

The background features several overlapping speech bubbles in shades of blue, green, yellow, orange, and purple. Each bubble contains a white icon: a network diagram, a document with a bar chart, a lightbulb, a globe, a computer monitor, an eye, a lightbulb, and a radio tower. Below the speech bubbles are silhouettes of human heads in the same color palette.

WPS Homework Committee Report

September 25, 2017

Presented by:

Kerry Clery, Assistant Superintendent of C & I
Susan Dubois: Principal of Nabnasset School
Kevin LaCoste: Principal of Robinson School
Pooja Kapoor: Parent

Goals of HW Committee

- 1) Gather and analyze research that has been conducted on the topic of homework
- 2) Understand the perception of homework from stakeholders
 - a) staff
 - b) students
 - c) parents
- 3) Identify changes, if necessary, to improve the homework practices in WPS
 - a) recommend to SC potential adjustments to the HW policy (P6112)
 - b) recommend to Superintendent potential adjustments to the HW regulation (R6112)

Composition of Committee

Forty-seven parents and twenty-four staff members were interested in participating on the committee.

Twenty-seven total participants were selected:

- 8 administrators
- 10 teachers
- 8 parents
- 1 student

Met monthly from January through May with a significant amount of work done between sessions.

Committee Members (27)

Kerry Clery	Assistant Superintendent	Nicole Keefe	Teacher (Day)
Chris Chew	Principal (Stony Brook)	Maria Brahim	Teacher (Robinson)
Sharon Kennelly	Principal (Crisafulli)	Sheila Grimm	Teacher (Robinson)
Susan Dubois	Principal (Nabnasset)	Lillian Lelless	Teacher (Miller)
Kevin LaCoste	Principal (Robinson)	Jack Flaherty	Parent
Rick McElhinney	Asst. Principal (Stony Brook)	Jennifer Johnson	Parent
Scott Middlemiss	Asst. Principal (Rob/Crisafulli)	Tara Krauss	Parent
Sharon Charbonnier	World Lang. Curric. Coord.	Sharon May	Parent
Kim Hart	Teacher (WA)	Jonathan Myerov	Parent
Tim Knittel	Teacher (WA)	Pooja Kapoor	Parent
Paula McNiff	Teacher (Blanchard)	Stacey Stevens	Parent
Tracey Mills	Teacher (Stony Brook)	Josh Tang	Parent
Siobhan Wiatr	Teacher (Blanchard)	Owen McGee	Student
Christine Eddy	Teacher (Crisafulli)		

Three Subcommittees

SUBCOMMITTEE	OBJECTIVE
Research:	Review the published research to understand the impacts of homework.
Parent & Student Perceptions:	Collect and analyze information regarding WPS student and parent perceptions of homework.
Teacher Perceptions:	Collect and analyze information regarding WPS teachers' perceptions of homework.

Subcommittee 1: Research

Metrics Used in Research:

- Standardized tests
- Grades
- Habits of mind

Literature Used:

- Books
- Journal Articles
- Other resources from various organizations (e.g. Challenge Success)

Limitations:

- Most studies were students in gr. 7-12 and used standardized tests and grades.
- Elementary used habits of mind measures
- Difficult to isolate one factor to student success

Result

Research is conflicting, with some supporting HW and others indicating HW is not effective.



Results

Research supports that consistent implementation of the following practices will likely support the effectiveness of HW:

1) Practices and Procedures

- Identify a clear purpose for HW
- Set time parameters for HW

2) Delivery and Feedback

- Explicitly identify relevance for students
- Provide timely feedback was provided to students
- Establish and communicate accountability measures

3) Parent/Guardian Oversight

- Involve all stakeholders - student, teacher, parents.

Subcommittee 2: Student & Parent Perceptions

Student Results (2,377 completed the survey - approx. 80%)

- Average time (in hours) spent on HW per weeknight:

Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
1.35	1.63	2.07	2.54	2.57	3.24	2.76

- Percentage of students that feel they have “too much” HW:
MS - 48%
HS - 58%
- Percentage of students that feel $\frac{3}{4}$ to all of their HW is meaningful:
MS - 61.5%
HS - 45%

Parent Results (1,652 completed the survey)

Perception of quantity of HW:

	Gr. K-5	Gr. 6-8	Gr. 9-12
Too Much	37%	54%	64%
Just Right	46%	32%	28%
Not Enough	17%	13%	8%

Perception of quality of HW:

	Gr. K-5	Gr. 6-8	Gr. 9-12
Poor	14%	14%	12%
Mediocre/Average	38.5%	41%	45%
High	47.5%	45%	44%

Parent Results

Overall Satisfaction with WPS Homework:

	Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
1 <i>(Dissatisfied)</i>	21%	20%	21%	21%
3	33%	38%	38%	39%
5 <i>(Satisfied)</i>	46%	42%	41%	40%

Parent Results

Themes of open-ended feedback:

- Concern about quantity (“too much” most frequently mentioned)
- Lack of consistency of workload across teachers, subjects, days of week.
- Desire to reduce “busy work”
- Better online system for parents to see HW assigned

