

Homework/Makeup Work Policy Recommendations

June 11, 2019

Teaching and Learning, Educational Services

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Background: Rationale for Policy Review

Following stakeholder input within district leadership groups as well as comments at Board of Education meetings, the board directed staff to review homework policies and practices across the district.

Key stakeholder input addressed:

- Consistency of homework practices/policies within and across sites
- Total amount of homework assigned to students
- Types of homework assigned

Background: Previous Policy Language

AUSD has a ‘decentralized’ policy in which the district’s Board Policy sets parameters for site policies/plans that are to be locally determined. Key elements of site policies are to include:

- Amount of time students are expected to spend on HW
- Extent to which HW assignments shall involve parents/guardians
- How parents/guardians will be informed about HW expectations, relation to grades, and how to help students
- Techniques that will be taught to help students allocate their time wisely, meet deadlines, and develop good study habits
- Student access to resource materials and assistance
- Means by which teachers will coordinate assignments to avoid overload of HW on one day and very little the next
- Extent to which HW assignments shall emphasize independent research, reports, reading, and problem-solving activities

Background: Timeline of Process

| | |
|-------------|---|
| Spring 2016 | Presentation to BOE: Overview of Status |
| Fall 2016 | Presentation to BOE: Research, Model Policies |
| Spring 2017 | Additional presentation to BOE, Convene Workgroup |
| Fall 2017 | Stakeholder engagement, research/policy review |
| Spring 2018 | Development of Draft Policy Language |
| 2018-19 | Additional engagement, policy revision |
| May 2019 | Policy Recommendation |

Background: Research

- Meta-analyses by researchers, including Harris Cooper and John Hattie, have been unable to reveal a significant positive impact at the elementary level and demonstrate a moderate positive impact at the secondary level, though this impact diminishes when the quantity of homework becomes too large.
- Marzano states that homework is more closely related with increases in academic achievement as students get older.
- Cooper, H., et. al. “Does Homework Improve Academic Achievement? A Synthesis of Research, 1987-2003.” Review of Educational Research. 76:1 Spring 2006, pp. 1-66.
- Marzano, R.J. and D.J. Pickering. “The Case for and Against Homework.” Educational Leadership. 64:6. March 2007 Pp. 74-9.
- Hattie. J. Visible Learning Plus. <https://www.visiblelearningplus.com/content/research-john-hattie> ‘

Background: Research

Many aspects of homework effectiveness are beyond educators' control, including home workspace, competing activities, and distractions. These are likely to have significant impacts and should be considered.

- Homework should have a definitive purpose that is made clear to students.
- Teachers should make sure that students have the knowledge to complete assignments successfully.
- Prompt teacher feedback and a schedule also help ensure that assignments are useful.

Protheroe, N. "Good Homework Policy = Good Teaching." *Principal*. 2009, p. 44.

Background: Research

- Short frequent homework assignments are the most effective.
- Assignments that practice past lessons and prepare for future lessons are more effective than assignments that only cover same-day content.
- Assignments that disperse hard and easy material increase completion rates and accuracy while decreasing the students' perceived difficulty.

“Effective Homework Assignments Brief.” 2008. National Council of Teachers of Mathematics.

Background: Research

Guidelines for good homework assignments:

- **Purpose:** provide practice, check for understanding, or provide opportunity to apply knowledge and skills
- **Efficiency:** maximize opportunities for students to learn and demonstrate their knowledge
- **Ownership:** offer choices, be personally relevant, and create personal relationship
- **Competence:** students should be able to do their homework on their own personalized to students' abilities
- **Aesthetic appeal:** well organized and without excessive words or text

Vatternoot, C. "Five Hallmarks of Good Homework." *Educational Leadership*. 2010.

Stance of National Educational Organizations

National PTA, National Education Association (NEA), and the Association of California School Administrators (ACSA) express alignment with Cooper's guidelines ('10 minute rule').

