Remote Learning Pulse Survey

Summary of District Results for Students, Families & School Staff

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Eric M. Anderson, PhD
Director of Research & Evaluation
emanderson@seattleschools.org

About the Remote Learning Survey
The shift to remote learning caused by the COVID-19 pandemic has made it is more important than ever to check in regularly with students, families and educators to see how instruction is going, so that efforts can be improved over the course of the year. During October 2020, the SPS Research & Evaluation Department partnered with Panorama Education to deliver short "pulse" survey to students in grades 3 to 12, all families, and school staff. The surveys included a structured series of aligned topics for students, staff and families:

- Overall, how do you feel about remote learning this fall?
- How does this compare to last spring?
- In the last week, have you had any major challenges connecting to remote learning?
- What would most help to improve your remote learning experience?

Summary district results were shared with District leadership, the School Board, and the SPS Remote Learning Task Force. Detailed results for each are accessible to the public from the SPS website here: https://www.seattleschools.org/district/district_scorecards/school_surveys

Survey Participation
The student survey was administered by school staff during synchronous remote learning. Family survey links were sent to all parents/guardians with a valid email address in English and the Top 5 languages. The school staff survey was emailed to non-supervisory certificated staff, paraeducators, instructional assistants. Overall, 65% of students and 55% of school staff completed the survey, and 34% of students had at least one parent or guardian respond to the survey. Family response rates were significantly lower for students of color furthest from educational justice (Black/African American, Hispanic/LatinX, Native American, and Pacific Islander) and students from non-English speaking families.

Overall Perceptions of Remote Learning
Families and school staff reported feeling better overall about remote learning than students, although students were more likely to select the "neutral" option in their response. Amongst students, Elementary students are the most positive and High School students the least positive. In terms of overall feelings about remote learning, disaggregated results do not reveal large differences in perceptions for students of families of African American males (AAM), students of color furthest from educational justice (SOCFFEJ), or SPED students (who self-identified as having an IEP or 504 Plan).

Compared to last spring, most families and school staff feel better about remote learning this fall, and relatively few feel worse. Roughly two-thirds of school staff feel better, and roughly one-fourth of students feel worse about remote learning this fall. Disaggregated student results reveal that African American male students and students of color furthest from educational justice (SOCFFEJ) are *significantly less likely to feel better about remote learning compared to last spring*. Disaggregated family survey results similarly reveal that parents and guardians of African American male students and students of color furthest from educational justice are significantly less likely to feel better about remote learning compared to last spring. Across all grade levels, white students and their parents or guardians were more likely to report feeling better about remote learning than were Black, Hispanic/LatinX, Native American, and Pacific Islander students and their families.

Technology Challenges
Very few students and families overall reported major challenges connecting to remote learning. Very few families overall reported major challenges connecting to remote learning in the last week. Having a good Internet connection during class has caused the most challenges for students. Using Microsoft Teams has created the most challenges from the perspective of families. School staff reported the most challenges with technology compared to students and families. The biggest challenges for staff included supporting students and families with using technology and using Microsoft Teams.

How to Improve Remote Learning
Across all grade levels combined (3to12), students identified more opportunities to be social with other students as needing the most improvement. Families across all grade levels identified "more opportunities for my child to connect with other students" as the top area really needing improvement. Elementary families identified connecting with other families and fewer requirements for guiding instruction at home as really needing improvement. Secondary families identified more check-ins with teachers and clearer expectations for supporting remote learning as really needing improvement. School staff across all levels identified better technology tools for remote learning as top area to improve. Access to better curricular materials and more student supports were also top concerns for school staff across multiple levels. Elementary staff emphasized the need for more guidance around assessment whereas secondary staff were more likely to identify student social emotional needs as top areas.

Further Analysis of Student Survey Results
In comparing mean (average) responses to the survey *question about overall perceptions*, significant differences were observed for several key groups. Specifically, mean responses were lower for students who self-identified as having an IEP or 504 Plan (SPED); or as LGBTQ (note: only secondary students were asked about sexual orientation); or getting grades in school that are not very good. Additionally, in comparing mean (average) responses to the survey question about *how remote leaning compared to last spring*, mean responses were lower for students who self-identified as having and IEP or 504 Plan (SPED); for students of color furthest from educational justice (SOCFFEJ); for those from non-English speaking homes; and students whose grades in school are not very good. All of these differences were confirmed to be statistically significant between a medium high ($p < .05$) and very high level ($p < .001$).

Analysis of Student Comments (Free Response Survey Questions)
A total of 2,447 recorded student comments that included specific, substantive feedback about how to improve remote learning were coded and categorized for analysis. Based on this analysis, excessive workload is overwhelmingly the top concern about Instruction/Learning for High School students – and is also the top concern in Middle School. The top Elementary concern expressed in student comments is a desire for more peer-to-peer collaborative learning opportunities. Improving class norms when using Teams during live instruction is also a top concern in Middle and Elementary Schools. The need for better software applications is also top concern at all levels. More time for social interaction is a much higher concern for elementary students. Other top issues for High School students included issues with online access to assignments and a desire for less time for live synchronous classroom instruction.

Additional Engagement Efforts
The survey findings resonated with students who are members of the Superintendent's Student Advisory Board, particularly about the need for peer-to-peer connection, both academically and socially during remote learning. Themes from focus groups with organizations providing childcare services to students during remote learning are also summarized. Overall, childcare providers reported that the disruptions caused by the pandemic has been difficult for many students; that communications with teachers and school staff could be improved; and the absence of a common remote learning schedule that schools followed creates multiple challenges with supporting the students they serve.

Remote Learning Pulse Survey

Summary of Results from Fall 2020 Survey of Students, Families and School Staff

Research & Evaluation Department

December 2020

SEATTLE PUBLIC SCHOOLS

About the SPS Remote Learning Pulse Surveys

The shift to remote learning caused by the COVID-19 pandemic has made it is more important than ever to check in regularly with students, families and educators to see how instruction is going, so that efforts can be improved over the course of the year.

During October 2020, the SPS Research & Evaluation Department partnered with Panorama Education to deliver short "pulse" survey to students in grades 3 to 12, all families, and school staff. The surveys included a structured series of aligned topics for students, staff and families:

1. *Overall, how do you feel about remote learning this fall?*
2. *How does this compare to last spring?*
3. *In the last week, have you had any major challenges connecting to remote learning?*
4. *What would most help to improve your remote learning experience?*

Summary district results were shared with District leadership, the School Board, and the SPS Remote Learning Task Force. Detailed results for each are accessible to the public from the SPS website here: https://www.seattleschools.org/district/district_scorecards/school_surveys

SEATTLE
PUBLIC
SCHOOLS

RESEARCH &
EVALUATION

Survey Response Rates

Survey Participation – All Respondents

- Student survey administered by school staff during synchronous remote learning

- Family survey links sent to all parents/guardians with valid email address in English + Top 5 languages

- School staff survey emailed to non-supervisory certificated staff, paraeducators, instructional assistants

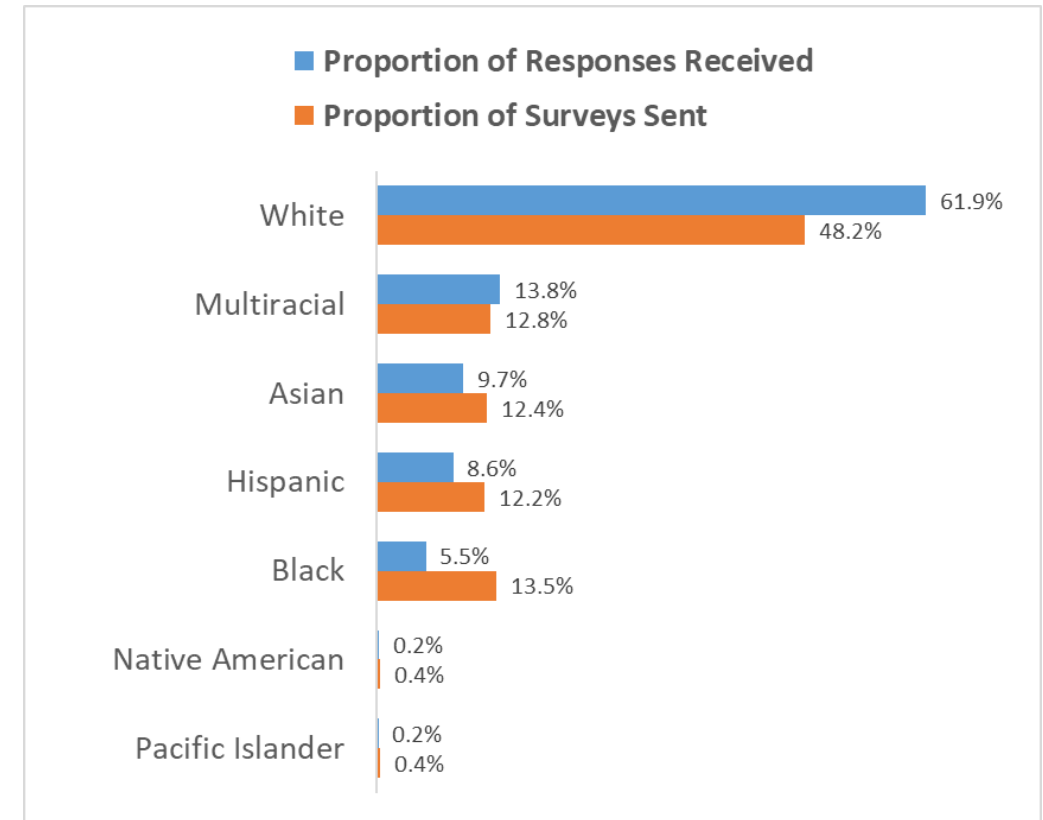|	Number of Responses	Number Contacted	*Response Rate*
Students (gr.3-12)	26,189	40,280	65%
Families (gr.K-12)	17,231	50,457	34%
School Staff	3,134	5,684	55%

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

Participation – Family Survey

Student Group		Number of Responses	Number Contacted	Response Rate
All Students		17,231	50,457	34%
Race/ Ethnicity	Asian	1,677	6,252	27%
	Black	952	6,805	14%
	Hispanic	1,485	6,151	24%
	Multiracial	2,383	6,439	37%
	Native American	41	203	20%
	Pacific Islander	29	191	15%
	White	10,661	24,329	44%
Other Key Groups	Students of Color FFEJ	3,049	16,069	19%
	African-American Male Students	490	3,442	14%
	Students Receiving SPED Services	2,518	8,020	31%
	Home Language Other Than English	1,541	8,301	19%

This table shows the proportion of students for whom at least one parent or guardian responded to the family survey. Each parent or guardian was sent one email with a survey link for each school at which they had one or more students enrolled.

- ■ Proportion of Responses Received
- ■ Proportion of Surveys Sent

White — 61.9% / 48.2%
Multiracial — 13.8% / 12.8%
Asian — 9.7% / 12.4%
Hispanic — 8.6% / 12.2%
Black — 5.5% / 13.5%
Native American — 0.2% / 0.4%
Pacific Islander — 0.2% / 0.4%

Overall, 34% of students enrolled had at least one parent or guardian respond to the survey. Response rates however were significantly lower for parents or guardians of students of color furthest from educational justice (Black/African American, Hispanic/LatinX, Native American, and Pacific Islander) and students from non-English speaking families. The disproportionality between responses received and surveys sent is also displayed, showing the overrepresentation of white family responses and underrepresentation for families of color.

SEATTLE PUBLIC SCHOOLS

Overall Perceptions of Remote Learning

Overall Perceptions – All Respondents

Overall, How do you feel about remote learning this fall?
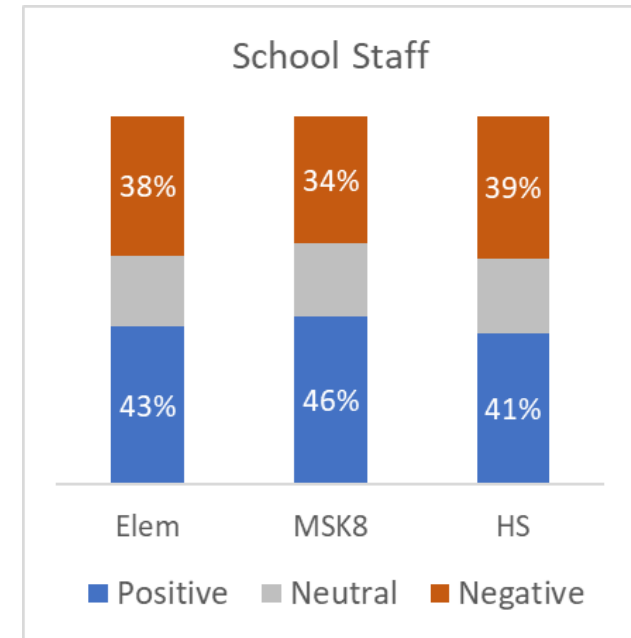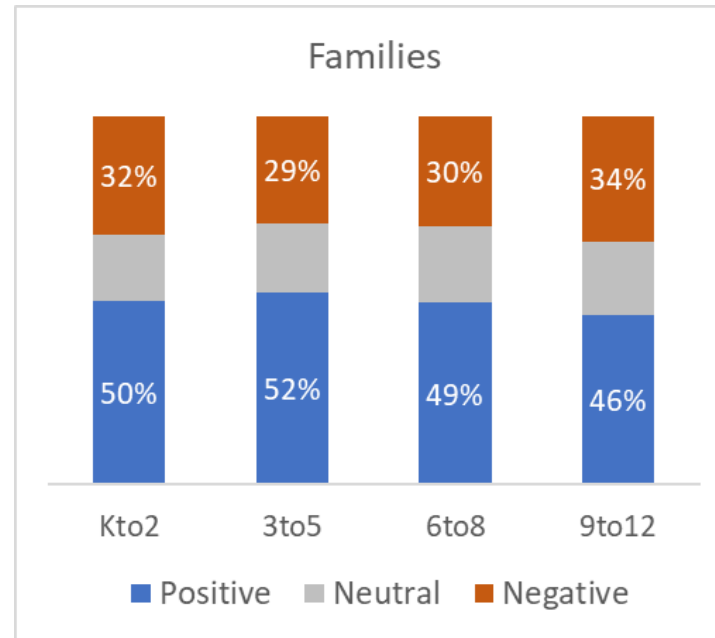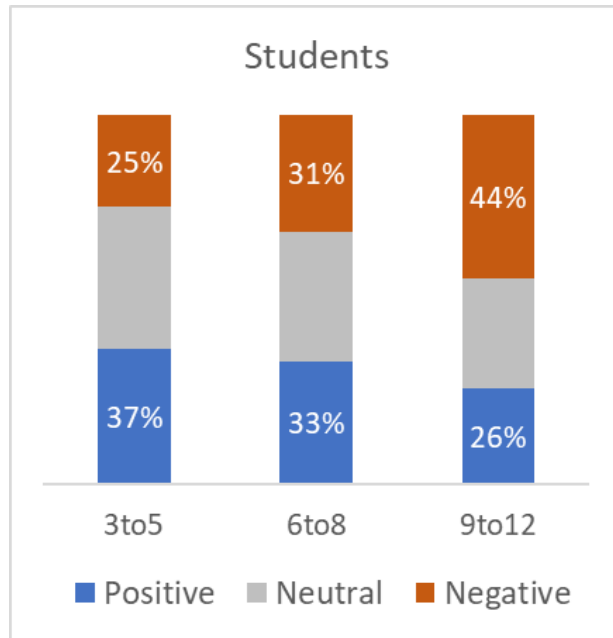
Students

	3to5	6to8	9to12
Negative	25%	31%	44%
Positive	37%	33%	26%

Legend: ■ Positive ■ Neutral ■ Negative

Families

	Kto2	3to5	6to8	9to12
Negative	32%	29%	30%	34%
Positive	50%	52%	49%	46%

Legend: ■ Positive ■ Neutral ■ Negative

School Staff

	Elem	MSK8	HS
Negative	38%	34%	39%
Positive	43%	46%	41%

Legend: ■ Positive ■ Neutral ■ Negative

Families and school staff reported feeling better overall about remote learning than students, although students were more likely to select the "neutral" option in their response. Amongst students, Elementary students are the most positive and High School students the least positive.

