

# **Summary of Results: AUSD Homework Survey**

**January 9, 2017  
Educational Services**

# Presentation Goals

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- Provide a brief update on status of the AUSD Homework Workgroup
- Summarize results of the AUSD Homework Survey administered in fall 2017
- Outline next steps for the AUSD Homework Workgroup

# Status of Homework Workgroup

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The AUSD Homework Workgroup, composed of teachers, parents/guardians, students, and educational services staff, has:

- Convened five times beginning in May 2017 and will continue throughout the spring of 2018.
- Reviewed research, existing district/site policies, and exemplar policies from other districts.
- Read Rethinking Homework, by Cathy Vatterott.
- Developed and administered a homework survey to parents/guardians, students, and staff.

# Key Findings

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- Overall awareness of district and school policies is low.
- Significant disparities exist between student/parent/guardian perceptions of the ways in which homework practices can be improved and teacher perceptions of current homework practice implementation.
- Administrators report low levels of oversight of homework practices, and teachers report low levels of collaboration around homework.

# Survey Logistics

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- Administered via Google survey
- Opened on 10/19/17 and closed on 11/3/17
- Translated into multiple languages: Chinese, Spanish, Vietnamese, Arabic, Tagalog
- Summary of respondents:

Group	Elementary	Middle	High	Total
Student	19	288	758	1065
Staff	86	47	64	197
Admin	6	5	4	12
Parents/Guardians	430	327	284	1041

NOTE: The number of elementary student respondents is not representative of their overall population. Throughout the summary of results elementary student responses are excluded.

# Content Areas of Responding Teachers

Content Area	Percentage of Respondents		
	K-5	6-8	9-12
English Language Arts	0	48.9	26.6
Math	0	17	21.9
Science	0	17	20.3
History-Social Studies	0	44.7	17.2
World Language	0	4.3	9.4
Visual and Performing Arts	0	8.5	10.9
Career Technical Education (CTE)	0	0	7.8
Physical Education	1.2	2.1	1.6
Other	98.8	8.5	4.7

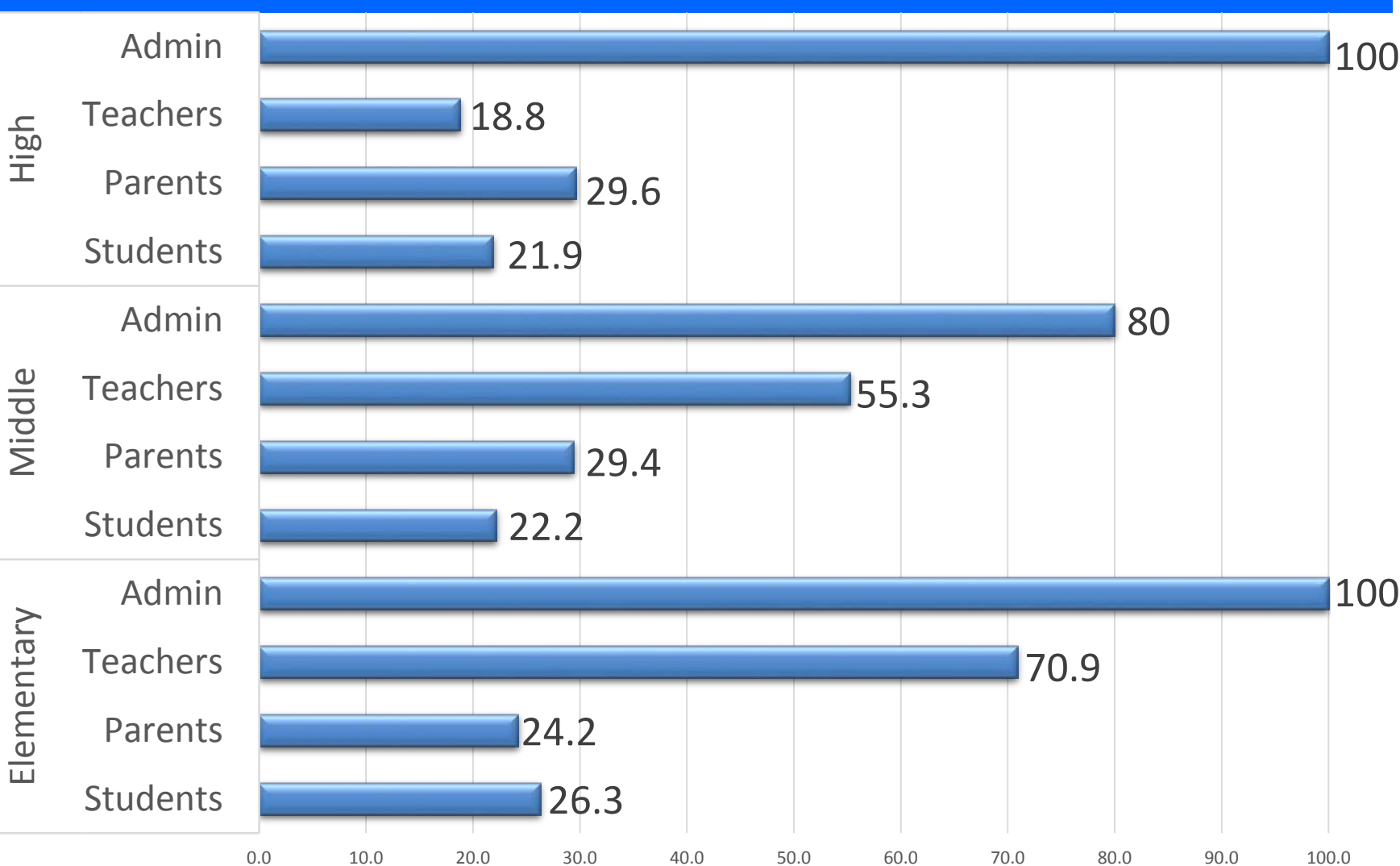
# Content Areas of Responding Teachers

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Note on responses:

- The majority of elementary teachers responded as ‘other’ given their status as classroom teachers of multiple subjects
- Middle school ‘core’ class consists of both English Language Arts and History-Social Studies

# Prior to this survey, were you aware of the district's homework policy?



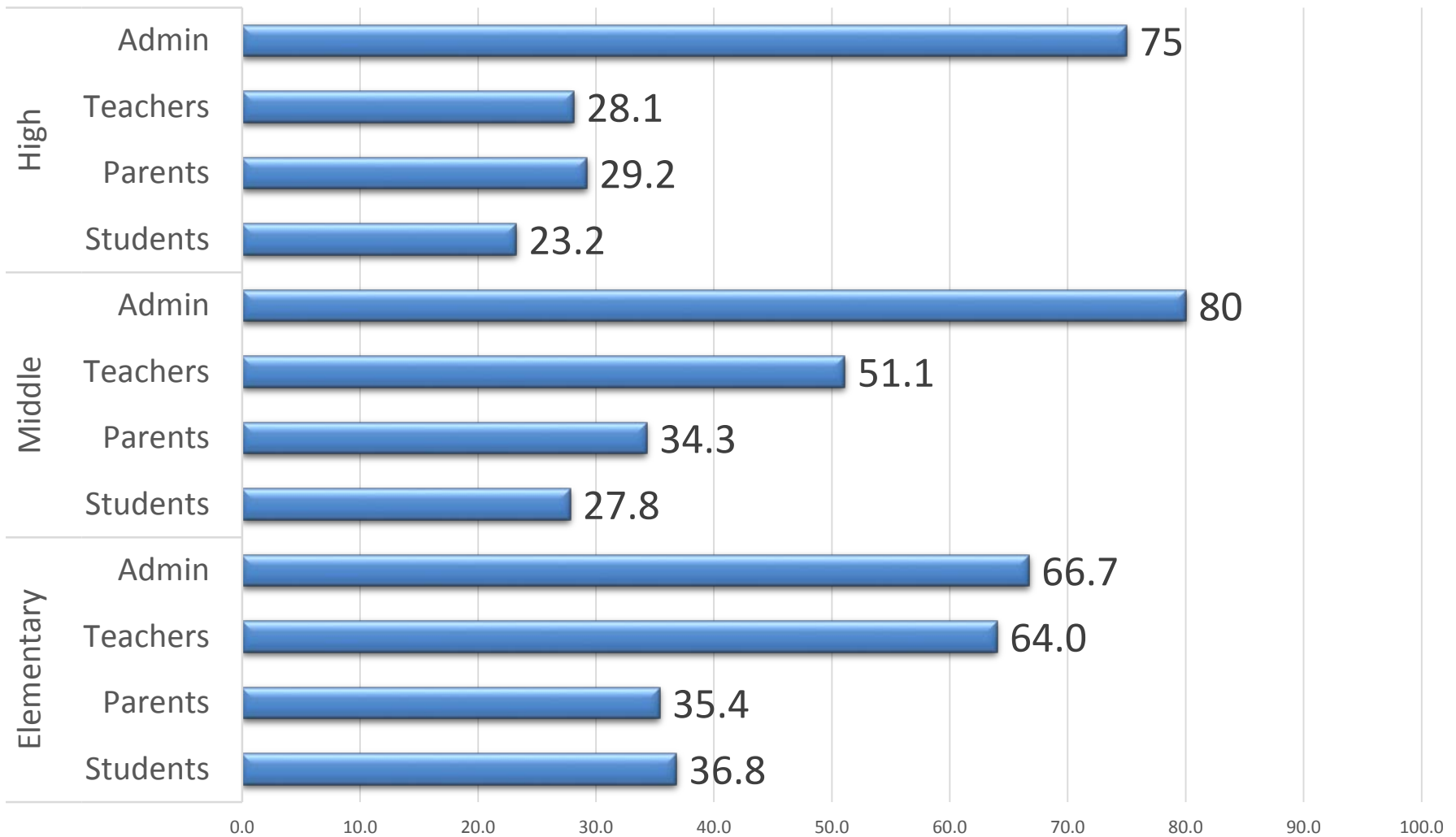


# Summary of Results: Policy Awareness

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- Almost all administrators reported prior awareness of the district homework policy.
- Parents/guardians and students at all grade levels reported low prior awareness of the district homework policy (no group at any grade level exceeded 30%).
- Teachers at elementary reported higher awareness (71%) and lower levels at middle (55%) and high (19%) of the district homework policy.
- Overall results for prior awareness of the site homework policies were similar to those for the district policy.

# Prior to this survey, were you aware of your site's current homework policy?



# Summary of Results: Time Spent on Homework

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- All groups agree that homework is done/expected on weeknights.
- While parents/guardians and students had similar results for weekends and on breaks, the percentage of teachers reporting that they expected homework to be completed on weekends or breaks was significantly lower at middle and high school.
- Students and parents/guardians show general agreement in reporting the amount of time it takes to complete homework on an average school day, with one third of high school students reporting that they spend more than 3 hours per night. The vast majority of teachers reported that they expect their students to spend less than 45 minutes per night on homework.

# Summary of Results: Time Spent on Homework

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- Note on results for secondary grades:
  - Teachers were asked ‘How much time do you expect your students to spend completing homework on an average school day?’ Many teachers at the middle/high school levels may have answered based on their specific expectations for their individual course and not their assumption of what colleagues are also assigning (yielding an aggregate estimate).
  - Example: 28.1% of high school teachers indicated that they expect their students to spend 30-45 minutes completing homework on an average school day. For a school in which students receive homework for 5 courses each day, this would yield 2.5 to 3.75 hours of homework/night.

# Summary of Results: When is homework done/expected?

Grade Span	Group	Percentage of Respondents		
		Weeknights	Weekends	On Breaks
Elementary (K-5)	Parents/ Guardians	94.4	31.2	10.7
	Teachers	98.8	23.3	10.5
	Administrators	100	16.7	0
Middle (6-8)	Students	99.7	84.4	47.2
	Parents/ Guardians	99.4	73.4	37
	Teachers	97.9	34	12.8
	Administrators	100	80	40
High (9-12)	Students	98.7	88.5	69.3
	Parents/ Guardians	99.3	88.7	65.9
	Teachers	100	70.3	29.7
	Administrators	100	100	100

# Summary of Results: How much time does it take/is expected to complete homework on an average school day?

Grade Span	Group	Percentage of Respondents					
		<30 Min	30-45 Min	45 Min – 1 Hour	1-2 Hours	2-3 Hours	>3 Hours
(K-5)	Parents/ Guardians	37.9	34.0	17.2	8.1	1.2	1.6
	Teachers	59.3	26.7	14.0	0	0	0
	Administrators	50	33.3	16.7	0	0	0
(6-8)	Students	7.3	15.6	25.3	26.7	15.3	9.7
	Parents/ Guardians	4.0	11.6	22.6	34.9	19.3	7.7
	Teachers	53.2	25.5	14.9	6.4	0	0
	Administrators	40	40	20	0	0	0
(9-12)	Students	1.3	4.7	10.4	20.8	30.5	32.1
	Parents/ Guardians	2.5	3.9	10.2	29.2	29.2	25
	Teachers	59.4	28.1	7.8	3.1	1.6	0
	Administrators	0	50	25	0	25	0

# Summary of Results: How much time is spent/ expected for studying and reviewing material in addition to completion of assigned homework?

Grade Span	Group	Percentage of Respondents					
		None	< 1 Hour	1-2 Hours	2-3 Hours	3-4 Hours	>4 Hours
(K-5)	Parents/ Guardians	55.8	25.8	11.4	3.5	1.4	2.1
	Teachers	69.8	26.7	3.5	0	0	0
(6-8)	Students	14.9	39.9	29.5	7.3	3.5	4.9
	Parents/ Guardians	12.0	22.5	28.9	17.3	7.0	12.3
	Teachers	46.8	42.6	8.5	2.1	0	0
(9-12)	Students	12.7	27.4	28.6	12.7	7.4	11.2
	Parents/ Guardians	16.8	31.2	29.7	11.6	4.6	6.1
	Teachers	25.0	48.4	25.6	0	0	0

# Summary of Results: Types of Homework

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- There are few instances in which results align across all three groups (students, teachers, parents/guardians) regarding the types of homework received/assigned in a typical week.
- Notable discrepancies in which the gap between teachers and students/parents/guardians were most significant (with far fewer teachers responding affirmatively):
  - Book work
  - Worksheets
  - Reading
  - Individual projects
  - Writing assignments



# Summary of Results: What types of homework do students receive in a typical week?

Percentage of respondents answering affirmatively									
Type of Assignment	Elementary			Middle			High		
	Students	Parents	Teachers	Students	Parents	Teachers	Students	Parents	Teachers
Group work or group project	5.3	2.8	1.2	13.2	32.1	8.5	39.7	59.9	21.9
<b>Individual project</b>	52.6	31.6	17.4	63.5	75.5	36.2	59.5	74.7	35.9
<b>Writing Assignment</b>	68.4	41.1	11.6	75.7	87.5	48.9	85.2	88	42.2
<b>Worksheet</b>	57.9	72.6	37.2	80.2	73.7	21.3	93.1	68.7	46.9
<b>Book Work</b>	68.4	44.9	39.5	86.1	87.8	40.4	94.7	90.1	51.6
<b>Reading</b>	89.5	86.7	93	62.9	81	40.4	88	84.2	43.8
Completing of Unfinished Classwork	47.4	18.8	22.1	64.6	47.1	76.6	73.4	48.6	70.3
Other	10.5	10.5	22.1	33.7	13.5	19.2	23.8	13.4	21.9
I'm not sure	0	1.2	0	0	1.8	0	0.5	3.5	0

# Summary of Results: Roles/Purposes of Homework

- The following percentages of students and parents/guardians agree or strongly agree that homework helps reinforce and/or practice what has been learned in class:

Group	Elementary	Middle	High
Parents/Guardians	79.8	85.9	82.4
Students	N/A	81.3	76

- The following percentages of students agree or strongly agree that homework helps them understand what they are doing in class:

Group	Elementary	Middle	High
Students	N/A	71.2	63.2

# Summary of Results: Roles/Purposes of Homework

- The following percentages of students and parents/guardians agree or strongly agree that homework is worthwhile:

Group	Elementary	Middle	High
Parents/Guardians	55.4	68.8	70.8
Students	N/A	42.7	33.7

- The majority of teachers agree or strongly agree that the homework they assign is worthwhile (93.1% elementary, 100% middle, 98.4% high).

## Summary of Results: Seeking Help

- The majority of teachers (94.2% elementary, 97.9% middle, and 87.6% high) agree or strongly agree that they encourage students and/or parents/guardians to contact them if homework becomes overwhelming.
- Students and parents/guardians report discrepant results, with the following percentages of each group reporting that they strongly agree or agree that they feel comfortable approaching the teacher when there is trouble completing homework:

Group	Elementary	Middle	High
Parents/Guardians	84.9	70.3	63.1
Students	N/A	64.9	52.1

## Summary of Results: Communicating the Purpose of Homework

- The majority of teachers agree or strongly agree that they regularly articulate the purpose and expected outcome for homework assignments (91.9% of elementary, 97.8% of middle, and 82.9% of high).
- Students and parents/guardians report discrepant results, with the following percentages of each group reporting that they strongly agree or agree that the teacher communicates the purpose of the assigned homework:

Group	Elementary	Middle	High
Parents/Guardians	58.6	57.5	51.8
Students	N/A	46.2	28.8

# Summary of Results: Understanding the Homework Task

- The majority of teachers agree or strongly agree that they regularly allow for student questions and planning regarding homework (74.4% of elementary, 93.6% of middle, and 84.4% of high).
- Students and parents/guardians report that lack of clear instructions is a significant barrier, with the following percentages of each group reporting that ‘the instructions are not clear’ when asked what factors make it difficult to complete homework:

Group	Elementary	Middle	High
Parents/Guardians	15.1	26.9	31.3
Students	N/A	29.9	46.8

# Summary of Results: Feedback and Adjusting Instruction

- The majority of teachers agree or strongly agree that they regularly provide timely feedback on homework to their students (75.6% of elementary, 87.3% of middle, and 93.8% of high).
- The majority of teachers agree or strongly agree that they regularly check in with their students about homework and adjust their homework assignments when needed (76.1% of elementary, 82.9% of middle, and 81.2% of high).
- In response to the prompt, ‘state your level of agreement for each of the following things a teacher could do to make homework better, ‘the following percentages of students and parents/guardians agreed or strongly agreed with the choice ‘provide feedback on homework performance.’

Group	Elementary	Middle	High
Parents/Guardians	84.2	93.3	89.1
Students	N/A	79.1	74.3

# Summary of Results: Reviewing Policies

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- The majority of teachers agree or strongly agree that they include homework policies in their syllabus or class description (79.1% elementary, 91.5% middle, 92.2% high).
- The majority of teachers strongly agree or agree that they review homework policies with students and parents within the first month of school (88.4% elementary, 91.5% middle, 93.7% high).



## Summary of Results: Tutoring

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- The following percentages of students and parents/guardians report that all or part of the homework is finished with the aid of a tutor:

Group	Elementary	Middle	High
Parents/Guardians	12.6	19.6	20
Students	N/A	9.7	7.8

# Summary of Results: Tutoring

Of the respondents who reported that all or part of the homework is finished with the aid of a tutor, the responses of those who also included a narrative description are categorized below:

Category of Response	Students		Parents/Guardians		
	Middle	High	Elementary	Middle	High
<b>Challenges with Math</b>	11	25	13	21	20
Writing Support	0	0	2	5	2
Specific Learning Disability/Difference	0	0	6	6	6
<b>Classroom instruction insufficient/unclear</b>	9	18	5	6	12
Extra help to complete homework	4	5	9	8	6
Part of afterschool program	2	0	5	2	0
Reinforce material from class	0	0	2	4	2
College Exams (SAT, ACT) and applications	0	1	0	0	2
To address poor grades	1	2	0	0	2
Other	0	3	2	3	6
<b>Total</b>	<b>27</b>	<b>54</b>	<b>44</b>	<b>55</b>	<b>58</b>

# Summary of Results: Barriers to Completing Homework

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- The following factors were identified by more than 25% of respondents at all grade levels (students and parents/guardians) as barriers to completing homework:
  - Sports activities
  - Family responsibilities
- The following additional factors were identified by more than 25% of both students and parents/guardians at the high school level as barriers to completing homework:
  - Competing homework assignments
  - The instructions are not clear
- Full results of the question regarding barriers to completing homework can be found on the following slide.

# What factors make it difficult for you (your child) to complete homework?

Factor	Elementary		Middle		High	
	Students	Parents	Students	Parents	Students	Parents
Sports activities	47.4	45.8	54.9	45.3	58.3	46.8
Religious activities	5.26	6.7	9.4	8.3	13.4	9.9
Volunteer service	0	4.4	21.5	8	32.3	19.8
Paid job	5.26	1.6	3.8	0.9	22.4	13.73
Family responsibilities	42.1	38	48.6	32.7	64.1	30
Transportation needs	0	4.2	8.7	4.6	24.1	6.7
Competing HW assignments	31.6	14.9	45.1	45	70.4	52.8
Performing arts activities	10.5	17.7	21.5	14.7	22.7	12
The work assigned is too difficult	15.8	9	25.3	13.1	46.6	21.5
Specific learning difficulties	10.5	13.5	8	15	14.9	13.7
My child does not have sufficient technology access	5.26	2.6	6	3.1	0	4.2
My child does not have a place to do their HW	0	2.1	0	0.6	8	0.7
There is not one available to help me with their HW	5.26	9.5	8	8.9	18.6	10.9
The instructions are not clear	36.8	15.1	29.9	26.9	46.8	31.3
Other	15.8	12.3	16.7	11	12.1	10.9
I do not have difficulty completing their HW	31.6	42.1	25.3	29.7	8.6	28.5

# Summary of Results: Improving Homework

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- In response to the prompt, ‘state your level of agreement for each of the following things a teacher could do to make homework better,’ the following options received more than 50% of parents/guardians and students responding that they strongly agree or agree:
  - Make sure that the homework assignment is written down
  - Post homework assignments online (more than 90% agreement at middle/high)
  - Make sure that the homework is understood (more than 90% at all grade levels)
  - Make homework relevant to students’ lives
  - Assign homework that develops the skills needed for college and career (more than 80% at middle/high)
  - Assign longer-term homework (not due the next day)
  - Assign homework that requires synthesis of ideas and critical thinking
  - Provide choice around the type of homework assignments (more than 70% at all grade levels)
  - Give less homework

# Summary of Results: Improving Homework (Continued)

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- In response to the prompt, ‘state your level of agreement for each of the following things a teacher could do to make homework better,’ the following options received consistent responses from students and parents/guardians, though not more than 50% agreement in all cases:
  - Assign homework that involves interactions with others
- Regarding the statement ‘give my parents guidance on how to help me with homework,’ significant discrepancy existed between parents/guardians and students, with only 31% of high school students stating agreement.
- The following options received minimal support:
  - Give more homework
  - None of the above

# Summary of Results: Improving Homework (Continued)

- In response to the prompt, ‘state your level of agreement for each of the following things a teacher could do to make homework better,’ the option ‘Do not give any homework’ yielded different results across grade levels and between students and parents/guardians. The percentage of respondents who strongly agreed or agreed with the option are:

Group	Elementary	Middle	High
Parents/Guardians	49.5	34.5	26.8
Students	N/A	49.7	57.7

## Summary of Results: Staff Collaboration Around Homework

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- In the past year almost half (48.4%) of responding high school teachers report that they have not collaborated with colleagues to discuss homework. For middle school this number is 36.2% and for elementary it is 15.1%.
- This is not consistent with administrator respondents, of which 50% at high school and 60% at middle school report that they support professional dialogue regarding homework at least 2 (or more) times/year. Similarly, 50% of high school administrator respondents and 80% of middle school administrator respondents indicate that they promote teacher collaboration regarding homework at least 2 (or more) times per year.

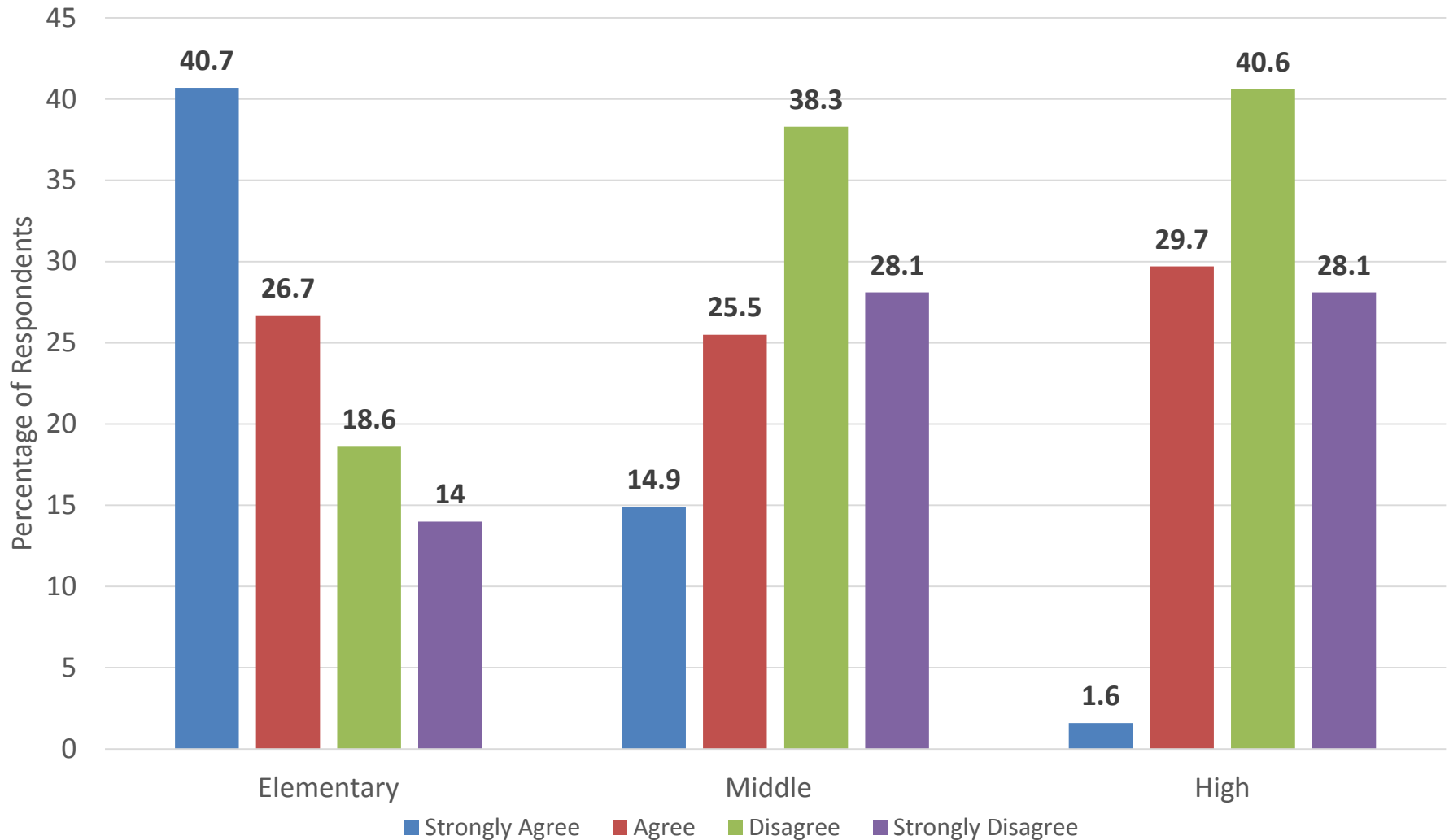


# Summary of Results: Administrative Oversight

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- More than 60% of administrators at each grade span report that they ‘never’ monitor homework quantity and quality.
- More than 80% of elementary and middle school administrator and 50% of high school administrators disagree with the statement ‘I have met with faculty this school year to collaborate and discuss quality homework.’
- Two thirds of elementary administrators, 20% of middle school administrators, and 50% of high school administrators disagree with the statement ‘I review the site homework policy with all site faculty at least once per year.’

