

# Summary of Findings: Blended Learning Program Impact and Survey Analyses

Prepared for Huntley Community School District

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# Table of Contents

<b>Overview</b>	.....	<b>P 3</b>
<b>Blended Learning Survey Analysis: Overview</b>	.....	<b>P 4</b>
<b>Blended Learning Survey Analysis: Key Findings</b>	.....	<b>P 7</b>
<b>Recommendations and Next Steps</b>	.....	<b>P 20</b>

# Overview – Blended Learning Evaluation

As part of Huntley Community School District 158's (Huntley) ongoing efforts to evaluate its blended learning initiative, Hanover Research (Hanover) conducted the following analyses:



**A descriptive analysis of student achievement and behavioral engagement data**, guided by the following research question:

- *What impact is the blended learning implementation having on academic and behavioral outcomes?*



**An analysis of a Blended Learning Survey designed to gather teacher and student feedback**, guided by the following research question:

- *What impact is the blended learning initiative having on student engagement? Classroom culture? Teacher practices? Teacher self-efficacy? Technology adoption?*

*The following presentation presents **detailed findings from the Blended Learning Survey**, as well as an **overview of the key findings from the descriptive analysis**.*

# BLENDED LEARNING SURVEY ANALYSIS OVERVIEW

# Introduction

In the following section, Hanover summarizes key findings\* from Huntley's Blended Learning Survey. The analysis reflects a *total of 717 responses* from *580 student* respondents, *136 teacher* respondents, and *one alumni* respondent, collected during the beginning of the 2017-18 schoolyear.

- This presentation addresses student and teacher feedback on the following topics:
  - *Experience with Blended Classes*
  - *Perceptions of Blended Classes*
  - *Overall satisfaction with Blended Learning*



\*Only results that show *statistically significant differences* across segments at the 95 percent confidence level are included in this presentation.

# Survey Respondents' Experience with Blended Learning

## Teachers (*n=136*)

- Approximately half of teachers (51%) who responded to the survey have taught, or are currently teaching, a blended class.
- More than half of teachers in the social studies (79%), English (65%), and Science (55%) departments responded that they had taught, or are currently teaching, a blended class. Conversely, math teachers (17%) were least likely to have taught or be teaching a blended class.

## Students (*n=581*)

- 89 percent of students who responded to the survey have taken, or are currently taking, a blended class.
- Of students who have, or are currently taking, a blended class, 92 percent were taking a blended class in the 2017-18 schoolyear. 73 percent indicated having taken a blended class during the 2016-17 schoolyear; 31 percent having done so during the 2015-16 school-year.

