

Learning Lessons

U.S. Public High Schools and the
COVID-19 Pandemic in Spring 2020

Charts

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Figure 1: Low-income Status of Families in High Schools

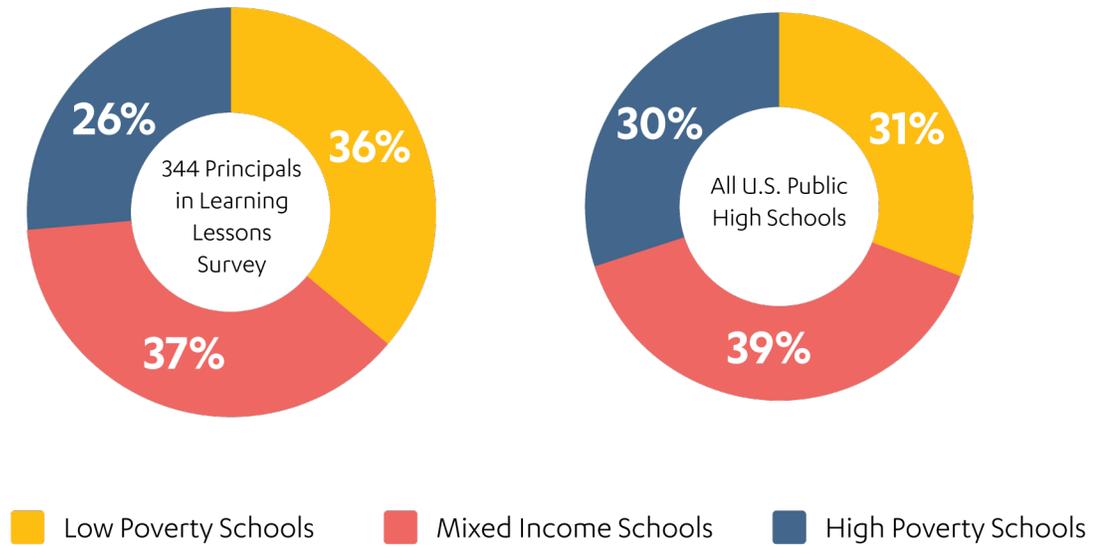