NEA further states that over the past few decades, HW has increased primarily in the lower grade levels, and this increase is associated with neutral (and sometimes negative) effects on student achievement.

ACSA also highlights the importance of purposeful assignments that clarify what students are expected to do and how the work relates to the outcome of what they are expected to learn.

Review of Homework Practices

- In the initial review of school site homework policies/practices, it was found that 7 of 10 elementary schools were utilizing guidelines consistent with Cooper's '10 minute' rule.
- Beyond this similarity, few consistencies were found in articulated site homework policies and most sites did not have policies that articulated the full scope of the required elements from BP/AR.
- Secondary schools revealed almost no alignment and minimal documented policy language.

Data Review: Fall 2017 Survey

The survey conducted in fall 2017 yielded the following trends:

- One third of high school student respondents reported spending more than 3 hours per night on homework.
- The vast majority of all stakeholders indicated that homework is expected/done on weekends. The majority of students and parents/guardians indicated that homework is expected on extended breaks. This was not true for teachers.
- The majority of middle school teachers (69%) and high school teachers (71%) agreed that homework is worthwhile. This differed markedly from middle school (43%) and high school (34%) students.

Data Review: Fall 2017 Survey

The survey conducted in fall 2017 yielded the following trends:

- Students and parents/guardians identified sports activities and family responsibilities as the primary barriers to completing homework.
- At the high school level competing homework assignments and unclear instructions were also identified as significant barriers.

Data Review: Spring Survey

A set of survey questions was developed to more specifically assess the experience and perceptions of stakeholders with regard to homework assessment, amount, frequency, and communication.

Survey versions were developed for students, staff, and parents/guardians. They were sent out the week of April 29th. Details regarding participants are below. Data below reflects responses as of 12:30 PM on 5.15.19.

| Group | Total | TK-2 | Gr. 3-5 | Gr. 6-12 | Other |
|-----------------------|-------|------|---------|----------|-------|
| Staff | 155 | 30 | 28 | 95 | 2 |
| Students | 106 | 7 | 17 | 81 | 0 |
| Parents/ Guardians | 298 | 97 | 72 | 126 | 1 |

Data Review: Spring Survey

Key Results:

- The majority of student and staff respondents report that homework, on average, makes up less than 30% of their total grade. 61% of 6th-12th staff members and 67% of 6th-12th students report that homework makes up 10-30% of their total grade.
- At 6th-12th, 25% of staff and 51% of students report that when homework is graded, the grade is based primarily upon completion.
- 87% of TK-5th staff and 95% of 6th-12th staff indicated that the specific purpose of homework assignments is stated in advance. 55% of 6th-12th students agree.
- 60% of TK-5th staff and 56% of 6th-12th staff indicated that the specific purpose of homework assignments is included on the assignment in written form. 46% of 6th-12th students agree.

Data Review: Spring Survey

Key Results:

- 49% of TK-5th staff and 32% of 6th-12th staff indicated that more than 50% of homework is due on the following day. This was the response for 73% of 6th-12th students and 62% of 6th-12th parents/guardians.
- 2.4% of 6th-12th staff indicated that the typical amount of time expected for an assignment due the next day is more than 40 minutes. 38% of 6th-12th students and 56% of 6th-12th parents/guardians indicated the same.
- At TK-5th the majority of staff have homework due either 4 days/week or 1 day/week. 6th-12th staff responses did not reveal a clear majority. 45% reported either 1 day/week or 1-2 times/month. 84% of 6th-12th students and 86% of 6th-12th parents/guardians reported that homework is due every day or 4 days/week.

Data Review: Spring Survey

Key Results:

- 49% of TK-5th staff and 32% of 6th-12th staff indicated that more than 50% of homework is due on the following day. This was the response for 73% of 6th-12th students and 62% of 6th-12th parents/guardians.
- 81% of 6th-12th and 70% of TK-5th staff indicated that, on average, less than 2 hours per week was expected in a typical week per course/classroom (Elementary/Non-AP or Honors). 52% of 6th-12th students and parents/guardians responded similarly.
- 45% of 6th-12th staff indicated that, on average, less than 2 hours per week was expected in a typical week per course/classroom (AP or Honors). 48% of 6th-12th students and 31% of parents/guardians responded similarly.