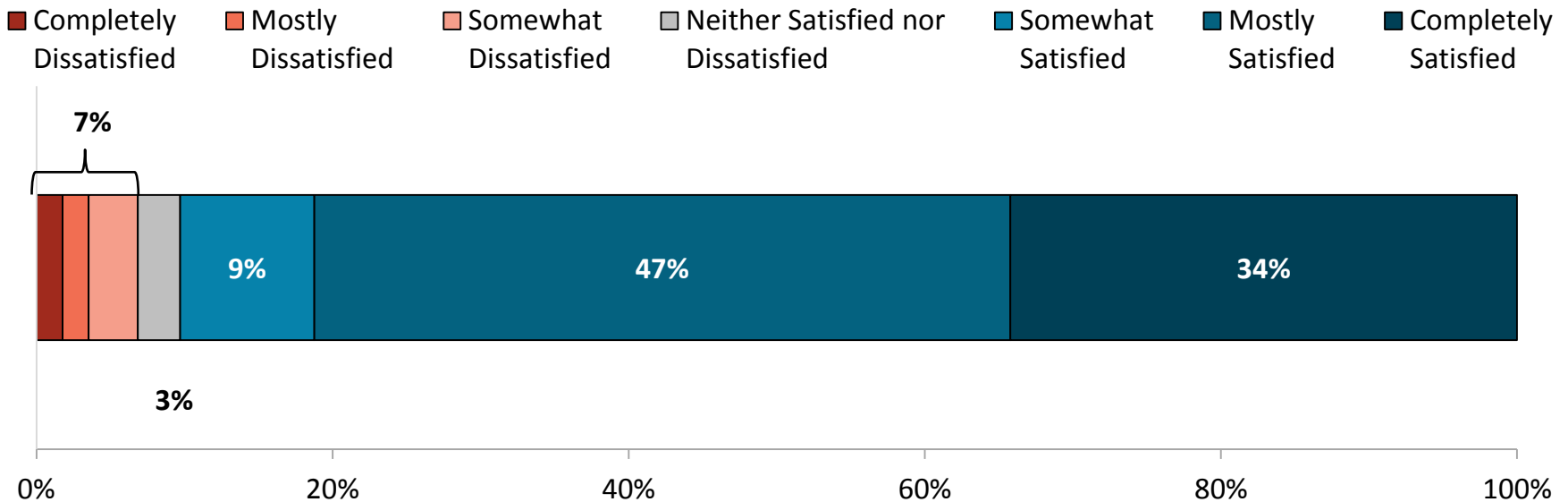
# BLENDED LEARNING SURVEY ANALYSIS

## KEY FINDINGS

# Overall Satisfaction

- The majority of collective teacher and student respondents indicated that they were *completely or mostly satisfied* with their blended learning experience at **Huntley**. Notably, fewer than one in 10 respondents indicated that they were completely or partially dissatisfied with their blended learning experience at Huntley.

*% satisfied with their overall blended learning experience*



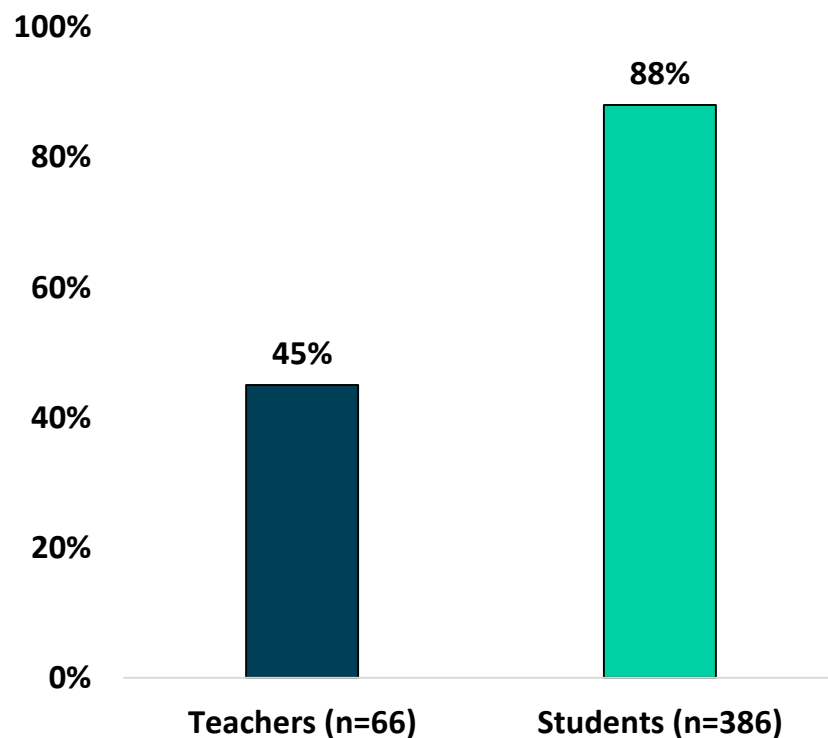


# Overall Satisfaction

- However, **student respondents** are almost twice as likely to be satisfied with their blended learning experience at Huntley than **teacher respondents**.
- Similarly, **79 percent of student respondents** are *very or extremely likely* to recommend blended learning classes to the average incoming freshman at Huntley, compared to only **38 percent of teacher respondents** who indicate the same.