Figure 2: Community Location of High Schools

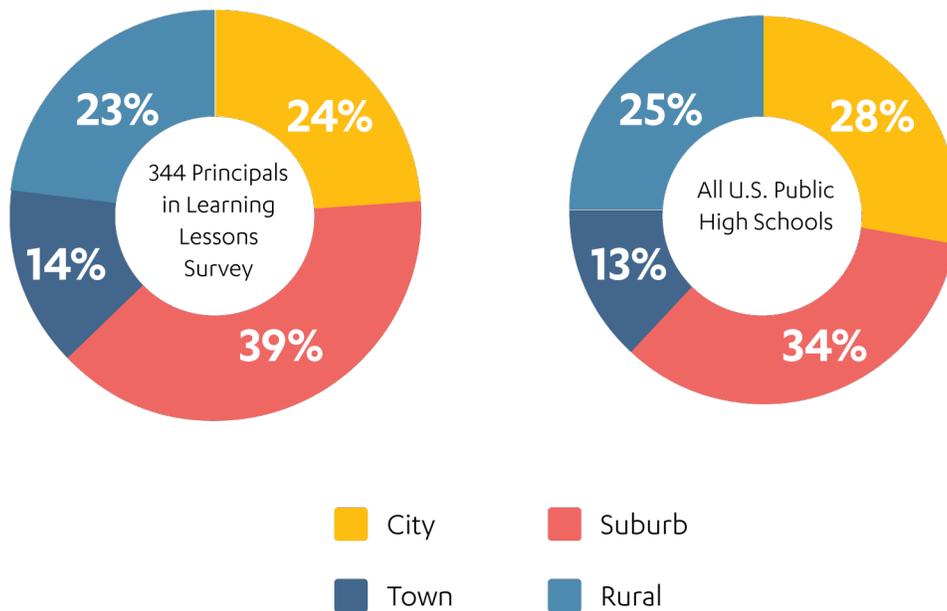


Figure 3: Racial Demographics of High Schools

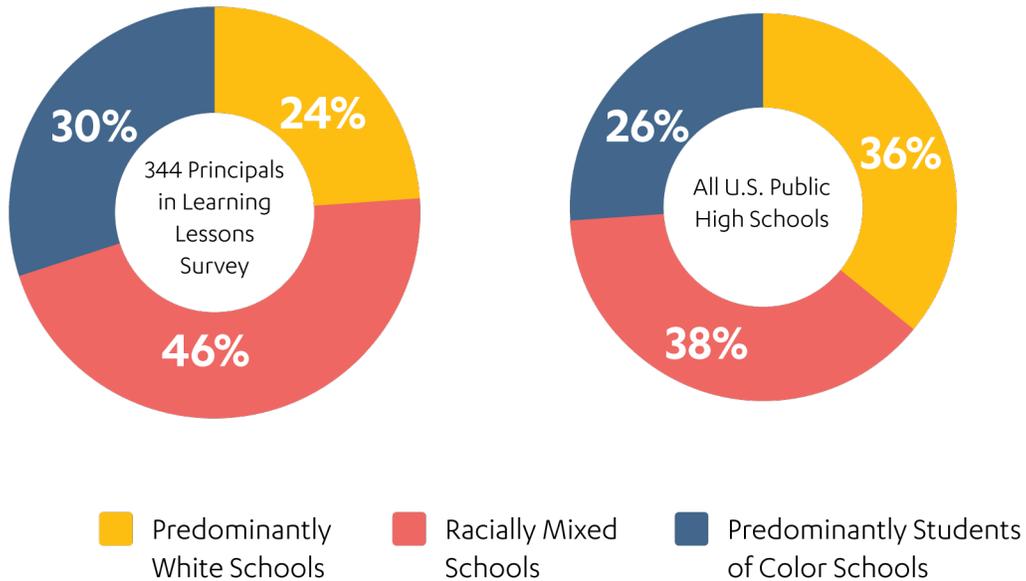


Figure 4: Services Schools Provided During COVID-19

