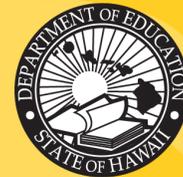


Preliminary Findings Summary

Teacher and Student Distance-Learning Survey



June 22, 2020

The Hawaii Department of Education (HIDOE) conducted distance-learning surveys for teachers, students, and is currently conducting a family survey that will be available until the end of June. The surveys focused on distance-learning experiences of teachers and students during the closure of school buildings following spring break in March 2020 in the areas of student and teacher access to devices and internet connectivity, student well-being, student engagement and experience in learning, and teacher professional needs. Distribution of the distance-learning surveys took place during the last two weeks of the 2019-20 school year and were sent to all HIDOE and charter school teachers and to secondary (middle and high) school students from Hawaii public, charter and private schools. This report will only include the information for the public schools, including charter schools. All surveys were conducted by a third-party partner, Panorama Education and were completely confidential and anonymous.

“This has been an important initiative of the Department, learning from the voices and experiences of teachers, students and families to help gauge readiness levels, progression and areas of need in planning for the new school year as well as any future circumstances of distance learning,” Superintendent Dr. Christina Kishimoto said. “We have the opportunity to use what we learned about equity of access to make permanent, innovative improvements to our digital learning approach to better engage our students, particularly our most vulnerable learners. We must invest in equity of access now.”

PRELIMINARY RESULTS

The following are the preliminary results of teacher and secondary (middle and high school) student distance-learning surveys around the readiness of the Department to support students and teachers in distance learning. Some questions are still being processed and are not included in this summary at this time.

RESPONSE RATE

The response rate for the distance-learning survey for secondary students was 8,936, including 558 students from charter schools and 275 students from 36 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%.

PANORAMA EDUCATION DASHBOARD

The Panorama Education Dashboard provides an interactive platform to explore and understand the results of the distance-learning survey for teachers and secondary students. The public will have access to the state and complex area readiness data for distance learning.

The distance-learning survey for secondary students 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 teachers measured perceptions of how ready schools are to support teachers during school building closures focused on how schools are meeting the professional needs of their teachers 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: 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%

ACCESS TO DEVICES AND INTERNET CONNECTIVITY

Student Access to Devices: Overall, students have fair access to devices, more work in this area is needed to increase student access to devices.

- 29% of students report they were issued school laptops or tablets for distance learning.
- 83% report they have a home computer they use for distance learning.
- 71% of students report there are enough devices in the household available for each member to use at the same time.
- 6% of students report lack of technology as being their biggest barrier in effectively learning from home.

Students identifying as Native Hawaiian and Pacific Islanders are far less likely to have sufficient devices for distance learning as shown by students responding “yes” to having enough devices in the household available for each family member to use at the same time.

- 57% of students identifying as Native Hawaiian report yes.
- 60% of students identifying as Pacific Islander report yes.

- 71% of all students, statewide, report yes

A higher percentage of students identifying as Pacific Islander and Native Hawaiian report having school-issued devices. Considering the percent having enough devices in the household, and school-issued devices, efforts to decrease the equity gap for students need to continue.

- 37% of students identifying as Native Hawaiian report having a school-issued device for distance learning.
- 37% of students identifying as Pacific Islanders report having a school-issued device for distance learning.
- 29% of overall state level students report having a school-issued device for distance learning.

More students in middle school report having a school-issued laptop or tablet than high school students.

- Middle School: Grade 6: 34% | Grade 7: 33% | Grade 8: 29%
- High School: Grade 9: 28% | Grade 10: 27% | Grade 11: 26% | Grade 12: 24%

Teacher Access to Devices: Overall, teachers have adequate access to devices to work from home.

- 95% of teachers report they have a work-issued laptop or tablet for telework.
- 54% of teachers report they have a home computer to use for telework.
- 79% report there are enough devices in the household available for each member to use at the same time.
- 5% of teachers report lack of technology as their biggest barrier in effectively working from home.

Student Access to Internet Connectivity: Overall, students have fair access to the internet, more work in this area is needed to increase student access to reliable internet.

- 76% of students report they have reliable internet access in their home.
- 88% of students report they have a smartphone with internet access.
- 93% of students report they are able to access the internet wirelessly.
- 4% of students report lack of internet as the biggest barrier in effectively learning from home.

Teacher Access to Internet Connectivity: Overall, teachers have fair access to internet connectivity. More work in this area is needed to increase teacher access to reliable internet.

- 73% of teachers report they have reliable internet access in their home.
- 5% report having a work-issued hotspot.
- 4% of teachers report having a work-issued smartphone with internet access.
- 97% of teachers report they are able to access the internet wirelessly.
- 5% of teachers report lack of internet as their biggest barrier to effectively work from home.

STUDENT ENGAGEMENT AND EXPERIENCE

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

- WebEx meetings – 78% of teachers and 36% of students.
- Google for Education – 75% of teachers and 88% of students.
- Zoom – 45% of teachers and 35% of students.

Student Engagement with Technology: 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.

Student Participation and Engagement: Consistent participation of students in distance learning varied amongst student and teacher responses. Students report higher degrees of consistently participating in distance learning either through paper packets or online learning than teachers.

- 83% of students report they consistently participated in distance learning through online devices.
- 22% of students report they consistently participated through paper packets.
- 26% of students report they prefer to be provided with assignments and notices in paper packets regardless of the availability of devices and connectivity and 74% report they prefer a device and internet connectivity.
- 31% of elementary teachers report 61-100% of students consistently participated in distance learning and 18% of elementary teachers report 0-20% consistently participated.
- 10% of middle and high school teachers report 61-100% of students consistently participated in distance learning and 48% of middle and high school teachers report 0-20% of students consistently participated in distance learning.

Student Support and Connection: Students in general report teachers were supportive of their learning. Elementary and secondary teachers report having difficulty reaching students. The remaining questions still being processed from the survey may shed further insight into this area.

- 69% of students report teachers were quite or extremely supportive of their learning, 3% 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%.

Barriers to Distance Learning: 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. These are considerations for blended or distance-learning models.

- 19% of teachers and 19% of students report lack of quiet workspace as their biggest barrier of working and learning from home.
- 17% of teachers report child care as their biggest barrier of working from home.
- 11% of students report the need to care for brothers or sisters as their biggest barrier.
- 33% of teachers and 30% of students report not having barriers.

STUDENT WELL-BEING

Significant Adult: 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.

Social Emotional Learning Needs: Students' social and emotional learning (SEL) needs is a priority area for schools. This confirms the 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. The HIDOE in partnership with the Education for Homeless Children & Youth office, will pilot the 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. As a note, resources were offered at the end of the distance-learning survey for students who might be in need, including the Telehealth for Hawaii DOE Students hotline and services from the Hawaii Department of Health. In the fall, 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.

- 22% of students report being extremely or quite concerned about their social and emotional well-being, 23% report being somewhat concerned, and 55% report being slightly or not concerned at all.
- 52% of students 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.

PROFESSIONAL NEEDS

Professional Development Needs for Teachers: 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.

Areas of professional development needed: The following are professional development need areas for teachers moving forward:

- 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
- 39% Personalized learning

- 39% Project based learning
- 37 % WebEx, Google, or Zoom school platforms
- 35% Accessing curriculum resources
- 30% Accessing lessons

In addition to the questions that are still being processed for these teacher and secondary student surveys, the results of the family distance-learning survey should be considered to deepen the understanding of the HIDOE readiness for distance learning.

The data points of this summary can be accessed on the public dashboard provided by Panorama Education at bit.ly/HIDOEDistanceLearningSurveyDashboard.

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