## Overall Satisfaction with the Blended Learning Experience at Huntley

*% Mostly or Completely Satisfied*

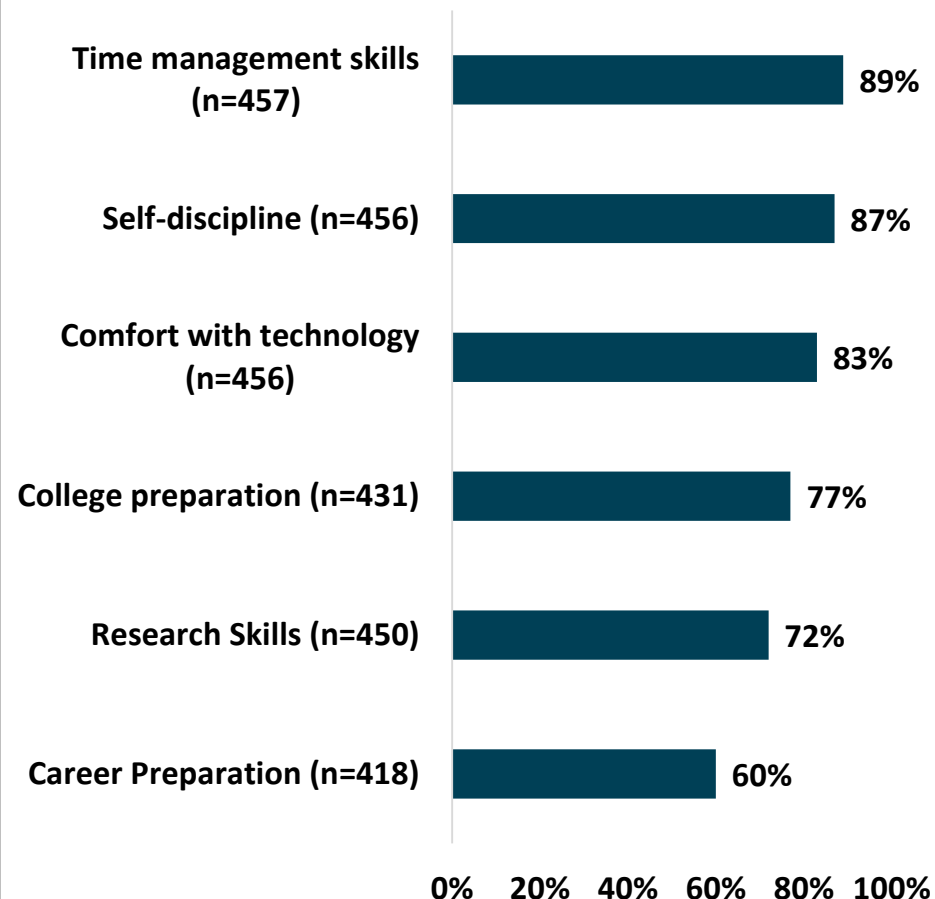


# Perceptions on Achievement and Skills

- Overall, respondents are most likely to believe that blended classes have had a positive effect on students' time management skills and self-discipline. More than half of respondents also indicated that blended classes have had a *positive* or *very positive* effect on students' comfort with technology, college preparation, research skills, and career preparation.

## Effect of Blended Classes on Areas Related to Achievement and Skills

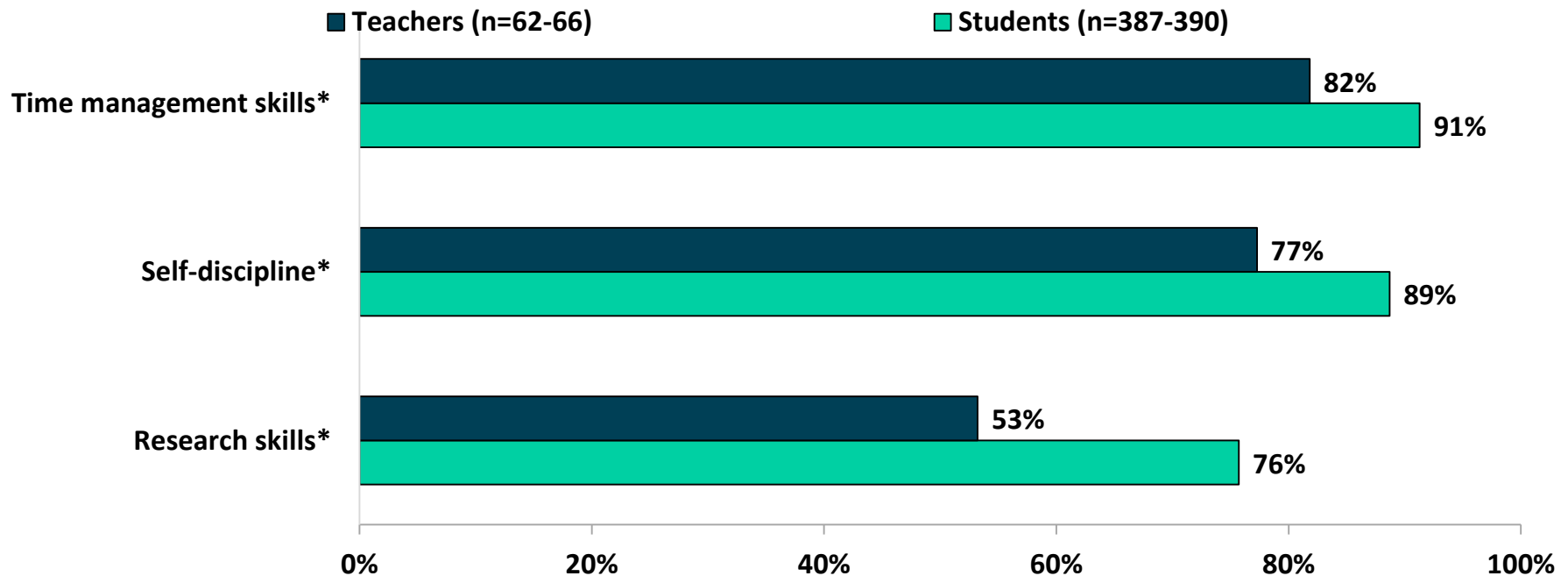
% Indicating blended classes have had a positive or very positive effect, on...



