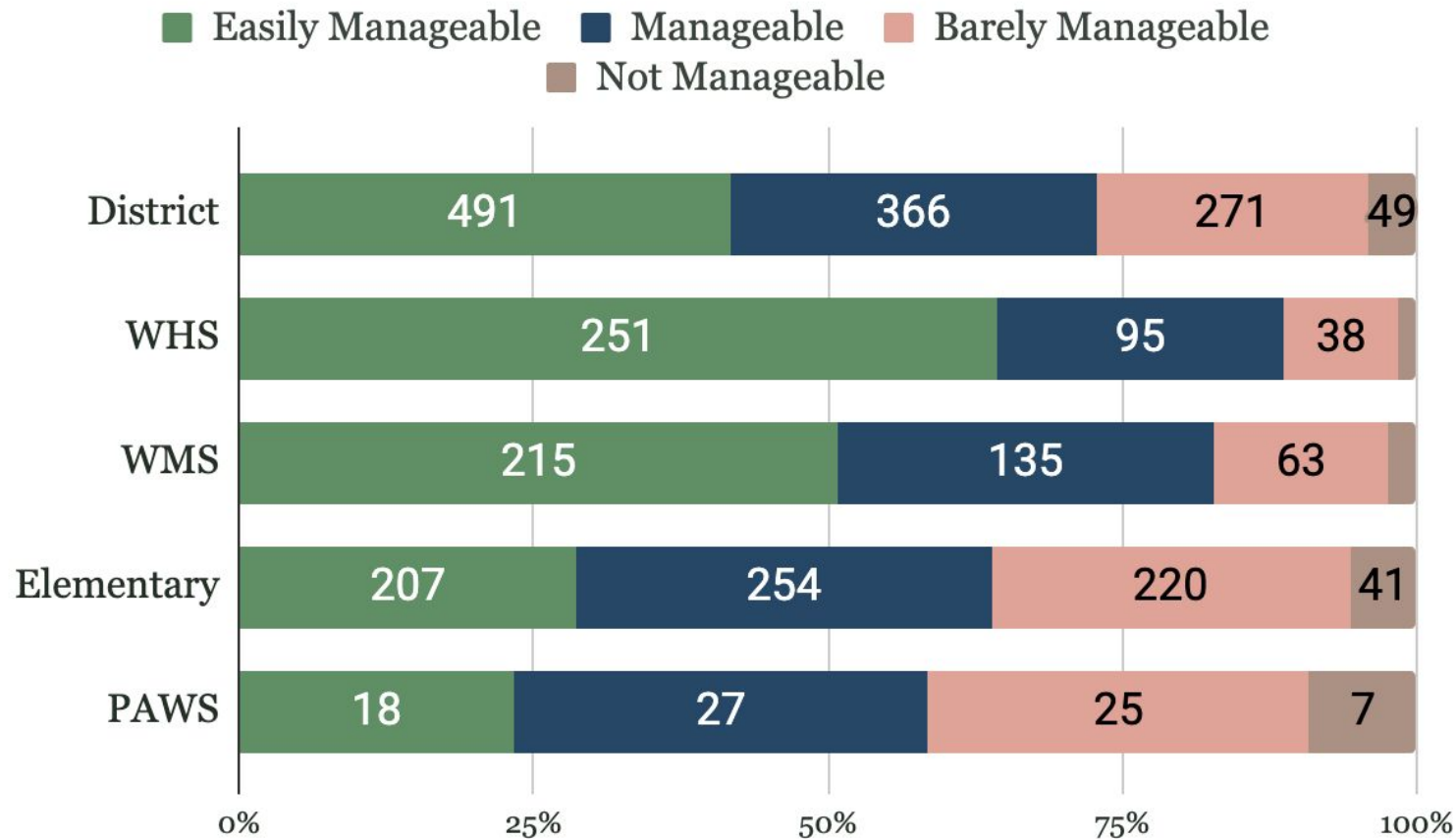
¾ of secondary students found the amount of remote learning time manageable or easily manageable.

Legend: Easily Manageable ■ Manageable ■ Barely Manageable ■ Not Manageable

	Easily Manageable	Manageable	Barely Manageable
WHS Student	35	186	60
WMS Student	35	141	43
WHS P/G	251	95	38
WMS P/G	215	135	63
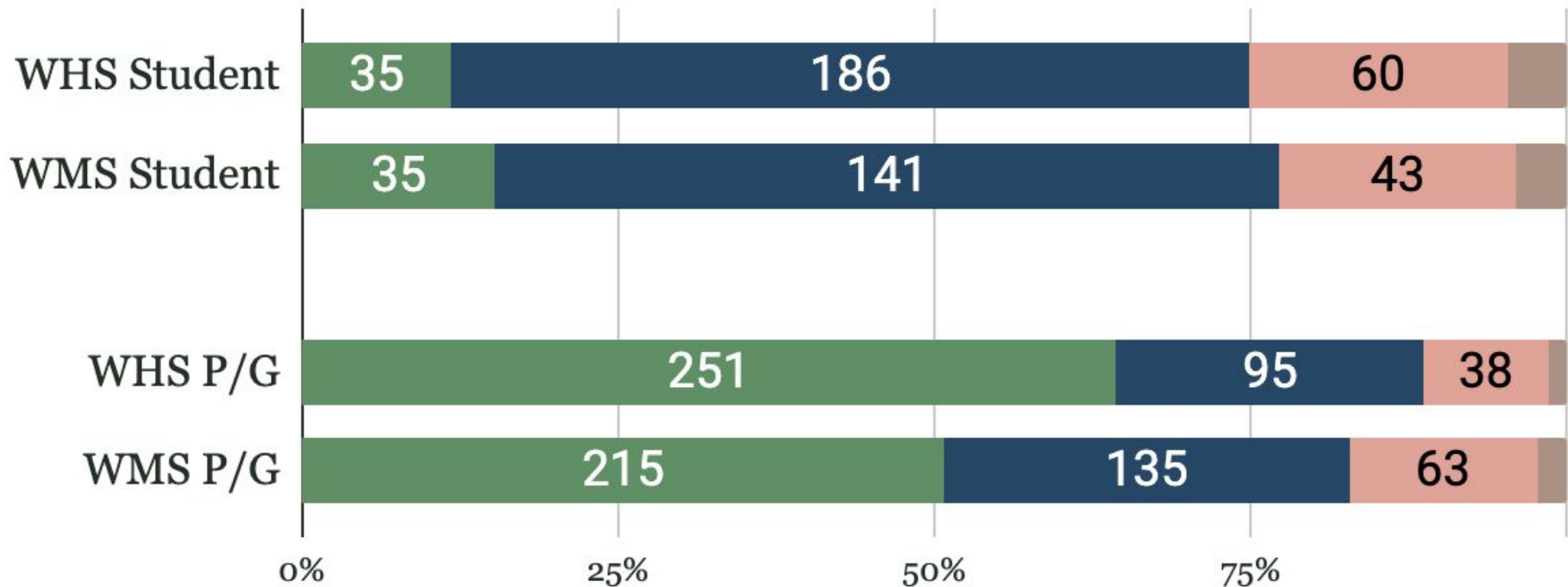
COMPARISON

