Spring 2020 Remote Learning Survey Results
Introduction

As the reality of COVID-19 sunk in and school districts across the country shifted to remote learning, the number of factors impacting a student’s ability to succeed grew significantly. So many of which were out of the teachers’ and schools’ purview, that educators were left in the dark with regard to the unique circumstances of each student’s at-home learning environment. The intent of the Remote Learning Survey was to allow districts to quickly gather information on the most critical aspects of remote teaching and learning in order to respond to the rapidly changing needs of their community. In an effort to help districts ensure equitable opportunity and access, the survey gathered important information from teachers, students, parents, and principals on topics such as access to devices and support for them, the at-home work environment for students and teachers, modes of communication between teachers, students, and parents, the types of tools being used for instruction, as well as how students were adapting to the transition.

In partnership with ISTE, BrightBytes analyzed the data collected in school districts across the US between April 15, 2020 and June 15, 2020. The lens through which we analyzed the data was the digital divide: how prevalent is it and what is its impact on teaching and learning? The following set of results highlight the key takeaways from our analysis.
Key Findings

1. Although students in urban schools are fairly likely to have district-issued devices overall, students in districts with substantial Title I funding are more likely to need to obtain assignments via their phone.

2. Students who use their phone to obtain assignments are more likely to have difficulty obtaining assignments. In general, around a fifth of students are struggling to obtain assignments.

3. Students in districts with substantial Title I funding are spending fewer hours working on school work each week than students in districts with a lower amount of Title I funding.

4. Parents overestimate how often their students have a quiet place to work, and students in rural areas have a quiet place to work more often than other students.

5. Up to a third of students report that they only sometimes or never have technical support for learning remotely.

6. Less than half of teachers usually or always use educational applications in their remote teaching. Learning management systems are far more common.
KEY FINDING 1:
Internet Deserts and Gaps in Access to Technology

“How are you currently learning remotely?”

Main Takeaway: Most often, students use a device provided by their school to engage in remote learning, and this is especially true for students at rural or urban schools. Students in high-Title I districts are more likely to be using their own device, rather than a school-provided device.

How does the use of each type of learning device vary by Title I funding? By urbanicity?

Percent of students who use each type of learning device, by Title I funding

<table>
<thead>
<tr>
<th></th>
<th>School device</th>
<th>Own device</th>
<th>Cell phone</th>
<th>Paper packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>63%</td>
<td>46%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Rural</td>
<td>80%</td>
<td>36%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Town</td>
<td>59%</td>
<td>47%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Suburb</td>
<td>58%</td>
<td>51%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>City</td>
<td>70%</td>
<td>38%</td>
<td>16%</td>
<td>5%</td>
</tr>
</tbody>
</table>

2020 Remote Learning Survey Results | 4
Percent of students who use each type of learning device, by urbanicity

- **School-provided device**
- **Own device**
- **Cell phone**
- **Paper packet**

High Title I funding districts:
- School-provided device: 41%
- Own device: 60%
- Cell phone: 19%
- Paper packet: 10%

Low Title I funding districts:
- School-provided device: 45%
- Own device: 64%
- Cell phone: 18%
- Paper packet: 4%
KEY FINDING 2
Mobile devices vs. Other remote learning devices

“It is easy to get my assignments and classwork.”

Main Takeaway: About 1 in 5 students finds it “sometimes” or “never” easy to get their assignments and classwork. Students who use a cell phone for remote learning appear to have the most difficult time getting their assignments and classwork, by a small margin.

How do students’ responses vary by the device they use to learn remotely?