# Perceptions on Achievement and Skills

- Teachers are less likely than students to believe that blended classes have had a positive effect on students' time management skills, self-discipline and research skills.

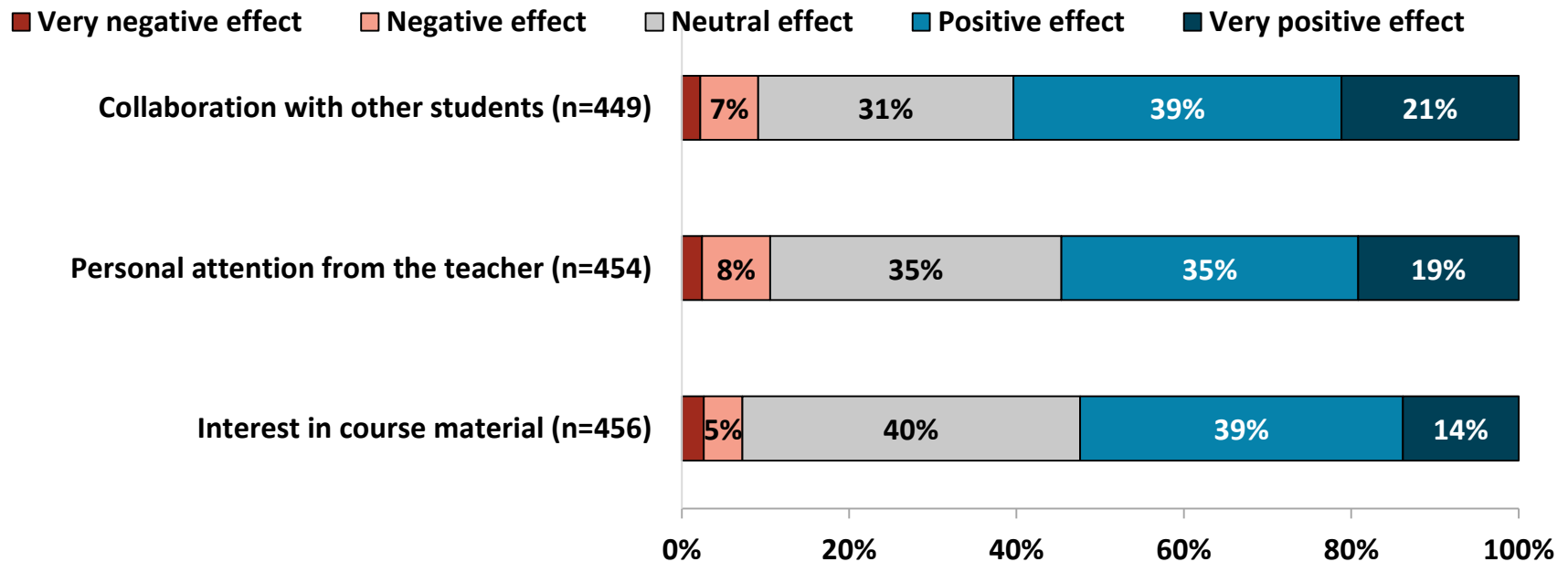
*% who indicated that blended classes have a positive or very positive effect, on...*



# Perceptions on Engagement

- Just over half of respondents believe that blended classes have had a positive effect on student engagement, with 53 to 60 percent believing blended classes have had a positive effect on collaboration with other students, personal attention from the teacher, and students' interest in course material.

*% who indicated that blended classes have a negative, neutral, or positive effect, on...*