SEATTLE PUBLIC SCHOOLS

Overall Perceptions – Student Survey

Overall, how do you feel about remote learning this fall?
(Percent responding *somewhat positive* or *very positive*)

	3to5	6to8	9to12
ALL	37%	33%	26%
AAM	42%	34%	29%
SOCFFEJ	39%	31%	25%
SPED	37%	30%	28%

Overall, how do you feel about remote learning this fall?
(Percent responding *somewhat positive* or *very positive*)

	3to5	6to8	9to12
Asian	41%	33%	27%
Black	40%	32%	26%
Hispanic/LatinX	42%	28%	23%
Multiracial	36%	32%	25%
Native American	39%	30%	23%
Pacific Islander	39%	37%	19%
White	35%	34%	27%

In terms of overall feelings about remote learning, disaggregated results do not reveal large differences in perceptions for African American males (AAM), students of color furthest from educational justice (SOCFFEJ), or SPED students (who self-identified as having an IEP or 504 Plan).

The students' grade level (or age) appears to have had a stronger impact, compared to their race or ethnicity, on how likely students responded they feel positive overall about remote learning this fall.

RESEARCH & EVALUATION

SEATTLE PUBLIC SCHOOLS

Overall Perceptions – Family Survey

Overall, how do you feel about remote learning this fall?
(Percent responding *somewhat positive* or *very positive*)

	Kto2	3to5	6to8	9to12
ALL	50%	52%	49%	46%
AAM	46%	51%	43%	47%
SOCFFEJ	49%	49%	50%	47%
SPED	39%	46%	44%	46%

Overall, how do you feel about remote learning this fall?
(Percent responding *somewhat positive* or *very positive*)

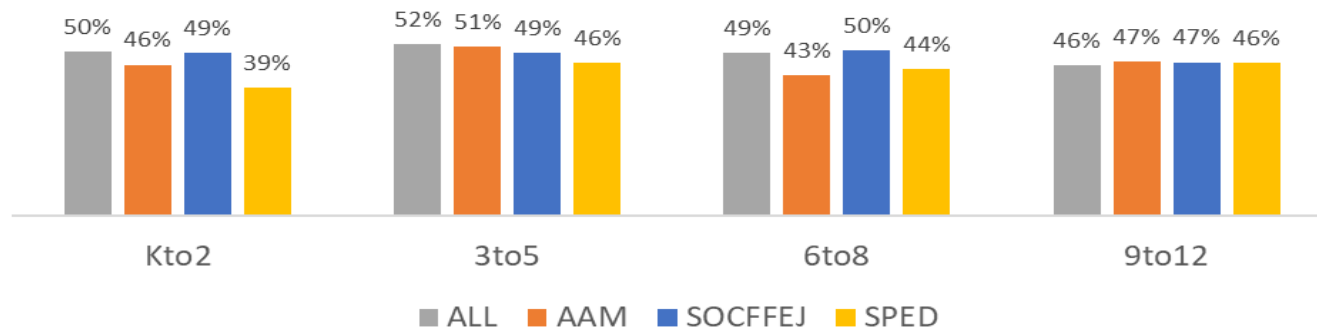|	Kto2	3to5	6to8	9to12
Asian	50%	53%	47%	47%
Black	45%	49%	46%	48%
Hispanic/LatinX	51%	55%	53%	51%
Multiracial	50%	49%	43%	43%
Native American	33%	52%	43%	29%
Pacific Islander	60%	61%	44%	38%
White	51%	54%	53%	47%

In terms of overall feelings about remote learning, disaggregated results do not reveal large differences in perceptions for parents and guardians of African American males (AAM), students of color furthest from educational justice (SOCFFEJ), or SPED students (parents who self-identified as having a child with an IEP or 504 Plan).
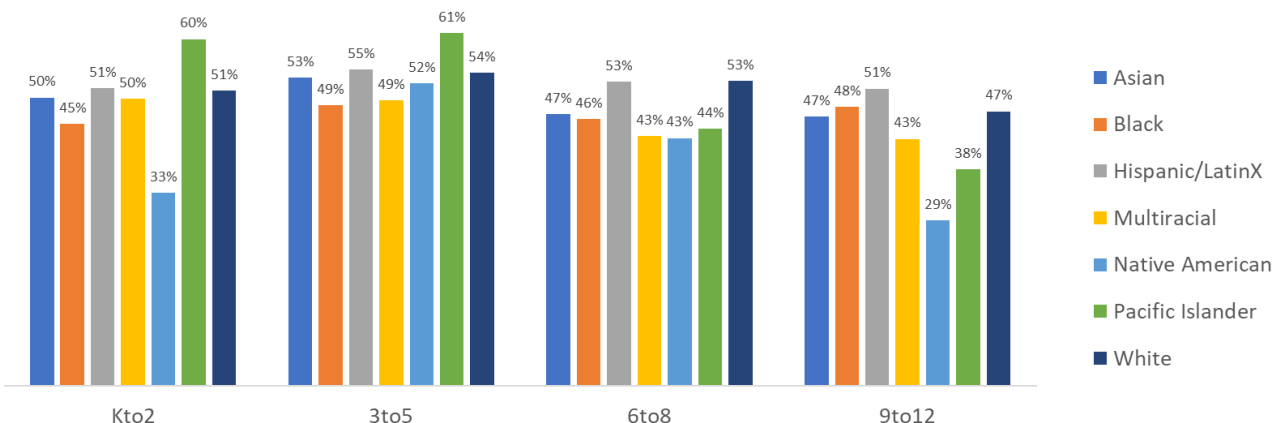
Overall perceptions show some variance by race and ethnicity, particularly for Native American and Pacific Islander families, although very small numbers from these groups responded (41 total across all grades for Native American and 29 total for Pacific Islander families).

RESEARCH & EVALUATION

SEATTLE PUBLIC SCHOOLS

Overall Perceptions – All Respondents

How does this compare to last spring?
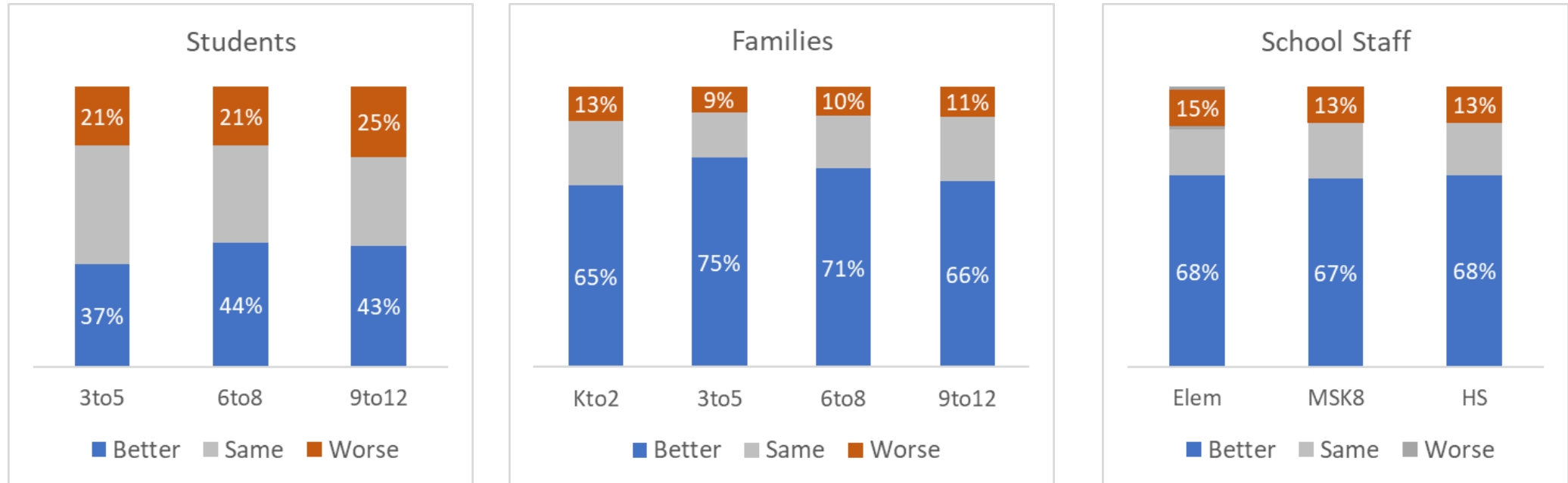
Compared to last spring, most families and school staff feel better about remote learning this fall, and relatively few feel worse. Roughly 2/3 of school staff feel better, and roughly 1/4 of students feel worse about remote learning this fall.

Overall Perceptions – Student Survey

How does this compare to last spring?
(Percent responding they *feel better* about remote learning now)

3to5 — ALL 37%, AAM 25%, SOCFFEJ 29%, SPED 38%
6to8 — ALL 44%, AAM 29%, SOCFFEJ 33%, SPED 41%
9to12 — ALL 43%, AAM 27%, SOCFFEJ 32%, SPED 40%

Legend: ALL, AAM, SOCFFEJ, SPED

How does this compare to last spring?
(Percent responding they *feel better* about remote learning now)

3to5 — Asian 32%, Black 24%, Hispanic/LatinX 30%, Multiracial 39%, Native American 24%, Pacific Islander 25%, White 43%
6to8 — Asian 37%, Black 30%, Hispanic/LatinX 29%, Multiracial 43%, Native American 23%, Pacific Islander 36%, White 55%
9to12 — Asian 37%, Black 31%, Hispanic/LatinX 29%, Multiracial 42%, Native American 32%, Pacific Islander 21%, White 54%

Legend: Asian, Black, Hispanic/LatinX, Multiracial, Native American, Pacific Islander, White

Disaggregated results reveal that African American male (AAM) students and students of color furthest from educational justice (SOCFFEJ) are significantly less likely to feel better about remote learning compared to last spring.

Across all grade levels, white students were more likely to report feeling better about remote learning than were Black, Hispanic/LatinX, Native American, and Pacific Islander students.

RESEARCH & EVALUATION

SEATTLE PUBLIC SCHOOLS

Overall Perceptions – Family Survey

How does this compare to last spring?
(Percent responding they feel _better_ about remote learning now)

Kto2: ALL 65%, AAM 45%, SOCFFEJ 55%, SPED 56%
3to5: ALL 75%, AAM 60%, SOCFFEJ 62%, SPED 70%
6to8: ALL 71%, AAM 54%, SOCFFEJ 64%, SPED 68%
9to12: ALL 66%, AAM 48%, SOCFFEJ 56%, SPED 67%

■ ALL ■ AAM ■ SOCFFEJ ■ SPED

How does this compare to last spring?
(Percent responding they feel _better_ about remote learning now)

Kto2: Asian 57%, Black 49%, Hispanic/LatinX 55%, Multiracial 63%, Native American 67%, Pacific Islander 40%, White 70%
3to5: Asian 73%, Black 56%, Hispanic/LatinX 55%, Multiracial 74%, Native American 43%, Pacific Islander 76%, White 79%
6to8: Asian 57%, Black 59%, Hispanic/LatinX 57%, Multiracial 68%, Native American 64%, Pacific Islander 39%, White 77%
9to12: Asian 54%, Black 54%, Hispanic/LatinX 53%, Multiracial 66%, Native American 36%, Pacific Islander 40%, White 72%