# Teachers in my department/site collaborate to develop quality homework



## Next Steps

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- Continue development of proposed policy language to present to Superintendent
- Conduct targeted focus groups to gather additional input
- Administer additional survey of teachers to share draft policy language to assess real and perceived impacts
- As needed, develop timeline of implementation including communication, training, and monitoring

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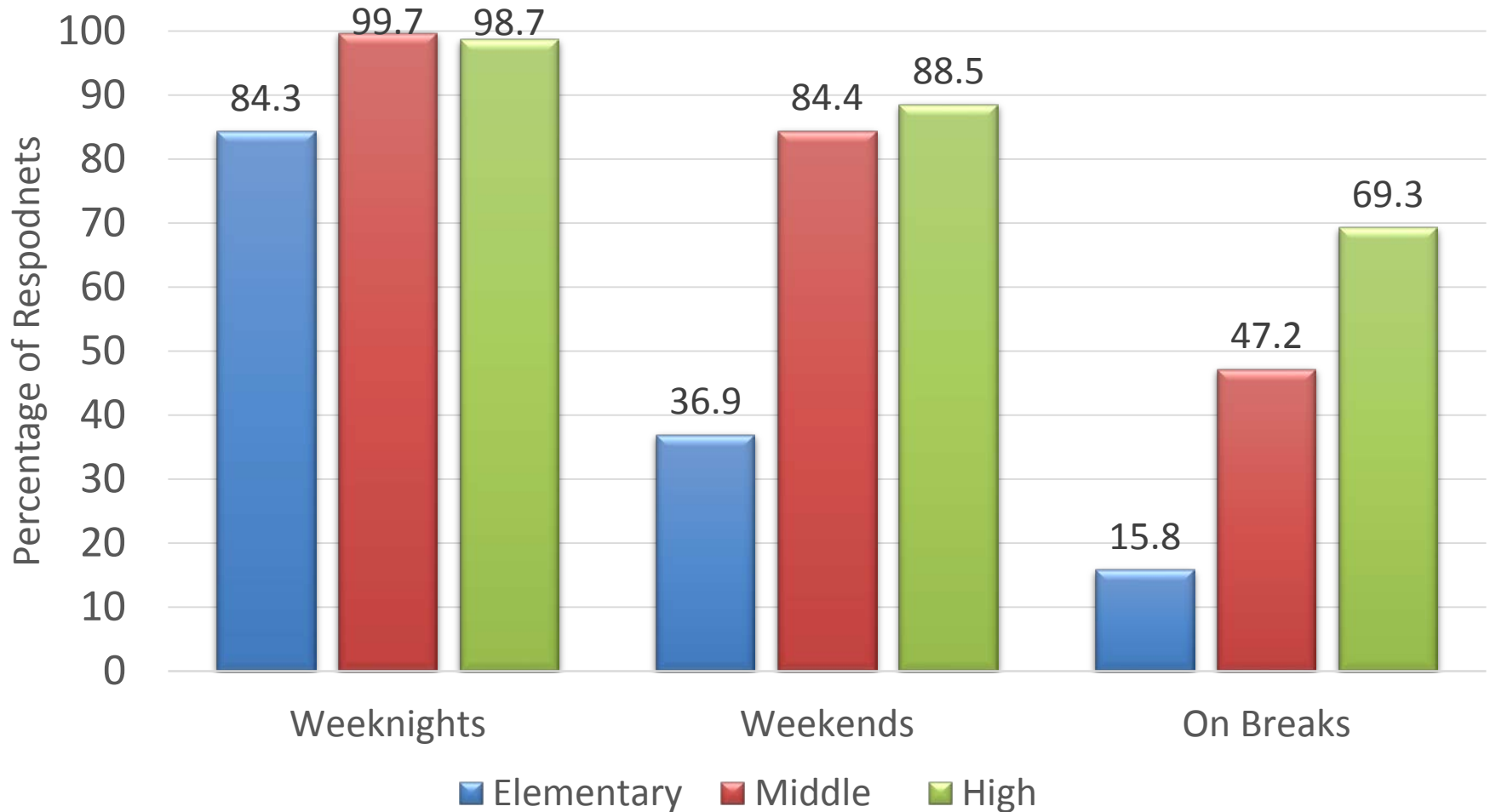
# Questions?

## Appendix

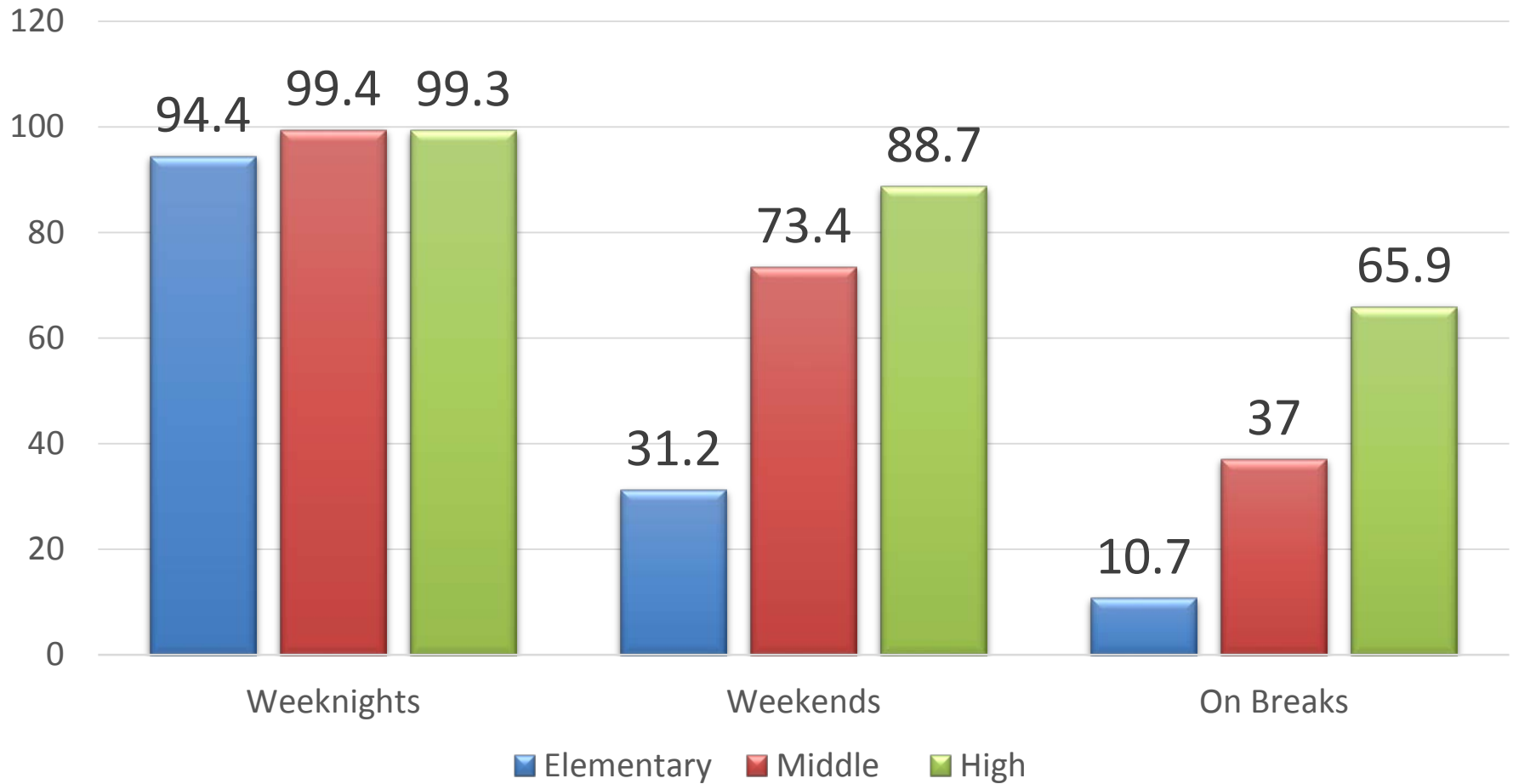
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Charts supporting the summary of results presented above are found in the following slides. Absent from the appendix are those charts/tables included in the summary of results.

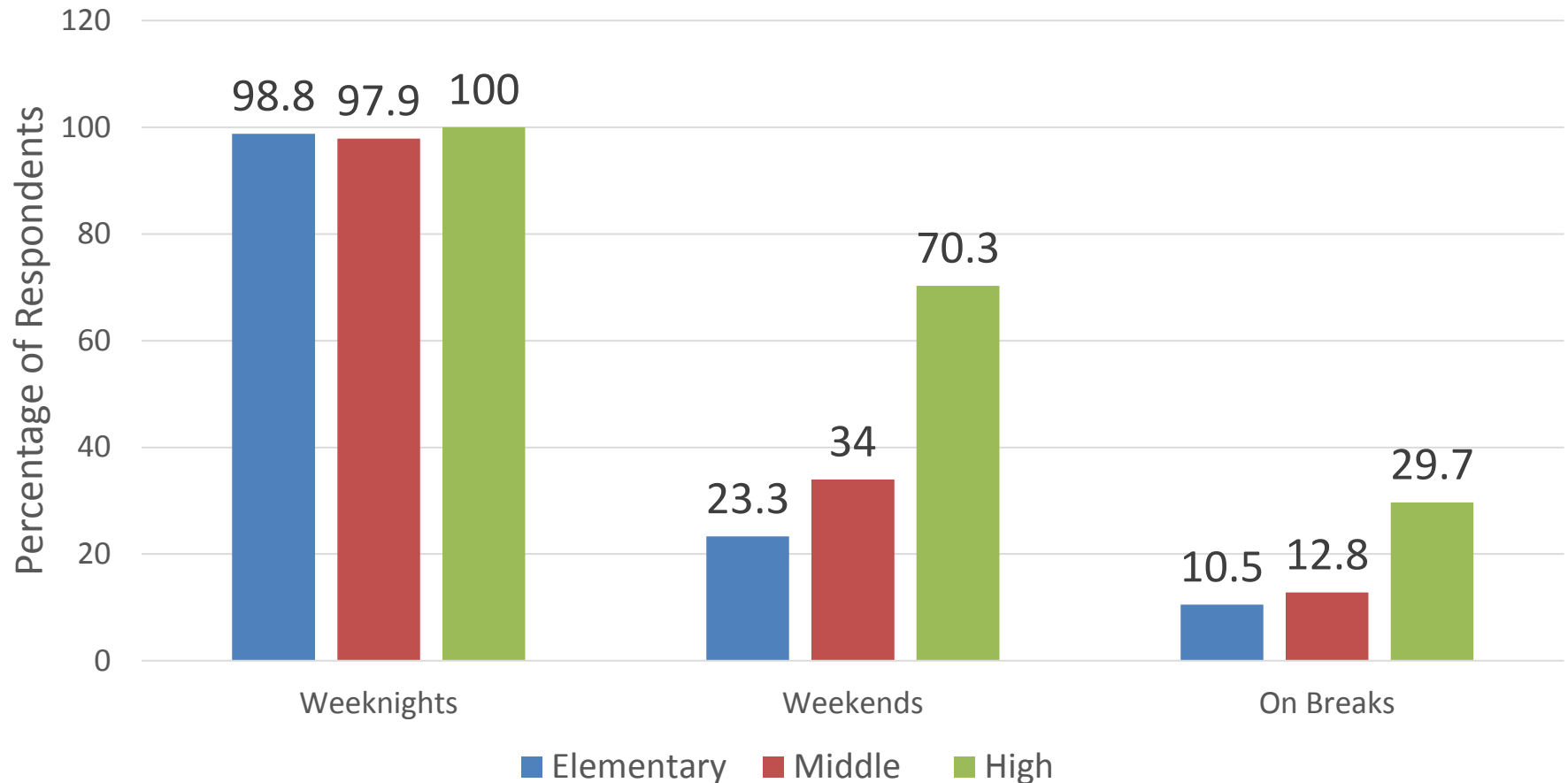
# When do you usually work on your homework? (Students)



# When does your child usually work on homework? (Parents/Guardians)

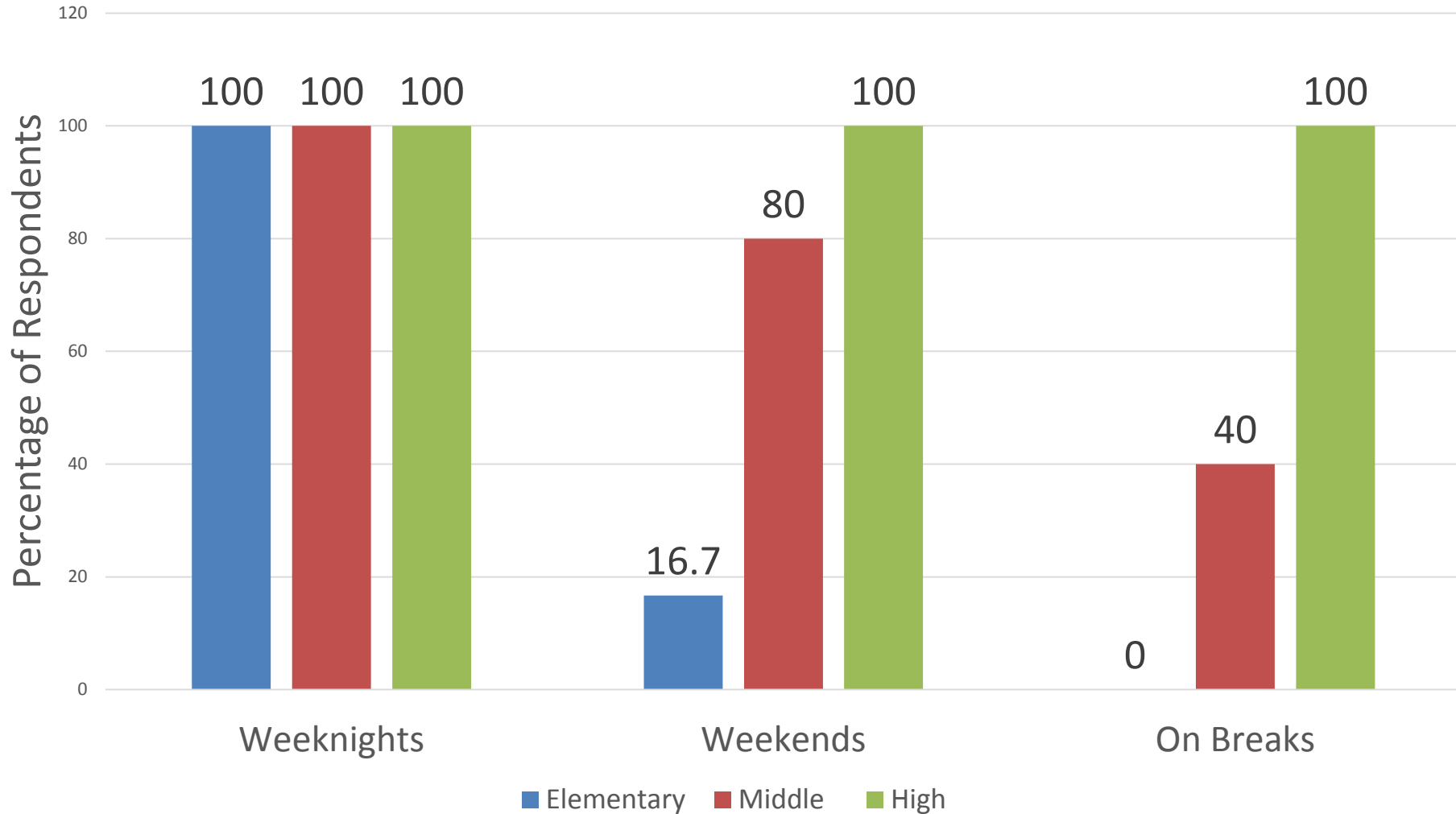


# When do you expect homework to be completed by your students? (Teachers)

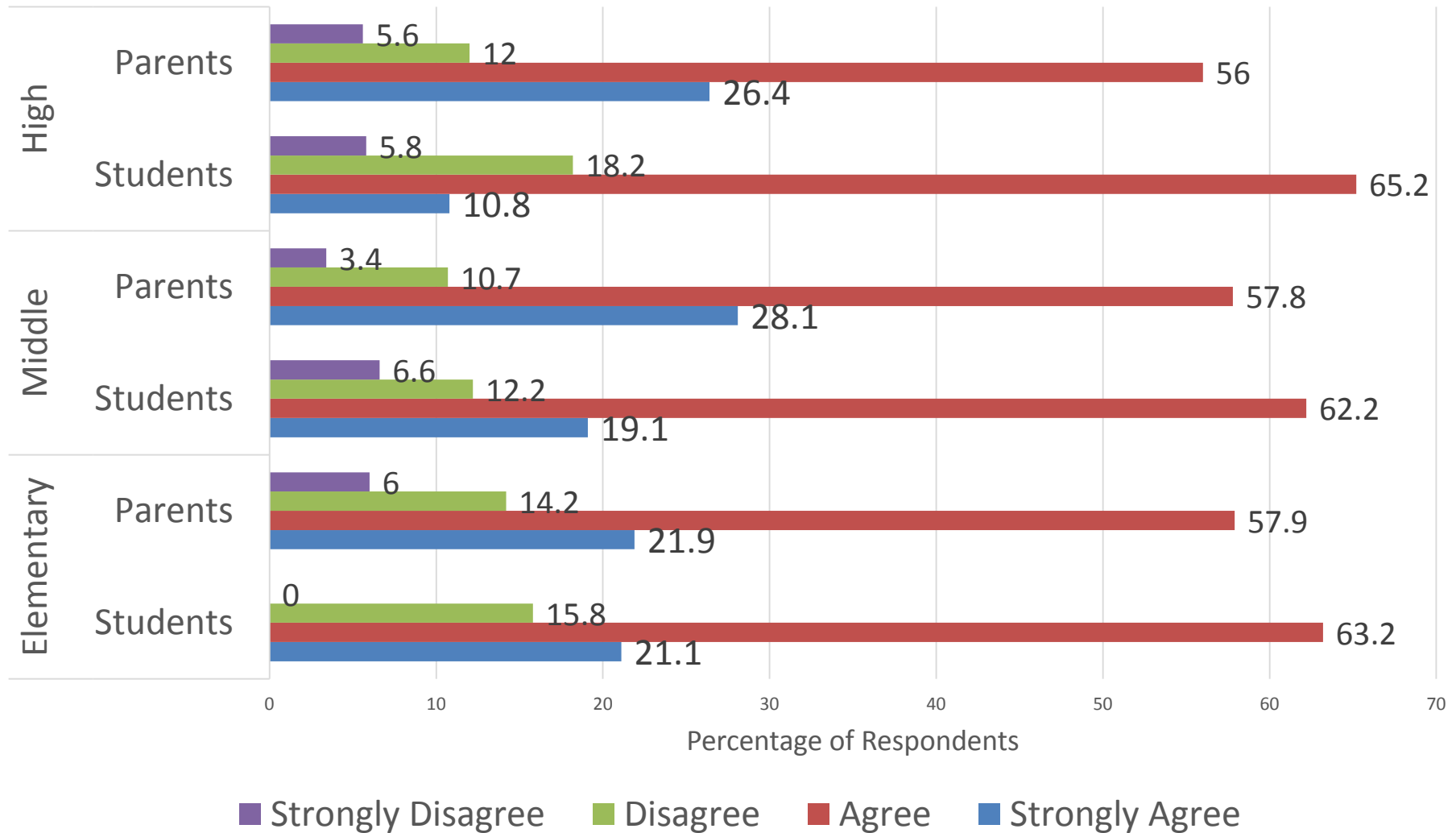




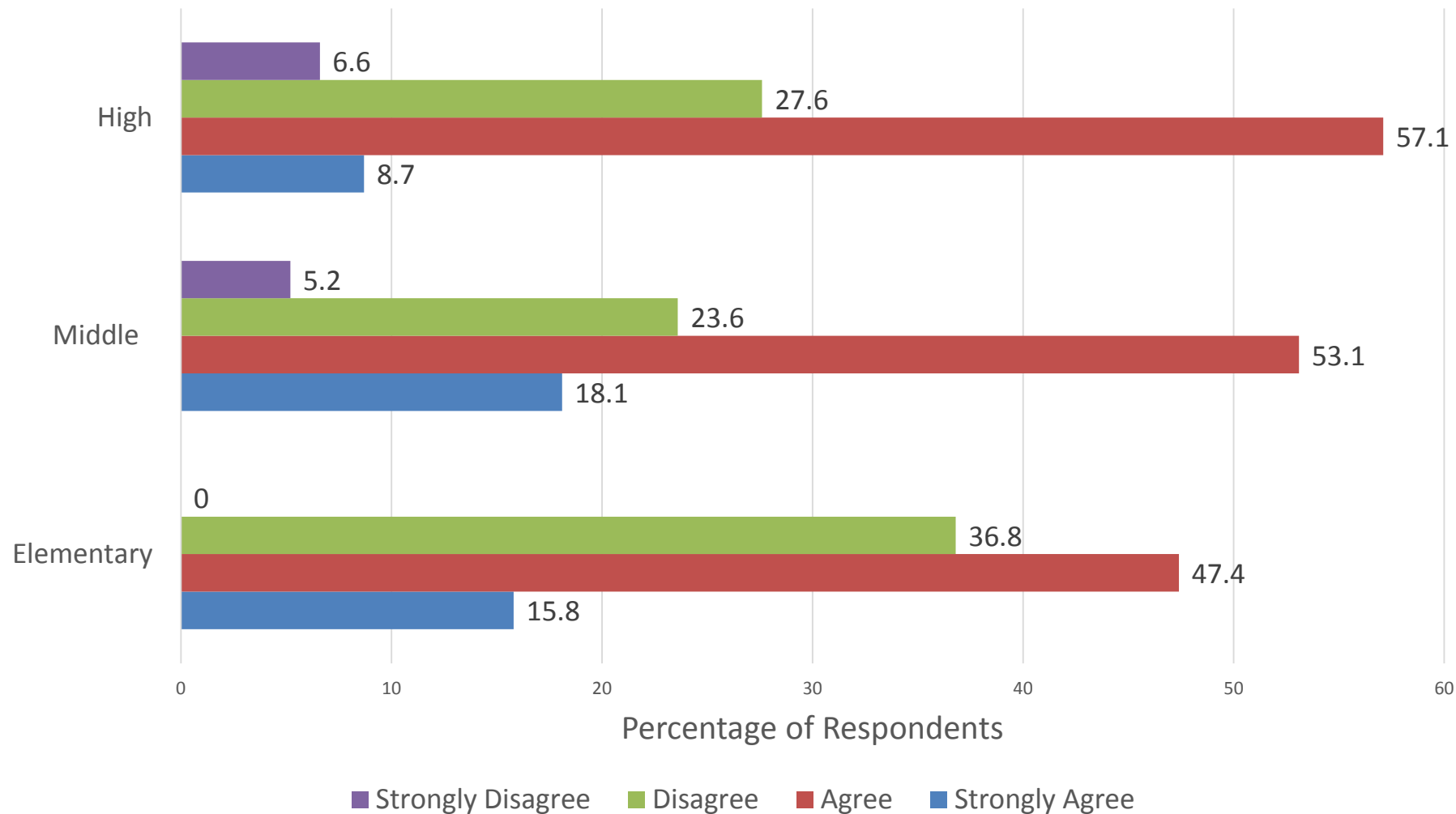
# To your knowledge, when do your teachers expect students to complete homework? (Administrators)



