Digital Tools and Equity Amid the Pandemic

TEACHER, PARENT AND STUDENT PERSPECTIVES
Confidence and Expectations
29% of parents are “very confident” or “confident” in school’s ability to provide their child with high-quality education in the fall of 2020

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**

**Teachers**
- Very confident: 10%
- Confident: 33%
- Somewhat confident: 35%
- Not too confident: 2%
- Not at all confident: 2%

**Parents**
- Very confident: 8%
- Confident: 10%
- Somewhat confident: 26%
- Not too confident: 19%
- Not at all confident: 15%

**Older Students (Grades 6-12)**
- Very confident: 5%
- Confident: 17%
- Somewhat confident: 32%
- Not too confident: 32%
- Not at all confident: 31%
Parents: What is the one word that best describes how you’re feeling about the upcoming school year?
56% of teachers expect students to learn less than they typically do in the fall of 2020

**Teachers:** What do you expect will happen with student learning in the upcoming fall semester?

**Parents:** Which of the following do you expect for your child in the upcoming fall semester?

**Students:** Which of the following do you expect for the upcoming fall semester?

- [Students / My child / I] will learn MORE than [they / I] typically do in the fall semester of any school year.
- [Students / My child / I] will learn ABOUT AS MUCH as [they / I] typically do in the fall semester of any school year.
- [Students / My child / I] will learn LESS than [they / I] typically do in the fall semester of any school year.
STUDENTS: Percentage who say they will need help to catch up because of time spent learning from home instead of at school in the spring of last school year, by household income level and race/ethnicity.
46% percent of students say they will need help to catch up because of time spent learning at home in the spring of 2020

**Teachers and Parents:** In the upcoming fall semester, how much do you expect teachers in your school will be focused on [remediation / helping their students catch up] due to potential learning loss from the prior school year?

- A lot: 48%
- Some: 38%
- Not much: 20%
- Not at all: 4%

**Students:** In the upcoming school year, do you think you will need help to catch up because of time you spent learning from home instead of at school in the spring of last school year?

- Yes, will need help to catch up: 54%
- No, will not need help to catch up: 46%
Ed Tech Fatigue
A WORKING DEFINITION OF DIGITAL LEARNING TOOLS

Websites, apps, online tutorials, online games and videos or programs used to teach and support student learning and schoolwork.
TEACHERS: On a five-point scale, where 5 means extremely effective and 1 means not at all effective, please rate how effective you think digital learning tools are for the following student learning activities.

%5 (Extremely effective) or %4 (Effective)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Wave 1</th>
<th>Wave 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing research or searches for information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating projects, reports or presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing practice lessons and exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personalizing content to meet individual students’ needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with others on projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating student-led learning plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning new content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making rigorous content accessible to students with special needs and/or disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting the development of life skills for students with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging communication and collaboration between students with special needs and their peers in class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Teachers were asked to think about digital learning tools they use most often for the main subject area taught.
## Teachers’ perceptions of digital learning tools, Wave 1 and Wave 2

On a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please rate your level of agreement with the following items about digital learning tools.

%5 (Strongly agree) or %4 (Agree)

<table>
<thead>
<tr>
<th>Item</th>
<th>Wave 1</th>
<th>Wave 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make me more efficient</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>Help me teach more effectively</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Help me personalize learning for students</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>Help my students learn new things on their own</td>
<td>70%</td>
<td>62%</td>
</tr>
<tr>
<td>Help my students focus better</td>
<td>58%</td>
<td>52%</td>
</tr>
<tr>
<td>Help students practice solving real-world problems</td>
<td>60%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Younger students describe digital learning tools

- % Yes, younger students – Wave 1
- % Yes, younger students – Wave 2

- They are fun.
  - Wave 1: 78%
  - Wave 2: 85%

- They help me learn things on my own.
  - Wave 1: 60%
  - Wave 2: 69%

- They let me learn at my own pace.
  - Wave 1: 85%
  - Wave 2: 88%

- They make school more interesting.
  - Wave 1: 66%
  - Wave 2: 73%

- I want to use digital learning tools more often at school.
  - Wave 1: 88%
  - Wave 2: 86%

- They help me remember what I learn in class.
  - Wave 1: 77%
  - Wave 2: 82%

- They help me learn things faster.
  - Wave 1: 54%
  - Wave 2: 77%

- They help me prepare for future jobs and careers.
  - Wave 1: 55%
  - Wave 2: 73%

- I want more digital learning tools to choose from.
  - Wave 1: 65%
  - Wave 2: 73%

- They help me prepare for college.
  - Wave 1: 68%
  - Wave 2: 70%

- I want to use digital learning tools more often outside of school.
  - Wave 1: 63%
  - Wave 2: 69%

- They help me focus better in class.
  - Wave 1: 44%
  - Wave 2: 67%

- I need more help to use digital learning tools.
  - Wave 1: 27%
  - Wave 2: 31%
Older students describe digital learning tools