■ Asian
■ Black
■ Hispanic/LatinX
■ Multiracial
■ Native American
■ Pacific Islander
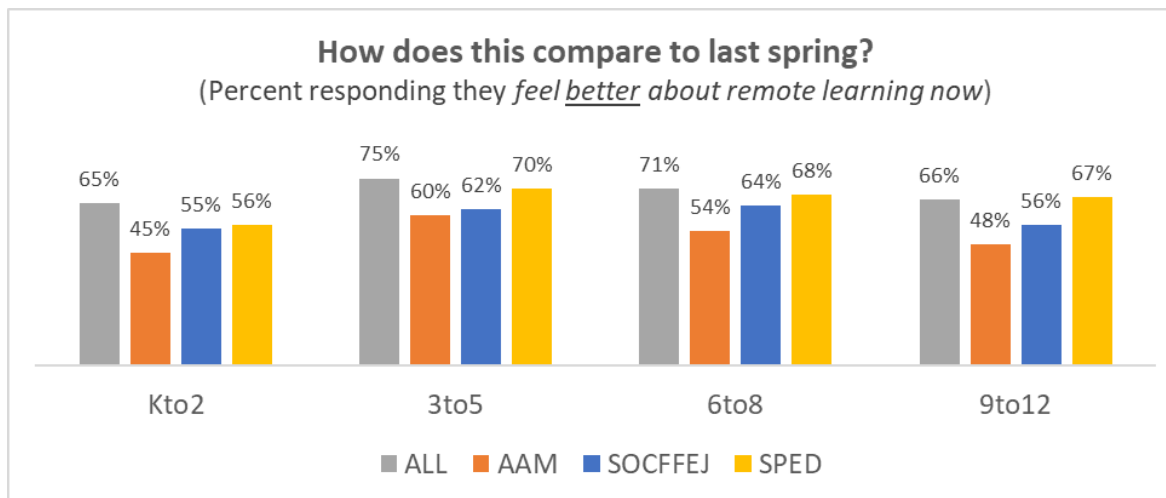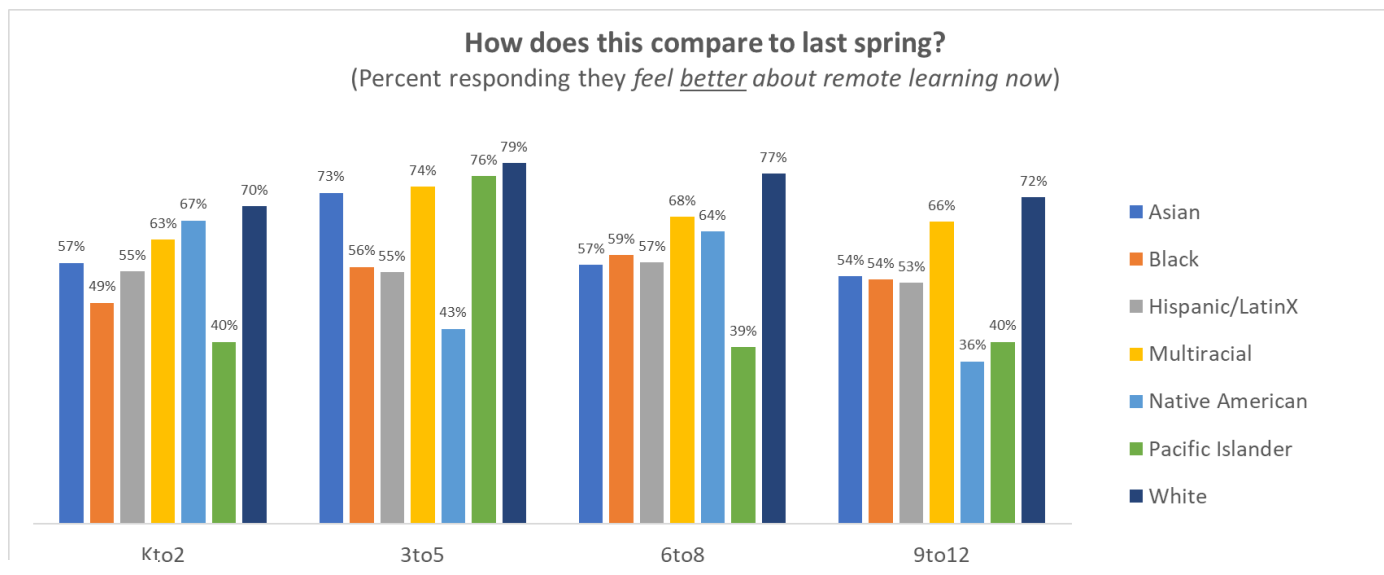■ White

Disaggregated family survey results similarly reveal that parents and guardians of African American male (AAM) students and students of color furthest from educational justice (SOCFFEJ) are significantly less likely to feel better about remote learning compared to last spring.

Across all grade levels, parents or guardians of white students were more likely to report feeling better about remote learning. This difference in perceptions is most pronounced in comparison to Black, Hispanic/LatinX, Native American, and Pacific Islander families.

RESEARCH &
EVALUATION

SEATTLE PUBLIC SCHOOLS

Technology Challenges
Connecting to Remote Learning

Technology Challenges – Student Survey

Q: *Please tell us if you have had any challenges connecting to remote learning in the last week.*

All grades (3-12) combined
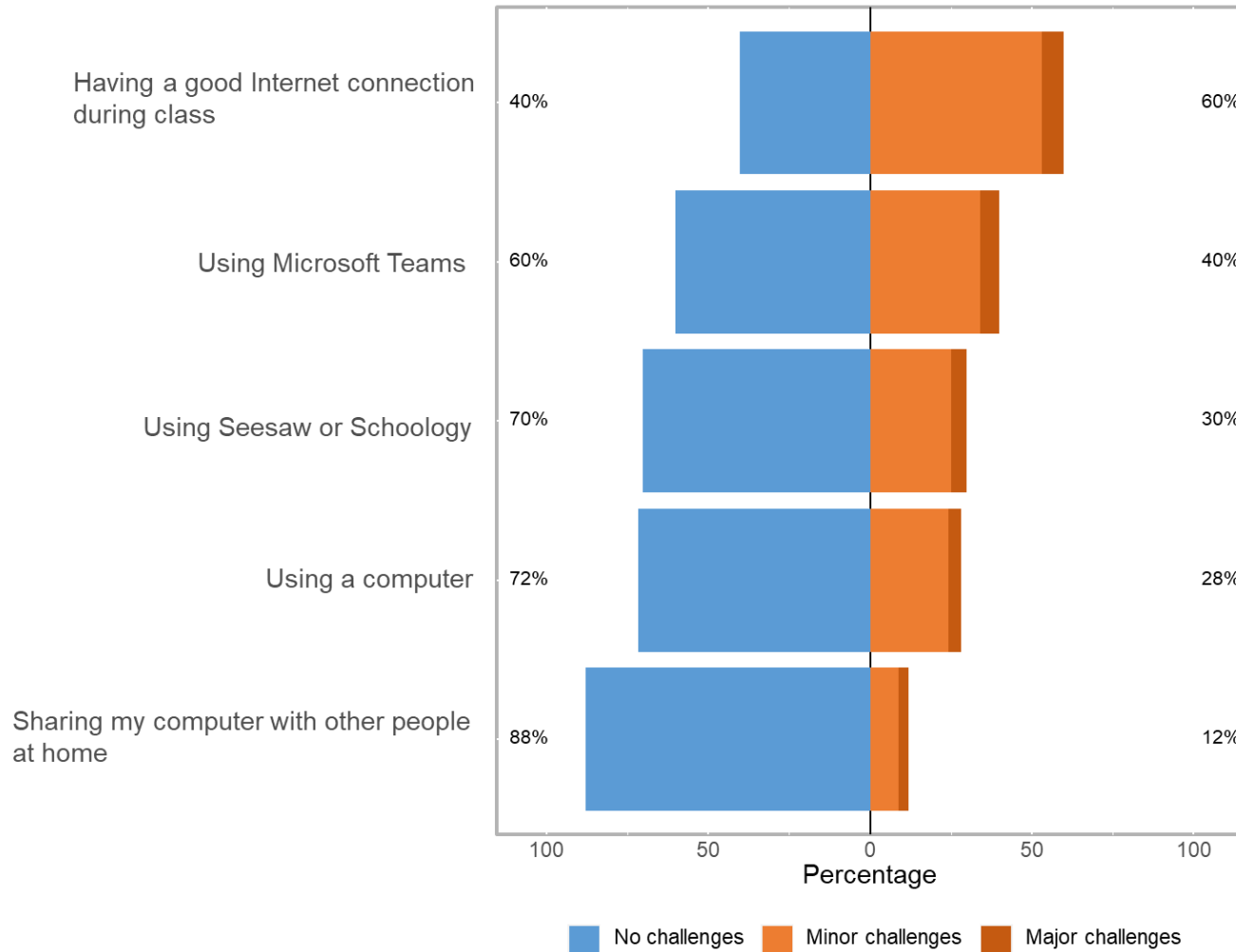
Category	Left %	Right %
Having a good Internet connection during class	40%	60%
Using Microsoft Teams	60%	40%
Using Seesaw or Schoology	70%	30%
Using a computer	72%	28%
Sharing my computer with other people at home	88%	12%

Percentage

No challenges   Minor challenges   Major challenges

Having a good Internet connection during class has caused the most challenges for students.

Very few students overall reported **major challenges** connecting to remote learning.

RESEARCH & EVALUATION
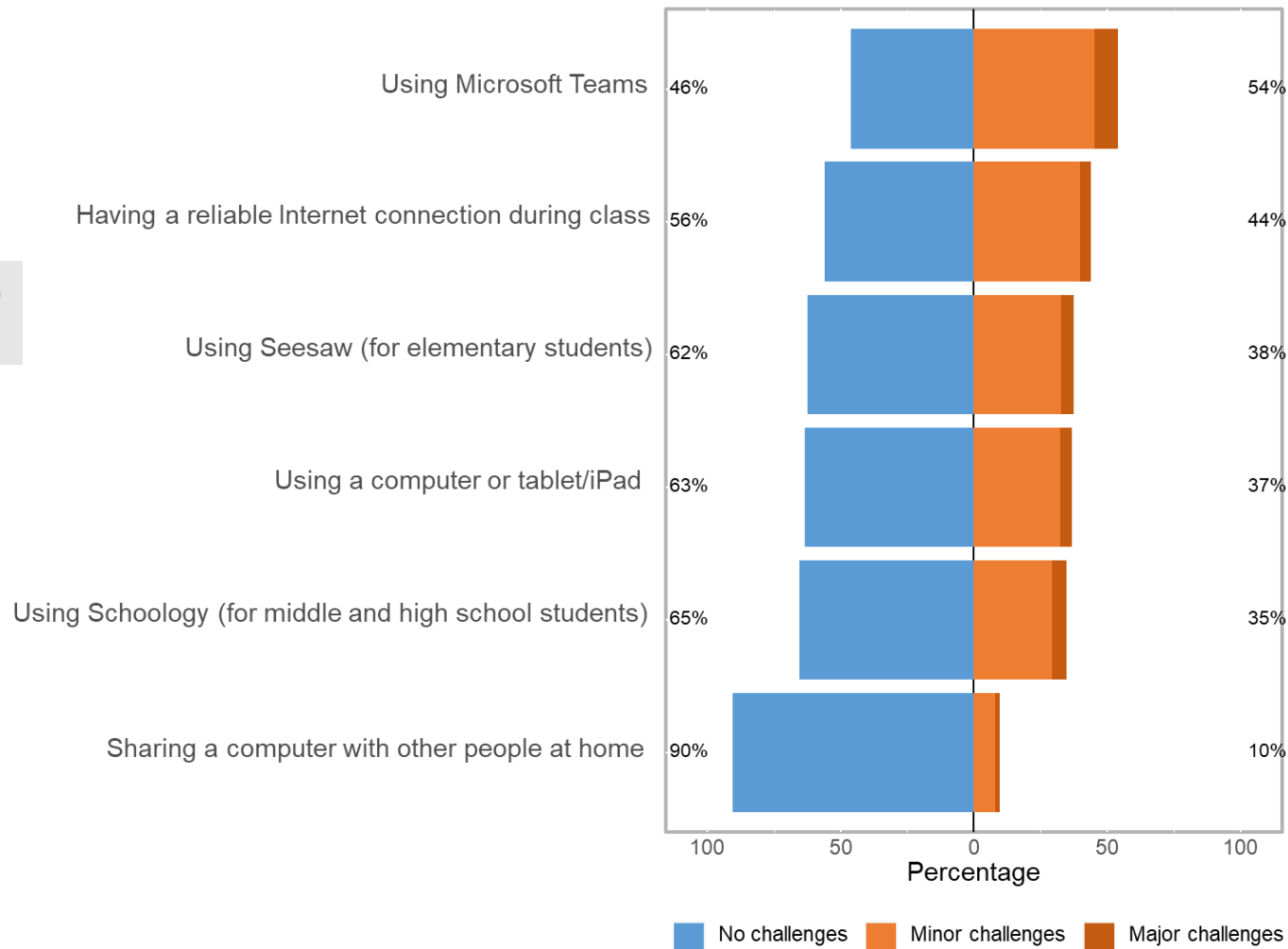
Technology Challenges – Family Survey

Q: *Please tell us if your child has had any challenges connecting to remote learning in the last week.*

All grades (K-12) combined

Category	No challenges	Minor/Major challenges
Using Microsoft Teams	46%	54%
Having a reliable Internet connection during class	56%	44%
Using Seesaw (for elementary students)	62%	38%
Using a computer or tablet/iPad	63%	37%
Using Schoology (for middle and high school students)	65%	35%
Sharing a computer with other people at home	90%	10%

No challenges   Minor challenges   Major challenges

Very few families overall reported **major challenges** connecting to remote learning in the last week.

Using Microsoft Teams has created the most challenges for families

SEATTLE PUBLIC SCHOOLS

Technology Challenges – Staff Survey

Q: *Please tell us if you have had any technology challenges with implementing remote learning in the last week*

All schools
combined
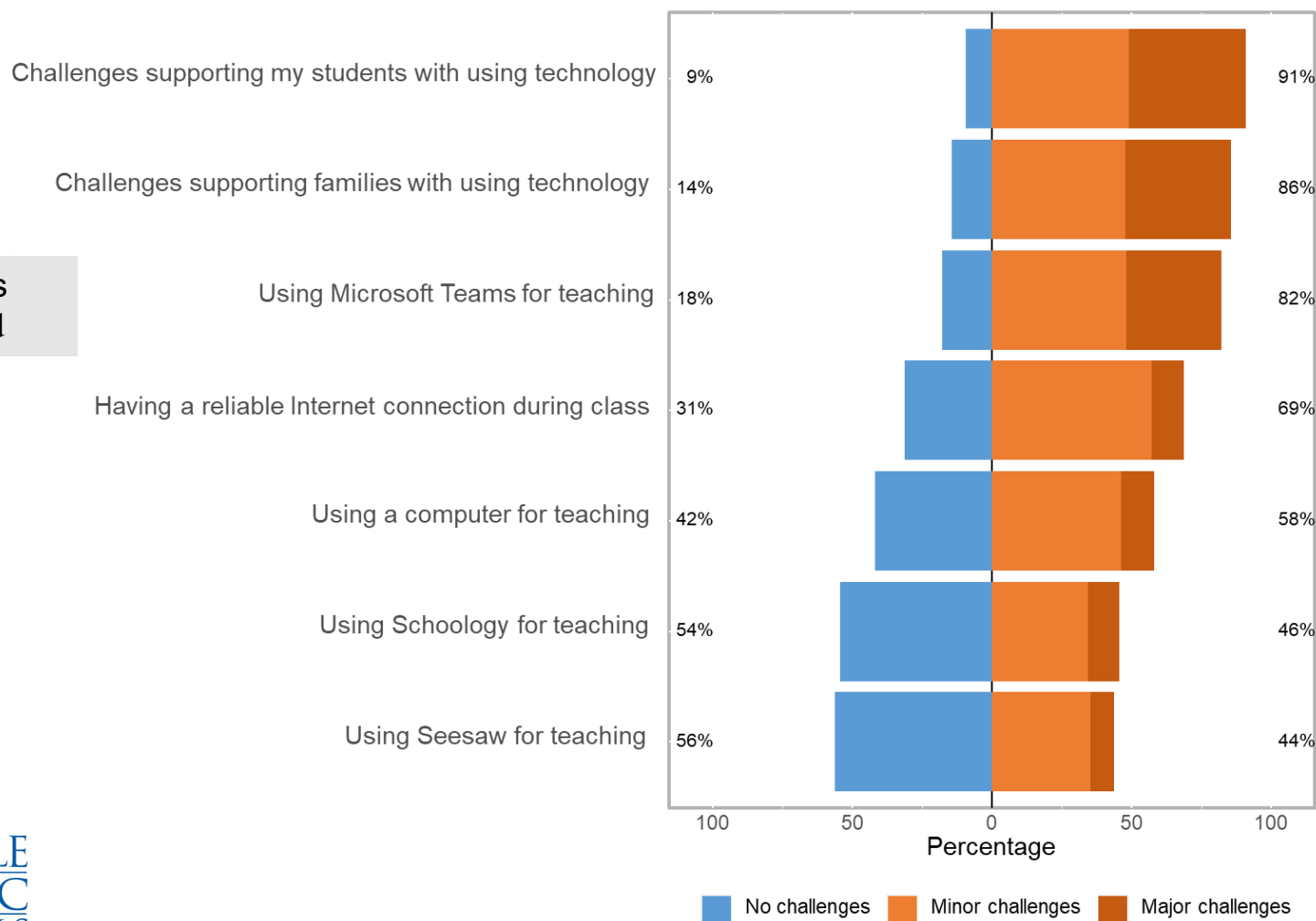
School staff reported the most challenges with technology compared to students and families.