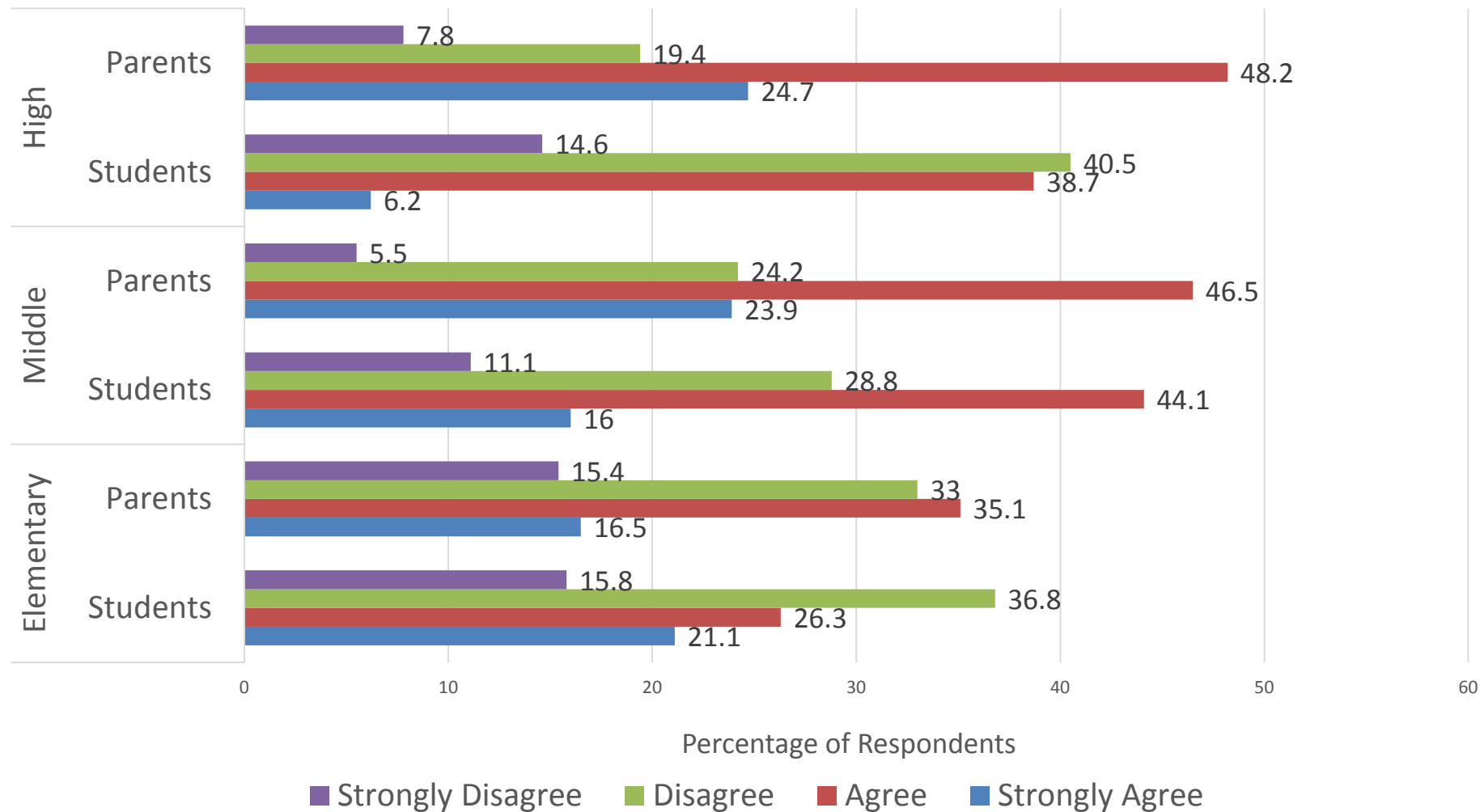
# Homework helps reinforce and/or practice what I have (my child has) learned in class



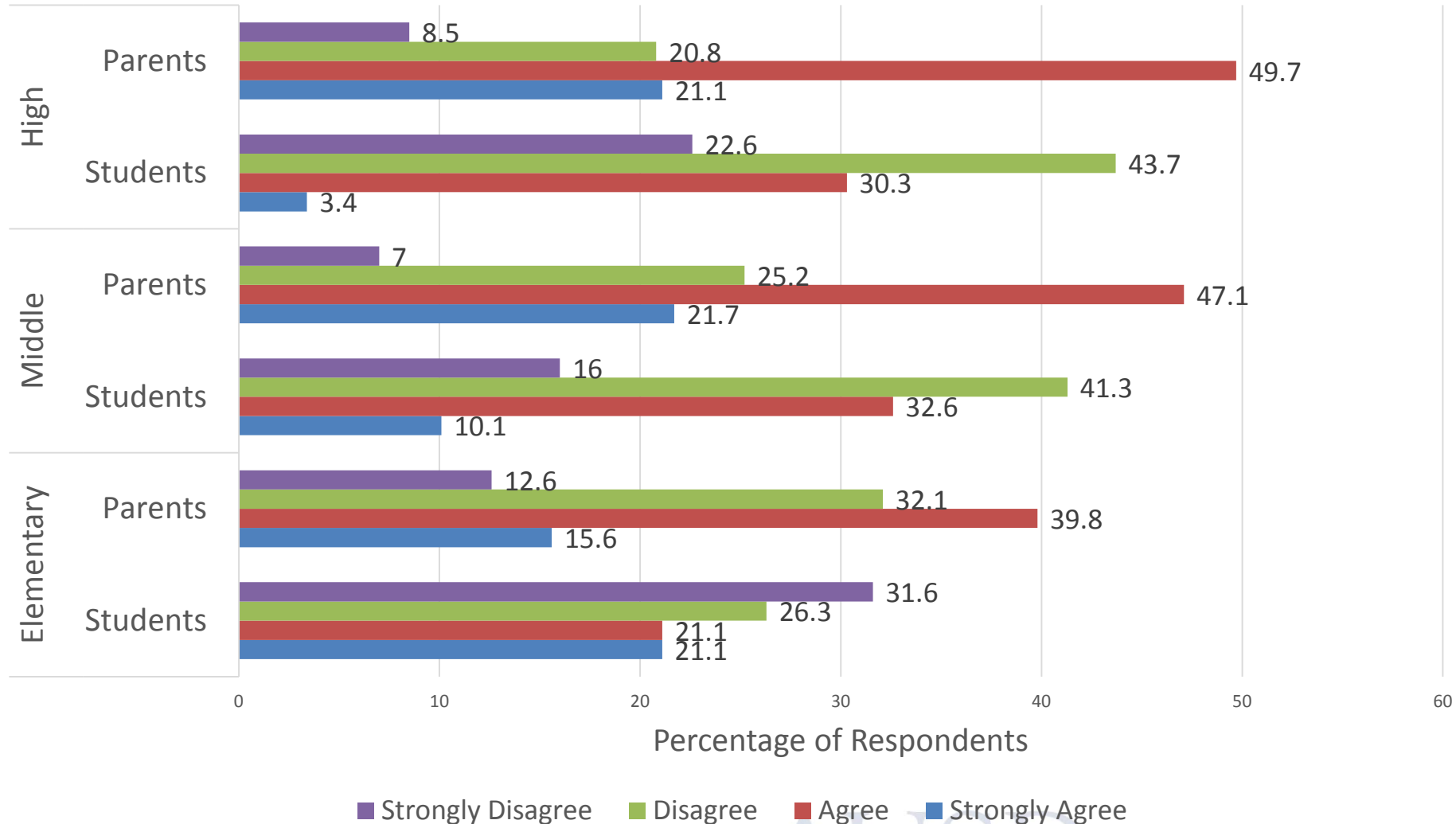
# Homework helps me understand what I am doing in class (students only)



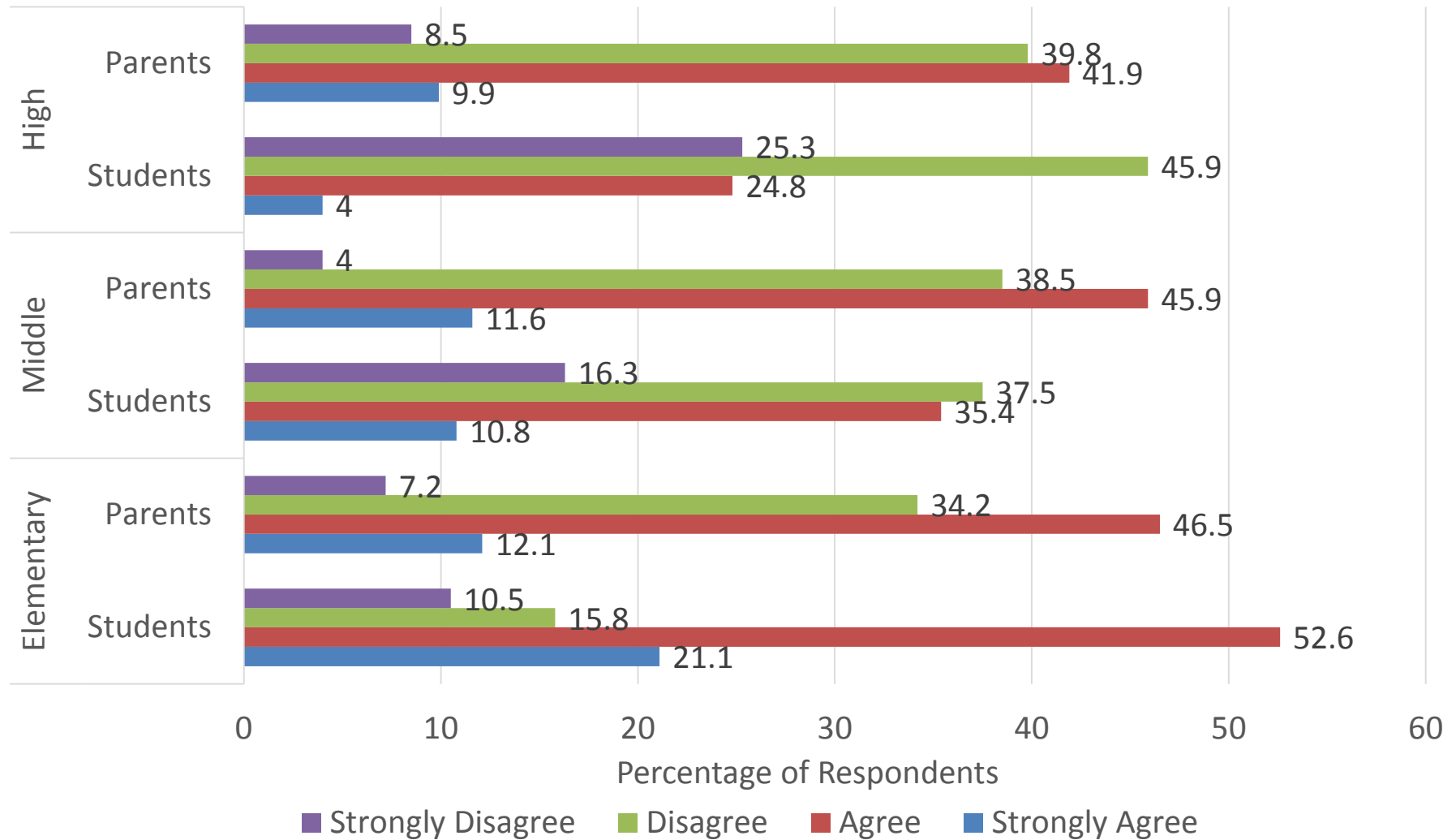
# Homework plays a valuable role in my (my child's) education



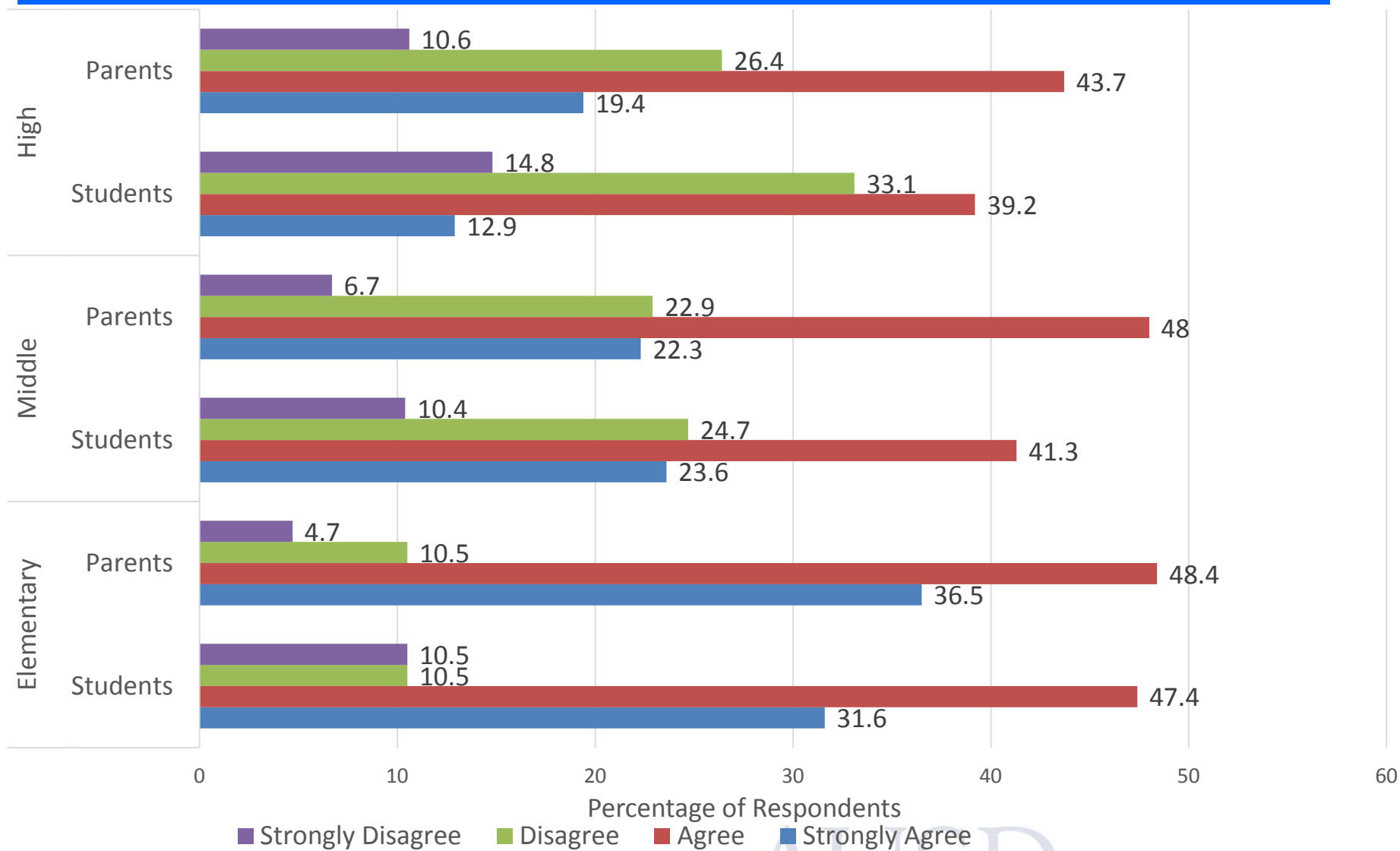
# Homework is worthwhile



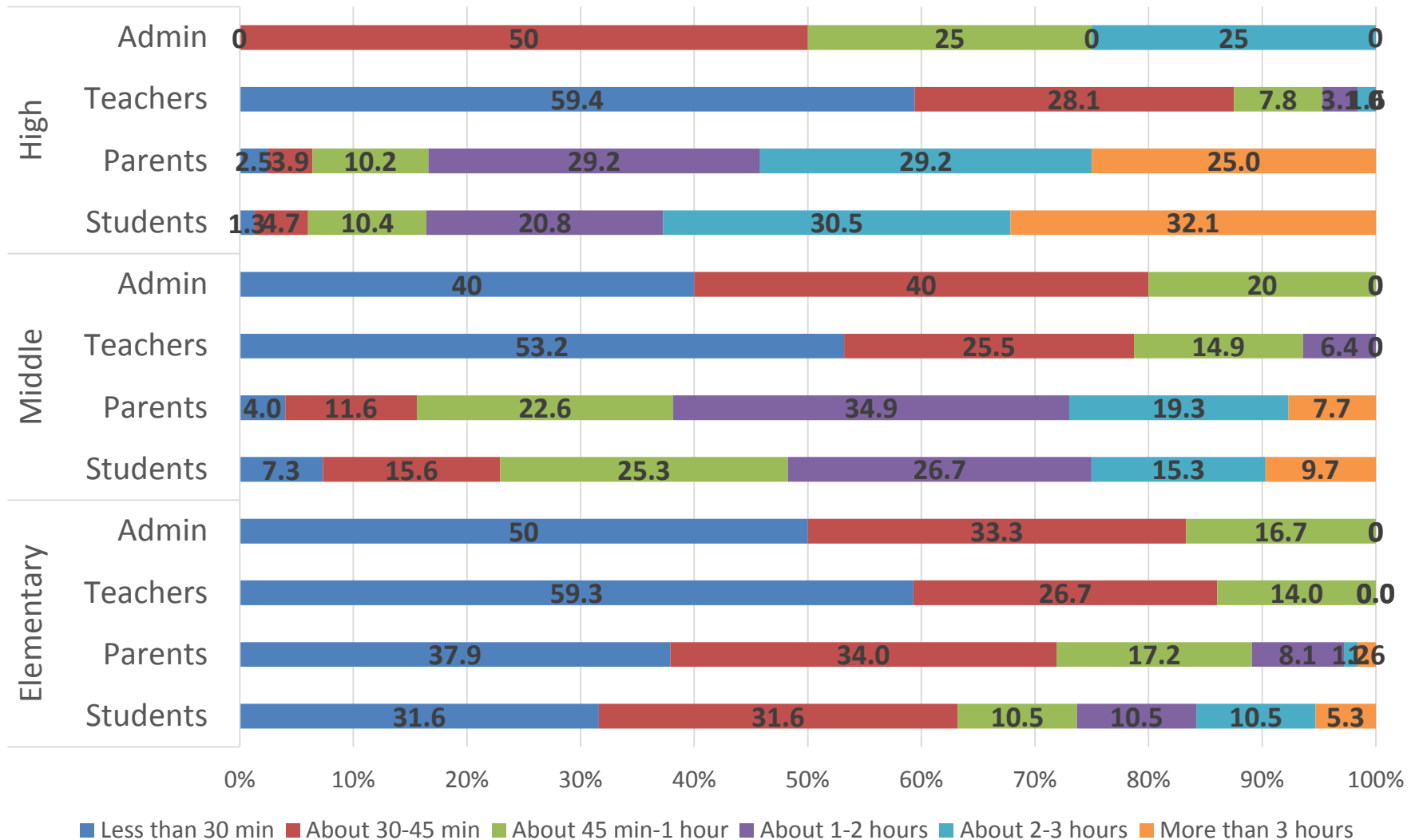
# My (my child's) teacher tells me (my child) the purpose of my (my child's) assigned homework



# I feel comfortable approaching my (my child's) teacher when I have (my child has) trouble completing my (their) homework



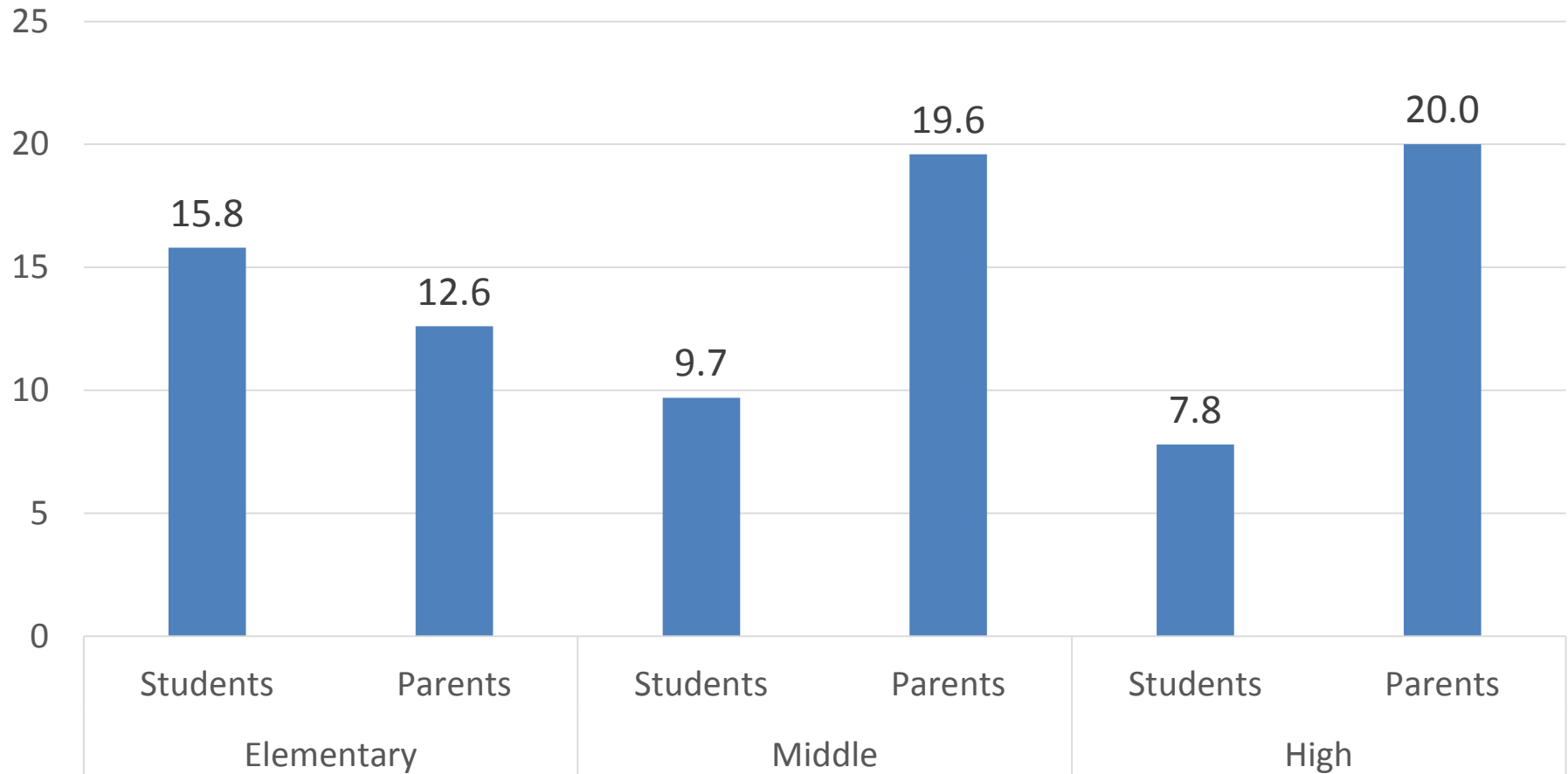
# How much focused time does it take (is expected) to complete homework on an average school day?



