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GALLUP®

Digital Tools and Equity Amid the Pandemic

TEACHER, PARENT AND STUDENT PERSPECTIVES



Confidence and Expectations

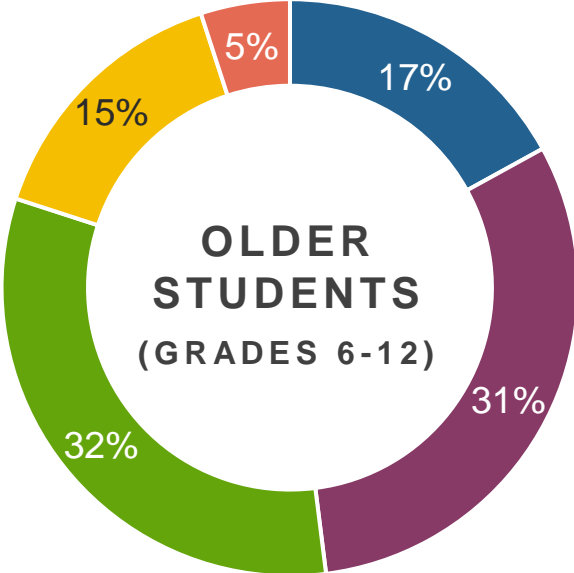
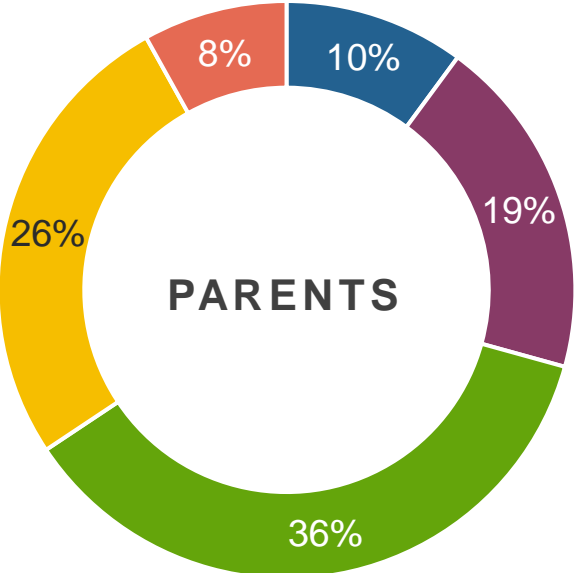
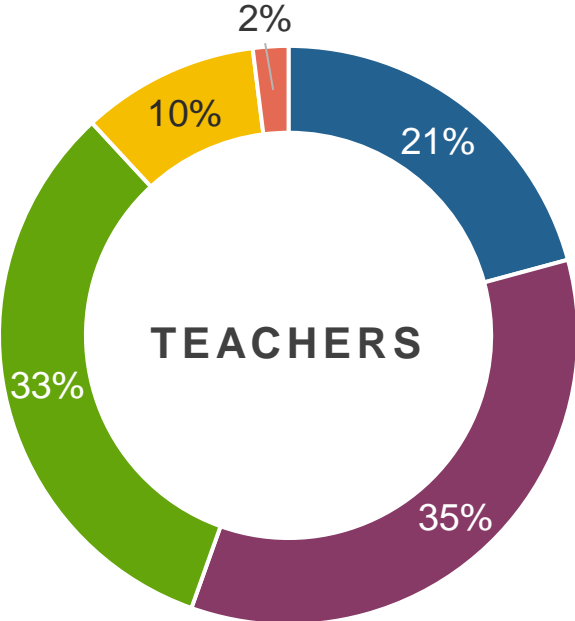
01



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



Parents: What is the one word that best describes how you're feeling about the upcoming school year?



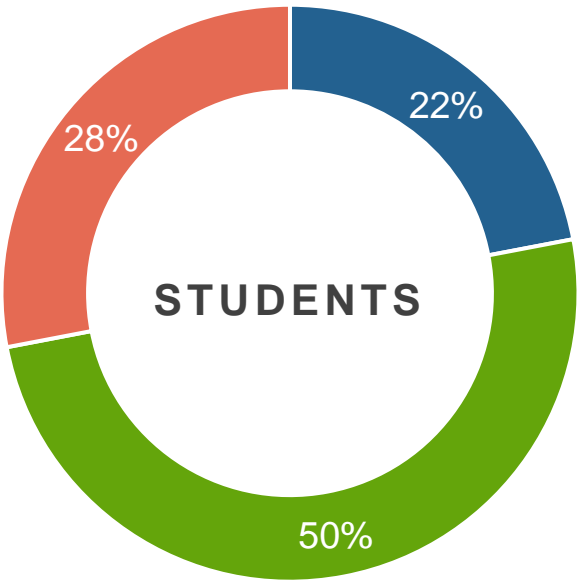
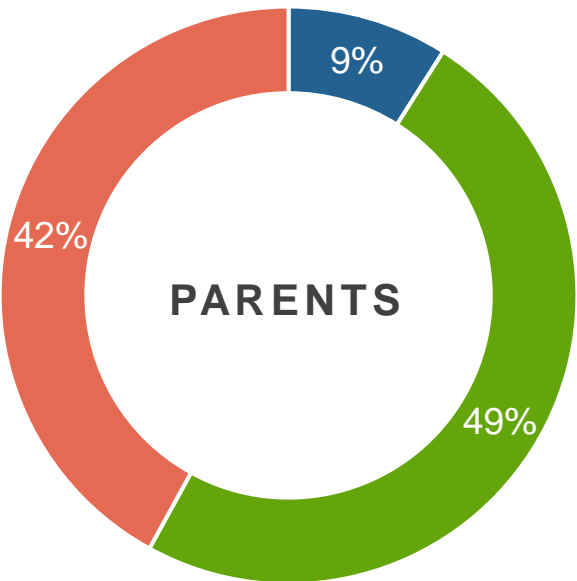
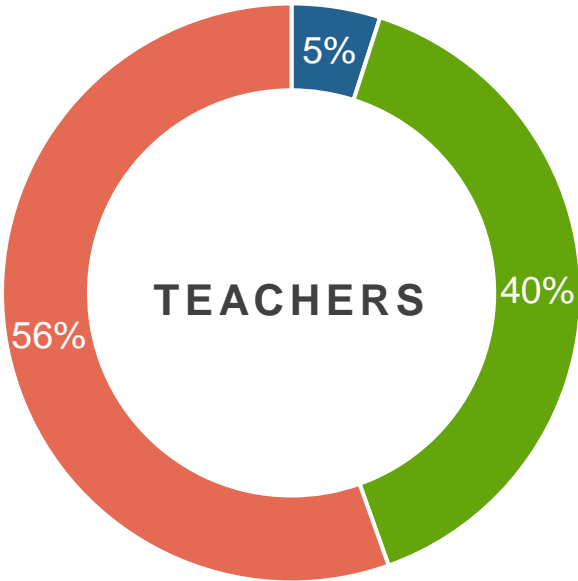
56% of teachers expect students to learn less than they typically do in the fall of 2020

