National Teacher Pulse Survey
State of K-12 Remote Learning – April 2020
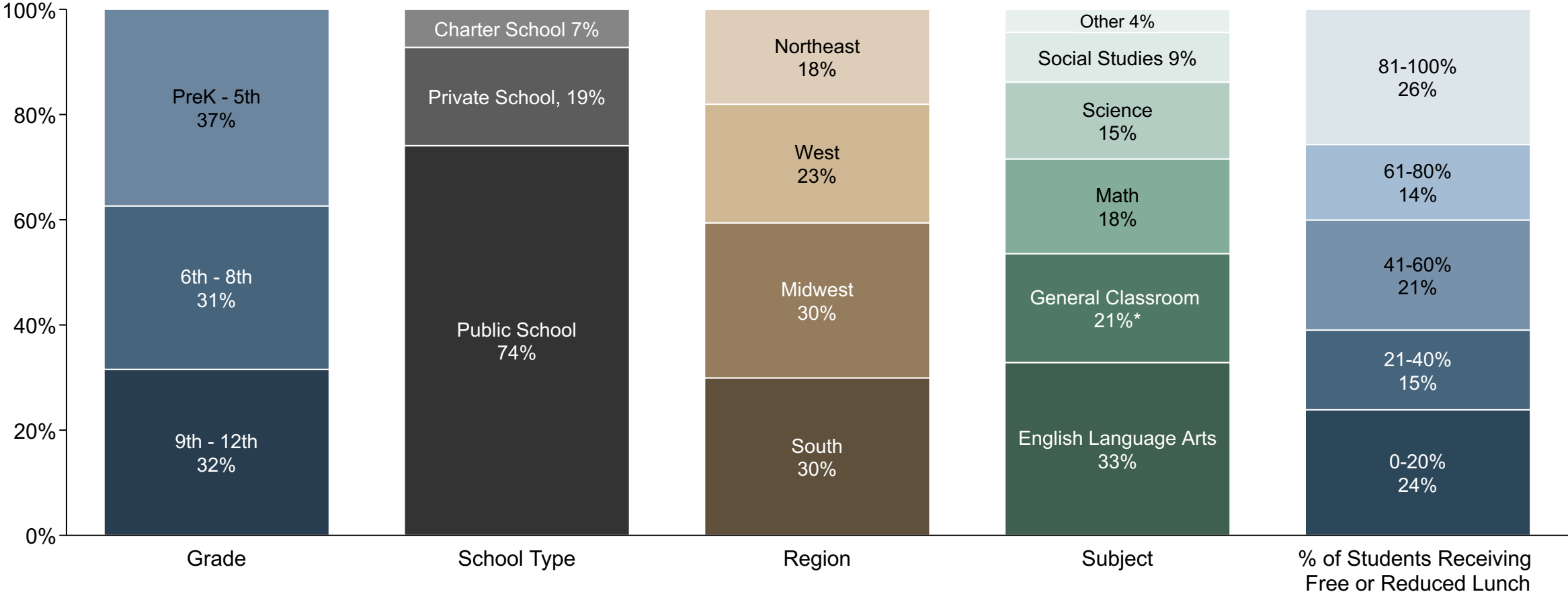
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April 14, 2020

INVESTMENT BANKING + STRATEGY CONSULTING

About the survey

- Tyton Partners launched a short nationwide online survey to teachers of PreK-12 students on April 8-9, 2020 to better understand the state of remote learning as a result of the wide-scale school closures in the U.S.

- Survey questions focused on several issues including, but not limited to:

  - Tactics / approaches to creating remote learning experiences for students and families

  - Key challenges and supports offered to teachers in a remote environment

  - Effectiveness and sustainability of current remote learning strategies

- Survey targeted teachers through Facebook advertisements

- Respondents include 505 teachers from 49 states serving grades PreK-12 across a diversity of subjects

- Percentage of students receiving free or reduced lunch in a school was used to gauge socio-economic makeup of a school; other demographics of a school (e.g., number of students, locale) were not collected

- Tyton Partners has donated to Feeding America to ensure food banks nationwide are able to provide hunger relief to families impacted by COVID-19

- If you have any questions about the data or would like to continue the conversation, please contact Managing Partner Adam Newman at anewman@tytonpartners.com

Survey demographics overview

Survey Demographics

Grade	School Type	Region	Subject	% of Students Receiving Free or Reduced Lunch
PreK - 5th 37%	Charter School 7%	Northeast 18%	Other 4%	81-100% 26%
6th - 8th 31%	Private School, 19%	West 23%	Social Studies 9%	61-80% 14%
9th - 12th 32%	Public School 74%	Midwest 30%	Science 15%	41-60% 21%
		South 30%	Math 18%	21-40% 15%
			General Classroom 21%*	0-20% 24%
			English Language Arts 33%	

*"General Classroom" refers to teachers who teach across subjects to a consistent group of students, generally in an elementary school setting
Note: 505 total respondents; 99% of respondents indicated they are either currently or planning to teach remotely, and this group proceeded to subsequent questions
Sources: Tyton Partners COVID-19 K-12 Education Teacher Survey, April 2020

Teachers echo diversity of challenges and concerns raised by other K-12 stakeholders given the sudden shift to remote learning

"Students with difficult home lives will not maintain or gain skills. Some of my lowest ability kids are completely uninvolved. Setting up a structure took hours of research and organization, but like any classroom it is a work in progress."

"My biggest concern is the disparity between what privileged students at private schools are able to accomplish and what students at public schools are able to accomplish."