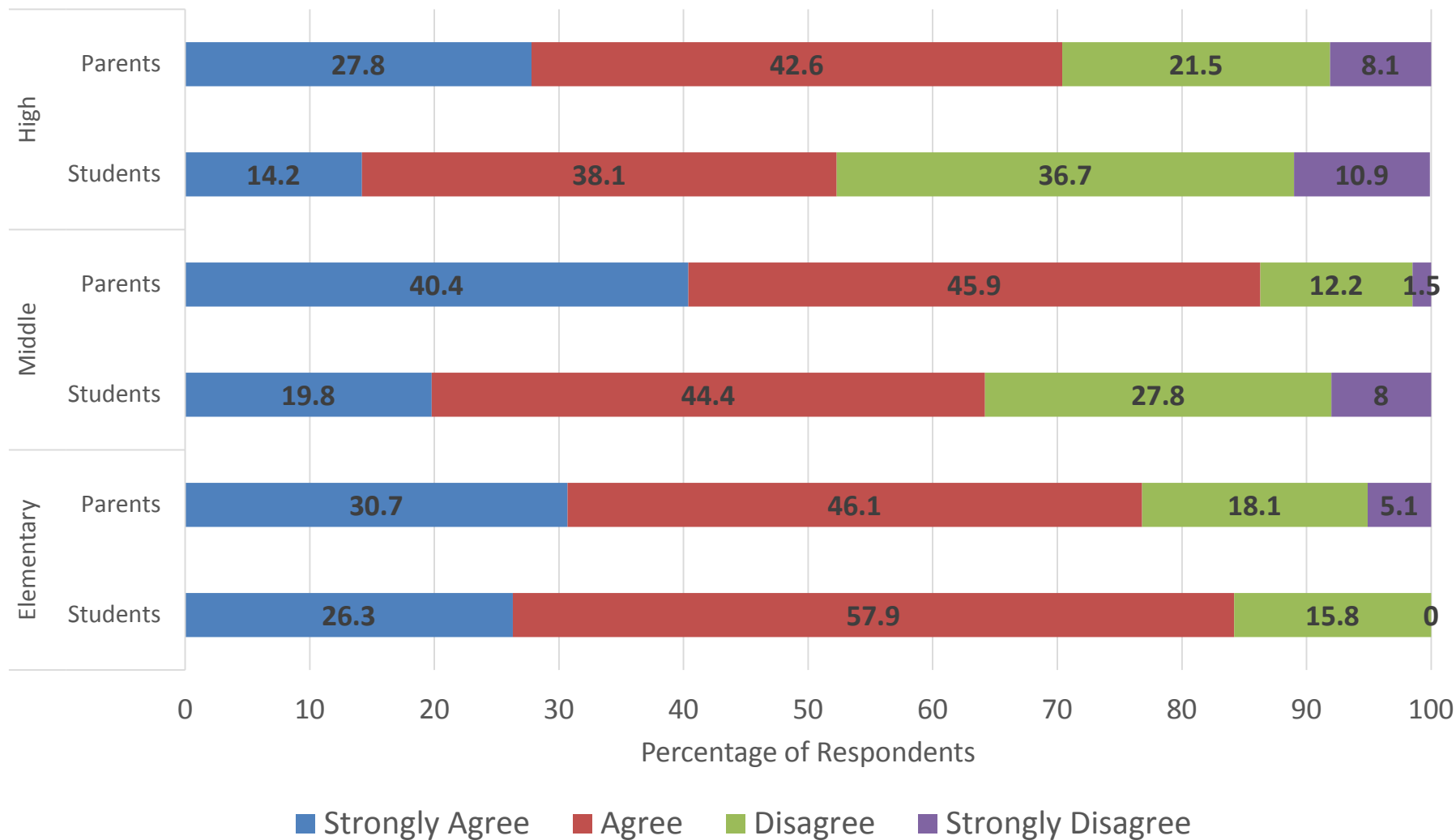


# Do you (does your child) finish all of part of your (their) homework with the aid of a tutor?

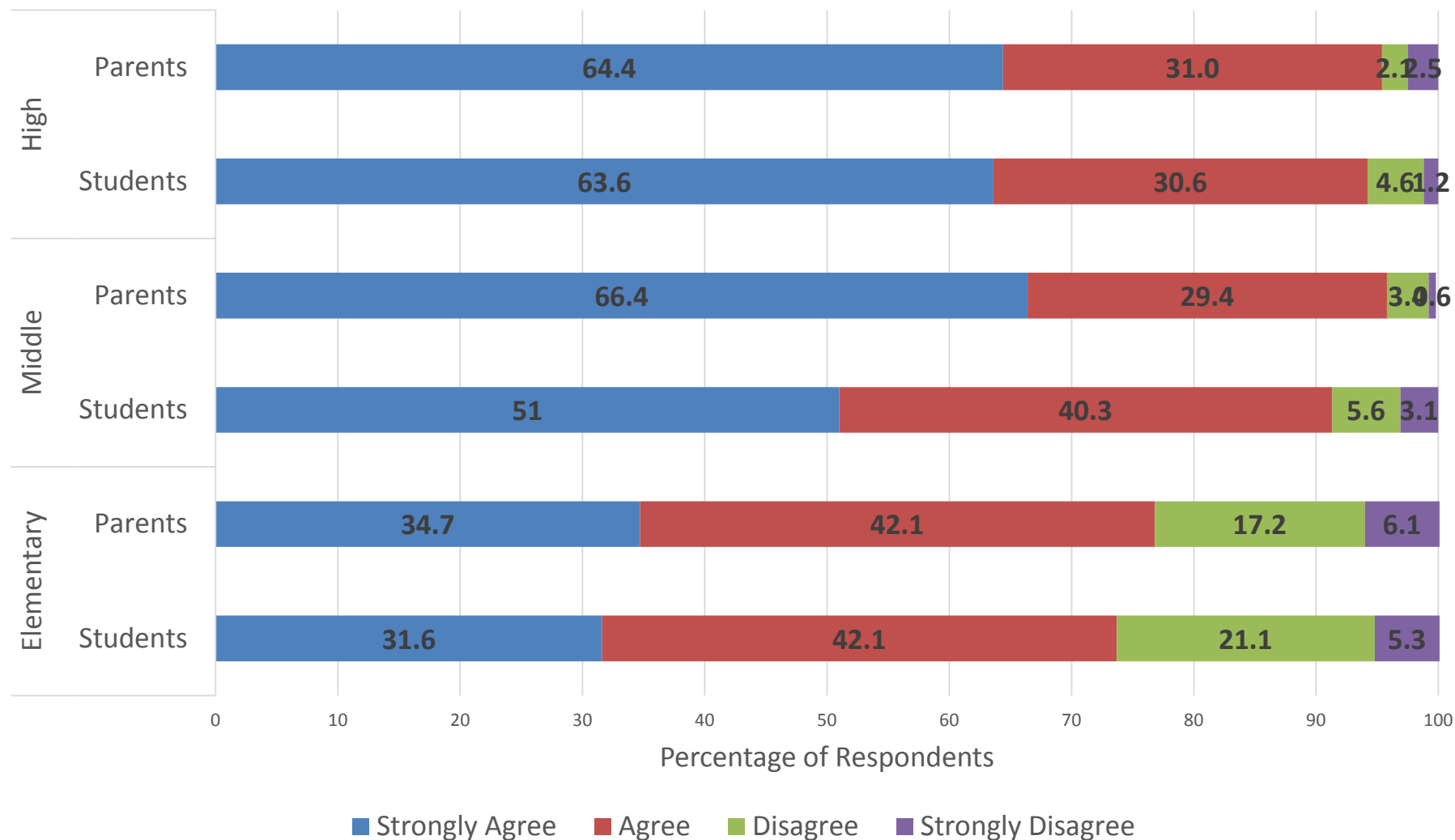
Percentage of Respondents Answering Affirmatively



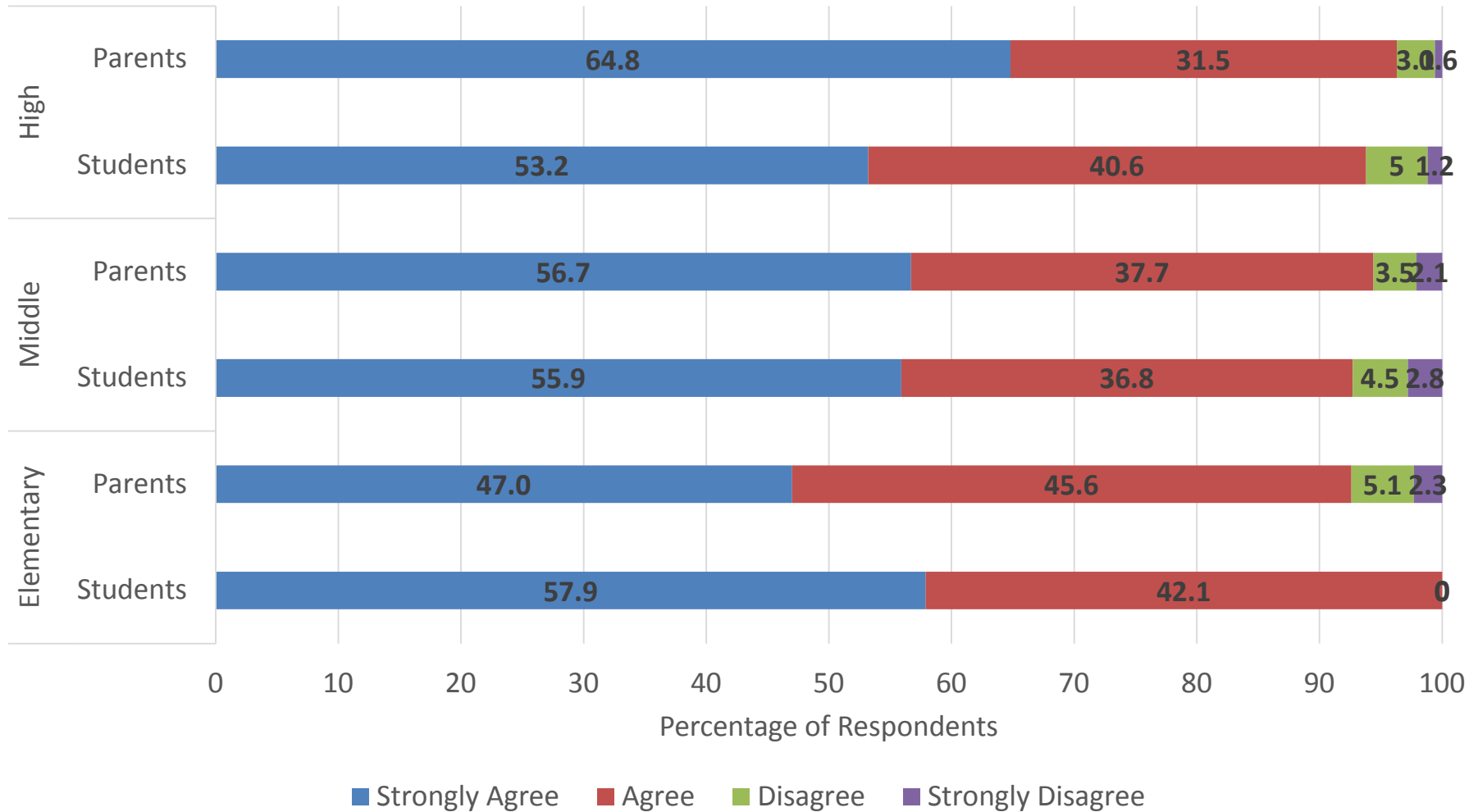
# Making homework better: Make sure that I have (my child has) written down the homework assignments



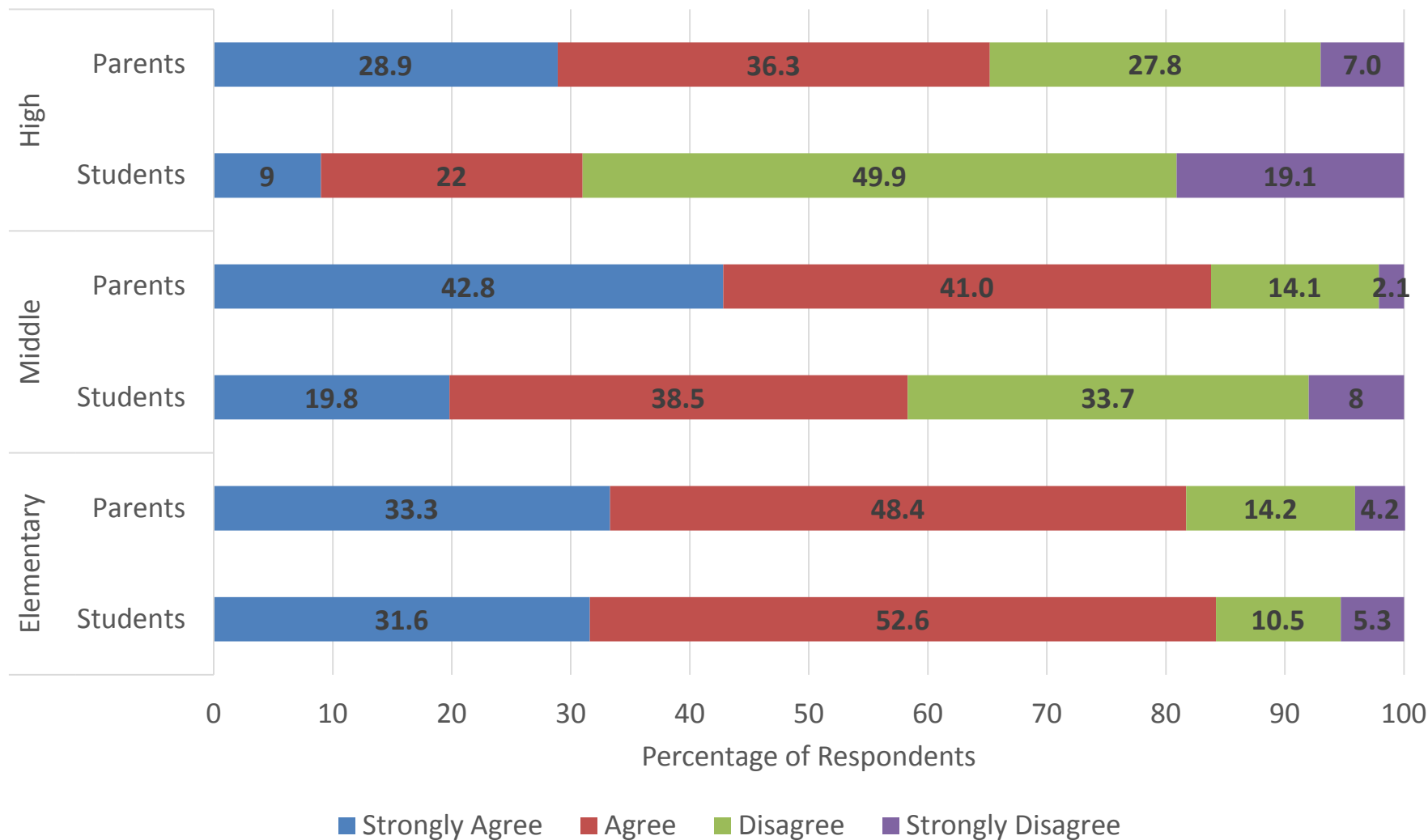
# Making homework better: Post homework assignments on-line



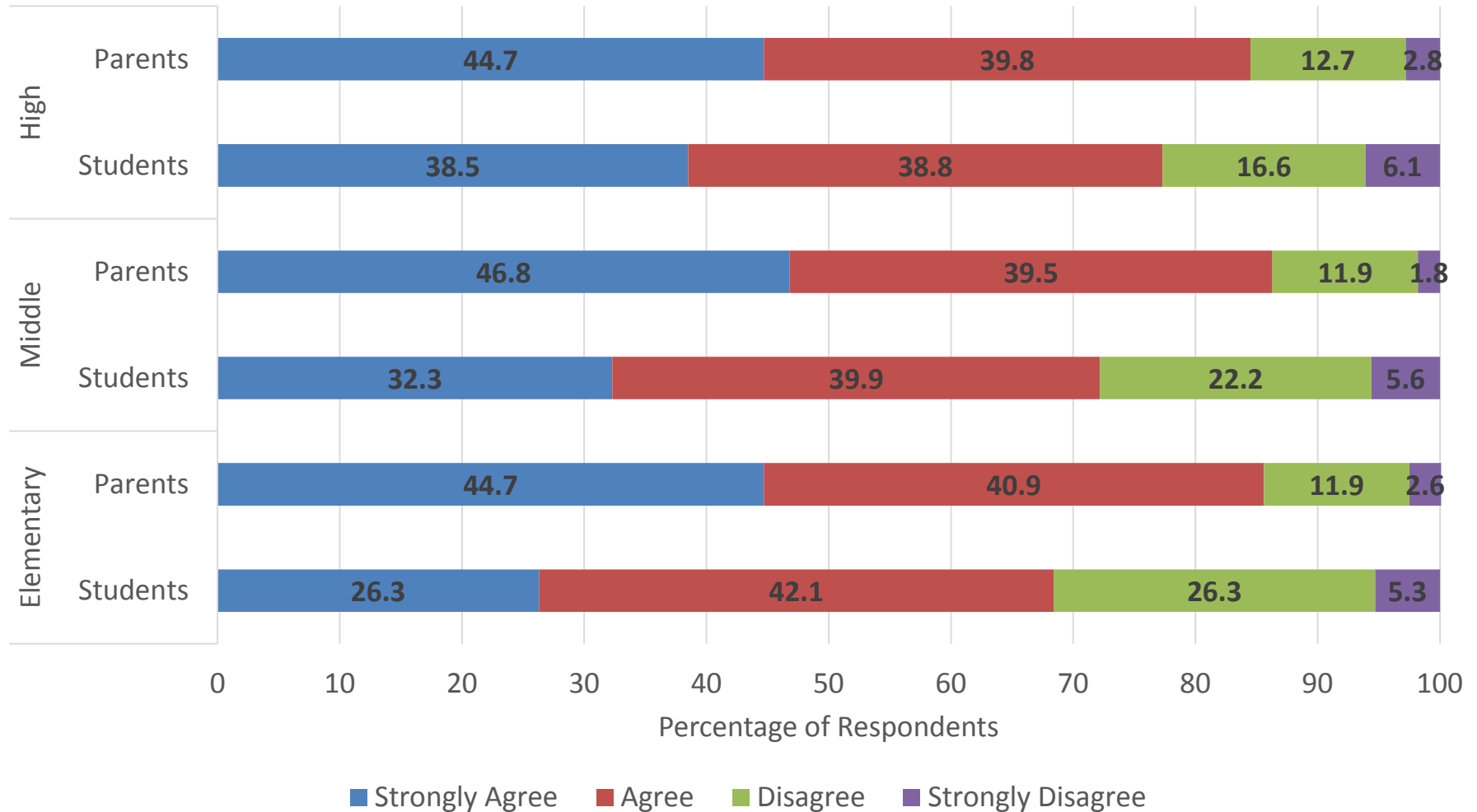
# Making homework better: Make sure that I (my child) understand(s) the homework



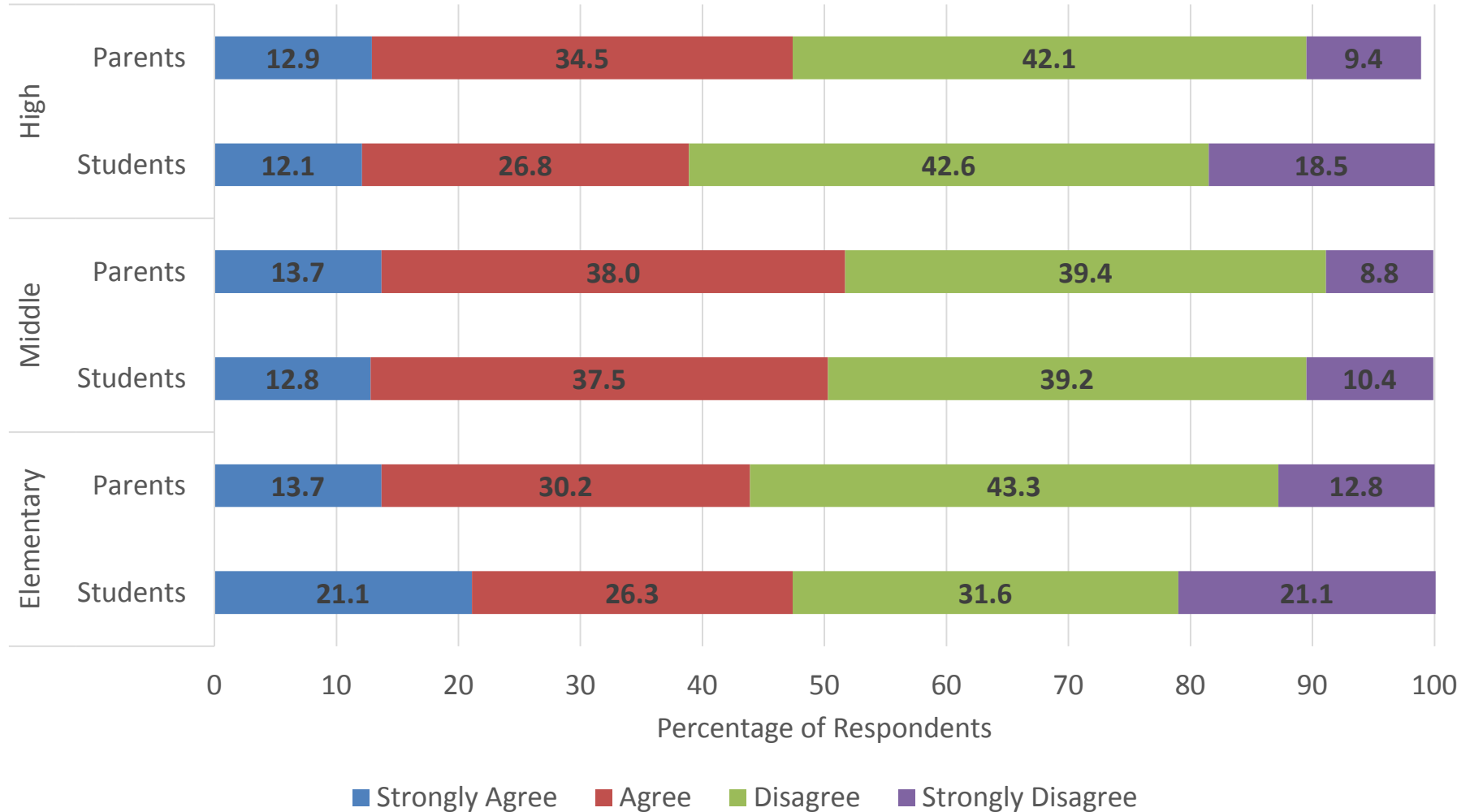
# Making homework better: Give my parents (me) guidance on how to help me (my child) with homework



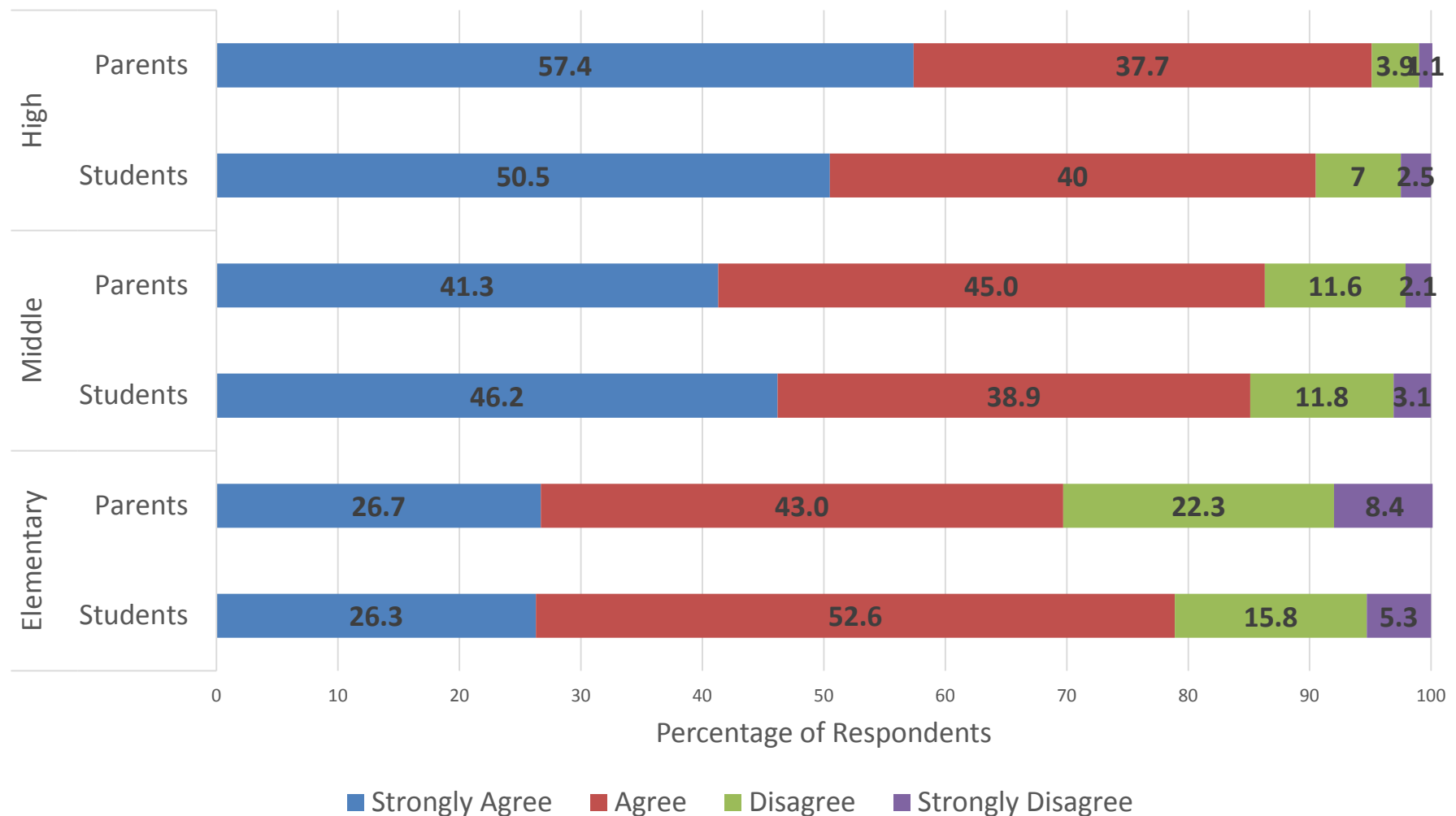
# Making homework better: Make homework relevant to students' lives



