



Summary of Insights and Findings

HIDOE Distance-Learning Surveys

July 13, 2020

The Hawaii State Department of Education's (HIDOE) closing of school buildings in March 2020 was an unprecedented international pandemic crisis where safety and health was the primary focus for the Department. Addressing basic needs of our school communities required quick coordination, problem solving and collaboration amongst state offices, complex areas and schools. At the same time, with stay-at-home orders issued by state leaders, businesses closing, parents and families who were unable to work, along with the daily news of the latest COVID-19 statistics, it was a stressful period for Hawaii residents. In this situation, HIDOE worked to focus on the basic needs of our school communities while doing what was possible to alleviate additional stressors for students and families.

As a result of the closure of school facilities, the Department had to quickly pivot to a distance-learning approach and reach out to students, teachers and staff members who may or may not have had access to electronic devices or reliable internet connectivity. Given these factors, and to protect students from any disadvantage due to lack of access to devices or connectivity, it was determined that the focus of distance learning would be on enrichment; student attendance would not be taken; and third quarter marks would be used as final grades with the opportunity for those who were not passing to continue to meet requirements in order to graduate or be promoted to the next grade.

During this time, teachers had to quickly learn how to navigate and use online platforms to reach, connect, and offer instruction for students, most with limited prior training. School administrators also had to quickly become familiar with facilitating online faculty and staff meetings, while providing supports for teachers and families. This was a time of many unknowns and high anxiety for students, families, teachers, and the system in general, especially for the high school seniors who were unable to participate in culminating events and traditions they were looking forward to. Nearly 9 out of 10 school principals report that it was the first time the school engaged in distance learning when school buildings were closed. This shows the magnitude of the adjustment that took place to shift from a predominantly in-person school design, to a distance learning model statewide during the crisis.

Although HIDOE has moved from the initial *Phase 1: Continuity of School Year 2019-20 and Initiating Department Support Service* to *Phase 2: Summer Learning and Transition Planning* and *Phase 3: Planning for Reopening: School Year 2020-21*, the landscape requires us to continue being cognizant of changing conditions and forging cautiously ahead. The information from the distance-learning surveys for teachers, secondary students, families and the principal data collection capture voices and perspectives to confirm areas of support and services that HIDOE has initiated, and to take additional actions to meet other developing needs.

HIDOE conducted distance-learning surveys for teachers, secondary students and families, and a principal data collection during the last couple of weeks of May and June 2020. The surveys for teachers, secondary students, and families were conducted in partnership with Panorama Education who generously provided their services, and the principal data collection was conducted by HIDOE's Office of Strategy, Innovation and Performance.

There were common themes across the four data collections, as well as some questions that were specific to the role group. The purpose of the surveys and data collection was to deepen the understanding of the distance learning experiences from perspectives to gauge HIDOE’s readiness for distance learning, and to inform plans and resource decisions moving forward. The information will be helpful as schools examine different distance learning models for the opening of the school year and as the Department readies for the possibility of another instance of full distance learning again in the future.

Preliminary findings of the teacher and secondary student surveys at the state and complex area level were shared with the public through a Panorama Education Dashboard in June 2020. This report encompasses the preliminary teacher and secondary student survey findings and synthesizes the data with additional information from the family survey and principal data collection.

The family survey results have been added to the Panorama Education Dashboard at bit.ly/HIDOEDistanceLearningSurveyDashboard and the principal data collection is available on the tableau public platform at bit.ly/HIDOEPrincipalDataCollection.

PANORAMA EDUCATION DASHBOARD

The Panorama Education Dashboard provides an interactive platform to explore and understand the results of the distance-learning survey for teachers, secondary students and families. The following describes the surveys and summarizes readiness levels for distance learning.

The **distance-learning survey for teachers** measured perceptions of readiness on how schools are meeting the professional needs of their teachers and on how engaged students are in distance learning during school building closures. The percentages are a compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current state of readiness for each indicator.

Readiness Indicator: Professional Needs <i>How schools are meeting the professional needs of their teachers (including access to devices and connectivity needed for telework)</i>	54%
Readiness Indicator: Student Engagement <i>How engaged students are in distance learning (based on estimate provided by teachers)</i>	40%

The **distance-learning survey for secondary students** (middle and high school, grades 6-12) measured perceptions of how ready schools are to support students during school building closures focused on their students’ access to resources needed for distance learning; own well-being during these challenging times; and experience during distance learning. The percentages are a compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current state of readiness for each indicator.