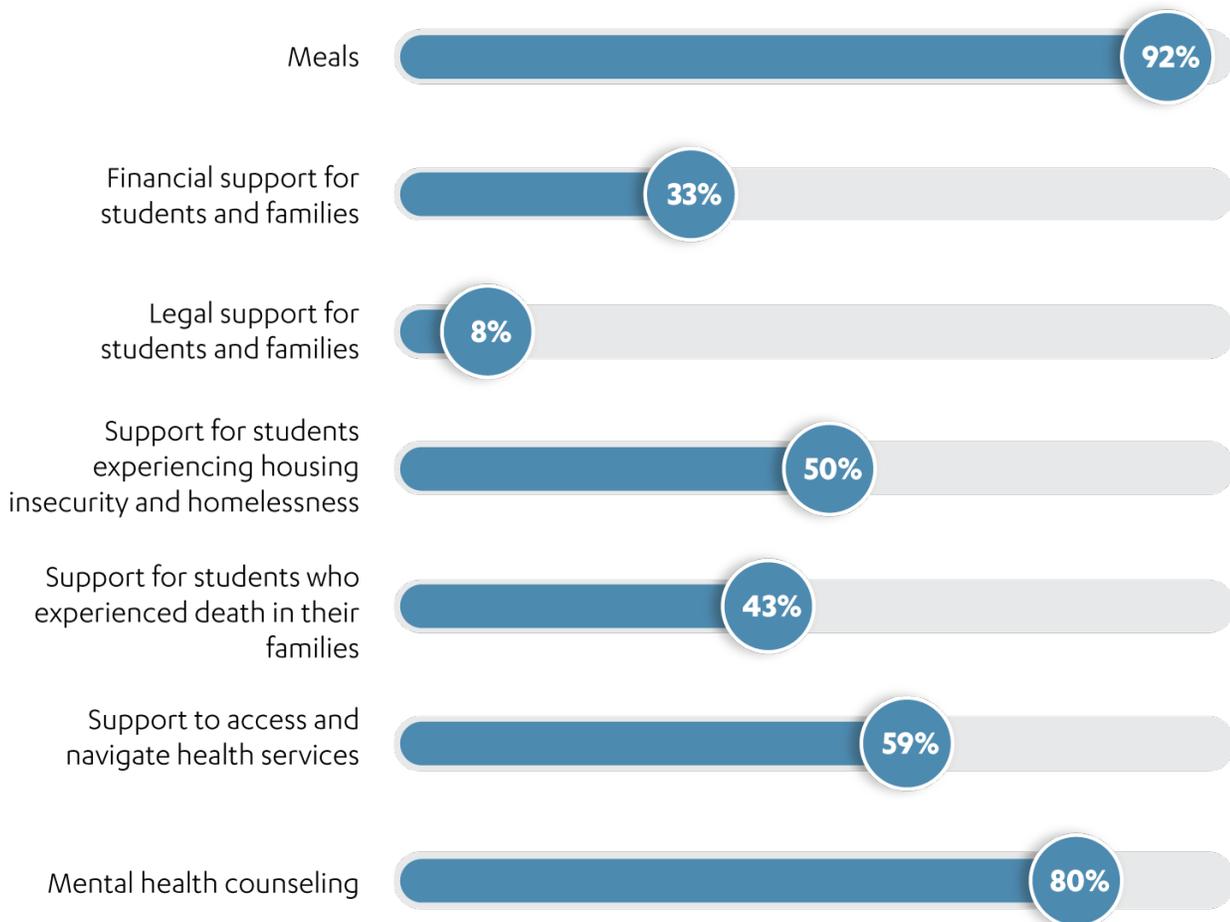


Figure 5: “% of Students Provided Meals During COVID-19

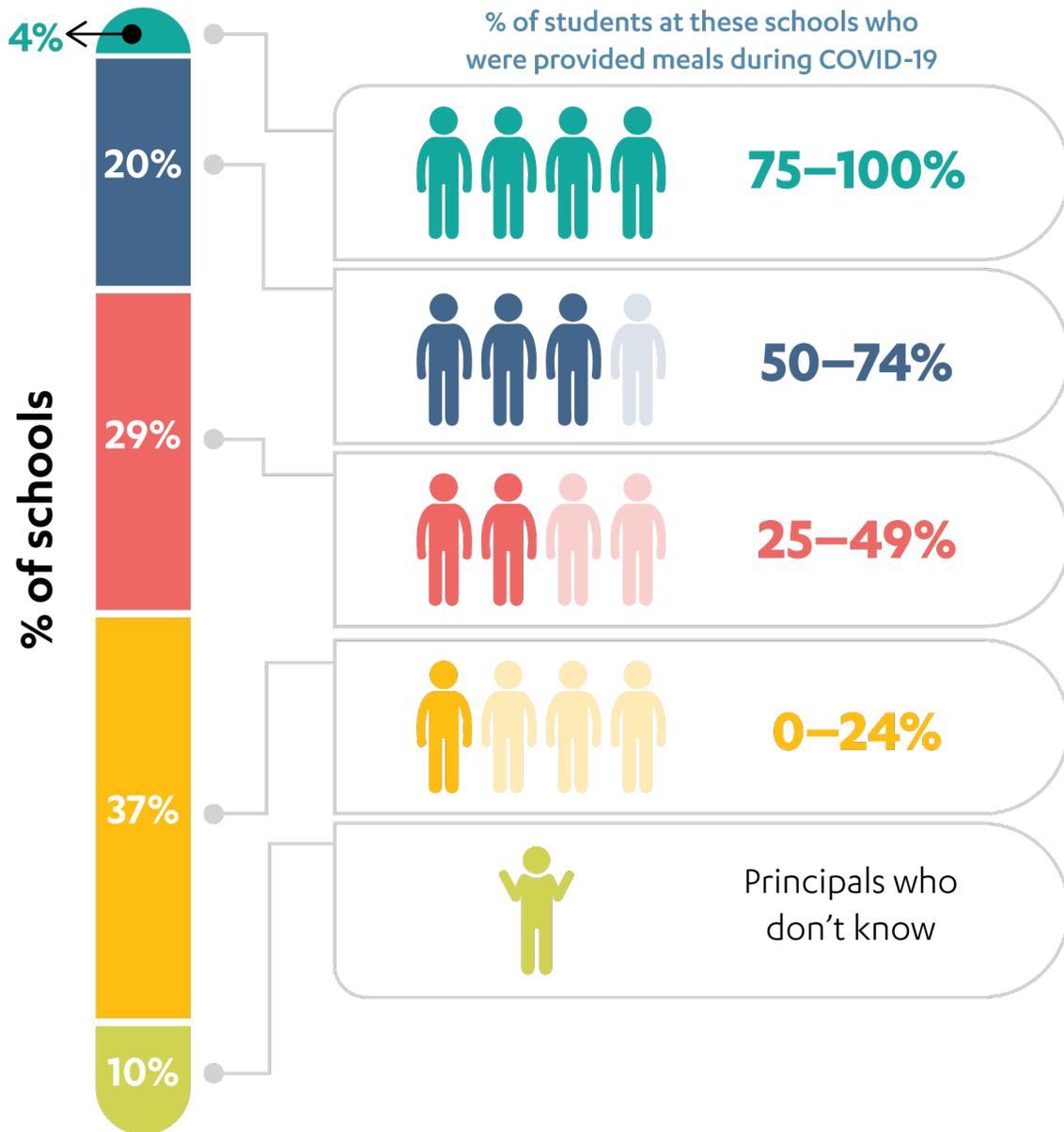


Figure 6: Schools Serving Meals to More than Half of their Students, by School Poverty

