

Digital Tools and Equity Amid the Pandemic:

TEACHER, PARENT AND STUDENT PERSPECTIVES

As the 2020-2021 school year begins, parents, teachers and students are navigating a complex and often-changing learning environment in the midst of a pandemic. The data from these surveys offer a glimpse into how these groups are feeling about the task at hand, and the supports they'll need to be successful in the coming year.

In this brief, we've outlined the primary themes that emerged from the survey data. They tell a story of challenge, resilience and opportunity. They also highlight the unique hurdles and inequities faced by students and families in different demographic groups. In the coming months, we look forward to sharing more from the survey results to provide an in-depth look at how parents, teachers and students are meeting this moment.

Just three in 10 parents are confident in school's ability to provide their child with high-quality education this fall.

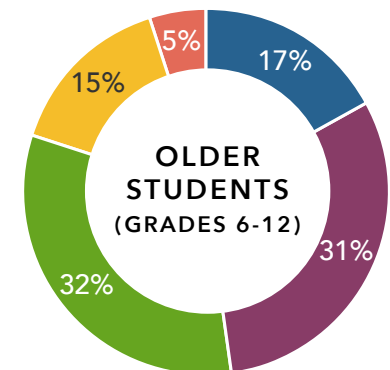
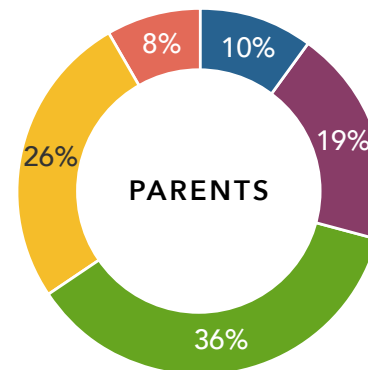
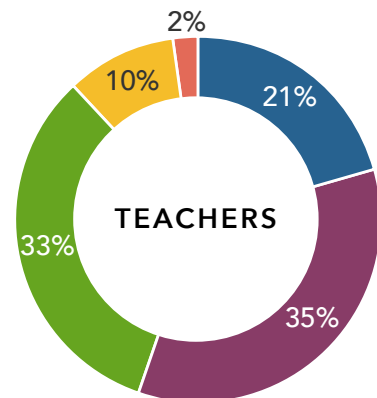
A majority of teachers (56%) say they are "very confident" or "confident" in their ability to successfully teach students in the fall of 2020. About half of students in grades 6–12 (48%) are very confident or confident in their ability to learn in the upcoming semester.

However, parents are more apprehensive than either teachers or students; just 29% are very confident or confident in the ability of their child's school to provide high-quality education for students in the fall of 2020.

These groups also have differences in expectations for learning in the fall. Fifty-six percent of teachers expect students to learn less than they typically do; 42% and 28% of parents and students, respectively, answer the same way.

Compared to prior school years, how confident do you feel about [your ability to successfully teach students/the ability of your child's school to provide high-quality education for students/your ability to learn] in the fall of 2020?

● Very confident ● Confident ● Somewhat confident ● Not too confident ● Not at all confident

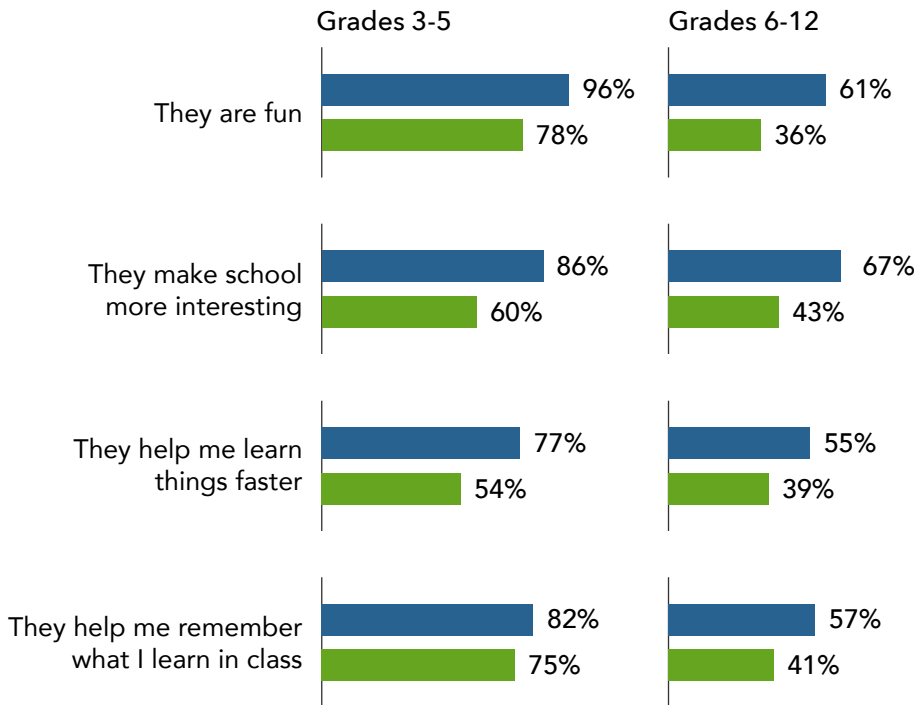


Data collected after the spring 2020 semester suggest heavier reliance on digital learning tools may lead to student fatigue, especially among older students. Students are less likely than they were in 2019 to say such tools are fun or make school more interesting.