Data Review: Spring Survey

Key Results:

- The majority of 6th-12th staff (91%), students (80%), and parents/guardians (82%) indicated that information about homework assignments can be accessed outside of school by students. At TK-5th, 27% of staff and 40% of parents/guardians reported the same.
- The majority of 6th-12th staff (88%), students (67%), and parents/guardians (74%) indicated that information about homework assignments can be accessed outside of school by parents/guardians. At TK-5th, 44% of staff and 42% of parents/guardians reported the same.

Proposed Policy: Overview

The draft policy developed in Spring 2018 drew from model policy language from the California School Boards Association (CSBA), Davis Joint Unified School District, San Ramon Valley Unified School District, research, and existing/previous AUSD BP/AR.

Revisions during 2018-19 were informed by additional input and reframed around key concepts:

- Policy language should represent best practices and easily translate to effective professional development
- Policy language should allow for logistically effective implementation of systems and structures by staff
- Policy language should not inappropriately restrict teachers from making effective decisions as professionals
- Policy language should hold all stakeholders accountable

Proposed Policy: Overview

The recommended policy revisions maintain the basic structure of current AUSD Board Policy/Administrative Regulation while introducing revisions to content:

1. Board Policy 6154 provides BOE beliefs, foundational values, and broad policy positions.
2. Administrative Regulation 6154 requires sites to develop and regularly review a school-site homework plan and outlines elements that must be articulated within that plan.

A proposed Exhibit (E 6154) would establish a template to be used as a reference document and, in the absence of a school-site's own development process, serve as the plan in place.

Proposed Policy: Core Beliefs

Homework serves to supplement and complement classroom instruction and the Board believes, as research supports, that student learning is positively affected when homework assignments are purposeful, engaging, and appropriate in quality and quantity. The purpose of homework is to promote high quality student learning and achievement, and to nurture a desire for students to extend their learning.

Proposed Policy: Foundational Values

The following values are foundational to the district's vision for effective implementation of homework:

- Parents/guardians and teachers shall be mindful of the need for students to live balanced lives so they may achieve optimal health, development, and learning.
- Homework shall have a positive impact on learning and achievement.
- Homework shall have a positive impact on student attitude, self-esteem, and healthy development of the whole student.
- Homework shall be the work of the student.
- Teachers shall not be required to assign homework.

Proposed Policy: Makeup Work

- Students who miss school work shall be given the opportunity to complete all assignments and tests that can be reasonably provided.
- As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence.
- Students shall receive full credit for work satisfactorily completed within a reasonable period of time.
- No late penalty need be imposed and no minimum penalty is established by this policy.
- For the purposes of this policy, a ‘reasonable period of time’ shall be defined as at least two school days per day of absence.

Proposed Policy: Additional Areas

Additional policy language addresses the following areas:

- Supports
- Collaboration
- Professional Development
- Notification
- Annual Review

Proposed AR: Elements of Site Plan

- The principal and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. Students and parents/guardians shall be consulted in the development and review process.
- The plan shall adhere to the guidelines and foundational values established in Board Policy 6154, be aligned to research-based, best practices, and articulate all of the following:

Proposed AR: Elements of Site Plan

1. For each grade level or (as appropriate) department, the amount of time that students shall be expected to spend on homework including nightly/weekly expectations and weekend/extended break expectations. Where relevant, the plan shall also articulate expectations/limits for summer homework.
2. For each grade level or (as appropriate), the extent to which homework assignments shall systematically involve participation by parents/guardians and how parents/guardians are provided strategies to help their students.
3. The means by which students and parents/guardians shall be informed about the expectations, assessment methods, and grade impact of homework assignments.

