PUBLIC SCHOOL FAMILY ENGAGEMENT SURVEY REVIEW

Full Results

June 2020

EXECUTIVE SUMMARY

- More than 15,000 completed responses **representing >25,000 students.**

- On the current school year, **the majority of families (~60%) are satisfied** with their remote learning experience.

- For next year, **a majority (~50%)** of families expect to send their children **to school in person** in the fall, though **a full quarter of families are still undecided**
  - Families are more likely to send younger children to school in person
  - Ward 7 & 8 families are far more likely to opt for remote education next year vs. families in other wards (~40% vs. ~15-30%)

- Families prefer schedule options that are **consistent and predictable**, and give their students **in-school time every week**

- Families expressed **a preference for either two-days per week, back-to-back, or alternating days** vs. week-on, week-off schedules

- Meeting **public health requirements around social distancing is a top priority** for all families

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EXECUTIVE SUMMARY

A majority of families were satisfied with this year's distance learning

- **A solid majority (~60%) of families are satisfied** with their 2019-20 remote learning experience

- **Ward 7 & 8 families expressed a higher rate of satisfaction with their 2019-20 remote learning experience**
  - Satisfied families highlighted access to tech, materials, communications, clear school expectations, time to support their child and student motivation as the top factors in making online learning a success
  - Families with younger children showed lower satisfaction with distance learning

- **~20% of families expressed dissatisfaction with remote learning.**
  - Dissatisfied families cited student motivation, inadequate time to support learning and unclear expectations from schools as common challenges

- **Families have clear recommendations for making improvements with distance learning**
  - They suggest building in more student to student interaction, more teacher touch-points, synchronous learning, social engagement, simplifying learning platforms/log-ins, continuing to streamline schedules and targeted feedback on student performance as places for growth

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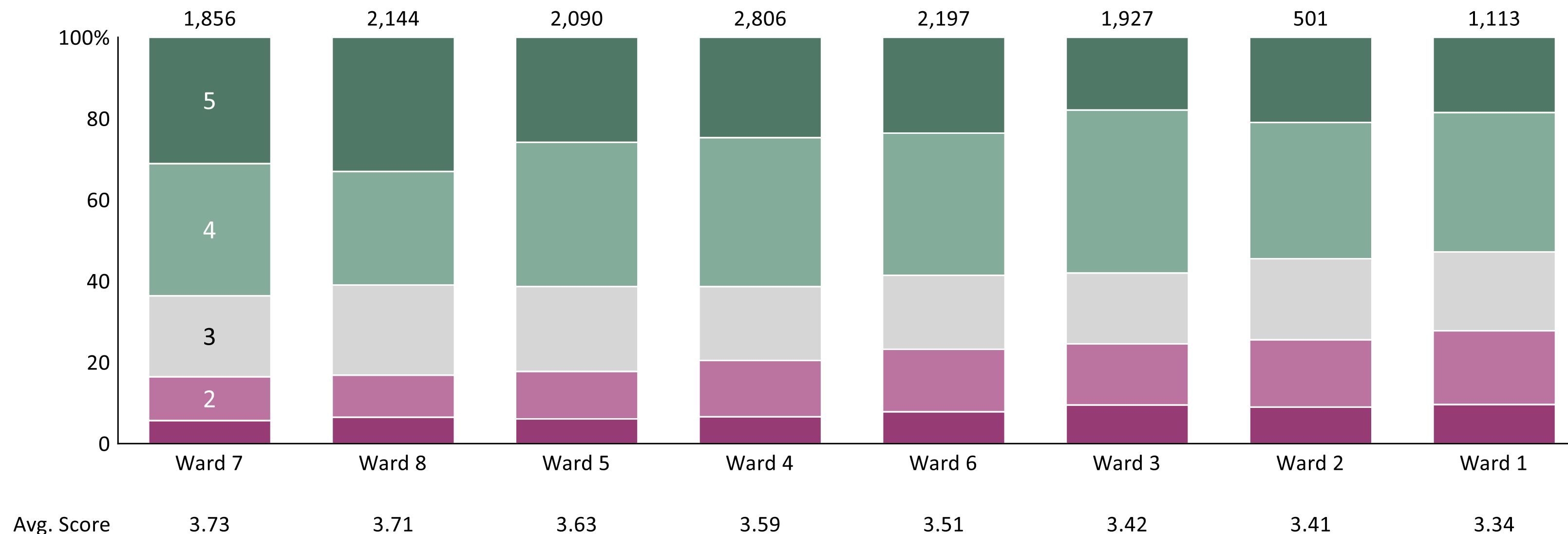DC MURIEL BOWSER, MAYOR

Higher satisfaction with remote/online learning in 2019-20 in Ward 7 and 8

/ PRELIMINARY

How satisfied are you with your family's remote/online learning experience? (e.g., 5 = very satisfied)

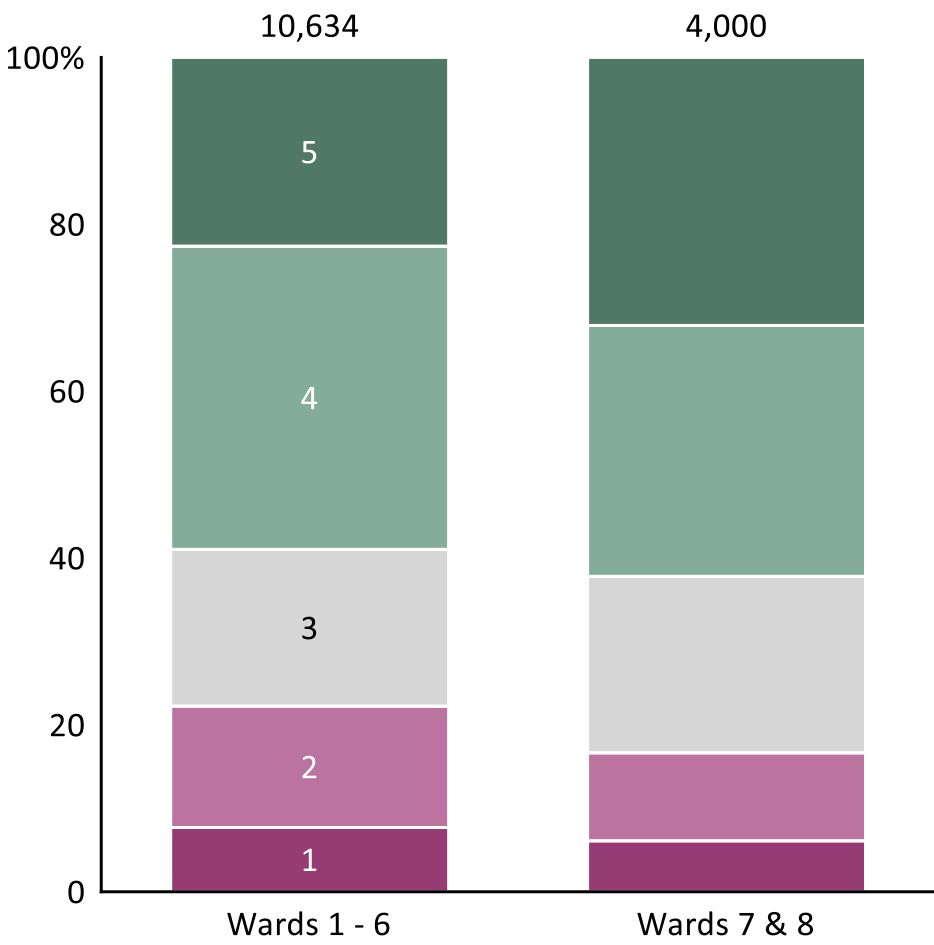Respondent remote learning score (%)

N = 14,634 respondents

	Ward 7	Ward 8	Ward 5	Ward 4	Ward 6	Ward 3	Ward 2	Ward 1
	1,856	2,144	2,090	2,806	2,197	1,927	501	1,113
Avg. Score	3.73	3.71	3.63	3.59	3.51	3.42	3.41	3.34

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Ward 7 & 8 respondents more satisfied with online learning than respondents in Wards 1-6

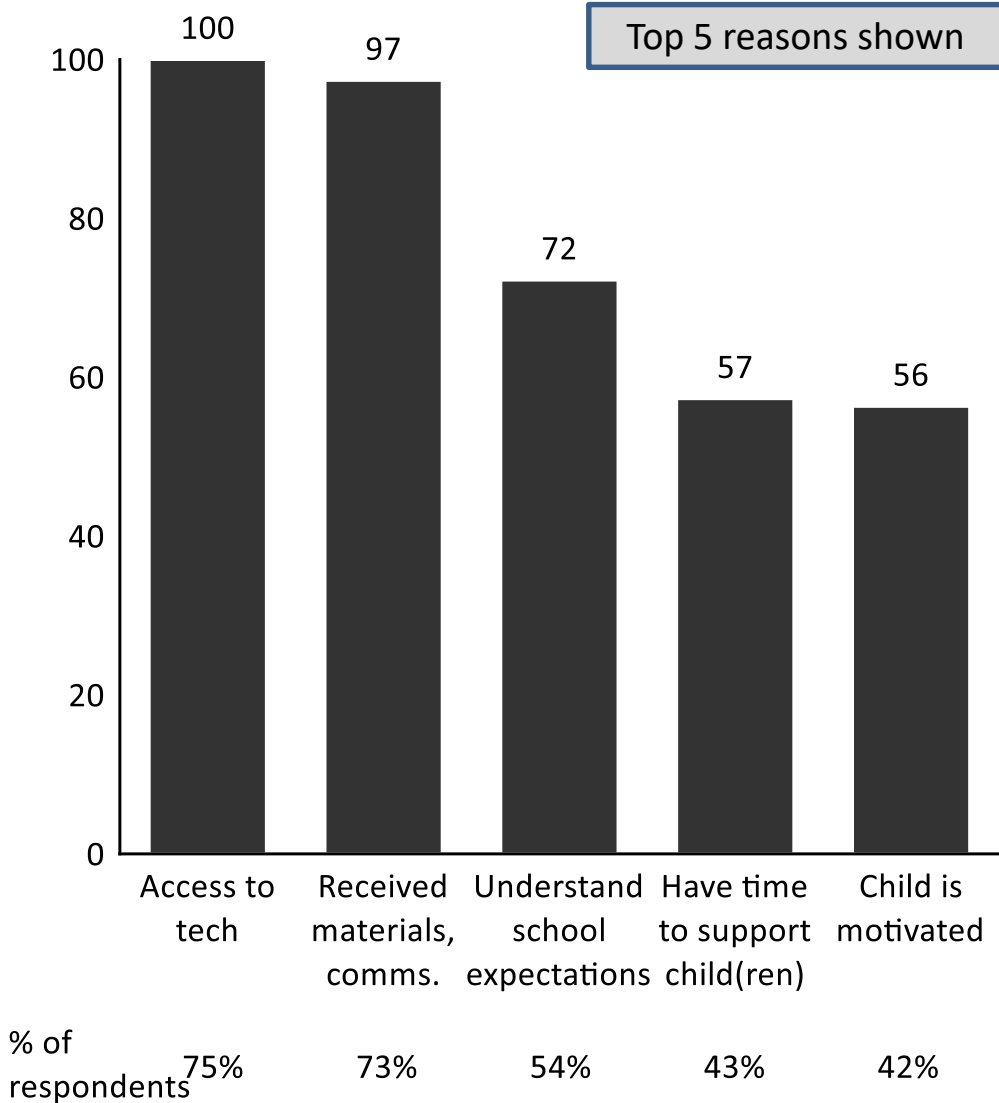**ACADEMIC CONSIDERATIONS**

How satisfied are you with your family's remote/online learning experience? (e.g., 5 = very satisfied)

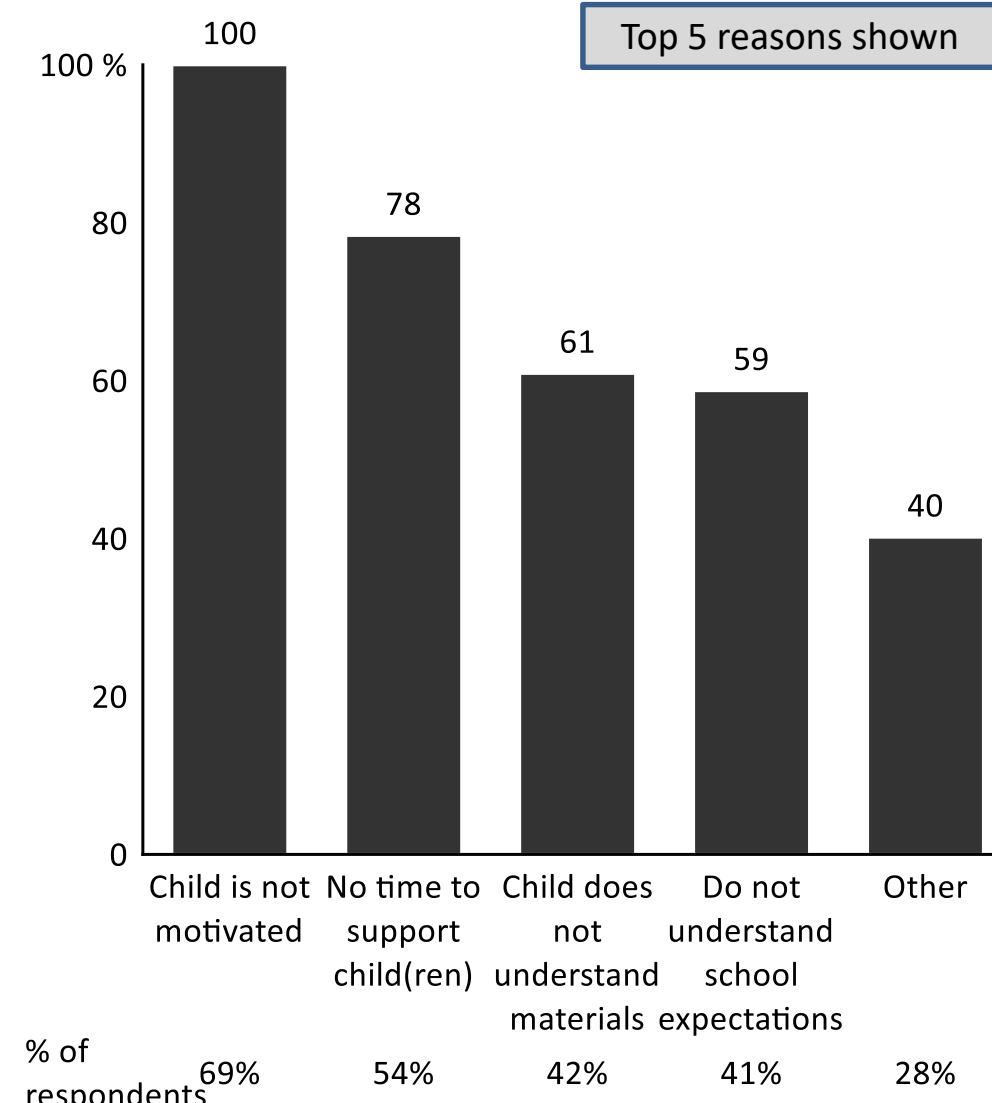Respondent remote learning score (%)   N = 11,523 respondents

What made online/remote learning a success? (choose all that apply)

Relative remote learning score factor (scaled to 100)
N = 1,798 respondents

Top 5 reasons shown

	Access to tech	Received materials, comms.	Understand school expectations	Have time to support child(ren)	Child is motivated
% of respondents	75%	73%	54%	43%	42%

What challenges did your child(ren) face with online/remote learning? (choose all that apply)

Relative remote learning score factor (scaled to 100)
N = 471 respondents

Top 5 reasons shown

	Child is not motivated	No time to support child(ren)	Child does not understand materials	Do not understand school expectations	Other
% of respondents	69%	54%	42%	41%	28%

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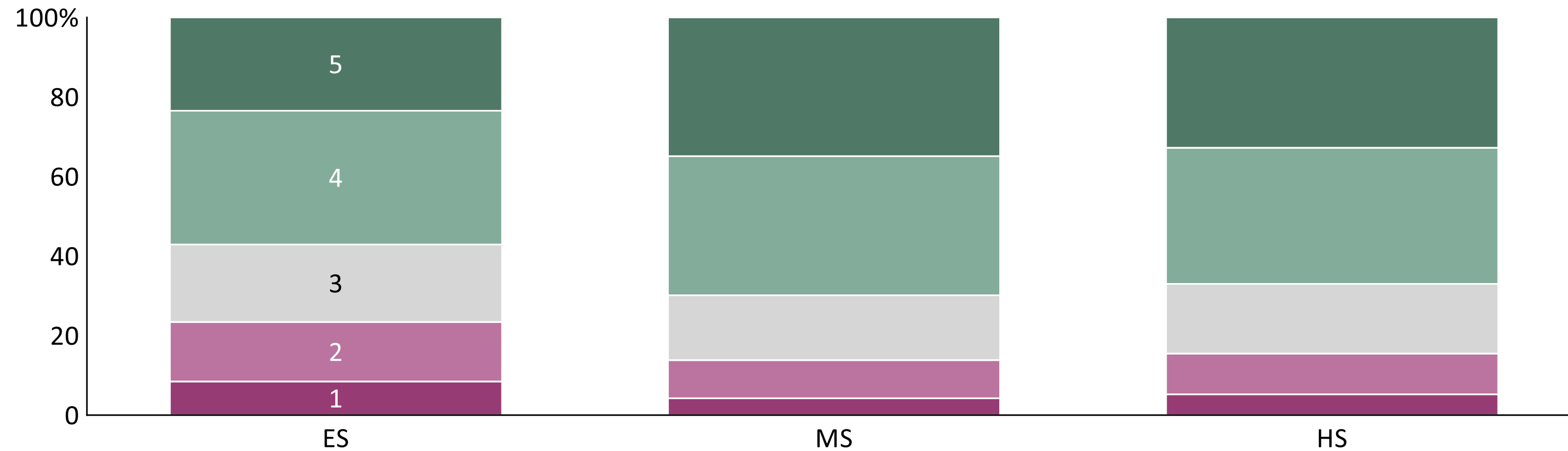GOVERNMENT OF THE DISTRICT OF COLUMBIA MURIEL BOWSER, MAYOR