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

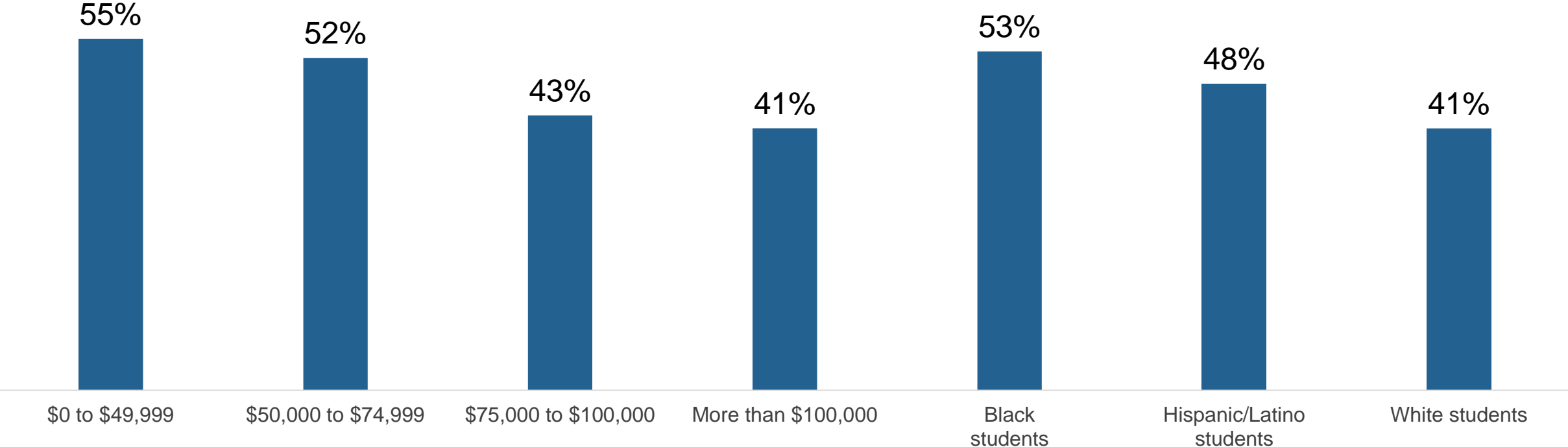
Parents: Which of the following do you expect for your child in the upcoming fall semester?

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.

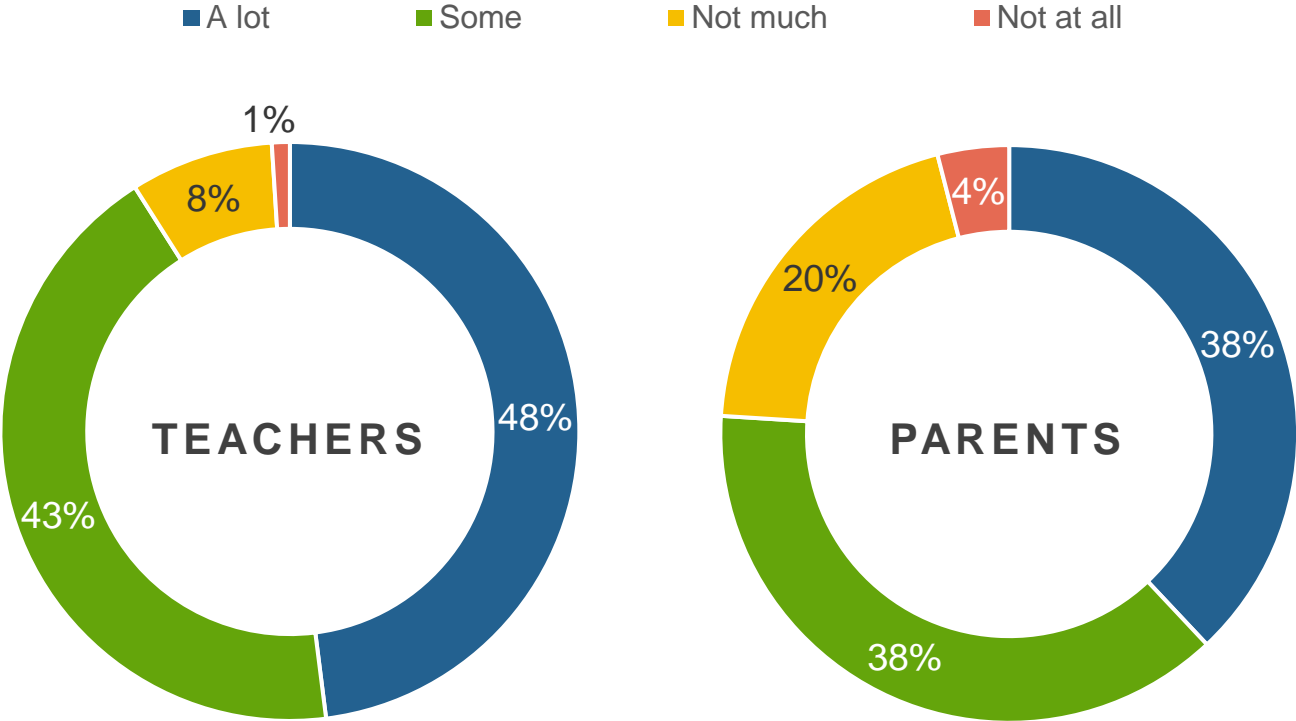


STUDENTS: Percentage who say they will need help to catch up because of time spent learning from home instead of at school in the spring of last school year, by household income level and race/ethnicity.

