

NOVEMBER 2020

# OVERLAKE ONLINE SURVEY SUMMARY

## **SURVEY OVERVIEW**

We collected responses from approximately 430 students, 200 families, and 60 faculty/staff. The surveys included questions about the Overlake Online daily schedule, student workload, class structures (including the balance between synchronous and asynchronous learning), and the level of community connection.

## **POSITIVE FEEDBACK**

Many students and teachers communicated appreciation for the longer block schedule model which has allowed for creative instruction, meaningful connection and discussion, and deeper student engagement in a reduced number of courses per day.

## **AREAS FOR IMPROVEMENT**

Key areas for improvement that we identified across constituencies include: the need for more frequent and longer breaks during the school day, concerns about the amount of screen time, uneven class rotation days, and a desire for greater community connection.

# COMMUNITY & CONNECTION

## STUDENTS

**Overlake Online Overall** (out of 4):

Mean **3.15 (MS)** **2.78 (US)**

Median **3.00 (MS)** **3.00 (US)**

**Community Connection** (out of 4):

Mean **2.89 (MS)** **2.43 (US)**

Median **3.00 (MS)** **2.00 (US)**

## FACULTY

**Overlake Online Overall** (out of 4):

Mean **3.03**

Median **3.00**

**Community Connection** (out of 4):

Mean **2.62**

Median **3.00**

## FAMILIES

**Overlake Online Overall** (out of 4):

Mean **2.94**

Median **3.00**

**Community Connection** (out of 4):

Mean **2.59**

Median **3.00**

## STUDENTS



*I like how we only have **half of our blocks each day**. I think it helps space out what we are learning in each subject and also gives **more time in class**.*

*Most of my classes have had a **good balance of synchronous and asynchronous**. I enjoy study hall being the **last block** because it gives me a good time to work and ask teachers for help.*

*It's **difficult** having an **entire 70 min blocks on my screen** sitting with the teacher, so **incorporating more asynchronous work** will be extremely helpful.*

*I would like **more time and things to do away from screens**, as it is just uncomfortable. I also like it when we have **breaks before/in the middle/after class** so I can get away from the screen more.*

*Having **breaks in the middle of class** are helpful. It gives us **time to be off-screen** and we end up paying more attention in class.*

*The **Friday schedule** needs to be reworked as it is very stressful to have all 7 classes with **only 1 break** and a **40 minute lunch**.*



## FAMILIES

“

The **faculty truly care** about the students' well-being and and mental health. The advisors go **beyond the call of duty** ensuring that students have **time to unwind and “socialize” and connect** with their classmates during this crazy time.

The **consistent** and **full schedule** is helping my student's learning. **Teachers** are **VERY ON TOP** of it all. Also, **seeing kids' and teachers' faces** helps.

**More breaks, longer lunches,** and less synchronous classes.

**More teacher check-ins** during long blocks with asynchronous classes. Less required upper school online meetings. **Keep homeroom** as is.

**Switching** either Mon & Tues or **Wed & Thurs** would **help workload**, so that each class would meet every other day and Friday.

On **Friday** there needs to be a **break** between the first 45 minute classes and lunch (perhaps **moving lunch** to after 4th class).

”

## FACULTY

“

We need **longer breaks between classes**; it encourages kids/teacher to get up, get a snack, refill water, and just **breathe before the next class**.

The **long blocks provide the flexibility** I need to provide a **wide range of activities**. I can keep things fresh. I like the **change of pace on Fridays**, and I have found a nice, predictable pace for students.

**70-minute blocks are too long** to make good use of. Even though a substantial part of that time is spent on working through problems/questions, it is typically more time than needed.

Because we have **fewer meetings**, I cannot get my students **through the curriculum**.

I don't love having ABCD on Monday and then not until Thursday -- I think **alternating ABCD days and EFGO days** would be a little **better**.

**Fridays are tough** for the kids and tough for me. They go a **long time without a proper break**.

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# STUDENT WORKLOAD MANAGEMENT

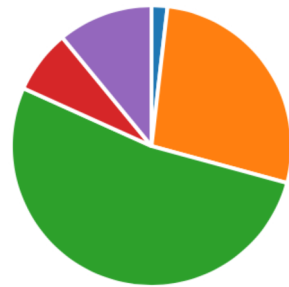
MS  
STUDENTS

How would you describe your overall workload (Middle School)?

[More Details](#)

[Insights](#)

● Light	4
● Easily Manageable	60
● Manageable but Challenging	115
● Overwhelming	16
● Other	24

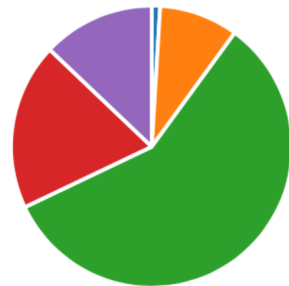


US  
STUDENTS

How would you describe your overall workload (Upper School)?

[More Details](#)

● Light	2
● Easily Manageable	19
● Manageable but Challenging	121
● Overwhelming	40
● Other	27



FAMILIES

How would you describe your student's overall workload?

[More Details](#)

● Light	7
● Easily Manageable	49
● Manageable but Challenging	101
● Overwhelming	32
● Other	8



# METRICS: HOMEWORK

On an average day, how much work are you assigning for students to complete outside of class?

[More Details](#)

0-15 minutes	24
15-30 minutes	16
30-45 minutes	16
45-60 minutes	2
More than 60 minutes	0



On an average day, how much time are you spending on work outside of class (Middle School)?