Families of elementary school children somewhat more likely to be dissatisfied with remote learning experience

How satisfied are you with your family's remote/online learning experience? (e.g., 5 = very satisfied)

Respondents by remote satisfaction by school type (in %)

N = 6,250 respondents

Note: Only includes families with one child

Qualitatively, parents satisfied with remote learning attributed it to clear & transparent communication, consistency, and flexibility

- **Qualitatively, parents who were satisfied with remote learning this past year attributed that success to strong communication from the teacher and/or school**
  - *"Teachers were great and kept the line of communication open"*
  - *"My sons teacher made this the greatest experience ever. She communicated regularly and there was never a question about what they were doing or what needed to be done. She was on time everyday and she was about teaching when she showed up. She just made it easy."*

- **Going deeper on specific tactics, parents called out a variety of approaches that worked for them, including the utilization of multiple instruction approaches, consistency in meeting with the teacher, and flexibility**
  - *"Having a combination of live and recorded meetings was really great. The live meetings really helped the students emotionally by staying connected to their friends and teachers but the recorded lessons provided a flexible schedule that we could coordinate around parents work and children's energy levels."*
  - *"Regular grade-level meetings with families about the work expectations, what we should see, and expect."*

- **For those not satisfied with distance learning, parents pointed to examples where communication and technology were confusing, remote instruction quality was poor & not individualized, and live instruction was limited**
  - *"Switching among ClassDojo, Teams, Zoom, and various other links were difficult to navigate and track. I spent more time trying to find lessons than doing the lessons."*
  - *"Not enough zoom time - all video which I understand is better for kids without a device/reliable internet, but my daughter wants live interaction with teacher and students"*
  - *"There was no personalized contact or outreach from the teachers to students, and no attempt was made to speak with students about material one on one and to keep each student on track. The lack of live lessons was a big disadvantage to students that need learning support."*

- **For many, a common barrier for families is access to technology and lack of assistance with the navigation of technology**
  - From the PAVE/Flamboyan focus groups: *"Families without access to the internet or devices expressed frustration with how long it took schools to distribute technology and still were unable to support learning because devices came with no guided instruction or technical support…"*

Regardless of how families felt about remote learning last year, they largely agree on the most important ways to improve the experience
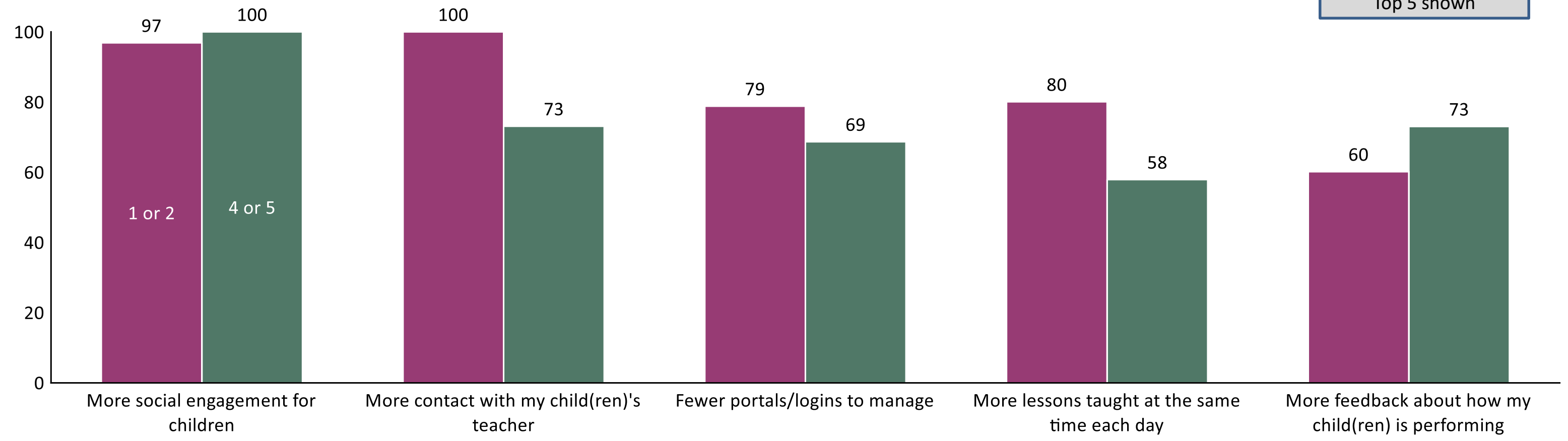
ACADEMIC CONSIDERATIONS

What could make the experience better?

Relative school priority importance by remote score (scaled to 100)

N = 11,792 respondents

Top 5 shown

	More social engagement for children	More contact with my child(ren)'s teacher	Fewer portals/logins to manage	More lessons taught at the same time each day	More feedback about how my child(ren) is performing
1 or 2 (% of respondents)	55%	56%	44%	45%	34%
4 of 5 (% of respondents)	67%	49%	46%	39%	49%

Chart values — 1 or 2 (purple) / 4 or 5 (green):
- More social engagement for children: 97 / 100
- More contact with my child(ren)'s teacher: 100 / 73
- Fewer portals/logins to manage: 79 / 69
- More lessons taught at the same time each day: 80 / 58
- More feedback about how my child(ren) is performing: 60 / 73

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On next year, up to ~75% of students represented in the Family Engagement Survey may opt for in-person instruction in the fall
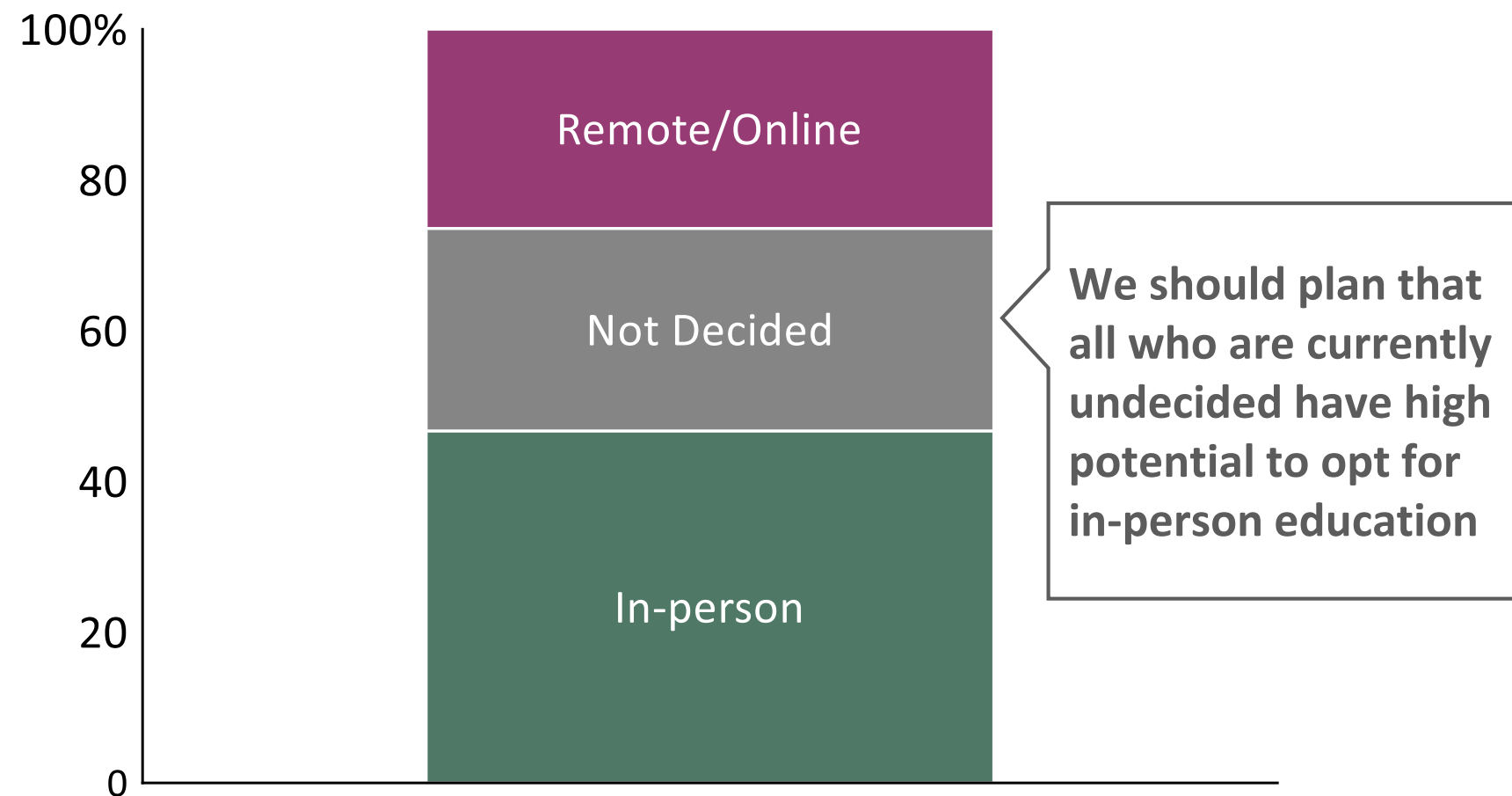
LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Preference for in-person vs. remote

Students represented in survey by preference (in %)

N = 26,058 students

Remote/Online

Not Decided

In-person

We should plan that all who are currently undecided have high potential to opt for in-person education

Sample commentary by preference

"I just hope that we think things all the way out, before we rush the kids back into the school."

J.O. Wilson Elementary School parent/guardian

"Until this Coronarvirus is under control, I prefer to keep my child at home to continue his virtual distance learning.."

Friendship PCS parent/guardian

"For families with two working adults the education of our children is best facilitated in person…Balancing work responsibilities along with teaching young children does not serve the children's best interests nor the parent's well being…"

Janney Elementary School

Note:<5% of respondents selected "I prefer different options for my different kids," so responses are assumed to apply to all children

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Preference for in-person instruction was strongest for youngest students; PK/ES expect ~50-55% uptake, while MS/HS expect 40% uptake

L I K E L I H O O D   O F   R E T U R N   I N   T H E   F A L L

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Students represented in survey by preference (in %)

N = 25,360 students
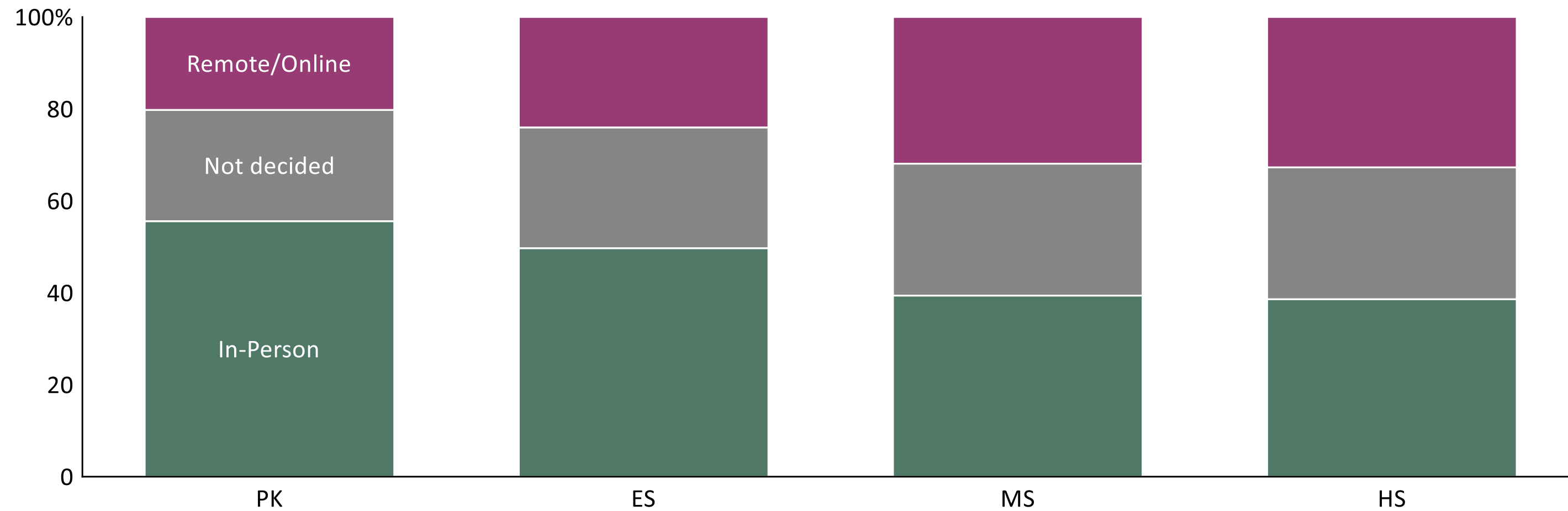
Note: 1) Data can not distinguish twins, as a result they are counted as one student. 2) Does not include 76 Adult students
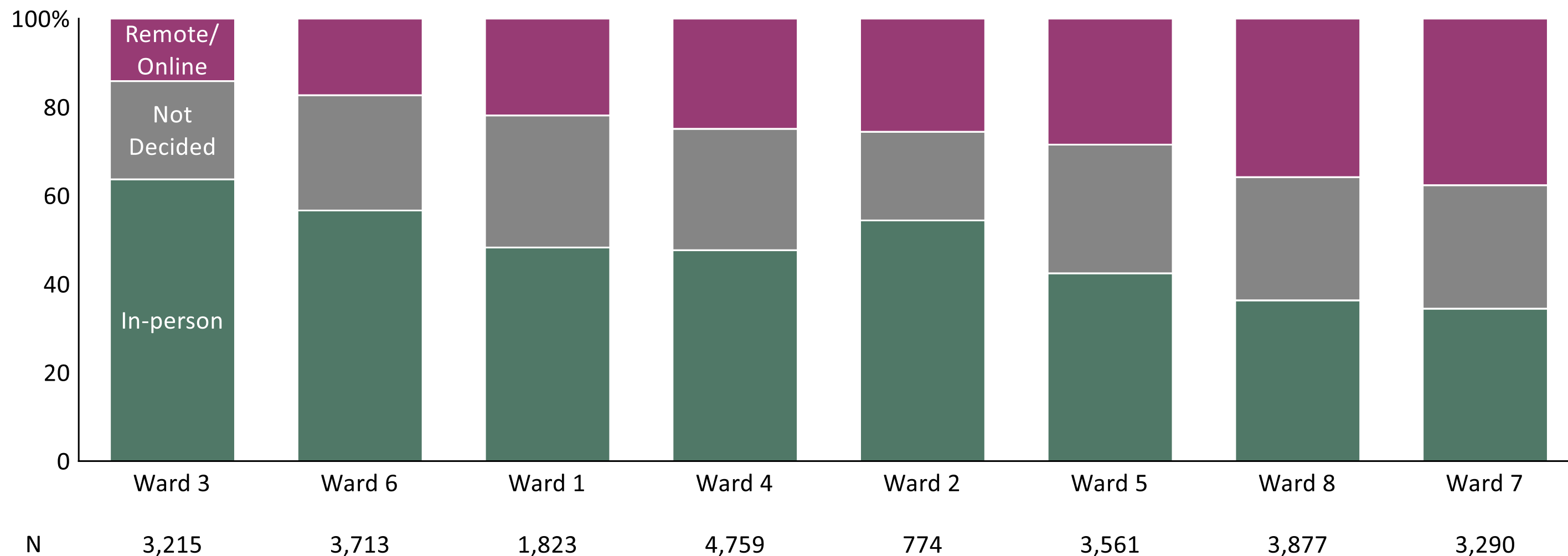
Students from Wards 7 and 8 are less likely to opt for in-person instruction

LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

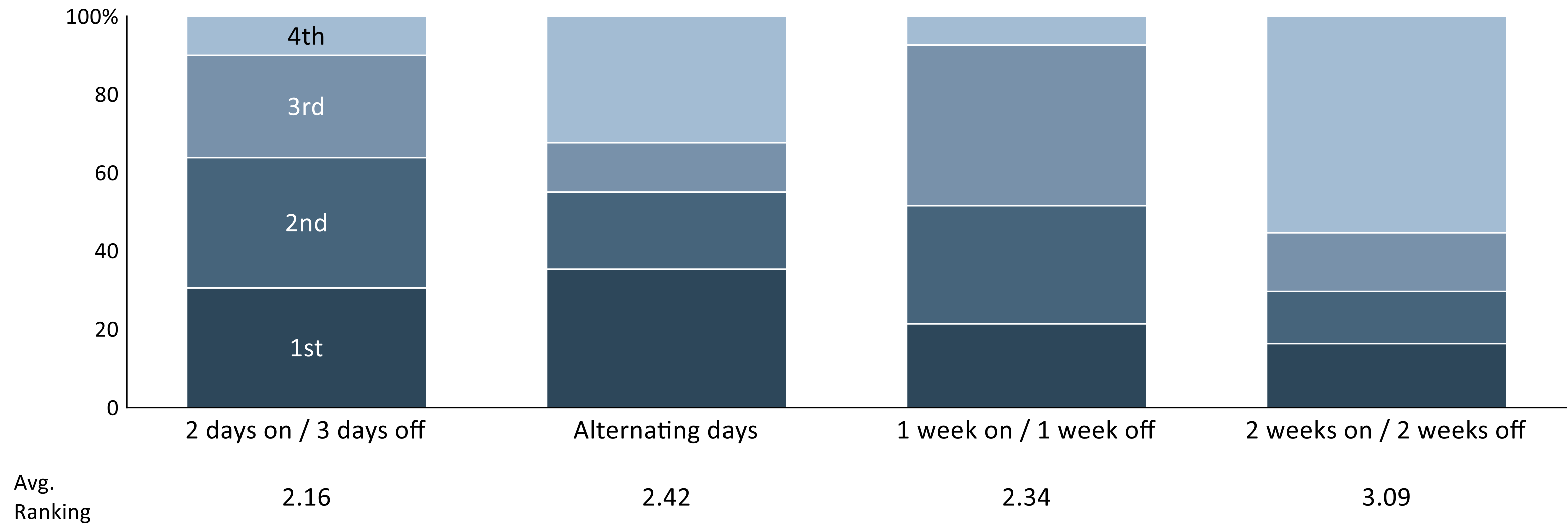Students represented in survey by preference (in %)

N = 25,012 students

	Ward 3	Ward 6	Ward 1	Ward 4	Ward 2	Ward 5	Ward 8	Ward 7
N	3,215	3,713	1,823	4,759	774	3,561	3,877	3,290

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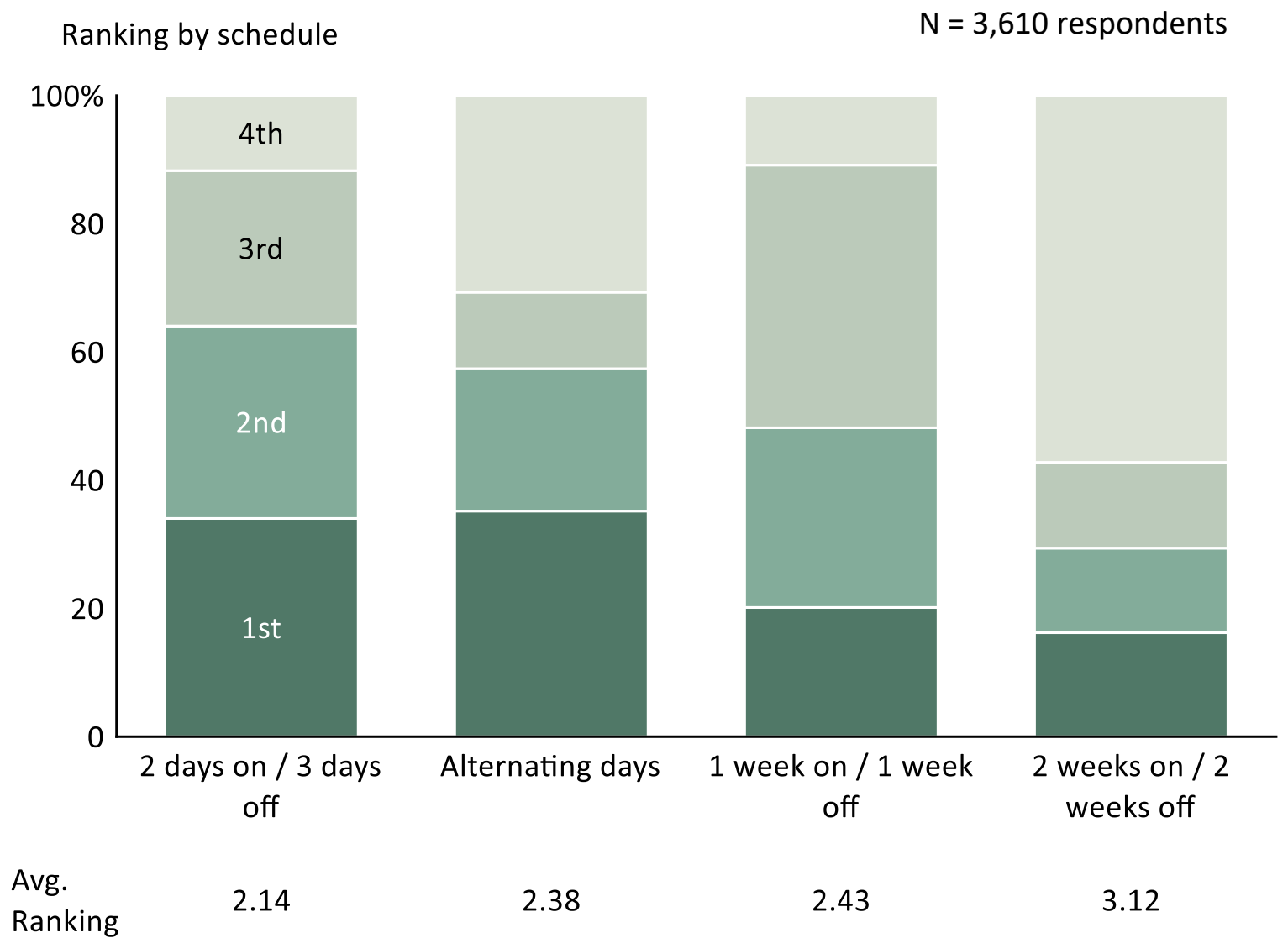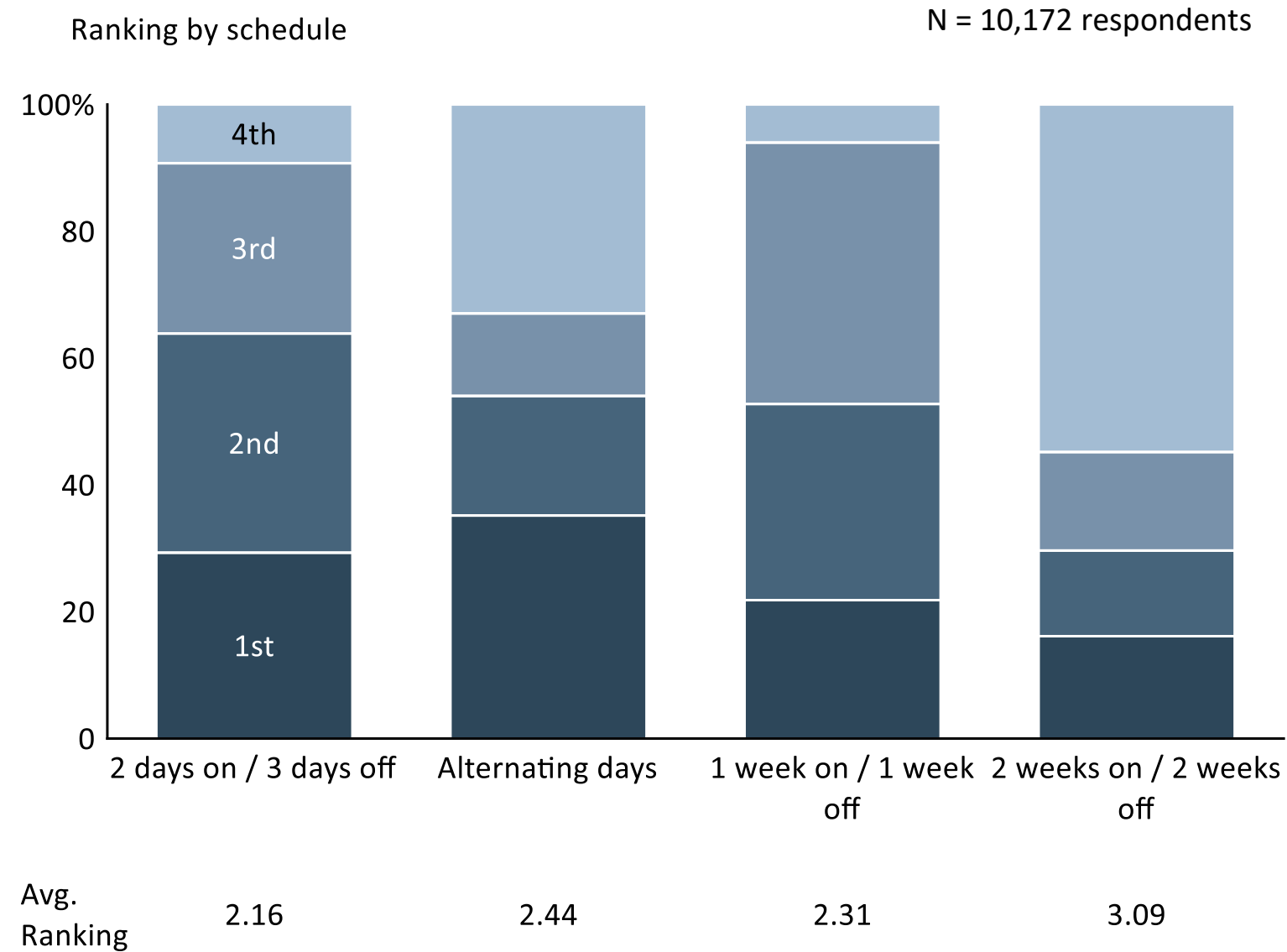# "2 days on / 3 days off" is the most popular schedule on average; most respondents give top rankings to schedules that offer in-school time every week

SCHEDULE PREFERENCES AND REASONS

Rank the proposed schedules from 1-4. (1 being MOST preferred and 4 LEAST preferred)

Ranking by schedule

N = 14,335 respondents

	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
Avg. Ranking	2.16	2.42	2.34	3.09

"2 days on / 3 days off" is a popular choice across wards

Rank the proposed schedules from 1-4. (1 being MOST preferred and 4 LEAST preferred)

Families in Wards 1 – 6

Ranking by schedule

N = 10,172 respondents

Avg. Ranking	2.16	2.44	2.31	3.09

Families in Wards 7 – 8

Ranking by schedule

N = 3,610 respondents

Avg. Ranking	2.14	2.38	2.43	3.12

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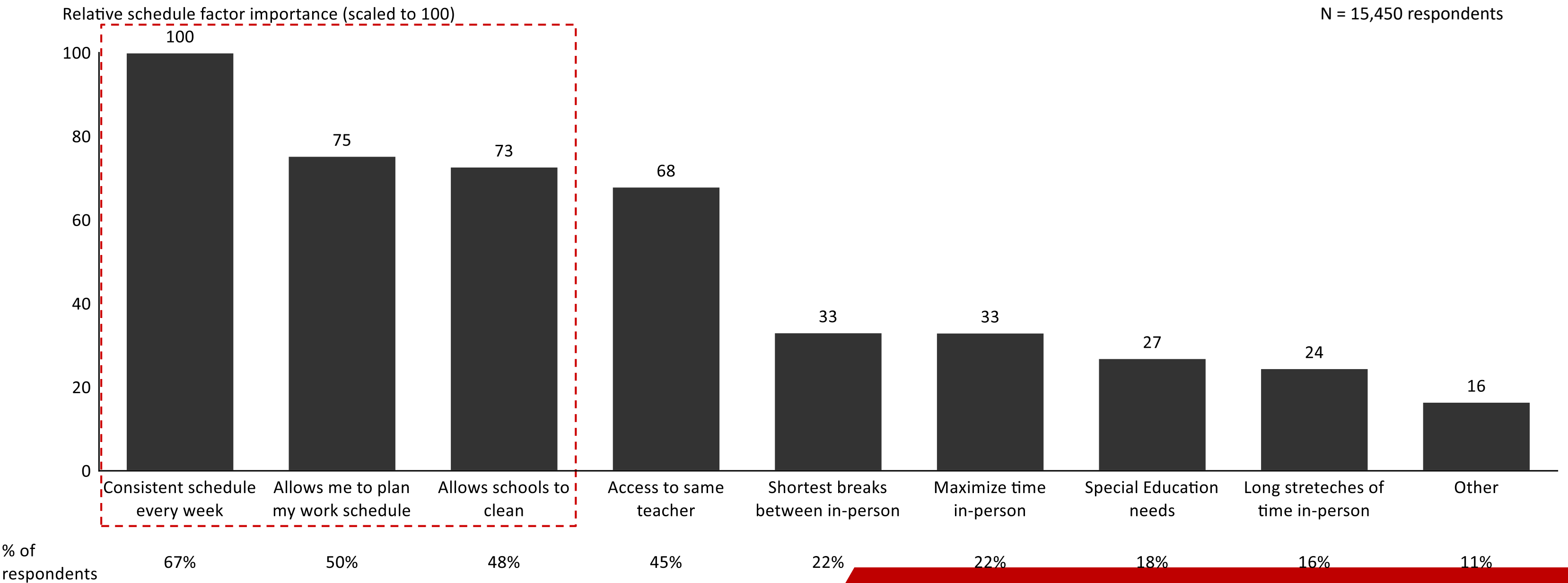
Above all, families value a consistent schedule every week that allows them to plan their work schedule and for the school to clean
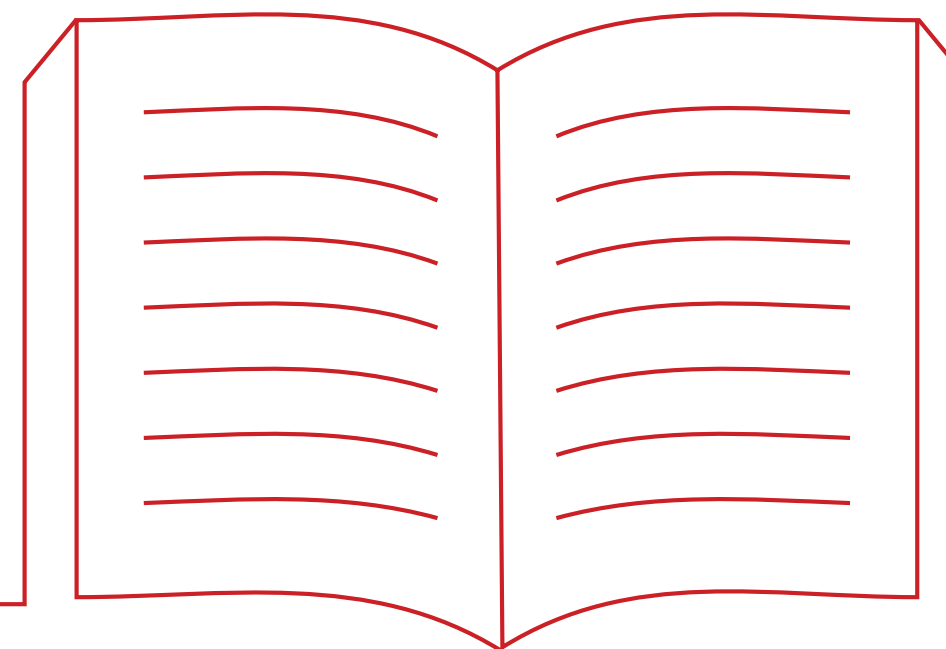
SCHEDULE PREFERENCES AND REASONS

Which are the most important factors when deciding which schedule is best for your family? (choose up to 3)

Relative schedule factor importance (scaled to 100)

N = 15,450 respondents

	Consistent schedule every week	Allows me to plan my work schedule	Allows schools to clean	Access to same teacher	Shortest breaks between in-person	Maximize time in-person	Special Education needs	Long stretches of time in-person	Other
Value	100	75	73	68	33	33	27	24	16
% of respondents	67%	50%	48%	45%	22%	22%	18%	16%	11%

Qualitatively, families emphasized a desire for choice in online vs. in person instruction, primarily given health/safety concerns and the evolving situation with COVID-19

- **Qualitatively, families emphasized a desire for choice and flexibility in determining whether or not their student(s) should attend school in-person or remotely; many also advocated for a blended option**
    - *"My high school student can be remote or have a hybrid option if available. My elementary school student would prefer a classroom environment."*
    - *"My oldest daughter and youngest son need in person instruction while my second daughter is doing well with online learning"*
    - *"Our older son thrives in social, face-to-face learning environments. Our younger son prefers learning at home. For both boys, we would like the option to blend learning at home and learning at school."*
- **For many, underlying this desire for choice is a fear of the health and safety implications for sending students back to in-person school too early. A very common theme for many families was wanting to understand the health & safety practices that would be in place at the school level before making a decision**
    - *"I wouldn't be able to choose. I feel it more has to do with the overall safety measures needed to even open their schools."*
    - *"My mom, who is 71, lives with us and we have an infant, so my decision-making is primarily driven by making sure that they are safe."*
    - *"My daughter has a health condition which causes me to proceed with extreme caution in all areas regarding her health and safety."*
    - *"Keep them home and continue remote learning for health reason at the end of the day there still no vaccine or a cure for this disease. I rather keep them out of harms way."*
    - *"I prefer in-person instruction. But reopening must be strictly enforced following very strict covid-19 surveillance protocols…"*
    - *"Parents need to be assured that there are solid health and safety measures/protocols taken before students return to buildings"*
- **Parents with multiple students identified a desired to ensure similar schedules for their children**
- **Many parents also identified concerns with work and the ability of parents to fluctuate calendars to meet these schedules**

