



# **Family and Faculty Surveys End of School Year 2020**

Lincoln Public Schools -- School Committee -- July 16, 2020



# Feedback from all families

*How often did your child feel like they did not have necessary materials in order to engage in the learning opportunities we offered?*

	Did not name location	Boston	Hanscom	Lincoln	Other	Grand Total
Frequently		4	8	14		26
Often	1	1	11	14	1	28
Sometimes	2	14	88	78	4	186
Never	1	13	80	100	8	202
<b>Grand Total</b>	<b>4</b>	<b>32</b>	<b>187</b>	<b>206</b>	<b>13</b>	<b>442</b>

*What types of materials do you not have at home that would be helpful if we could provide to you ahead of any remote learning next year? What types of materials do you not have at home that would be helpful if we could provide to you ahead of any remote learning next year?*

*Tie between:*

- 1. Art or music supplies*
- 2. Books*
- 3. Math materials*



# All families

*Was your child able to access all of the technology resources necessary to engage in the learning opportunities that were offered?*

	Did not name location	Boston	Hanscom	Lincoln	Other	Grand Total
No		1	29	38	1	69
Yes	4	31	159	168	12	374
Grand Total	4	32	187	206	13	443



## All families

*If working from home, how challenging has it been balancing work with supporting your child's learning?*

Does not apply	21%
Not at all challenging	3%
Slightly challenging	14%
Somewhat challenging	22%
Quite challenging	17%
Extremely challenging	23%



## All families

*How would you rate the current frequency of Lincoln Public Schools' communication with your family?*

Answer	#	%
Communication has been just right	260	72%
Communication has been too frequent	84	23%
We could use more frequent communication	15	4%
<b>Total</b>	<b>359</b>	



# Preschool

*Throughout the spring we heard from a variety of families. Some told us we were not providing enough learning opportunities; others said there were too many learning opportunities; other families felt the balance was right. What was your family's experience with this for your preschool child?*

	Hanscom	Lincoln	Other	Grand Total
Easily manageable: We have time to do more remote learning if it was offered/expected	28%	8%	-	21%
Manageable: We are not missing remote learning or the time is not causing stress	37%	46%	80%	43%
Barely manageable: we are missing some remote learning or the time is causing some stress	26%	31%	-	26%
Not manageable: we are missing a lot of remote learning or the time is causing a lot of stress	9%	15%	20%	11%
<b>Grand Total</b>	<b>43</b>	<b>13</b>	<b>5</b>	<b>61</b>



# Preschool

*How concerned are you about your preschool child's learning progress and social or emotional growth?*

	HAFB (LP)	HAFB (SEL)	Lincoln (LP)	Lincoln (SEL)	Other (LP)	Other (SEL)	Grand Total (LP)	Grand Total (SEL)
Extremely concerned	9%	5%	8%	8%		20%	8%	7%
Quite concerned	7%	16%	8%	15%			7%	14.5%
Somewhat concerned	12%	28%		15%	60%	40%	13%	26%
Slightly concerned	21%	12%	15%	23%		20%	18%	14.5%
Not at all concerned	51%	39%	69%	39%	40%	20%	54%	38%
<b>Grand Total</b>	<b>43</b>	<b>43</b>	<b>13</b>	<b>13</b>	<b>5</b>	<b>5</b>	<b>61</b>	<b>61</b>



## Other Preschool Takeaways

- Meeting with teachers was highly valued, especially in small groups or 1:1
- Different families found their own rhythm at home
- Families have varying concerns for if we do go back to a fully in-person model and also if we don't go back and remain remote





## K-5

*How many hours per day students participated in learning activities provided by their teachers?*

	Boston	Hanscom	Lincoln	Other	Did not name location	Grand Total
0 hours		3	5			8
Up to 1 hour	1	19	38			58
Up to 2 hours	4	34	47	2	2	89
Up to 3 hours	9	41	36		2	88
Up to 4 hours	9	32	21	2		64
More than 4 hours	5	25	9			39
<b>Grand Total</b>	<b>28</b>	<b>154</b>	<b>156</b>	<b>4</b>	<b>4</b>	<b>346</b>