Students’ responses to "It is easy to get my assignments and classwork" by device used for remote learning

<table>
<thead>
<tr>
<th>Device</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school-provided device</td>
<td>44%</td>
<td>35%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Own device</td>
<td>47%</td>
<td>34%</td>
<td>16%</td>
<td>3%</td>
</tr>
<tr>
<td>A cell phone</td>
<td>41%</td>
<td>35%</td>
<td>19%</td>
<td>5%</td>
</tr>
<tr>
<td>Paper packets</td>
<td>44%</td>
<td>35%</td>
<td>17%</td>
<td>3%</td>
</tr>
</tbody>
</table>
KEY FINDING 3:  
The Online Engagement Gap

Main Takeaway: The vast majority of students spend between 1 and 5 hours per day on remote learning, whereas 4 in 10 teachers say they spend more than 5 hours teaching every day. Students in high-Title I districts appear more likely to spend fewer hours learning per day than those in low-Title I districts -- the percentage of students in high-Title I districts spending 3-5 hours a day learning is 5 percentage points lower than in low-Title I districts, and the percentage of students in high-Title I districts spending 1-2 hours a day learning is 5.96 percentage points higher than in low-Title I districts.

Responses to "About how many hours every day do you (or your child) work?"
How does the amount of time students spend every day on remote learning vary by urbanicity? By grade? By whether English is spoken in the home? By device used for remote learning?

Students' hours spent per day on remote learning, by urbanicity

<table>
<thead>
<tr>
<th>Urbanicity</th>
<th>None</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>3%</td>
<td>46%</td>
<td>41%</td>
<td>11%</td>
</tr>
<tr>
<td>Rural</td>
<td>3%</td>
<td>47%</td>
<td>41%</td>
<td>9%</td>
</tr>
<tr>
<td>Town</td>
<td>3%</td>
<td>46%</td>
<td>40%</td>
<td>11%</td>
</tr>
<tr>
<td>Suburb</td>
<td>3%</td>
<td>46%</td>
<td>40%</td>
<td>11%</td>
</tr>
<tr>
<td>City</td>
<td>3%</td>
<td>46%</td>
<td>41%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Students' hours spent per day on remote learning, by grade level

<table>
<thead>
<tr>
<th>Grade</th>
<th>None</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>2%</td>
<td>55%</td>
<td>36%</td>
<td>7%</td>
</tr>
<tr>
<td>Middle school</td>
<td>2%</td>
<td>44%</td>
<td>43%</td>
<td>11%</td>
</tr>
<tr>
<td>High school</td>
<td>4%</td>
<td>42%</td>
<td>42%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Students' hours spent per day on remote learning: English spoken in home vs. English not spoken

Students' hours per day spent on remote learning, by device used for remote learning
How does the amount of time students spend every day on remote learning vary by Title I funding?

Students' hours per day spent on remote learning, by Title I funding

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Title I funding</td>
<td>3%</td>
<td>51%</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td>Low Title I funding</td>
<td>3%</td>
<td>45%</td>
<td>41%</td>
<td>11%</td>
</tr>
</tbody>
</table>
KEY FINDING 4: Gaps in Learning and Teaching Environments

“I have (or my child has) a quiet space to work at home.”

Note: parents were asked whether their child has a quiet place to work at home, not the parent themselves.

Main Takeaway: Students are less likely than teachers to have a consistently quiet place to work, and students in more rural areas appear somewhat more likely to have a consistently quiet place than others. Relative to their children, parents are much more likely to say their child has access to a quiet space.

Responses to “I have (or my child has) a quiet space to work”

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>32%</td>
<td>37%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Teachers</td>
<td>42%</td>
<td>35%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Parents</td>
<td>56%</td>
<td>31%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>
How do responses vary by urbanicity?

Students responding to "I have a quiet space to work at home" by urbanicity

Parents' responses to "My child has a quiet space to work" by urbanicity
Teachers' responses to "I have a quiet space to work" by urbanicity

<table>
<thead>
<tr>
<th>Title I districts</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Title I districts</td>
<td>49%</td>
<td>32%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Low Title I districts</td>
<td>42%</td>
<td>36%</td>
<td>19%</td>
<td>4%</td>
</tr>
</tbody>
</table>
How do responses vary based on Title I funding?