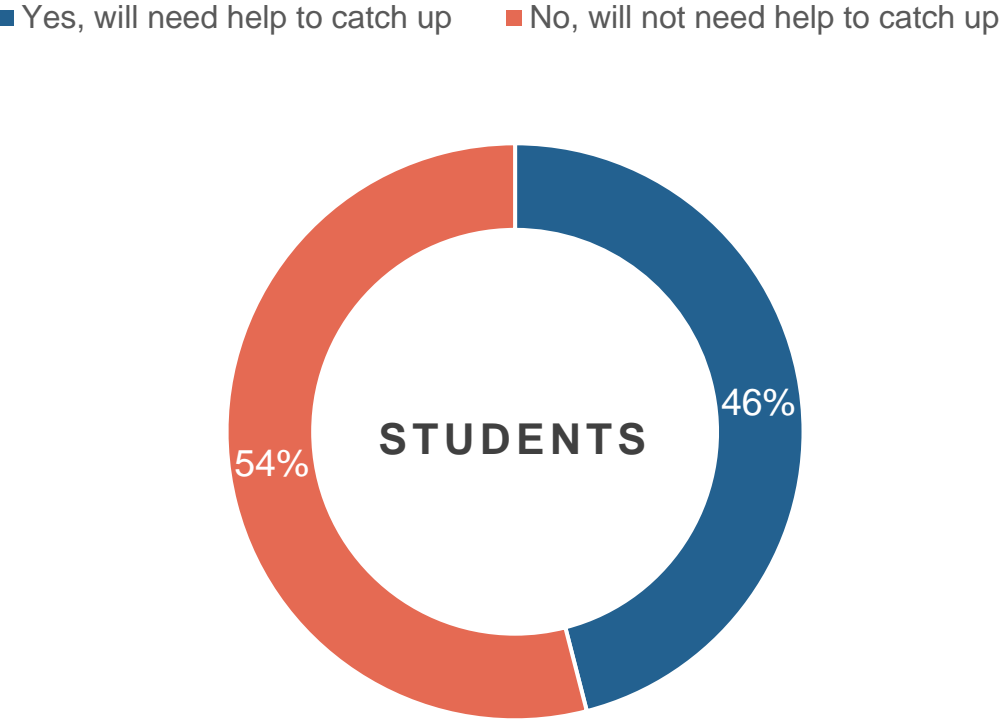


46% percent of students say they will need help to catch up because of time spent learning at home in the spring of 2020

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?



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?



Ed Tech Fatigue

02



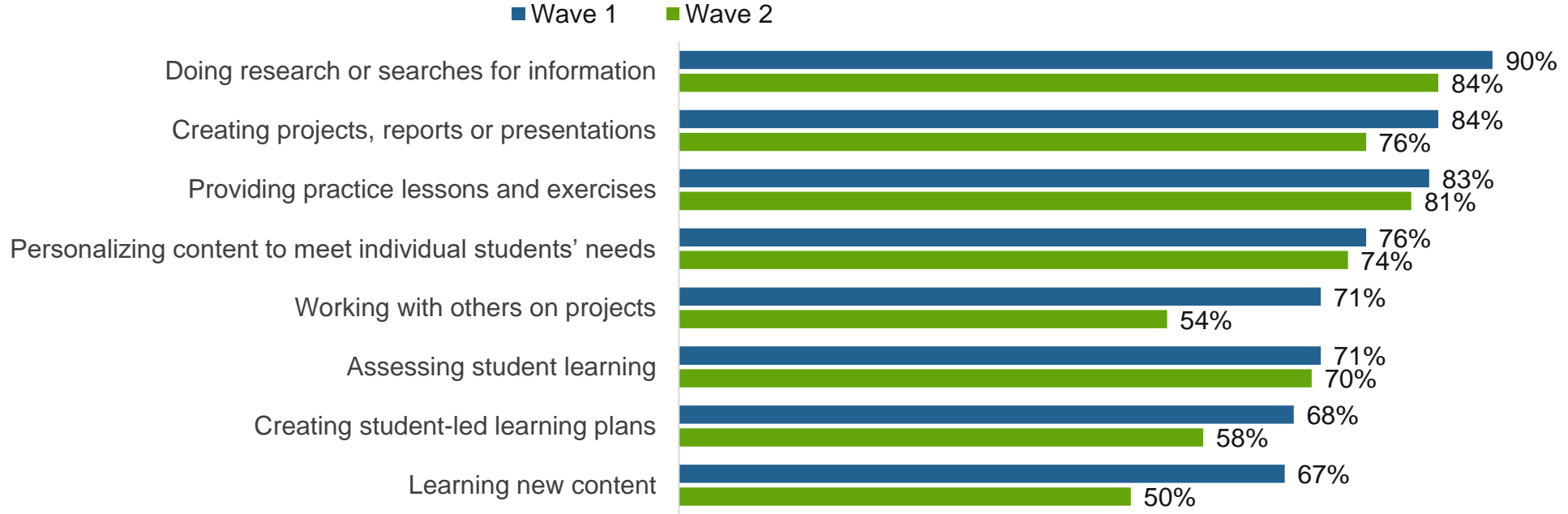
DIGITAL LEARNING TOOLS ARE:

Websites, apps, online tutorials, online games and videos or programs used to teach and support student learning and schoolwork.

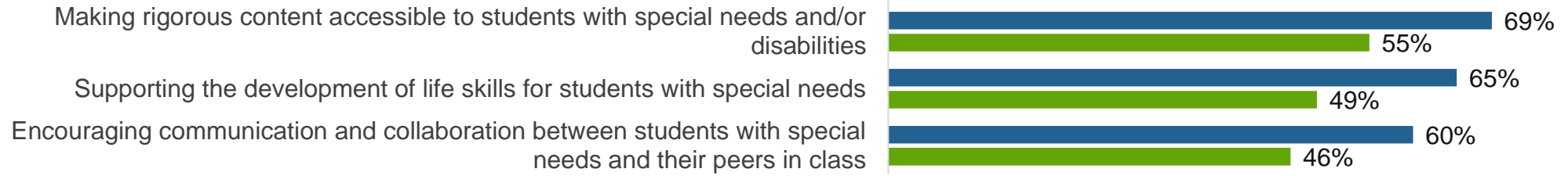
A WORKING DEFINITION OF DIGITAL LEARNING TOOLS

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)