Readiness Indicator: Student Access <i>Access to resources needed for distance learning</i>	73%
Readiness Indicator: Student Well-Being <i>Own well-being during these challenging times</i>	64%
Readiness Indicator: Student Experience <i>Experience during distance learning</i>	60%

The **distance-learning survey for families** measured perceptions of how ready schools are to support students and families during school building closures focused on how schools are meeting the needs of their families and on how engaged students are in distance learning. The percentages are a compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current state of readiness for each indicator.

Readiness Indicator: Student Access <i>Access to resources needed for distance learning</i>	72%
Readiness Indicator: Family Communication <i>School communication during campus closures</i>	56%
Readiness Indicator: Student Experience <i>Experience during distance learning</i>	41%

PRINCIPAL DATA PLATFORM

The **principal data collection** focused on distance-learning experiences during the closure of school buildings following spring break. The data was collected through an online survey tool to all 257 HIDOE principals. Principals verified all data submitted. While the data is being used to prepare for the reopening of schools for school year 2020-21, some of the results have already been used by HIDOE to inform purchasing needs for devices and connectivity. The data collection summarizes key data points related to:

1. Student devices
2. Distance learning
3. Leadership practices
4. Teacher practices
5. Parent engagement

While the teacher, secondary student and family distance-learning surveys provided a general gauge of HIDOE’s current state of readiness in different areas through the compilation of questions, the principal data collection was not intended to do that. Rather, you will find different key pieces of information reported in a manner most appropriate for each question.

RESPONSE RATES

HIDOE received 8,936 responses for the distance-learning survey for secondary students, including 558 students from charter schools and 275 students from 33 private schools. The response rate for the distance-learning survey for teachers was 8,324 out of 13,578 emails sent, including 303 charter school teachers, for a response rate of 61.3%. HIDOE received 32,572 responses from families, including multiple surveys from a single family where there were surveys submitted for more than one child attending public schools. The response rate for the principal data collection was 100%, involving all 257 principals in HIDOE.

The Office of Student Support Services Community Homeless Concerns Liaisons assisted by reaching out to families and providing assistance regarding the secondary student and family distance learning surveys. The Community Engagement Branch created a HIDOE volunteer pool to assist with calling families to take the survey over the phone upon requests from schools. There were a few who required other options that were also honored.

LIMITATIONS

While overall HIDOE is pleased with the high number of responses, it also acknowledges that the survey results represent those who participated predominantly using an electronic device. While the results are informative, we also must exercise caution that the results may not be reflective of all teachers, secondary students, and families who may not have had access to devices or connectivity, or perhaps could not participate in the surveys due to other challenging circumstances.

INSIGHTS AND FINDINGS

The following section will provide insights on what we are hearing from the voices of secondary students, families, teachers, and principals, followed by what HIDOE is doing in these areas. Additionally, findings are provided from the secondary student survey, family survey, teacher survey and principal data collection. Where you find references to *students*, please know the data is based on responses from secondary students in middle and high schools, grades 6-12.

Devices

Insights

We heard you:

- Students, families, teachers and principals are telling us that overall students have fair access to devices to use for distance learning, either with a school issued device, or their own home computers. HIDOE is not satisfied with fair access, as students who do not have access to devices are unable to engage in online distance learning.
- Teachers and principals are telling us that most teachers had school issued devices for distance learning. It isn't a major barrier for most teachers to work from home either using a school issued device or their own home computer, however, there are still about 5% of teachers who need a school issued device for distance learning.

- Students, families and principals are telling us there is a significant range of home computers for distance learning use. Family responses in complex areas range from 58% to 90%, and student responses range from 55% to 93% reporting having home computers for distance learning. There is also a noticeable range from 44% to 67% of families who report enough devices for each family member to use at the same time. The survey sheds light to complex areas in need of more access to devices, and also shows more devices were issued in complex areas with greater needs.

Here's what HIDOE is doing:

Devices are basic needs for effective distance online learning, all students need the “opportunity to learn.” HIDOE has ordered 10,000 computers for summer learning and another 13,000 for the opening of the school year. HIDOE schools continue to loan and distribute devices to students and has made a request of \$57.8 million to the Legislature to accelerate digital transformation. In addition, HIDOE is developing a process to identify students who are in need of devices and track if they were provided a loaned device. HIDOE will continue to work towards ensuring that all teachers are equipped with devices needed to provide robust instruction for distance learning, and will continue efforts to decrease the technology equity gap by providing access to devices for all students, especially to the populations that reported lower percentages of access to devices.