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Appendix

Remote Learning

~60% of respondents were satisfied with remote learning; access to tech and receiving materials/communications from school cited as key success factors

ACADEMIC CONSIDERATIONS

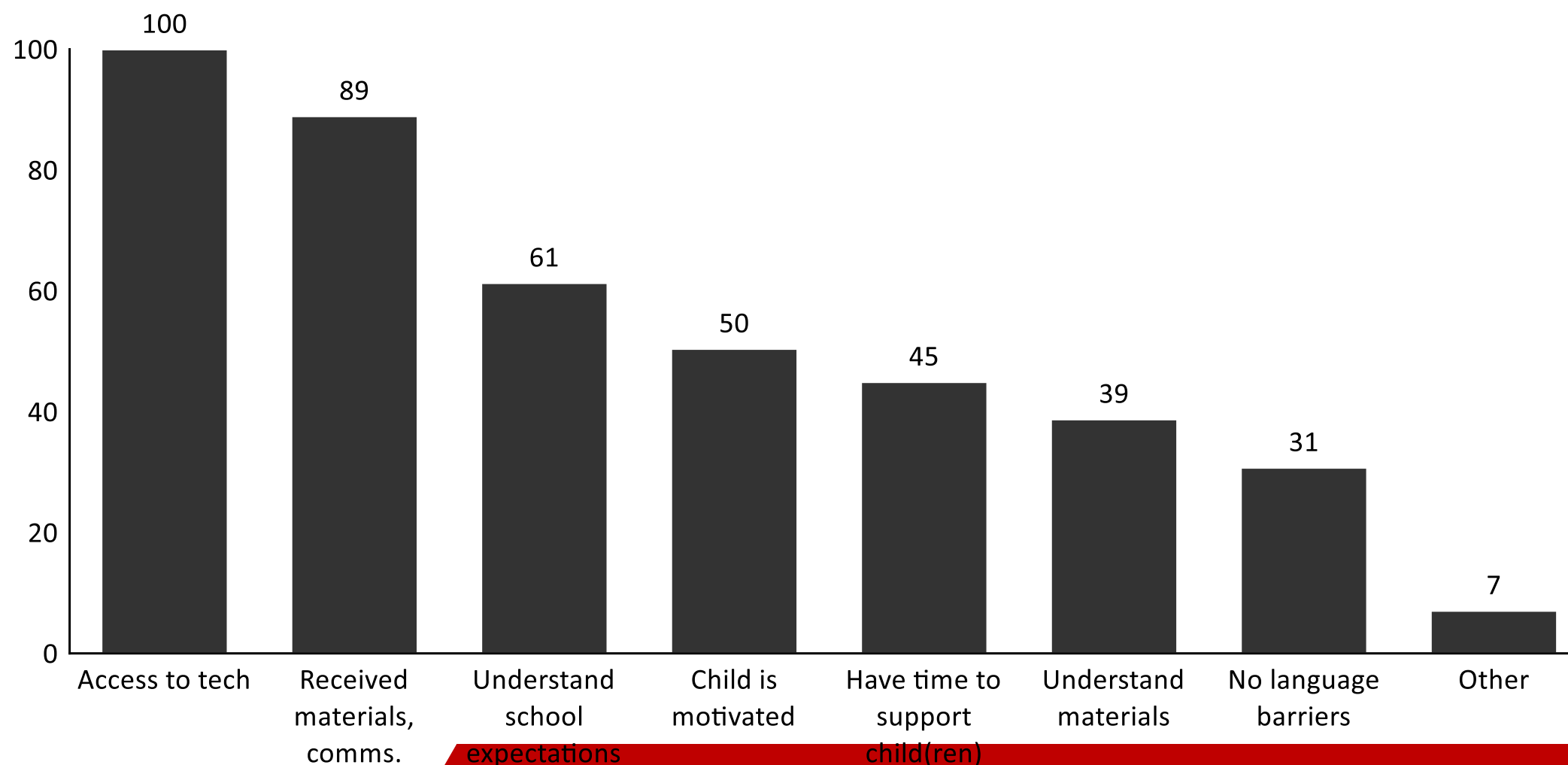How satisfied are you with your family's remote/online learning experience? (e.g., 5 = very satisfied)

What made online/remote learning a success? (choose all that apply)
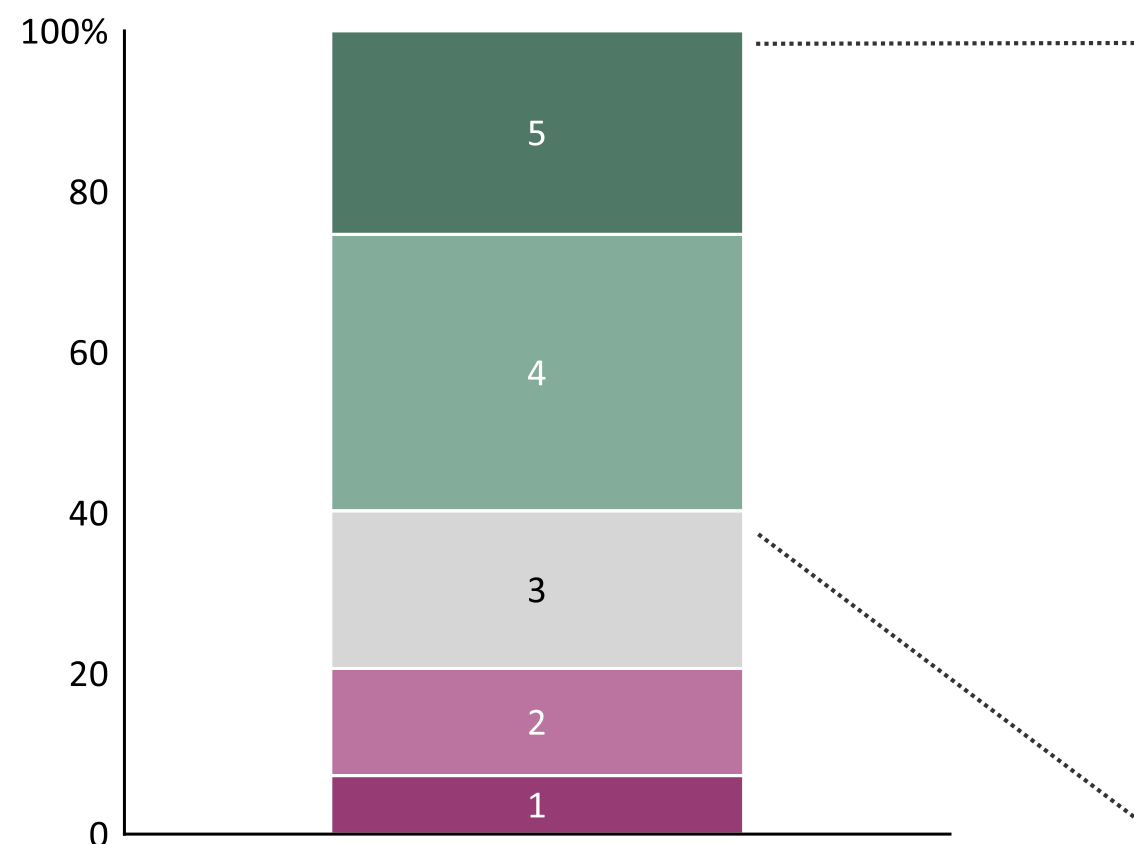
N = 9,071 respondents

Respondent remote learning score (%)
N = 15,286 respondents

Relative remote learning score factor (scaled to 100)

| % of respondents | 81% | 72% | 50% | 41% | 36% | 31% | 25% | 6% |

~20% of respondents were not satisfied with remote learning; many stated their children were unmotivated and they didn't have time to support them

ACADEMIC CONSIDERATIONS

How satisfied are you with your family's remote/online learning experience? (e.g., 5 = very satisfied)
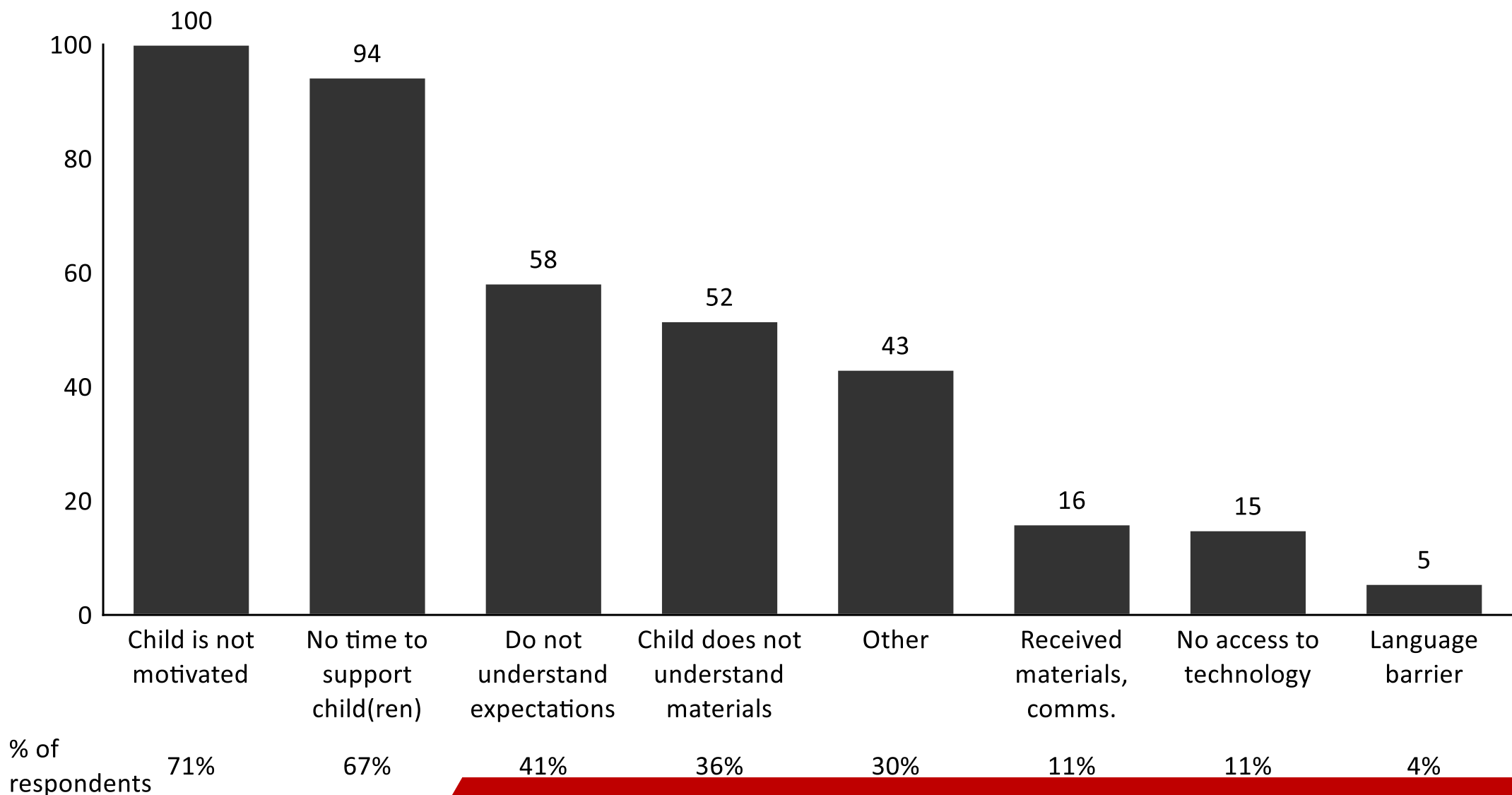
What challenges did your child(ren) face with online/remote learning? (choose all that apply)
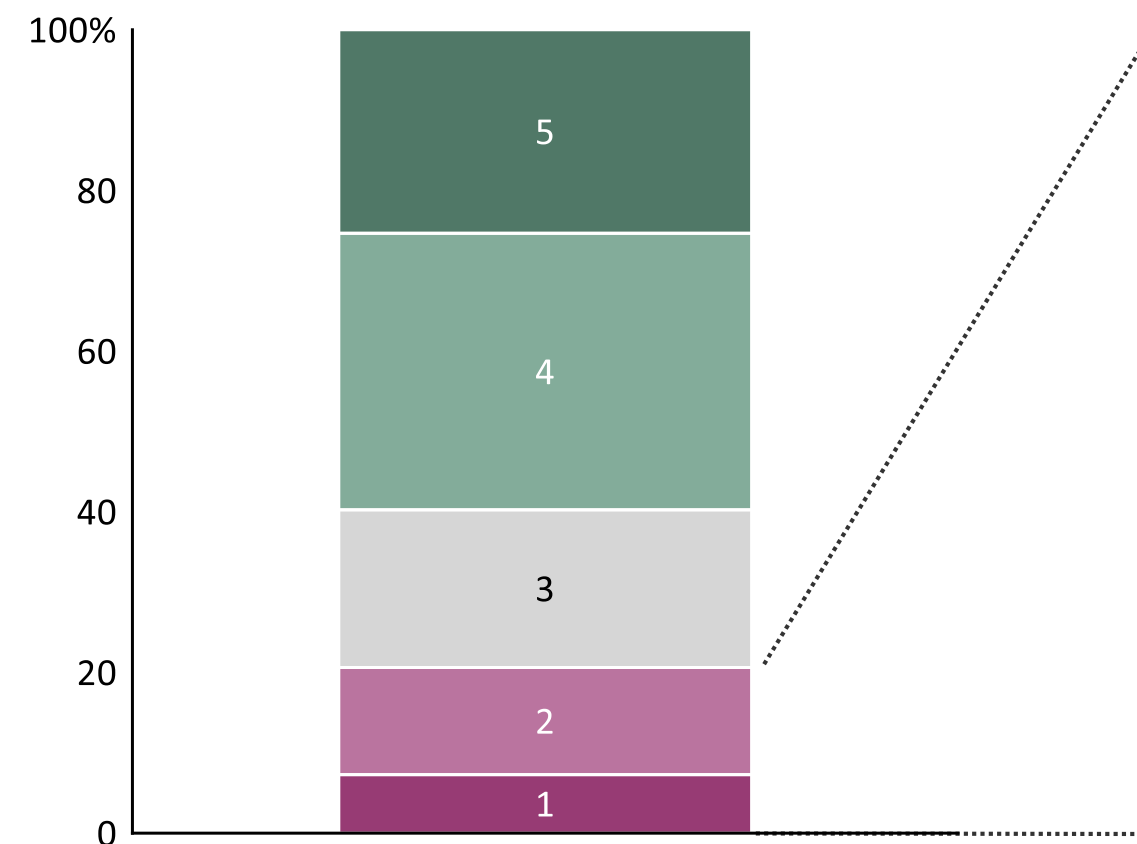
Respondent remote learning score (%)
N = 15,286 respondents

Relative remote learning score factor (scaled to 100)

N = 3,139 respondents

|	Child is not motivated	No time to support child(ren)	Do not understand expectations	Child does not understand materials	Other	Received materials, comms.	No access to technology	Language barrier
Score	100	94	58	52	43	16	15	5
% of respondents	71%	67%	41%	36%	30%	11%	11%	4%

Families with a positive remote learning experience to date more likely to opt for remote learning than families with a negative experience

LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Families who were and were not satisfied with remote learning by preference (in %)

