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.

- 82.4% have 1:1 access.
- 14.8% have shared devices.
- 6.2% have shared/not enough.
- 6.2% have none.
Most families have reliable internet access.
Most students use a device 4 or more hours a day.
Technology independence increases dramatically by level.

- WHS: 336 independent, 40 help for all, 22 help for most, 108 help for half
- WMS: 267 independent, 108 help for most, 22 help for all, 158 help for half
- Elementary: 65 independent, 167 help for most, 134 help for half, 192 help for all
- PAWS: 2 independent, 3 help for most, 57 help for half, 192 help for all
Students with disabilities experience less technology independence.

- WHS: 54% Independent for All, 20% Independent for Most, 4% Help for Half, 4% Help for Most, 3% Help for All
- WMS: 47% Independent for All, 32% Independent for Most, 8% Help for Half, 5% Help for Most, 3% Help for All
- Elementary: 7% Independent for All, 28% Independent for Most, 25% Help for Half, 42% Help for Most, 59% Help for All
- PAWS: 1% Independent for All, 11% Independent for Most, 27% Help for Half, 0% Help for Most, 0% Help for All
Time on Remote Learning
Adults in nearly 60% of families help their children with remote learning 2 or more hours a day.
Nearly ¾ found the amount of remote learning time manageable or easily manageable.

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<thead>
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<th>Easily Manageable</th>
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<th>Barely Manageable</th>
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\( \frac{3}{4} \) of secondary students found the amount of remote learning time manageable or easily manageable.
Most families are experiencing very little scheduling conflict.

The bar chart shows the distribution of scheduling conflicts among different school levels. The categories are arranged from left to right:

- None
- 1-2 days a week
- 3-4 days a week
- Daily

For the District:
- None: 714
- 1-2 days a week: 234
- 3-4 days a week: 82
- Daily: 148

For WHS:
- None: 320
- 1-2 days a week: 39
- 3-4 days a week: 22
- Daily: 35

For WMS:
- None: 295
- 1-2 days a week: 71
- 3-4 days a week: 22
- Daily: 35

For Elementary:
- None: 342
- 1-2 days a week: 187
- 3-4 days a week: 67
- Daily: 126

For PAWS:
- None: 39
- 1-2 days a week: 18
- 3-4 days a week: 8
- Daily: 12
Most parents/guardians reported 2-3.5 hours of remote learning while students reported slightly more.
Meeting Student Needs
Learning independence increases dramatically between the elementary and middle school levels.

- **WHS**
  - Independent for All: 286
  - Independent for Most: 73
  - Help for Half: 17

- **WMS**
  - Independent for All: 213
  - Independent for Most: 148
  - Help for Half: 29

- **Elementary**
  - Independent for All: 50
  - Independent for Most: 164
  - Help for Half: 156
  - Help for Most: 172
  - Help for All: 173

- **PAWS**
  - Independent for All: 121
  - Independent for Most: 58

**PARENT/GUARDIAN**
Perceptions of rigor and challenge ranged from much too little to the right amount.

![Bar Chart]

- **WHS**:
  - Much too Little: 138
  - Somewhat too Little: 116
  - Right Amount: 112
  - Somewhat too Much: 21
- **WMS**:
  - Much too Little: 123
  - Somewhat too Little: 144
  - Right Amount: 116
  - Somewhat too Much: 23
- **Elementary**:
  - Much too Little: 152
  - Somewhat too Little: 219
  - Right Amount: 280
  - Somewhat too Much: 56
- **PAWS**:
  - Much too Little: 2
  - Somewhat too Little: 9
  - Right Amount: 43
  - Somewhat too Much: 6
Students typically perceived rigor and challenge to be the right amount.

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

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**Bar Chart:**
- **WHS:**
  - Much too Connected: 129
  - Somewhat too Connected: 160
  - Right Amount: 92
- **WMS:**
  - Much too Connected: 166
  - Somewhat too Connected: 157
  - Right Amount: 76
- **Elementary:**
  - Much too Connected: 296
  - Somewhat too Connected: 252
  - Right Amount: 154
- **PAWS:**
  - Much too Connected: 34
  - Somewhat too Connected: 15
  - Right Amount: 9

**Legend:**
- Green: Much too Connected
- Blue: Somewhat too Connected
- Pink: Right Amount
- Brown: Somewhat too Disconnected
- Maroon: Much too Disconnected
Students typically reported that there was the right amount of connection.

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

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

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Parent/guardian satisfaction with WPS remote learning varied.

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

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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.
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
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
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).