# Making homework better: Assign homework that involves interactions with others

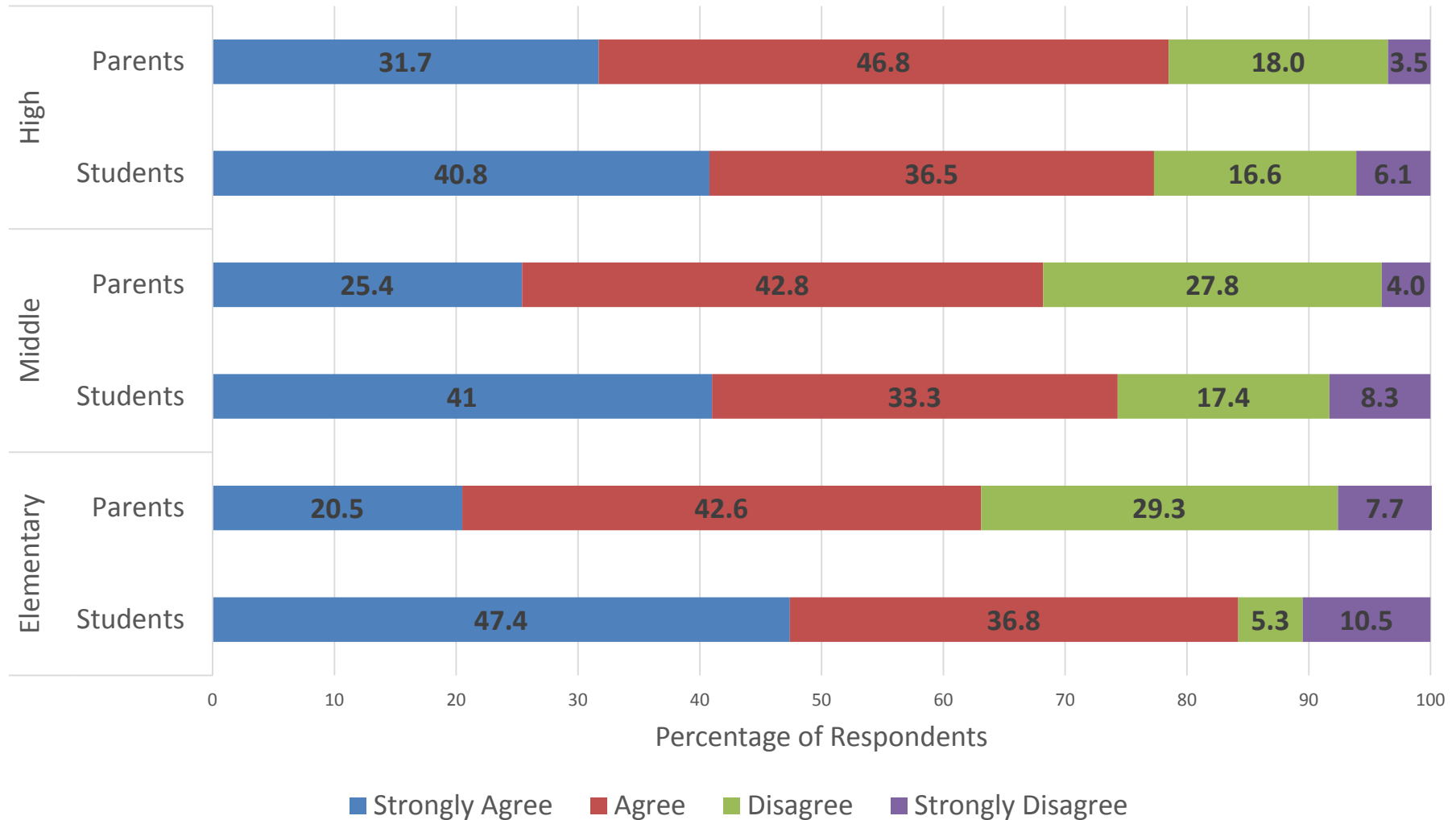


# Making homework better: Assign homework that develops the skills needed for college and career

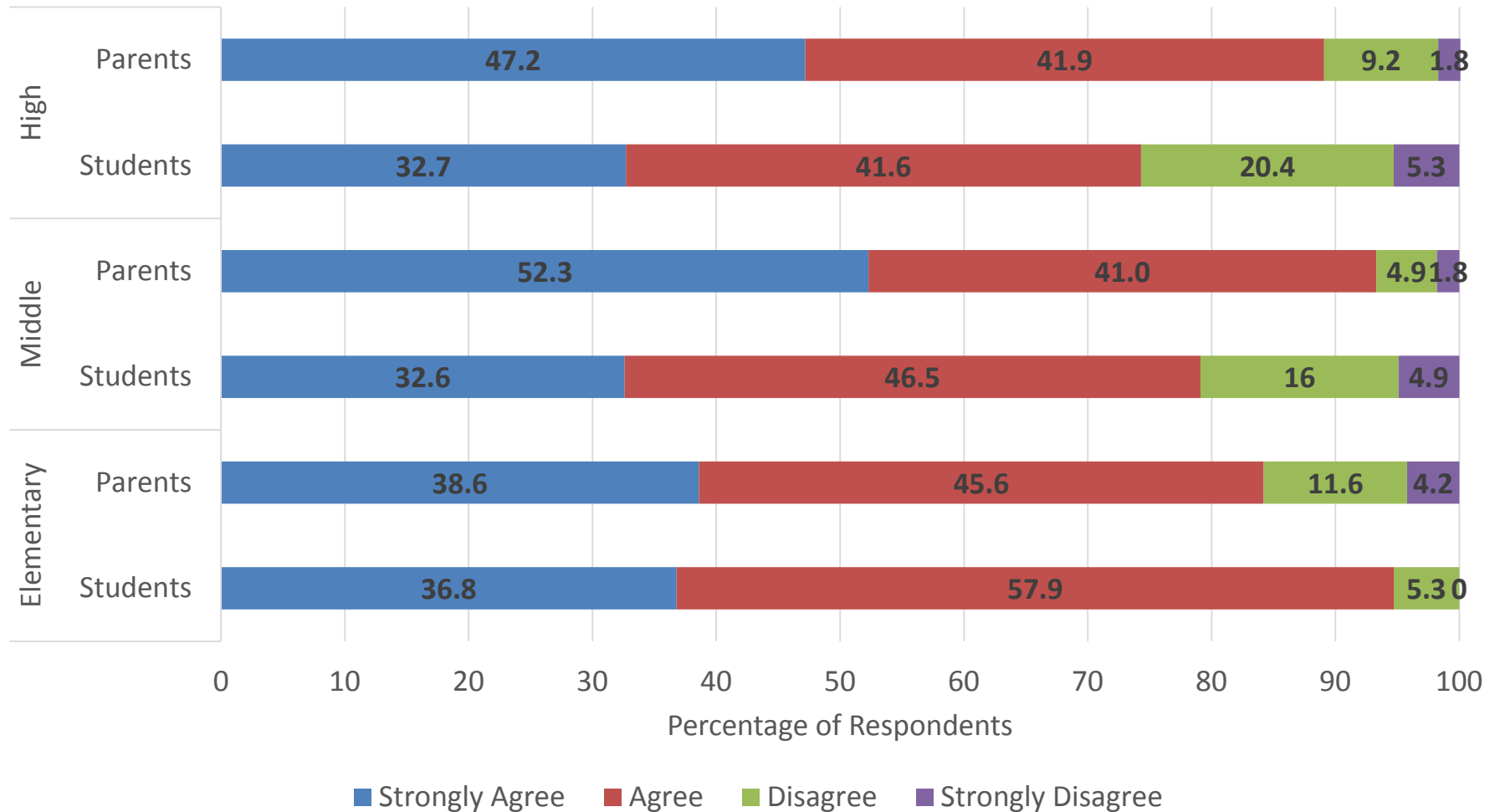




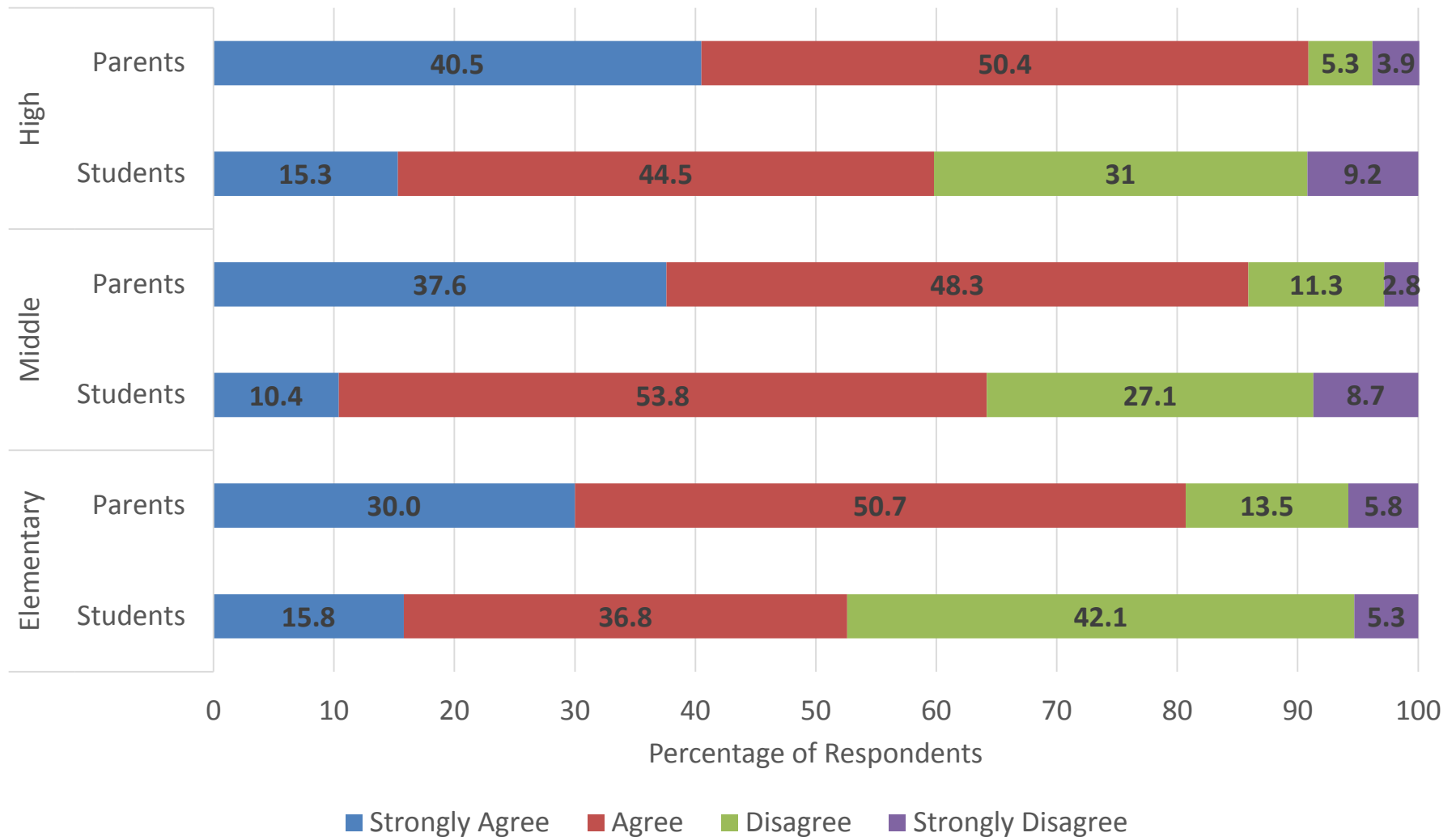
# Making homework better: Assign longer-term homework (not due the next day)



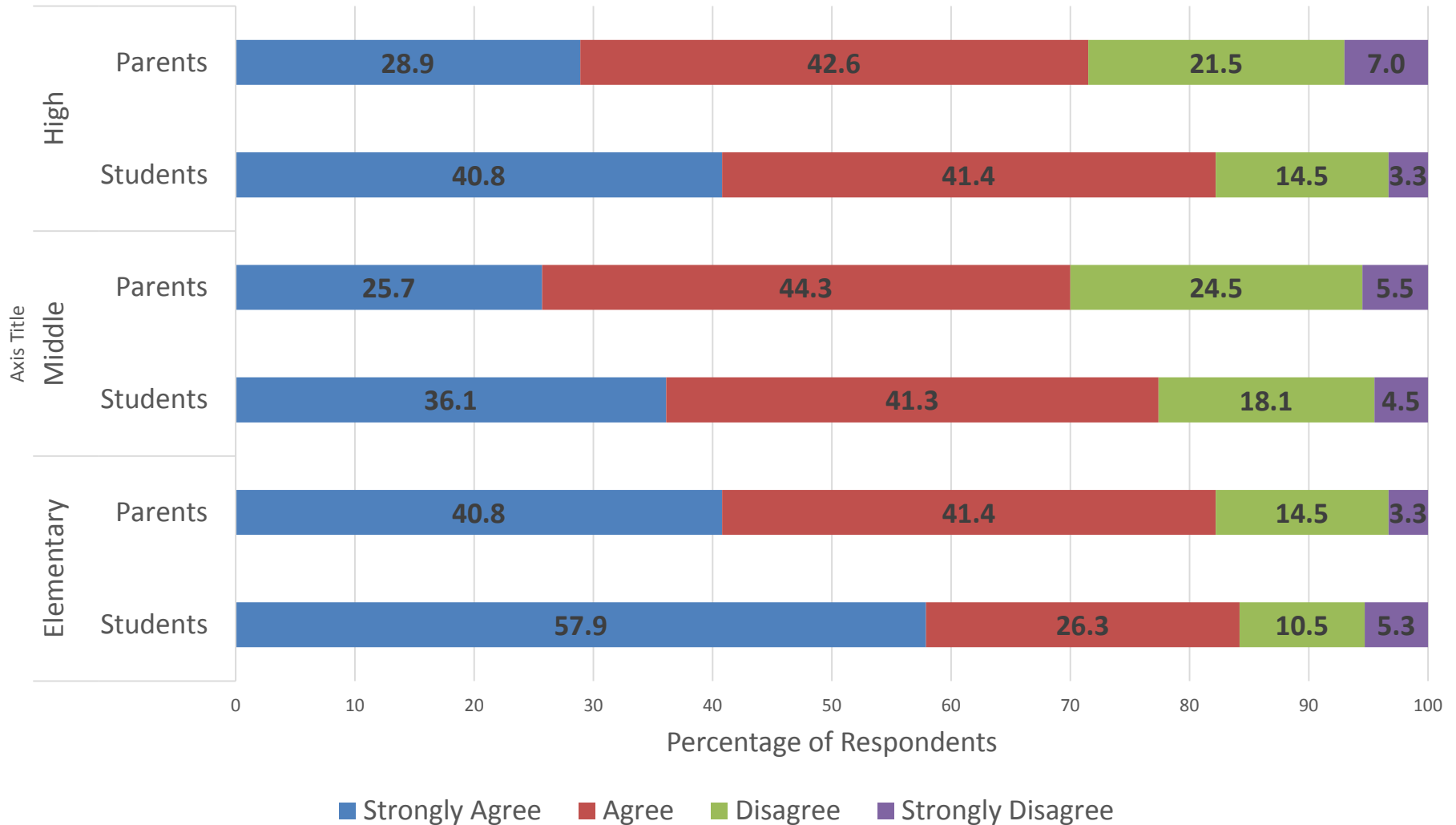
# Making homework: Provide feedback on my (my child's) homework performance



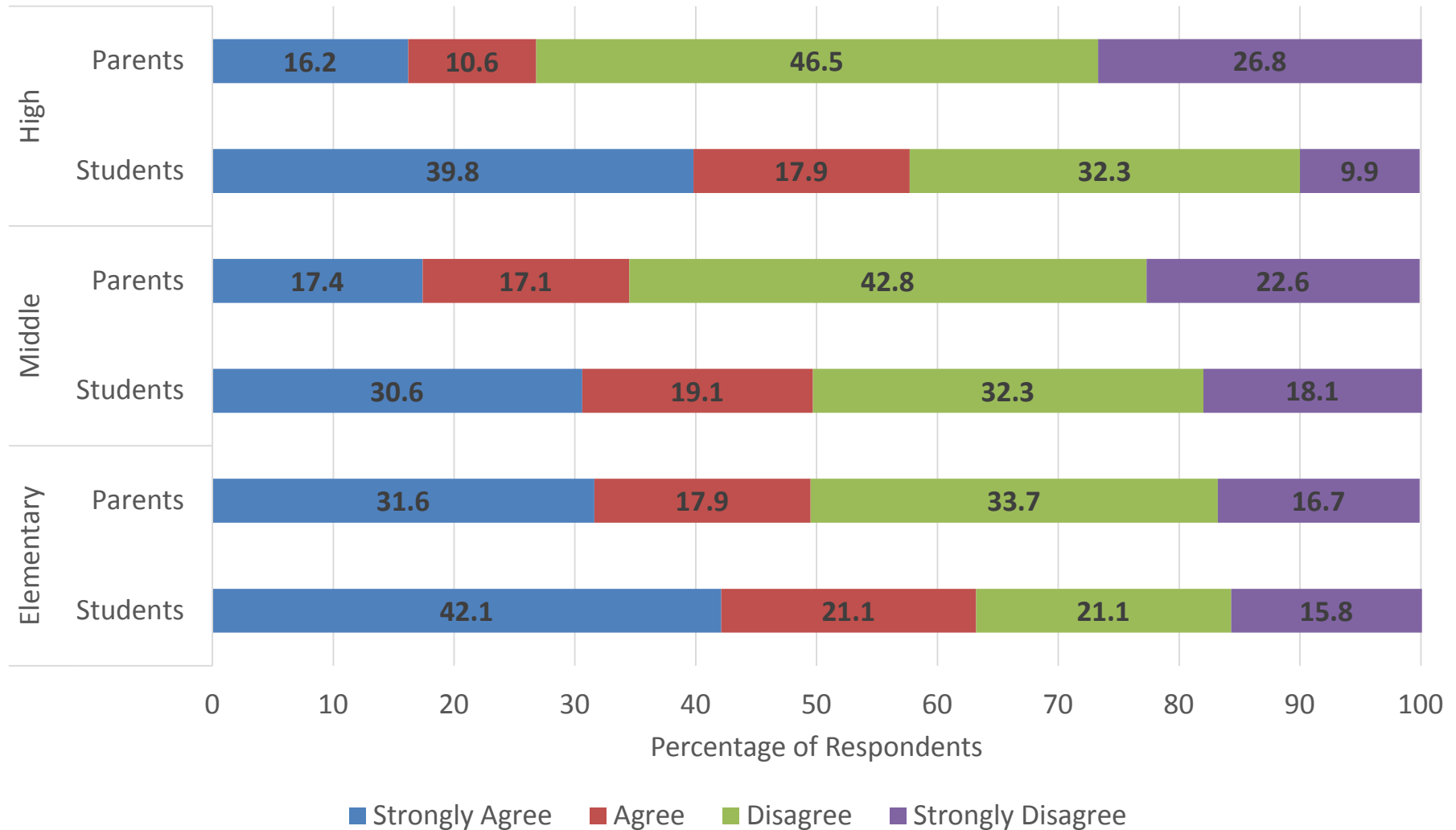
# Making homework better: Assign homework that requires synthesis of ideas and critical thinking



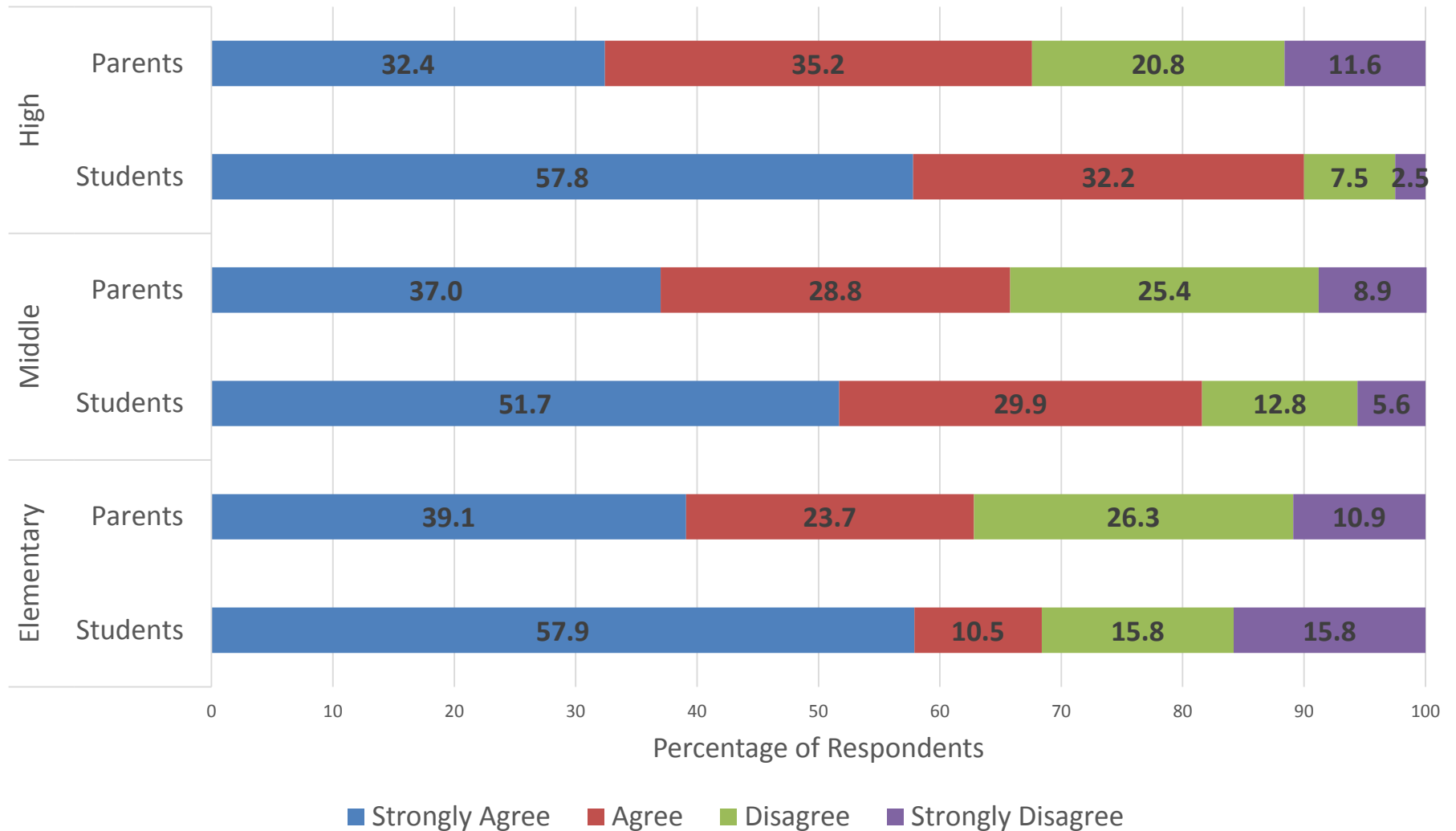
# Making homework: Provide choice around the type of homework assignments



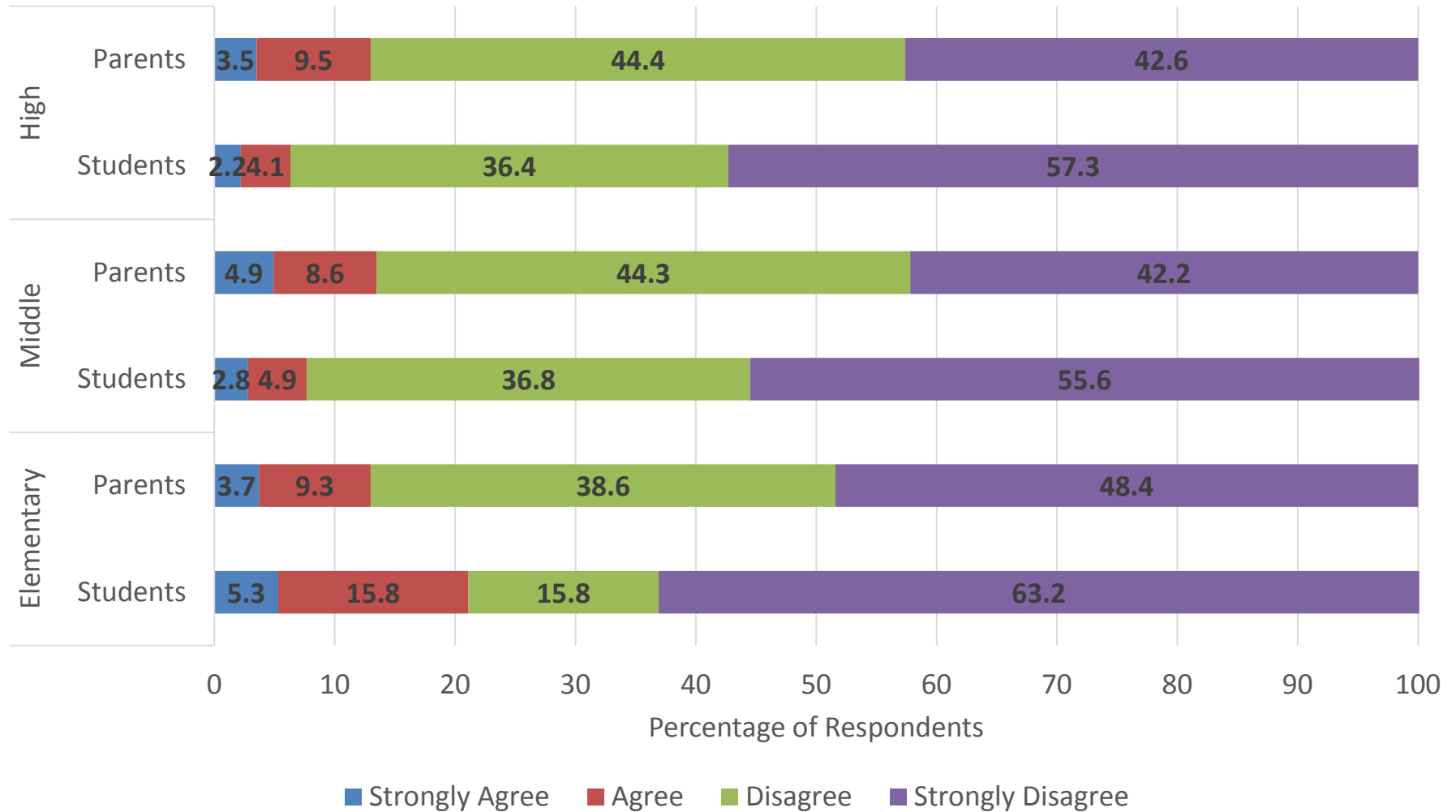
# Making homework better: Do not give any homework



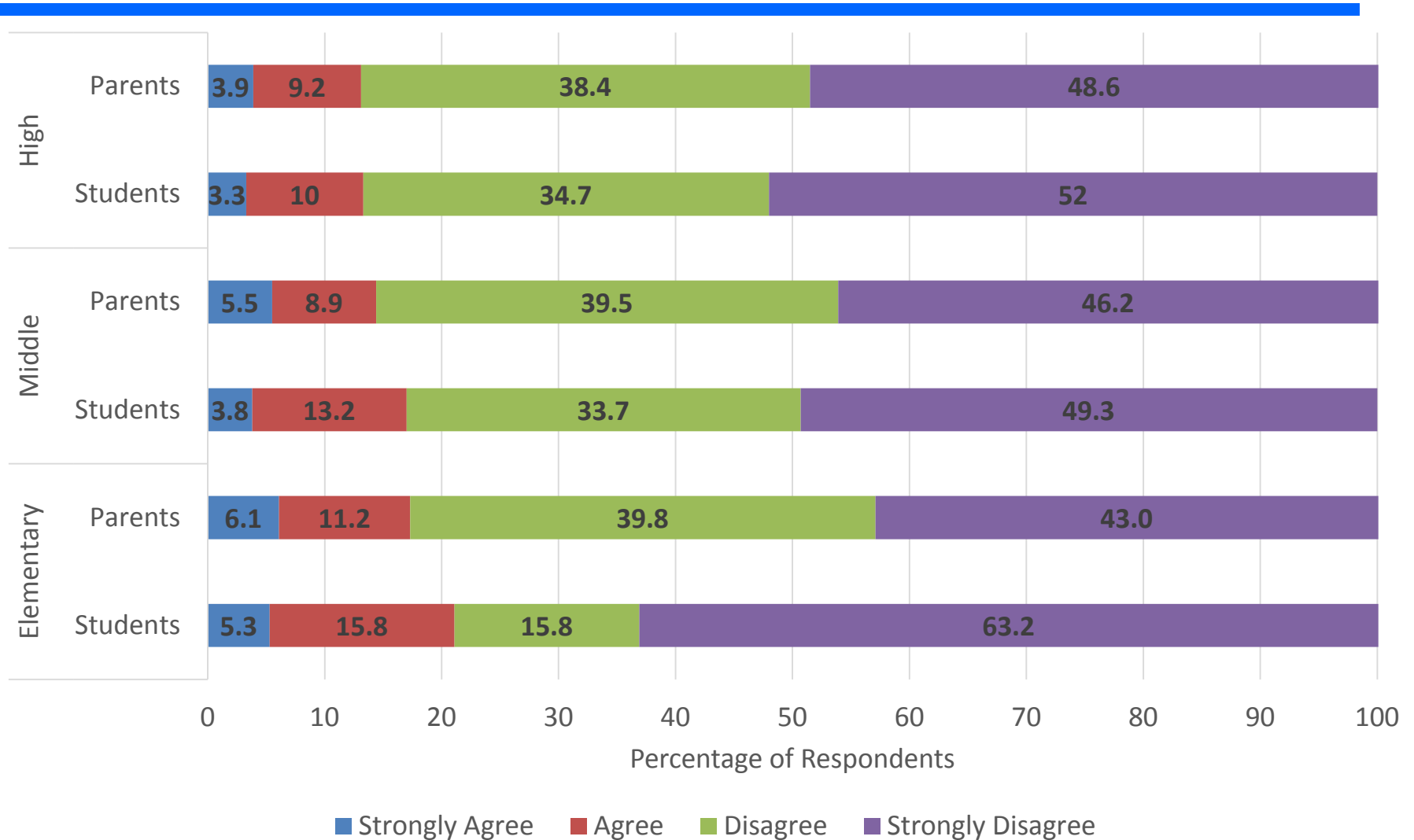
# Making homework better: Give less homework