The biggest challenges for staff included supporting students and families with using technology and using Microsoft Teams.
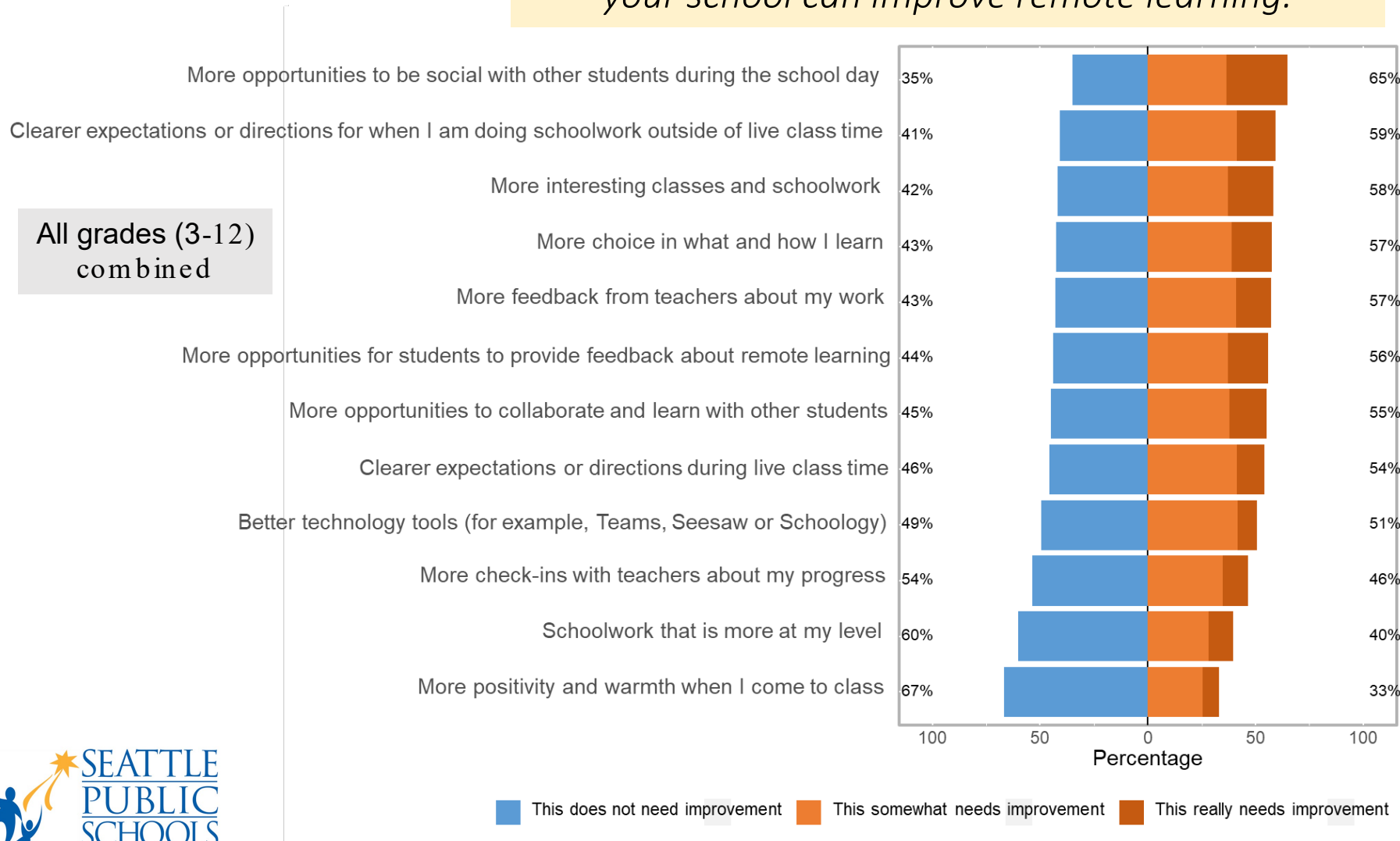
SEATTLE
PUBLIC
SCHOOLS

Perceptions about How to Improve Remote Learning

Improving Remote Learning – Student Survey

Q: *Please tell us the most important ways that your school can improve remote learning.*

All grades (3-12) combined

	This does not need improvement	This somewhat needs improvement	This really needs improvement

Chart data (left % / right %):
- More opportunities to be social with other students during the school day — 35% / 65%
- Clearer expectations or directions for when I am doing schoolwork outside of live class time — 41% / 59%
- More interesting classes and schoolwork — 42% / 58%
- More choice in what and how I learn — 43% / 57%
- More feedback from teachers about my work — 43% / 57%
- More opportunities for students to provide feedback about remote learning — 44% / 56%
- More opportunities to collaborate and learn with other students — 45% / 55%
- Clearer expectations or directions during live class time — 46% / 54%
- Better technology tools (for example, Teams, Seesaw or Schoology) — 49% / 51%
- More check-ins with teachers about my progress — 54% / 46%
- Schoolwork that is more at my level — 60% / 40%
- More positivity and warmth when I come to class — 67% / 33%

Across all grade levels combined (3to12), students identified more opportunities to be social with other students as needing the most improvement.

In most of the specific areas asked about in the survey, more than half of all students reported that improvement was needed.

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

Improving Remote Learning – Student Survey

Top areas (of the 12 listed in the survey) that Students identified as *Really Needs Improvement*

Elementary 3-5	
More opportunities to be social with other students during the school day	28%
More opportunities to collaborate and learn with other students	19%
More interesting classes and schoolwork	17%
More opportunities for students to provide feedback about remote learning	13%

Middle School 6-8	
More opportunities to be social with other students during the school day	31%
More interesting classes and schoolwork	22%
More choice in what and how I learn	20%
More opportunities for students to provide feedback about remote learning	17%

High School 9-12	
Clearer expectations or directions for when I am doing schoolwork outside of live class time	30%
More opportunities to be social with other students during the school day	26%
More opportunities for students to provide feedback about remote learning	26%
More interesting classes and schoolwork	25%

Students were largely consistent across grade levels in identifying their top areas for what *really needs improvement*:
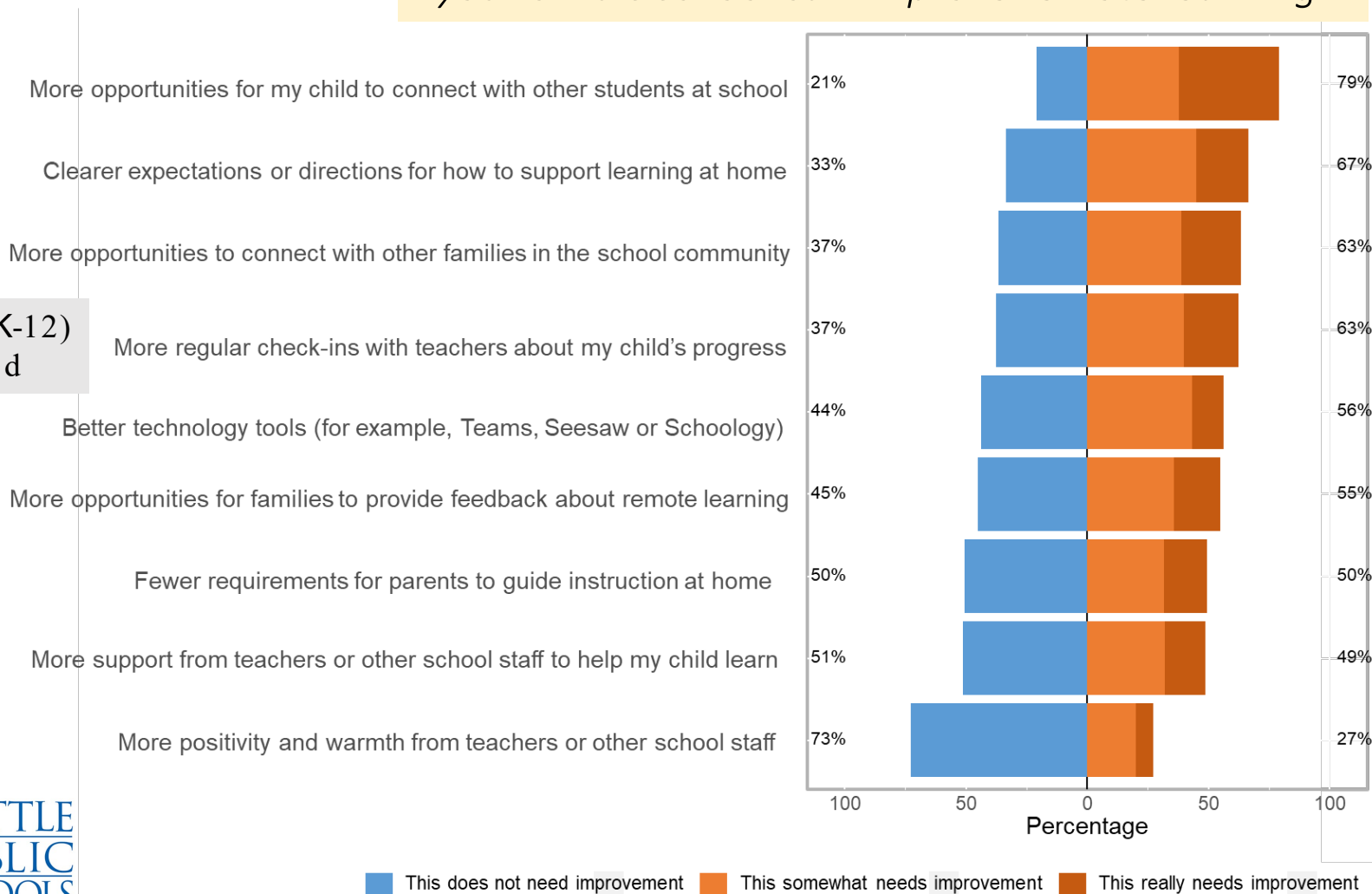
- ✓ More opportunities to be social during the day
- ✓ More interesting classes and schoolwork
- ✓ More opportunities to provide feedback about remote learning

(Percent responding this *really needs improvement*)

RESEARCH & EVALUATION

SEATTLE PUBLIC SCHOOLS

Improving Remote Learning – Family Survey

Q: Please tell us the most important ways that your child's school can improve remote learning.

All grades (K-12) combined

Category	Does not need improvement	Needs improvement
More opportunities for my child to connect with other students at school	21%	79%
Clearer expectations or directions for how to support learning at home	33%	67%
More opportunities to connect with other families in the school community	37%	63%
More regular check-ins with teachers about my child's progress	37%	63%
Better technology tools (for example, Teams, Seesaw or Schoology)	44%	56%
More opportunities for families to provide feedback about remote learning	45%	55%
Fewer requirements for parents to guide instruction at home	50%	50%
More support from teachers or other school staff to help my child learn	51%	49%
More positivity and warmth from teachers or other school staff	73%	27%

Percentage

■ This does not need improvement ■ This somewhat needs improvement ■ This really needs improvement

Consistent with students, families identified "more opportunities for my child to connect with other students" as needing the most improvement.

Also consistent with students, "more positivity and warmth" was rated most frequently as not needing improvement.

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

Improving Remote Learning – Family Survey

Top areas (of the 9 listed in the survey) that Families identified as *Really Needs Improvement*

	Early Elementary K-2
More opportunities for my child to connect with other students at school	42%
More opportunities to connect with other families in the school community	28%
Fewer requirements for parents to guide instruction at home	21%
	Upper Elementary 3-5
More opportunities for my child to connect with other students at school	40%
More opportunities to connect with other families in the school community	24%
Fewer requirements for parents to guide instruction at home	20%
	Middle School 6-8
More opportunities for my child to connect with other students at school	42%
More regular check-ins with teachers about my child's progress	28%
Clearer expectations or directions for how to support learning at home	25%
	High School 9-12
More opportunities for my child to connect with other students at school	41%
More regular check-ins with teachers about my child's progress	28%
Clearer expectations or directions for how to support learning at home	24%

Families across all grade levels identified "more opportunities for my child to connect with other students" as the top area *really needing improvement*.