## K-5

*How often was your K-5 child able to complete assigned activities independently?*

All of the time	Most of the time	Some of the time	Rarely	Never
10%	31%	34%	23%	3%



## K-5

*We want to strike a balance between different types of learning modes. For each of these options please let us know if you felt we had too much, not enough, or just the right amount of emphasis for K-5 students.*

	Not enough	The right amount	Too much
<i>Live learning sessions</i>	51%	45%	4%
<i>Recorded videos</i>	14%	67%	19%
<i>Online learning platform (e.g. Dreambox, Lexia, etc.)</i>	8%	78%	14%
<i>Teacher-made assignments</i>	21%	63%	16%
<i>Offline learning assignments</i>	40%	46%	14%



## K-5

*How would you characterize the number of software and online services your child used during Learning at Home Together?*


Just right: each online software and service served a purpose	Too few: there were not enough options available to meet my child's needs	Too many: there were too many options available and it felt confusing or overwhelming	Grand Total
178	13	145	336



## K-5

*Throughout the spring we heard from a variety of families. Some told us we were not providing enough learning opportunities; others said there were too many learning opportunities; other families felt the balance was right. What was your family's experience with this for your K-5 child?*

	Boston	Hanscom	Lincoln	Other	Grand Total
Easily manageable: We have time to do more remote learning if it was offered/expected	11%	12%	22%	-	16%
Manageable: We are not missing remote learning or the time is not causing stress	64%	47%	28%	25%	40%
Barely manageable: we are missing some remote learning or the time is causing some stress	25%	31%	35.5%	75%	33%
Not manageable: we are missing a lot of remote learning or the time is causing a lot of stress	-	10%	14.5%	-	11%
<b>Grand Total</b>	<b>28</b>	<b>154</b>	<b>152</b>	<b>4</b>	<b>338</b>



## K-5

### *How concerned are you about your K-5 child's learning progress and social or emotional growth?*

	Boston (LP)	Boston (SEL)	HAFB (LP)	HAFB (SEL)	Lincoln (LP)	Lincoln (SEL)	Other (LP)	Other (SEL)	Grand Total (LP)	Grand Total (SEL)
Extremely concerned	4%	4%	5%	9%	12%	8%	-	-	8%	8%
Quite concerned	4%	14%	8%	12%	17%	15%	25%	-	12%	13%
Somewhat concerned	25%	32%	27%	12%	22%	27%	-	-	24%	20%
Slightly concerned	39%	22%	28%	25%	27%	27%	50%	75%	29%	26%
Not at all concerned	28%	28%	32%	42%	22%	23%	25%	25%	27%	33%
<b>Grand Total</b>	<b>28</b>	<b>28</b>	<b>155</b>	<b>156</b>	<b>157</b>	<b>157</b>	<b>4</b>	<b>4</b>	<b>344</b>	<b>345</b>



## Other K-5 takeaways

- Google meets for Morning Meetings, live learning sessions, and using online platforms were viewed as the most engaging
- Desire for more small group sessions with teachers
- Helpful feedback on specific technology platforms and communication
- Families have varying concerns for if we do go back to a fully in-person model and also if we don't go back and remain remote
- K-5 families showed more tiredness and stress at supporting their children through Learning at Home Together while simultaneously working compared to 6-8 families



## 6-8

*How many hours per day students participated in learning activities provided by their teachers?*

	Boston	Hanscom	Lincoln	Other	Did not name location	Grand Total
0 hours		1	1			2
Up to 1 hour		2	10			12
Up to 2 hours	1	17	16	1		35
Up to 3 hours	2	18	31	3	1	55
Up to 4 hours	1	10	17		1	29
More than 4 hours		14	8			22
<b>Grand Total</b>	<b>4</b>	<b>62</b>	<b>83</b>	<b>4</b>	<b>2</b>	<b>155</b>





## 6-8

*How often was your 6-8 child able to complete assigned activities independently?*