Asked of teachers whose main subject area taught is special education

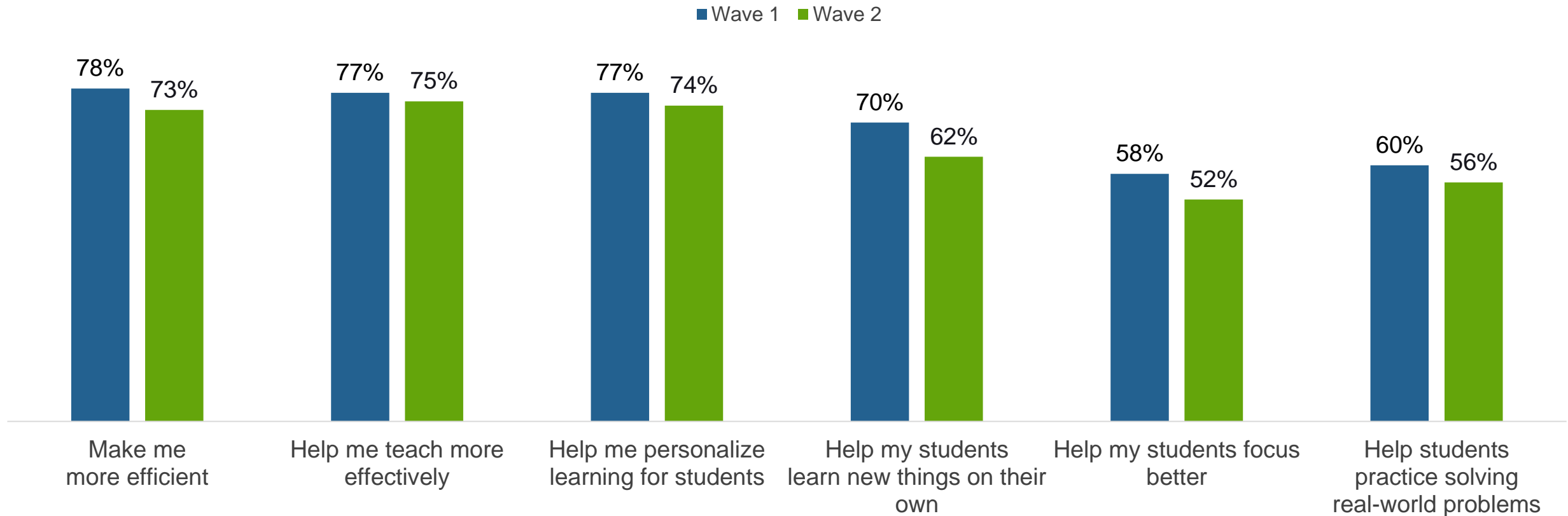


Note: Teachers were asked to think about digital learning tools they use most often for the main subject area taught.

Teachers' perceptions of digital learning tools, Wave 1 and Wave 2

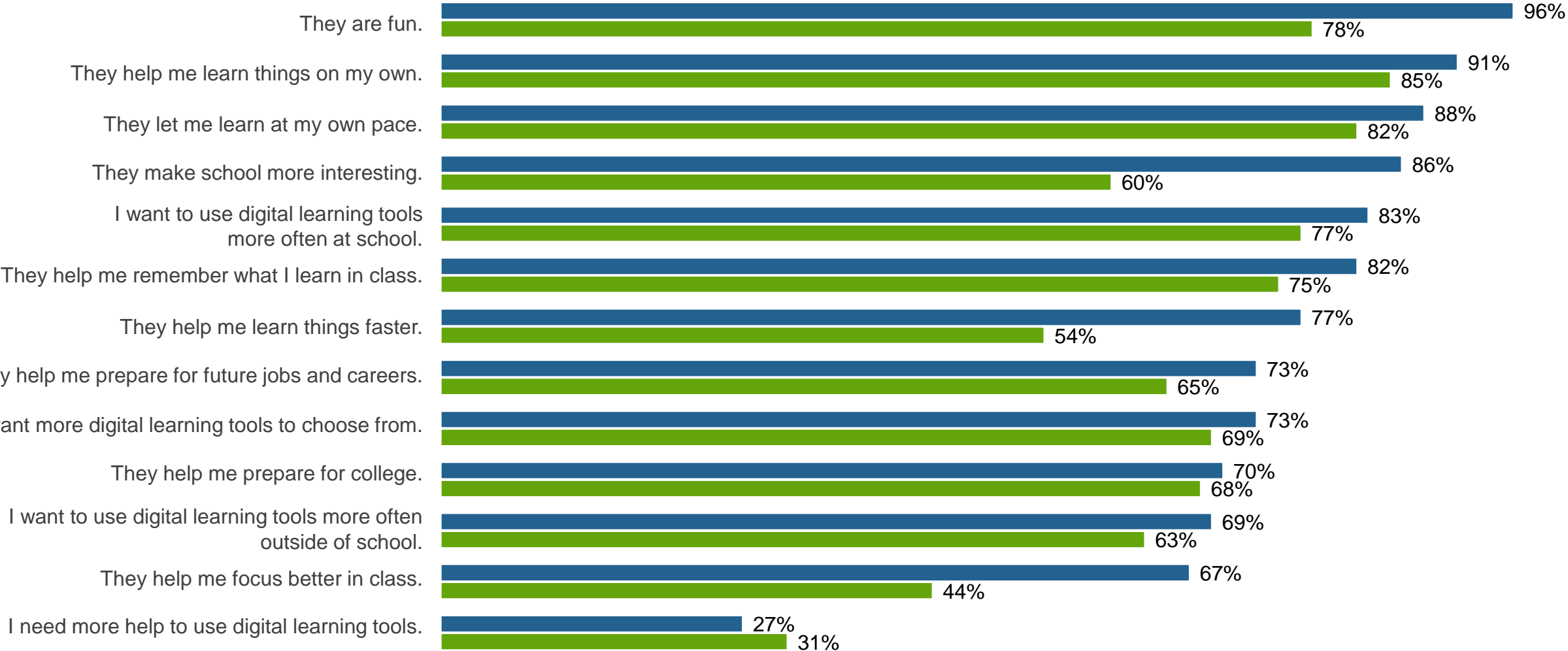
On a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please rate your level of agreement with the following items about digital learning tools.