Findings

A. Do we have enough devices for teachers to telework/teleteach for distance learning?

Overall, teachers have adequate access to devices for telework and providing online distance learning instruction.

- 95% of teachers report they have a work-issued laptop or tablet for telework.
- 54% report they have a home computer to use for telework.
- 5% report lack of technology as their biggest barrier in effectively working from home.

B. Do we have enough devices for all students to access online distance learning?

Overall, students have fair access to devices to access online distance learning.

- 29% of students and 18% of families report they were issued school laptops or tablets for distance learning.
- Principals report 20,835 devices were issued during the closing of school buildings.
- 83% of students and 81% of families report they have a home computer they use for distance learning.
- 71% of students and 59% of families report there are enough devices in the household available for each member to use at the same time.
- 32% of principals (n=83) report there are not enough student devices for distance learning, 32% of principals (n=81) report the school has enough devices for those who need them, and 36% (n=93) report there are enough devices.

Worthy to pay attention to:

- A higher percentage of students and families identifying as Pacific Islander and Native Hawaiian report having school-issued devices.
- Students and families identifying as Native Hawaiian and Pacific Islanders, and families living with other families due to economic hardships or living in the Hawaii Public Housing Authority (HPHA) are far less likely to have sufficient devices for distance

learning as shown by students and families responding “yes” to having enough devices in the household available for each family member to use at the same time.

C. How many students do not have access to devices?

- Elementary and secondary classroom teachers report that 22,194 (20%) students do NOT have access to devices.
- 36% of principals (n=93) report having enough devices for students. Different scenarios are considered to determine the number of devices needed, considering priority for students who qualify for low socioeconomic status (Title1) and range from approximately 12,000 devices needed for students who qualify as low SES, to a little over 8,000 devices needed if considering students who do not have home devices, and 48,443 devices needed if based on projected enrollment and available devices.

D. Do families have enough devices at home?

Overall, families have fair access to devices at home.

- 81% of families report their child has a home computer to use for distance learning.
- 59% of families report there are enough devices in the household available for each member to use at the same time, a lower percentage than the 71% reported by students and 79% reported by teachers.

E. Complex Area Data - Home Computer

- Student responses for having a home computer range in the complex areas from 55% to 93%. Family responses range from 58% to 90%.
- Teachers report percent of students who do NOT have access to digital devices range from 13% to 36%.
- Principals reporting 80% to 100% of students having a device at home they can access for instruction range from 18 to 1.

F. Complex Area Data - Enough Devices

- Student responses for having enough devices in the household available for each member to use at the same time range in the complex areas from 59% to 76%. Family responses range from 44% to 67%.
- Teachers report percent of students who do not have access to digital devices range from 13% to 36%.

Internet Connectivity

Insights

We heard you:

- Students, families, teachers and principals are telling us that overall, a fair number of students have access to reliable internet. Like with devices, HIDOE is not satisfied with a fair number of access to reliable internet, as those without connectivity are unable to fully participate and benefit from online distance learning.
- Students, families, teachers and principals are telling us access to reliable internet connectivity varies by complex areas. There is a range in student responses in complex areas from 69% to 81%, and family survey responses vary from 66% to 82%.

- Teachers and principals are telling us that overall, most teachers have access to reliable internet connectivity. About 5% of teachers are still in need of reliable internet access. Some teachers were issued hotspots, worked from campus to do distance learning, or made their own arrangements to access reliable connectivity.

Here's what HIDOE is doing:

During the closure of school buildings, the representatives from HIDOE met weekly with the Department of Business, Economic Development and Tourism (DBEDT) Broadband Hui which includes legislative representatives, to bring clarity of the connectivity challenges and impact to the mission of the public education system, in order to begin identifying solutions to advance access to technology and high bandwidth in Hawaii. In addition, HIDOE 779 hotspots were issued to students, of these, 552 were issued from one complex area. For summer learning, the Mobile Hubs on neighbor island sites, and the YES Mobile Hub on Oahu were established to “bring” connectivity to students to access digital learning. HIDOE will continue to engage in solution-finding dialogues with community partners to address the important need for connectivity access across the state to reduce the connectivity gap for our students and families and other vulnerable populations in our communities.

