



Summary Data: Remote Learning & Family Reopening Survey

Boston Public Schools

Family Reopening Survey

About the Survey

- The family reopening survey was launched on Monday, June 29 and administered online in 10 languages.
- The survey was anonymous, so all demographics are self-reported.
- All questions were optional. Data represented here reflects 17,176 responses as of July 31.
- This slide deck includes results disaggregated by race.

Responses by Group

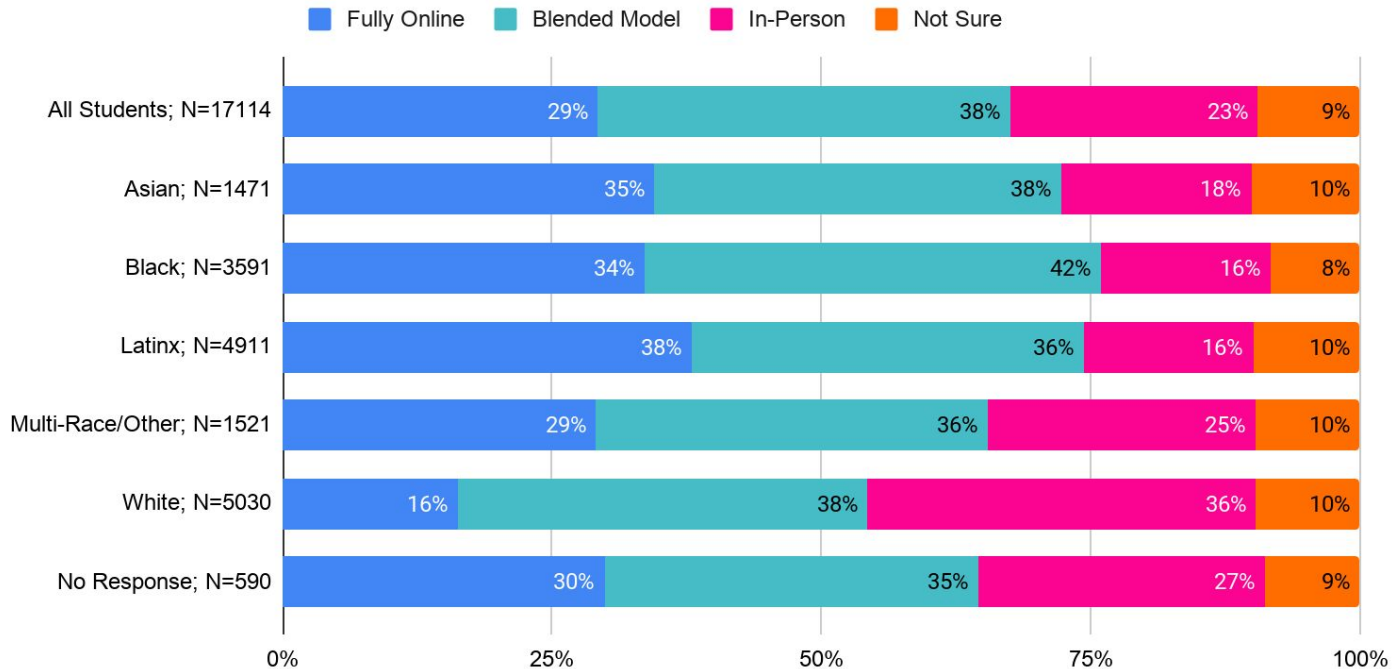
Race/Ethnicity

Group	Number	Percent
Asian	1473	9%
Black	3608	21%
Latinx	4924	29%
Multi-Race/Other	1524	9%
White	5040	29%
No Response	607	4%