Subcommittee 3: Teacher Perceptions

K-5 Teacher Results: (94 completed the survey - approx. 78%)

- 50.5% feel students have too much HW and 46.2% feel it's "just right"
 - 72% of the K-2 teachers feel students have too much HW
 - 32% of K-2 teachers feel pressure to give HW
- 57% of teachers report they modify HW
- Teachers were asked about which content areas should have assigned HW
 - Most Important: 86% reading, 73% math
 - Lesser Importance: 55% spelling, 29% writing, 15% science & social studies
- Themes from open-ended responses
 - Students need more time to socialize, play, spend time with family
 - Reading practice/for pleasure and math fluency practice is paramount
 - More consistency is needed

6-8 Teacher Results: (77 completed the survey - approx. 73%)

- 26% feel students have too much HW and 50% feel it's "just right"
- 75% are in favor of eliminating weekend HW
- 97% expect students to spend no more than 30 minutes on their particular HW
- Themes from open-ended responses
 - Reservations with covering required curriculum without HW
 - Motivated to coordinate HW with colleagues
 - Open to progressive ideas but don't want to lose autonomy and discretion

9-12 Teacher Results (87 completed the survey - approx. 70%)

- 36% feel students have too much HW and 15% feel it's "just right"
 - 47% reported they do not have a good sense of how much HW students get from other classes
- 50% are in favor of eliminating weekend HW
 - Comments indicate the concern that they may increase the workload on weeknights
- 86% expect students to spend no more than 30 minutes on their particular HW
- 69% are in favor of having time parameters placed on nightly homework
- Themes from open-ended responses
 - Concerns regarding discrepancy in HW between Honors and CP1
 - Many teachers are not in favor of assigning HW over breaks/vacations
 - Interest in coordinating amongst departments to avoid big assignments for different subjects

Recommendations for HW Regulation (R6112)

Purpose of Homework:

- 1) Preview/Preparation for an upcoming class
- 2) Practice/Refinement/Reinforcement of skills and concepts learned in class
- 3) Integration of newly learned concepts and skills with what students already know.

Recommendations for HW Regulation (R6112) cntd...

Expectations for All:

- Assigning nightly homework is optional (at the discretion of the teacher) as long as it...
 - meets one of the three purposes, and
 - does not exceed maximum time limit

- Teachers are welcome to assign less than the maximum amounts

- Times identify the maximum number of minutes, not time “supposed to” spend on HW

Recommendations for HW Regulation (R6112) cntd...

Expectations for All:

- Maximum minutes spent on HW varies by grade-level (upcoming slide)
- Adjustment in quantity and/or expectations should be made to meet student **needs**. (Avoid “busy work” for students who teachers deem have mastered concept)
- Maximum minutes do not include reading for practice/pleasure (encouraged nightly)
- Home expectations for long-term projects are included in nightly maximum

Recommendations for HW Regulation (R6112) cntd...

Stakeholder Expectations (example gr. 6):

Grade/Time Expectations	Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<p>Grade 6</p> <p>Not to exceed 60 minutes per night</p>	<p>Teacher teams should coordinate HW expectations to ensure students do not exceed the maximum time.</p> <p>Homework expectations for long-term projects are included in the nightly maximum as well.</p> <p>Feedback that is given to students regarding homework assignments should be delivered in a timely manner.</p> <p>To minimize the amount of homework being done on weekends, teachers will not assign homework on a Friday that is due on Monday of the subsequent week. However, students may work on long term assignments over the weekend.</p> <p>No HW will be assigned over vacations/holiday breaks.</p>	<p>HW is the students' primary responsibility.</p> <p>Students should complete HW on time and according to teacher guidelines.</p> <p>If students struggle with HW (content and/or exceeding maximum time) on a consistent basis, the students should speak with the teacher for assistance.</p> <p>Students are responsible for obtaining from their teachers any missed assignments.</p>	<p>Parents are encouraged to assist their child in identifying an appropriate HW area, with limited distractions.</p> <p>Homework is a responsibility that rightfully belongs to the child. Direct participation of parents should be minimal.</p> <p>Parents should help students budget their time around after-school-activities and with the pacing of long-term projects.</p> <p>Parents should encourage student to stop if HW is consistently exceeding the maximum minutes and encourage the child to speak with the teacher for assistance with or adjustments to the homework.</p>

Comparison of Guidelines: Time Spent on HW

Grade-Level	Old Guidelines Approx. time <i>should</i> be spent on HW	New Guidelines Maximum time spent on HW
K	10 min	N/A
1	15 min	From 0 to 10 min
2	20 min	From 0 to 15 min
3	25 min	From 0 to 20 min
4	30 min	From 0 to 30 min
5	45 min	From 0 to 50 min
6	60 min	From 0 to 60 min
7	60-90 min	From 0 to 90 min
8	90-120 min	From 0 to 90 min
9-12	24-48 min/course	From 0 to 30 min/course (<i>excludes AP</i>)

Questions?