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



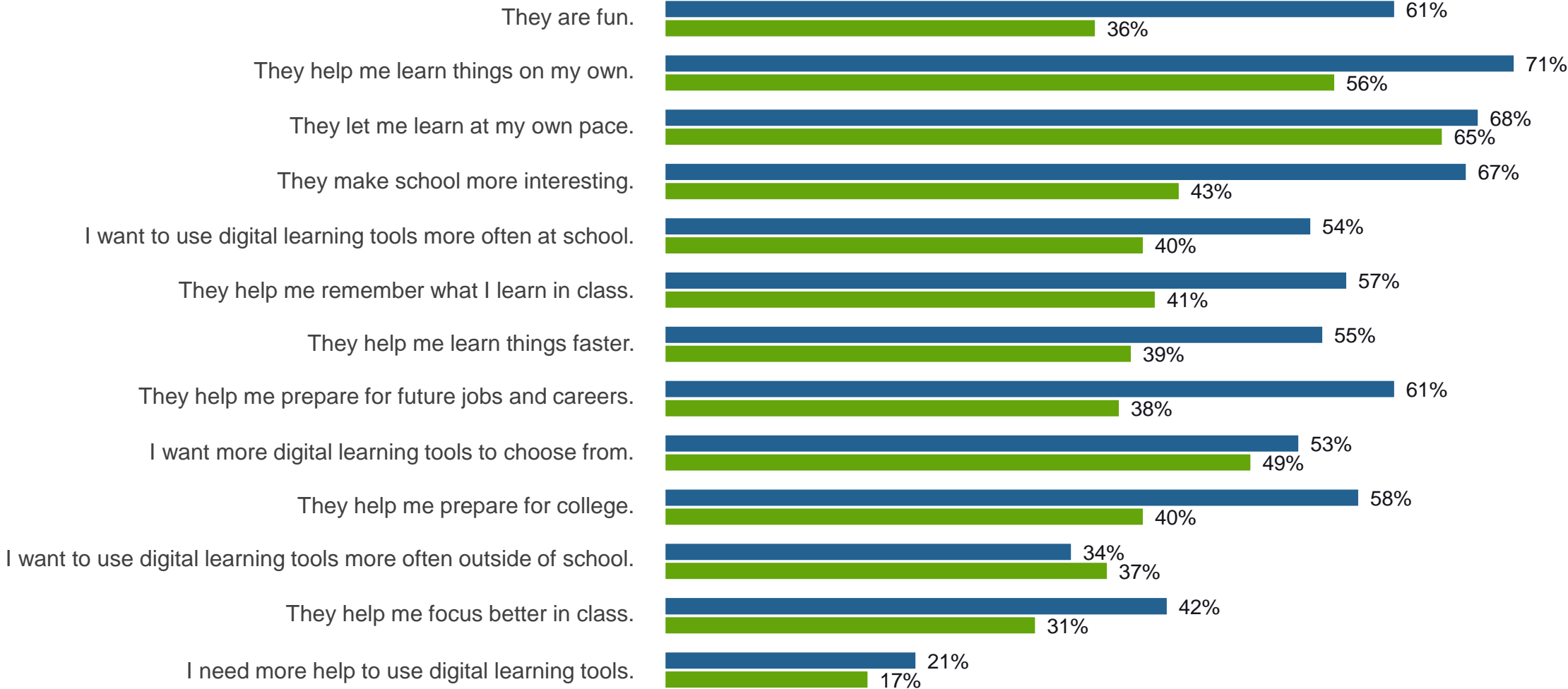
Younger students describe digital learning tools