N = 12,249 respondents
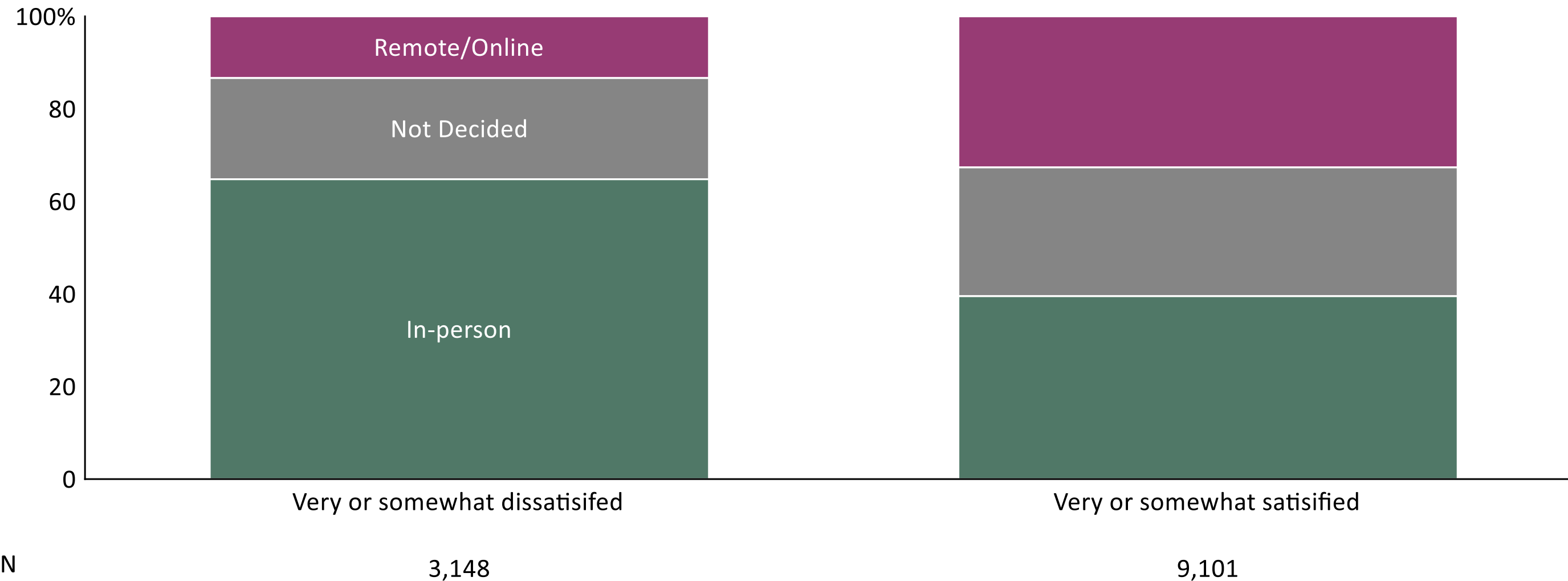
N	3,148	9,101

Note: Data for this question does not distinguish between different students in a family, so analysis done at the respondent level, not the individual student level

Schedule Preferences

Residents of wards with higher rates of COVID infection tend to have a lower likelihood of opting to return to school in-person next year
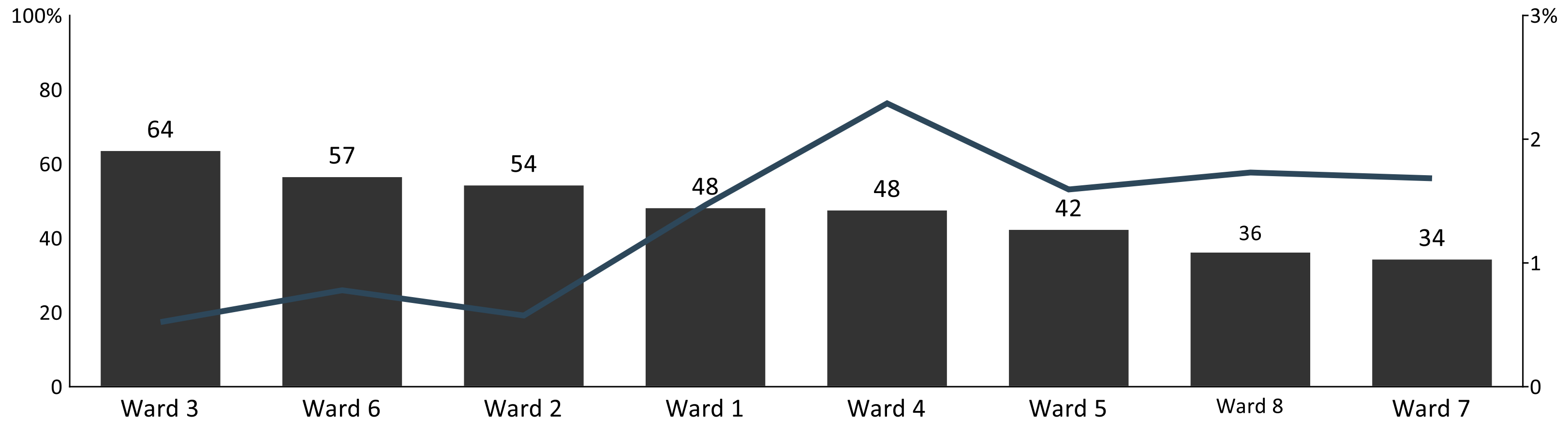
LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

N = 25,012 students

Likelihood of returning in-person by Ward (bar, in %)

COVID infection rate (line, in %)

Note: COVID infection rate as of June 8th
Source: DC Government Website: Coronavirus database; DC Health Matters

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Families with students who rely on public transportation less likely to opt for in-person instruction

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Families who do and do not use public transportation for their student(s) by preference (in %)

N = 15,212 respondents
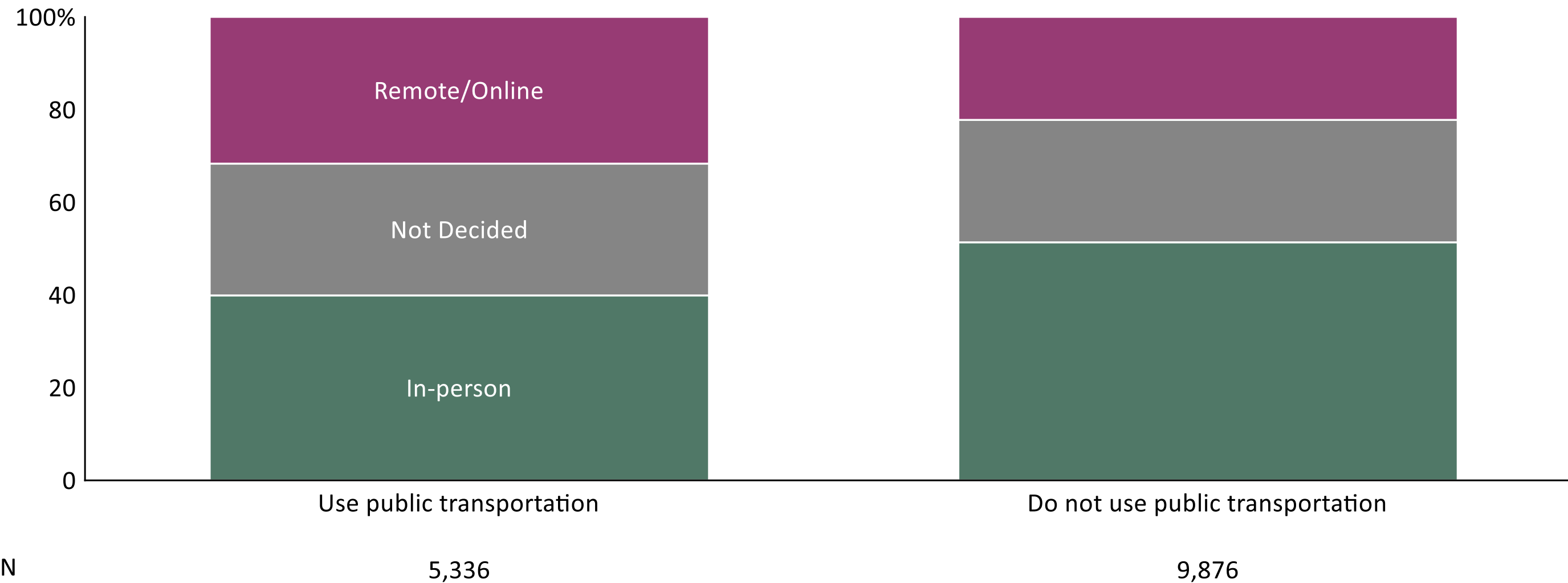
Note: Data for this question does not distinguish between different students in a family, so analysis done at the respondent level, not the individual student level
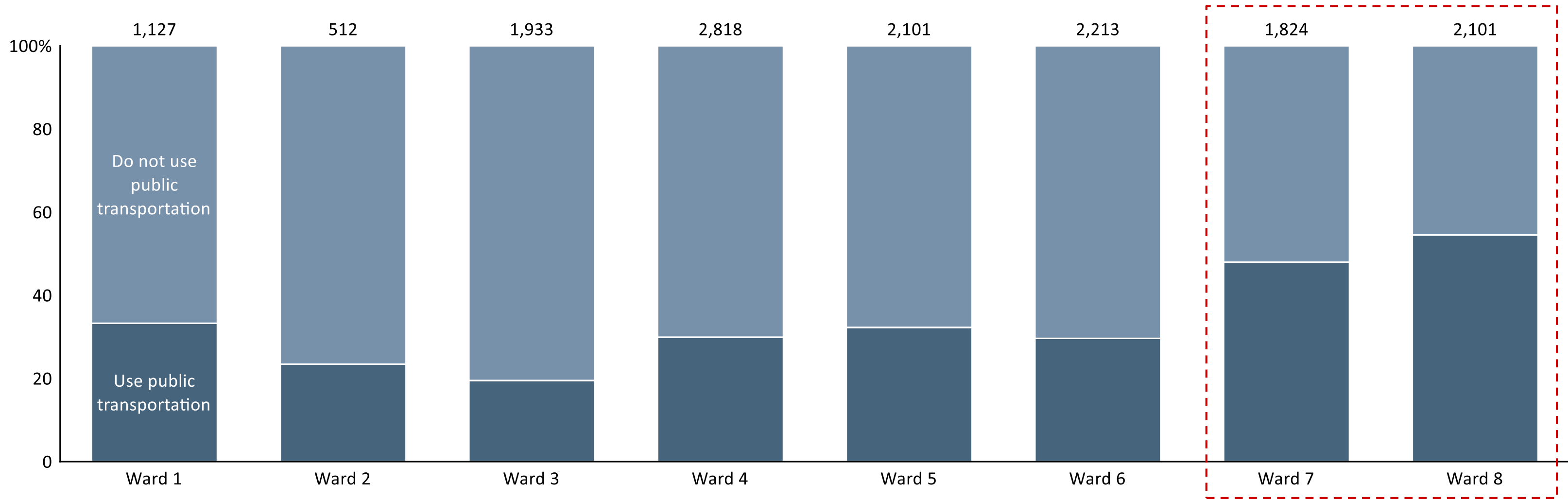
Ward 7 & 8 families are more likely to use public transportation

Do any of your children require public transportation (metro or bus) to get to school?

Families of students who use transportation by Ward

N = 14,629 respondents

Note: Ward is where respondents live, not necessarily where students attend school
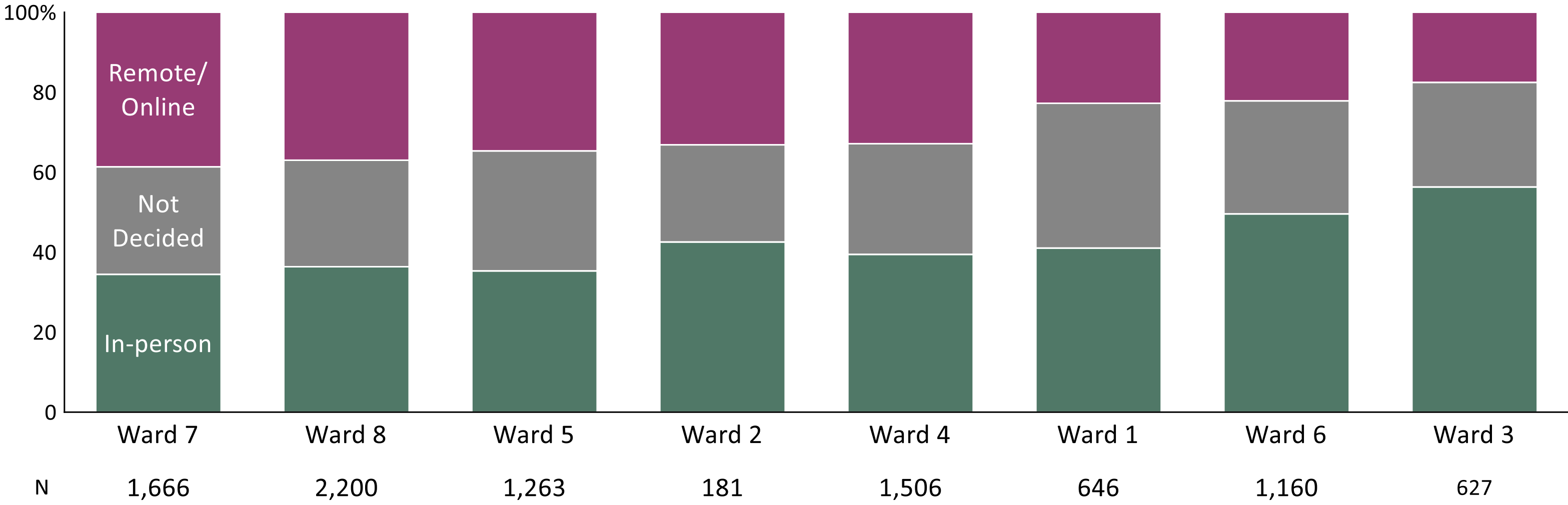
Families that use public transportation in Wards 7 & 8 appear less likely to opt for in-person education than families in other wards

LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Students who use public transportation by preference (in %)

N = 9,249 students

N	1,666	2,200	1,263	181	1,506	646	1,160	627
	Ward 7	Ward 8	Ward 5	Ward 2	Ward 4	Ward 1	Ward 6	Ward 3

Families of students with IEPs slightly less likely to opt for in-person instruction

LIKELIHOOD OF RETURN IN THE FALL

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Families with and without students with IEP by preference (in %)

N = 15,008 respondents
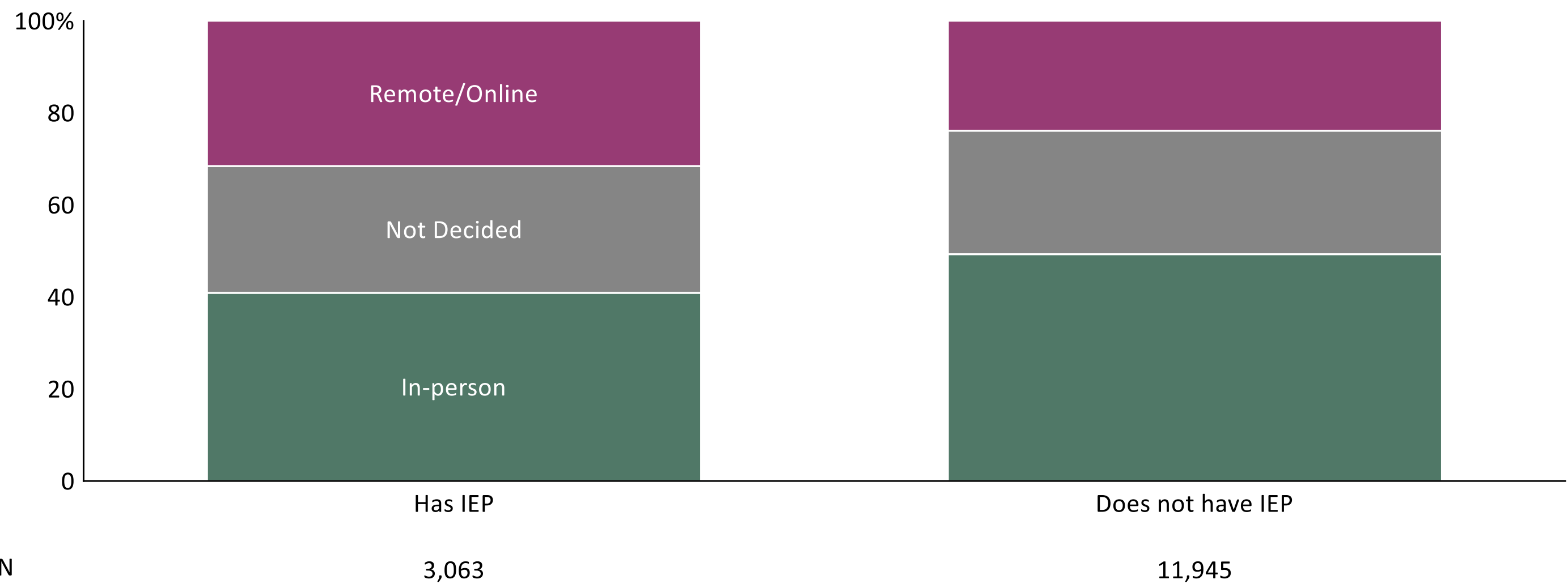
N	Has IEP	Does not have IEP
	3,063	11,945

Note: Data for this question does not distinguish between different students in a family, so analysis done at the respondent level, not the individual student level

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Families of students with IEPs in Wards 7 & 8 are more likely to opt for remote / online learning

If presented with the option, would you prefer to send your child(ren) to school in-person in the fall OR keep him or her home for remote/online instruction?