Most families are experiencing very little scheduling conflict.

Legend: None | 1-2 days a week | 3-4 days a week | Daily

	None	1-2 days a week	3-4 days a week	Daily
District	714	234	82	148
WHS	320	39		
WMS	295	71	22	35
Elementary	342	187	67	126
PAWS	39	18	8	12
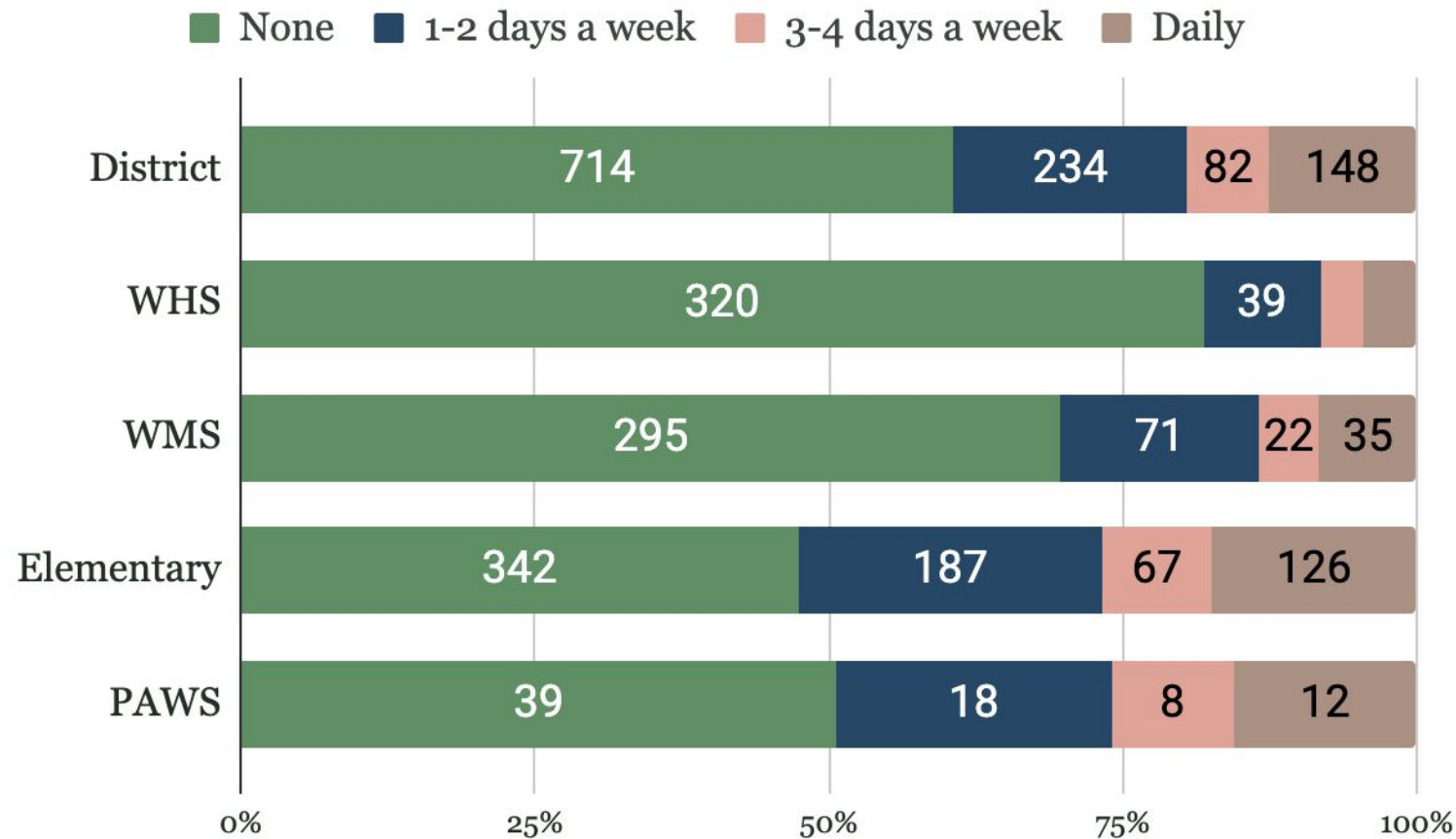
PARENT/GUARDIAN

Most parents/guardians reported 2-3.5 hours of remote learning while students reported slightly more.

Parent/Guardian Survey

Legend: ■ Less than 2 Hours   ■ 2 to 3.5 hours   ■ 4 to 5.5 hours   ■ 6 to 7.5 hours   ■ 8+ hours

	Less than 2 Hours	2 to 3.5 hours	4 to 5.5 hours	6 to 7.5 hours
WHS	48	199	100	29
WMS	29	245	116	10
Elementary	22	90	43	5
PAWS	40	18	2	

Student Survey

Legend: ■ Less than 2 Hours   ■ 2 to 3.5 hours   ■ 4 to 5.5 hours   ■ 6 to 7.5 hours   ■ 8+ hours