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



Older students describe digital learning tools

■ %5s + %4s, older students – Wave 1 ■ %5s + %4s, older students – Wave 2



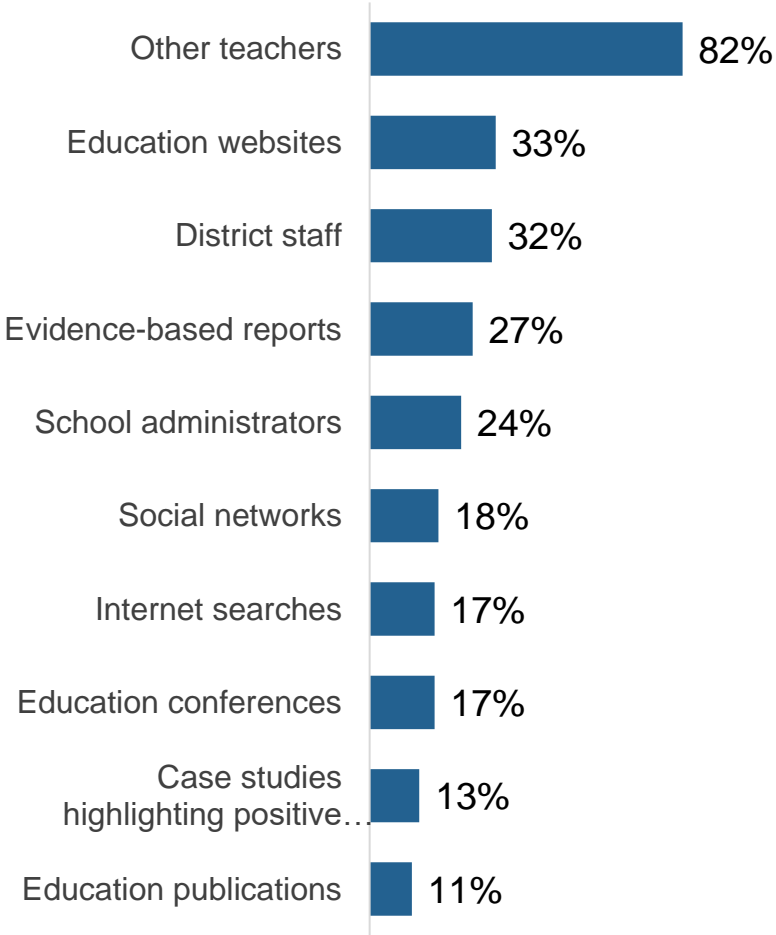
Views of Digital Learning Tools

03

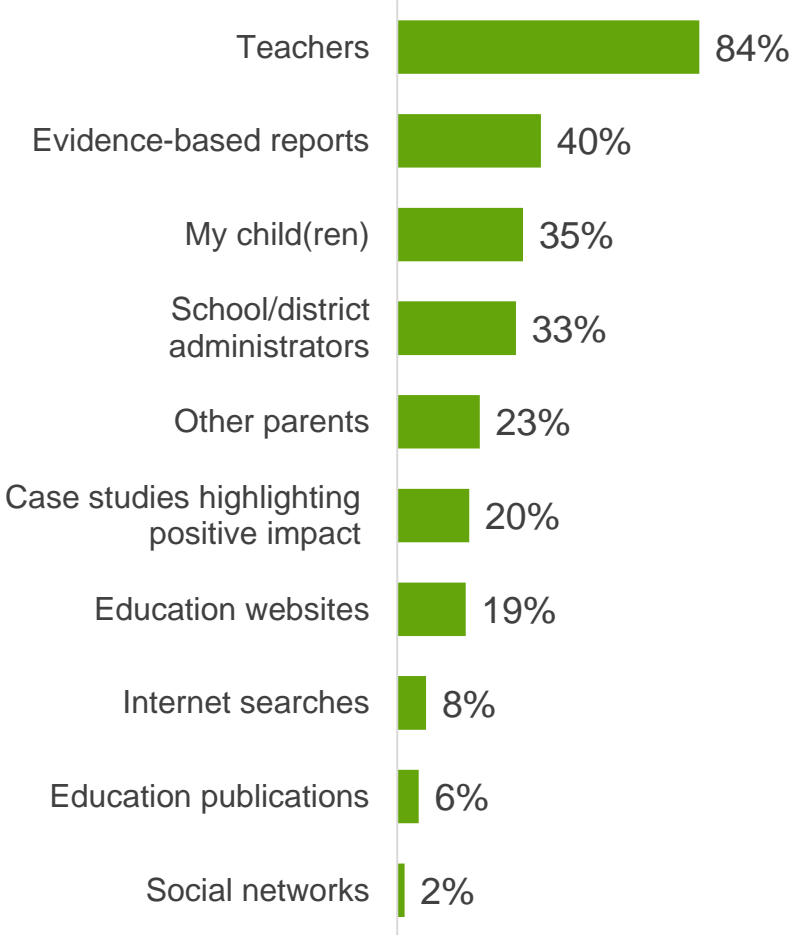


Trusted resources for selecting digital learning tools, Wave 2

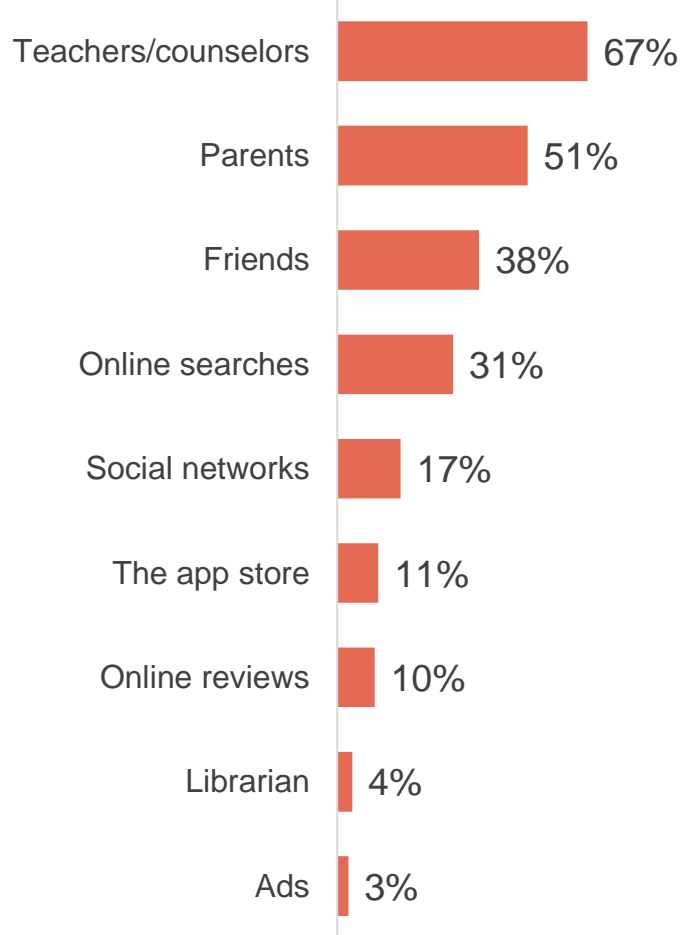
TEACHERS



PARENTS

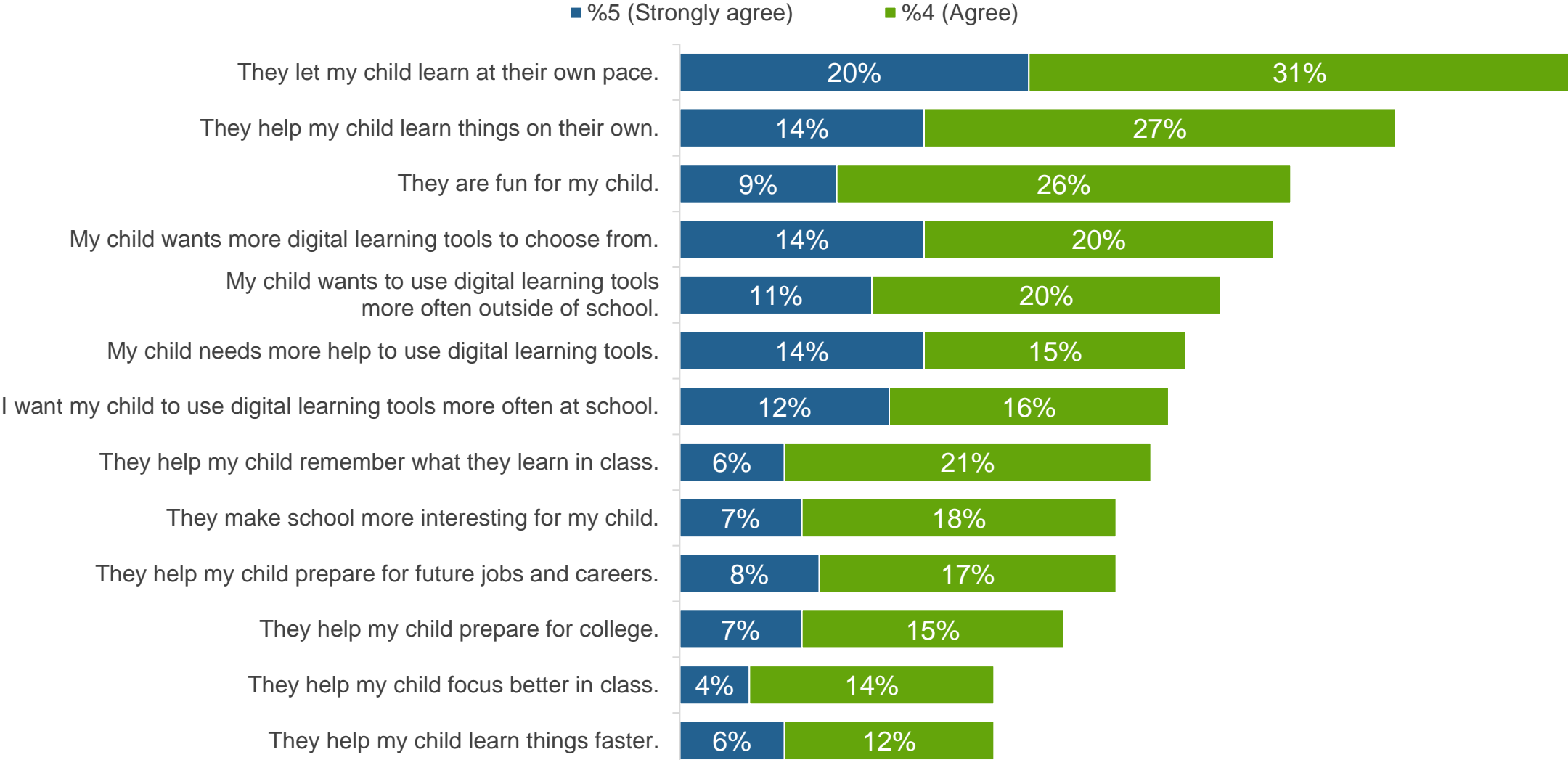


OLDER STUDENTS (GRADES 6-12)



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.



