REMOTE LEARNING
FALL 2020
PARENT SURVEY RESULTS

Salt Lake City School District
Assessment & Evaluation Department
Fall 2020
Remote Teaching and Learning Experience

The COVID-19 school dismissal initiated by Utah Governor Gary Herbert and supported by the state superintendent, Dr. Sydnee Dickson, required school districts across Utah to move quickly from primarily in-person teaching and learning settings to remote teaching and learning settings within a matter of days during the March 2020. Salt Lake City School District began to look toward the 2020-2021 re-opening of schools after an extensive study was conducted on the spring 2020 remote teaching and learning experience. A strategic plan was developed after stakeholder data was collected from parents, students, and teachers based on the spring remote teaching and learning experiences.

Spring survey data indicated parents recognized the district, schools, and teachers worked quickly to support the transition to remote learning, provided needed resources, and supported teachers during the transition to remote teaching and learning. However, parents, teachers, and students expressed an overall need for a better experience in future remote teaching and learning settings.

- Teachers specifically indicated a need for time to train and to learn blended learning models in anticipation of a future remote learning situation. Teachers also expressed deep concern for their students' academic and emotional well-being.
- Parents were clear they would like to see their children have regular and consistent interaction with teachers in a synchronous online setting and with other students during remote learning.
- Students felt positively about the remote experience when teachers regularly connected with students and made it possible for students to interact in a synchronous setting. Students indicated that it was important to them that their teachers be available and empathetic to their circumstances. When teachers were receptive to student feedback about lessons, students had a more positive experience.

Understanding stakeholder experiences with teaching and learning during the COVID-19 2020 spring dismissal allowed district leadership to take steps based on evidence to adjust and better support remote teaching and learning for Fall 2020. Those data collected were used to inform current practices in the deployment of blended learning models aligning with the different phases of opening. Salt Lake City School District opened in a remote only option due to the COVID-19 rate and transmission and average daily case numbers in Salt Lake County.

This report outlines findings of the remote learning experience of students during Fall 2020, specifically during the first three weeks of online learning as viewed by parents and guardians.
Data Collection

Surveys were deployed to parents on September 30th to collect input and perceptions associated with their child’s experience during the Fall 2020 remote school start. Parents were notified before entering the survey that their responses would be kept confidential and that the survey link was specific to their child listed. Parents received a unique email and link for each of their children registered in Salt Lake City School District schools.

This type of survey deployment allowed for disaggregation by groups and school levels, schools, and district designated networks of schools to determine targeted levels of support.

Parent Response Demographics

There were 11,030 parent responses to the fall survey. Forty-five percent of SLCSD students were represented in the parent survey responses (9,916 students represented of 21,941 total students enrolled); 6,925 households were represented out of approximately 13,000 households. The students represented included 44% of students from the East Network, 55% of students from the Highland Network and 37% of students from the West Network.

<table>
<thead>
<tr>
<th>Parent Response Distribution</th>
<th>East Network</th>
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</thead>
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<td>High School</td>
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<tr>
<td>High School</td>
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The student racial ethnicity make-up of Salt Lake City School District based on the October 2019 report was 43% White, 35.2% Hispanic, 4.9% Pacific Islander, 4.6% Asian, 4.5% Black, 4.3% Multi-Racial, and 1.2% American Indian. Students represented in the parent responses were primarily White (62%) and Hispanic (20%). Black, Asian, Pacific Islander, American Indian, and Multi-Racial made up the remaining 18%. October 2020 report is not yet available.

The school district student demographic make-up as of October 2019 was 56.06% low income, 31.79% English as a second language at home, and 13% of students received special education services. Students represented in the parent responses were primarily not low income (69%), were mostly English as a first language spoken at home (85%) and were not provided with special education services (90%).
Findings

Remote Learning Experience
SLCSD educators spent significant time and energy this summer responding to data from the Spring 2020 survey and online experience to prepare to open school in a year filled with unknowns.