[More Details](#)

[Insights](#)

30-60 minutes	84
60-90 minutes	84
90-120 minutes	26
120-180 minutes	15
More than 180 minutes	10



On an average day, how much time are you spending on work outside of class (Upper School)?

[More Details](#)

30-60 minutes	6
60-90 minutes	27
90-120 minutes	62
120-180 minutes	76
More than 180 minutes	38



FACULTY

MS  
STUDENTS

US  
STUDENTS



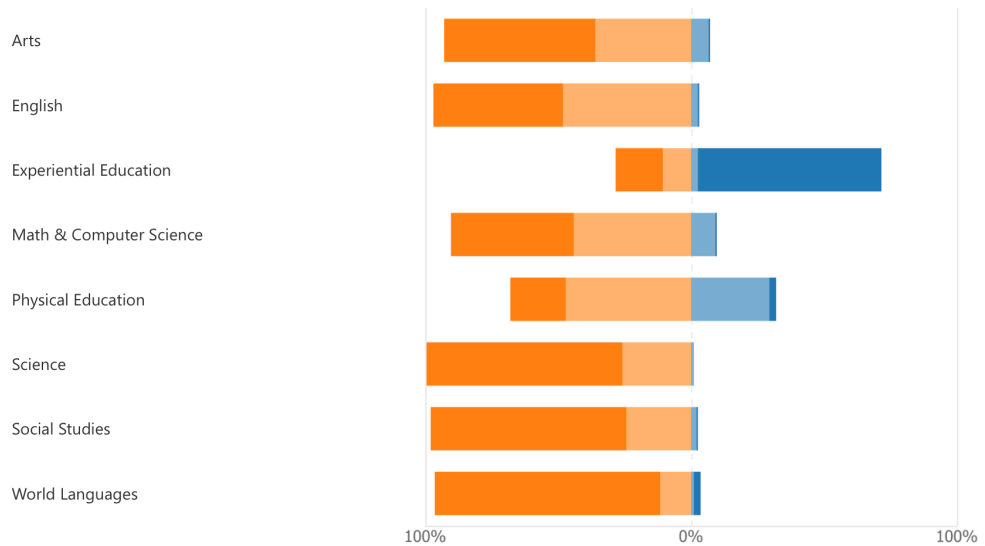
# SYNCHRONOUS & ASYNCHRONOUS CLASS MODELS

## MS STUDENTS

On a typical day, what is the structure of your class in each subject (MS Students)?

[More Details](#)

- I am on camera with my teacher and the whole class the entire time
- My teacher checks in at the beginning and end of class, and I do groupwork or independent work in between
- I am mostly working on my own
- Don't Know or Not Applicable

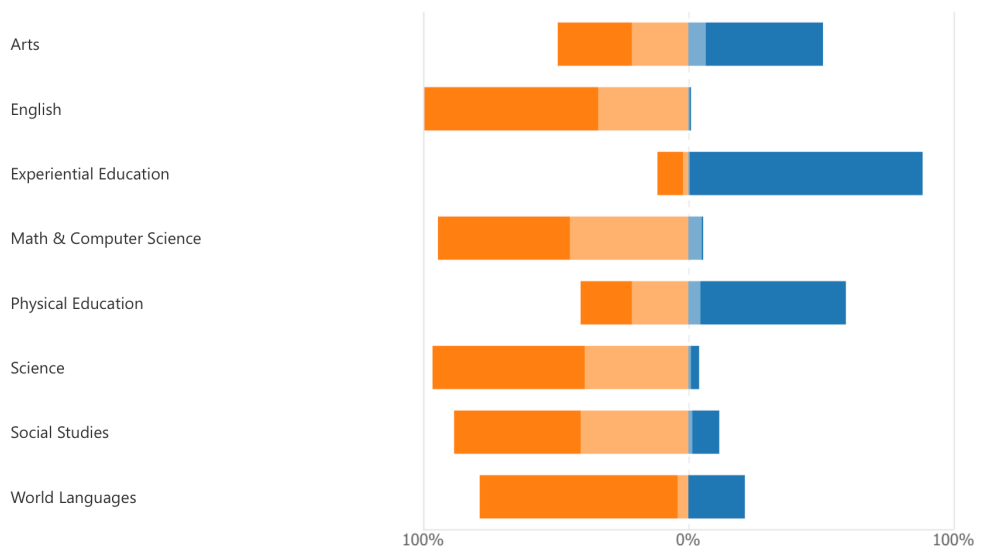


## US STUDENTS

On a typical day, what is the structure of your class in each subject (US Students)?

[More Details](#)

- I am on camera with my teacher and the whole class the entire time
- My teacher checks in at the beginning and end of class, and I do groupwork or independent work in between
- I am mostly working on my own
- Don't Know or Not Applicable



## SUMMARY & NEXT STEPS:

WE WILL MAKE STRUCTURAL ADJUSTMENTS TO THE SCHEDULE AND CONTINUE TO IMPROVE OUR IMPLEMENTATION/INSTRUCTIONAL METHODS BASED ON FEEDBACK.

**“***I am really inspired by what faculty are doing at Overlake. We have made a lot of progress since March on how we deliver.”***”**

Switch Wednesday and Thursday rotations  
(**42%** of faculty suggested a switch.)

Shorten classes slightly and reallocate time to longer breaks between classes and longer lunch periods (**70%** of faculty need more breaks.)

Move Friday lunch and allow for longer midday break for students (**42%** of faculty feel that Fridays are hard.)

Move adult collaboration time from Friday afternoon (**20%** of faculty want more teacher collaboration.)

Standardize office hours (starting at **3 pm** every day)

Increase flexibility in club structure (**2x** optional)