Students' responses to "I have a quiet space to work at home" by Title I funding

- High Title I districts:
  - Always: 54%
  - Usually: 33%
  - Sometimes: 12%
  - Never: 1%

- Low Title I districts:
  - Always: 56%
  - Usually: 31%
  - Sometimes: 11%
  - Never: 2%

Parents' responses to "My child has a quiet space to work" by Title I funding

- High Title I districts:
  - Always: 54%
  - Usually: 33%
  - Sometimes: 12%
  - Never: 1%

- Low Title I districts:
  - Always: 56%
  - Usually: 31%
  - Sometimes: 11%
  - Never: 2%
Teachers' responses to "I have a quiet space to work" by Title I funding

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Title I districts</td>
<td>49%</td>
<td>32%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Low Title I districts</td>
<td>42%</td>
<td>36%</td>
<td>19%</td>
<td>4%</td>
</tr>
</tbody>
</table>
KEY FINDING 5:  
Gaps in Support Systems to Learn and Teach

“I have access to technical support from someone at school to help me with my device when needed.”

*Note: parents were asked if their child has technical support, not the parent themselves.*

Main Takeaway: Students report having less access to technical support than teachers, and nearly 1 in 3 students has access either “sometimes” or “never.”

Comparison of technical support access: Students, Teachers, Parents

![Bar chart showing access to technical support]

- **Always**
  - Students: 44%
  - Teachers: 62%
  - Parents: 53%

- **Usually**
  - Students: 26%
  - Teachers: 28%
  - Parents: 29%

- **Sometimes**
  - Students: 16%
  - Teachers: 9%
  - Parents: 13%

- **Never**
  - Students: 14%
  - Teachers: 1%
  - Parents: 5%
How does access to technical support vary by urbanicity?

Student responses to “I have access to technical support from someone at school to help me with my device when needed” by urbanicity

<table>
<thead>
<tr>
<th>Urbanicity</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>44%</td>
<td>26%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Rural</td>
<td>48%</td>
<td>28%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Town</td>
<td>46%</td>
<td>29%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Suburb</td>
<td>43%</td>
<td>25%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>City</td>
<td>44%</td>
<td>27%</td>
<td>17%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Teacher responses to "I have access to technical support from a school staff person to help me with my device(s) when I need it" by urbanicity

<table>
<thead>
<tr>
<th>Urbanicity</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>62%</td>
<td>28%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Rural</td>
<td>68%</td>
<td>26%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Town</td>
<td>61%</td>
<td>31%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Suburb</td>
<td>62%</td>
<td>28%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>City</td>
<td>60%</td>
<td>30%</td>
<td>9%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Parents' responses to "My child has access to technical support from a teacher or someone else at school to help with their device when needed" by urbanicity

![Bar chart showing responses by urbanicity](chart1.png)

**How do responses vary based on Title I funding?**

Student responses to "I have access to technical support from someone at school to help me with my device when needed" by Title I funding

![Bar chart showing responses by Title I funding](chart2.png)
Teachers' responses to "I have access to technical support from a school staff person to help me with my device(s) when I need it" by Title I funding

- High Title I funding districts:
  - Always: 60%
  - Usually: 29%
  - Sometimes: 9%
  - Never: 2%

- Low Title I funding districts:
  - Always: 62%
  - Usually: 28%
  - Sometimes: 8%
  - Never: 1%

Parents' responses to "My child has access to technical support from a teacher or someone else at school to help with their device when needed", by Title I funding

- High Title I funding districts:
  - Always: 58%
  - Usually: 24%
  - Sometimes: 12%
  - Never: 6%

- Low Title I funding districts:
  - Always: 53%
  - Usually: 29%
  - Sometimes: 13%
  - Never: 5%
KEY FINDING 6: Impact of Remote Learning on Teacher-Student Interactions

“What methods do you use to teach?”

Main Takeaway: Teachers most often report using a learning management system. Teachers appear to use other methods such as video conferencing with highly variable frequency: for example, roughly the same number of teachers said they “always” use educational applications as those who say they “never” do.
How does the use of each mode of teaching vary by urbanicity? By grade level?