Proposed AR: Elements of Site Plan

4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
5. The access that students shall have to obtain:
 - a. Resource materials from the library media center
 - b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments across grade levels and/or departments so that students do not receive an overload of homework one day and very little the next.
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading, and problem-solving activities.

Proposed AR: Elements of Site Plan

8. The means by which students are provided meaningful feedback/evaluation on their homework that supports their progress toward mastery of the standards.
9. For each grade level or (as appropriate) department, the impact of homework on a student's grade or overall performance assessment, including (where relevant) the approximate percentage of the total grade that homework comprises.
10. Other practices/policies identified by the site that enact the Board's vision for effective implementation of homework.
11. The means by which the site will assess ongoing the success of school-site homework plan elements.

Proposed Exhibit: Template Language

1. The concepts to be practiced at home shall have been previously introduced in the classroom.
2. Students shall be provided adequate direction and understanding of the assignment as a precedent for assigning homework. Where appropriate, classroom instructional time shall be given at the onset to assist students in effectively understanding and starting the assignment. Instruction shall include opportunities for development of organizational and study skills.

Proposed Exhibit: Template Language

3. When assigned, homework must include a clear articulation of the following:
- The purpose(s) and expected outcome(s) shall be clearly articulated in advance
 - How it is related to prior and/or future classroom instruction
 - How it will be assessed and what, if any, specific assessment tools (e.g. rubric) will be used. If specific assessment tools are to be used, they shall be provided in advance.
 - Whether it will be part of the student’s grade and, if so, the value of the assignment

Proposed Exhibit: Template Language

4. Feedback and evaluation for homework shall be timely and clear so the student may meaningfully incorporate that feedback into subsequent related class/course work. At the secondary level or in any instance where homework is graded, it must be assessed based on the course content/objectives and the student must receive feedback that supports their progress toward mastery if submission of the homework is required or the assignment will count toward a student's grade.

5. In designing and assigning homework teachers shall take into account the need for students to lead balanced lives and engage in activities beyond schoolwork. This shall include consideration of the total length of time it takes to complete a given assignment as well as the time allotted for a student to work on the assignment prior to the due date. Further, this shall also include consideration of any requirement that students collaborate with each other to achieve the stated purpose and outcomes.

Proposed Exhibit: Template Language

6. Homework assigned over standard (2-3 day) weekends shall not exceed what is typical for a single night during the regular school week.

7. Students shall not be expected to complete homework over extended breaks (Fall, Winter, Spring, and any other breaks of one week or more). Students may choose to make-up existing assignments, work ahead on future assignments, or complete aspects of assignments that span both ends of an extended break. No homework shall be assigned that requires specific completion over an extended break.

8. No summer homework shall be assigned with the exception of Advanced Placement/Honors courses. In the case of Advanced Placement/Honors courses, summer homework should be limited to only the tasks that are most critical to supporting student success in the course.

Proposed Exhibit: Template Language

9. Assignments shall be communicated with an adequate amount of advance notice. No assignment communicated after the end of the class period shall be due the next school day.

10. Parents/guardians shall be provided access to the following information:

- What homework has been assigned and whether it will be included in a student's grade
- The date of assignment and due date

This shall be done in a manner that allows parents/guardians to access the above information outside of school hours and without having to travel to the physical school campus. It is recommended that such access be through direct provision of the information via an online medium, in particular at the secondary grade level where the district provides access to on-line course tools.

Proposed Exhibit: Template Language

11. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

12. All supplies, materials, and equipment needed to complete assigned homework shall be provided to pupils free of charge.

13. No assignment shall be made which is punitive in nature.

14. Loss of recess shall not be a consequence for lack of homework completion.

Proposed Exhibit: Template Language

15. Whenever possible, homework should take into consideration individual student needs and abilities through various forms of differentiation. Homework assigned should be appropriate to the student's age and developmental level with regard to length of assignment and time available for completion.

16. Accommodations or modifications specified in IEP/504 plans shall take precedence over any of the requirements/guidance stated in this policy.