Findings

A. Do teachers have reliable internet connectivity for distance online learning?

Overall, teachers have fair access to internet connectivity.

- 73% of teachers report having reliable access to internet, lower than 76% of students and 78% of families.
- Approximately 5% of teachers indicate the biggest barrier from working at home is that they do not have reliable access to internet, and principals report 658 teachers or 5% have poor or no internet connectivity.
- Principals report 101 hotspots were issued to teachers.
- For teachers with poor or no connectivity at home, principals report 24 teachers were issued hotspots, 58 teachers worked on campus, and 127 teachers made their own accommodation.

B. Do students have reliable internet connectivity for distance online learning?

Overall, students have fair access to internet connectivity. 18% to 24% may be a starting estimate of students who need access to reliable internet connectivity.

- 76% of students report having reliable access to the internet, while 4% report lack of internet as the biggest barrier to learning from home.
- 52% or approximately half the principals (n=133) report that 80% – 100% of students have access to reliable internet connectivity.
- Principals report 779 hot spots were issued to students.

C. How many students do not have access to reliable internet connectivity?

The number of students who do not have access to reliable internet varies.

- 4% of students report they have no internet access or the internet is not reliable. 20% of students report having somewhat reliable connectivity.
- Elementary and Middle/High classroom teachers report 20,029 (18%) students do NOT have access to internet connectivity.

- Principals range in their reports of student percentages that have reliable internet. Although 52% of principals report that 80-100% of students have access to reliable internet connectivity which suggests 20% do not have reliable access, there is a great range reported by the other half of principals which suggests the need varies greatly based on school communities.

D. Do families have reliable internet connectivity to support distance online learning for all their children?

Overall, families have fair access to reliable internet connectivity. Family survey results (78%) indicate higher percentage of access to reliable internet connectivity than students (76%) and teachers (73%) report.

E. Complex Area Data

- Student responses for having access to reliable internet connectivity range in the complex areas from 69% to 81%.
- Family responses range from 66% to 82%.
- Teachers report percent of students who do NOT have access to internet connectivity range from 10% to 41%.
- Principals reporting 80 to 100% of students having Wi-Fi at home range from 0 to 18.

Student Participation

Insights

We heard you:

- Students are telling us they consistently participated in distance learning through online learning or paper packets. The students who responded to the survey may likely be the ones who have been participating in distance learning more consistently than other peers.
- A little over a half of the families are telling us their child spent less than half the day on learning activities, while almost a half tell us their child participated half a day or more.
- Principals are telling us that the majority of teachers interacted with students 2 or 3 days a week. At the high end, about a third of the teachers interacted with students through technology 4 or 5 days a week, and at the low-end, about one out of ten teachers interacted through technology 1 day a week. There was variation amongst teacher instruction in the number of days per week instruction was provided through technology. For principals reporting that the majority of their teachers interacted with students for instruction using technology 5 days a week range in complex areas from 5% to 43%.
- Teachers are telling us it was difficult to consistently engage the majority of their students during the closure of school buildings. Some students and families may have perceived participation in enrichment learning as “optional” since attendance was not being taken and grades were determined for most at the end of third quarter. Some students may have been less motivated to participate in distance learning as well since grades were determined and attendance was not being marked. The different schedules of teachers being “online” may have caused some conflicts in student schedules, especially for secondary students who are likely to have several courses and teachers. Some families may have been limited in devices that may

have caused some students to not be able to join in on the scheduled days teachers were providing online synchronous instruction.

Here's what HIDOE is doing:

HIDOE is preparing for the opening of schools to welcome back students to fully engage in their learning through adopted school models to ensure 180 days of instruction. Attendance will be marked once again, and as expected, students will receive grades each quarter. The first two weeks of schools are planned as half days for students that will also allow for training time for staff to test and adjust to schools' protocols, conduct employee training, and prepare for classroom and virtual instruction. The *Return to Learn: School Reopening Plan* was shared with the public on July 2, 2020 and a Principal Handbook has been provided for school leaders. We are also expanding the statewide distance learning platform to meet the demands of a potential full building closure, while taking the opportunity to develop this innovative delivery of instruction.