Students, grades 3-5: Please say yes or no to the next questions about digital learning tools. (% yes)

Students, grades 6-12: The following questions are about digital learning tools. The questions are on a five-point scale; 5 means strongly agree and 1 means strongly disagree. (%5s + %4s)

● Winter, 2019 ● Summer, 2020



However, teachers are even more likely than they were in 2019 to see great value in digital learning tools.

Currently, 59% of teachers strongly agree that they see great value in using digital learning tools, up from 51% in 2019. An additional 27% currently say they agree with this statement.

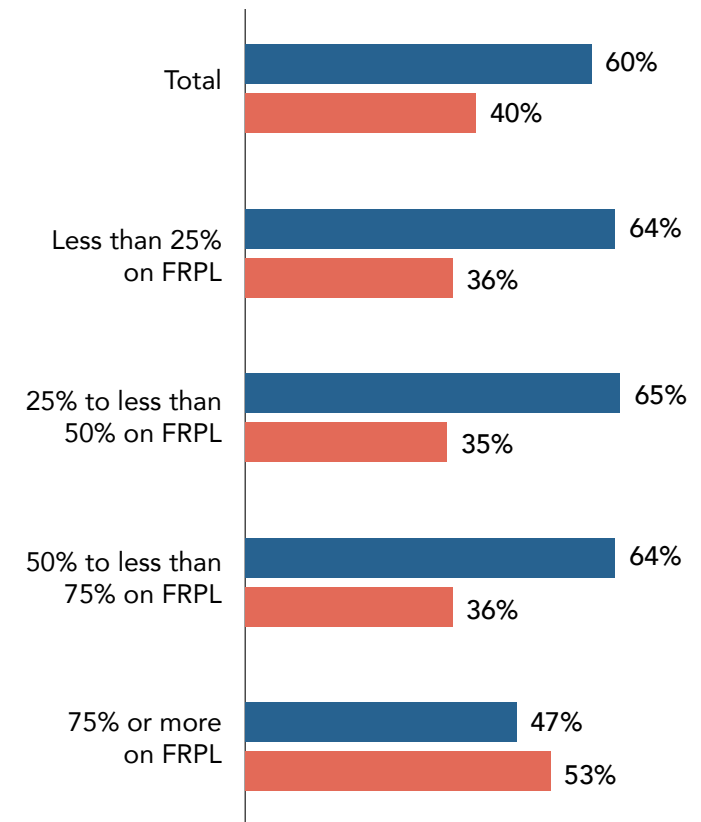
*There are recognized challenges with the use of FRPL data as a proxy for students' socioeconomic status at the school level. See insights from <https://www.brookings.edu/research/no-more-free-lunch-for-education-policy-makers-and-researchers/>.

The capacity to personalize the learning process based on students' skill levels is among the factors teachers and parents are most likely to say make digital learning tools effective.

Teachers in schools with at least 75% of students on free and reduced-price lunch (FRPL) programs are most likely to say their students work on different content at different paces, suggesting digital learning tools are particularly helpful among low-income student populations.*

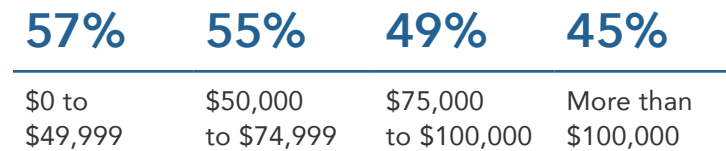
● My students generally learn the same content, working at the same pace together as a class.

● My students will work on different content, at different places, depending on their level.