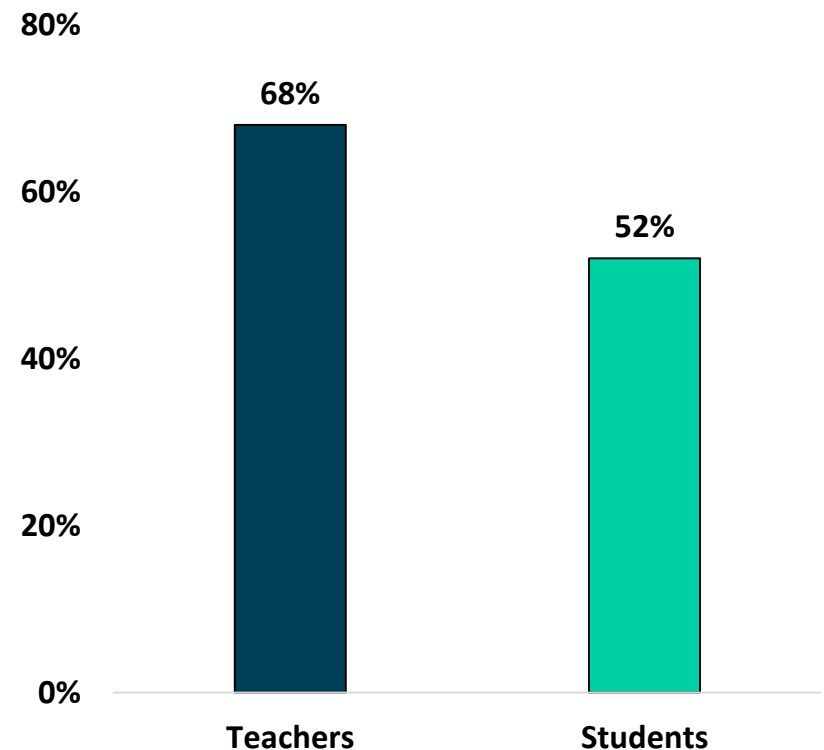


# Perceptions on Engagement

- Teacher respondents were more likely than students to believe that blended classes have had a positive effect on students receiving personal attention from the teacher.
- Compared to those in other departments, **teachers in the PE, Health, and Driver's Ed Department are particularly enthusiastic about the impact of blended classes on engagement**, with 75 to 100 percent of these respondents believing blended classes have had a positive effect on all three areas of engagement:
  - Personal attention from the teacher
  - Collaboration with other students
  - Interest in Course Material

## Effect of Blended Classes on Students Receiving Personal Attention from the Teacher

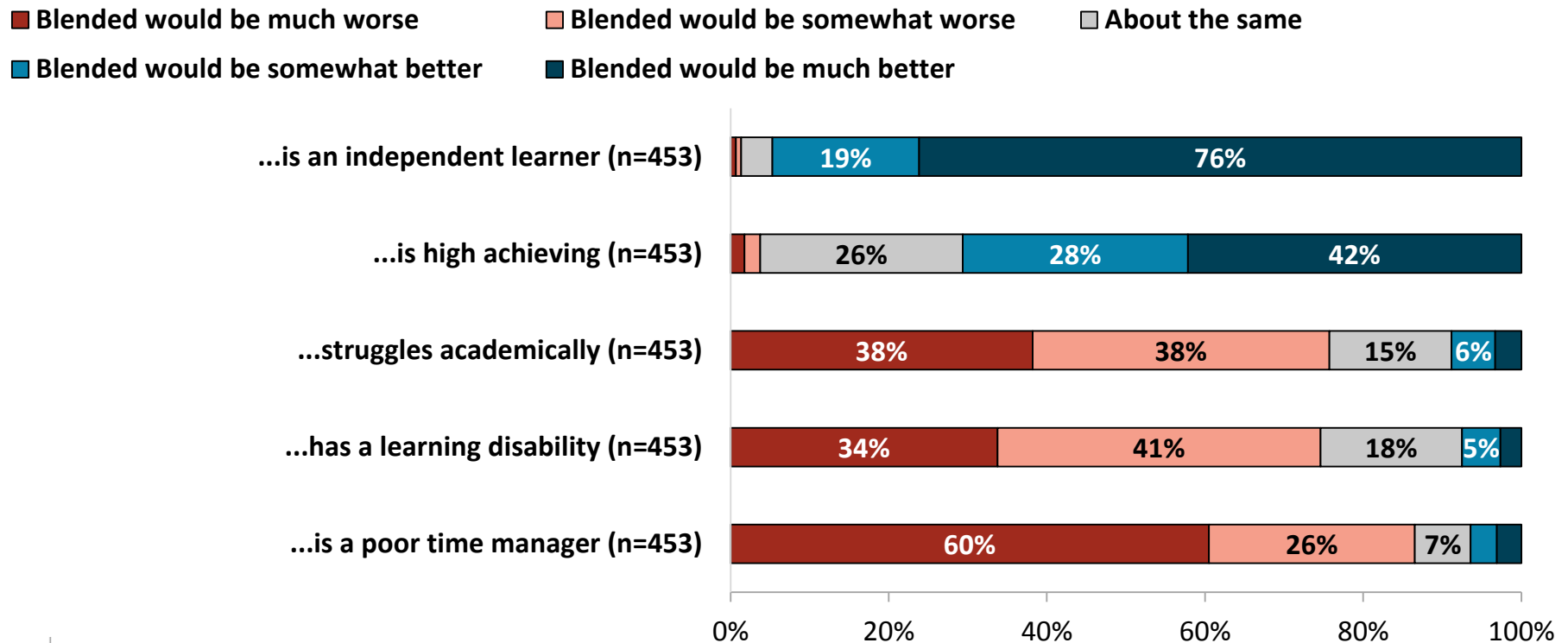
*% Indicating blended classes have had a positive or very positive effect*