Findings

A. How many students consistently participated in Distance Learning during the closing of school buildings?

- 83% of students report they consistently participated in distance learning through online devices and 22% report they consistently participated through paper packets.
- 47% of families report their child spent half the day or more on learning activities. 53% report their child spent less than half the day or did not spend time on learning activities.
- 31% of elementary and 10% of middle and high school teachers report 61%-100% of students consistently participated in distance learning. 18% of elementary and 48% of middle and high school teachers report 0%-20% of students consistently participated in distance learning.
- 206 or 80% of principals report that 80%-100% of the teachers used technology to provide instruction. Of the 206, 122 principals reported that 100% of the teachers used technology for instruction.
- Principals report about 57% of teachers interacted through technology with students for instruction 2 or 3 days a week. About 21% of teachers interacted daily. About 9% interacted 4 days a week. About 10% interacted 1 day a week.

Distance Learning Engagement and Instruction

Insights

We heard you:

- The majority of students and families are telling us that teachers were quite or extremely supportive of the student's learning during the closure of school buildings.
- Most families are telling us that their child learned somewhat or much less during the closing of school buildings. The focus on "enrichment" during the closing of school buildings was necessary at the time given the national pandemic crisis. It is likely that participation and engagement during distance learning was impacted by attendance not being taken, and grades were determined by the third quarter grade, with opportunities for those not passing to improve their grade during the enrichment period.

- Families are telling us their biggest barrier to distance learning is their job compared with teachers and students who report lack of quiet space. Fewer families report not having barriers than students and teachers. Distance learning for families appeared to be more burdensome than it was for students and teachers. It is likely that for many families, having students (especially younger students) do distance learning at home would impact their ability to work.
- Principals reporting a high percent of teachers using technology to stay connected with students range in complex areas from 78% to 100%, with nine complex areas reporting 100% of their teachers used technology to stay connected with students. Principals reporting that teachers used technology for instruction 80-100% range from 56% to 100% across the complex areas. Overall most teachers used technology to stay connected with students across the state, and there was greater variation of use of technology for instruction amongst complex areas. This is likely impacted by conditions of access to devices, connectivity differences in communities, and many teachers needing to provide learning experiences through paper packets.

Here's what HIDOE is doing:

When planning school models for the reopening of school, priority will be given to K-2 students and vulnerable students for daily in-person instruction to the greatest extent possible. During the first two weeks of the opening of schools, time is built in for teacher professional development to prepare for virtual and classroom instruction. State offices, complex areas, and schools will continue to seek and offer teachers with professional development opportunities, especially around engaging students online. We know that successful online instruction requires strategies that may be different from common in-person whole group instruction.

Findings

A. What was the readiness of teachers to telework/teleteach?

89% of principals report it was the first time the school engaged in distance learning. 11% report having done distance learning before.

Considering teachers needed to abruptly shift from in person learning to telework and distance learning with minimal preparations, a fair number of teachers report using online platforms.

- 78% used WebEx meetings.
- 75% used Google for Education.
- 45% used Zoom.

Principals report teachers used technology during the closing of school buildings to provide instruction in different ways. 5 principals report that none of their teachers used technology for instructional purposes.

- 96% (n=248) stay connected with students.
- 92% (n=236) one-to-one instruction.
- 91% (n=233) large group instruction.
- 87% (n=223) stay connected with families.
- 83% (n=213) intervention services.

98% of principals report teachers used at least one of the digital approaches of asynchronous, synchronous, or materials on devices. Principals report:

- 82% (n=212) of teachers used an asynchronous approach, including school purchased applications, teacher designed and free online resources, UH Early College, and E-school or credit recovery.
- 82% (n=210) of teachers used a synchronous approach.
- 71% (n=182) of teachers provided materials on devices.
- 89% (n=230) of teachers provided paper learning packets.

B. In what ways did students engage in their learning during distance learning?

Considering students needed to abruptly shift from in person learning to telework and distance learning with minimal preparations, a fair number of students report using online platforms.

- 36% used WebEx meetings.
- 88% used Google for Education.
- 35% used Zoom.

A fair number of students engaged in their learning through technology, some students participated through phone calls.

- 66% joined a video conference with the class.
- 58% posted assignments to an online platform.
- 22% joined a video conference for one-on-one instruction with teacher.
- 15% joined a phone call about learning.

22% of students and 39% of families report participating in distance learning through paper packets. 89% of principals (n=230) report providing learning packets at their schools.

70% of families report their child learned somewhat or much less during closing of school buildings. 30% of families report their child learned about the same, more, or much more during closing of school buildings.

C. What supports did students receive for their learning during the closing of school buildings?

Students and families in general report teachers were supportive of their learning. Elementary and secondary teachers report having difficulty reaching students.