# Making homework better: Give more homework

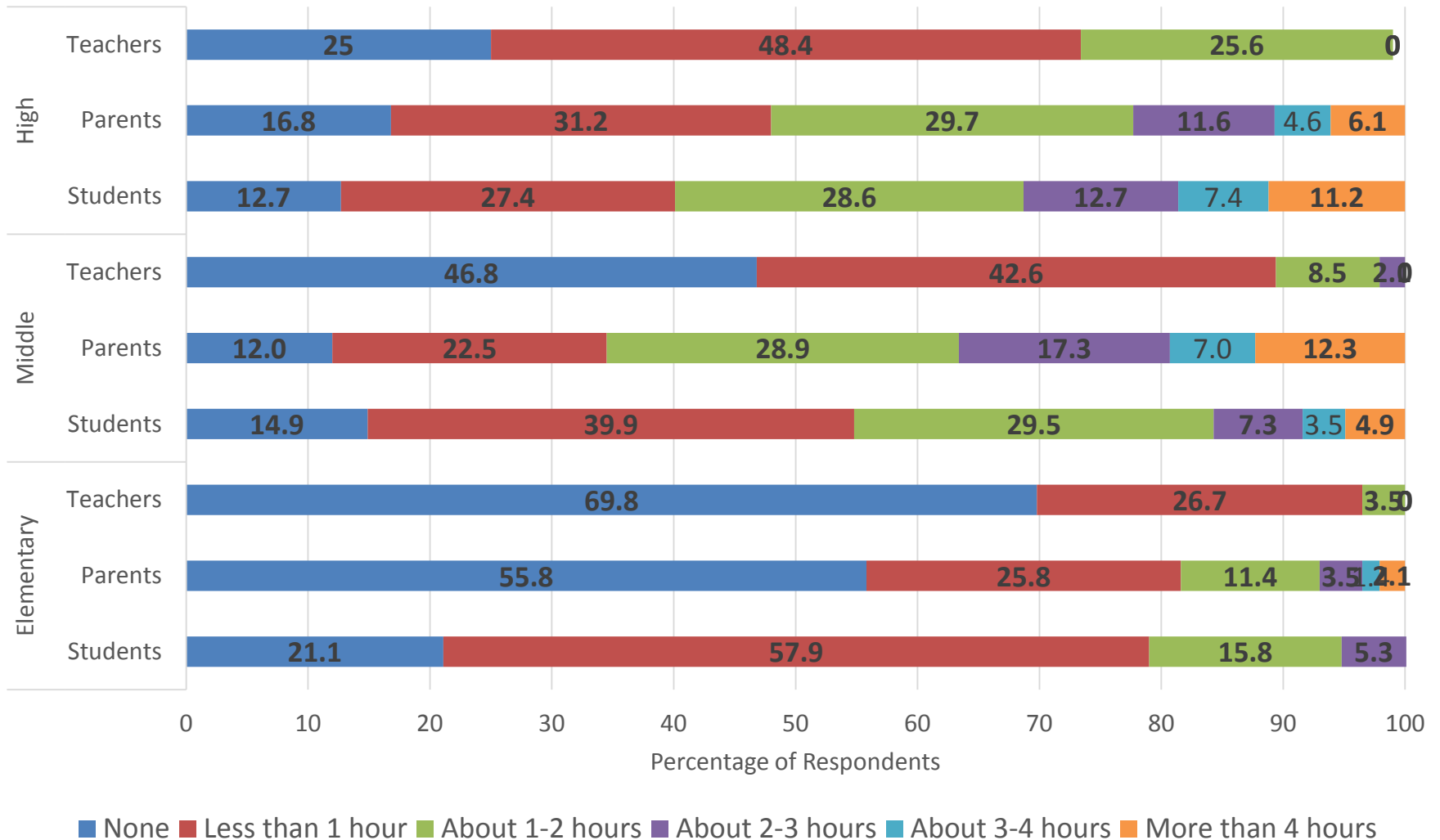


# Making homework better: None of the above

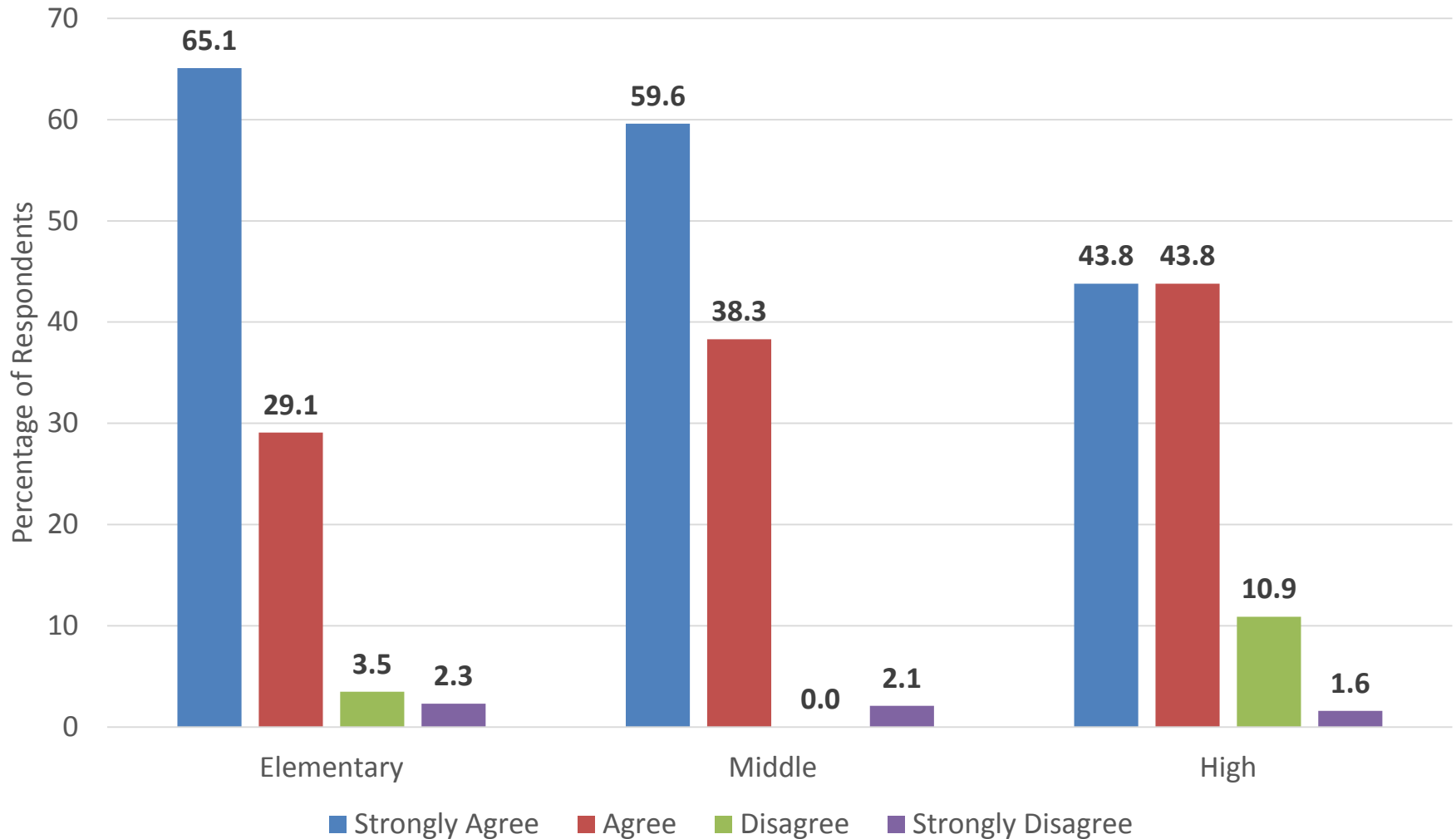




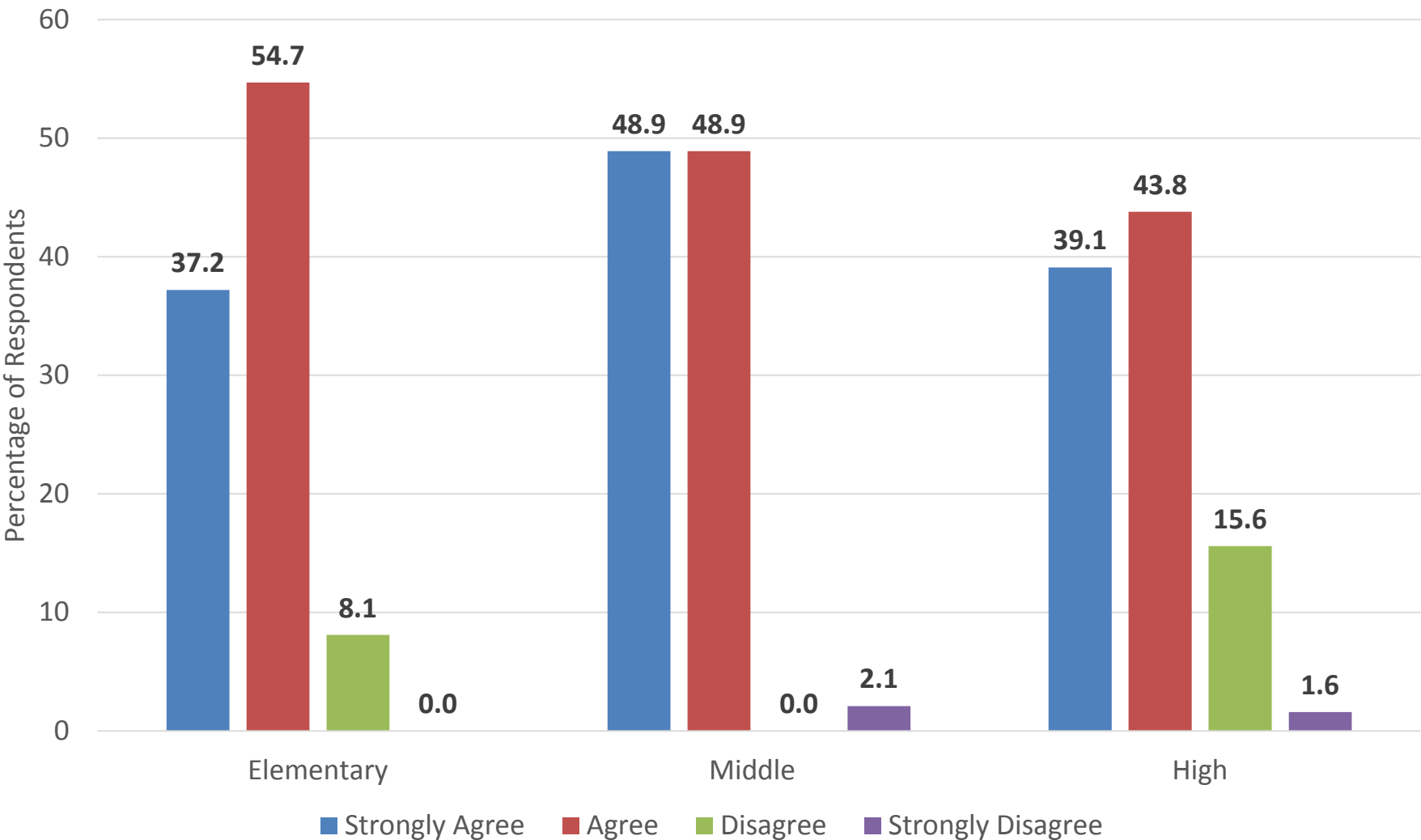
# Time spent studying and reviewing material (in addition to completion of assigned homework)



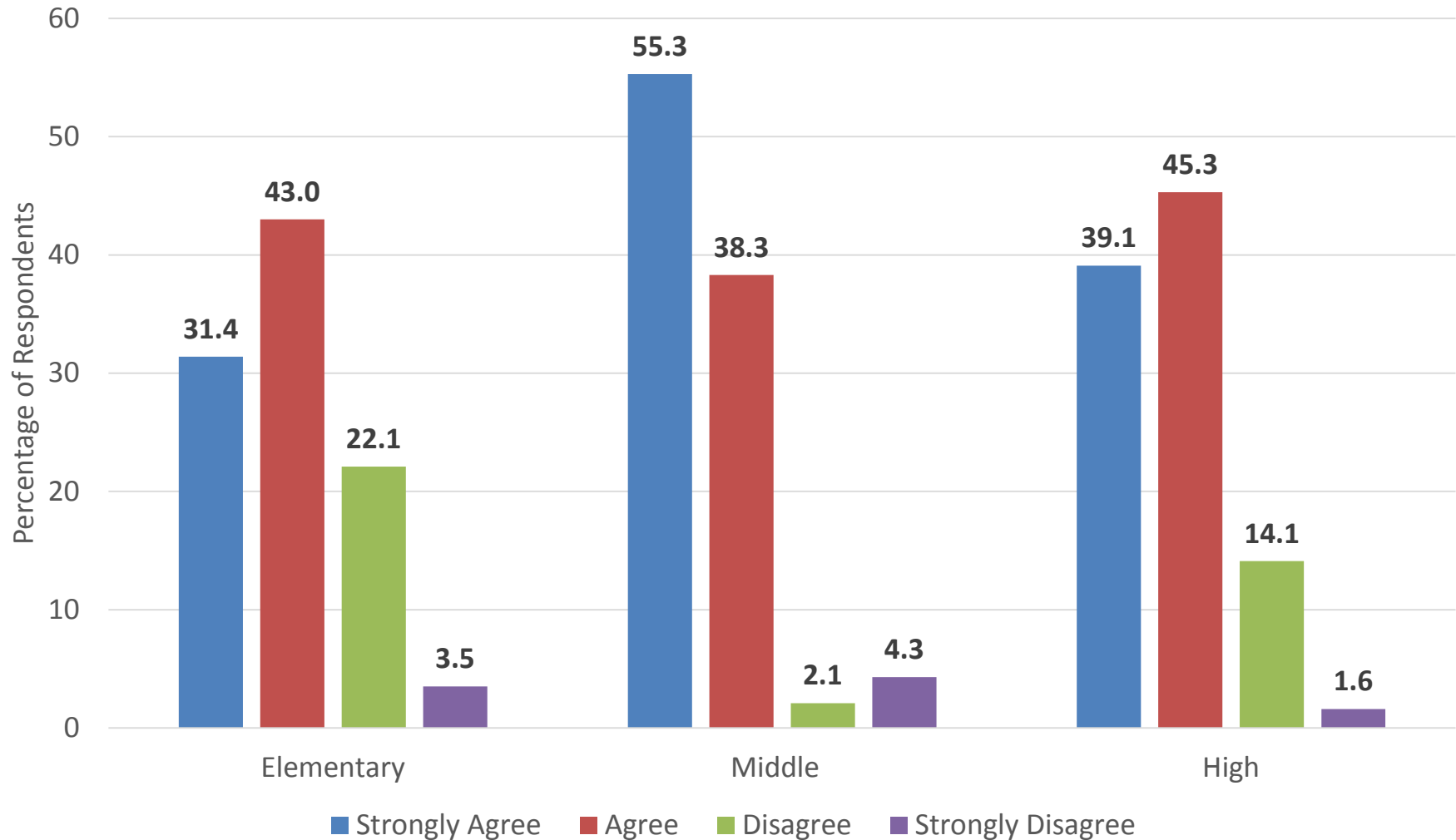
# I encourage students and/or parents/guardians to contact me if homework becomes overwhelming



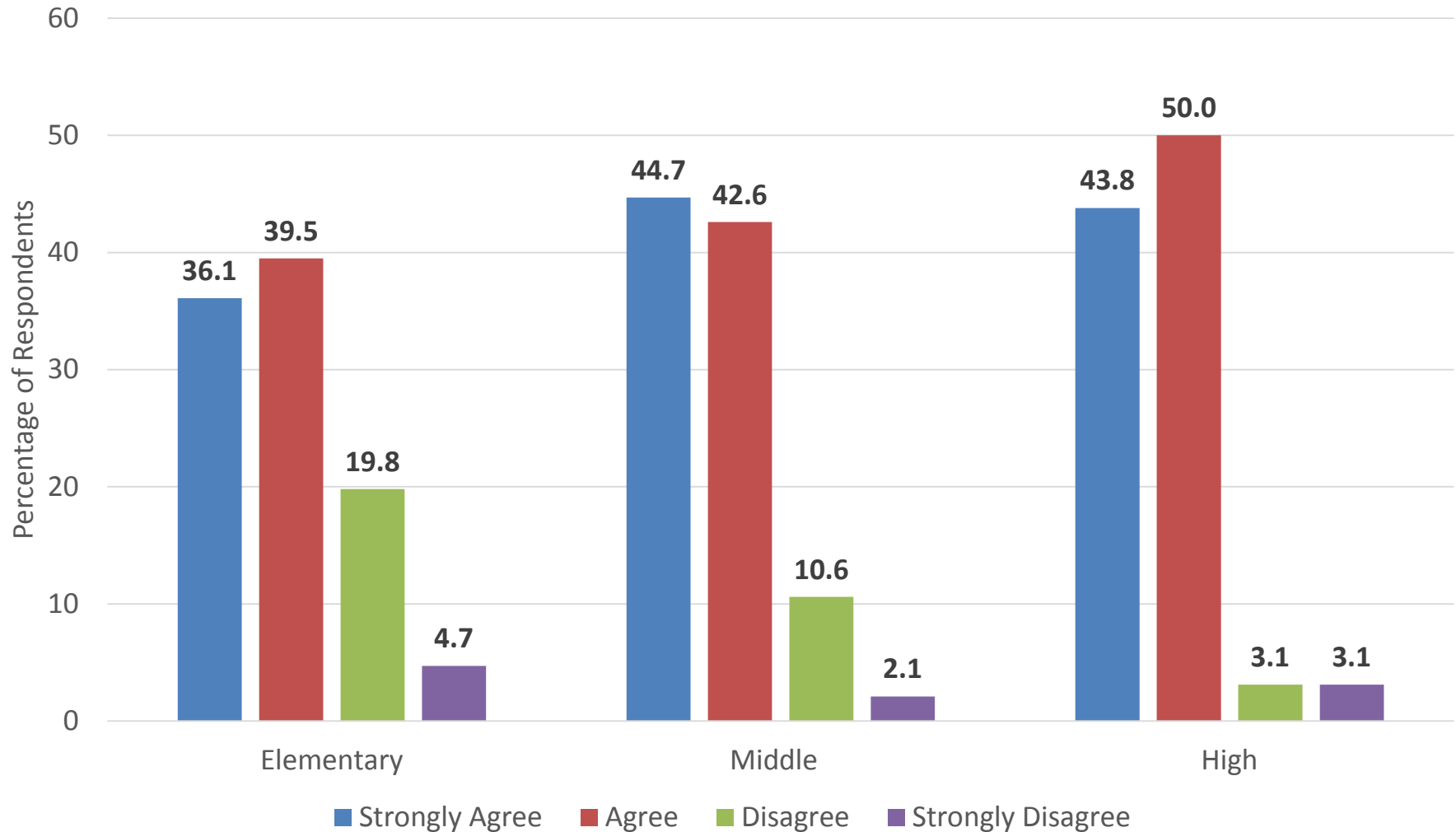
# I regularly articulate the purpose and expected outcome for homework assignments



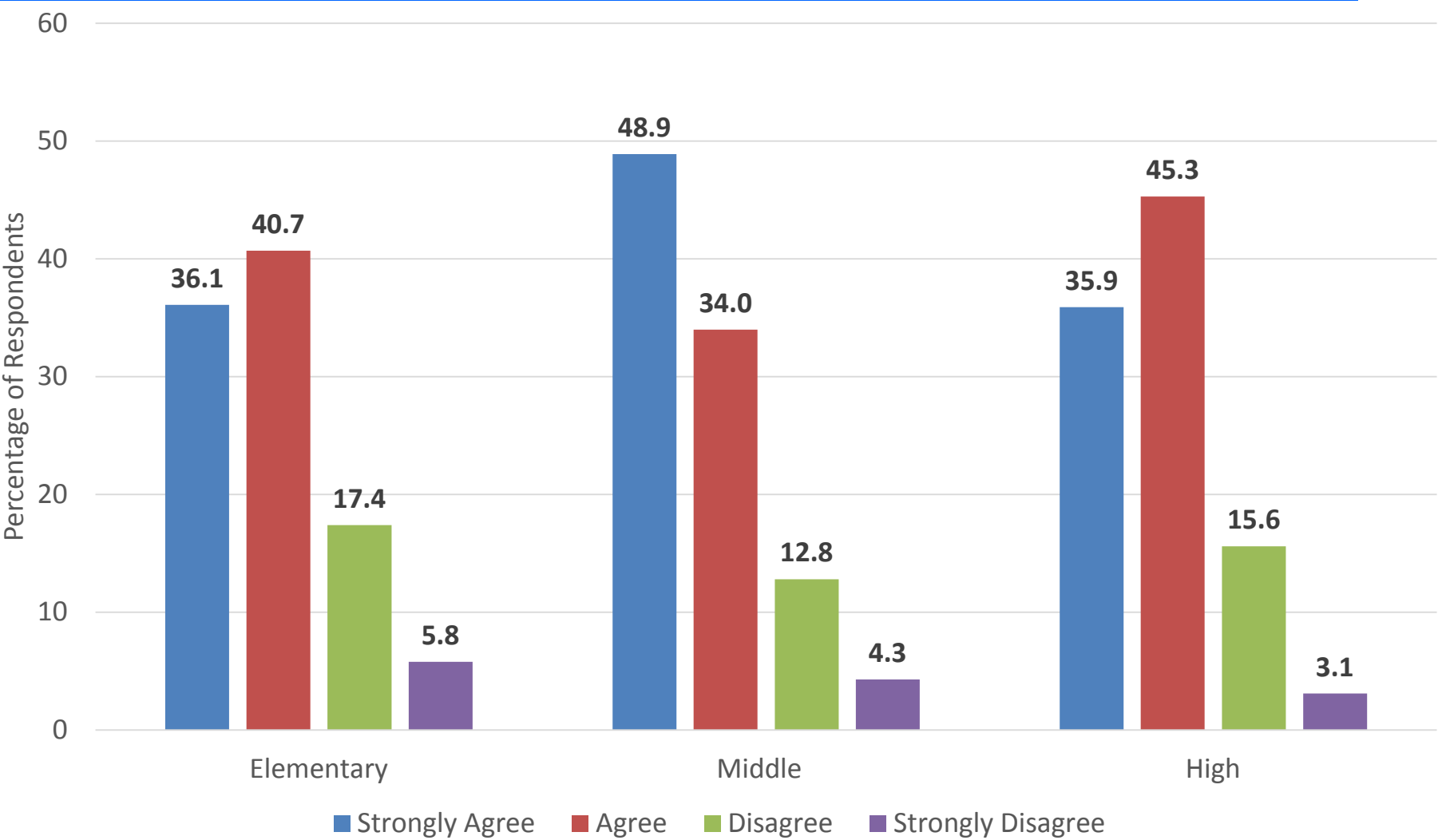
# I regularly allow for student questions and planning regarding homework



