

Summary Report for
Distance Learning Survey
Secondary Students

October 22, 2020



Summary Report for LCPS Distance Learning Survey - Secondary Students

The purpose of the LCPS Distance Learning Survey for Secondary Students was to collect feedback from secondary students to plan for ongoing Distance Learning implementation. On October 12th, the LCPS Distance Learning Student Survey was launched for completion by secondary students. All middle school and high school students enrolled in LCPS during the 2020-21 school year were encouraged to complete the survey.

Topics

- Assigned work (synchronous, asynchronous, homework)
- Hours of work assigned
- Social-emotional wellness
- Schedule format (ABAB vs. AABB)

Methodology

Principals distributed the student survey link to teachers to administer during morning meetings or other times as convenient. Students were given one week to complete the survey. The Research Office exported the results and synched the responses to add grade, school, and demographic information for analysis. For the two open-ended questions, a random sample was selected from approximately 10% of the total responses for qualitative analysis.

Overall 23,327 middle and high students responded to the survey, which represents 50% of the 46,504 middle and high school students currently enrolled in LCPS. The Spanish version of the student survey yielded 210 responses which were included in the total number of responses. Students from the middle schools were slightly more represented among the respondents than high school students.

Table 1. Analysis of Responses

Grade	# Students		Response Rate
	Responding	Enrollment	
6	3,714	6,347	59%
7	3,605	6,719	54%
8	3,504	6,795	52%
9	3,255	6,649	49%
10	3,413	6,746	51%
11	3,034	6,688	45%
12	2,794	6,560	43%
Returning Graduates	8	137	6%
Grand Total	23,327	46,641	50%

Analysis

Students were asked to assess the level of work being assigned during synchronous and asynchronous instruction as well as homework. Table 2 illustrates the representation of work assigned by school level. Almost three-fourths of middle school respondents thought the synchronous time was just right, while about half thought both the asynchronous and homework time were just right.

However in high school, two-thirds of respondents thought the synchronous time was just right, while most students thought the asynchronous and homework were too much.

Table 2. Distribution of Work Assigned

	Too much	Just right	Too little	Total
Middle School				
Synchronous	21%	74%	5%	100%
Asynchronous	37%	55%	8%	100%
Homework	45%	51%	5%	100%
High School				
Synchronous	29%	65%	6%	100%
Asynchronous	69%	27%	4%	100%
Homework	84%	16%	0%	100%
ALL LCPS				
Synchronous	25%	69%	5%	100%
Asynchronous	54%	40%	6%	100%
Homework	66%	32%	2%	100%

Illustrative Quotes

Synchronous Instruction	“I do not care so much when teachers go over their allotted synchronous time because I understand that there is a set amount of material that they must go through, but I do think that teachers have been assigning too much homework for students and setting due dates for these assignments much too early.” - High School Student	“I would like to see the synchronous time extended so that we can do more assignments with the teacher present. Right now, the asynchronous work takes more than 30 minutes and becomes homework and teachers normally go 10 minutes over class time.” - High School Student
Asynchronous Instruction	“Most of my teachers are giving me so much work during asynchronous time that for some classes I can’t even finish it all during that time. I do use my time wisely and work fast though.” - Middle School Student	“The reduction of asynchronous work would be greatly appreciated. With distance learning it’s very difficult to actually understand and grasp some concepts and it feels as if all the homework that is meant to make us understand only overwhelms us.” - High School Student

Homework	“I personally think that distance learning should be shorter because many students feel overwhelmed by how much work we have to do. Also sitting in front of a computer for 8 hours straight and having to do at least 1 hour of homework right after is not very good for everyone’s health.” - Middle School Student (EL)	“I think it is difficult to spend hours and hours on a laptop all day, and then have more homework that requires us to spend even more time on a laptop.” - High School Student
	“Some of us play sports and don’t have time to be doing so much homework. Getting up in the morning is getting harder and harder because we’re up until midnight doing homework.” - Middle School Student	“Just because we’re at home doesn’t mean we have more time. Some of us still have after-school activities and have to help their siblings. Being at home should not mean more homework.” - High School Student

Students were asked to share the amount of time they are spending on homework each night during distance learning. Overall, about three-fourths of respondents are spending two or more hours on homework each night. However, there were significant differences between the middle and high school levels, with 92% of high school students spending two or more hours on homework compared to 58% of middle school students.

Figure 1. Amount of Time Spent on Homework Each Night

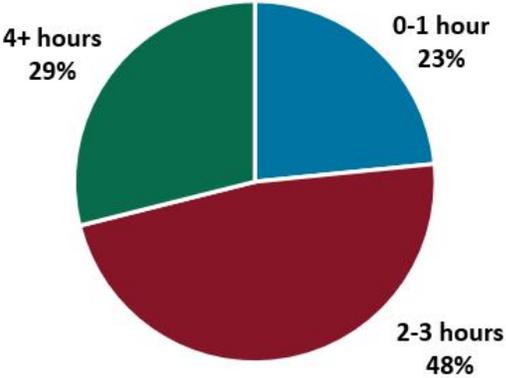


Figure 2. Amount of Time Spent on Homework Each Night by Level



Students were asked to report on the frequency of a list of positive and negative emotions during their most recent week of distance learning. Based on the results, more than half of the respondents were more likely to experience stress or boredom relative to other emotions. Respondents were least likely to experience feeling relaxed, calm, or interested.