# Perceived Suitability for Specific Student Populations

- Overall, respondents largely agree that blended learning is better for students who are **independent learners** or **high-achieving**, but worse for those who **struggle academically**, **have a learning disability**, or are **poor time managers**.

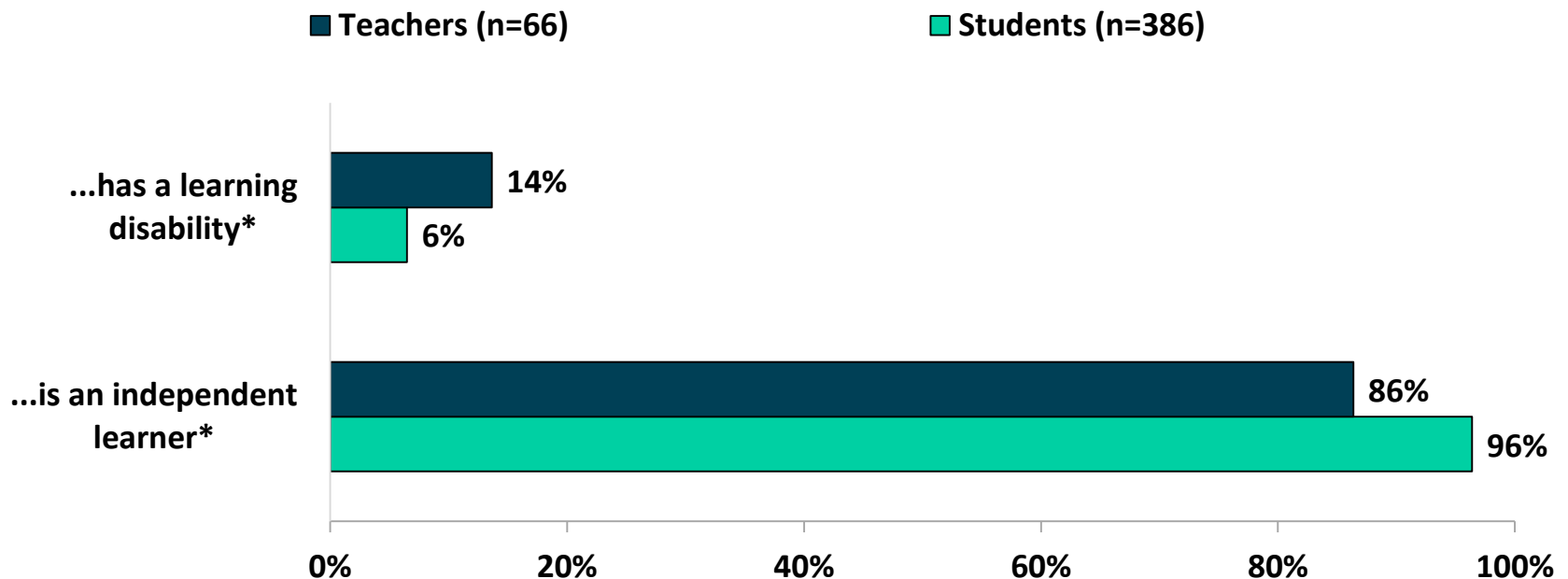
*% who indicated that blended classes would be better or worse for a student who...*



# Perceived Suitability for Specific Student Populations

- Teachers are more likely than students to believe that blended classes are better for those with a learning disability, while students are more likely than teachers to believe that blended classes are better for independent learners.

*% who indicated that blended classes would be much or somewhat better for a student who...*



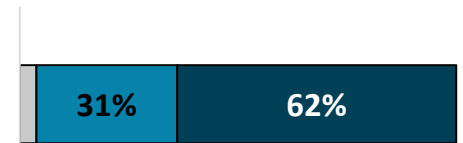
# Student Experience

- Most student respondents who have taken blended classes agree that blended classes provide them with more free time and make it easier to focus.
- Student respondents are generally unsure as to whether blended classes better prepare them for the SAT/ACT/PSAT than traditional classes.