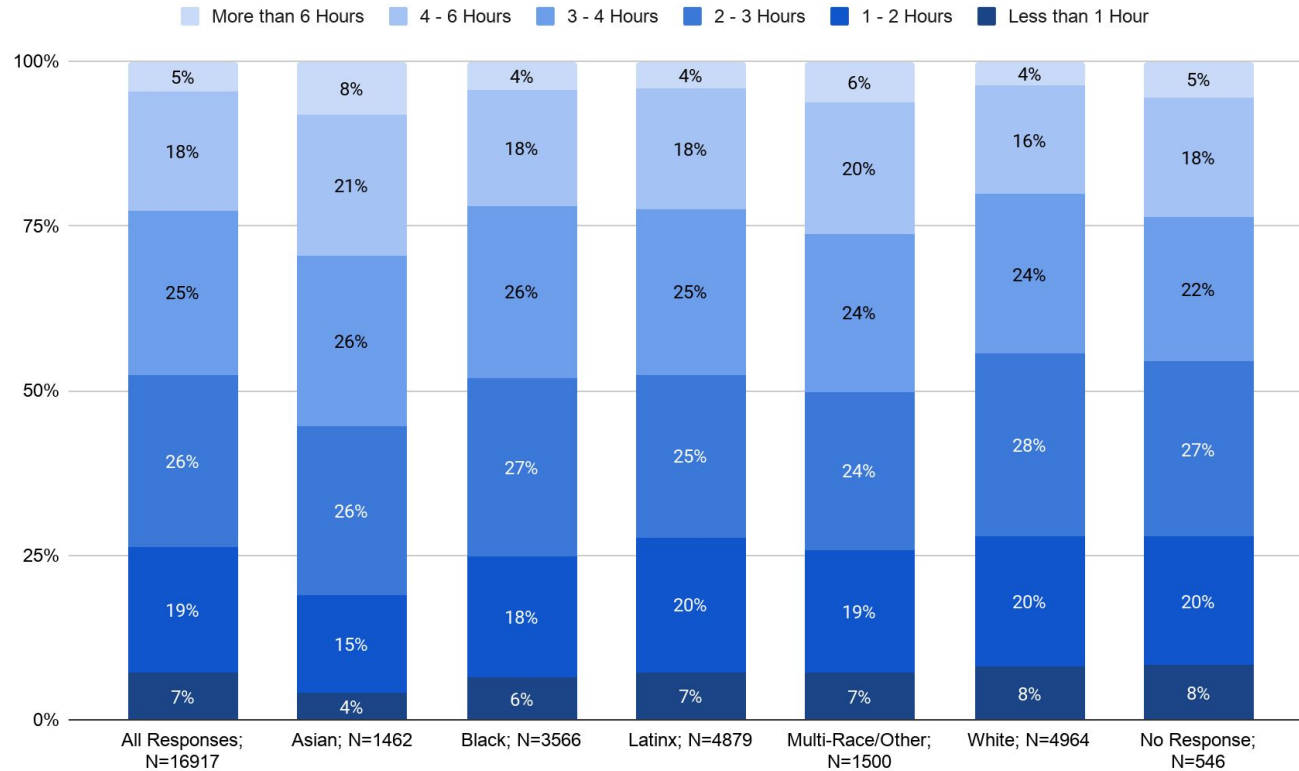
Note: all demographic questions were optional. Because the survey is anonymous, all demographics are self-reported.

At this time, if you could choose the learning model for your child/children next year, would you choose:

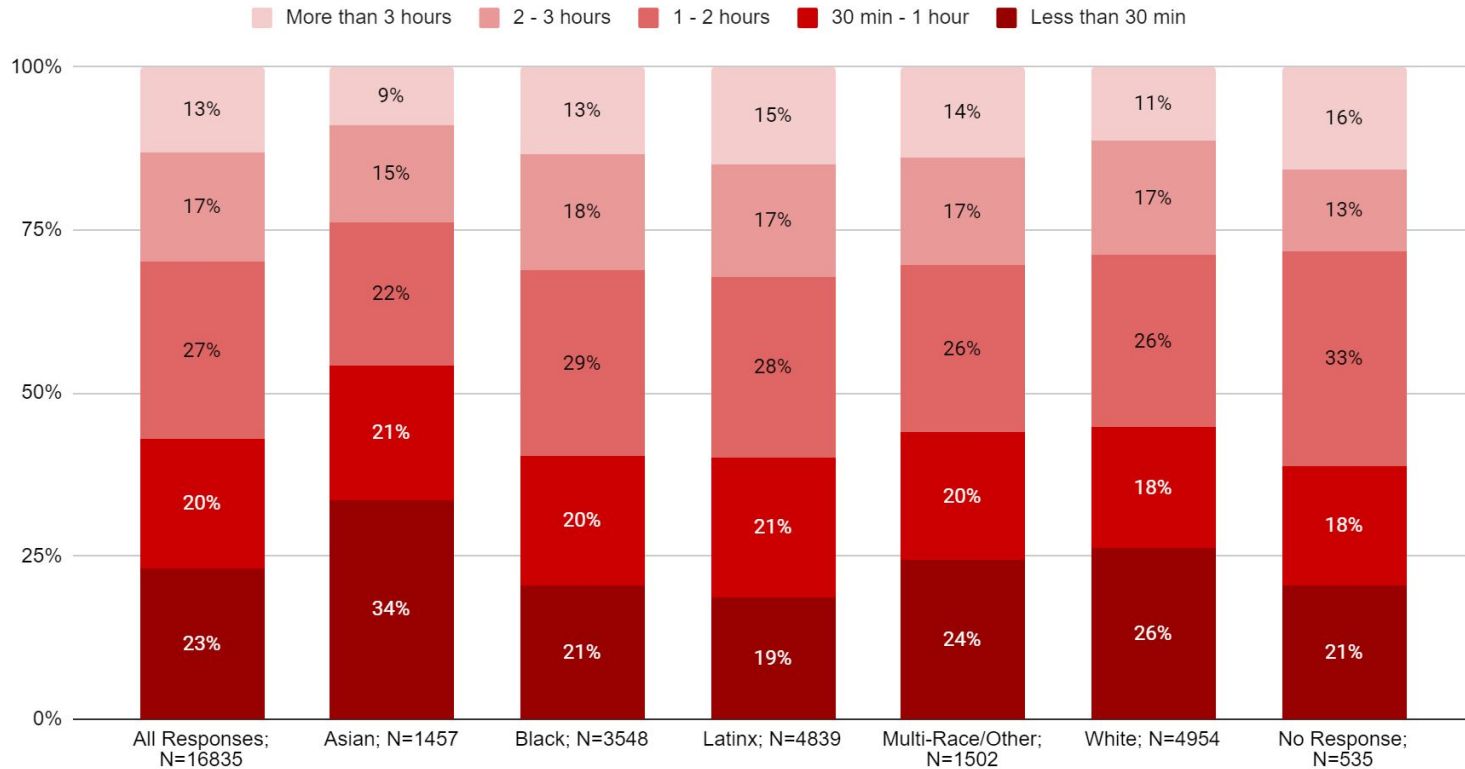
- Fully online model for all students (Fully Online)
- A blended home / school model where a limited number of students are in the building at once to enable social distancing and students also learn remotely at home (Blended Model)
- Back in the school building for all students (In-Person)
- Not Sure



How many hours each day does your child/children engage in remote learning at home? This includes time spent in online meetings, time spent doing work assigned by a teacher, and time spent completing activities or assignments from parents or guardians.



During the spring school closure, about how much time did you or another adult spend in total each day helping your child/children at home with remote learning?



Review of Remote Learning

Available Data Points

- Student Engagement includes attendance and online activity:
 - Attendance: This report looks at the percentage of students who attended 80% of days or more during Phase 2 and compares that percentage to pre-closure attendance.
 - Online activity provides an understanding of system-wide usage of Google Classroom and Clever, two major online platforms for student learning. This report looks at the percentage of students who logged in at least once during Phase 2 as well as the percentage of students who logged in 80% of days or more during Phase 2.
- Prerequisite assessments were administered to students in grades 3-11 in ELA and math. Students were expected to complete one assessment in each subject using the Illuminate platform with the exception of first year English Learners, students with ELD Levels 1 or 2, and students with MCAS-Alt included in their IEPs.
- Student perception data was collected using a survey at the end of Phase 2 to understand student perceptions of remote learning. Responses are organized by major scale: classroom engagement, pedagogical effectiveness, remote learning platforms/tools, student distance learning environment and student needs with distance learning.