	Less than 2 Hours	2 to 3.5 hours	4 to 5.5 hours	6 to 7.5 hours
WHS	13	103	133	28
WMS		109	93	14
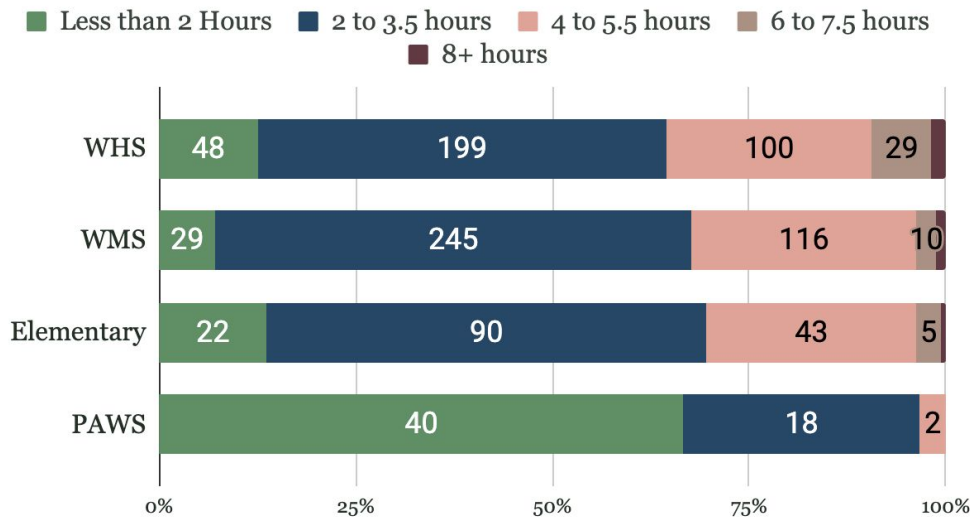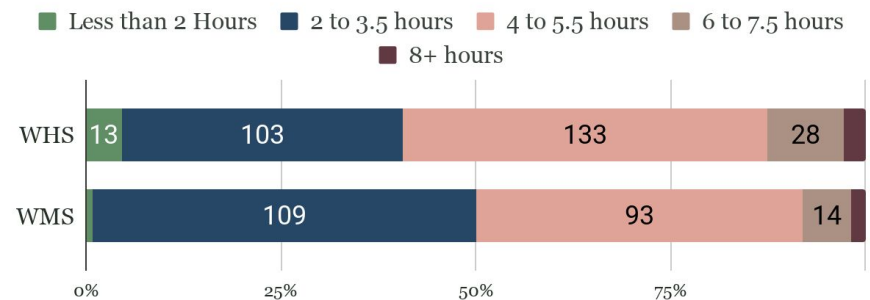
COMPARISON

Meeting Student Needs

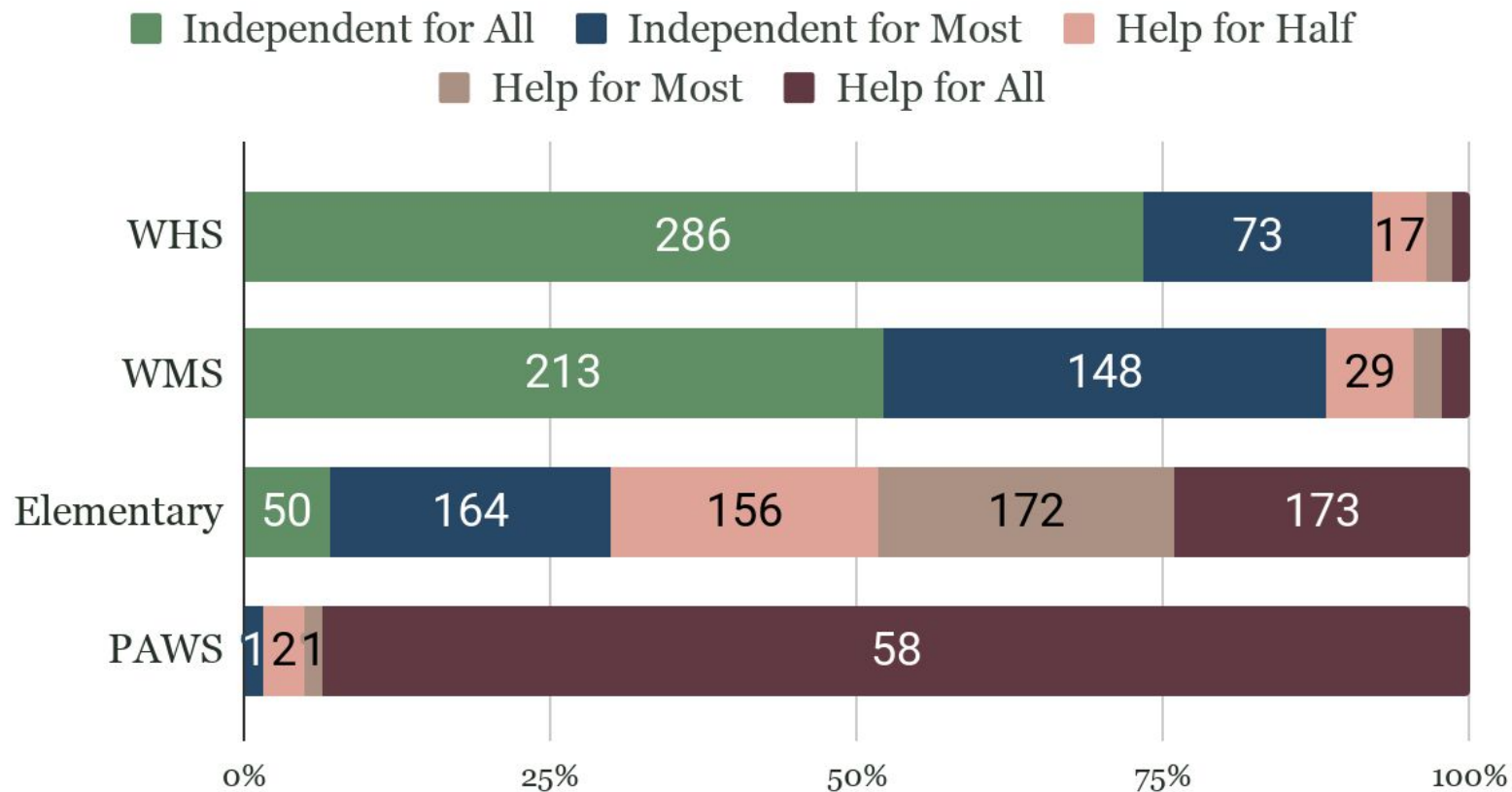# Learning independence increases dramatically between the elementary and middle school levels.