"Reaching my students and keeping up with relationship in the classroom that we work so hard throughout the year to establish."

"I'm worried about my kids not getting their social time with each other. I'm not worried so much about teaching, I'm more worried about my students' mental health."

"I am concerned that my students are not going to be prepared for next year. Many need constant reminding to finish work and that is difficult when teaching remotely."

"The time myself and colleagues are putting in. Most of us are on our computers 10-12 hours a day working with students and parents. We have no home/ school balance."

"Access to internet and technology is a huge issue in rural and impoverished communities and a huge disservice to students. This new environment is only widening the gap in students' learning because the students that need the most support are not getting it from their parents, and the students who can work independently are advancing during this time."

"I worry about my kids who are facing family issues at home that are so much more pressing than school."

95% of teachers say their school is mandating or encouraging remote learning, but >50% feel unprepared for it, particularly among elementary school professionals

Schools' approach to instruction by % of students receiving free or reduced lunch

- No direct expectations given
- Encouraging remote learning
- Mandating remote learning
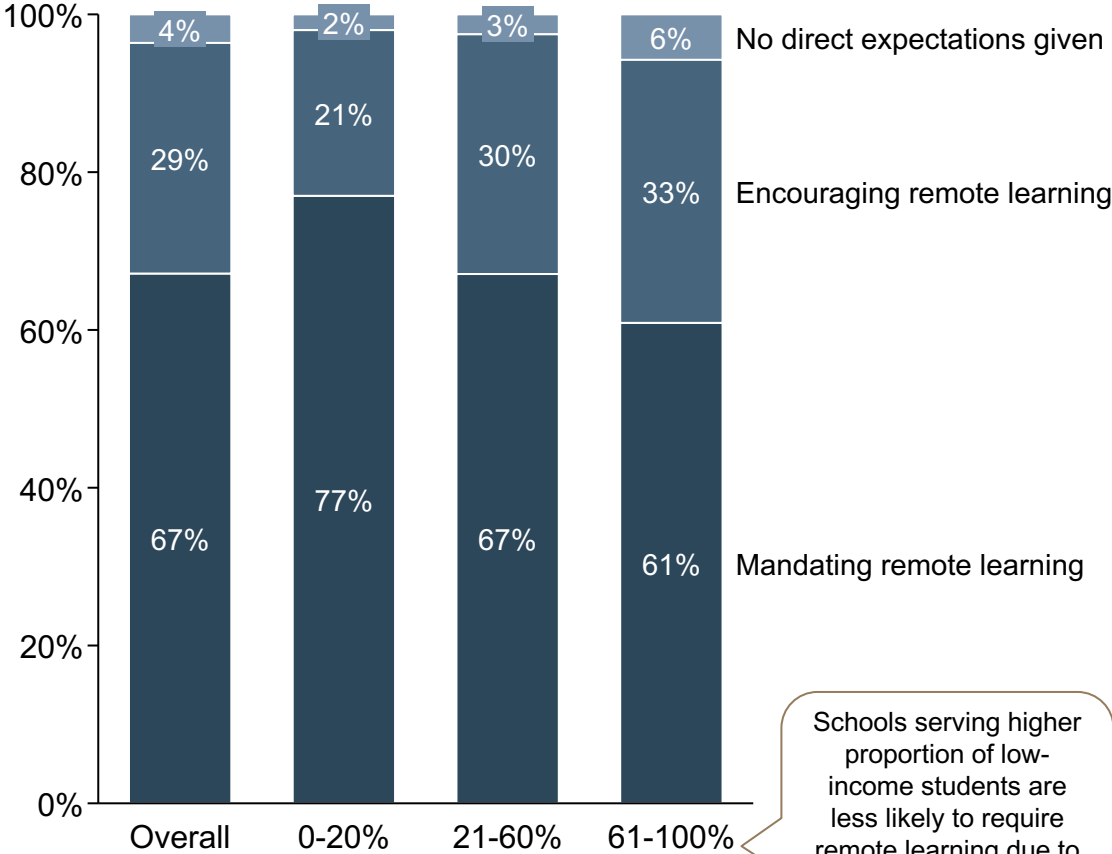
Schools serving higher proportion of low-income students are less likely to require remote learning due to equity concerns