Overall Summary

Student Engagement

Overall, 99.8% of students were marked as present or logged in at least once during Phase 2 of remote learning. Across all students, 70.2% attended at least 80% of days enrolled during Phase 2. This is 22 percentage points lower than before school closure, where 92.3% of students attended at least 80% of days enrolled.

Prerequisite Assessments

Over 60% of eligible students took at least one prerequisite assessment in ELA and math. The average percent correct was 48.5% in ELA, compared to 54% in math.

Student Perception

Students had the most favorable perception of Pedagogical Effectiveness (64% favorable), while Classroom Engagement was perceived least favorably (36% favorable).

By Grade Span

Large percentage point differences across grade groups demonstrated the need to look at subsequent student group data through this lens. In order to control for variance across grade levels, student group data was analyzed by the following grade spans: K0-2; 3-5; 6-8; and 9-12.

Student Engagement

Comparing in-school with Phase 2 attendance, students in grades 6-8 saw the largest decrease in students attending at least 80% of days enrolled (-32.6 percentage points). Only 8.2% of high school students logged in to Clever or Google Classroom 80% or more of days enrolled, compared with 43.5% of students in grades 3-5.

Prerequisite Assessments

Participation rates were considerably lower in older grades, with 72% of students in grades 3-5 taking at least one ELA and math assessment, compared with roughly 50% of 9th-11th graders. However, students in higher grades performed better. The average percent correct for 9th-11th grade students was 13 percentage points higher than 3-5th graders.

Student Perception

Student perception was consistently less favorable in older grades across all survey domains. There was a 28 percentage point difference between grade 3-5 respondents and 9-12 respondents on the Classroom Engagement domain. Only 23% of high school students responded favorably.

Student Success Plans

Patterns across grade levels (K1-12) were fairly consistent: 15-23% of students had a Tier 2 SSP, and 8-13% of students had a Tier 3 SSP.

Student Engagement by Major Student Group

Group	Percent of students attended at least 80% or more of days enrolled between BOY and March 16, 2020	Percent of students attended at least 80% or more of days enrolled between May 4, 2020 and EOY	Change	Percent of students logged in to Clever/Google Classroom at least once during Phase 2	Percent of students who logged in to Clever/Google Classroom 80% or more of days enrolled in Phase 2
All Students; N=53406	92%	70%	-22%	86%	25%
Latinx; N=22741	90%	66%	-24%	85%	23%
Black; N=16550	91%	65%	-25%	83%	21%
White; N=7594	96%	85%	-11%	92%	21%
Asian; N=4666	97%	83%	-13%	93%	31%
Multi-Race/Other; N=1855	92%	72%	-20%	86%	27%
Current EL; N=16866	92%	70%	-22%	83%	27%
Former EL; N=6706	92%	69%	-23%	90%	20%
Never EL; N=29834	92%	71%	-21%	86%	24%
Students without Disabilities; N=42102	93%	71%	-22%	87%	26%
Students with Disabilities; N=11304	88%	65%	-23%	82%	21%
EL Students with Disabilities; N=4011	89%	67%	-22%	80%	22%
Economically Disadvantaged; N=40771	90%	66%	-24%	84%	23%
Non-Economically Disadvantaged; N=12635	97%	84%	-13%	90%	30%
Female; N=25759	94%	72%	-21%	87%	26%
Male; N=27631	91%	68%	-23%	84%	24%
Homeless Students; N=3416	84%	59%	-25%	82%	18%
Housed Students; N=49990	92%	71%	-21%	86%	25%