Legend: Independent for All, Independent for Most, Help for Half, Help for Most, Help for All

School	Independent for All	Independent for Most	Help for Half	Help for Most	Help for All
WHS	286	73	17		
WMS	213	148	29		
Elementary	50	164	156	172	173
PAWS	1	2	1		58

PARENT/GUARDIAN

Perceptions of rigor and challenge ranged from
much too little to the right amount.

Legend: Much too Little ■ Somewhat too Little ■ Right Amount ■ Somewhat too Much ■ Much too Much

	Much too Little	Somewhat too Little	Right Amount	Somewhat too Much	Much too Much
WHS	138	116	112	21	
WMS	123	144	116	23	
Elementary	152	219	280	56	
PAWS	2	9	43	6	

PARENT/GUARDIAN

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Students typically perceived rigor and challenge to be the right amount.
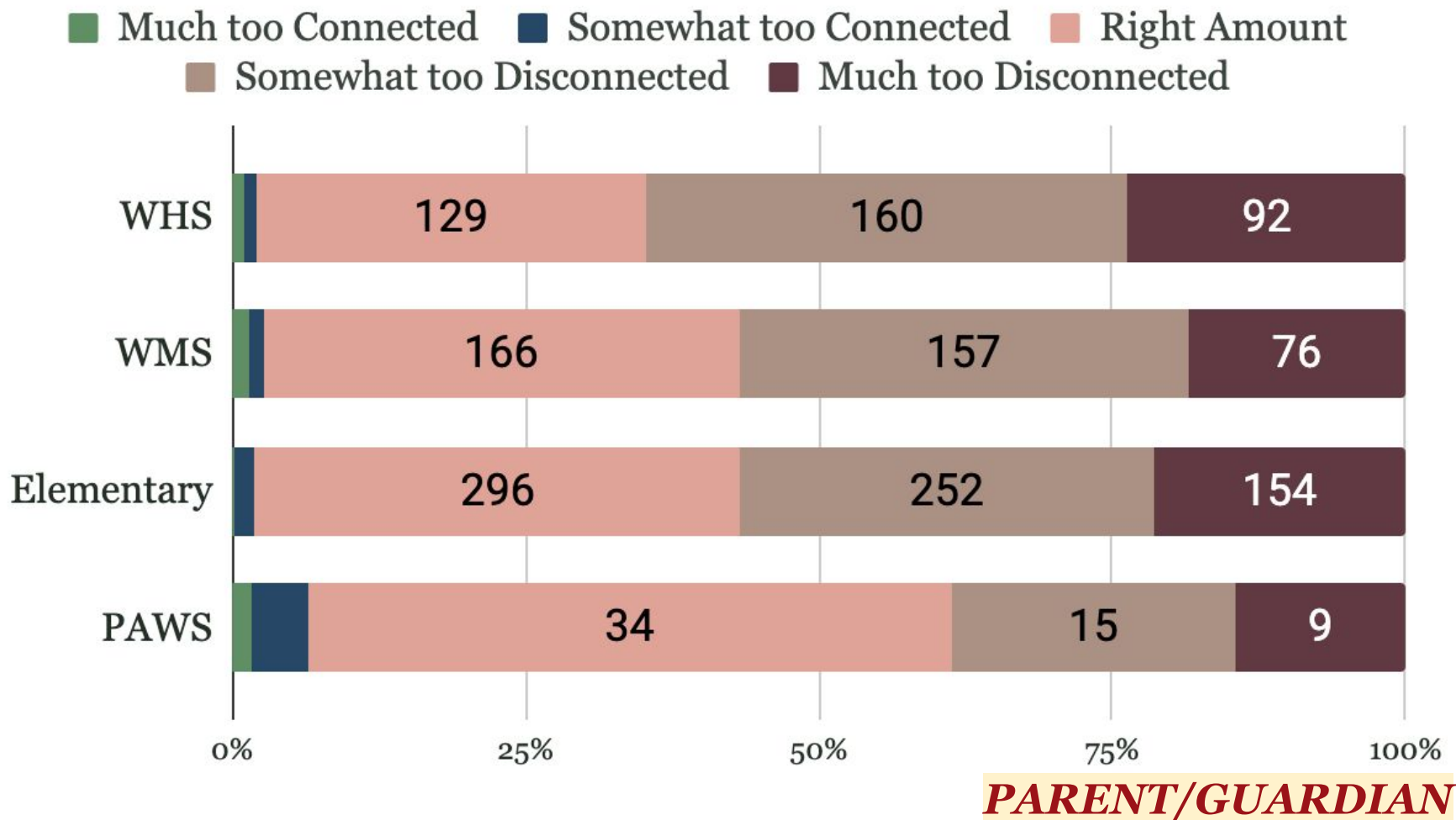

Legend: Much too Little | Somewhat too Little | Right Amount | Somewhat too Much | Much too Much

	Much too Little	Somewhat too Little	Right Amount	Somewhat too Much	Much too Much
WHS Students		38	179	58	
WMS Students		43	142	35	
WHS P/G	138	116	112	21	
WMS P/G	123	144	116	23	