Elementary families identified connecting with other families and fewer requirements for guiding instruction at home.
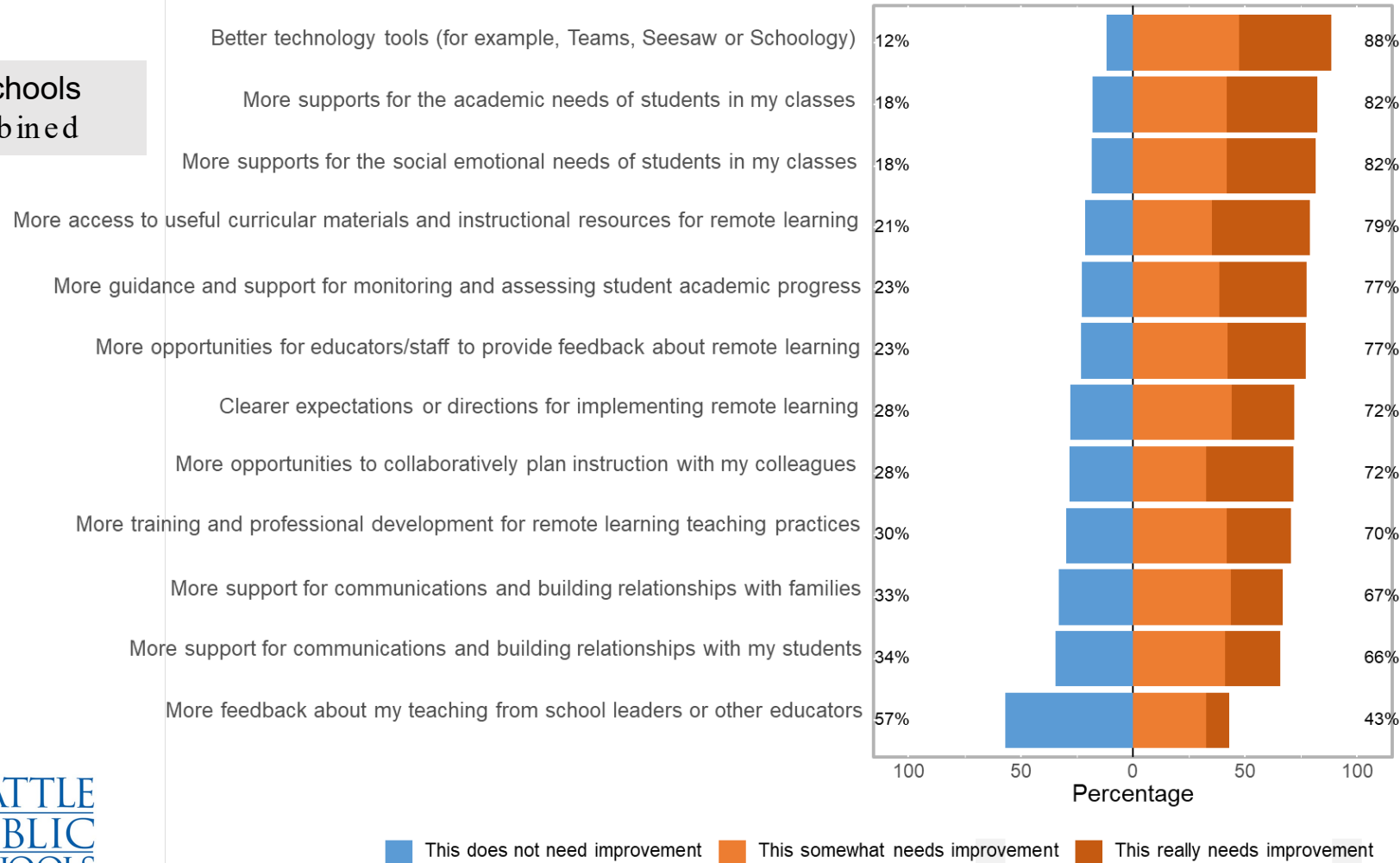
Secondary families identified more check-ins with teachers and clearer expectations for supporting remote learning

(Percent responding this *really needs improvement*)

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

Improving Remote Learning – Staff Survey

Q: *Please tell the most important ways to improve your implementation of remote learning.*

All schools combined

Item	Does not need	Needs
Better technology tools (for example, Teams, Seesaw or Schoology)	12%	88%
More supports for the academic needs of students in my classes	18%	82%
More supports for the social emotional needs of students in my classes	18%	82%
More access to useful curricular materials and instructional resources for remote learning	21%	79%
More guidance and support for monitoring and assessing student academic progress	23%	77%
More opportunities for educators/staff to provide feedback about remote learning	23%	77%
Clearer expectations or directions for implementing remote learning	28%	72%
More opportunities to collaboratively plan instruction with my colleagues	28%	72%
More training and professional development for remote learning teaching practices	30%	70%
More support for communications and building relationships with families	33%	67%
More support for communications and building relationships with my students	34%	66%
More feedback about my teaching from school leaders or other educators	57%	43%

Percentage

■ This does not need improvement ■ This somewhat needs improvement ■ This really needs improvement

Overall, school staff signaled a substantially wider range of areas that really need improvement.

In most of the specific areas asked about in the survey, more than 70% of staff reported that at least some improvement was needed, and the proportion reporting an area really needing improvement often exceeded 40% of staff.

SEATTLE PUBLIC SCHOOLS

Improving Remote Learning – Staff Survey

Top areas (of the 12 listed in the survey) that School Staff identified as *Really Needs Improvement*

Elementary Schools	
More access to useful curricular materials and instructional resources for remote learning	48%
Better technology tools (for example, Teams, Seesaw or Schoology)	42%
More guidance and support for monitoring and assessing student academic progress	41%
More opportunities to collaboratively plan instruction with my colleagues	39%

Middle/K-8 Schools	
More opportunities to collaboratively plan instruction with my colleagues	43%
More supports for the academic needs of students in my classes	43%
Better technology tools (for example, Teams, Seesaw or Schoology)	42%
More supports for the social emotional needs of students in my classes	42%

High Schools	
More supports for the social emotional needs of students in my classes	49%
More supports for the academic needs of students in my classes	42%
Better technology tools (for example, Teams, Seesaw or Schoology)	38%
More access to useful curricular materials and instructional resources for remote learning	37%

(Percent responding this *really needs improvement*)

School staff across all levels identified better technology tools for remote learning as top area to improve.

Access to better curricular materials and more student supports were also top concerns across multiple levels.

Elementary staff emphasized the need for more guidance around assessment whereas secondary staff were more likely to identify student social emotional needs as top areas.

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

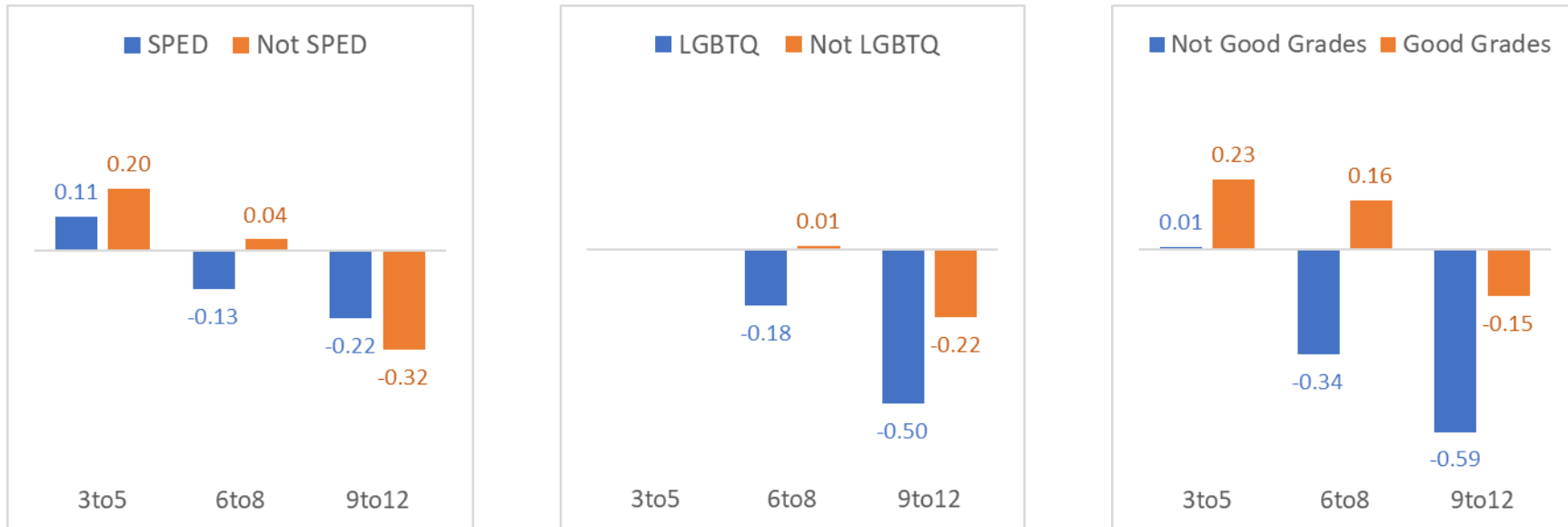# Further Analysis of Student Survey Results

Overall Perceptions – Student Survey

Overall, how do you feel about remote learning this fall?

Coding for Mean Scores
Very negative = -2
Somewhat negative = -1
Neutral = 0
Somewhat positive = +1
Very positive = +2

In comparing mean (average) scored responses to the survey question about overall perceptions, statistically significant differences were observed for several key groups. Specifically, the mean responses were lower for students who *self-identified* as having an IEP or 504 Plan (SPED); or as LGBTQ (note: only secondary students were asked about sexual orientation); or getting grades in school that are not very good. These differences were confirmed to be statistically significant between a medium high level ($p < .05$) and very high level ($p < .001$).

RESEARCH &
EVALUATION

SEATTLE
PUBLIC
SCHOOLS

Overall Perceptions – Student Survey
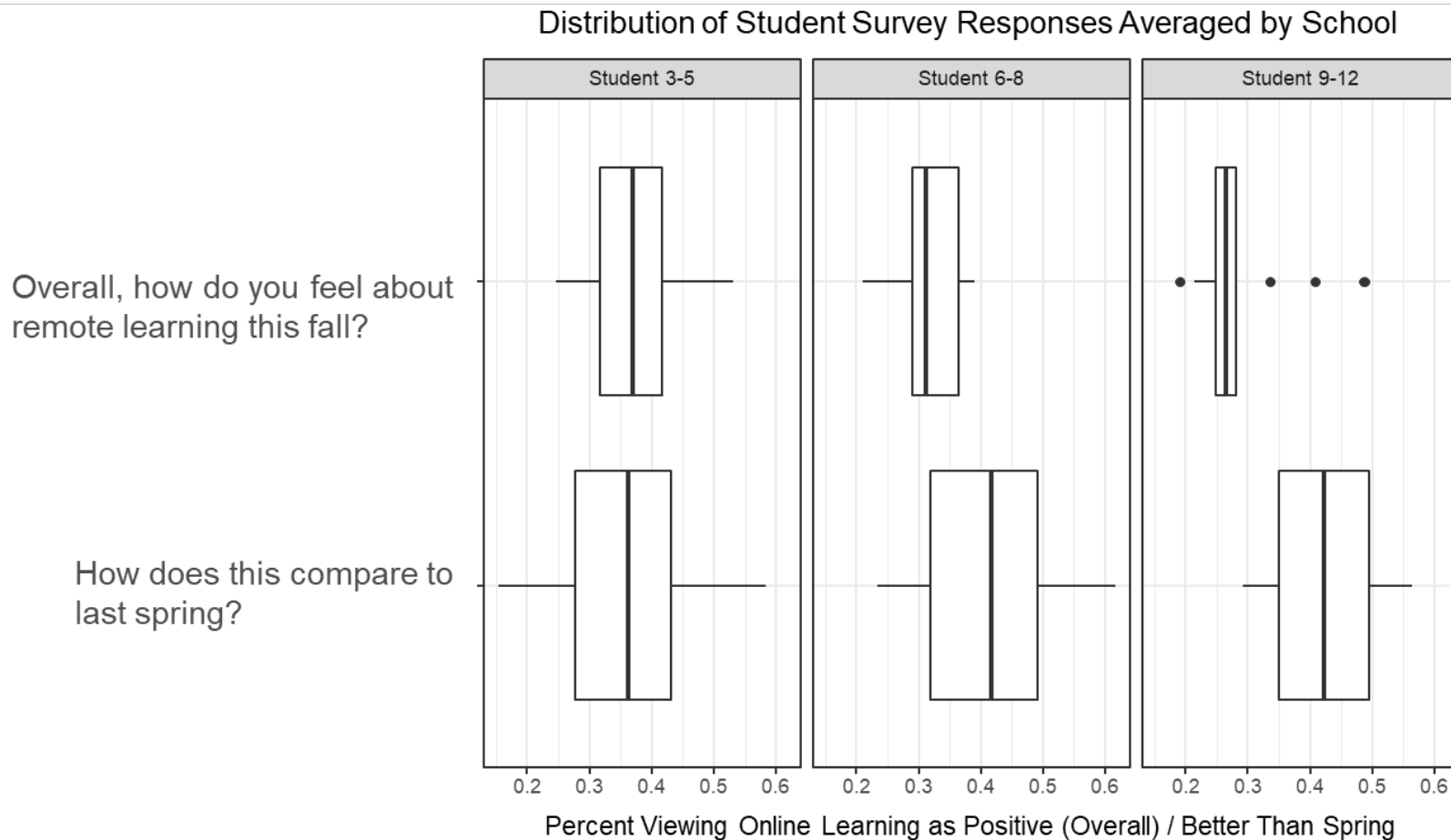
How does this compare to last spring?
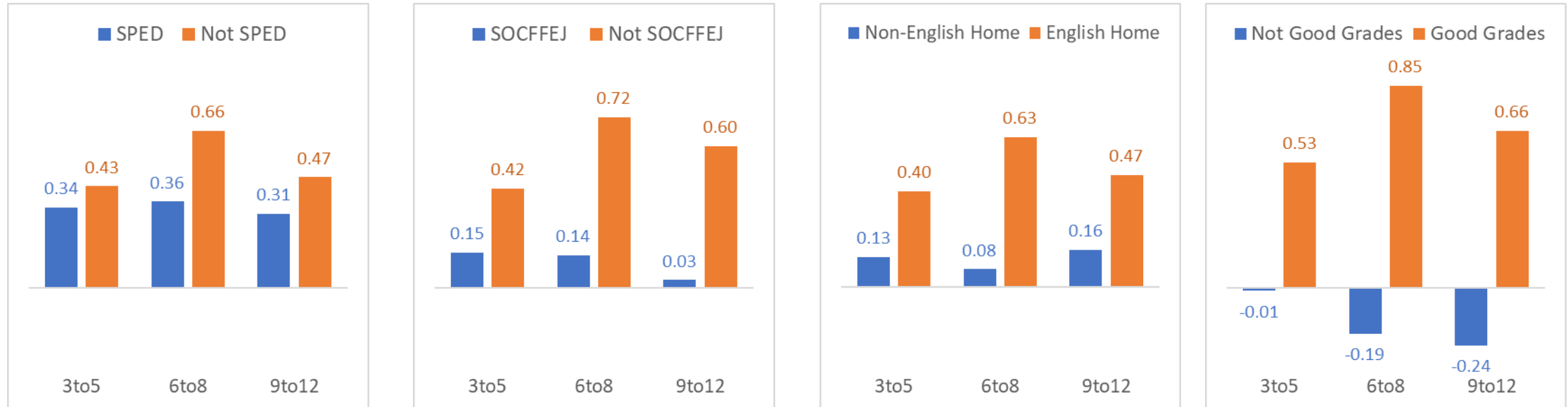
In comparing mean (average) scored responses to the survey question about how remote leaning this fall compared to last spring, statistically significant differences were observed for several key groups. Specifically, mean responses were lower for students who *self-identified* as having and IEP or 504 Plan (SPED); for students of color furthest from educational justice (SOCFFEJ); for those from non-English speaking homes; and students whose grades in school are not very good. These differences were confirmed to be statistically significant between a medium high level (p < .05) and very high level (p < .001).