They are fun.
- Wave 1: 36% agree
- Wave 2: 61% agree

They help me learn things on my own.
- Wave 1: 56% agree
- Wave 2: 71% agree

They let me learn at my own pace.
- Wave 1: 65% agree
- Wave 2: 68% agree

They make school more interesting.
- Wave 1: 43% agree
- Wave 2: 67% agree

I want to use digital learning tools more often at school.
- Wave 1: 40% agree
- Wave 2: 54% agree

They help me remember what I learn in class.
- Wave 1: 41% agree
- Wave 2: 57% agree

They help me learn things faster.
- Wave 1: 39% agree
- Wave 2: 55% agree

They help me prepare for future jobs and careers.
- Wave 1: 38% agree
- Wave 2: 61% agree

I want more digital learning tools to choose from.
- Wave 1: 49% agree
- Wave 2: 53% agree

They help me prepare for college.
- Wave 1: 40% agree
- Wave 2: 58% agree

I want to use digital learning tools more often outside of school.
- Wave 1: 37% agree
- Wave 2: 34% agree

They help me focus better in class.
- Wave 1: 31% agree
- Wave 2: 42% agree

I need more help to use digital learning tools.
- Wave 1: 21% agree
- Wave 2: 17% agree
Views of Digital Learning Tools
## Trusted resources for selecting digital learning tools, Wave 2

### Teachers

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other teachers</td>
<td>82%</td>
</tr>
<tr>
<td>Education websites</td>
<td>33%</td>
</tr>
<tr>
<td>District staff</td>
<td>32%</td>
</tr>
<tr>
<td>Evidence-based reports</td>
<td>27%</td>
</tr>
<tr>
<td>School administrators</td>
<td>24%</td>
</tr>
<tr>
<td>Social networks</td>
<td>18%</td>
</tr>
<tr>
<td>Internet searches</td>
<td>17%</td>
</tr>
<tr>
<td>Education conferences</td>
<td>17%</td>
</tr>
<tr>
<td>Case studies highlighting positive impact</td>
<td>13%</td>
</tr>
<tr>
<td>Education publications</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Parents

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>84%</td>
</tr>
<tr>
<td>Evidence-based reports</td>
<td>40%</td>
</tr>
<tr>
<td>My child(ren)</td>
<td>35%</td>
</tr>
<tr>
<td>School/district administrators</td>
<td>33%</td>
</tr>
<tr>
<td>Other parents</td>
<td>23%</td>
</tr>
<tr>
<td>Case studies highlighting positive impact</td>
<td>20%</td>
</tr>
<tr>
<td>Education websites</td>
<td>19%</td>
</tr>
<tr>
<td>Internet searches</td>
<td>8%</td>
</tr>
<tr>
<td>Education publications</td>
<td>6%</td>
</tr>
<tr>
<td>Social networks</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Older Students (Grades 6-12)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/counselors</td>
<td>67%</td>
</tr>
<tr>
<td>Parents</td>
<td>51%</td>
</tr>
<tr>
<td>Friends</td>
<td>38%</td>
</tr>
<tr>
<td>Online searches</td>
<td>31%</td>
</tr>
<tr>
<td>Social networks</td>
<td>17%</td>
</tr>
<tr>
<td>The app store</td>
<td>11%</td>
</tr>
<tr>
<td>Online reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Librarian</td>
<td>4%</td>
</tr>
<tr>
<td>Ads</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note: respondents selected up to three resources.
PARENTS, Wave 2: Please share your level of agreement with each of the items about digital learning tools your child uses for learning and schoolwork.

<table>
<thead>
<tr>
<th>Item</th>
<th>%5 (Strongly agree)</th>
<th>%4 (Agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They help my child learn things on their own.</td>
<td>14%</td>
<td>27%</td>
</tr>
<tr>
<td>They are fun for my child.</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>My child wants more digital learning tools to choose from.</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>My child wants to use digital learning tools more often outside of school.</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>My child needs more help to use digital learning tools.</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>I want my child to use digital learning tools more often at school.</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>They help my child remember what they learn in class.</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>They make school more interesting for my child.</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>They help my child prepare for future jobs and careers.</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>They help my child prepare for college.</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>They help my child focus better in class.</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>They help my child learn things faster.</td>
<td>6%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Teachers, parents and students rate their access to digital learning tools highly, but not the training they received to use them

### Teachers: Please rate the following for the spring of 2020 at your school.

- The type of digital learning tools you had access to in order to teach students.
  - Excellent: 21%
  - Good: 51%
  - Fair: 23%
  - Poor: <7%

- The training you received from your school in order to use digital learning tools you used in the Spring 2020 school term.
  - Excellent: 10%
  - Good: 27%
  - Fair: 35%
  - Poor: 27%

- The support you received from the companies that created the digital learning tools you used.
  - Excellent: 15%
  - Good: 38%
  - Fair: 33%
  - Poor: 13%

Note: values <7 not shown

### Parents: Please rate the following for the spring of 2020 at your child’s school.

- The type of digital learning tools your child had access to in order to learn.
  - Excellent: 20%
  - Good: 48%
  - Fair: 25%
  - Poor: 7%

- The training you received from the school in order to help your child use digital learning tools.
  - Excellent: 7%
  - Good: 21%
  - Fair: 33%
  - Poor: 39%