Percent of teachers who use each mode of remote instruction "always" or "usually," by urbanicity

- **Learning management system**: 80% Rural, 73% Town, 76% Suburb, 61% City
- **Video conferencing**: 42% Rural, 46% Town, 46% Suburb, 51% City
- **Paper packets and/or physical textbook**: 18% Rural, 13% Town, 16% Suburb, 49% City
- **Online curriculum or digital textbooks**: 40% Rural, 35% Town, 41% Suburb, 46% City
- **Educational applications or websites**: 41% Rural, 33% Town, 45% Suburb, 46% City

Percent of teachers who use each mode of remote instruction "always" or "usually," by grade level

- **Learning management system**: 90% Elementary, 91% Middle
- **Video conferencing**: 63% Elementary, 55% Middle, 39% High
- **Educational applications or websites**: 53% Elementary, 42% Middle, 28% High
- **Online curriculum or digital textbooks**: 52% Elementary, 48% Middle, 44% High
- **Paper packets and/or physical textbook**: 21% Elementary, 11% Middle, 8% High

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ADDITIONAL FINDINGS:

“I feel safe participating in my remote learning environment.”

Note: Teachers were asked if their students feel safe, not the teachers themselves. Parents were asked if they feel safe having their child participating.

Main Takeaway: Teachers appear to be the most concerned about students’ safety online, whereas 70% of students and parents “always” feel safe. Students and teachers in more urban areas appear to be more concerned than those in more rural areas.
How do responses vary by urbanicity?

Students' responses to "I feel safe participating in my remote learning environment" by urbanicity

Teachers' responses to "Students feel safe participating in our remote learning environment" by urbanicity
Parents' responses to "I feel safe having my child participate in a remote learning environment" by urbanicity

![Bar chart showing responses by urbanicity and frequency (Always, Usually, Sometimes, Never).]
How do responses vary by districts’ Title I funding?

Students’ responses to "I feel safe participating in my remote learning environment" by Title I funding

- **High Title I districts**
  - Always: 70%
  - Usually: 20%
  - Sometimes: 9%
  - Never: 1%

- **Low Title I districts**
  - Always: 69%
  - Usually: 21%
  - Sometimes: 8%
  - Never: 2%

Teachers’ responses to “Students feel safe participating in our remote learning environment” by Title I funding

- **High Title I districts**
  - Always: 47%
  - Usually: 38%
  - Sometimes: 14%
  - Never: 1%

- **Low Title I districts**
  - Always: 49%
  - Usually: 41%
  - Sometimes: 10%
  - Never: 0%
Parents' responses to "I feel safe having my child participate in a remote learning environment" by Title I funding

- **High Title I districts**
  - Always: 69%
  - Usually: 19%
  - Sometimes: 10%
  - Never: 2%

- **Low Title I districts**
  - Always: 70%
  - Usually: 20%
  - Sometimes: 7%
  - Never: 2%
ADDITIONAL FINDINGS:

“I feel safe facilitating a remote learning environment for my students.”

Main Takeaway:
Only about 6 in 10 teachers say they always feel safe facilitating remote learning.

How do teachers’ responses vary by urbanicity? By Title I funding?

Teachers’ responses to "I feel safe facilitating a remote learning environment for my students" by urbanicity

Teachers’ responses to "I feel safe facilitating a remote learning environment for my students" by Title I funding
ADDITIONAL FINDINGS:

“I am receiving the support I need from my teachers to be successful while learning remotely.”

How does agreement with the statement vary according to whether English is spoken in the student’s home? By Title I funding?

Students responding to the statement, "I am receiving the support I need from my teachers to be successful while learning remotely."

Main Takeaway: Only a slim majority of students say they consistently receive the support they need, and about 1 in 5 students either “sometimes” or “never” receives this help.
ADDITIONAL FINDINGS:

“What method(s) do you use to communicate?”

Main Takeaway: Teachers and students use a diverse array of methods to communicate, most often email and video conferencing. Urban schools appear to be the least likely to use learning management systems and video conferencing. With the exception of email and video conferencing, teachers report using each method at much higher rates than students do. Use of a phone/texting appears to be more prominent in high-Title I districts, and other methods, particularly email and video conferencing, are less prominent.

Reported methods used for remote teaching/learning: Students vs. teachers
How do students’ communication methods vary by grade level? By urbanicity?