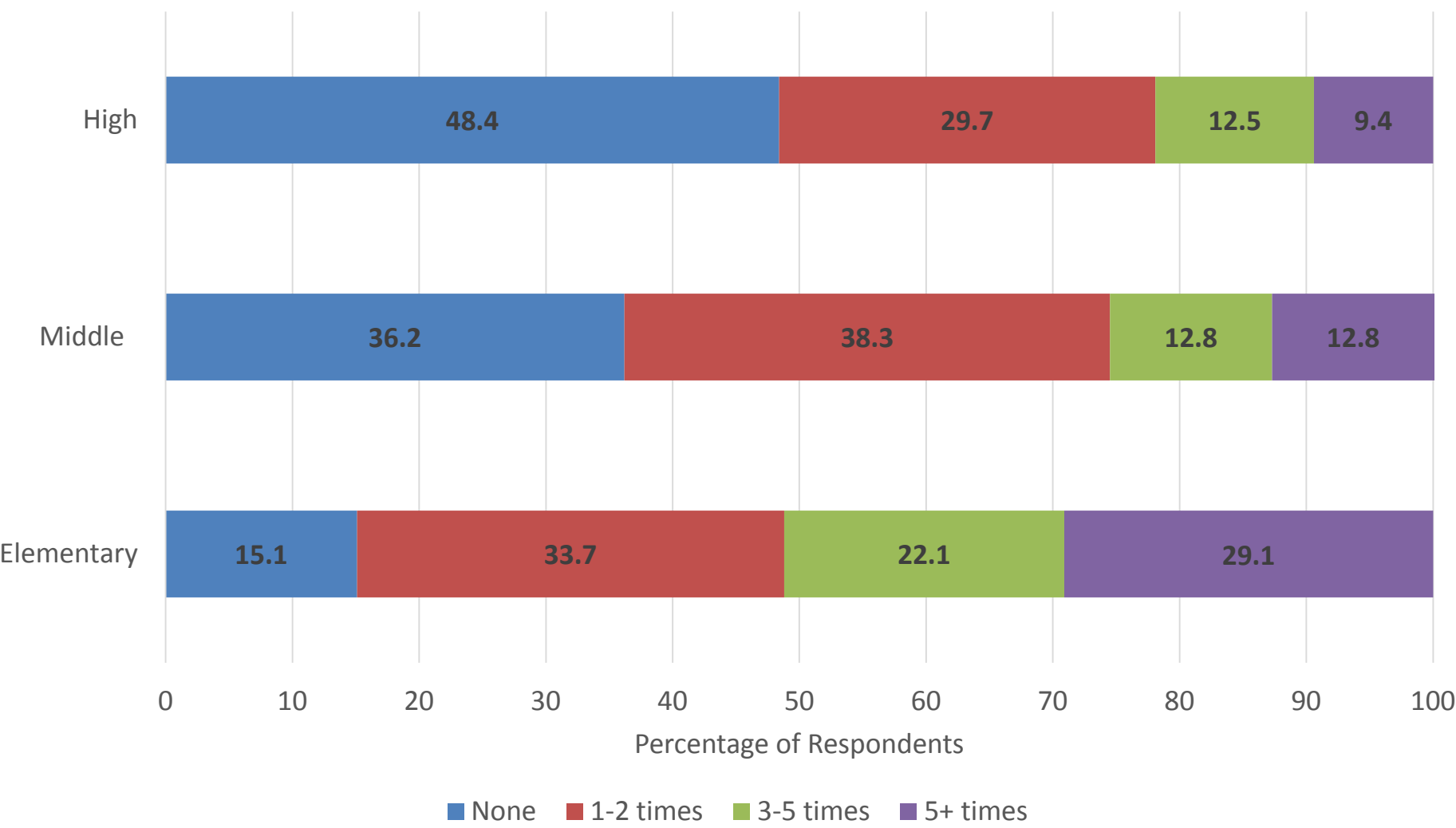
# I regularly provide timely feedback on homework to my students



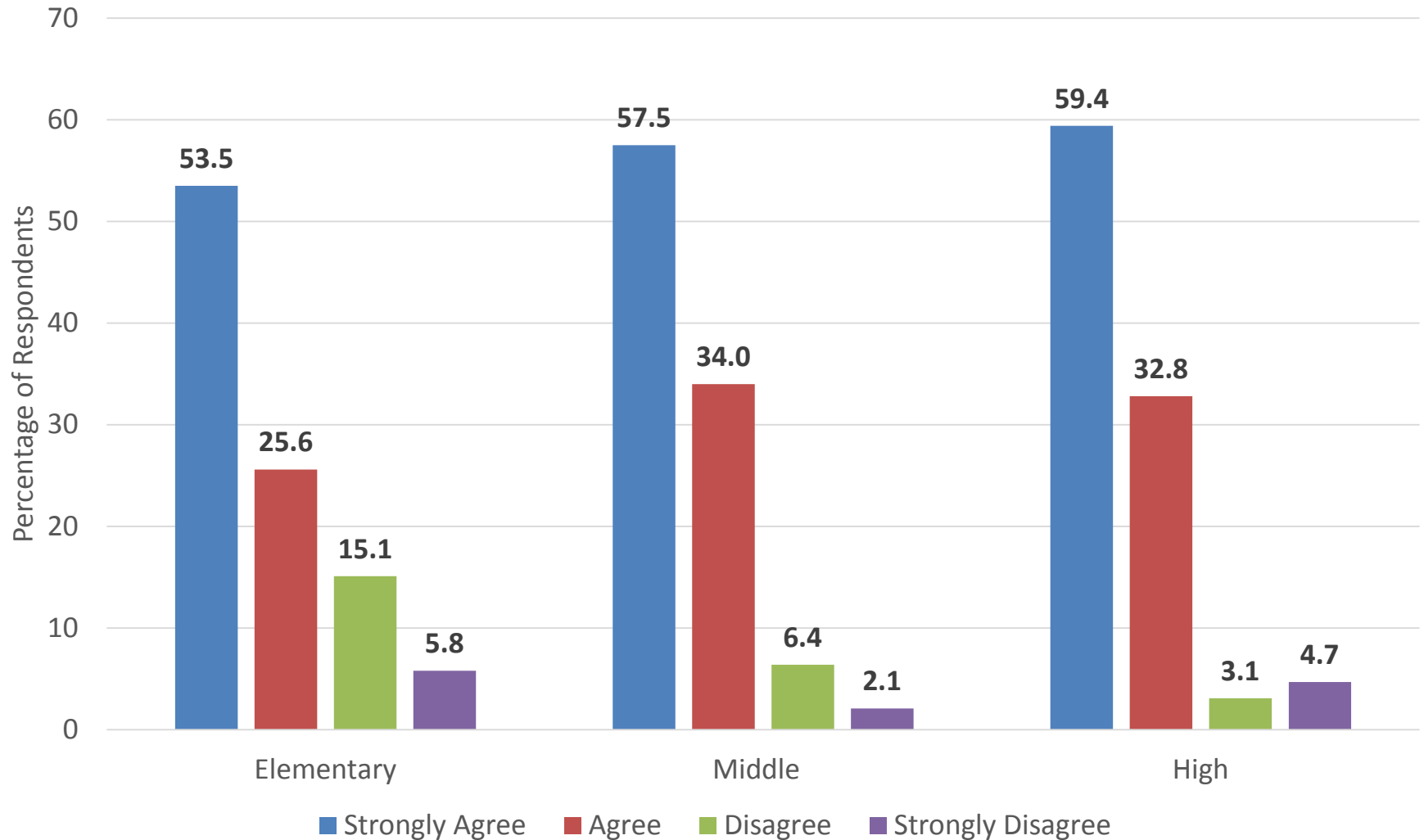
# I regularly check in with my students about homework and adjust my homework assignments when needed



# How many times in the past year have you collaborated with your colleagues to discuss quality homework?

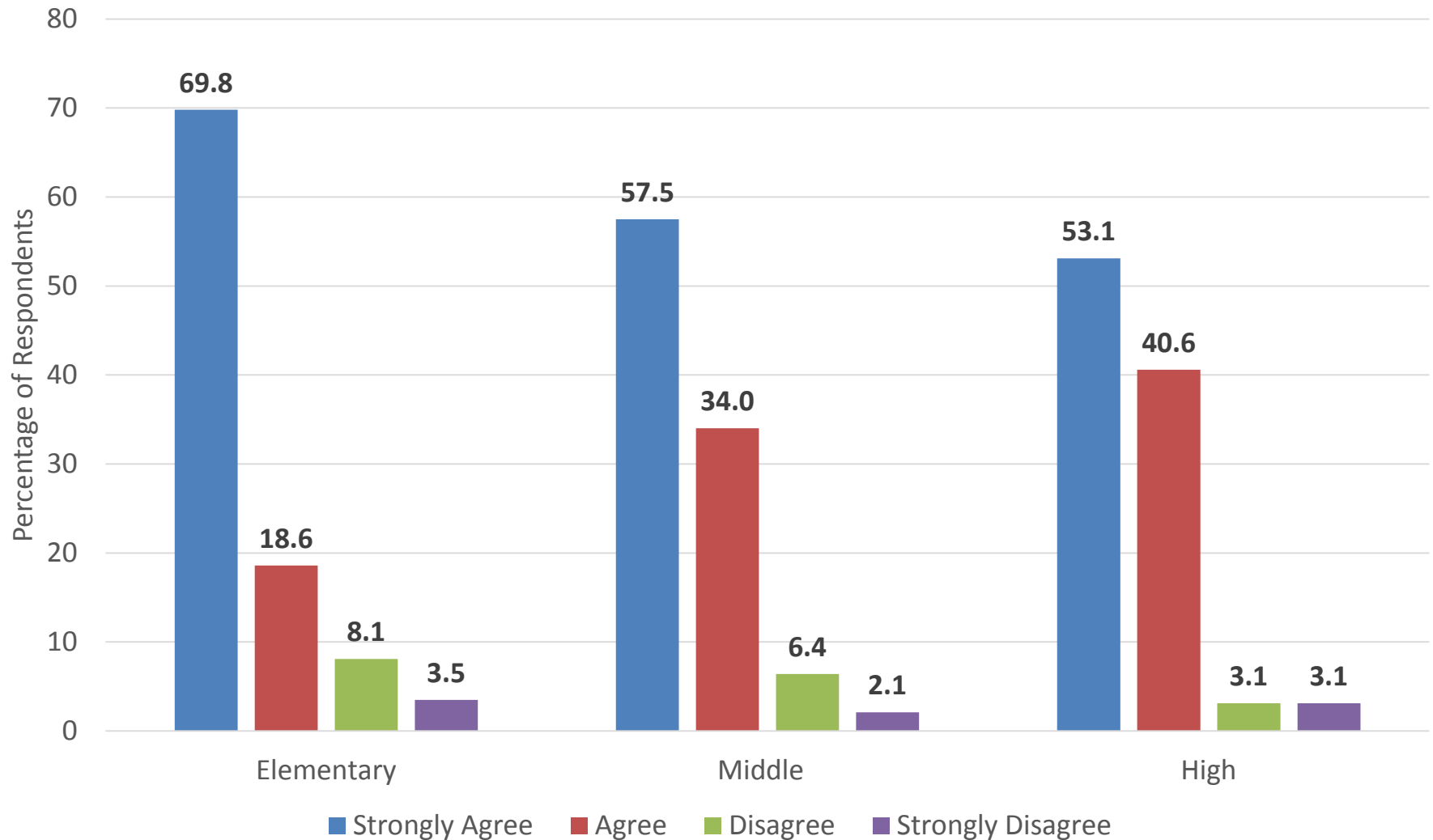


# I include homework policies in my syllabus or class description

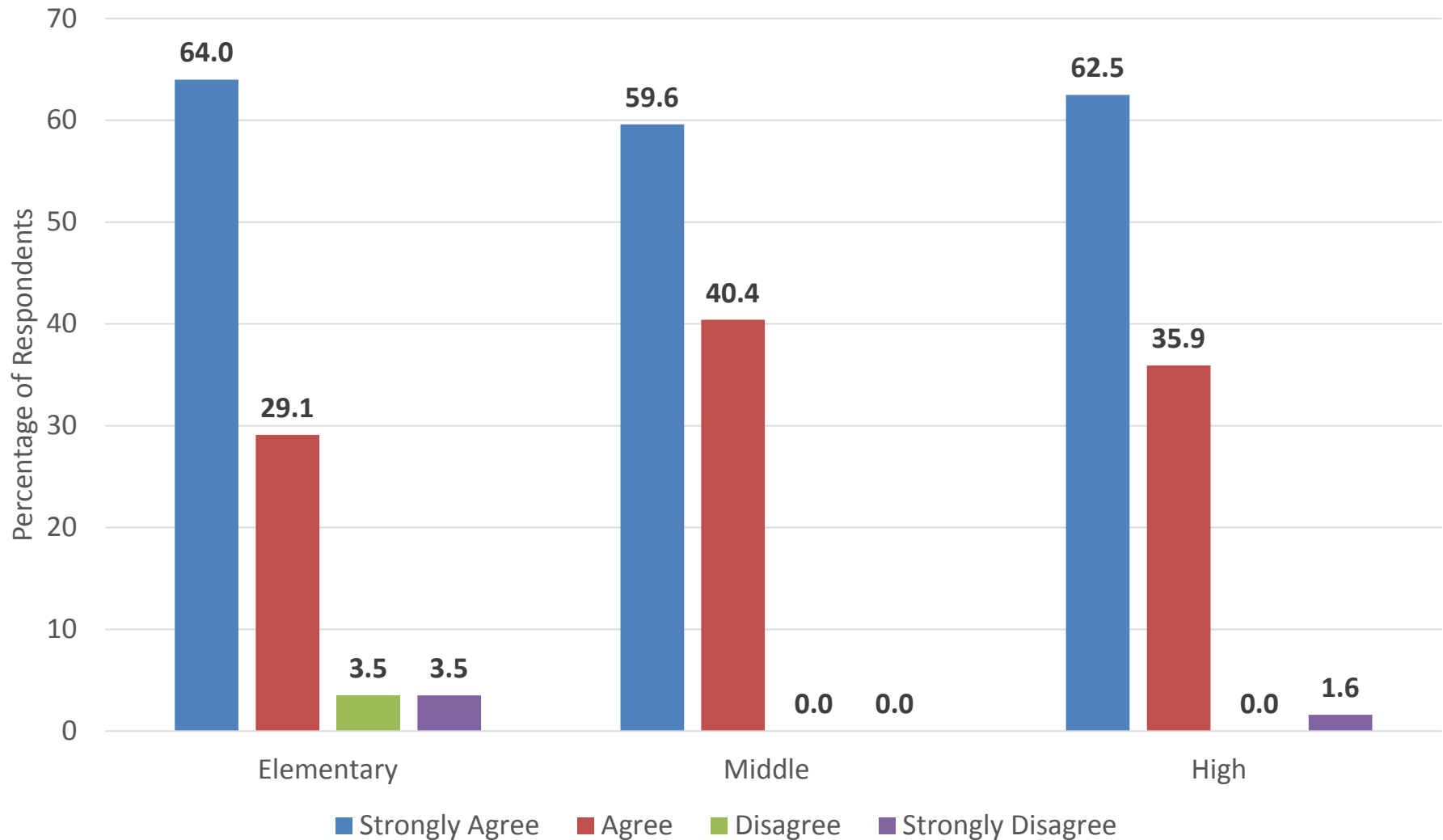




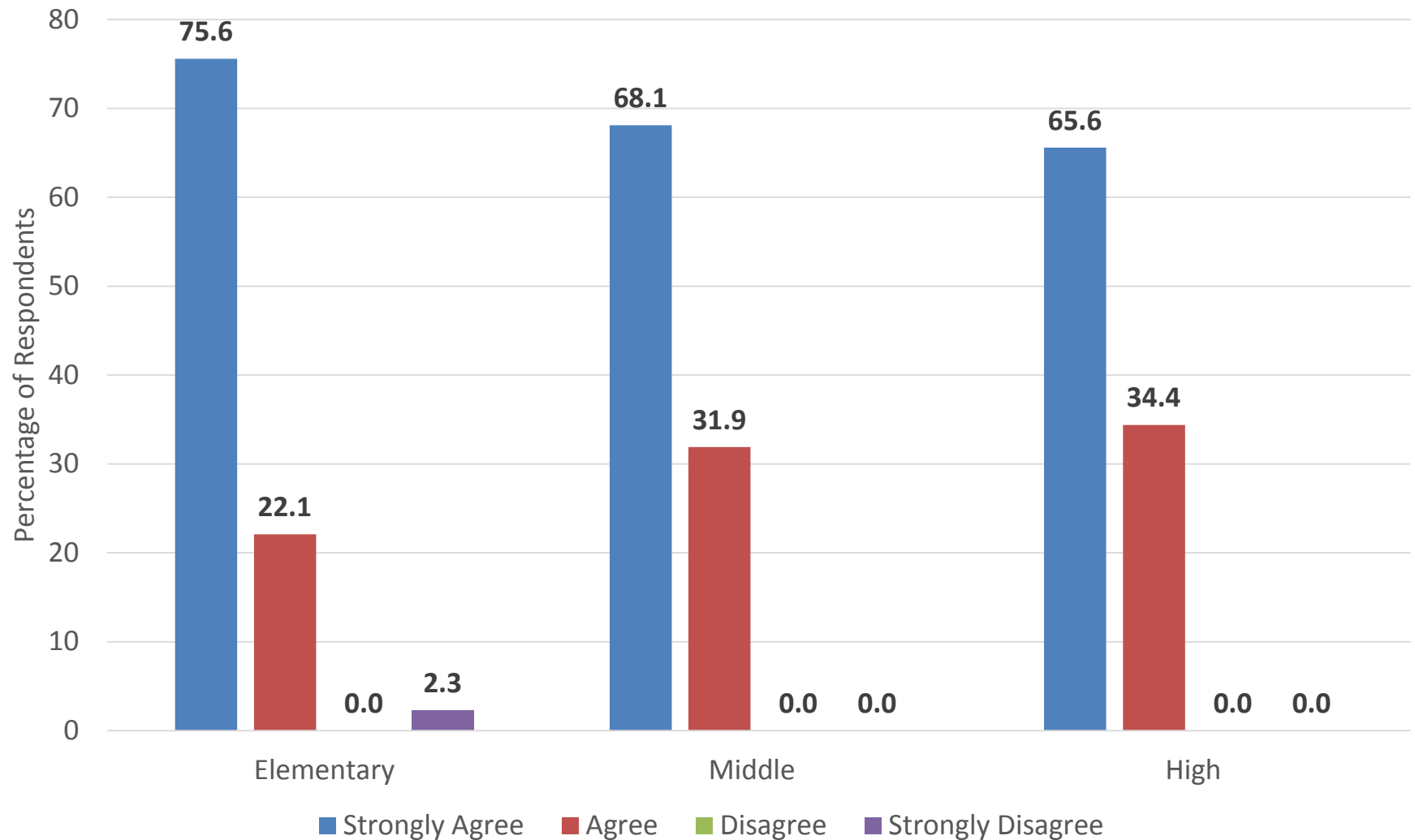
# I review homework policies with students and parents within the first month of school



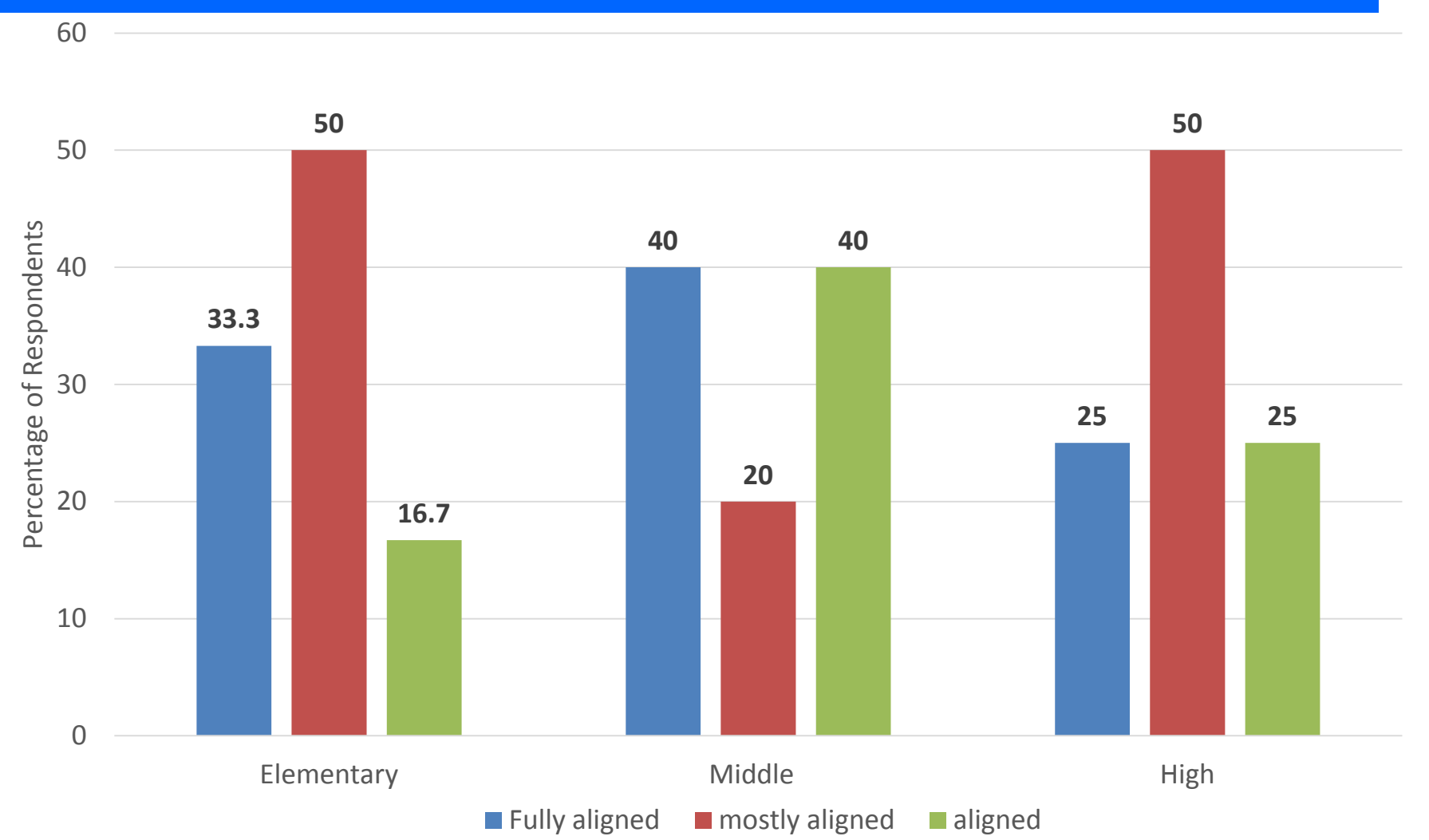
# The homework that I assign is worthwhile



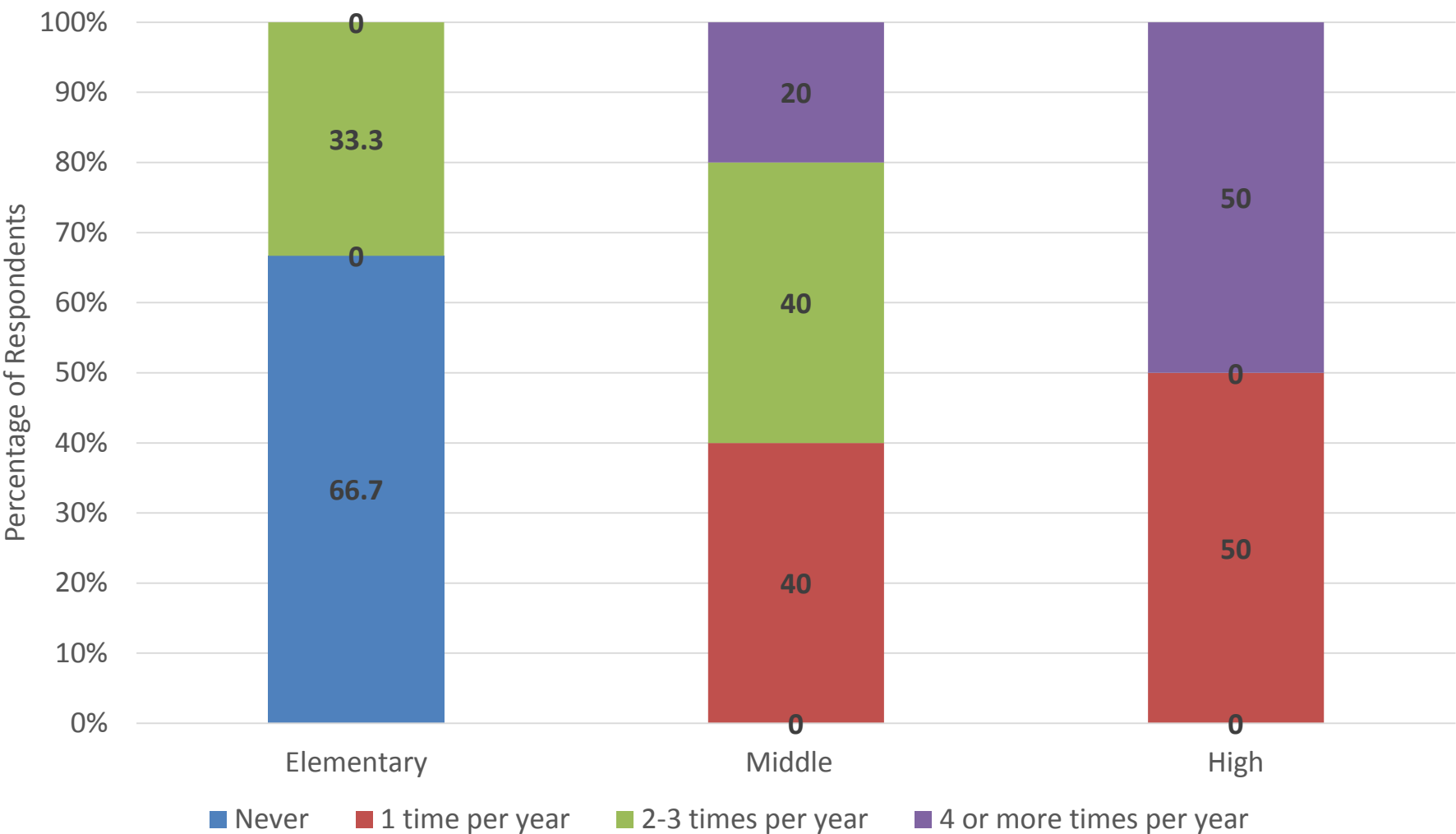
# I teach the skills necessary for students to complete homework and become successful independent learners