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.



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 ■ Good ■ Fair ■ Poor



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.



The training you received from your school in order to use digital learning tools you used in the Spring 2020 school term.



The training you received from the school in order to help your child use digital learning tools.



The training you received in order to use digital learning tools.



The support you received from the companies that created the digital learning tools you used.



The support you received from the companies that created the digital learning tools your child used.



The support you received from the companies that created the digital learning tools you used for school.



Note: values <7 not shown

Teachers Still Confident in Ed Tech

04



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%

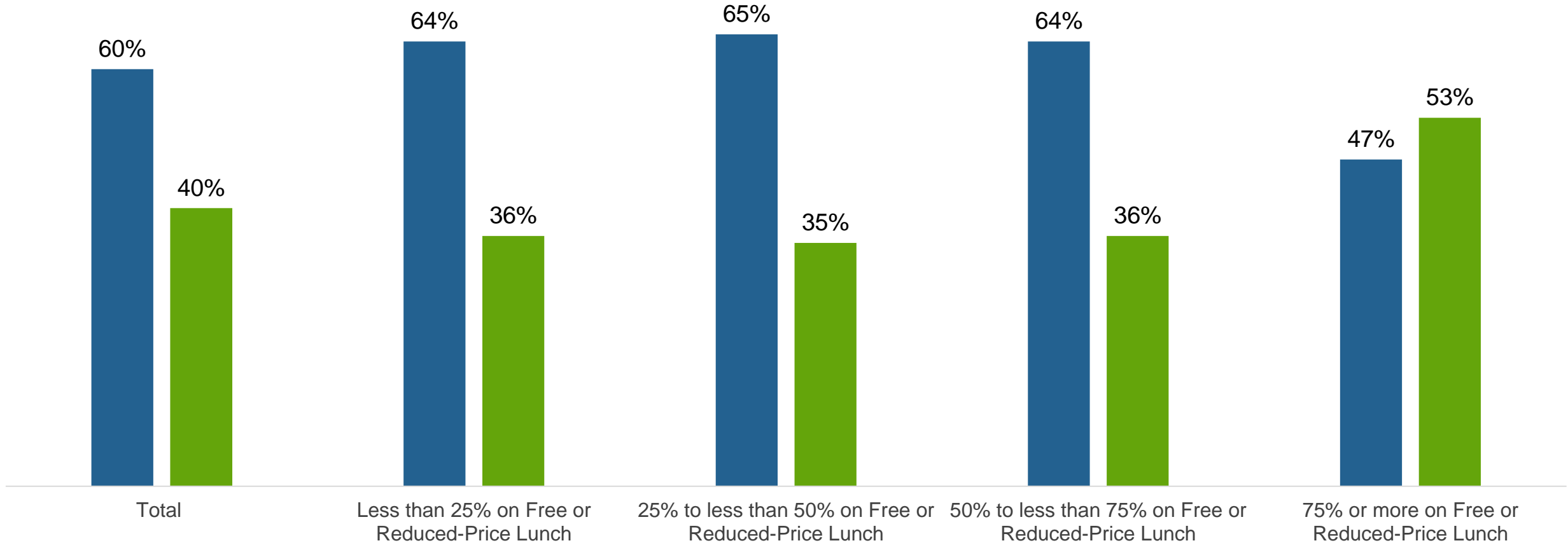
strongly agree or agree they see great value in using digital learning tools in the classroom **in the future** (85% in Wave 1)

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



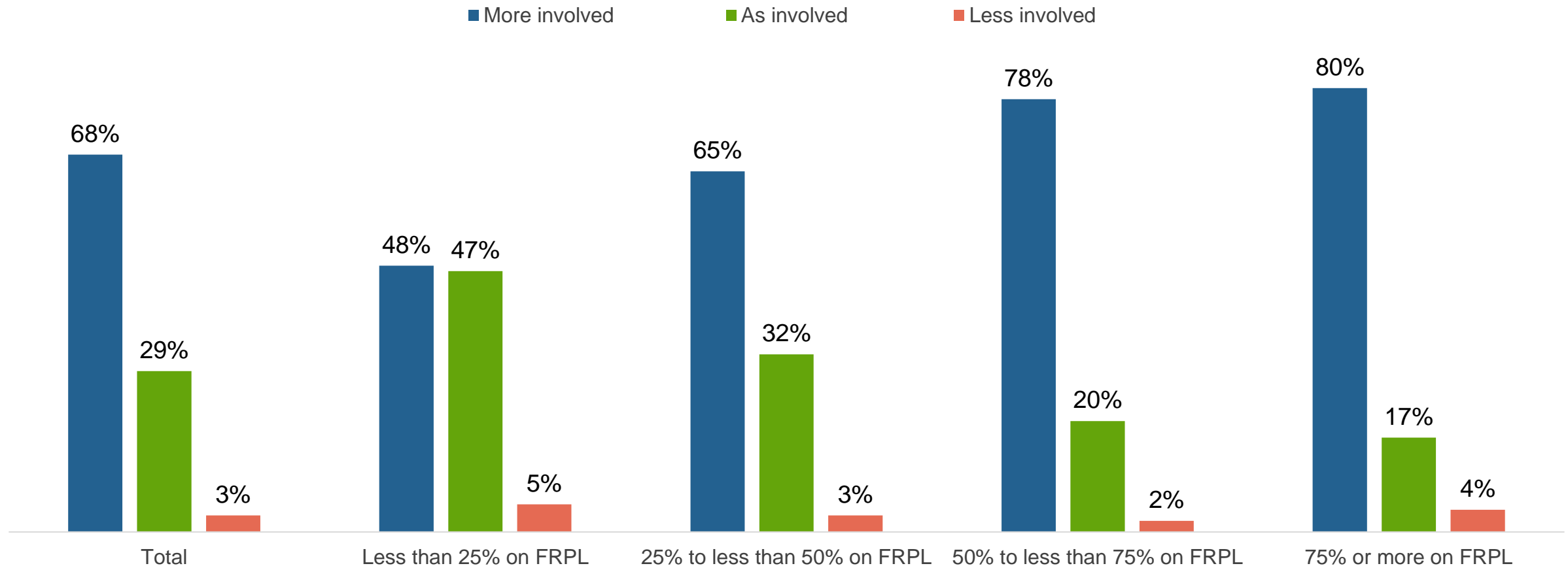
Note: There are recognized challenges with the use of FRPL data as a proxy for students' socioeconomic status at the school level. See insights from <https://www.brookings.edu/research/no-more-free-lunch-for-education-policy-makers-and-researchers/>