- 69% of students and 62% of families report teachers were quite or extremely supportive of their learning, 3% of students and 6% of families report teachers were not at all helpful.
- 73% of elementary teachers report they were able to reach between 61-100% of their students, 6% report they were able to reach 0-20% of their students.
- 45% of middle and high school teachers report they were able to reach 61 to 100% of their students, 20% report they reached between 0-20%.

D. What were barriers encountered for teachers, students, and families for teleworking and distance learning during the closing of school buildings?

- Teachers and students report that lack of quiet workspace, childcare, and caring for siblings as the biggest specific barriers of working and learning from home.
- Almost half of families (45%) report “My job” as the biggest barrier and lack of quiet space was less of a barrier.

- About a third of teachers (33%) and students (30%), and a fifth of families (20%) report they did not have barriers to distance learning. These are considerations for blended or distance learning models.

Student Well Being

Insights

We heard you:

- Most students are telling us they have a significant adult at school they can count on when needed.
- About one in every five students are telling us they are quite or extremely concerned about their social emotional well-being.
- About one in every three families are telling us that they are quite or extremely concerned about their child's social emotional well-being.

Here's what HIDOE is doing:

It is encouraging that 85% of students report they have a teacher or other adult from school whom they can count on for help if needed. Schools will need to continue to make it a priority to strive for all students to have a significant adult on campus they can connect with. Students' social and emotional learning (SEL) needs is a high priority area for schools. HIDOE is on track with the partnership with Hawai'i Keiki Healthy and *Ready to Learn Program* established in May 2020 to provide the health resource hotline and telehealth services for students and families. HIDOE in partnership with the Education for Homeless Children & Youth office launched the pilot *YES Project*, a collaborative outreach initiative for summer 2020 to connect with students and families with resources, including meals, hygiene supplies, food, clothing, and activities for academic and social support. In the fall, Social Emotional Learning (SEL) surveys for students will be available for HIDOE and charter schools on an opt-in basis along with resources for teachers to improve outcomes.

Findings

A. How are students doing with their social emotional well-being?

It is encouraging that 85% of students report they have a teacher or other adult (significant adult) from school whom they can count on for help if needed. Having a significant adult on campus is a resilience protective factor for student success. Schools will need to continue to make it a priority to strive for all students to have a significant adult on campus they can connect with.

- 22% of students (middle/high school) report being extremely or quite concerned about their own social and emotional well-being.
- 33% of families (all grade levels) report being extremely or quite concerned about their child's social and emotional well-being.
- 55% of students report being slightly or not concerned at all about their own social and emotional well-being, and 42% of families report being slightly or not concerned at all about their child's social emotional well-being.

- 52% report their teachers or counselors were quite or extremely helpful in supporting their emotional needs, 39% report their teachers or counselors were somewhat or slightly helpful, and 10% report not helpful at all.

Teacher and Principal Readiness for Distance Online Instruction

Insights

We heard you:

- About 1 in 3 teachers are telling us they feel quite or extremely confident about online working and teaching. Nearly another 1 in 3 teachers tell us they are slightly or not confident at all.
- Most principals are comfortable or very comfortable facilitating a Webex meeting, about 1 in 4 principals are slightly or not comfortable at all. About 3 in 5 principals used Webex as their primary platform, others may have used platforms they were more comfortable with.

Here's what we're doing:

During the closing of school buildings, the Leadership Institute created peer teacher to teacher online professional development opportunities for strategies and networking. These virtual sessions were attended by hundreds of HIDOE teachers. Training is a priority for teachers and staff, with the first two weeks of schools being half day sessions, professional development for teachers is one of the built-in components. As the year progresses, complex areas and state offices will provide more opportunities for professional development, especially in the area of engaging students online and addressing special populations. All HIDOE employees are issued a Webex account and have access to the platform and training.

Findings

A. What is the readiness for teachers to effectively telework/teleteach for online distance learning?

There is a need for teacher professional development for online teaching and using technology tools to further prepare for blended or distance learning. Teachers with less years at the school report greater confidence for online teaching and use of technology tools. Students report greater confidence than teachers using technology tools for online learning.