Proposed Implementation Plan

(If approved)

| | |
|------------------|--|
| June-August 2019 | Communication to stakeholders |
| Summer 2019 | Development of supports/resources for sites |
| August 2019 | Implementation of Pilot Policy |
| Fall 2019 | School sites develop/revise site homework plans by January 2019 |
| 2019-20 | Gather additional data to assess implementation success and revise BP/AR/E |
| Spring 2020 | (As needed) Provide update and final recommendation to BOE |

Board Action Proposed

Following discussion at a Board Policy Subcommittee meeting, the following will return to the Board for proposed action:

The Action presented for the Board's consideration is approval of proposed ***pilot*** policy language for Board Policy, Administrative Regulation, and Exhibit 6154 (Homework/Makeup Work) effective July 1, 2019.

If approved, the ***pilot*** policy would be implemented beginning in the 2019-20 school year and final recommendation would be made in May 2020.

Questions?

Data Review: Spring Survey

On average, how would you describe the impact of homework on your [student's] grade (or final assessment of progress) in your [their] class/courses?

| Response | Staff | | Students | | Parents/ Guardians | |
|--------------------------------|-------|------|----------|-------|--------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Very significant impact | N/A | N/A | 0 | 12.3% | 5.5% | 26.8% |
| Significant Impact | N/A | N/A | 20.8% | 23.5% | 15.9% | 33.8% |
| Moderate Impact | N/A | N/A | 54.2% | 55.6% | 48.6% | 31% |
| No Impact | N/A | N/A | 25% | 2.5% | 26.8% | 5.6% |

Does homework impact a student's grade (or final assessment of progress) in your class/course?

| Response | Staff | |
|------------|-------|-------|
| | TK-5 | 6-12 |
| Yes | 31.6% | 77.9% |
| No | 68.4% | 22.1% |

Data Review: Spring Survey

Are categories used for grading?

| Response | Staff | | Students | |
|---------------------------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Yes | 25.5% | 81.7% | 29.2% | 74.1% |
| No – no categories | 50.9% | 17.2% | 37.5% | 25.9% |
| No – no A-F grades | 23.6% | 1.1% | 33.3% | 0 |

What percentage of your total grade in a typical grading period comes from homework? (average percentage for multiple courses)

| Response | Staff | | Students | |
|----------------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| <10% | 68.8% | 33.8% | 37.5% | 19.4% |
| 10-20% | 6.3% | 31.1% | 12.5% | 43.1% |
| 20-30% | 25% | 29.7% | 25% | 23.6% |
| 30-40% | 0 | 4.1% | 12.5% | 6.9% |
| 40-50% | 0 | 1.4% | 0 | 4.2% |
| >50% | 0 | 1.4% | 12.5% | 2.8% |

Data Review: Spring Survey

When homework is assessed, what is the grade/assessment based primarily upon?

| Response | Staff | | Students | | Parents/ Guardians | |
|--|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Completion | 53.6% | 28.6% | 25% | 50.6% | 42% | 29.2% |
| Demonstration of Mastery/ Understanding | 3.6% | 11% | 8.3% | 1.2% | 11.8% | 2.8% |
| Combination of the two | 42.9% | 60.4% | 66.7% | 48.1% | 46.2% | 68.1% |

If 'combination,' what approximate percentage is based upon completion?

| Response | Staff | | Students | | Parents/ Guardians | |
|----------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 25% | 10.7% | 20% | 5.9% | 16.4% | 16.7% | 7.5% |
| 25-50% | 21.4% | 36.4% | 35.3% | 29.1% | 21.7% | 15.1% |
| 50-75% | 25% | 29.1% | 11.8% | 27.3% | 21.7% | 52.8% |
| More than 75% | 42.9% | 14.5% | 47.1% | 27.3% | 40% | 24.5% |

Data Review: Spring Survey

Percentage of assessed/graded HW that is checked for completion.