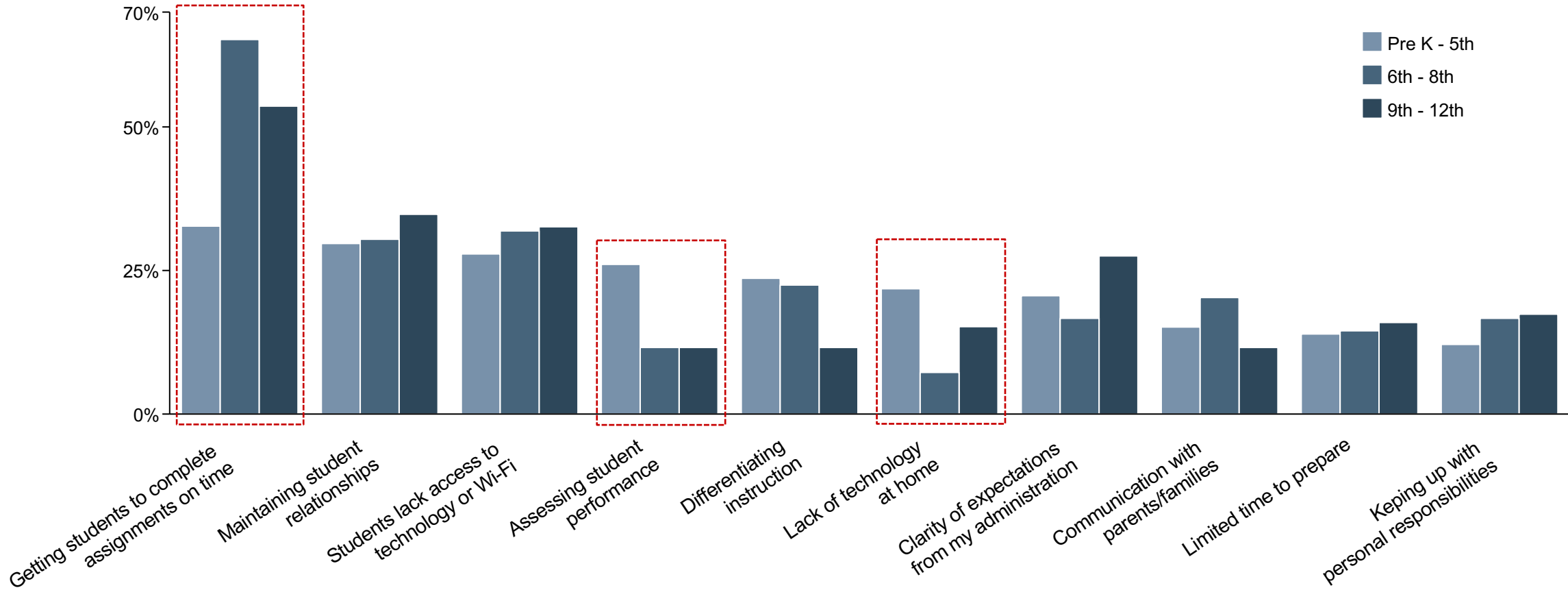**Preparedness for remote teaching by grade level**
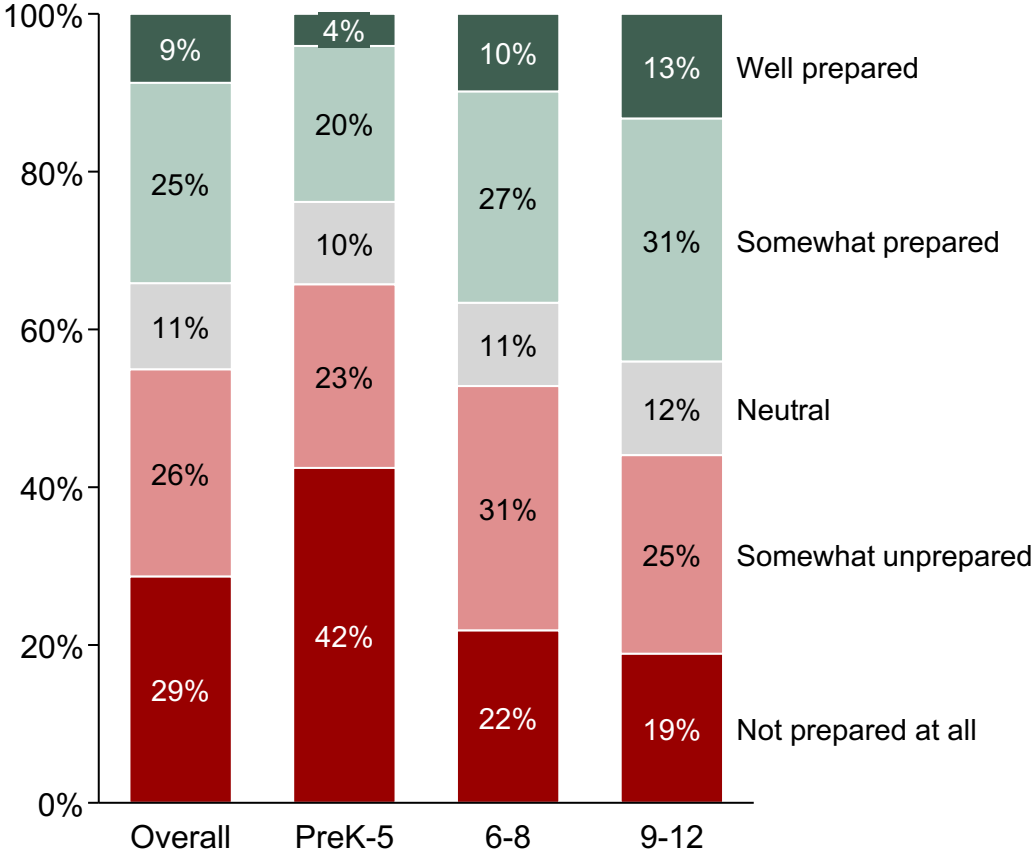
- Well prepared
- Somewhat prepared
- Neutral
- Somewhat unprepared
- Not prepared at all