- 31% of teachers report they were quite or extremely confident about online teaching and working, 29% report they were slightly or not at all confident.
- Teachers with 1-3 years (37%) working at the school had greater confidence about online teaching and working compared to teachers at the school for more than 10 years (26%).
- 45% of teachers report they were quite or extremely confident using the technology tools provided by the school for distance learning. 22% report they were slightly or not at all confident using technology tools.
- Teachers with 1-3 years (55%) working at the school had greater confidence with technology tools provided by the school compared to teachers at the school for more than 10 years (36%).
- 67% of students report they were quite or extremely confident using the technology tools (e.g. device, learning applications) provided by the school for online learning, 10% report they were slightly or not confident at all.

B. What is the readiness for principals and schools to effectively pivot to complete online distance learning if required to do so?

Overall, many principals have pivoted quickly to online telework. However, there may still be about a fourth of principals who are not comfortable facilitating online meetings. This indicates further professional development opportunities need to be provided.

- 73% (n=187) of principals report they are comfortable or very comfortable facilitating Webex meetings. 27% (n=69) report they are slightly or not comfortable facilitating online meetings. 60% (n=154) of principals report using Webex as their primary platform, 33% (n=85) use Google, and 5% (n=14) use Zoom, thus, some principals may not be comfortable using Webex as a platform, but may be comfortable with other platforms.
- 89% (n=228) report that this first time the school has engaged in distance learning.

Training and Professional Development

Insights

We heard you:

- Families are telling us they would like support with access to resources and learning activities.
- Teachers are telling us they would like professional development the most on how to engage students online and addressing special populations.

Here's what we're doing:

As we plan trainings for the opening of the school year, we will seek opportunities for teachers to engage students online. Knowing what families would like support with access to resources and learning activities, the state, complex areas, and schools will consider ways to support parents with their request to provide access to resources and learning activities and other areas of need. More than a third of the families would like technology support, the Ohana Help Desk is in development to provide technology support for students and families for the upcoming school year. It is scheduled to launch on August 4, 2020.

Findings

A. How many teachers need professional development to effectively teach online for distance learning?

There is a need for most teachers to participate in professional development for distance learning.

31% of teachers report they were quite or extremely confident about online teaching and 45% report they were quite or extremely confident using the technology tools provided by the school for distance learning.

B. What are the training and professional development needs for teachers?

Teachers have indicated the need areas for professional development. The following are priority areas:

77% Engaging students online.

64% Addressing special populations (e.g. Special Needs, EL, Homeless).

53% Providing student online small group learning.

51% Addressing social, emotional, and physical needs.

- 46% Creating online assessments.
- 46% Enhanced parent communication.

C. What are training and support needs for families?

Families have indicated the following need areas for training and supports:

- 74% Learning activities.
- 71% Access to resources.
- 37% Training on my child's online applications.
- 35% Technology support.
- 31% Training on social emotional learning.
- 21% Training on using technology devices.

Communication

Insights

We heard you:

- Students and families are telling us the easiest way to stay in touch with them is through email, followed by text message.
- Families of students who receive special education or related services are telling us the majority of special education teachers and about half of the service providers mostly or always responded to their child's unique needs.
- Principals are telling us the most effective way for them to communicate with parents is through mass messaging (Synervoice), followed by emails, phone and text.
- Some students and families are telling us they use web-based platforms for communication, but it isn't generally the norm yet. Almost all principals are telling us they call the hard to reach families. Schools were unable to reach 7,647 students during the closing of school buildings.

Here's what HIDOE is doing:

HIDOE has transitioned last school year for all employees from Lotus Notes to the enterprise google email system, along with Webex accounts for every employee. This allows for virtual meetings that have enabled HIDOE to shift quickly to online meetings and instruction, despite many still being novices with the e-conferencing application. Many schools have already issued school-level student email accounts, and HIDOE is moving towards "all" students having accessible accounts in a state-level enterprise Google tenant for instructional and communication purposes. As more online options become the norm, it is anticipated that web-based platforms will begin to play a greater role in the communication and engagement of families. We will need to learn and grow with our families to shape what works best in this rapidly changing world.

Findings:

A. What are the most effective ways to communicate with students?

Students report the most effective way to communicate with them is through email (55%) followed by text message (19%) and classroom web-based platform (13%).

B. What are the most effective ways to communicate with families?

Families report the most effective way to communicate with them is through email (40%) followed by text message (34%) and phone calls (24%).

C. How are special education and related service providers communicating with families?

Communication by special education teachers and related service providers with families is an area that needs to be examined further.

- Families who responded to the question report that special education teachers (61%) and related service providers (50%) mostly or almost always responded to their child's unique needs.
- Families who responded to the question report that 17% of special education teachers and 28% of related service providers did not respond at all.