Table 3. Distribution of Students’ Feelings about School (Almost Always & Frequently)

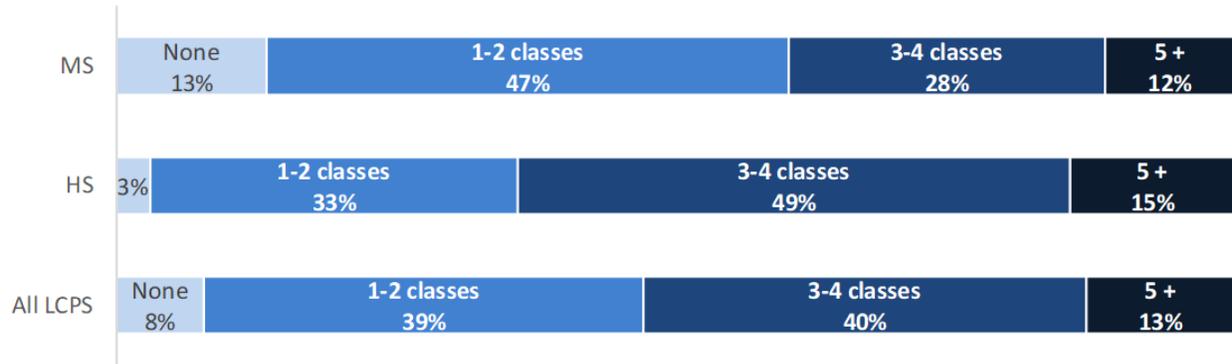
	Middle School	High School	All LCPS
Stressed out	49%	78%	65%
Bored	54%	62%	59%
Worried	33%	62%	49%
Unhappy	30%	57%	45%
Happy	35%	14%	24%
Calm	32%	12%	21%
Interested	29%	15%	21%
Relaxed	21%	7%	14%

Illustrative Quotes

<p>Stressed Out</p>	<p>“Online school is very stressful: between the rigor of some classes, the AABB schedule, the distractions I have with my siblings at home, my parents working at home, the constant pressure that schoolwork is due ALL THE TIME, I rarely have time to do anything fun. I wanted to get a job but now with work due on weekends and Mondays, it’s impossible. I find myself struggling to just meet deadlines and not really being able to understand the content.” - High School Student</p>	<p>“I would like it if our teachers were more understanding. A lot of us have a lot going on at home and in our personal lives that they do not know about, because not everything is to share. I’m awake personally until 12-1 a.m. trying to get my work done but I rarely can get it done because I simply don’t understand it, or it’s too stressful so I can’t figure anything out.” - High School Student</p>
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Students were asked how many of their classes felt overwhelming. Almost all respondents felt overwhelmed in at least 1 of their classes. The majority of respondents felt overwhelmed in at least 3 of their classes. High school students were more likely to feel overwhelmed in their classes compared to middle school students.

Table 4. Number of Overwhelming Classes for Students



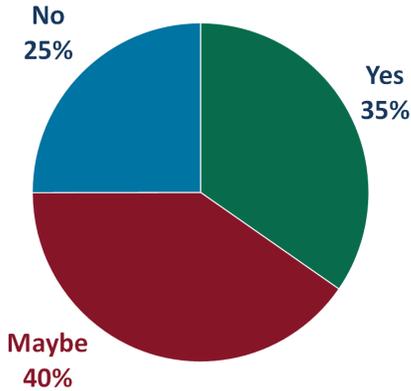
Students were asked about their management of time in the AAB schedule format. While most students reported that they were able to manage their time and coursework, a higher percentage of middle schoolers than high schoolers reported being able to manage their time in the AAB schedule.

Table 5. Thoughts on Managing Time with Current AAB Schedule

Able to Manage Time	Middle School	High School	All LCPS
Yes	79%	59%	68%
No	21%	41%	21%

Students were asked if switching to an ABAB schedule would help them better manage their time. Respondents were unsure about the benefits of an ABAB schedule with more answering “maybe” than “yes” or “no.”

Figure 3. Thoughts on Switching to an ABAB Schedule



Illustrative Quotes

Yes to ABAB Schedule	“[An] ABAB schedule would be easier so you wouldn’t have to complete the assignments on the same night and you would have resource.” - Middle School Student	“I personally like the AABB schedule because it helps me focus on 4 classes at [a] time for two days. However, I think that if there is work due the next day, there should not be an excessive amount. My friends and I agree that most of our work is due the next day.” - High School Student
No/Maybe to ABAB Schedule	“This is more work than last year when we were in school. An ABAB schedule wouldn’t do anything.” - Middle School Student	“I like the AABB schedule but I feel like the workload for a few classes are too much and stresses me out.” - High School Student

Conclusions

Analysis of the results from the student survey produced the following conclusions:

- Coursework for synchronous instruction is more manageable than coursework for asynchronous instruction or homework.
- Most students are spending 2 or more hours on homework each night.
- The most common feelings experienced by students are being “stressed out” and “boredom.”
- Almost all students are feeling overwhelmed in at least one of their classes.
- Students have mixed feelings regarding the benefits of a transition to an ABAB schedule.

Considerations for Spring 2021 Planning

- How might these results and conclusions guide our decisions moving forward?