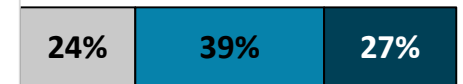
*% agree or disagree that...*

Neither Agree nor Disagree
  Agree
  Strongly Agree

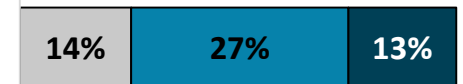
I have more free time when I take blended classes than when I only take traditional classes. (n=461)



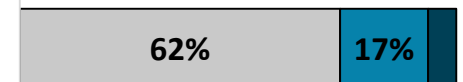
It is easier to focus in a blended classroom than in a traditional classroom. (n=461)



Attendance is less important in a blended classroom than in a traditional classroom. (n=461)



Blended learning classes prepared me better for the SAT/ACT/PSAT than traditional classes. (n=461)



I take blended classes primarily because my friends are also in those classes. (n=461)



0% 20% 40% 60% 80% 100%



# Student Experience

**Student respondents like blended classes for their flexible schedules and the extra free time that they provide.** Among the 89 percent of student respondents who have taken a blended class:



**82 percent take blended classes because they like a *flexible schedule***



**80 percent take blended classes because they like *working at their own speed***

**Student respondents who choose not to take blended classes most commonly cited the following reasons:**

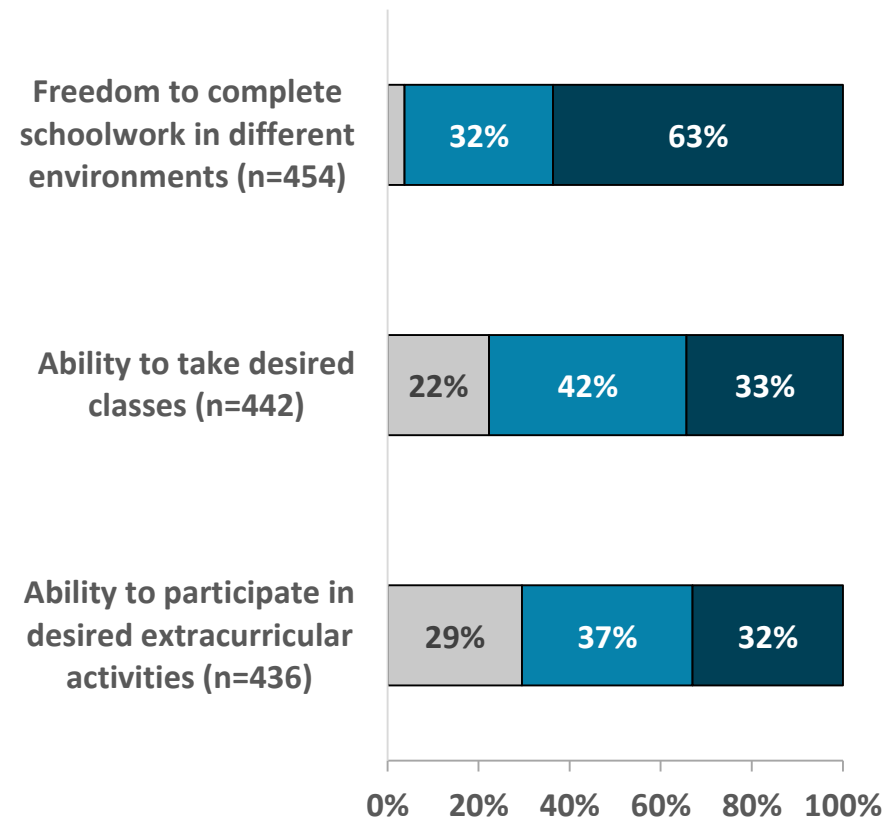
- *They learn material better in person (43%)*
- *They prefer in-person classes (42%)*
- *The classes they wanted were not offered as blended (25%)*
- *Their parents did not want them to take blended classes (25%)*

# Student Experience

- The majority of respondents agreed that blended classes have increased their freedom to:
  - Complete coursework in different environments;
  - Take desired classes; and
  - Participate in extracurricular activities.