Percent of students using each form of communication, by grade bracket

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>85%</td>
<td>93%</td>
<td>20%</td>
</tr>
<tr>
<td>Collaborative documents</td>
<td>18%</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Learning Management Systems (LMS)</td>
<td>7%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Phone/Texting</td>
<td>21%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Video conferencing</td>
<td>63%</td>
<td>63%</td>
<td>79%</td>
</tr>
<tr>
<td>Communication applications</td>
<td>13%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>I am not communicating with my teachers</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Percent of students using each form of communication, by urbanicity

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Rural</th>
<th>Suburb</th>
<th>Town</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>91%</td>
<td>88%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Collaborative documents</td>
<td>19%</td>
<td>22%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Management Systems (LMS)</td>
<td>20%</td>
<td>14%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Phone/Texting</td>
<td>12%</td>
<td>19%</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>Video conferencing</td>
<td>68%</td>
<td>71%</td>
<td>66%</td>
<td>59%</td>
</tr>
<tr>
<td>Communication applications</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>I am not communicating with my teachers</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
How do students’ communication methods vary by Title I funding?

Percent of students using each form of communication, by Title I funding

- **Email**
  - High Title I funding districts: 68%
  - Low Title I funding districts: 80%

- **Video conferencing**
  - High Title I funding districts: 44%
  - Low Title I funding districts: 68%

- **Phone/Texting**
  - High Title I funding districts: 33%
  - Low Title I funding districts: 18%

- **Collaborative documents**
  - High Title I funding districts: 26%
  - Low Title I funding districts: 19%

- **Communication applications**
  - High Title I funding districts: 9%
  - Low Title I funding districts: 13%

- **Learning Management Systems (LMS)**
  - High Title I funding districts: 11%
  - Low Title I funding districts: 12%

- **I am not communicating with my teachers**
  - High Title I funding districts: 6%
  - Low Title I funding districts: 5%
How do students’ communication methods vary by whether English is spoken at home?

Percent of students using each form of communication, by whether English spoken at home

- Email: 81% English spoken in home, 73% English not spoken in home
- Video conferencing: 69% English spoken in home, 59% English not spoken in home
- Phone/Texting: 18% English spoken in home, 21% English not spoken in home
- Communication applications: 13% English spoken in home, 12% English not spoken in home
- Learning Management Systems (LMS): 13% English spoken in home, 8% English not spoken in home
How do teachers’ communication methods vary by grade level? By urbanicity?

Percent of teachers using each communication method, by grade level

Percent of teachers using each communication method, by urbanicity
How do teachers’ communication methods vary by Title I funding?

Percent of teachers using each communication method, by Title I funding

- **Email**: 81% (High Title I) vs. 86% (Low Title I)
- **Video conferencing**: 69% (High Title I) vs. 87% (Low Title I)
- **Phone/Texting**: 48% (High Title I) vs. 68% (Low Title I)
- **Collaborative documents**: 53% (High Title I) vs. 61% (Low Title I)
- **Communication applications**: 27% (High Title I) vs. 37% (Low Title I)
- **Learning Management Systems (LMS)**: 25% (High Title I) vs. 40% (Low Title I)
- **I am not communicating with my students**: 1% (High Title I) vs. 0% (Low Title I)
“Can you access the Internet for remote learning?”

Main Takeaway: At least among survey respondents, nearly 9 in 10 students have consistent access to the Internet, and an even higher percentage of teachers do. More rural teachers are slightly less likely to have consistent internet access than more urban teachers.
How does access to the Internet vary by urbanicity?

Student responses to "Can you access the internet for remote learning?" by urbanicity

Teacher responses to "Can you access the internet to deliver remote instruction?" by urbanicity
How do responses vary by Title I funding?

Students' responses to "Can you access the internet for remote learning?" by Title I funding

- High Title I funding districts: 90% Yes, 8% Sometimes, 2% No
- Low Title I funding districts: 89% Yes, 11% Sometimes, 1% No

Teachers' responses to "Can you access the internet to deliver remote instruction?" by Title I funding

- High Title I funding districts: 95% Yes, 5% Sometimes, 1% No
- Low Title I funding districts: 96% Yes, 4% Sometimes, 0% No
ADDITIONAL FINDINGS:

“Do you have enough access to a device to complete your remote learning work?”