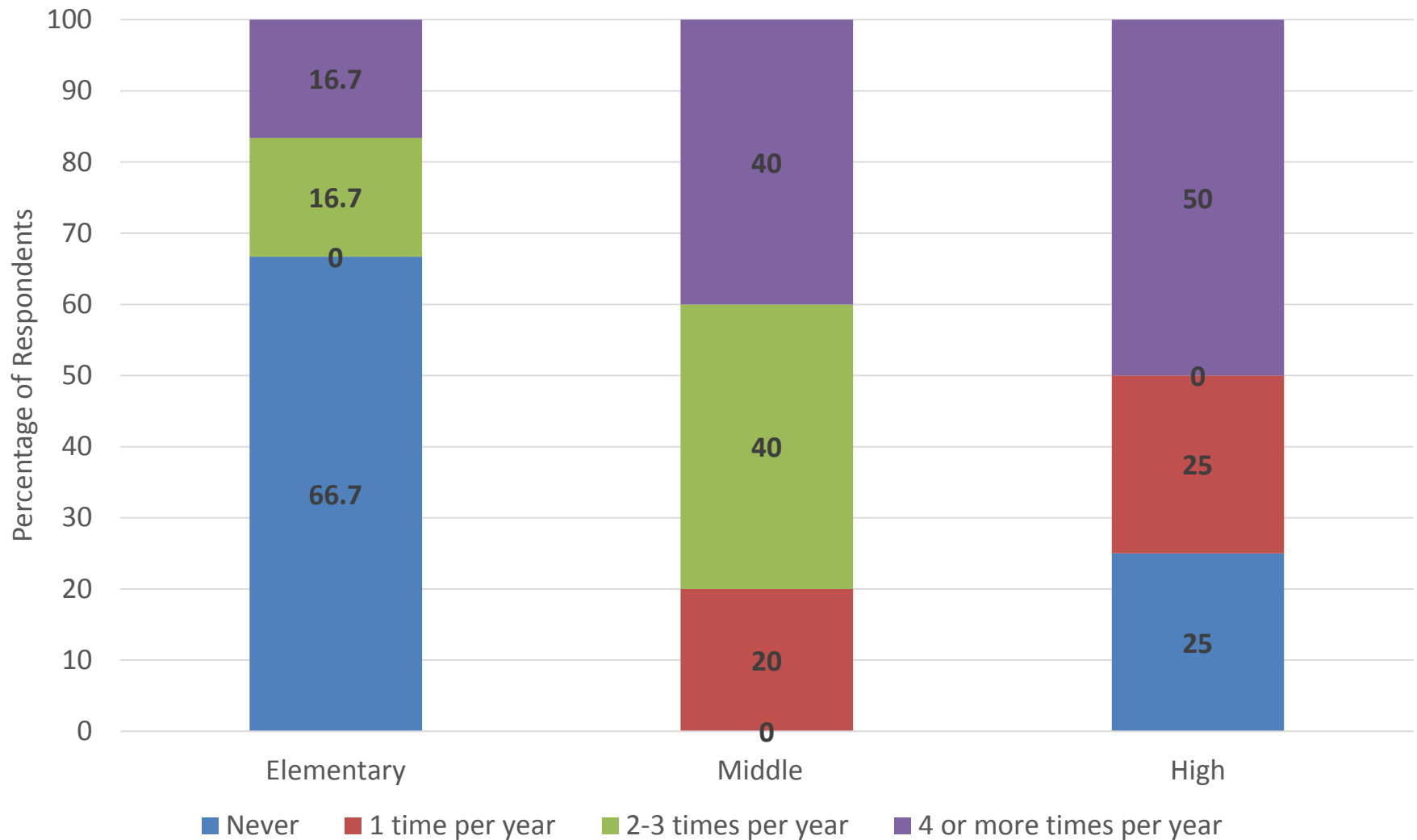
# How closely do you think your site's current homework policy aligns with the district's homework policy? (Admin)



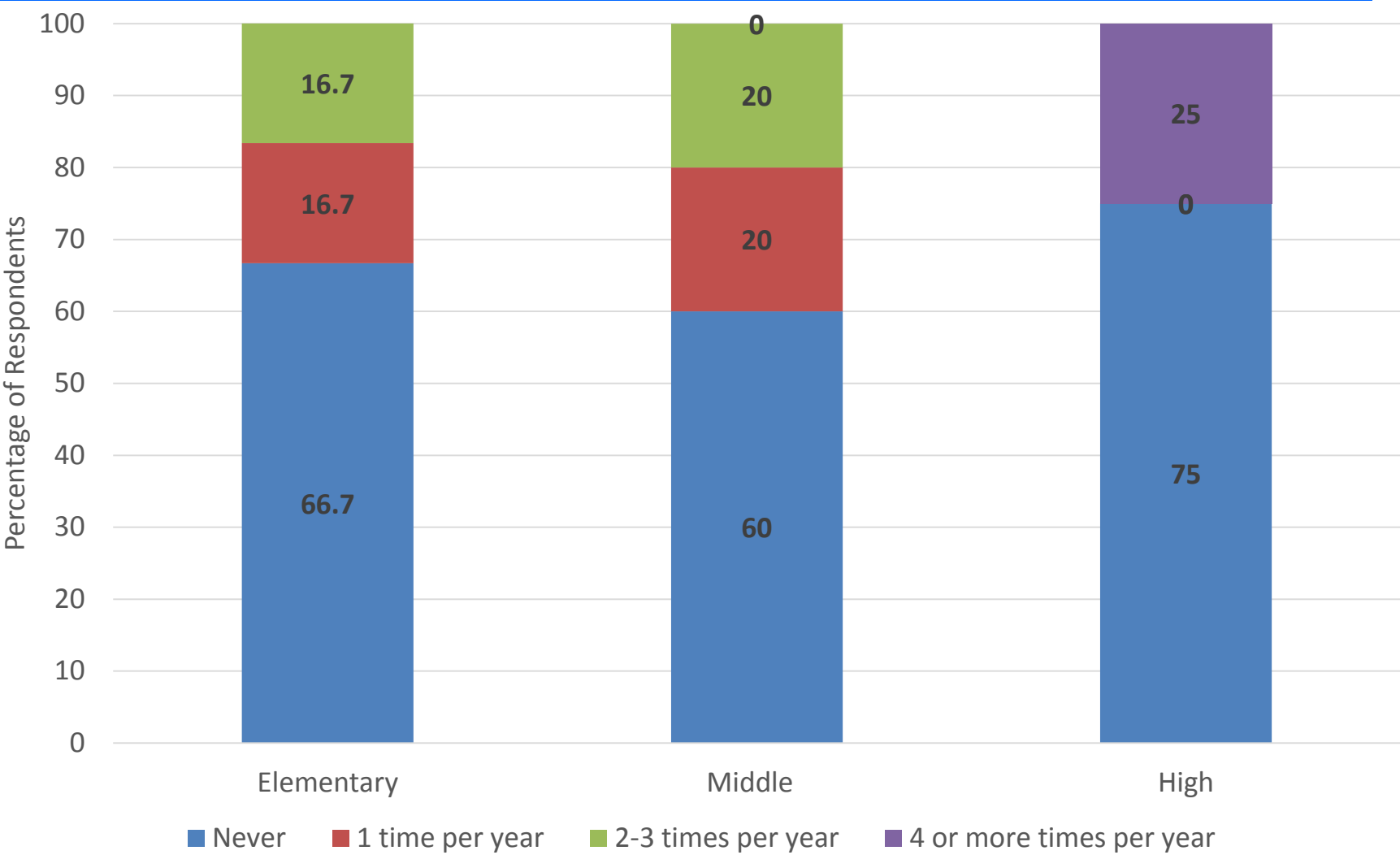
# How frequently do you support professional dialogue regarding homework? (Admin)



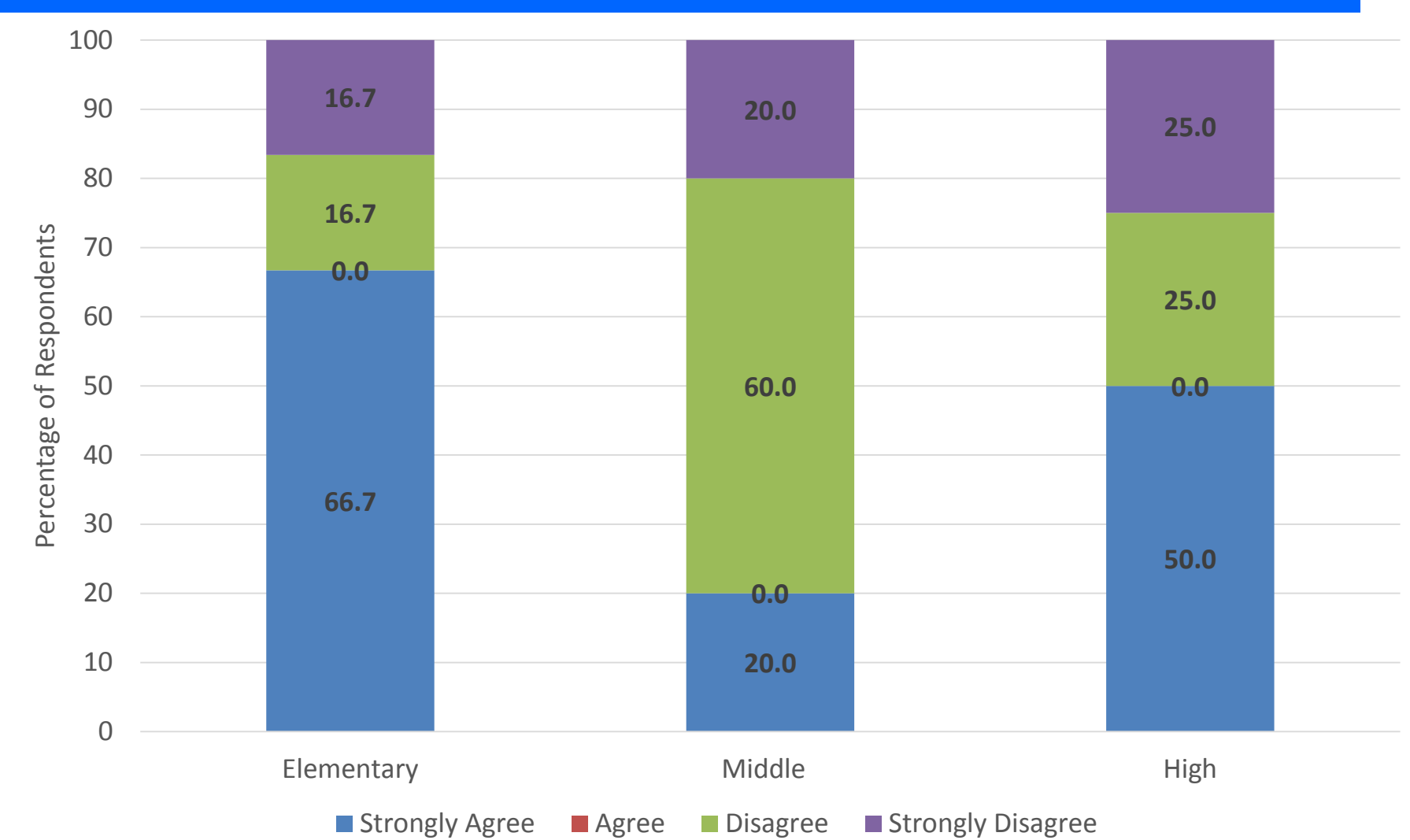
# How frequently do you promote teacher collaboration regarding homework? (Admin)



# How frequently do you monitor homework quality and quantity? (Admin)

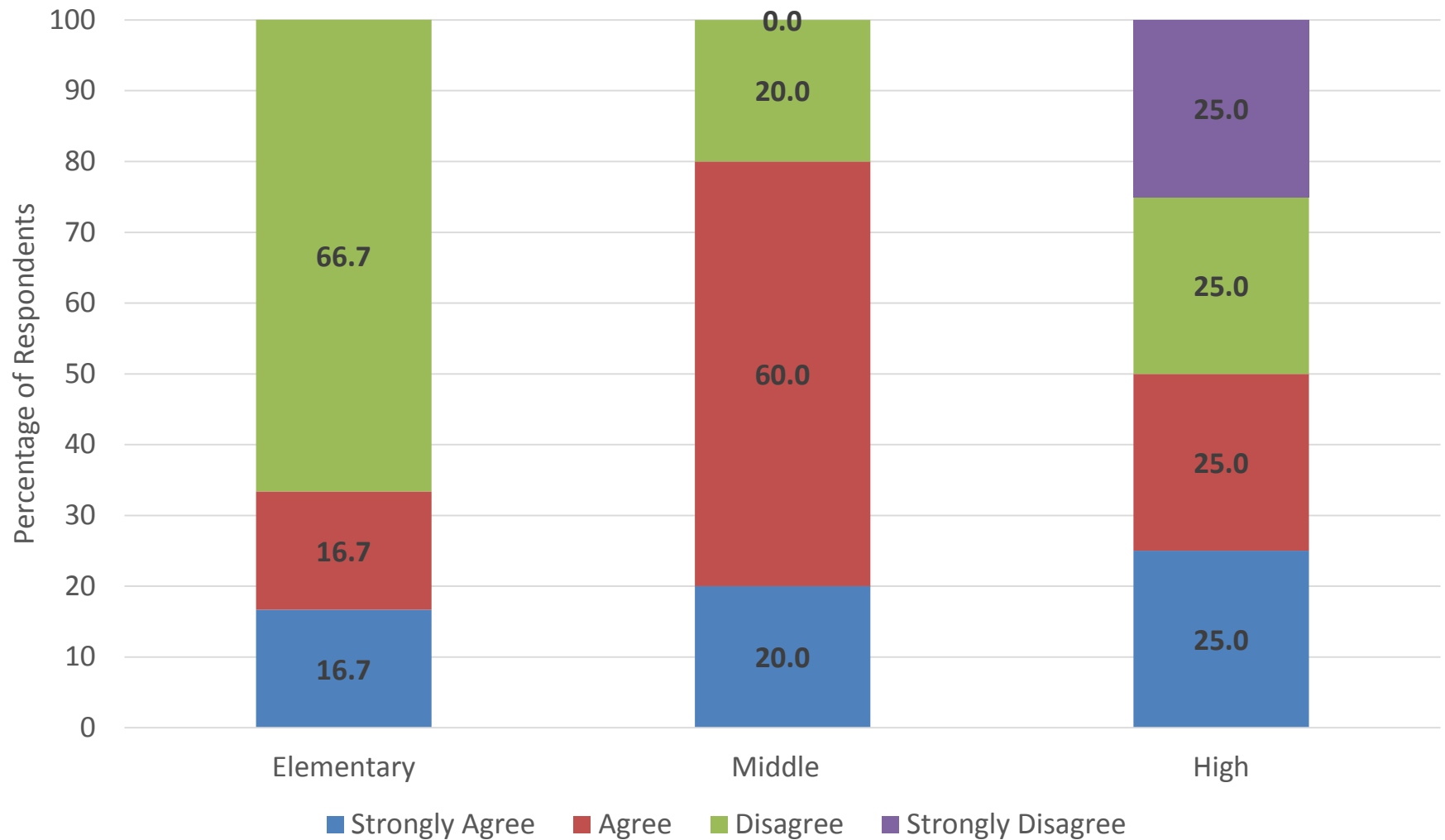


How frequently do you facilitate collaboration between teachers to ensure that students receive a balanced load of homework and other assignments? (Admin)

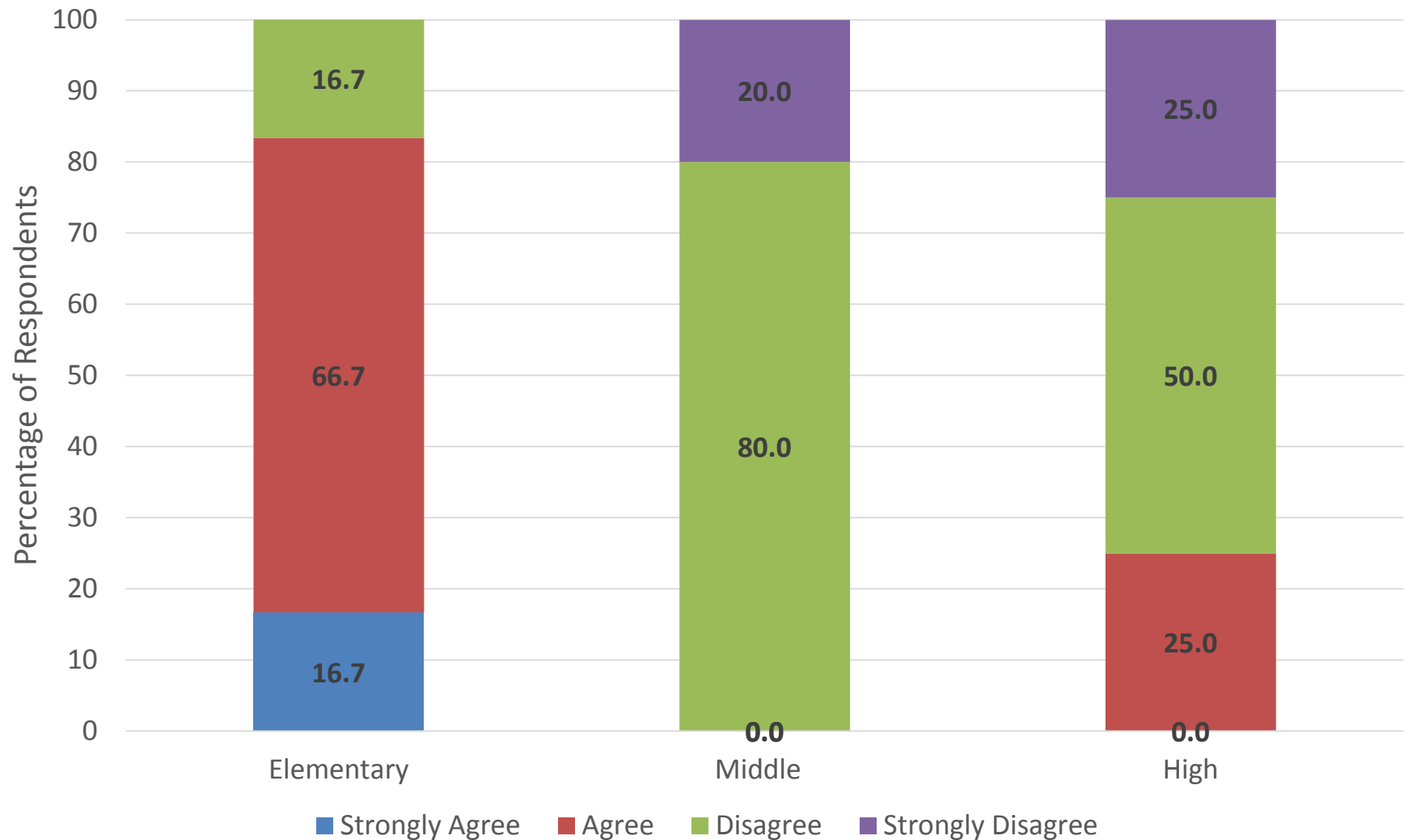




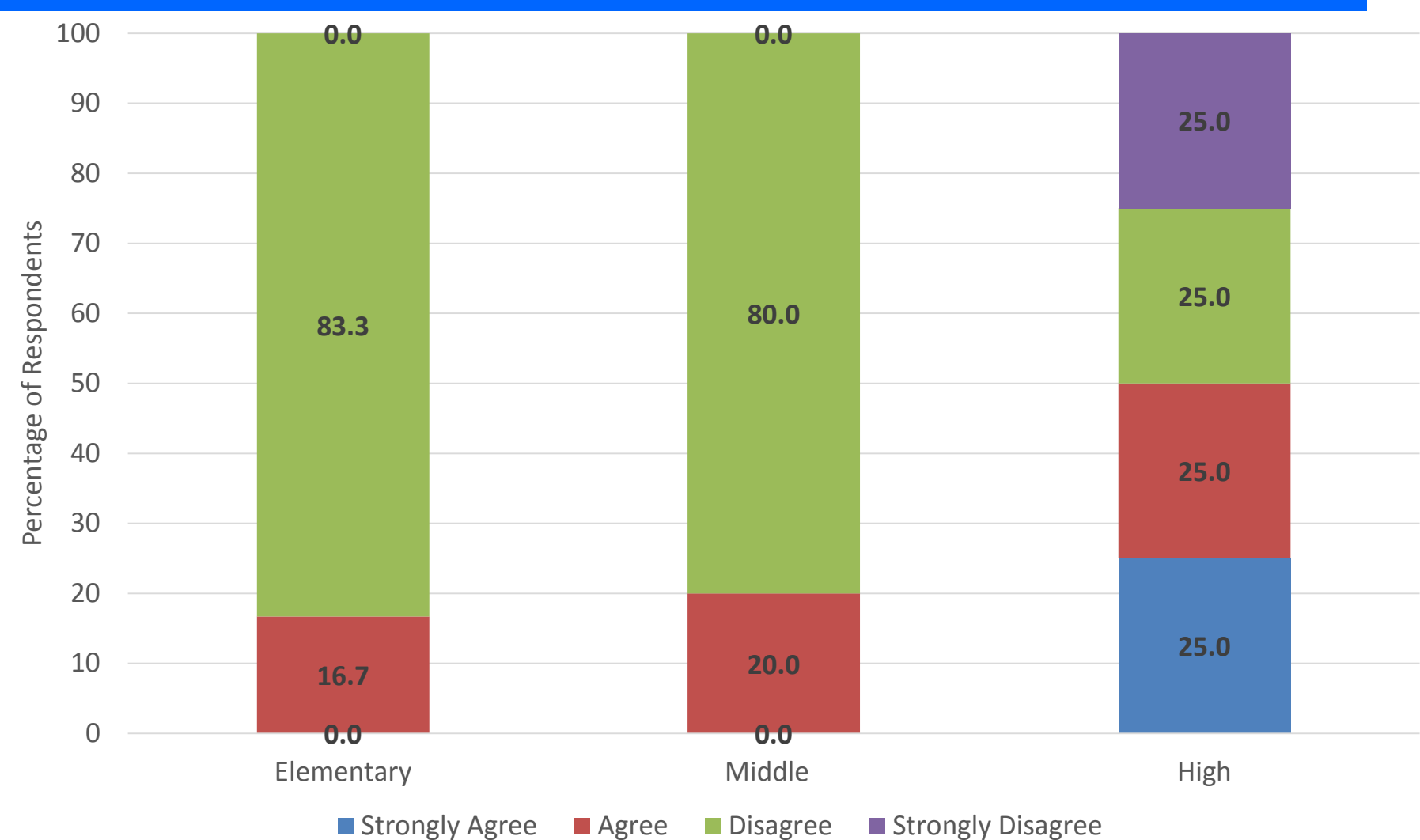
# I review the site homework policy with all site faculty at least once per year. (Admin)



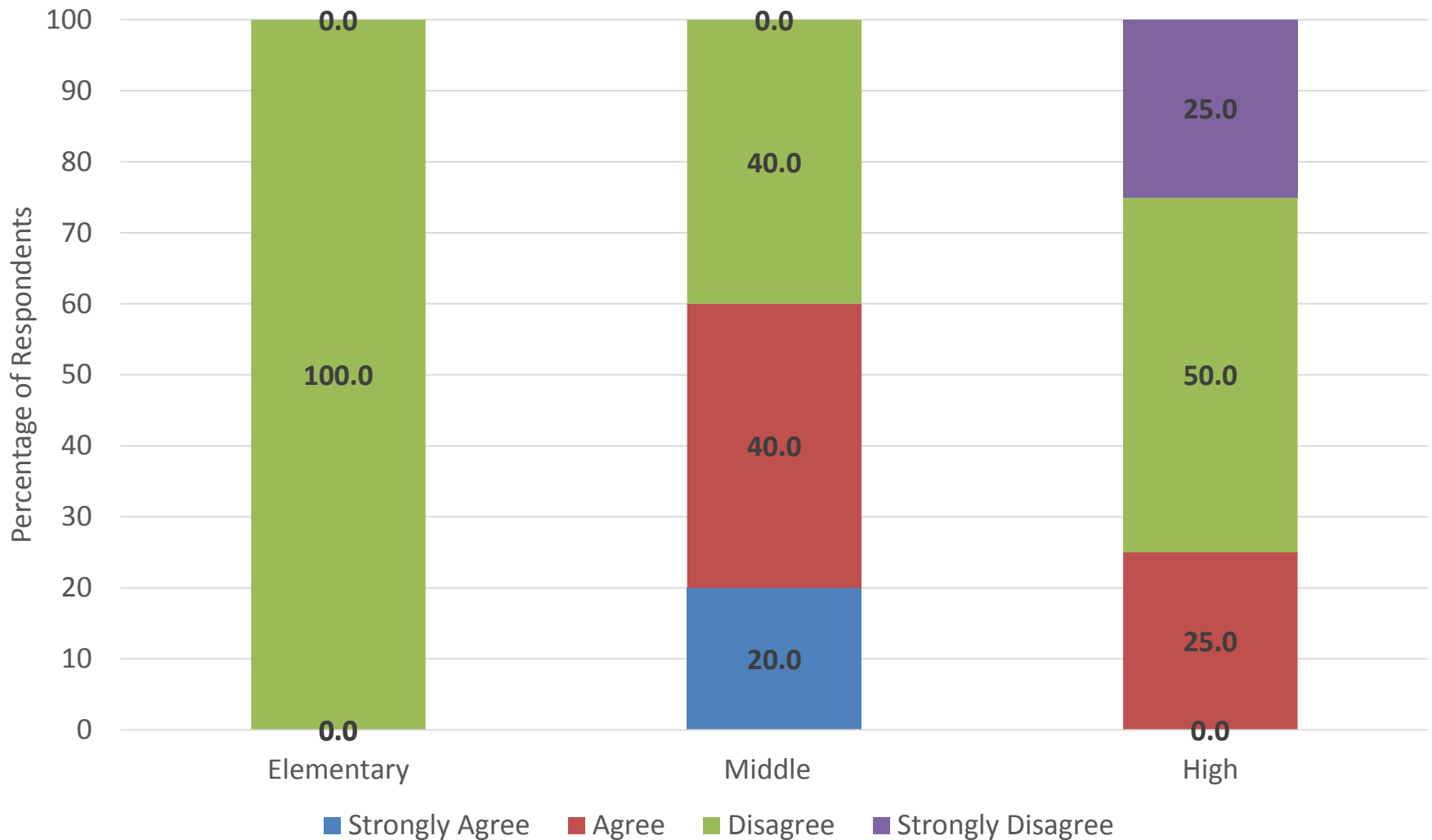
# I post the site homework policy on the school's website. (Admin)



# I have met with faculty this school year to collaborate and discuss quality homework. (Admin)



# I explained the homework policy to families during back-to-school night. (Admin)



# I am aware of and understand the district's homework policy. (Admin)