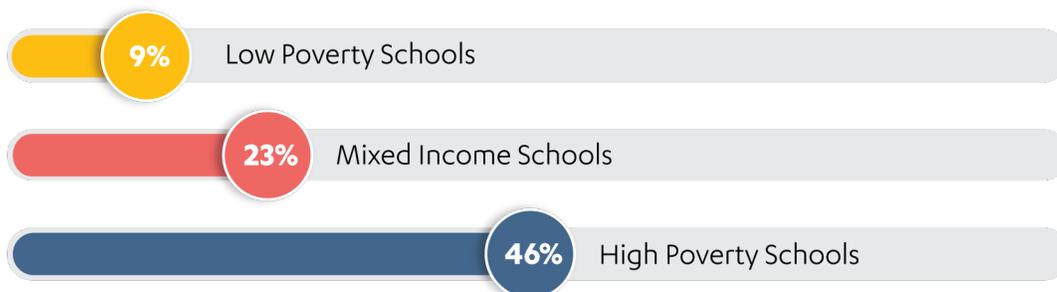


Figure 7: When did Key School Staff have Necessary Technology to Support Remote Instruction?

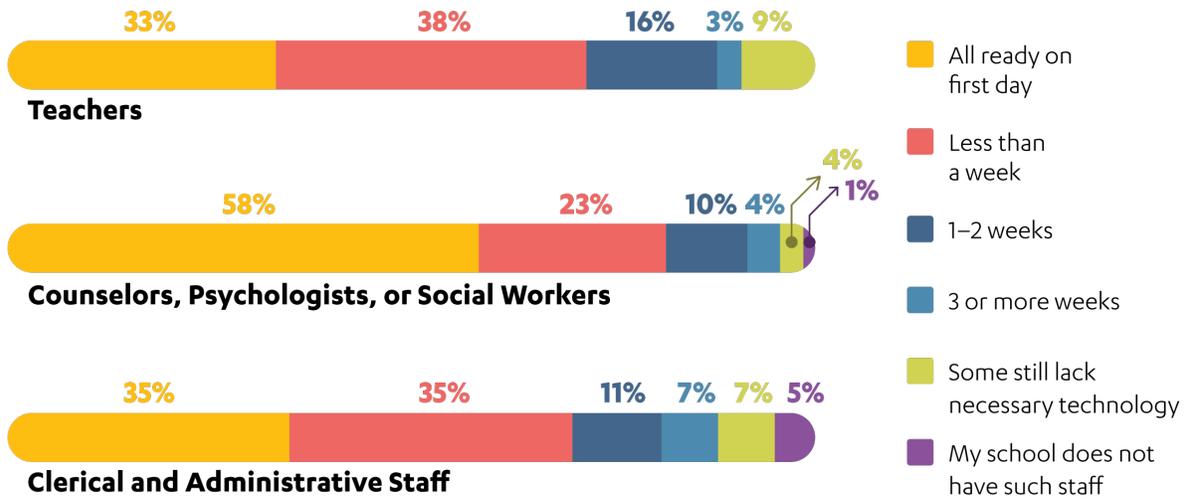


Figure 8: % Schools in which ALL Staff had Necessary Technology at Transition, by School Poverty and Community Location