## Percentage of Respondents who Indicated that Blended Classes have had a Neutral or Positive Effect on their...

□ Neutral effect   ■ Positive effect   ■ Very positive effect



# Student Experience

- **Nearly all student respondents have access to a mobile phone, Wi-Fi, and their school-provided Chromebook while at home, with more than 80 percent indicating their internet connection is faster at home than at Huntley.**



*95 percent of student respondents indicate using their Chromebook at least two to three times per week to complete work for their blended classes.*



*68 percent of Grade 12 students indicate using their mobile phone at least two to three times per week to complete work for their blended classes, compared to 59 percent of Grade 11 and 45 percent of Grade 10 students.*



**Of students who indicated that they do not have Wi-Fi at home or that their home internet speed is slower than at school (n=19), **only three students indicated that this makes it difficult for them to complete work for blended classes at home.****

# RECOMMENDATIONS AND NEXT STEPS

# Recommendations (I)



- **The blended learning initiative should be expanded further as it has a positive and significant impact on students' academic performance, as well as a high level of satisfaction among students.**
  - ❖ Huntley may consider encouraging more students to enroll in at least one blended learning course.
- **Huntley should continue to conduct professional development related to blended classes.** Doing so will ensure teachers are receiving the training they need to effectively teach blended classes.
  - ❖ If Huntley is not doing this already, Hanover recommends conducting classroom walk-throughs to develop a clear understanding of how blended classes operate.
- **Finally, Huntley should continue to offer common spaces for students to complete work for their blended classes and make sure students and teachers have the resources necessary to succeed in blended learning environments.** With nearly all respondents recognizing the freedom blended classes provide in terms of enabling students to complete schoolwork in different environments, having common spaces conducive to such work is important to the program's success.

# Recommendations (II)



- **Hanover also recommends doing a follow-up analysis that links survey responses to students' academic achievement data from the previously conducted data analysis.** By merging the data from these two projects together, it will be possible to evaluate how well students' perceptions of blended classes—particularly with respect to the positive effects they believe the classes have on their engagement and achievement/skills—align with their actual academic performance.
  
- **Since teacher respondents expressed more skepticism of blended classes, Hanover recommends conducting follow-up qualitative research, such as focus groups or in-depth interviews, to develop a better understanding of the doubts teachers have about blended classes.**
  - ❖ Qualitative follow-up studies could also help the district to understand why students taking a large number of blended learning courses appear more likely to experience negative behavioral consequences (e.g., major disciplinary incidents).
  - ❖ Qualitative follow-up studies could also support the district in considering whether it should set a minimum and/or maximum number of blended learning courses that individual students can take.

# Overview of Queue – Year One

Priority	Research Questions	Methodology
<b>Evaluation of blended learning initiative</b>	<ul style="list-style-type: none"> <li>• <b>Completed:</b> What impact is the blended learning implementation having on academic and behavioral outcomes?</li> </ul>	Descriptive analysis
	<ul style="list-style-type: none"> <li>• <b>Completed:</b> What impact is the blended learning initiative having on student engagement? Classroom culture? Teacher practices? Teacher self-efficacy? Technology adoption?</li> </ul>	Survey
	<ul style="list-style-type: none"> <li>• How does Huntley’s blended learning initiative compare to other districts’ implementation of blended learning?</li> <li>• What are best practices for implementing blended learning? What supports for classroom management is needed?</li> </ul>	Benchmarking Study (Best Practices + IDIs)
<b>Dual language program implementation</b>	<ul style="list-style-type: none"> <li>• What are best practices for dual language programming?</li> <li>• What are peer districts’ criteria for student selection?</li> <li>• What challenges have peer districts experienced in developing a dual language program?</li> </ul>	Benchmarking Study

# Overview of Queue – Year One

<p><b>Improving quality of professional development</b></p>	<ul style="list-style-type: none"> <li>• <b>What are the professional development needs of the teachers and administrators in the district?</b></li> <li>• <b>What are the preferred delivery formats for professional development?</b></li> </ul>	<p><b>Survey</b></p>
<p><b>Ensuring equitable access in programming and policies</b></p>	<ul style="list-style-type: none"> <li>• What are the typical course sequences for the most popular advanced placement exams?</li> <li>• To what extent do students in our district have equitable access to our gifted and talented program and advanced placement exams?</li> </ul>	<p>Descriptive and regression analyses</p>
	<ul style="list-style-type: none"> <li>• To what extent is district programming meeting needs of students in the district?</li> <li>• To what extent are student support services meeting the needs of students in the district?</li> <li>• To what extent are current policies and instructional practices meeting the needs of students in the district?</li> <li>• To what extent do educators in the district feel equipped to meet the needs of the students in their school building?</li> <li>• What are the challenges in ensuring equity across the district?</li> </ul>	<p>Survey</p>
	<ul style="list-style-type: none"> <li>• How are historically underrepresented student populations supported in the district?</li> <li>• What can the district do to improve the academic and non-academic supports in the district?</li> <li>• What do school leaders and staff need to improve their ability to serve all students in the district?</li> <li>• What are the perceived inequities in programming, instructional practices and policies?</li> </ul>	<p>Interviews</p>





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