Respondents with students with IEPs by preference (in %)

N = 2,891 respondents

N	Ward 7	Ward 8	Ward 4	Ward 5	Ward 1	Ward 2	Ward 6	Ward 3
	476	596	491	434	201	73	360	260

Note: Data for this question does not distinguish between different students in a family, so analysis done at the respondent level, not the individual student level
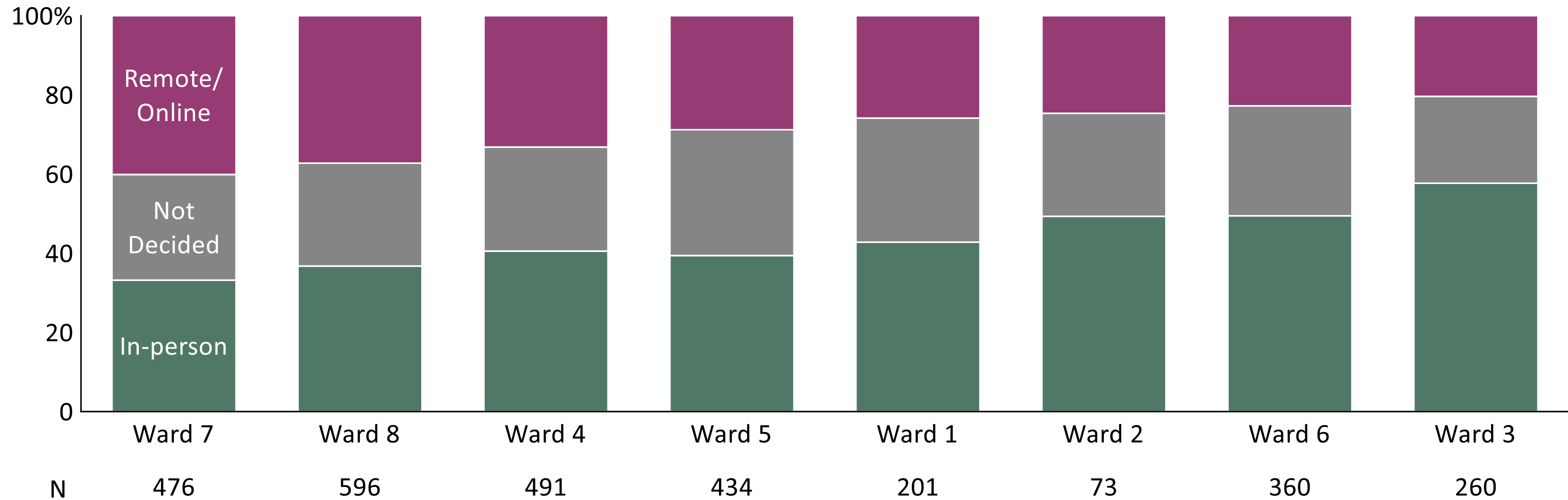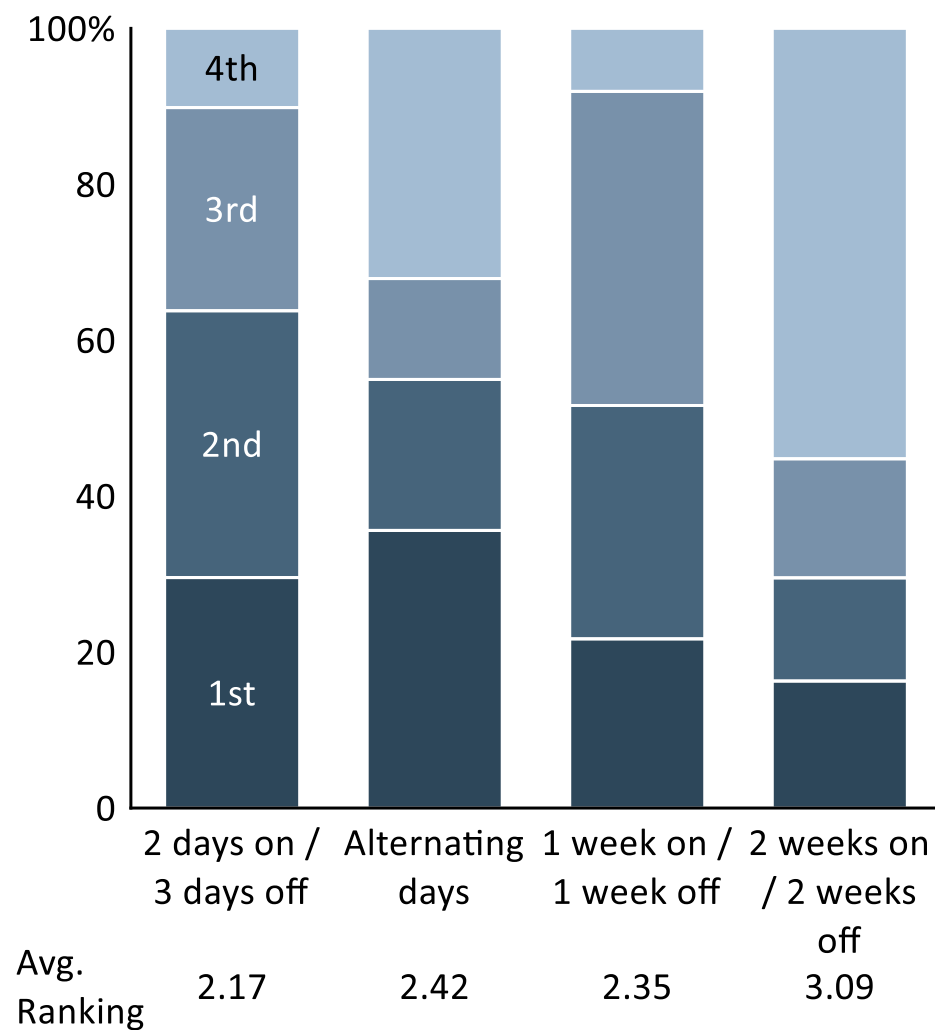
Family schedule preference trends are very similar across school types

SCHEDULE PREFERENCES AND REASONS

Rank the proposed schedules from 1-4. (1 being MOST preferred and 4 LEAST preferred)
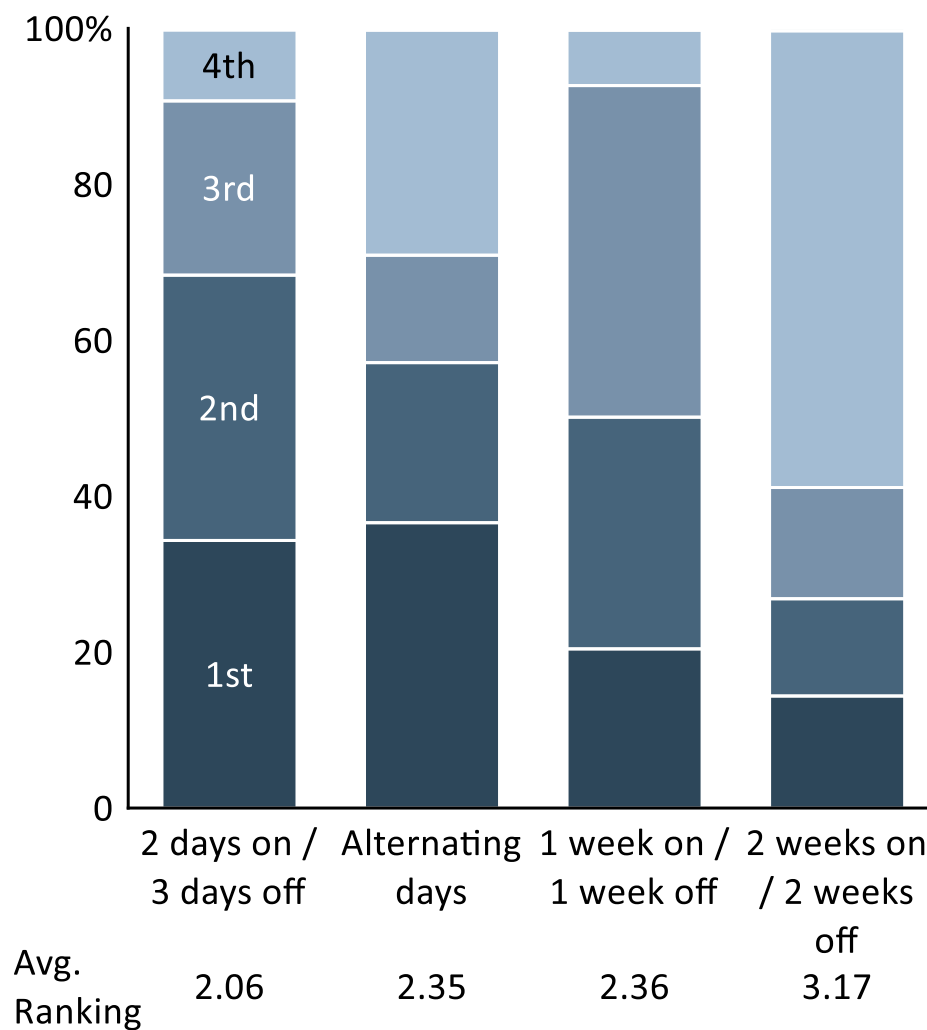

Elementary school families

Ranking by schedule   N = 3,442 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.17	2.42	2.35	3.09

Note: Responses shown for families with one child only

Middle school families

Ranking by schedule   N = 1,046 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.06	2.35	2.36	3.17

High school families

Ranking by schedule   N = 1,271 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.09	2.35	2.38	3.20
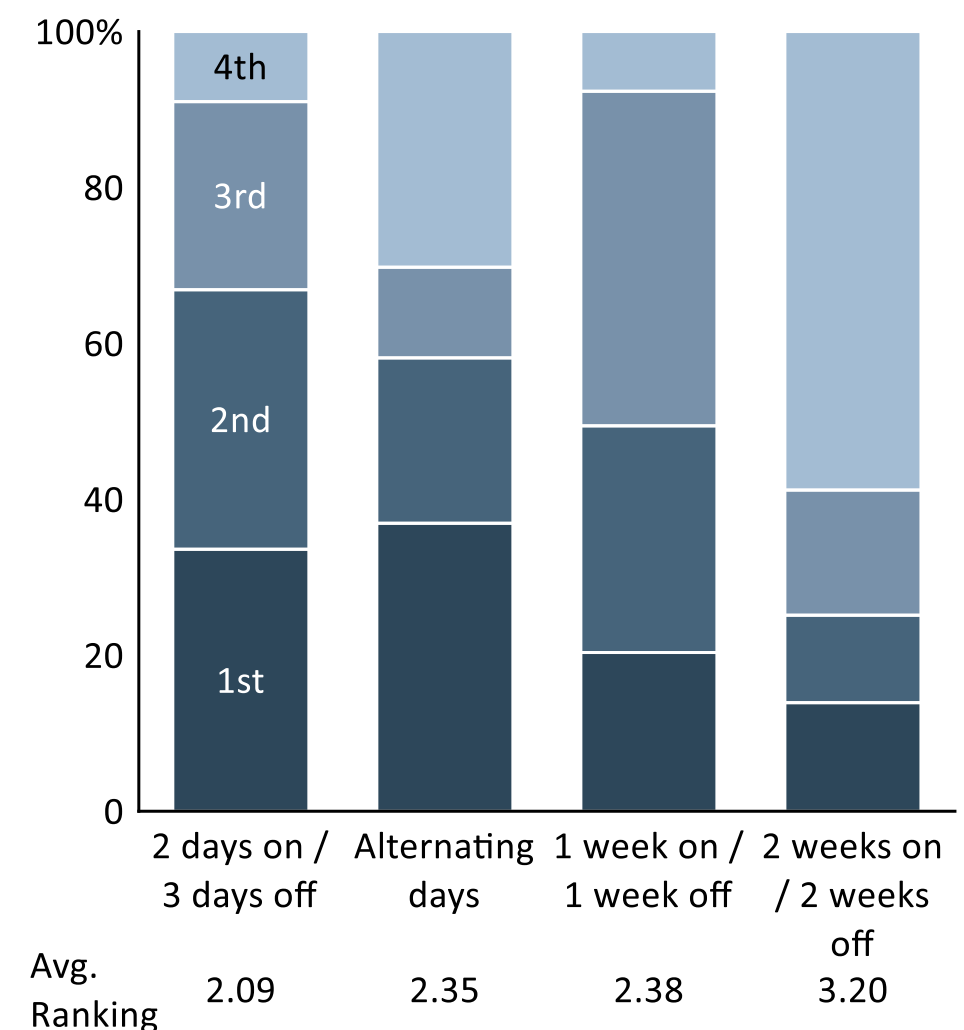
There is little variation in schedule preferences between families with and without students with IEPs

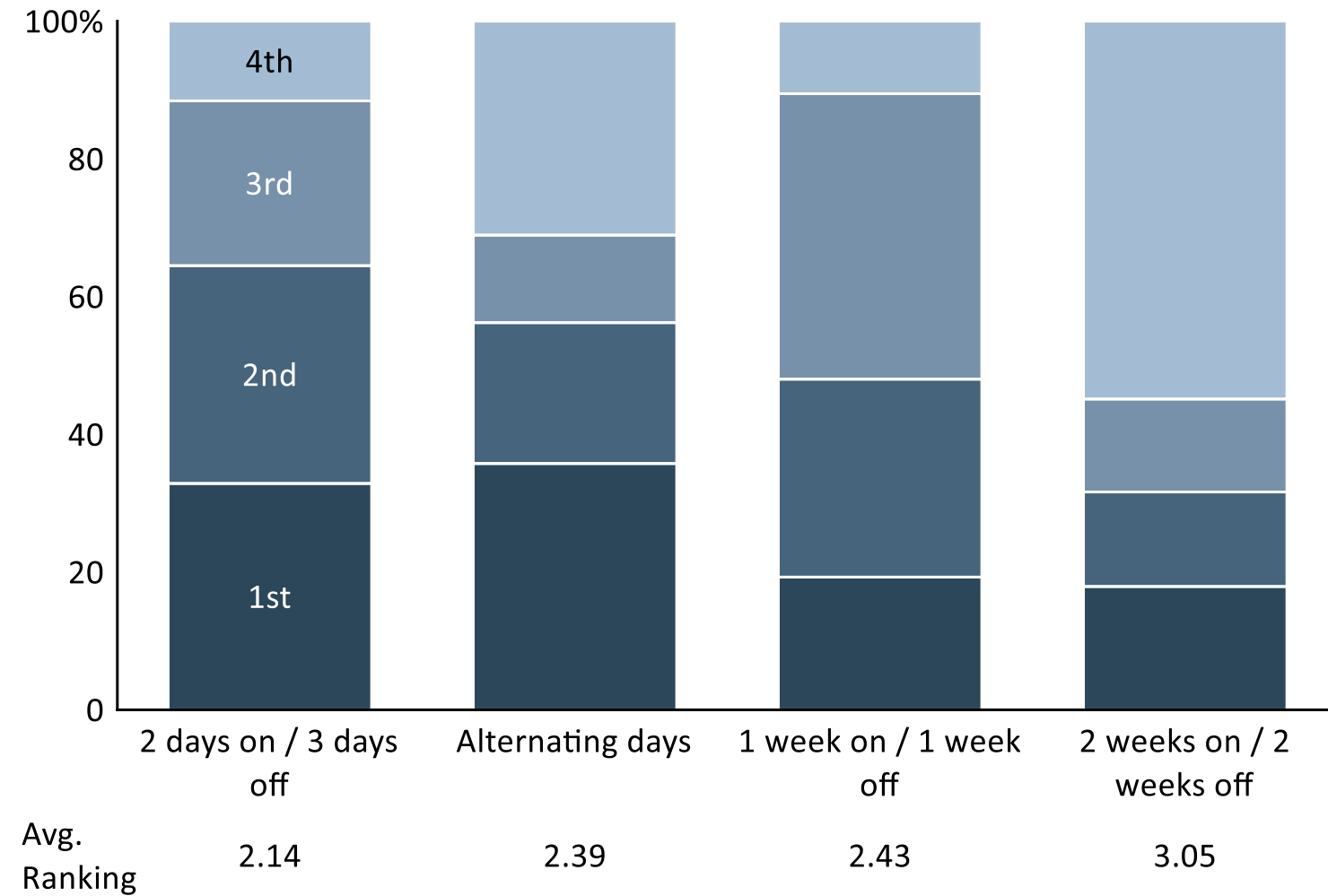**SCHEDULE PREFERENCES AND REASONS**

Rank the proposed schedules from 1-4. (1 being MOST preferred and 4 LEAST preferred)

Family has a student with an IEP

N = 2,760 respondents

Ranking by schedule

	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
Avg. Ranking	2.14	2.39	2.43	3.05

Family does not have a student with an IEP

N = 11,131 respondents

Ranking by schedule

	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
Avg. Ranking	2.16	2.43	2.32	3.10