- SLCSD moved to Canvas as a learning management system to help standardize the student experience online.
- Applications and programs used by students, especially in the younger grades, were integrated into a single sign on (SSO) to reduce the number of ‘clicks’ students had when working.
- Resources were vetted to provide high-quality options for online work.

More than 5,000 hours of training, professional learning, and collaborative conversation occurred during which educators found solutions and created options for student learning in multiple ways.

This survey captures the first three weeks of school. During this time, educators have been doing extraordinary work in reaching out to students and providing online instruction using online tools, new instructional methods, and new ways of collaborating as colleagues. The lessons learned about reaching students and organizing learning will help us continue to personalize learning for all students.

District-level data is reported as “Overall.” Data may also be presented by network (East, Highland, West) or level (elementary, middle, high).
Remote Learning is manageable for my child.
By November 10, if we are still close to the current levels of COVID-19 positive cases and transmissions, would you choose to have your student:
If we were still in remote learning, would you feel safe with your student participating in an optional, small, socially distanced group at school?
Overall, how well is remote learning working for your family?
I would prefer that my student returns to school and face-to-face instruction regardless of what COVID-19 numbers are trending.
Even if the district moves to a hybrid model or full-time in-person classes sometime this year, I prefer to continue with remote instruction for my student through June.
Technology Needs and Support

Do you have internet at home (broadband, dial-up, or hotspot, etc.)?

Does your student have a device to use during their online classes at home (laptop, desktop, or tablet, etc.)?

This survey is the first of several that SLCSD will deploy throughout the year to collect feedback about the learning experience during 2020-2021. The parent, teacher, and student experiences are important to us. We will include student achievement data as it is available throughout the year as we continue to augment our work with students and families.
Open Response Comments (Summary)

There were 5,278 comments provided in the survey. As of October 6, 2020, 2,207 comments were analyzed and initially coded into six categories: Remote Learning Celebrations, Remote Learning Difficulties, Support for Remote Learning, Support for Face-to-Face, Technology Concerns, and Family Stress.

The following comments are shared as an initial glimpse at parents’ responses in these areas. The percentage indicated after the title refers to the percentage of comments around this theme. Comments were chosen at random as representative. The number of comments does not reflect the total percentage within the document.

Remote Learning Celebrations (39%)

- “Remote learning has been great for our family so far. I currently have 2 students in elementary and both of their teachers have been great at helping my kids learn. Their set up on canvas is very user friendly for my kids to access links to zoom, Lexia, ST math, etc. One of my students teacher, communicates with parents through seesaw and I really like that. I am able to communicate with her teacher in a timely manner and her teacher is great at sending classroom information through it.”
- “Our elementary office has been great at being available to assist us with any questions or concerns. I also really like the school breakfast/lunch system. It helps my family a lot with not having to stress over meals for not only my school kids, but my younger kids as well. I like that my kids are still able socialize with friends during breaks and are able to have fun with their virtual PE and their movement breaks where they get to do jumping roping. THANK YOU TO ALL OF THE EDISON ELEMENTARY STAFF”
- “Our teacher is amazing and has done a wonderful job at preparing for and executing online learning”
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Remote Learning Difficulties (19.7%)

- “My son does not like remote learning to the point where he don’t even want to do school”
- “I’ve never seen my child struggle so much with this remote learning and a ‘quarantine’ life with NO friends and social life with teens her age! Sad and heartbreaking for all......”
- “I have two kids in the same school a kindergartner and a 5th grader I would prefer the kindergartner go to in person if it does ever go to in person this year or switch to a hybrid schedule, but my 5 grader stay on line because she has a health condition and is high risk. So I wouldn’t feel comfortable sending her at this time. If the numbers didn’t go down. But my little one is just having too hard of a time.”
Support for Remote Learning 14%