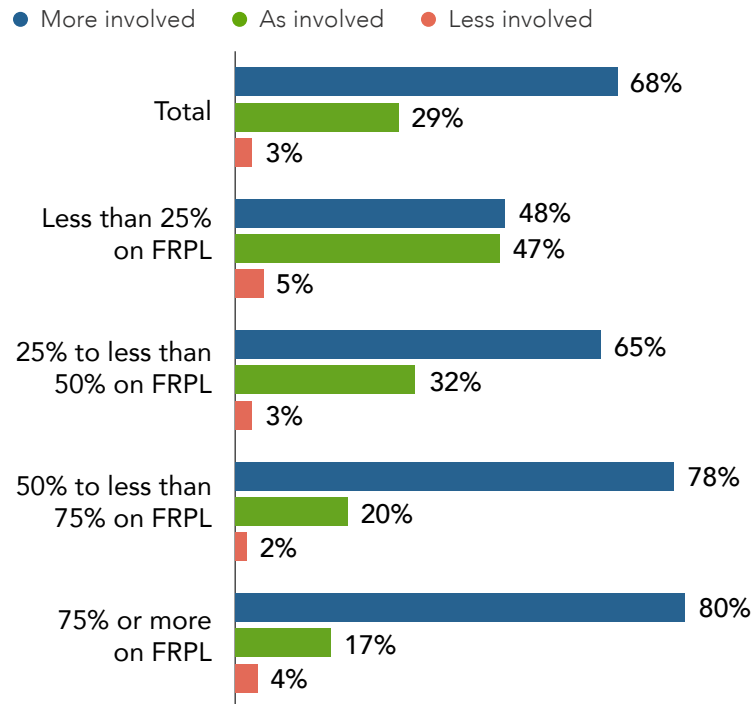


Parents in lower-income households are particularly likely to say they were “very involved” with their child’s learning at home. However, teachers in schools where most students are on FRPL programs are most likely to say they would like even greater parental involvement.*

Parents: How involved were you with your child’s learning at home in the spring of 2020? (% Very involved, by household income level)

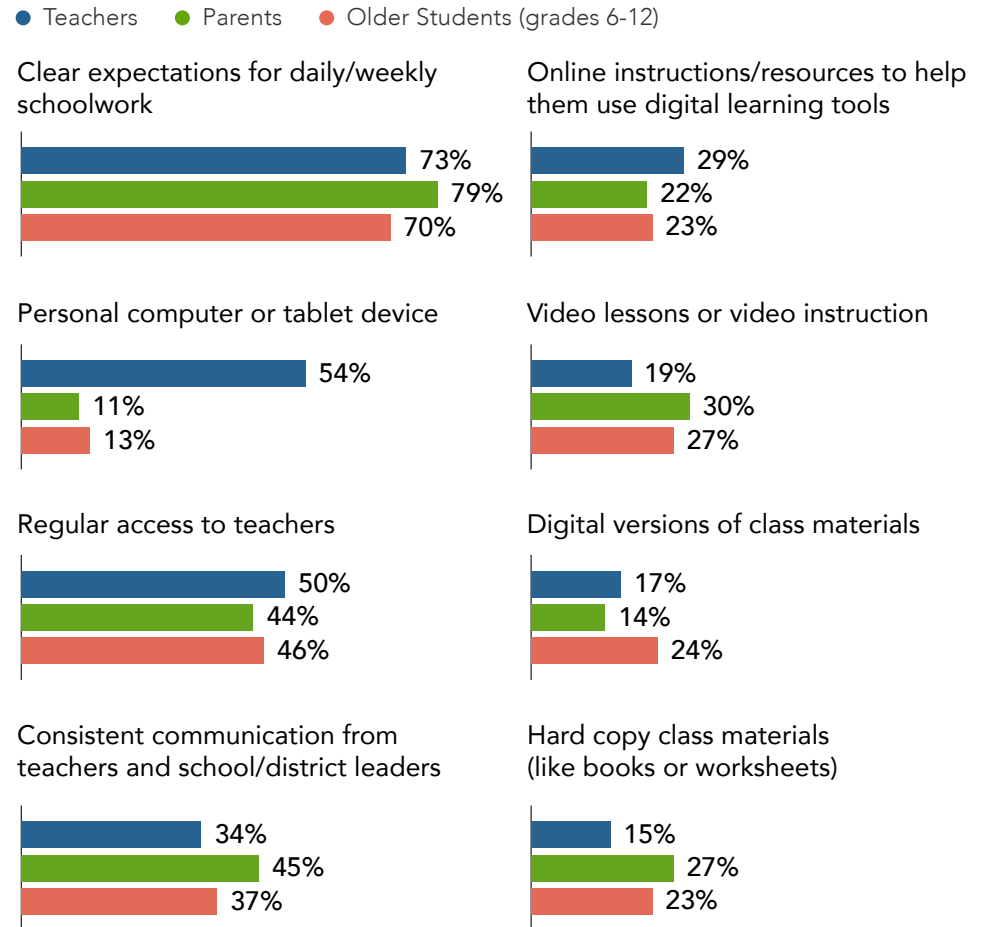


Teachers, Wave 2: In the upcoming 2020-2021 school year would you like parents to be more involved, less involved or about as involved as they were while you were teaching remotely in the spring of 2020?



Clear expectations for daily and weekly schoolwork is the support that each population says is most needed to be successful in the upcoming school year. Respondents’ hierarchy of needs is fairly consistent across different demographic characteristics.

What supports do [Parents and students: you/Teachers: your students and their families] MOST need from school to help them be successful in the upcoming school year? *Select up to three responses*



Gallup and NewSchools Venture Fund surveyed public school students in grades 3–12 (n = 1,088), parents of students in grades PK–12 (n = 2,345) and teachers of PK–12 students (n = 1,111). Surveys were conducted online between July 16 and August 5, 2020. Data are weighted to correct for nonresponse.

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