Main Takeaway: Only about 7 in 10 students and 8 in 10 teachers always have consistent access to a device to engage in remote learning.

Responses to "Do you have enough access to a device to complete your remote learning work?"
How does remote learning device access vary by urbanicity?

Student responses to "Do you have enough access to a device to complete your remote learning work?" by urbanicity

Teachers' responses to "Do you have enough access to a device to accomplish your work?" by urbanicity
How does remote learning device access vary by Title I funding?

Students’ responses to “Do you have enough access to a device to complete your remote learning work?” by Title I funding

- **Low Title I districts**
  - Always: 70%
  - Usually: 23%
  - Sometimes: 7%
  
- **High Title I districts**
  - Always: 71%
  - Usually: 19%
  - Sometimes: 9%

Teachers’ responses to “Do you have enough access to a device to accomplish your work?” by Title I funding

- **High Title I districts**
  - Always: 80%
  - Usually: 17%
  - Sometimes: 3%
  - Never: 0%

- **Low Title I districts**
  - Always: 80%
  - Usually: 17%
  - Sometimes: 2%
  - Never: 0%
ADDITIONAL FINDINGS:

“How do you deliver remote instruction?”

**Main Takeaway:** Teachers most often use a device provided by their school, but their grade level and urbanicity make a difference: for example, elementary school teachers are the most likely to use paper packets, and suburban teachers are more likely to use their own device.

**How does the use of each device vary by teachers’ grade bracket? By urbanicity?**

**Percent of teachers using each instructional delivery device, by grade bracket**

- **Elementary**: 69% School device, 53% Own device, 28% Cell phone, 27% Paper packets
- **Middle**: 73% School device, 55% Own device, 25% Cell phone, 10% Paper packets
- **High**: 79% School device, 45% Own device, 23% Cell phone, 15% Paper packets

**Percent of teachers using each instructional delivery device, by urbanicity**

- **Rural**: 84% School device, 39% Own device, 29% Cell phone, 31% Paper packets
- **Town**: 83% School device, 39% Own device, 32% Cell phone, 41% Paper packets
- **Suburb**: 67% School device, 24% Own device, 15% Cell phone, 58% Paper packets
- **City**: 84% School device, 38% Own device, 26% Cell phone, 22% Paper packets

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**Main Takeaway:** For both scheduling and parental expectations, about 1 in 4 parents said their school either “sometimes” or “never” provides this support. About 8% of parents say that they are not communicating with their children’s teachers.

“My child's school provides a schedule for my child to follow for remote learning.”
“The school has provided me clear expectations for how to support my child's remote learning.”

Parents' responses to “My child's school provides a schedule for my child to follow for remote learning.”
Appendix

Table of respondent counts

When interpreting the results of the survey in this document, bear in mind that the pool of respondents has large shares of middle/high school students, elementary school parents, suburban respondents, and students who speak English at home. Additionally, some results may exceed 100% since some students, teachers, parents and principals may respond to multiple categories.

<table>
<thead>
<tr>
<th>Respondent counts</th>
<th>Student total</th>
<th>Student total when excluding students who always answered “always”</th>
<th>Teacher total</th>
<th>Parent total</th>
<th>Principal total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>51,266</td>
<td>49,429</td>
<td>11,889</td>
<td>33,182</td>
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<td>Elementary school</td>
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<td>Middle school</td>
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<td>18,874</td>
<td>2,659</td>
<td>6,898</td>
<td>122</td>
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<tr>
<td>High school</td>
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<td>18,656</td>
<td>3,117</td>
<td>7,835</td>
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<td>Rural</td>
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<td>5,708</td>
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<tr>
<td>Suburb</td>
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<tr>
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<td>8,402</td>
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<td>High Title I funding¹</td>
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<td>Low Title I funding</td>
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<td>520</td>
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</tbody>
</table>

¹ A district is considered to have high Title I funding if its Title I funding per student exceeds $500.