- “We love remote learning.”
- “One benefit of online schooling is the level of transparency we can have with our student’s processes.”
- “We can see where he’s misunderstanding what his teacher is asking for and how we might help him be more proactive when it comes to addressing his questions. I’m not saying we’d want to helicopter him for the rest of his high school career, but it’s been helpful this year so far.”
- “My son attends third grade at Wasatch Elementary. His teacher and the school have done a phenomenal job with this transition to remote learning. As I watch the case numbers increase and various schools’ transition to online learning because of outbreaks in their schools, I am very grateful that SL school district made the decision for remote learning. I think it will prove to be the most consistent learning experience this school year. Additionally, it is important to me that his teacher isn’t overwhelmed with trying to teach children on several different situations. I think that he is getting a high-quality learning experience from the safety of our home. It is really the best that we can hope for during this uncertain time.”
- “Huge thanks to the District for protecting our children and teachers. This isn’t easy or ideal, but my family is doing well thanks to your efforts. I am grateful for the energy, creativity, passion and care my children’s teachers show, and am hopeful for a better school year next year. Thanks for all you do!”
- “I know that the district is getting a lot of pressure to move to in-school instruction, but I think you’re doing the right thing. It does seem that kids don’t get as sick with COVID, but we still don’t understand the long-term affects of this virus. If numbers don’t drastically decrease, then moving to in-school instruction would be a mistake in my opinion”

Support for Face-to Face (2%)

- “Please return to full-time in person school ASAP as every other district in the state is doing!”
- “My student would rather risk getting COVID than continue remote learning and I do not disagree. She is overwhelmed with assignments, is doing horrible and is not getting the help she needs.”
- “This is a complete failure. The kids need to go back to school. In school teaching of children has been refined for centuries. Covid 19 is not the threat that warrants upending an entire educational process that is centuries in the making. The Tax you have imposed upon our families is devastating. You had a high quality, predictable learning environment, time to start using it again. I’m not going to willingly accept anything other than full-time as an acceptable option.”
- “If the school district does not allow in person learning by November, I will be pulling my children from the school and the district. My youngest daughter is so far behind at this point that she will almost definitely need to repeat the first grade next year unless we get her into a district (a couple of miles away from us) with in person learning.”

Technology Concerns (11%)

- Parents indicated frustration with platform issues, slow WIFI connections and login issues.
Family Stress (14.6%)  

Many parents said that while they are managing remote learning for their children, it is stressful for families.

- “Online and remote school is not ideal, but I understand that people are trying their hardest to make the most of a difficult situation. In some ways, I think that my kids will learn in ways that they otherwise would not have. Without their teachers corralling them and with limited structure, they will have to learn more independence and other skills that will come in handy down the line.”

- “I understand this is new for everyone but there is an expectation of parents that are also working from home full time to be able to disengage from work, earning a living, to fully engage with the school day. Obviously this is easier for older students but it’s incredibly stressful for parents.”

- “We understand the extreme situation this pandemic has created and appreciate all the work the teachers are doing to work through this. As a family of two working parents the amount of time we spend daily to make sure our children have completed their work, understand what is due, etc. is not sustainable. My wife and I spent 2-4 hours per day just making sure work has been done and that’s on top of what is needed during the actual school hours to ensure they are appropriately logged into the correct classes, independent work, etc.”

- “Remote learning is harder on me as a working parent then my child. I know my child wishes she had in-person interactions with her class and teacher. This is not ideal, but it is what it is.”

- “As working parents **the kind who don’t have the opportunity to work from home** remote learning has been extremely difficult. While our family has done the best we could to figure things out (both parents taking days off from work to stay home and supervise, grandparents doing the same, and even bringing my son into my work place when necessary) I cannot imagine what families are doing without the support of MULTIPLE households to make this work- for one kid.”
Appendix
For historical purposes, this data is provided about the Spring 2020 survey. This survey was open from May 12 through June 4th.

<table>
<thead>
<tr>
<th></th>
<th>East Network</th>
<th>Highland Network</th>
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*8,011 is the number of parents that responded during the spring 2020 remote learning experience survey; 7,493 is the number of students represented by the 8,011 parents. The spring window was open for 24 days.*