Coding for Mean Scores
Worse= -2
Same= 0
Better= +2

RESEARCH &
EVALUATION

SEATTLE
PUBLIC
SCHOOLS

Overall Perceptions – Student Survey

Box Plot Distribution of School-Level Results (*All Students*)

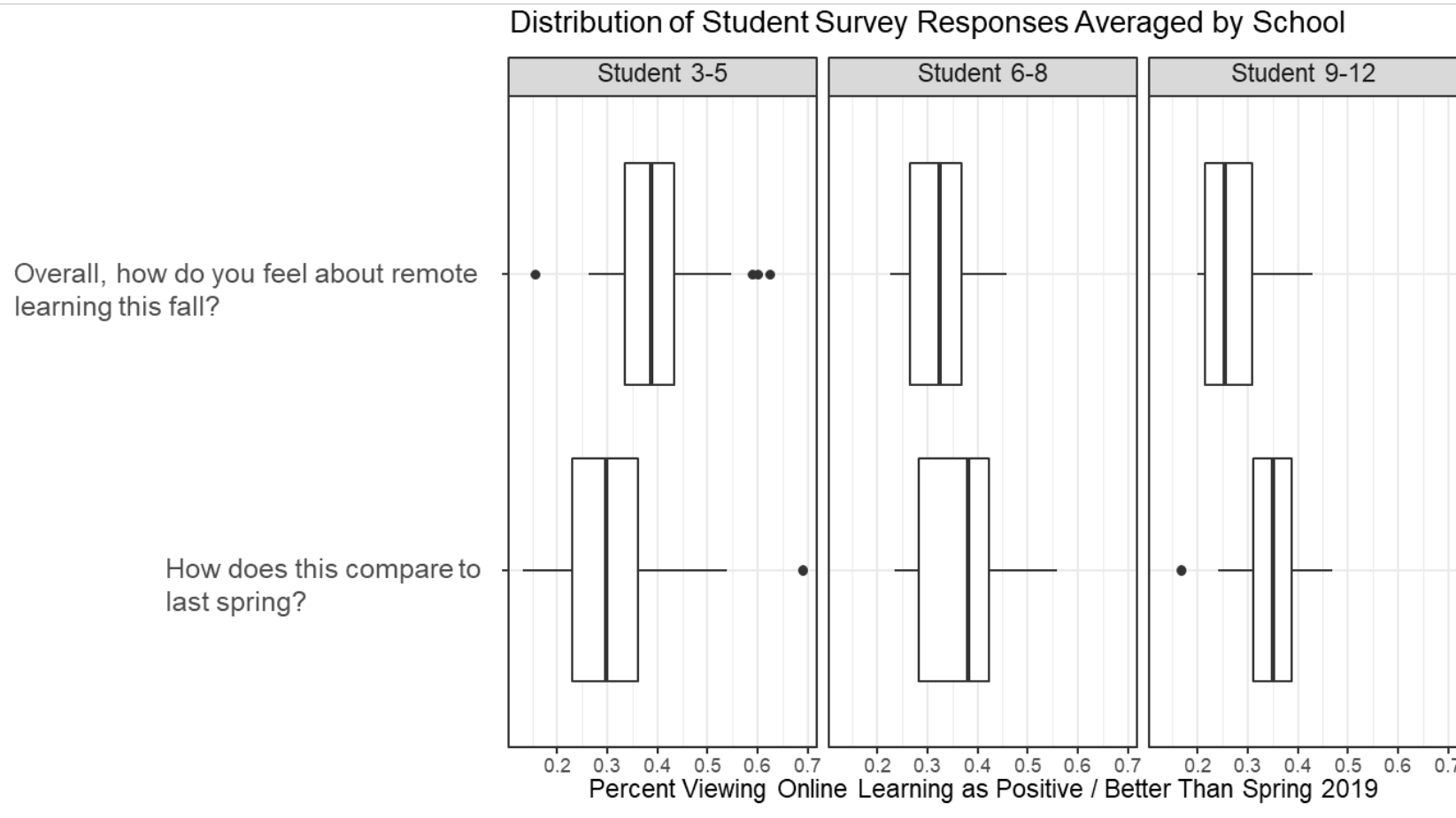Distribution of Student Survey Responses Averaged by School

Box-plots show how the data is spread out across respondents. In this case, we look at school-by-school averages to the questions "Overall, How do you feel about remote learning this fall?" and "How does this compare to last spring?" to see how average responses are spread out across schools.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

RESEARCH & EVALUATION

SEATTLE PUBLIC SCHOOLS

Overall Perceptions – Student Survey

Box Plot Distribution of School-Level Results (*Students of Color FFEJ*)

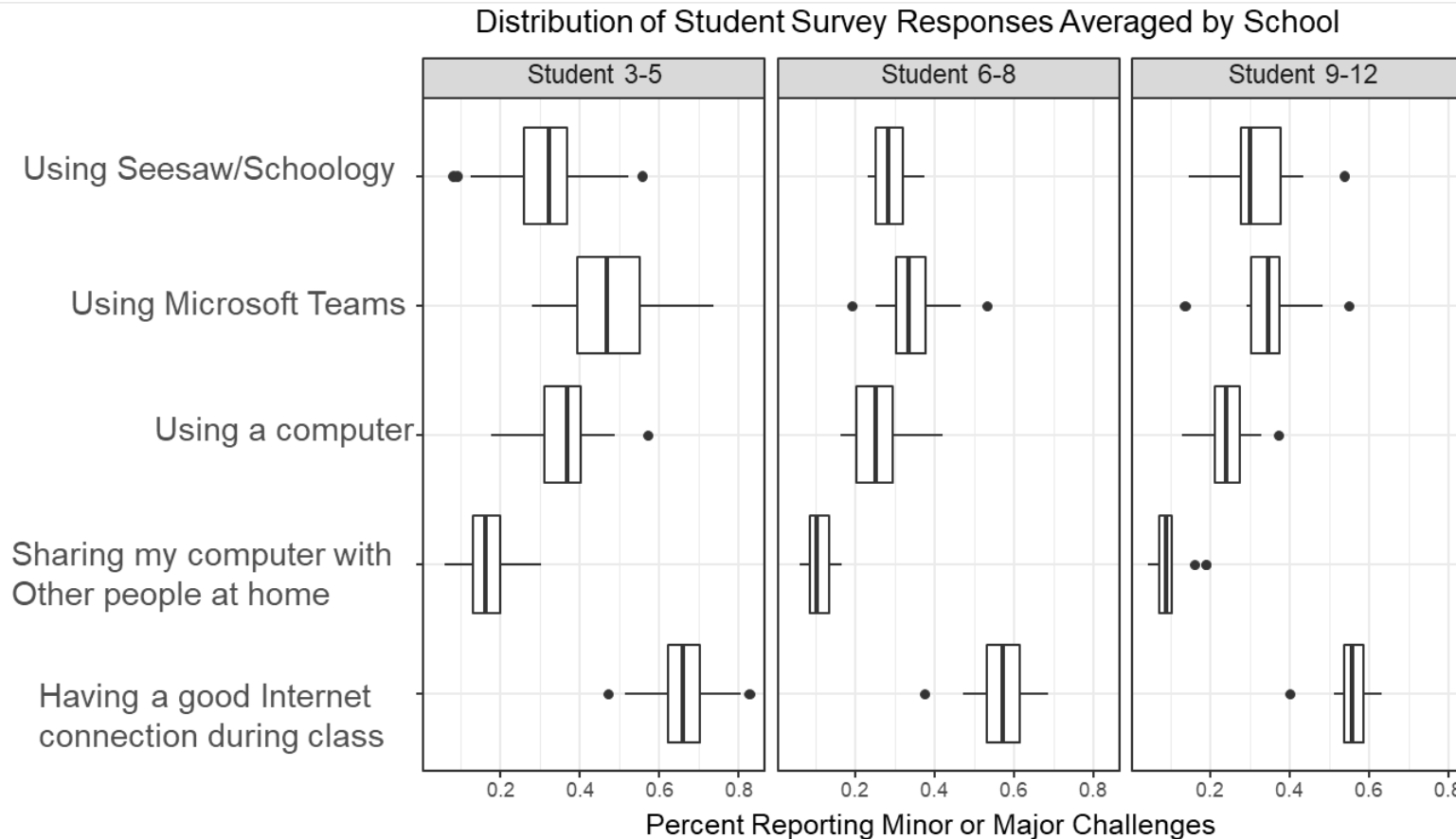Distribution of Student Survey Responses Averaged by School

This box plot examines the same two questions as before but looks specifically at results for students of color furthest from educational justice.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

RESEARCH &
EVALUATION

SEATTLE
PUBLIC
SCHOOLS

Technology Challenges – Student Survey

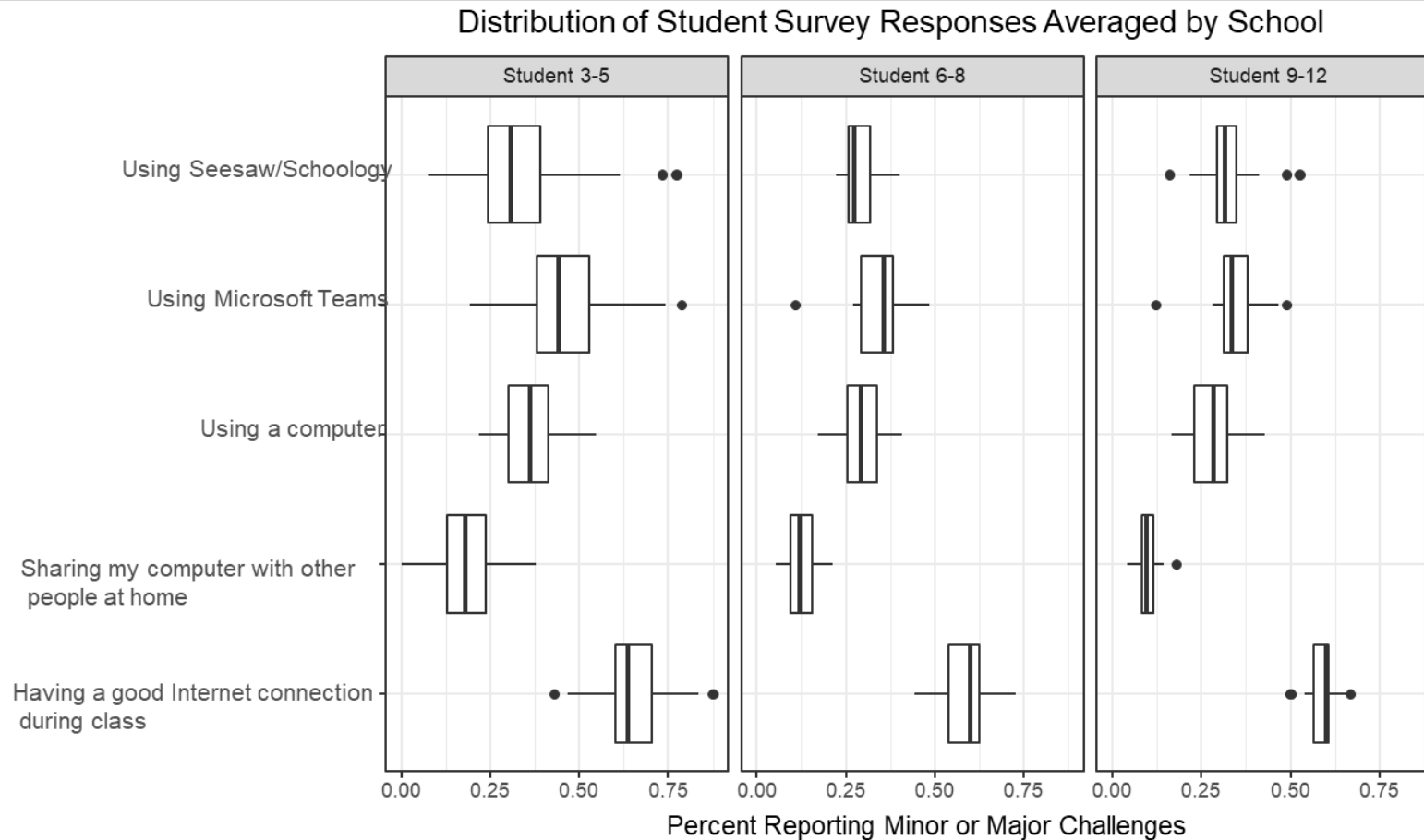Distribution of Student Survey Responses Averaged by School

Box-plots show how the data is spread out across respondents. In this case, we look at school-by-school averages to the questions "Please tell us if you have had any challenges connecting to remote learning in the last week" to see how average responses are spread out across schools.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

Q: Please tell us if you have had any challenges connecting to remote learning in the last week.

Technology Challenges – Student Survey

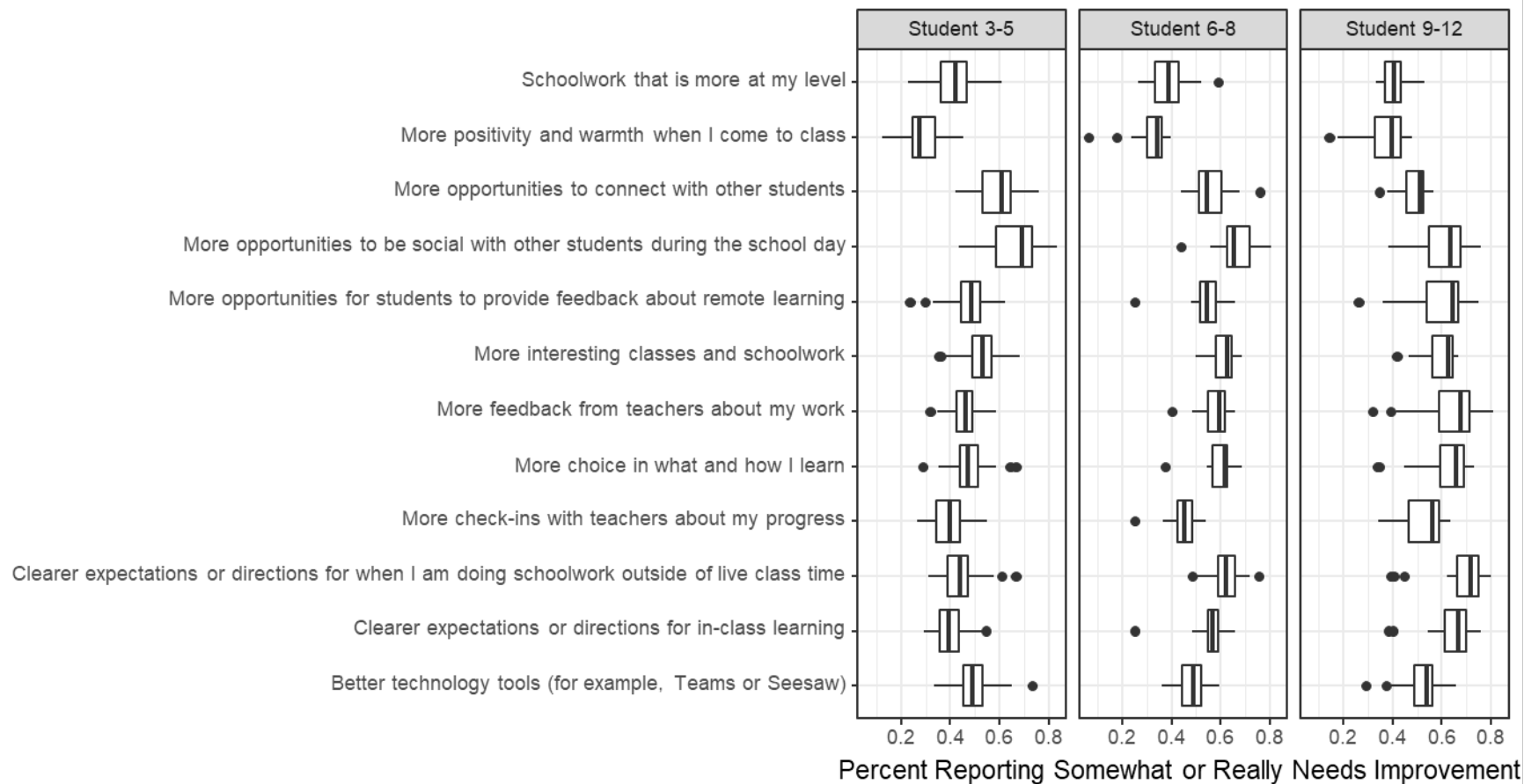Distribution of Student Survey Responses Averaged by School

This box plot examines the same question as before but looks specifically at results for students of color furthest from educational justice.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

Q: Please tell us if you have had any challenges connecting to remote learning in the last week.