COMPARISON

21
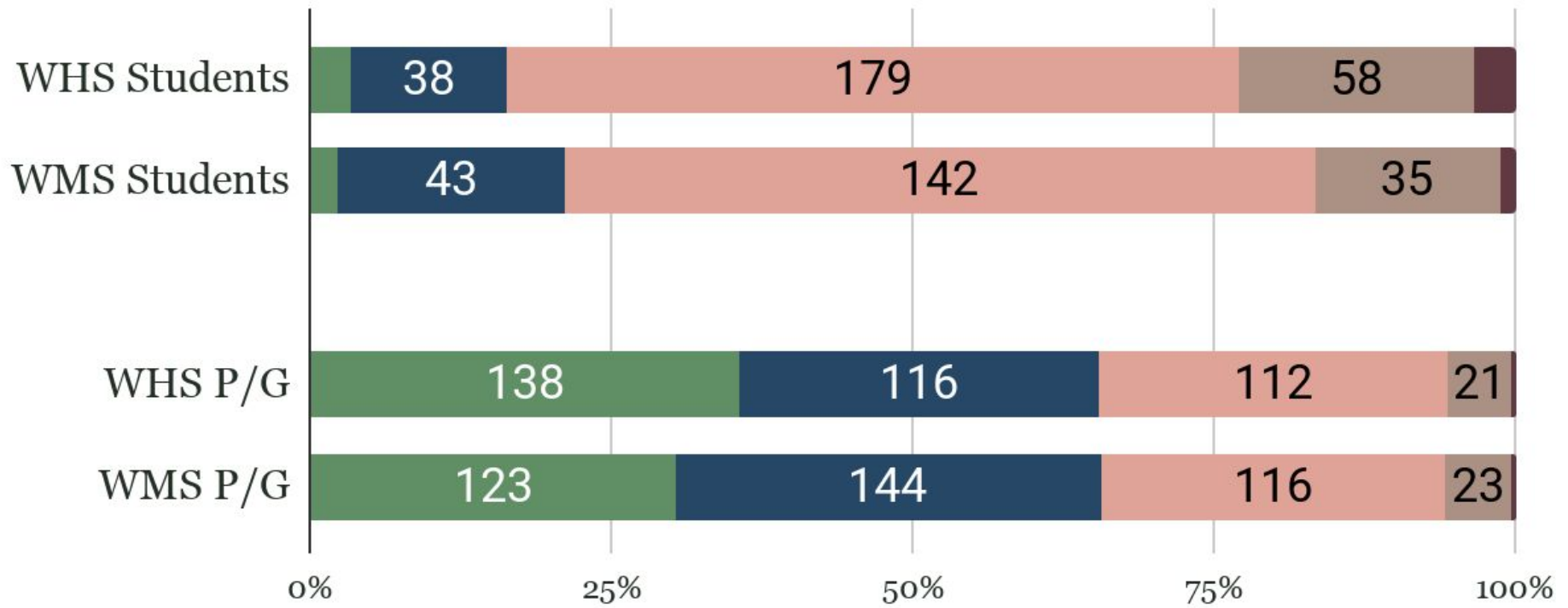
K-12 parents/guardians typically reported that there was too much disconnection.

Legend: Much too Connected, Somewhat too Connected, Right Amount, Somewhat too Disconnected, Much too Disconnected

School	Right Amount	Somewhat too Disconnected	Much too Disconnected
WHS	129	160	92
WMS	166	157	76
Elementary	296	252	154
PAWS	34	15	9

PARENT/GUARDIAN

Students typically reported that there was the right amount of connection.

Legend: ■ Much too Connected ■ Somewhat too Connected ■ Right Amount ■ Somewhat too Disconnected ■ Much too Disconnected

	Much too Connected	Somewhat too Connected	Right Amount	Somewhat too Disconnected	Much too Disconnected
WHS Students		17	149	102	24
WMS Students		8	148	59	11
WHS P/G			129	160	92
WMS P/G			166	157	76
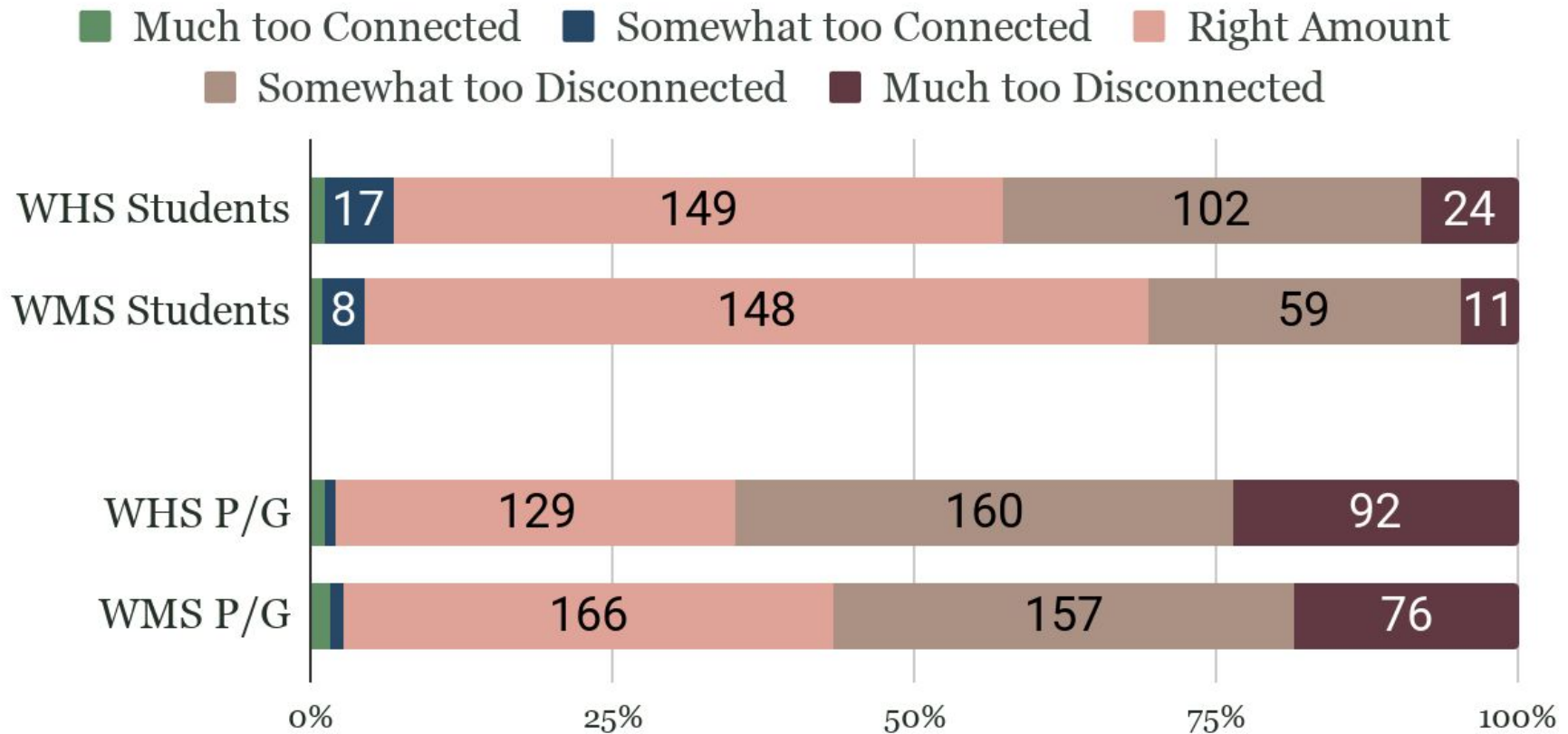
COMPARISON

Overall

K-12 parents/guardians typically found school and district communication to be adequate or better.