All of the time	Most of the time	Some of the time	Rarely	Never
39%	40%	14%	6%	2%



## 6-8

*We want to strike a balance between different types of learning modes. For each of these options please let us know if you felt we had too much, not enough, or just the right amount of emphasis for 6-8 students.*

	Not enough	The right amount	Too much
<i>Live learning sessions</i>	59%	37%	4%
<i>Recorded videos</i>	23%	66%	11%
<i>Online learning platform (e.g. Dreambox, Lexia, etc.)</i>	14%	72%	13%
<i>Teacher-made assignments</i>	23%	61%	17%
<i>Offline learning assignments</i>	34%	55%	12%



## 6-8

*How would you characterize the number of software and online services your child used during Learning at Home Together?*

Just right: each online software and service served a purpose	Too few: there were not enough options available to meet my child's needs	Too many: there were too many options available and it felt confusing or overwhelming	Grand Total
93	13	39	145



## 6-8

*Throughout the spring we heard from a variety of families. Some told us we were not providing enough learning opportunities; others said there were too many learning opportunities; other families felt the balance was right. What was your family's experience with this for your 6-8 child?*

	Boston	Hanscom	Lincoln	Other	Grand Total
Easily manageable: We have time to do more remote learning if it was offered/expected	25%	21%	34%	-	27%
Manageable: We are not missing remote learning or the time is not causing stress	75%	51%	44%	75%	49%
Barely manageable: we are missing some remote learning or the time is causing some stress	-	21%	12.5%	25%	16%
Not manageable: we are missing a lot of remote learning or the time is causing a lot of stress	-	7%	10%	-	8%
<b>Grand Total</b>	<b>4</b>	<b>61</b>	<b>80</b>	<b>4</b>	<b>150</b>

# 6-8

## How concerned are you about your 6-8 child's learning progress and social or emotional growth?

	Boston (LP)	Boston (SEL)	HAFB (LP)	HAFB (SEL)	Lincoln (LP)	Lincoln (SEL)	Other (LP)	Other (SEL)	Grand Total (LP)	Grand Total (SEL)
Extremely concerned			11%	10%	12%	12%			11%	11%
Quite concerned			7%	8%	28%	15%		25%	18%	12%
Somewhat concerned	25%	25%	21%	16%	27%	20%	25%	25%	25%	18%
Slightly concerned	50%	25%	28%	28%	22%	35%	25%	25%	25%	32%
Not at all concerned	25%	50%	33%	38%	11%	18%	50%	25%	21%	27%
<b>Grand Total</b>	<b>4</b>	<b>4</b>	<b>61</b>	<b>61</b>	<b>82</b>	<b>82</b>	<b>4</b>	<b>4</b>	<b>151</b>	<b>151</b>



## Other 6-8 takeaways

- Google meets for advisory and live learning sessions were viewed as the most engaging
- Desire for more small group or individual sessions with teachers
- Strong appreciation for when teachers reached out to individual students to support them
- Families have varying concerns for if we do go back to a fully in-person model and also if we don't go back and remain remote
- Varying reactions to Learning at Home Together -- families seemed either happy and incredibly appreciative or upset



# Faculty

Faculty provided helpful feedback across a variety of topics that working groups are utilizing as we plan

## Structures to Support Remote Learning

- How will faculty work together within teams and across campuses?
- What should a daily schedule look like?
- What will our planning and communication templates look like?
- When will faculty communicate weekly plans with families?

## Professional Learning

- How can we share best practices for online learning with all faculty?
- What specific professional development will we offer to faculty before and throughout the school year?

## Teaching and Learning Well While Remote

- How can students do more collaborative work?
- How can we engage students in their learning in ways that bring joy?
- How might our curriculum shift if teaching remotely next year?
- How can we increase the amount of small group live learning times students have each week?
- What might we enhance our intervention and EL services?
- How should we assess student learning while remote?
- What other changes can we make to improve student learning for all?
- What materials can we provide to students to enable and strengthen remote learning?