| Response | Staff | | Students | |
|---------------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 25% | 26.9% | 45.2% | 22.7% | 17.3% |
| 25-50% | 5.8% | 17.9% | 9.1% | 27.2% |
| 50-75% | 19.2% | 8.3% | 9.1% | 23.5% |
| More than 75% | 48.1% | 28.6% | 59.1% | 32.1% |

Percentage of assessed/graded HW that is self-assessment.

| Response | Staff | | Students | |
|---------------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 25% | 63.5% | 57.6% | 59.1% | 46.3% |
| 25-50% | 13.5% | 18.8% | 18.2% | 25% |
| 50-75% | 7.7% | 8.2% | 13.6% | 16.2% |
| More than 75% | 15.4% | 15.3% | 9.1% | 12.5% |

Percentage of assessed/graded HW that is assessed for accuracy, mastery, and understanding.

| Response | Staff | | Students | |
|---------------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 25% | 51% | 45.9% | 42.9% | 39.2% |
| 25-50% | 13.7% | 14.1% | 23.8% | 25.3% |
| 50-75% | 7.8% | 20% | 4.8% | 24.1% |
| More than 75% | 27.5% | 20% | 28.6% | 11.4% |

Data Review: Spring Survey

Is the specific purpose of homework assignments stated in advance?

| Response | Staff | | Students | |
|----------|-------|-------|----------|------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Yes | 87% | 94.5% | 63.6% | 55% |
| No | 13% | 5.5% | 36.4% | 45% |

Is the specific purpose included on the assignment in written form?

| Response | Staff | | Students | |
|----------|-------|-------|----------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 |
| Yes | 60% | 55.6% | 36.4% | 45.6% |
| No | 40% | 44.4% | 63.6% | 54.4% |

Data Review: Spring Survey

What percentage of homework is due on the following school day?

| Response | Staff | | Students | | Parents/ Guardians | |
|----------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 25% | 47.3% | 53.8% | 31.8% | 6.3% | 44.9% | 8.5% |
| 25-50% | 3.6% | 14.3% | 13.6% | 21.3% | 6% | 29.6% |
| 50-75% | 9.1% | 14.3% | 4.5% | 40% | 11.1% | 46.5% |
| More than 75% | 40% | 17.6% | 50% | 32.5% | 38% | 15.5% |

For an assignment due the next day, what is the typical amount of time spent/expected?

| Response | Staff | | Students | | Parents/ Guardians | |
|-------------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 20 min | 57.8% | 57.1% | 52.9% | 17.5% | 40.7% | 6.9% |
| 20-40 min | 33.3% | 40.5% | 29.4% | 45% | 42.8% | 37.5% |
| 40-60 min | 8.9% | 2.4% | 11.8% | 25% | 13.4% | 26.4% |
| More than 60 min | 0 | 0 | 5.9% | 12.5% | 3.1% | 29.2% |

Data Review: Spring Survey

How often is any form of homework due?

| Response | Staff | | Students | | Parents/ Guardians | |
|------------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Every day | 7.3% | 11.5% | 31.8% | 60% | 16.3% | 53.5% |
| 4 days/week | 34.5% | 14.9% | 18.2% | 23.7% | 30.7% | 32.4% |
| 3 days/week | 5.5% | 13.8% | 4.5% | 10% | 7.4% | 9.9% |
| 2 days/week | 1.8% | 14.9% | 22.7% | 2.5% | 5.6% | 2.8% |
| 1 day/week | 36.4% | 19.5% | 13.6% | 3.7% | 27% | 0 |
| 1-2 times/month | 14.5% | 25.3% | 9.1% | 0 | 13% | 1.4% |