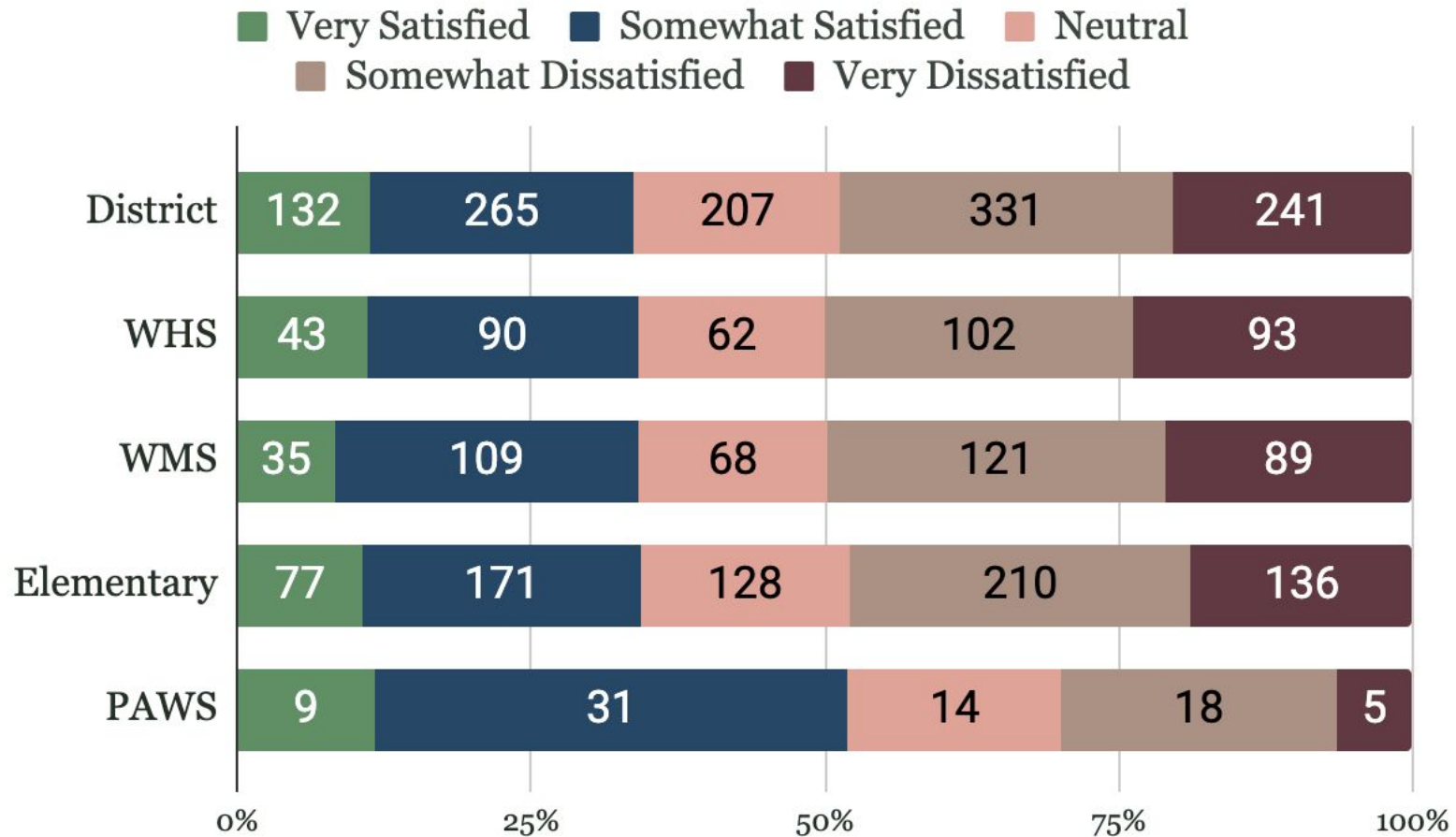Legend: More than Adequate | Adequate | Barely Adequate | Not Adequate

Category	More than Adequate	Adequate	Barely Adequate	Not Adequate
District	178	680	248	70
WHS	60	214	89	27
WMS	67	255	77	24
Elementary	100	432	149	40
PAWS	9	36	27	5