- The support you received from the companies that created the digital learning tools your child used.
  - Excellent: 16%
  - Good: 34%
  - Fair: 35%
  - Poor: 15%

### Students: Please rate the following for when you did school at home.

- The type of digital learning tools you had access to in order to learn.
  - Excellent: 20%
  - Good: 51%
  - Fair: 25%
  - Poor: <7%

- The training you received in order to use digital learning tools.
  - Excellent: 24%
  - Good: 34%
  - Fair: 36%
  - Poor: <7%

- The support you received from the companies that created the digital learning tools you used for school.
  - Excellent: 31%
  - Good: 35%
  - Fair: 28%
  - Poor: <7%
Teachers Still Confident in Ed Tech
Most teachers see value in using digital learning tools

86%

*strongly agree or agree* they see great value in using digital learning tools in the classroom **now** *(81% in Wave 1)*

2%

*disagree or strongly disagree* they see great value in using digital learning tools in the classroom **now** *(4% in Wave 1)*

90%

*strongly agree or agree* they see great value in using digital learning tools in the classroom **in the future** *(85% in Wave 1)*

2%

*disagree or strongly disagree* they see great value in using digital learning tools in the classroom **in the future** *(4% in Wave 1)*
TEACHERS, Wave 2: How do your students generally learn in the classroom?

- 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 paces, depending on their level

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Less than 25% on Free or Reduced-Price Lunch</th>
<th>25% to less than 50% on Free or Reduced-Price Lunch</th>
<th>50% to less than 75% on Free or Reduced-Price Lunch</th>
<th>75% or more on Free or Reduced-Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students learn the</td>
<td>60%</td>
<td>40%</td>
<td>36%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>same content, working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the same pace together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as a class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students will</td>
<td>64%</td>
<td>36%</td>
<td>35%</td>
<td>36%</td>
<td>53%</td>
</tr>
<tr>
<td>work on different</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>content, at different</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paces, depending on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their level</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: 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-policymakers-and-researchers/](https://www.brookings.edu/research/no-more-free-lunch-for-education-policymakers-and-researchers/)
Parent and Teacher Involvement
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?

Note: 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-policymakers-and-researchers/
Parents in lower-income households, as well as Black and Hispanic/Latino parents, are particularly likely to say they were “very involved” with their child’s learning at home.

PARENTS: How involved were you with your child’s learning at home in the spring of 2020?

% “very involved,” by household income level and race/ethnicity

*Small sample size (n = 63)
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

% who included each among their three possible responses

- **Clear expectations for daily/weekly schoolwork**
  - Teachers: 73%
  - Parents: 79%
  - Students: 70%

- **Personal computer or tablet device**
  - Teachers: 54%
  - Parents: 11%
  - Students: 13%

- **Regular access to teachers**
  - Teachers: 50%
  - Parents: 44%
  - Students: 46%

- **Consistent communication from teachers and school/district leaders**
  - Teachers: 34%
  - Parents: 45%
  - Students: 37%

- **Online instructions/resources to help them use digital learning tools**
  - Teachers: 29%
  - Parents: 22%
  - Students: 23%

- **Video lessons or video instruction**
  - Teachers: 19%
  - Parents: 30%
  - Students: 27%

- **Digital versions of class materials**
  - Teachers: 17%
  - Parents: 14%
  - Students: 24%

- **Hard copy class materials (like books or worksheets)**
  - Teachers: 15%
  - Parents: 27%
  - Students: 23%
Mohamed Younis
Editor-in-Chief, Gallup News

Stephanie Marken
Executive Director, Education Research, Gallup

Valerie Calderon
Sr. Research Consultant, Gallup Education

Tonika Cheek Clayton
Managing Partner, NewSchools Venture Fund

Dr. Sonja Brookins Santelises
Chief Executive Officer, Baltimore City Public Schools
Methodology | U.S. Students, Parents and Teachers

Web surveys used purchased sample of public and public charter school teachers and Gallup Panel sample of parents and their school-age children in public and public charter school schools. Parents/guardians provided consent for their child to participate in the survey. Data were weighted.

<table>
<thead>
<tr>
<th>Population</th>
<th>Mode</th>
<th>2020 Field Dates</th>
<th>Weighting targets</th>
<th>Total n</th>
<th>Margin of Error*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Web</td>
<td>Jul 22 – Aug 5</td>
<td>Grade, gender, race and ethnicity, regional division</td>
<td>1,088</td>
<td>± 5</td>
</tr>
<tr>
<td>Parents</td>
<td>Web</td>
<td>Jul 22 – Aug 5</td>
<td>Age, gender, education, race, ethnicity, regional division</td>
<td>2,345</td>
<td>± 4</td>
</tr>
<tr>
<td>Teachers</td>
<td>Web</td>
<td>Jul 16 – Jul 23</td>
<td>Urbanicity, school level, student enrollment, % FRPL</td>
<td>1,111</td>
<td>± 3</td>
</tr>
</tbody>
</table>

*Reflects margin of sampling error for the total sample. Margins of error for subgroups would be larger.

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