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MS and HS teachers are most concerned about students getting work done and in; elementary teachers disproportionately focused on assessment and tech. access
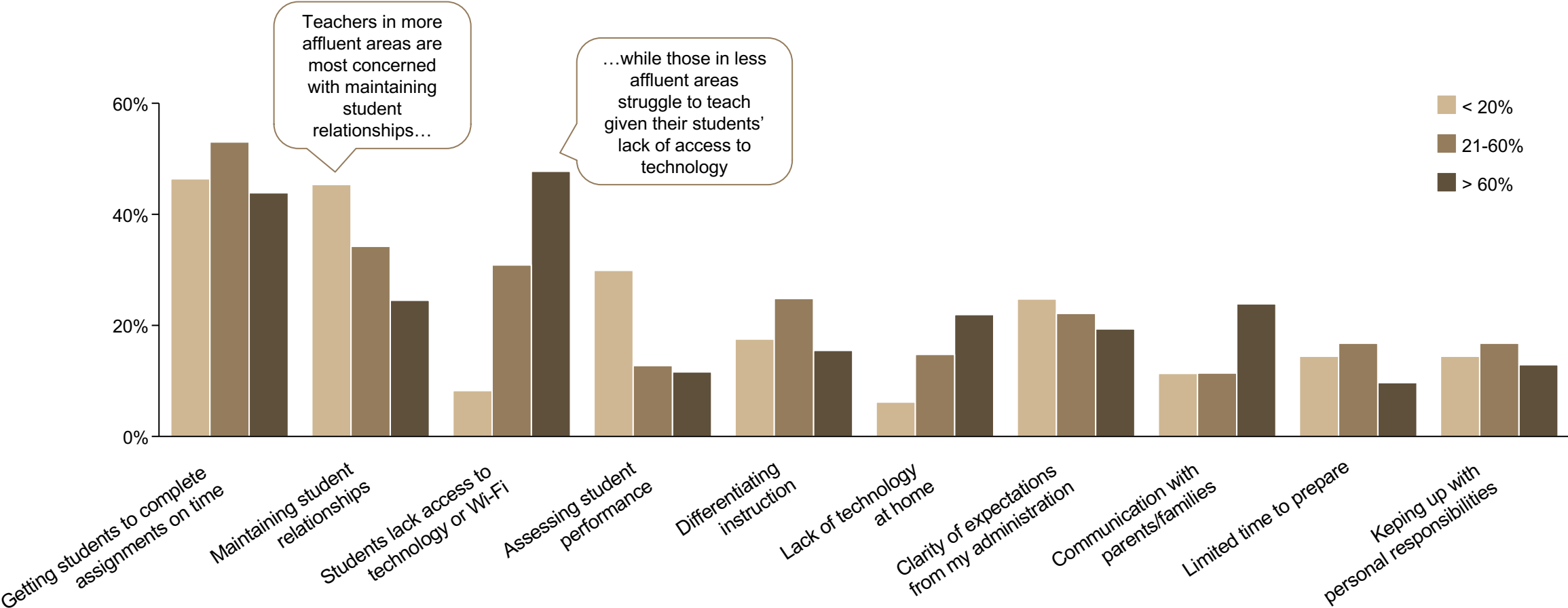
Teachers' top challenges teaching in a remote environment, by grade level

Legend:
- Pre K - 5th
- 6th - 8th
- 9th - 12th

Categories (x-axis):
- Getting students to complete assignments on time
- Maintaining student relationships
- Students lack access to technology or Wi-Fi
- Assessing student performance
- Differentiating instruction
- Lack of technology at home
- Clarity of expectations from my administration
- Communication with parents/families
- Limited time to prepare
- Keping up with personal responsibilities

However, first-order challenges vary depending on socio-economic status of students; students in lower-income areas more likely to lack access to technology
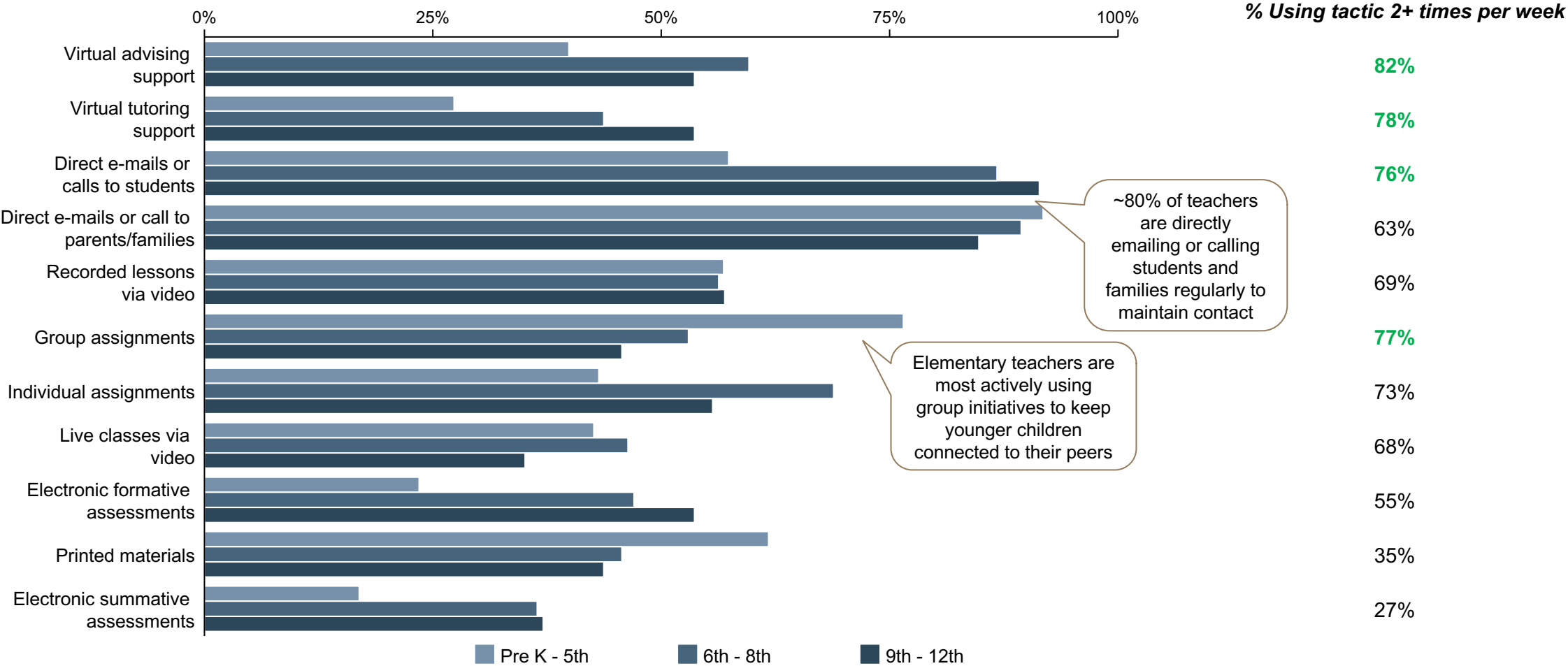
Teachers' top challenges teaching in a remote environment, by % receiving free or reduced lunch