PARENT/GUARDIAN

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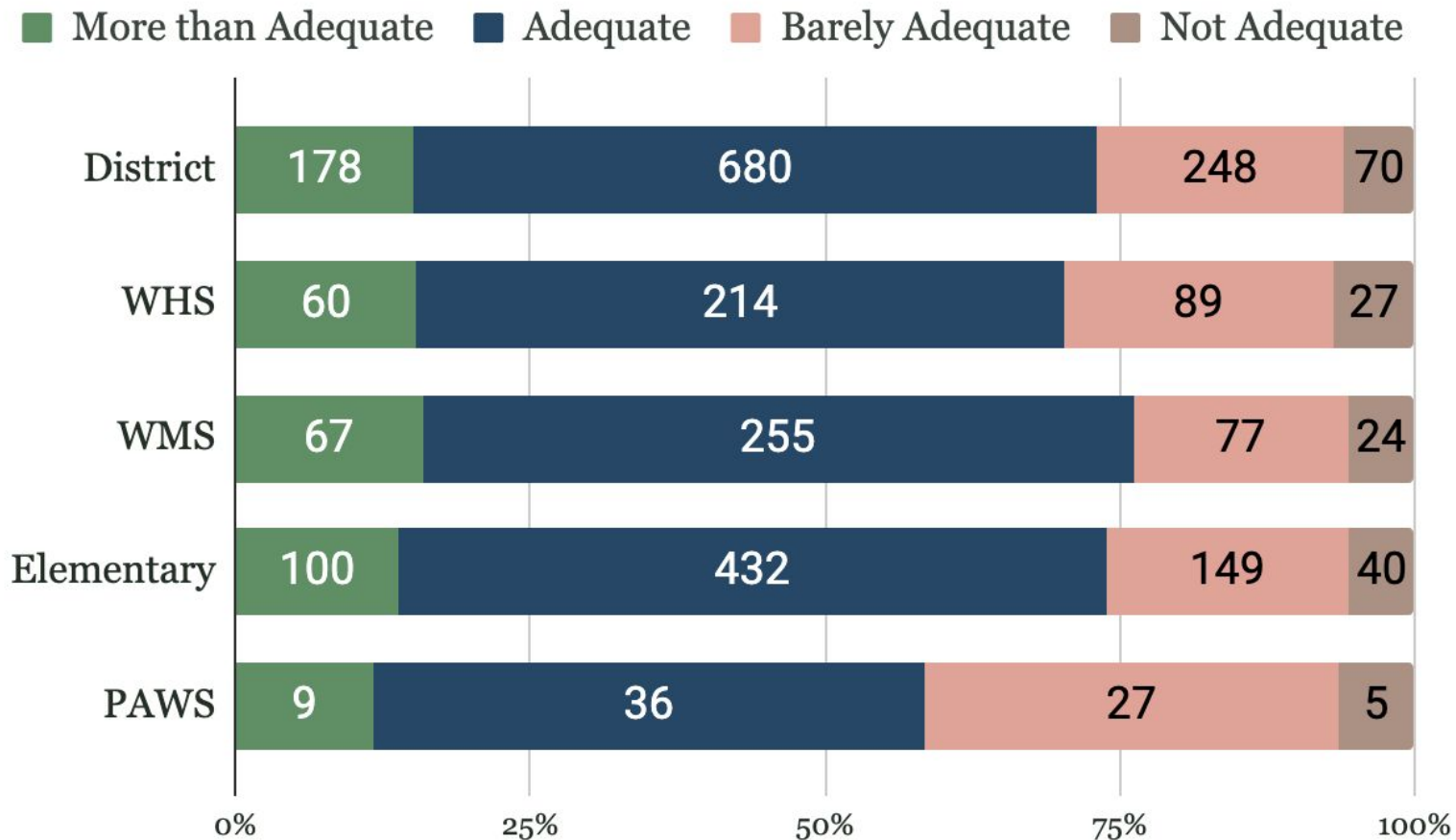
WHS students were less likely to find school and district communication to be adequate.

■ More than Adequate ■ Adequate ■ Barely Adequate ■ Not Adequate

	More than Adequate	Adequate	Barely Adequate	Not Adequate
WHS Student	15	148	102	30
WMS Student	19	153	51	5
WHS P/G	60	214	89	27
WMS P/G	67	255	77	24

0% 25% 50% 75% 100%
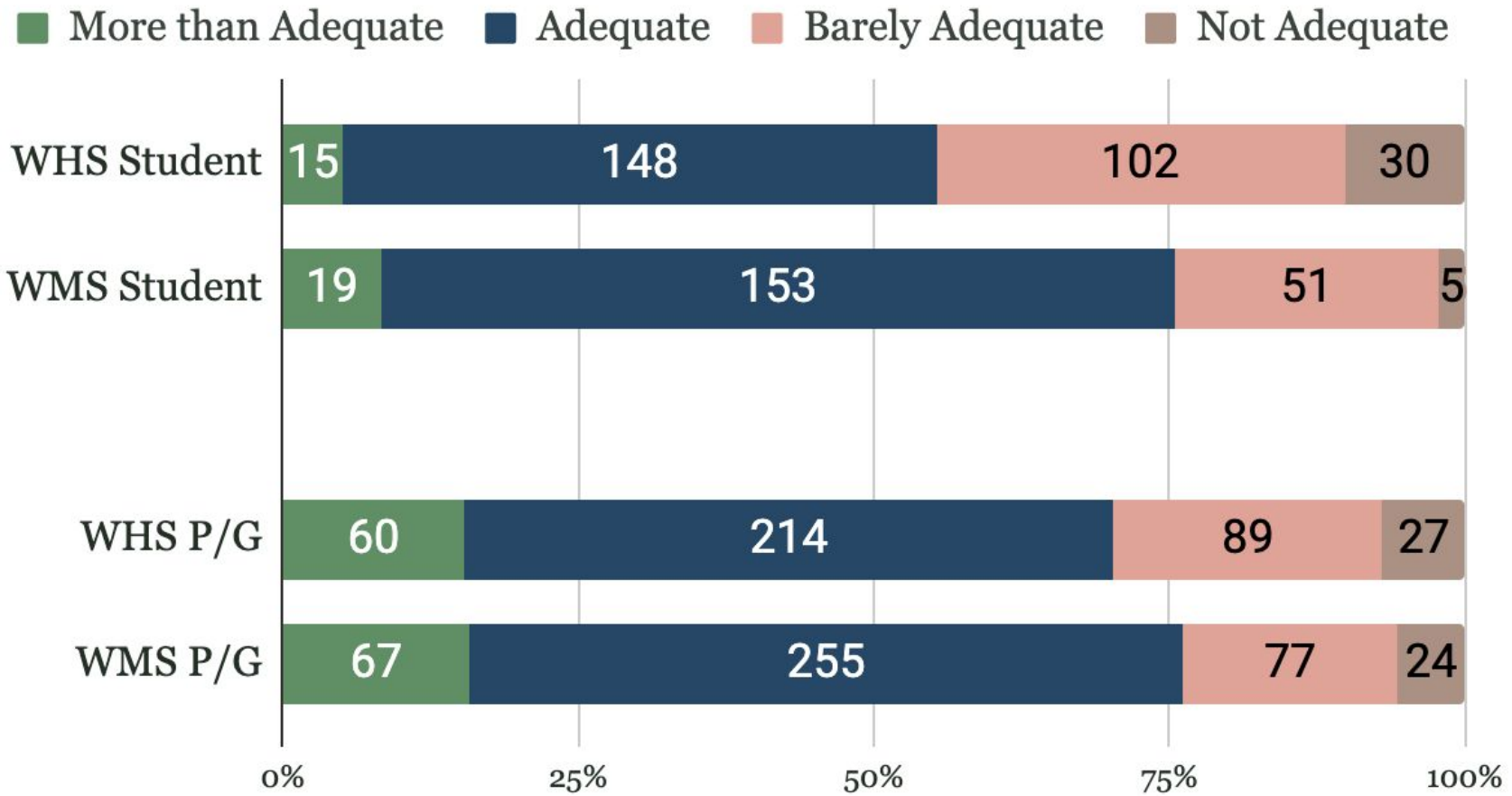
COMPARISON

Parent/guardian satisfaction with WPS remote learning varied.