SEATTLE PUBLIC SCHOOLS

RESEARCH & EVALUATION

How to Improve Remote Learning– Student Survey

Box Plot Distribution of School-Level Results (*All Students*)

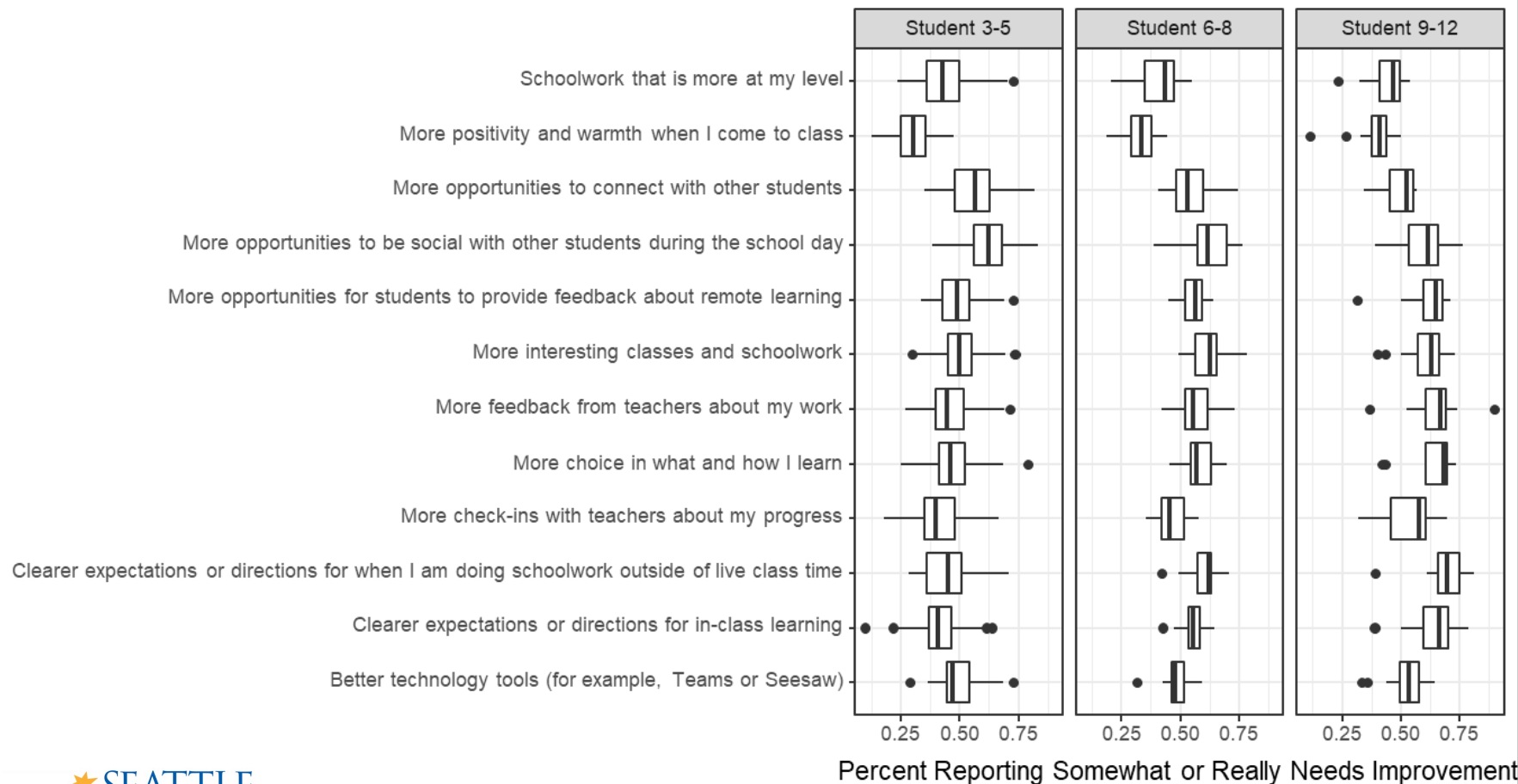Distribution of Student Survey Responses Averaged by School

Box-plots show how the data is spread out across respondents. In this case, we look at school-by-school averages to the questions "Please tell us the most important ways that your school can improve remote learning" to see how average responses are spread out across schools.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

How to Improve Remote Learning– Student Survey

Box Plot Distribution of School-Level Results (*Students of Color FFEJ*)

Distribution of Student Survey Responses Averaged by School

This box plot examines the same question as before but looks specifically at results for students of color furthest from educational justice.

The district-wide school average for each box-plot is the middle/center line; the interquartile range (a measure of variability) is the width of the box; Outlier schools are shown as single dots.

Q: Please tell us the most important ways that your school can improve remote learning.

Analysis of Student Comments
(Free Response Survey Questions)

Analysis of Student Free-Response Comments

- 2,447 student comments included specific, substantive feedback about *How to Improve Remote Learning*

- These comments were coded and categorized for analysis

Total free-response comments

	Technology & Access	How to Improve Remote Learning
Students	5248	4965
Families	3129	4467
Staff	1015	920
	9392	**10352**

SEATTLE PUBLIC SCHOOLS

Analysis of Student Free-Response Comments
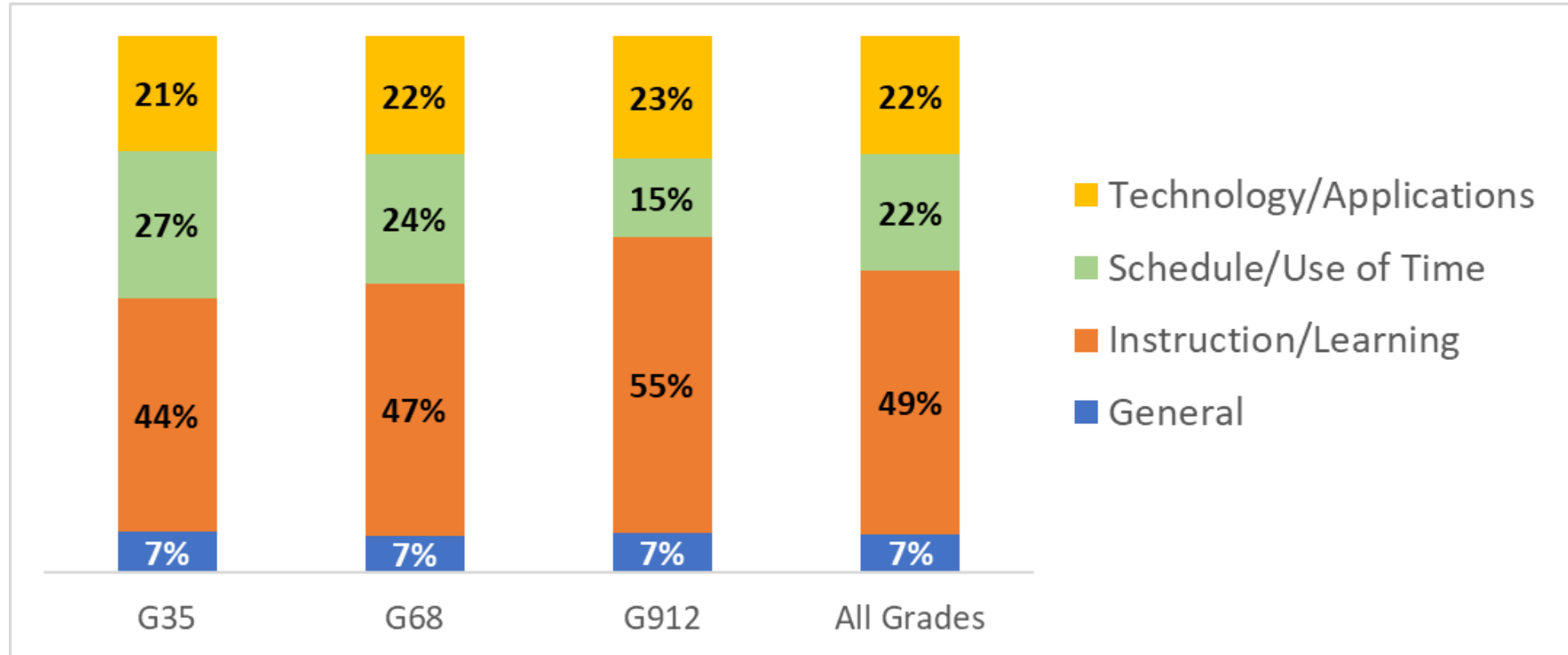
This chart displays the categorical distribution (based on coding analysis) of 2,447 substantive student survey comments about how to improve remote learning

SEATTLE PUBLIC SCHOOLS

Student Free-Responses – Instruction

Categorical Distribution of 1,204 Comments about Instruction/Learning

Category	Percent
Excessive workload	27%
More peer-to-peer collaboration	13%
Synchronous classroom norms (using Teams)	10%
More engaging instruction	10%
More individual support/feedback/check-ins	10%
Content/subject-specific comments	7%
Appropriate learning level (more challenge)	5%
More fun activities/games	5%
Clearer directions or expectations	5%

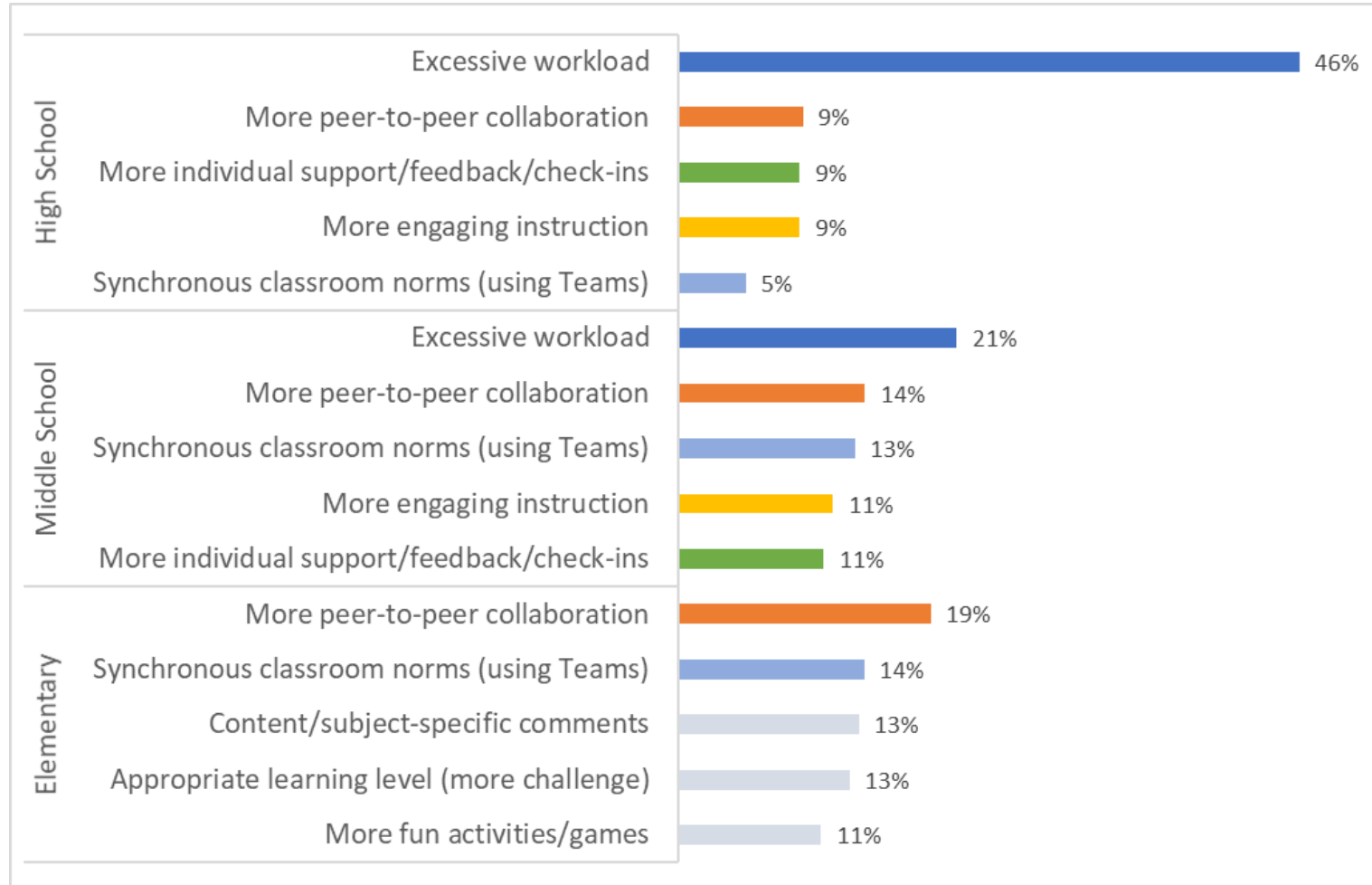Percent of comments about Instruction/Learning received by topic/concern

Across all grade levels (3to12) combined, concerns about **excessive workload** is the top concern about Instruction.

Other top concerns about instruction included more peer-to-peer collaboration, improving class norms for using Teams (e.g., use of cameras, chat), more engaging and effective instruction and more individual support

SEATTLE PUBLIC SCHOOLS

Student Free-Responses – Instruction

Top Categories for Comments about Instruction/Learning – *BY LEVEL*

High School
- Excessive workload — 46%
- More peer-to-peer collaboration — 9%
- More individual support/feedback/check-ins — 9%
- More engaging instruction — 9%
- Synchronous classroom norms (using Teams) — 5%

Middle School
- Excessive workload — 21%
- More peer-to-peer collaboration — 14%
- Synchronous classroom norms (using Teams) — 13%
- More engaging instruction — 11%
- More individual support/feedback/check-ins — 11%

Elementary
- More peer-to-peer collaboration — 19%
- Synchronous classroom norms (using Teams) — 14%
- Content/subject-specific comments — 13%
- Appropriate learning level (more challenge) — 13%
- More fun activities/games — 11%

Percent of comments about Instruction/Learning received by topic/concern *and LEVEL*

Excessive workload is overwhelmingly the top concern about Instruction/ Learning for High School students – and is also the top concern in Middle School.