Data Review: Spring Survey

On average, how much time is spent/expected on homework per course/class in a typical week? (Elementary and secondary non-AP/Honors courses)

| Response | Staff | | Students | | Parents/ Guardians | |
|--------------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 1 hour | 32.1% | 48.8% | 45.5% | 11.3% | 39.5% | 21.3% |
| 1-2 hours | 37.5% | 31.7% | 31.8% | 40.3% | 27.1% | 31.1% |
| 2-3 hours | 16.1% | 15.9% | 4.5% | 19% | 14.3% | 14.8% |
| 3-4 hours | 8.9% | 1.2%% | 9.1% | 12.9% | 7.6% | 13.1% |
| 4-5 hours | 3.6% | 2.4% | 9.1% | 4.8% | 7.6% | 8.2% |
| 5-6 hours | 1.8% | 0 | 0 | 4.8% | 3.3% | 0 |
| 6-7 hours | 0 | 0 | 0 | 1.6% | 0 | 4.9% |
| More than 7 hours | 0 | 0 | 0 | 4.8% | 0.5% | 6.6% |

Data Review: Spring Survey

On average, how much time is spent/expected on homework per course/class in a typical week? (Secondary AP/Honors courses)

| Response | Staff | | Students | | Parents/ Guardians | |
|--------------------------|-------|-------|----------|-------|-----------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Less than 1 hour | N/A | 21.4% | N/A | 9% | 51.6% | 11.4% |
| 1-2 hours | N/A | 25% | N/A | 38.6% | 16.1% | 20% |
| 2-3 hours | N/A | 21.4% | N/A | 11.4% | 0 | 20% |
| 3-4 hours | N/A | 14.3% | N/A | 9% | 6.5% | 2.9% |
| 4-5 hours | N/A | 7.1% | N/A | 6.8% | 12.9% | 14.3% |
| 5-6 hours | N/A | 10.7% | N/A | 13.6% | 3.2% | 11.4% |
| 6-7 hours | N/A | 0 | N/A | 0 | 3.2% | 5.7% |
| More than 7 hours | N/A | 0 | N/A | 11.4% | 6.5% | 14.3% |

Data Review: Spring Survey

Is information posted/provided about homework assignments that can be accessed outside of school (for students)?

| Response | Staff | | Students | | Parents/ Guardians | |
|------------|-------|-------|----------|-------|--------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Yes | 27.3% | 90.9% | 40.9% | 79.5% | 39.8% | 81.7% |
| No | 72.7% | 9.1% | 59.1% | 20.5% | 60.2% | 18.3% |

Is information posted/provided about homework assignments that can be accessed outside of school (for parents/guardians)?

| Response | Staff | | Students | | Parents/ Guardians | |
|------------|-------|-------|----------|-------|--------------------|-------|
| | TK-5 | 6-12 | TK-5 | 6-12 | TK-5 | 6-12 |
| Yes | 43.6% | 87.6% | 23.8% | 67.1% | 41.8% | 73.9% |
| No | 56.4% | 12.4% | 76.2% | 32.9% | 58.2% | 26.1% |

Data Review: Spring Survey

Which of the following are used to provide/post information about homework for parents/guardians to access? (Check all that apply)

| Response | Staff | Students | Parents/ Guardians |
|--------------------------------|-------|----------|-----------------------|
| Schoolloop e-mail | 34.3% | 30.3% | 33% |
| Gmail/other e-mail | 13% | 22.5% | 40.9% |
| Schoolloop/AERIES course tools | 53.7% | 59.6% | 27.3% |
| Google Classroom | 33.3% | 60.7% | 18.8% |
| Google Site | 1.9% | 2.2% | 3.4% |
| Other website | 5.6% | 5.6% | 11.9% |
| Other | 5.6% | 11.2% | 13.6% |

Data Review: Spring Survey

Have you changed your homework practices/policies significantly in the last year?

| Response | Staff | |
|------------|-------|-------|
| | TK-5 | 6-12 |
| Yes | 17.5% | 26.7% |
| No | 82.5% | 73.3% |

If 'yes,' describe how:

| Type of Change | Number of Responses |
|--|---------------------|
| Reduction in total amount of HW | 12 |
| Modification of HW practices due to course shift (length of class) | 3 |
| More student autonomy/choice | 3 |
| Change the value/role of HW within grading categories | 3 |
| Less total assessment of HW | 3 |