Parent and Teacher Involvement

05



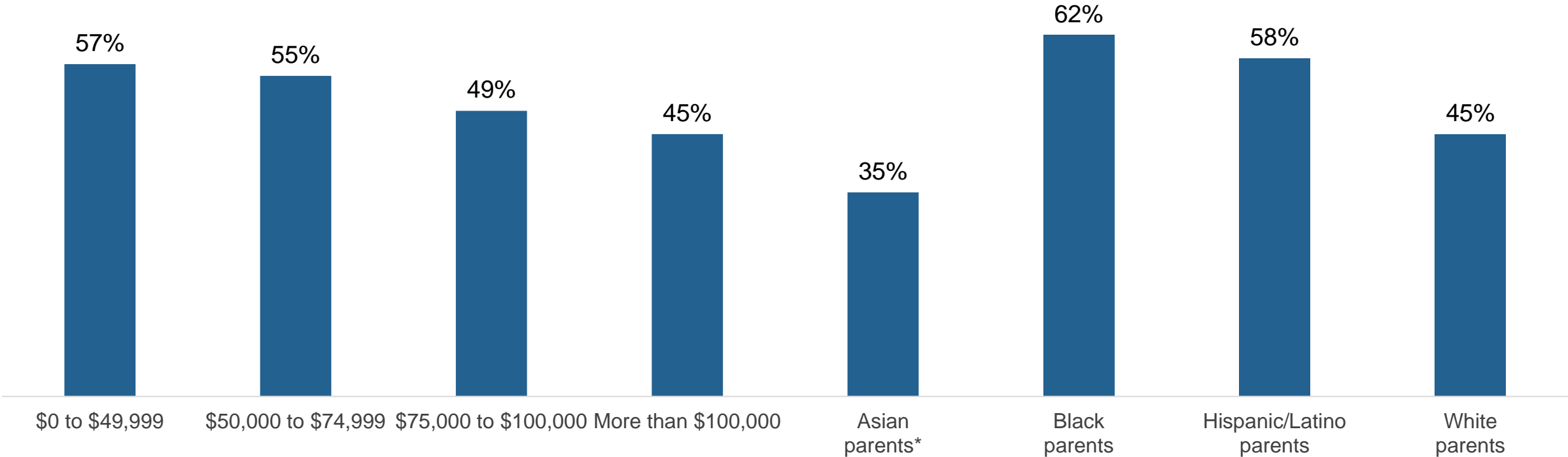
TEACHERS, Wave 2: In the upcoming 2020-2021 school year would you like parents to be more involved, less involved or about as involved as they were while you were teaching remotely in the spring of 2020?



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-policy-makers-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

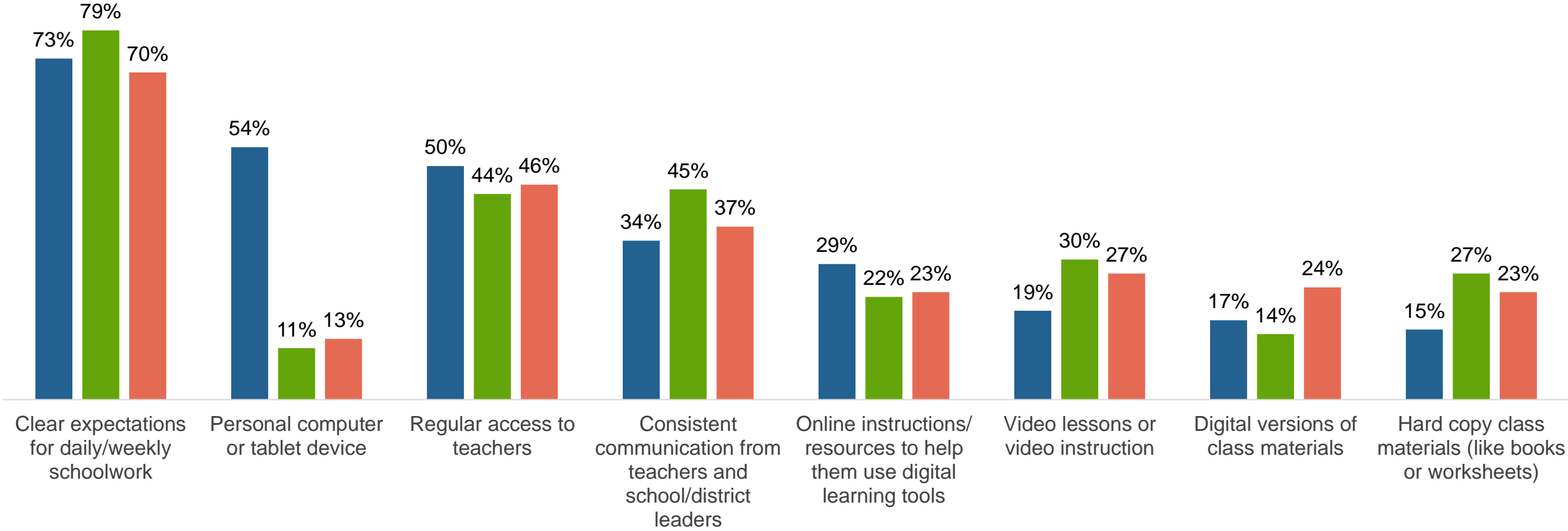


*Small sample size (n = 63)

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

■ Teachers ■ Parents ■ Students





Mohamed Younis

Editor-in-Chief, Gallup News



Tonika Cheek Clayton

Managing Partner, NewSchools Venture Fund



Stephanie Marken

Executive Director, Education Research, Gallup



Dr. Sonja Brookins Santelises

Chief Executive Officer, Baltimore City Public Schools



Valerie Calderon

Sr. Research Consultant,
Gallup Education

Q&A



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.

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

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

Note: See the NewSchools/Gallup *Education Technology Use in Schools* report for more information about the 2019 Wave 1 survey. <http://www.newschoools.org/wp-content/uploads/2019/09/Gallup-Ed-Tech-Use-in-Schools-2.pdf>

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