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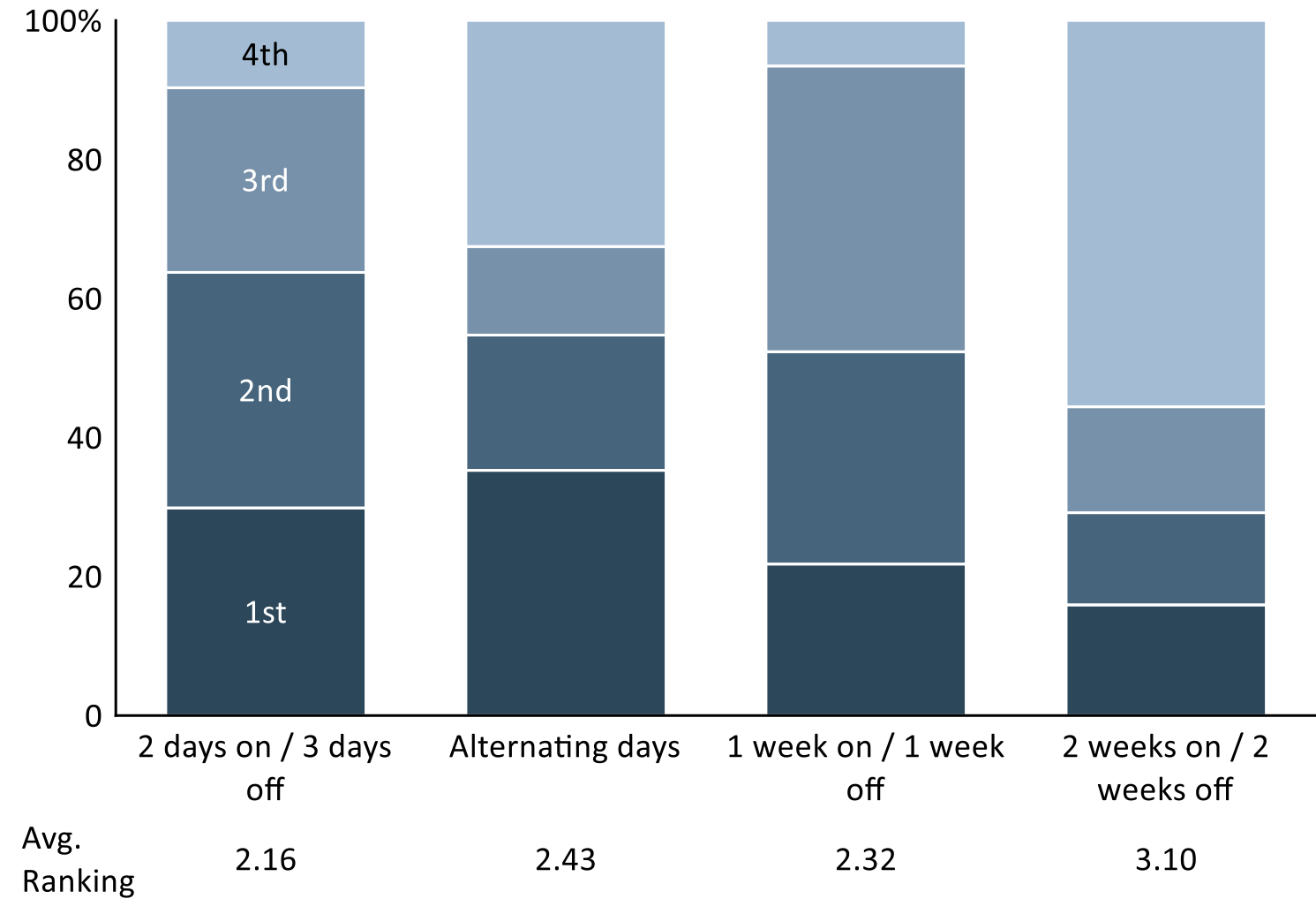
Schedule preferences are similar across languages; Spanish-speaking respondents more strongly favor the "Alternating days" schedule

SCHEDULE PREFERENCES AND REASONS

Rank the proposed schedules from 1-4. (1 being MOST preferred and 4 LEAST preferred)
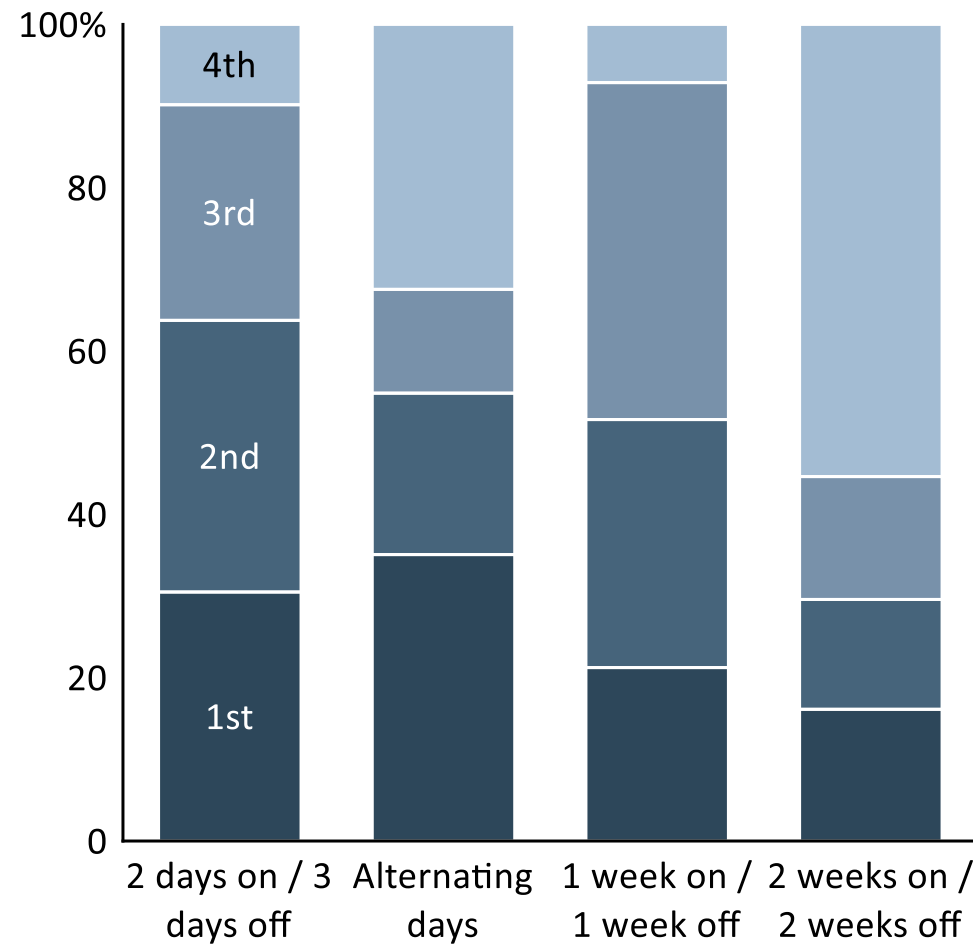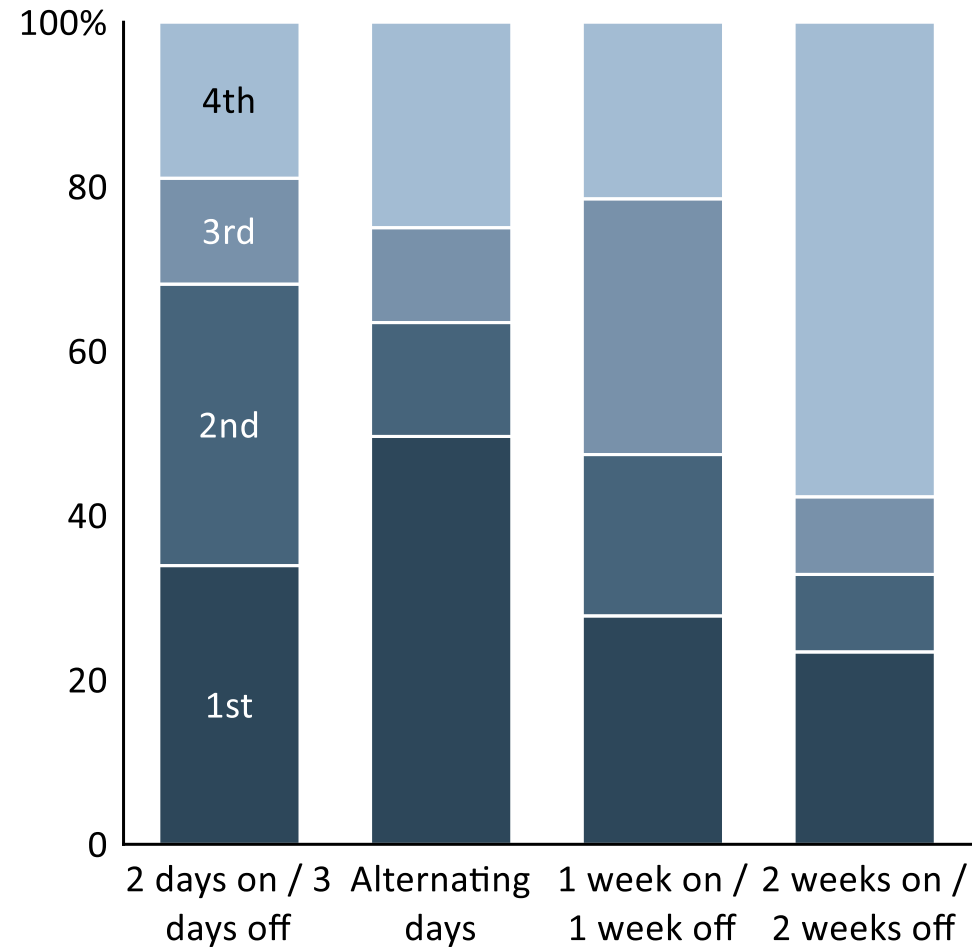
Completed in English

Ranking by schedule

N = 13,940 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.16	2.43	2.34	3.10

Completed in Spanish

Ranking by schedule

N = 361 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.17	2.12	2.46	3.02

Completed in all other languages
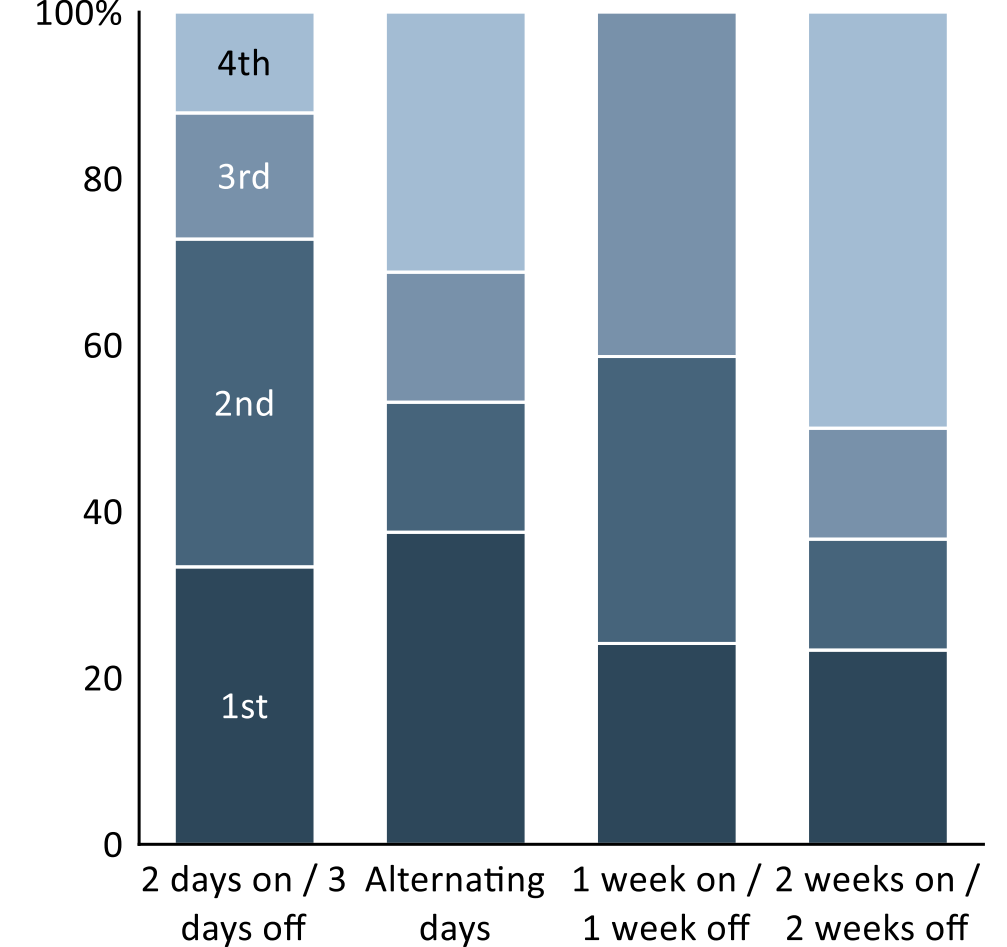
Ranking by schedule

N = 34 respondents

Avg. Ranking	2 days on / 3 days off	Alternating days	1 week on / 1 week off	2 weeks on / 2 weeks off
	2.06	2.41	2.17	2.90

Note: All other languages includes Amharic, Arabic, Vietnamese, Chinese, and French

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Other Family Feedback

Multiple additional themes came out in the qualitative comments from both the survey and focus groups

- **Qualitatively, parents touched on a variety of additional themes that came in out in both the survey and the focus groups:**
  - **Concerns surrounding student mental health**
    - From the PAVE / Flamboyan focus groups: *"When directly prompted about mental health supports, parents consistently shared they are worried about their child(ren)s and want their child to have access to a guidance counselor and other mental health supports. Families expressed the desire for teachers to be equipped to detect the types of feelings being exhibited by their students and want teachers to spend time addressing trauma"*
  - **Concerns with public transportation**
    - *"My children have to ride public transportation to and from school and I am not comfortable with them riding now."*
    - *"I am extremely uncomfortable sending my children to school on public transportation this fall."*
  - **A desire for more training on remote learning for both teachers and parents, prioritizing creating more equitable experiences across the city**
    - *"more professional development for teachers with standards and expectations of teachers clearly communicated to parents and teachers alike. The experience across schools in the District is night and day--not at all equitable for students across the District!"*
    - *"Lesson plans for home schooling, which are specific to my child's classroom and progress"*
  - **Concerns for students with IEPs and the quality of support that can be provided virtually**
    - *"My son has an IEP and with the distance learning challenges are that when it comes to him completing the work he gets very confused the way I explain it than when he is in school the way his teachers break it down for him"*
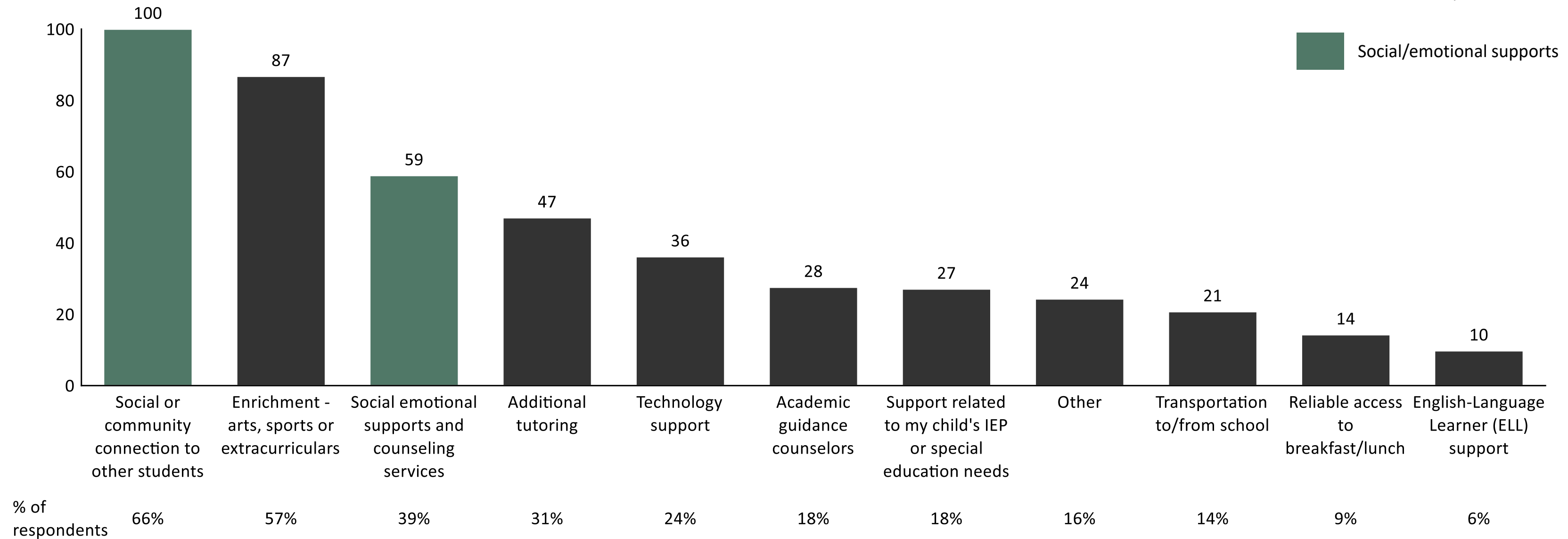
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Families emphasized the importance of social/emotional supports for their children

ACADEMIC CONSIDERATIONS

Which of the following supports are the most important for your child(ren) to receive next year? (respondents asked to choose 3)