Teachers in more affluent areas are most concerned with maintaining student relationships…

…while those in less affluent areas struggle to teach given their students' lack of access to technology

Legend:
- < 20%
- 21-60%
- > 60%

Categories (x-axis):
- Getting students to complete assignments on time
- Maintaining student relationships
- Students lack access to technology or Wi-Fi
- Assessing student performance
- Differentiating instruction
- Lack of technology at home
- Clarity of expectations from my administration
- Communication with parents/families
- Limited time to prepare
- Keping up with personal responsibilities

Teachers are actively reaching out directly to students and parents; virtual tutoring and advising and group assignments are most frequently deployed activity

Teachers' top tactics used during school closures by grade

% Using tactic 2+ times per week

- Virtual advising support — **82%**
- Virtual tutoring support — **78%**
- Direct e-mails or calls to students — **76%**
- Direct e-mails or call to parents/families — 63%
- Recorded lessons via video — 69%
- Group assignments — **77%**
- Individual assignments — 73%
- Live classes via video — 68%
- Electronic formative assessments — 55%
- Printed materials — 35%
- Electronic summative assessments — 27%

~80% of teachers are directly emailing or calling students and families regularly to maintain contact

Elementary teachers are most actively using group initiatives to keep younger children connected to their peers

Legend: Pre K - 5th | 6th - 8th | 9th - 12th

Teachers view peers as their most important source of support, far in excess of their school or district; curriculum providers are seen as lagging considerably
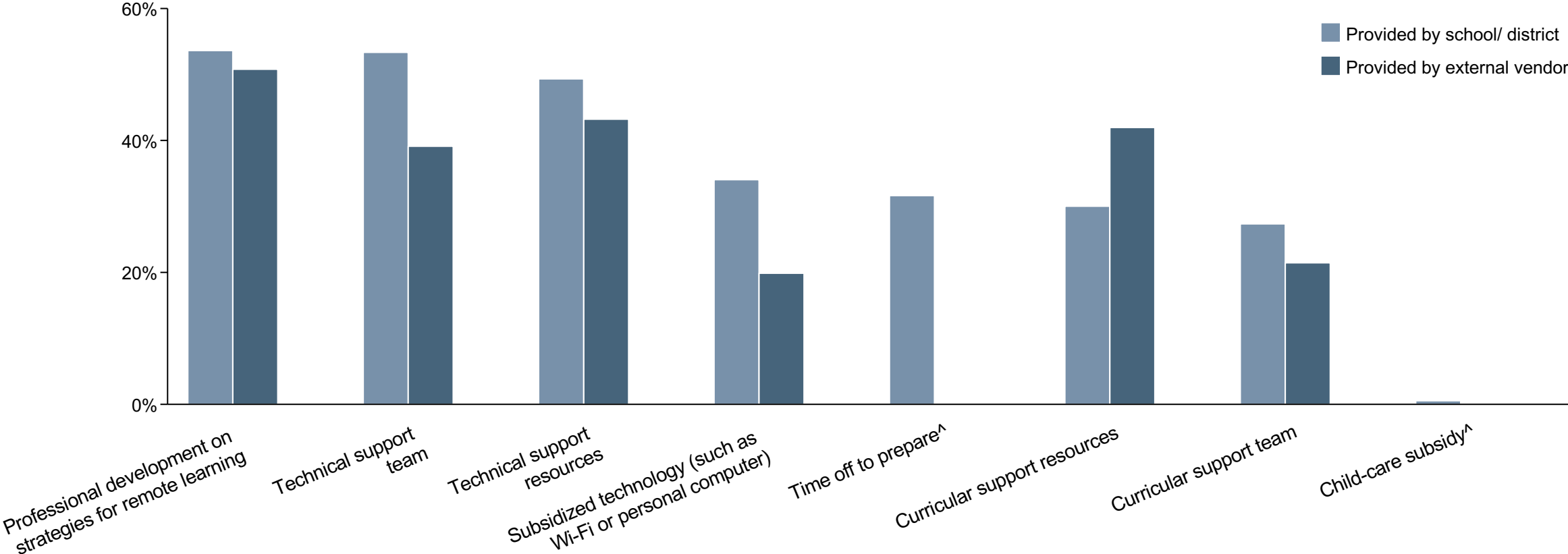
Extent to which teachers have received support from the following groups
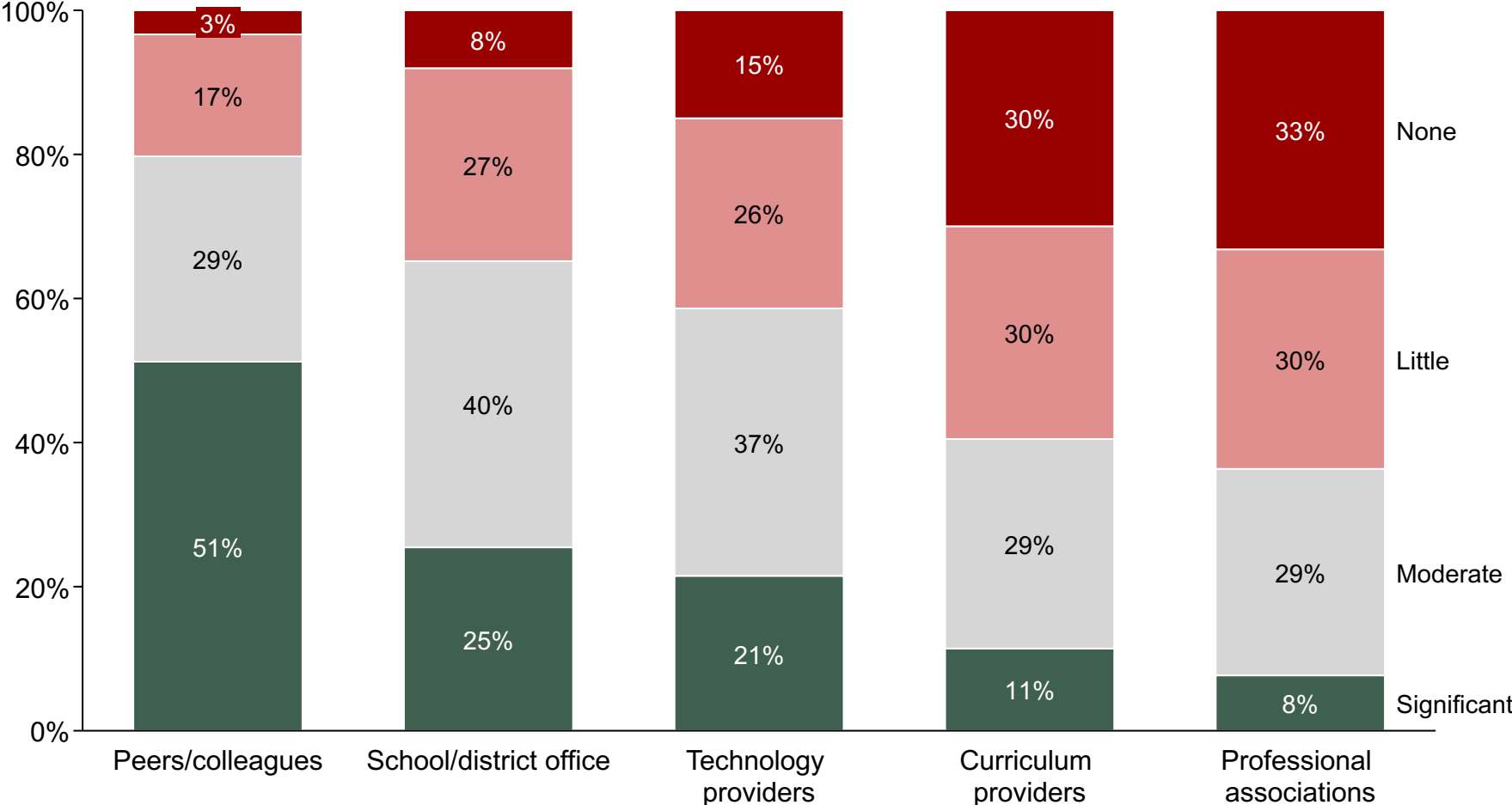
Note: Question: "To what extent have you received support from the following groups for remote teaching?"; n = 449
Sources: Tyton Partners COVID-19 K-12 Education Teacher Survey April 2020; Tyton Partners analysis

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~50% of teachers report access to PD and technical support by both their school/ district and external vendors