D. How do we reach the hard to reach student/family?

97% of principals report using the phone as the method they use to reach the hard to reach students and families. This is followed by the following:

- 72% postal service.
- 55% home visit.
- 33% email, texting, and apps.
- 25% social workers or programs.
- 5% school website & social media.
- 2% through other family members.

Principals report that 7,647 students have NOT been reached during the closing of school buildings.

Preferences for Planning Considerations

Insights

We heard you:

- About one in five families are telling us that they prefer a fully online distance learning option for their child.
- Almost two out of five families are telling us that they prefer their child to attend campus in-person without distance learning. Slightly more families are telling us they prefer a blended distance learning and in-person model for their child.
- About a third of students and families are telling us they preferred paper learning packets over online learning during the closure of school buildings.

Here's what HIDOE is doing:

Principals were given access to their school family survey results on July 2, 2020. Schools have recently adopted a state approved model for the opening of school. Family preferences will continue to be one of the considerations in addition to other factors that will determine the final school plans for the next school year. HIDOE is expanding the distance learning platform, in order to honor parent choice and prepare for this new extended practice of online blended learning options.

Findings

A. What are some preferences of students and families for planning considerations?

Preliminary family survey data indicate if given a preference:

- 17% of families prefer distance online learning
- 39% prefer students attending on campus
- 45% prefer a blended distance learning and in-person model
- 26% of students and 34% of families report they prefer paper learning packets over online learning during the closure of school buildings

CONCLUSION

Areas the Department is making progress in and will continue to work on:

- **Making progress to provide students with access to devices and access to reliable internet connectivity.**
 - While student access to devices and to reliable internet connectivity are basic needs for online distance learning, and there is still much work to do, the Department has been making much progress in a short time. 10,000 devices were purchased for summer learning programs, and 13,000 more devices are being ordered for the opening of school.
 - The Ohana Help Desk is in development that is scheduled to start on August 4, 2020. HIDOE schools will continue to loan and distribute devices to students. In addition, HIDOE is developing a process to identify students who are in need of devices and track if they were provided a loaned device.
 - Schools have issued 779 hotspots to students for internet connectivity during the closure of school buildings, stood up mobile hubs on neighbor island sites, and will continue to work with community partners to seek more ways to increase access to internet connectivity where it is currently not available. While the State of Hawaii continues to grapple with connectivity challenges, the HIDOE will continue to advocate for solutions from the DBEDT Broadband Hui.
- **Providing students with social emotional learning support.**
 - The social-emotional well-being of students continues to be of highest priority and will continue to be a focus. The Department has done a lot in a short time to address the whole student, including meal pick-up sites, the TeleHealth hotline was established in May 2020, the YES mobile hub on Oahu for the summer provides an array of supports, and in the fall the Panorama Student Social Emotional Learning survey will be available for schools to opt-in if they wish.

Areas of high leverage to focus on as next steps:

- **Student participation and engagement of students for online distance learning** – given that the situation in March was a crisis situation, it was appropriate at the time to take an approach of distance learning focused on enrichment. Looking ahead on all models of schooling for students (distance learning, in-person, or blended online and in-person), consistent engagement is key for all students to have an opportunity to learn and achieve. There is a need to build out a robust distance learning approach as a permanent innovation, through expansion of the platform, quality digital content, and training for all teachers and leaders.

- **Professional Development for teachers** – the strategies that are effective with in-person instruction may not be effective with online instruction. Given that 89% of principals report it was the first time their school has engaged in distance learning, and 77% of teachers report needing training in “engaging students online,” this is an important area. While having access to devices and internet connectivity are basic needs for online distance learning, student engagement and quality of learning will depend on the skillfulness of teachers. HIDOE is committed to building the capacity of our teachers across our K-12 continuum.
- **Technology** - leveraged for improved business, operations, and support programming such as tele-health, tele-work, and digital learning hubs. The success of students is dependent on all aspects of the HIDOE system, thus, continuous improvement and innovation through technology is necessary and timely.

Transforming schools from the traditional in-person model that the HIDOE was built around for centuries, into a versatile, innovative online blended distance learning design that considers parent choice will require a heavy lift. It is an opportunity the HIDOE welcomes in order to accelerate student learning experiences into the digital age, with outcomes aligned to the five student promises in the 2030 Promise Plan - Hawai'i, Equity, School Design, Empowerment and Innovation.