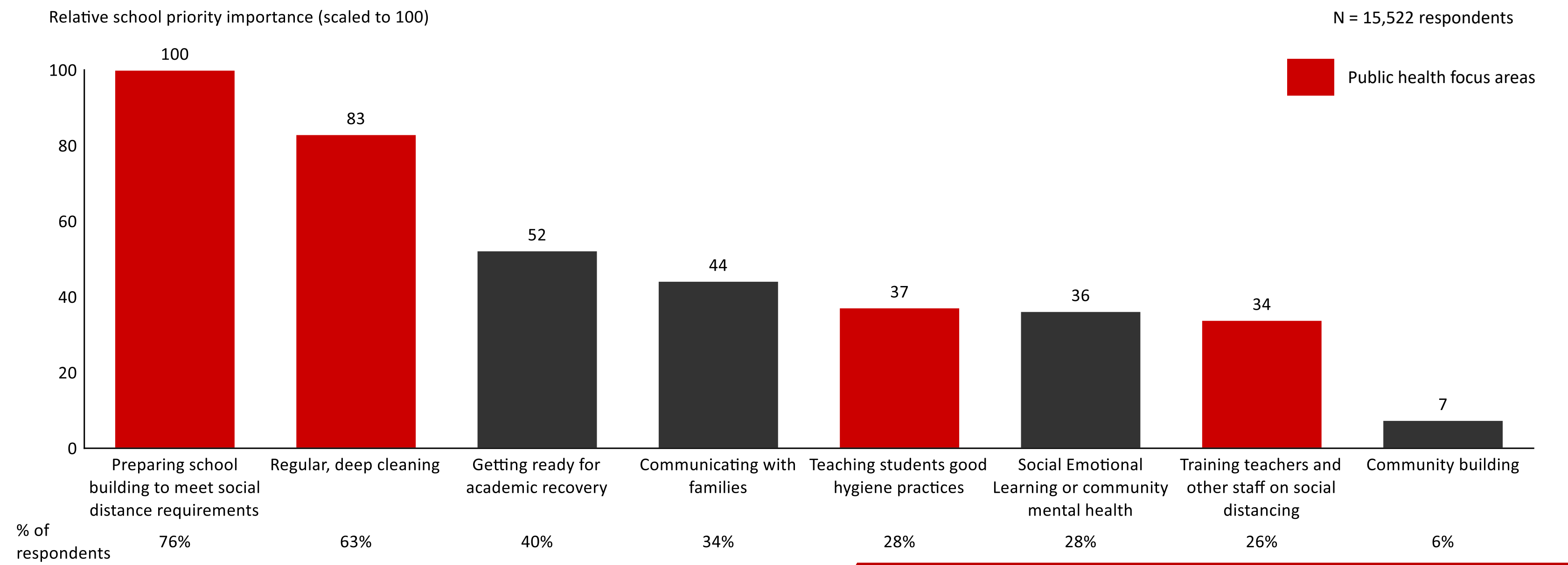Relative school priority importance (scaled to 100)

N = 15,342 respondents

■ Social/emotional supports

	Social or community connection to other students	Enrichment - arts, sports or extracurriculars	Social emotional supports and counseling services	Additional tutoring	Technology support	Academic guidance counselors	Support related to my child's IEP or special education needs	Other	Transportation to/from school	Reliable access to breakfast/lunch	English-Language Learner (ELL) support
Relative importance	100	87	59	47	36	28	27	24	21	14	10
% of respondents	66%	57%	39%	31%	24%	18%	18%	16%	14%	9%	6%

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Families want schools to prioritize public health measures: meeting social distancing requirements and conducting regular, deep cleanings

LIKELIHOOD OF RETURN IN THE FALL

What do you think are the top 3 priorities schools need to focus on as they prepare to reopen? (choose 3)

Relative school priority importance (scaled to 100)

N = 15,522 respondents

■ Public health focus areas

	Preparing school building to meet social distance requirements	Regular, deep cleaning	Getting ready for academic recovery	Communicating with families	Teaching students good hygiene practices	Social Emotional Learning or community mental health	Training teachers and other staff on social distancing	Community building
Relative importance	100	83	52	44	37	36	34	7
% of respondents	76%	63%	40%	34%	28%	28%	26%	6%

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Families in Wards 7 & 8 generally prioritize the same schedule factors as families in Wards 1-6, but care more about school cleaning
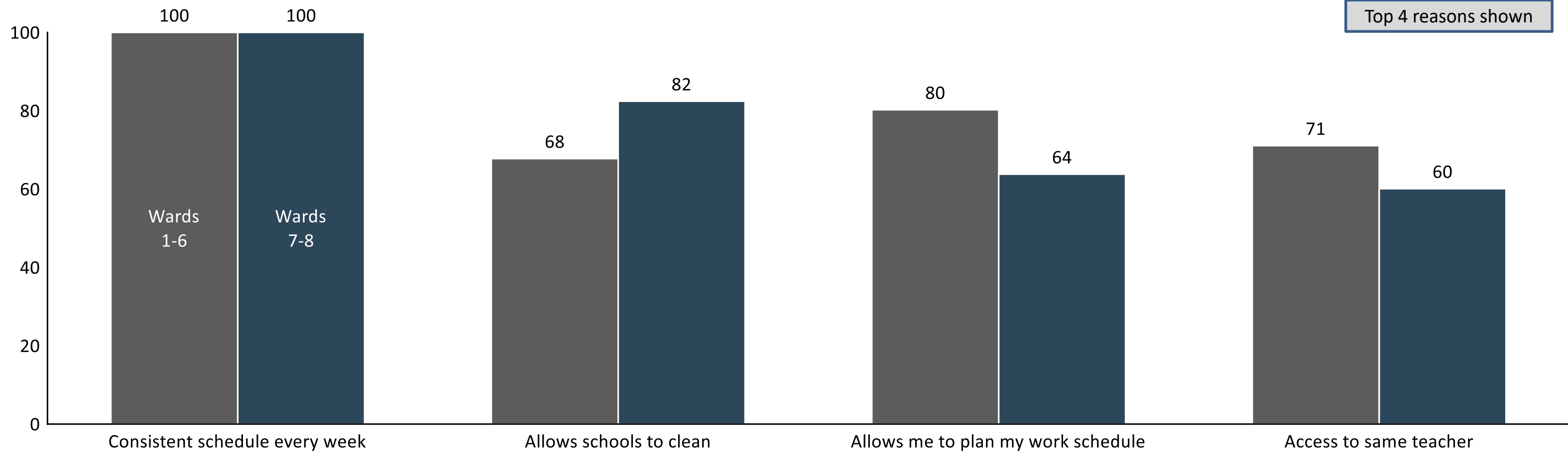
SCHEDULE PREFERENCES AND REASONS

Which are the most important factors when deciding which schedule is best for your family? (choose up to 3)

Relative schedule factor importance (scaled to 100)

N = 14,796 respondents

Top 4 reasons shown

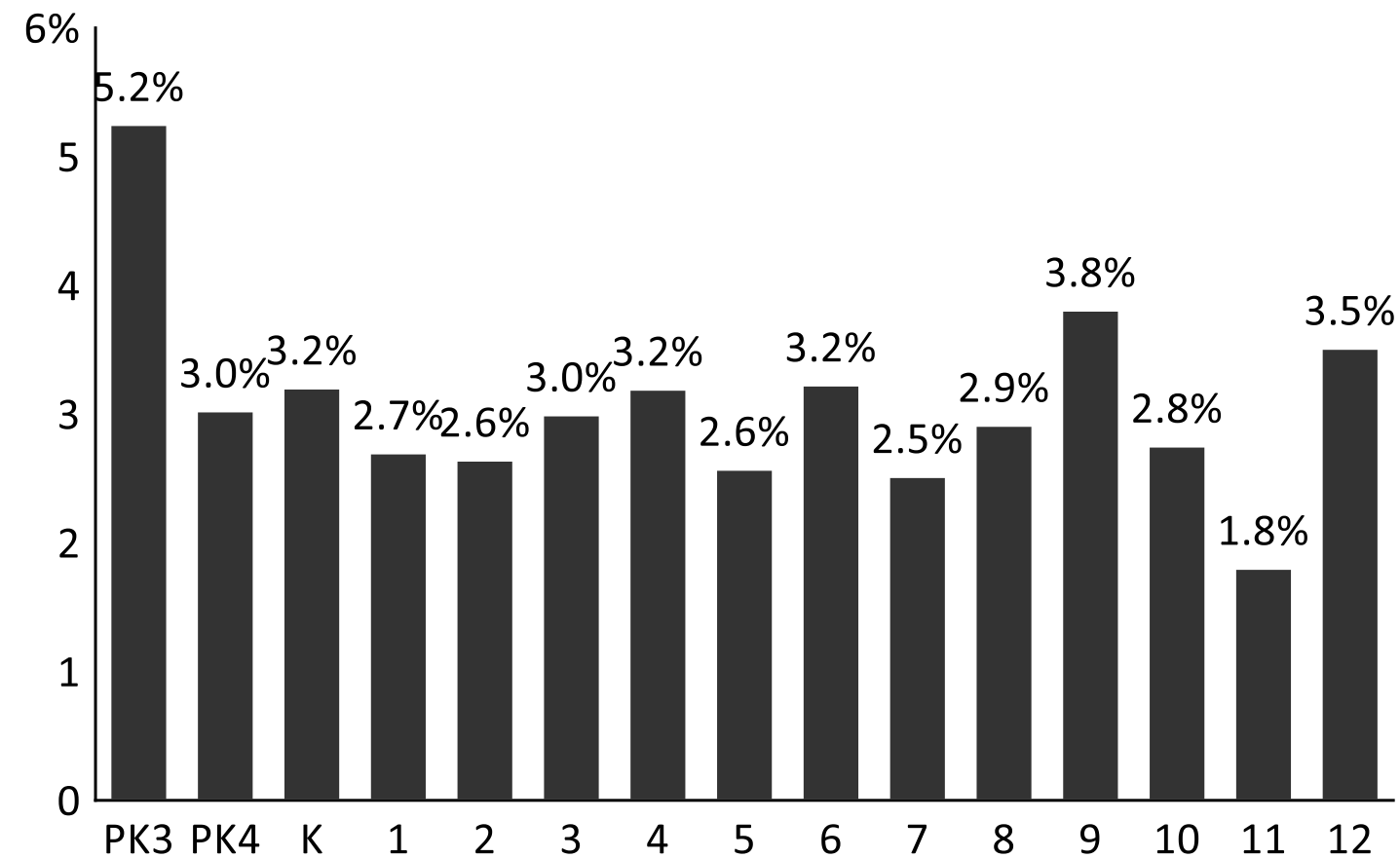| % of respondents	Consistent schedule every week	Allows schools to clean	Allows me to plan my work schedule	Access to same teacher
Wards 1-6	66%	45%	53%	47%
Wards 7-8	70%	58%	45%	42%

Students without devices largely spread out across grade bands, although Wards 7 and 8 have the highest rates of students without devices

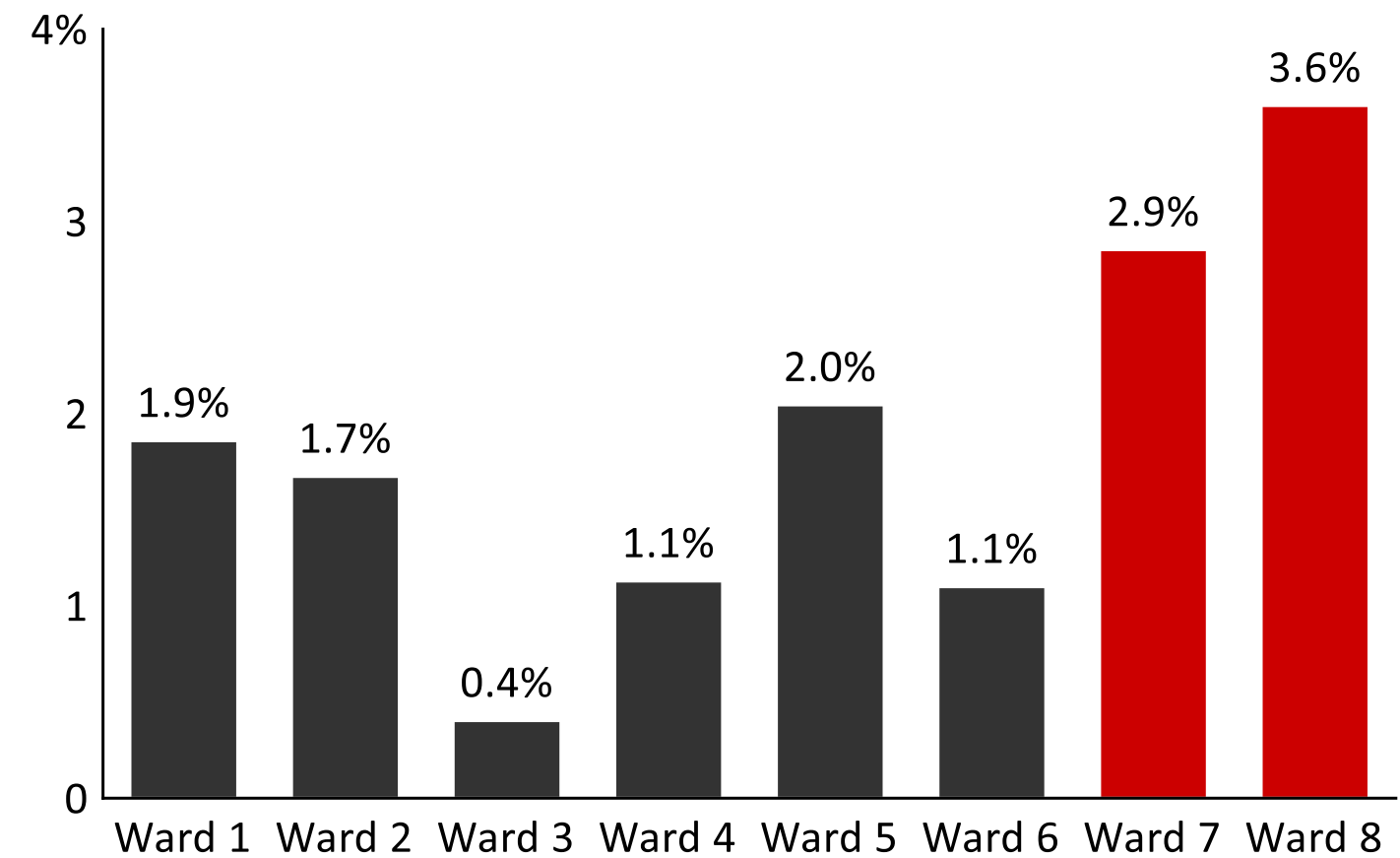Does your child(ren) have access to a device for remote learning?

Students represented in survey without devices (in %)

N = 774 students

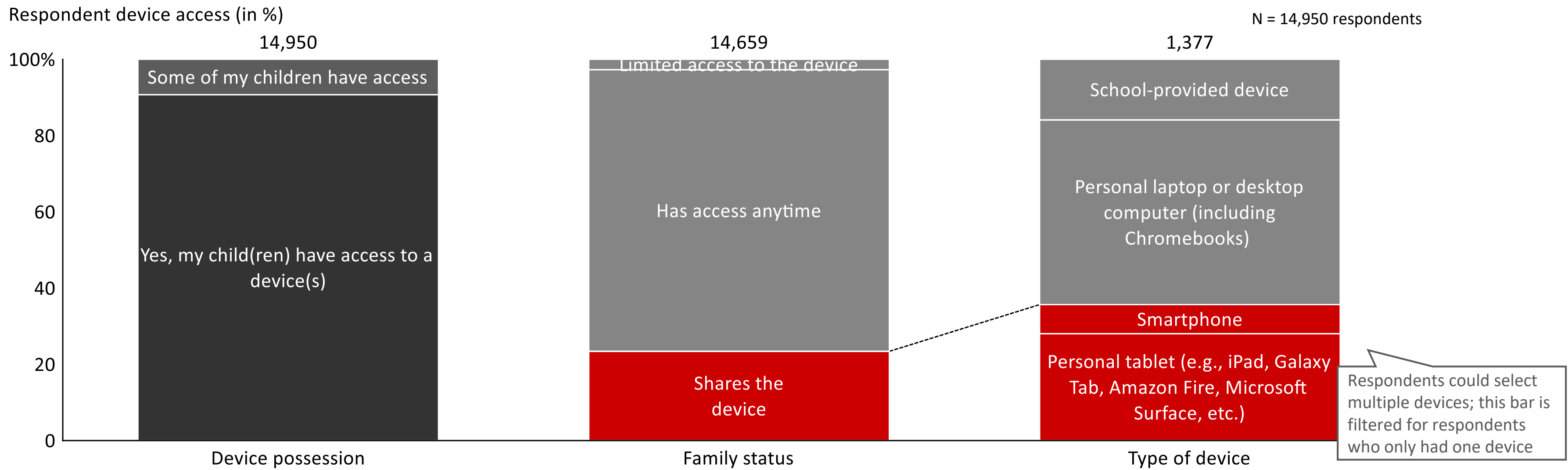Respondents reporting children with no device access (in %)

N = 463 respondents

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Some children with access to a device only have shared access to a smartphone or tablet for their remote learning

ACADEMIC CONSIDERATIONS

Does your child(ren) have access to a device for remote learning?
Which of these options best describes your family's access to the device selected above?
Which of these device(s) does your child(ren) have access to for learning at home purposes?

Respondent device access (in %)

N = 14,950 respondents

14,950	14,659	1,377

Device possession:
- Some of my children have access
- Yes, my child(ren) have access to a device(s)

Family status:
- Limited access to the device
- Has access anytime
- Shares the device

Type of device:
- School-provided device
- Personal laptop or desktop computer (including Chromebooks)
- Smartphone
- Personal tablet (e.g., iPad, Galaxy Tab, Amazon Fire, Microsoft Surface, etc.)

Respondents could select multiple devices; this bar is filtered for respondents who only had one device

Note: Not every respondent answered every question, resulting in varying N's

PUBLIC SCHOOL FAMILY ENGAGEMENT SURVEY REVIEW

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June 2020

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