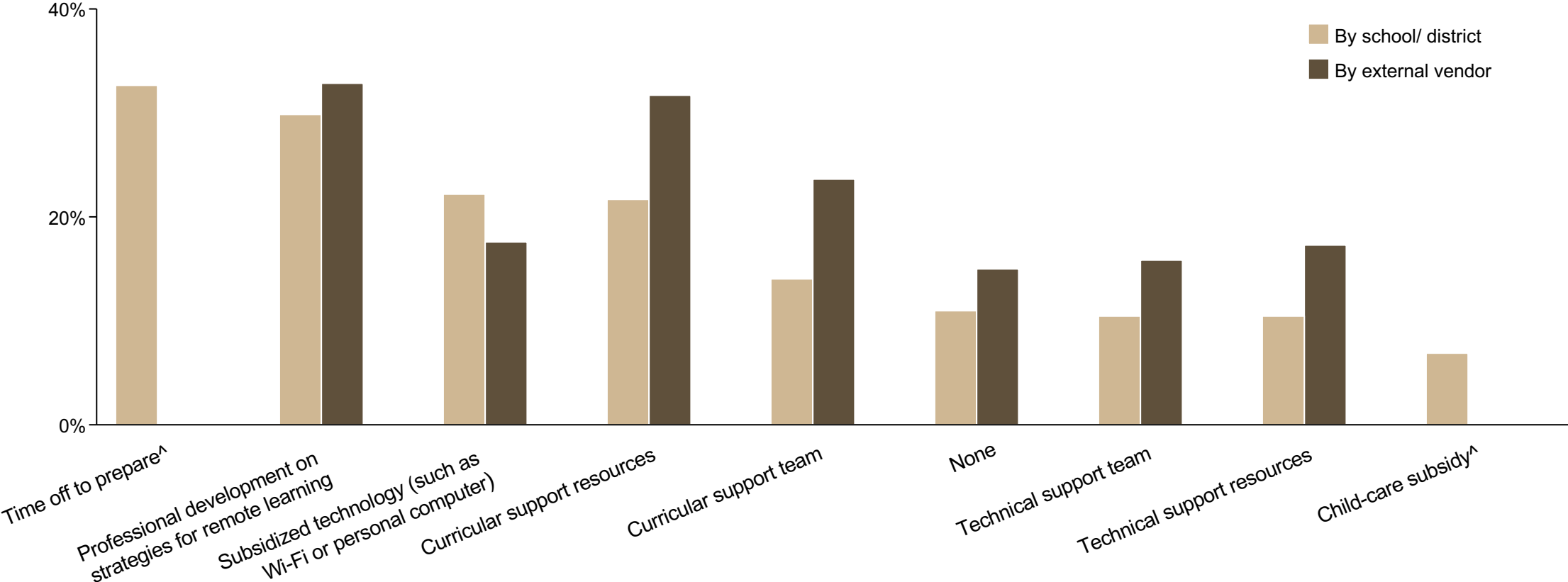**Teacher supports currently provided by school/ district and external vendors**

Legend:
- Provided by school/ district
- Provided by external vendor

Categories (x-axis):
- Professional development on strategies for remote learning
- Technical support team
- Technical support resources
- Subsidized technology (such as Wi-Fi or personal computer)
- Time off to prepare^
- Curricular support resources
- Curricular support team
- Child-care subsidy^

However, teachers emphasize needing time off to prepare, targeted PD, and vendor-supplied curricular resources and support to improve remote learning experience

**Supports teachers wish for provided by school/ district and external vendors**

Legend:
- By school/ district
- By external vendor

Categories (x-axis):
- Time off to prepare^
- Professional development on strategies for remote learning
- Subsidized technology (such as Wi-Fi or personal computer)
- Curricular support resources
- Curricular support team
- None
- Technical support team
- Technical support resources
- Child-care subsidy^

Only ~30% of teachers believe remote teaching is effective; those serving lower-income students experience greatest challenges

Effectiveness of remote teaching by % of students receiving free or reduced lunch
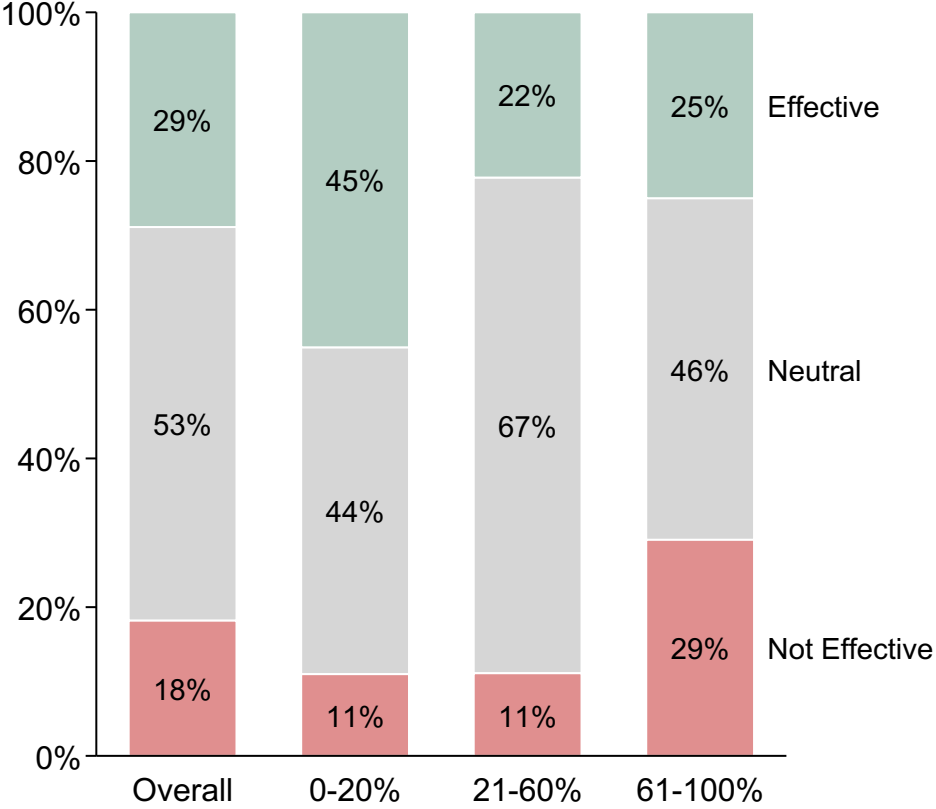
"I feel **our parents have access to the Internet and an ability to spend time with students** to help with where they are struggling."

"We are giving direct and explicit instruction with a **great deal of support from our school**."

"It could be better, but it is **going pretty well due to our regular use of technology** in the classroom."