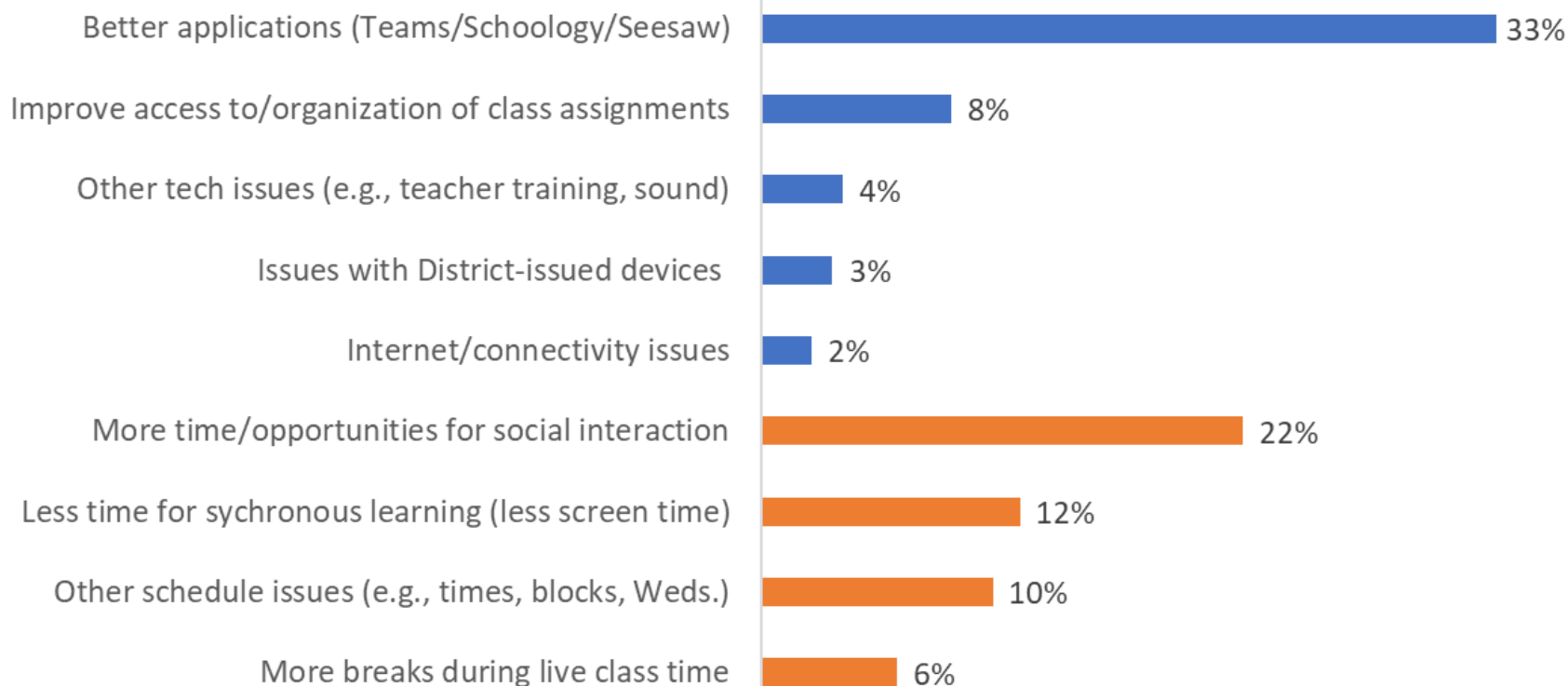The top Elementary student concern is more **peer-to-peer collaborative learning** opportunities.

Improving class norms when using Teams during live instruction is also a top concern in Middle and Elementary Schools.

SEATTLE PUBLIC SCHOOLS

Student Free-Responses – Schedules + Technology

Categorical Distribution of 531 Comments about **Schedules/Use of Time**
+ 540 Comments about **Technology/Applications**

Technology

Category	Percent
Better applications (Teams/Schoology/Seesaw)	33%
Improve access to/organization of class assignments	8%
Other tech issues (e.g., teacher training, sound)	4%
Issues with District-issued devices	3%
Internet/connectivity issues	2%

Schedules

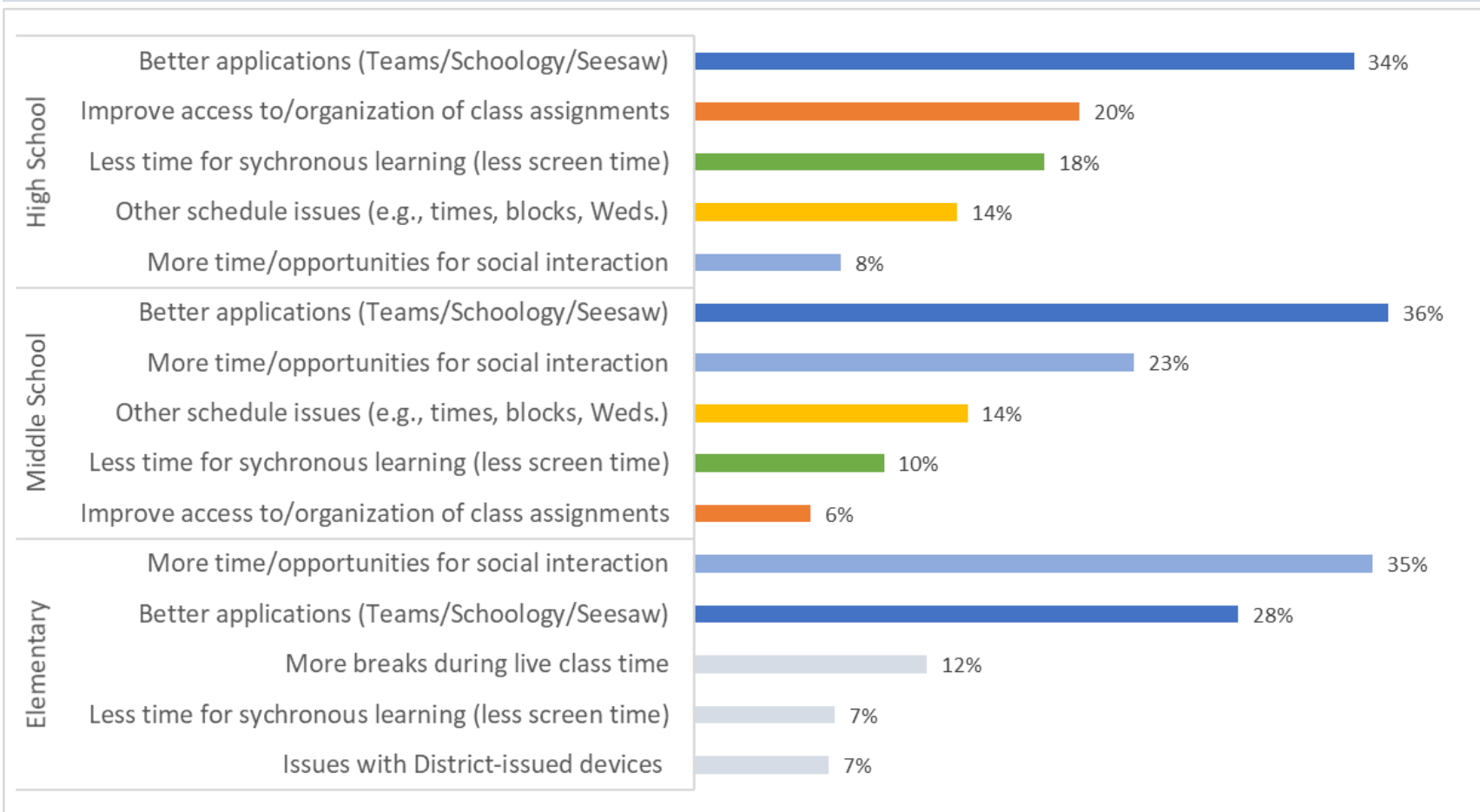| Category	Percent
More time/opportunities for social interaction	22%
Less time for sychronous learning (less screen time)	12%
Other schedule issues (e.g., times, blocks, Weds.)	10%
More breaks during live class time	6%

Across all grade levels (3to12) combined, the need for **better software applications** for remote learning dominated comments about technology whereas **more time for social interaction** is the top concern related to Schedules/Use of Time during the school day.

Percent of comments about Schedules and Technology (combined) received by topic/concern

SEATTLE PUBLIC SCHOOLS

Student Free-Responses – Schedules + Technology

Categorical Distribution of 531 Comments about **Schedules/Use of Time** + 540 Comments about **Technology/Applications**

High School
- Better applications (Teams/Schoology/Seesaw) — 34%
- Improve access to/organization of class assignments — 20%
- Less time for sychronous learning (less screen time) — 18%
- Other schedule issues (e.g., times, blocks, Weds.) — 14%
- More time/opportunities for social interaction — 8%

Middle School
- Better applications (Teams/Schoology/Seesaw) — 36%
- More time/opportunities for social interaction — 23%
- Other schedule issues (e.g., times, blocks, Weds.) — 14%
- Less time for sychronous learning (less screen time) — 10%
- Improve access to/organization of class assignments — 6%

Elementary
- More time/opportunities for social interaction — 35%
- Better applications (Teams/Schoology/Seesaw) — 28%
- More breaks during live class time — 12%
- Less time for sychronous learning (less screen time) — 7%
- Issues with District-issued devices — 7%

The need for **better applications** is a top concern at all levels.

More time for social interaction is a much higher concern for elementary students.

Top issues for high schoolers included issues with online access to assignments and course materials and less time used for live synchronous classroom instruction

RESEARCH & EVALUATION

Percent of comments about Schedules and Technology (combined) received by topic/concern *and LEVEL*

SEATTLE PUBLIC SCHOOLS

Additional Engagement Efforts

Themes from our Conversations

Student Advisory Board (11/19)

Findings resonated with students, particularly about the need for peer-to-peer connection, both academically (e.g., small group work) and socially.

Childcare Providers (Focus Groups 11/18)

Emphasized how many students feel frustrated and overwhelmed, particularly our youngest students who often struggle with staying engaged and understanding what they are supposed to do. They also experienced challenges with the lack of coordination of class schedules or clear information for how to support students

High School Principals (11/12)

Caution from some principals about school-to-school comparisons that may gloss over important contextual differences in students' remote learning experiences. Highlighted the need for deeper conversations with students, which will begin this winter.

Superintendent's Student Advisory Board

REFLECTIONS

SUGGESTED ACTIONS

Students feel a lack of connection with peers, both academically and informally/socially.	→	Create smaller groups within classes – for example study groups, breakout groups, labs – and avoid "lecture style" classes whenever possible.
Survey data is a good starting point, but it doesn't tell the whole story of what it feels like to be in school right now, especially for BIPOC students.	→	Have conversations (or separate surveys) with BIPOC students to understand their experiences. Have these conversations be *student-led*.
Social emotional learning and wellness is critically important to students during remote learning.	→	Make sure teachers understand how students are feeling – both inside and outside of school -- and use it to back students up. Teachers really need to listen.
Students' struggles with connectivity are real and cause major issues with access to learning.	→	Consider making available asynchronous versions of live classes and understand that a lack of connectivity may negatively impact student motivation.
Teachers need technology support (e.g., OneNote).	→	Provide additional technology support for teachers.
Students deserve to hear how their input has led to concrete actions for improvement.	→	Share with students what has happened as a result of prior input on student surveys.

Childcare Providers

Themes from focus groups with organizations providing childcare services to students during remote learning

Overall Impact on Students

Childcare providers reported that the disruptions caused by the pandemic has been difficult. Some students have adapted well and are gaining independence from the shift to remote learning, but many feel overwhelmed, with some really struggling, particularly the youngest students, English learners, and students with IEPs.

Sample Illustrative Quotes:

- *Frustration is something we see every day with our kids.*
- *The lack of connection with other students is something they are really struggling with.*
- *Our youngest kids are really struggling with what they are supposed to do.*
- *Remote learning is NOT working for our ELLs. It's harder for ELLs in virtual setting. In person they can at least see body language and pick up on gestures. So, we see a lot of tears and frustration*
- *Sitting at desk all day trying to stay engaged with a screen has been very challenging for students, even for some of the older kids.*

Remote Learning Schedules

The most consistently expressed frustration by childcare providers was the absence of a common remote learning schedule that schools followed, which creates multiple challenges with supporting students.

Sample Illustrative Quotes:

- *Even when I have students from the same grade and school, the schedules are not aligned.*
- *For our kids with IEPs, every few days it's a different schedule*
- *The background noise is a big problem when kids are on different schedules.*
- *In (another district we work with), all students have an aligned morning remote learning schedule, a common break for lunch, and then structured afternoon sessions for enrichment and dedicated support services for IEPs. (This works much better.)*

Childcare Providers (cont'd)

Themes from focus groups with organizations providing childcare services to students during remote learning

Technology & Access

Childcare providers cited ongoing connectivity issues such as Wi-Fi cutting out or students getting kicked out of meetings. Issues with headphones were also cited – Not all students are able to bring them, or they break, or some kids have auditory issues. Another issue reported is students showing up with uncharged devices.

Communications

Childcare providers reported that some teachers and school staff have been great at communication and have gone out of their way to collaborate and problem-solve with them on an ongoing basis. In many cases however, the limited communication and coordination has creating challenges for providers in supporting students.

Sample Illustrative Quotes:

- *Some of the teachers are really excelling in their communications and going above and beyond. But it's not universal.*
- *I am grateful to the staff who are going the extra mile to answer all my questions about schedules and assignments and packets.*
- *Communication is difficult. Teachers communicate with parents, but not the provider.*
- *If providers were provided information in advance, we could play more of a role in supporting asynchronous learning time.*
- *We need more direct communication with IEP specialists. We're going through a lot of obstacles to connect with Instructional Aids.*

Planning & Coordination

In general, childcare providers described limited collaborative planning and coordination with the District and schools. They wished they, as providers, were engaged in a more proactive manner from the beginning.

Sample Illustrative Quotes:

- *I wish there was a protocol plan for how to work together, especially for special populations like SPED and ELL students*
- *We truly are partners in this work. We care deeply about our kids that we are serving. They are our kids collectively. They are not the school district's kids until a certain time, and then our kids. They are our kids all the time.*

For questions or more information about this study, please email: research@seattleschools.org

More information about the SPS Research & Evaluation Department can be found at: https://www.seattleschools.org/departments/rea