Legend: Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
District	132	265	207	331	241
WHS	43	90	62	102	93
WMS	35	109	68	121	89
Elementary	77	171	128	210	136
PAWS	9	31	14	18	5

PARENT/GUARDIAN

Students were
more satisfied and less dissatisfied
than parents/guardians.

Legend: ■ Very Satisfied ■ Somewhat Satisfied ■ Neutral ■ Somewhat Dissatisfied ■ Very Dissatisfied

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
WHS Students	27	89	96	65	18
WMS Students	29	79	78	34	9
WHS P/G	43	90	62	102	93
WMS P/G	35	109	68	121	89
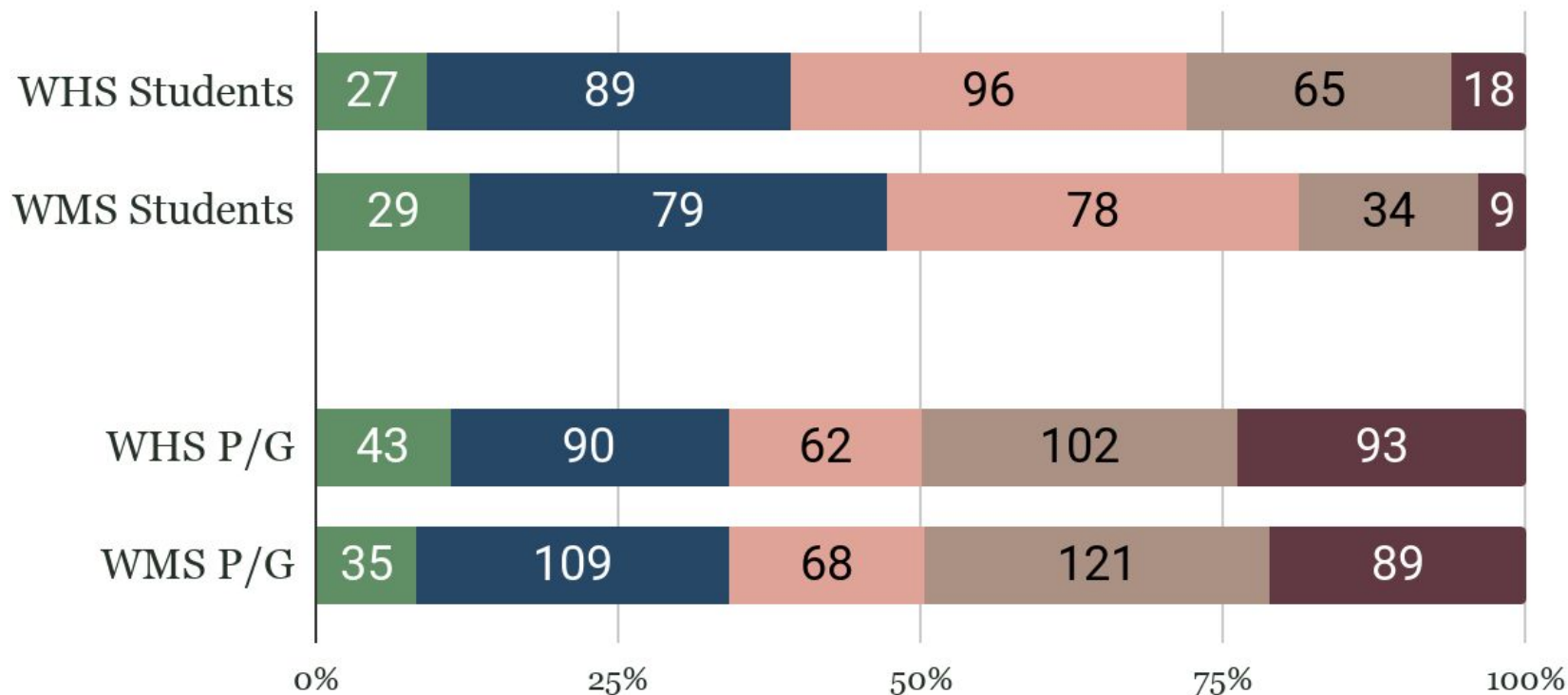
COMPARISON

Parents'/Guardians' Suggestions for Improvement

- More/longer live sessions with all teachers.
- Higher expectations (e.g., more assignments, richer content, deeper work/projects, increased rigor).
- Streamlined experience (e.g., single login for all apps, single procedure for receiving and submitting assignments, etc.).
- Instruction on new content.
- More connection with teachers and among students.
- More communication precision and clarity (from district, schools, and teachers).
- Content instruction during live sessions.

PARENT/GUARDIAN

Students'
Suggestions for Improvement

- More live sessions
- Streamlined experience (e.g., single platform, standardized schedule)
- Reduced workload (including flexible expectations, meaningful work, etc.)
- Improved schedule (e.g., no conflicts among live session, more clarity)
- Direct school and district communication to students (vs. through parents)
- Advance notice of assignments, live meetings, etc.
- Content instruction during live sessions
- Follow 30 min assignment guideline
- Fewer required live sessions

STUDENT

Students' Reported Remote Learning Benefits

- Flexibility and self-paced learning
- Adequate sleep
- Free time (used to pursue reading, arts, chess, hobbies, volunteering, other topics)
- Less stress
- Continuation of social opportunities
- Continuation of school work
- More time with family
- Continued relationship with teachers

STUDENT

Requests for Support

- 8 parents/guardians and 7 students submitted contact information, seeking assistance.
  - Technology
  - Food service
  - Reimbursement

Next Steps

1. Share survey data widely with key stakeholders.

2. Build on remote learning successes and refine where appropriate:

    ○   Continue to support teachers as they grow into the remote teaching work.
    ○   Technology updates (e.g. Seesaw, Google Classroom, Canvas)

    ○   Consider student feedback at WMS & WHS.

3. Use this experience to inform SY20-21 reopening planning (e.g. devices, professional development).