"My students are learning and getting the standards, but it's **not as individualized** and they're being **forced to be independent** in a way that isn't developmentally appropriate."

"I am **working long hours** to make it work."

"I've provided resources. **Some want it** and appreciate it**, some don't want it**, some don't have time, some don't know what to do with it."

"Very **few students are participating in online learning activities**. Approximately 20% of the class has participated, but none of them consistently."
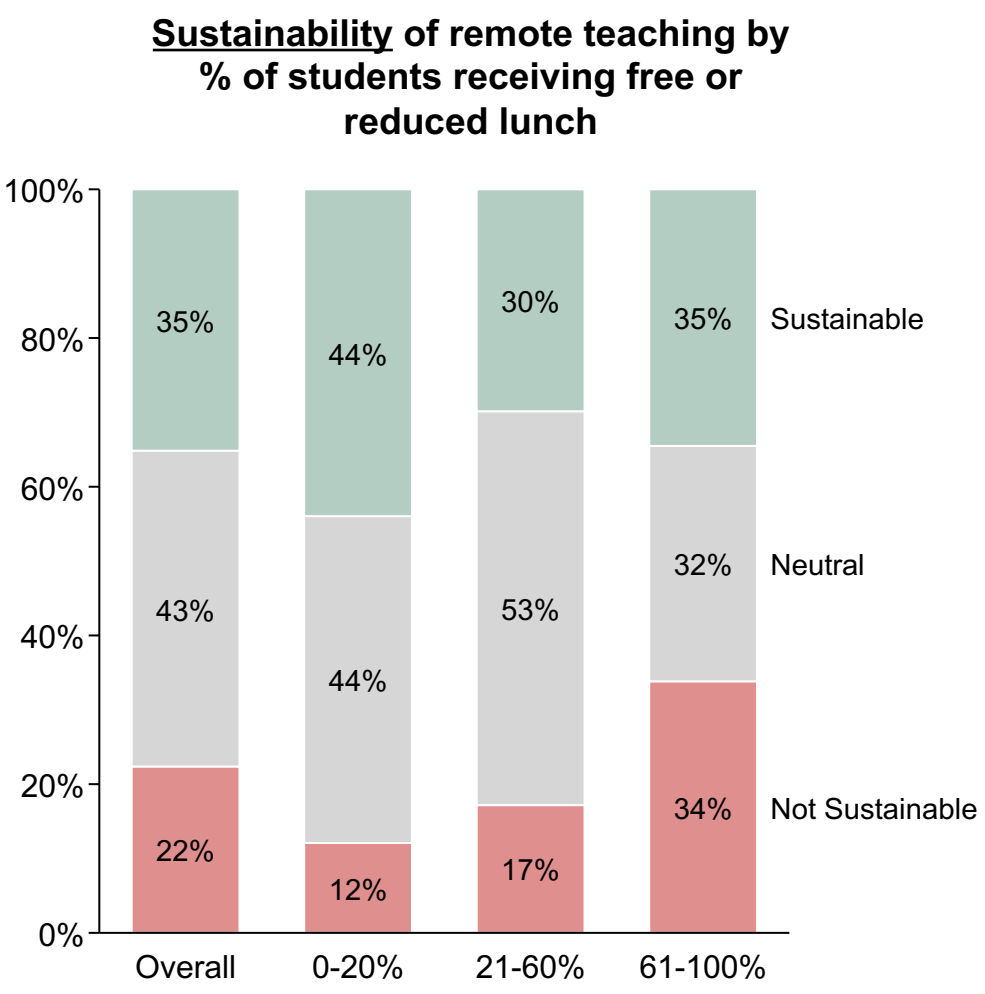
"I **have had very little professional development** on remote learning and it requires considerable planning before implementation."

"The **stress level students relay to me** they are experiencing with trying to juggle daily life and new responsibilities they find themselves having is through the roof."

Similarly, moving forward, teachers serving lower-income students are most concerned about its sustainability for them and their students

Sustainability of remote teaching by % of students receiving free or reduced lunch

	Sustainable	Neutral	Not Sustainable
Overall	35%	43%	22%
0-20%	44%	44%	12%
21-60%	30%	53%	17%
61-100%	35%	32%	34%

"I feel that we as a grade level are learning each day and **will continue to get better at this**."

"The students who are **participating are showing growth.**"

"Not every student is pleased with this format. However, **each one has found a way to get the work done if they choose to**. So, academically, this is working for the most part."

"Some will progress. Others will fall. **Equity is non-existent**."

"The platforms that we are using will continue to perform well for us, but they are **ineffective in reaching the majority of our students** because of technological issues"

"I am trying to keep the assignments relevant and easy for the kids to handle independently, but **parents are still doing work**."

"There are **not enough hours in the day** to do this. I can't sustain this amount of time on it."

"All we are doing is review. There **is no new learning going on** since we don't have the capacity to help the special education students with the new learning."

"It's fine because of the extraordinary circumstances we find ourselves in. There is no easy solution, but **for now it's fine**. If this were to go on into the fall? Not a good idea. **Something else will have to be done.**"

Tyton Partners – Who we are

	Evolved Advisory	An evolved advisory platform serving clients across the global education, media and information markets
Investment Banking	Investment banking services built on a foundation of strategy development and operating experience
Strategy Consulting	Strategy consulting built on a foundation of transactional experience and data-based market insight
Unique Insights	A dynamic firm delivering insights, connectivity, and outcomes to a diverse range of companies, institutions, organizations, and investors

Our clients span the education ecosystem