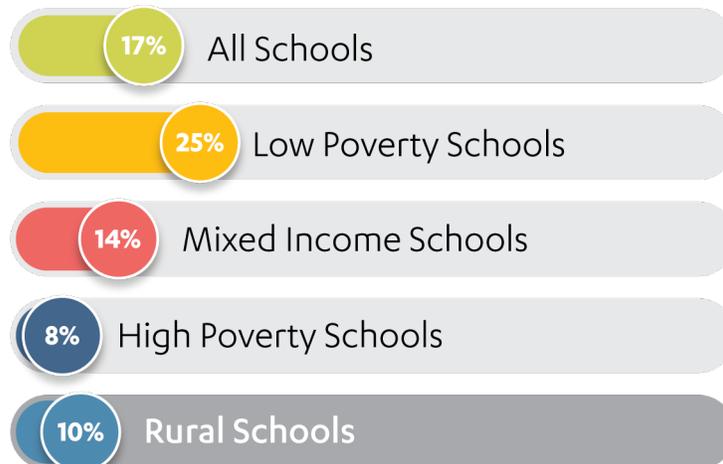


Figure 9: % Students who had Devices and Connectivity at Transition

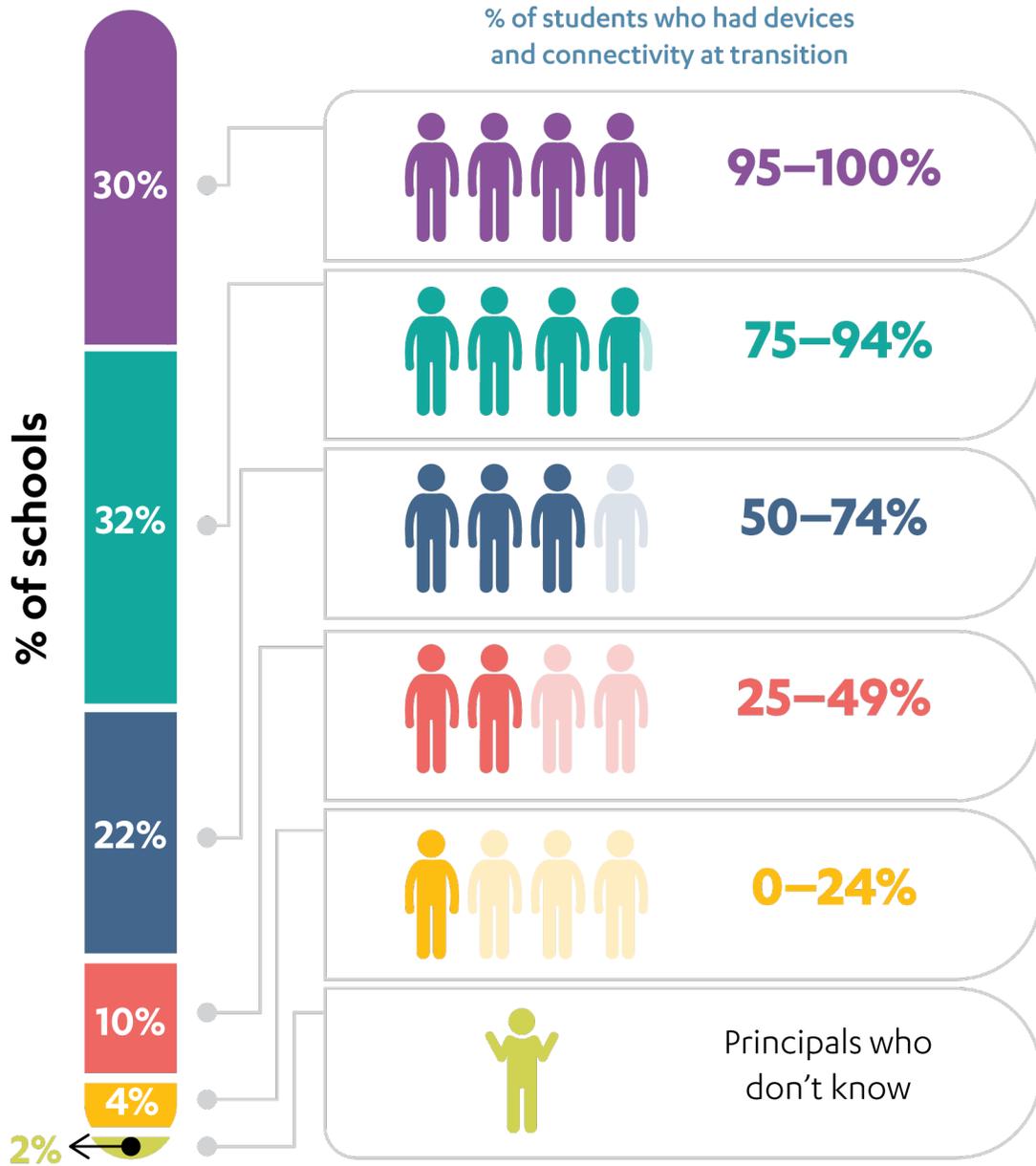


Figure 10 Schools in which almost all (95-100%) Students had Necessary Technology at Transition, by School Poverty and Community Location

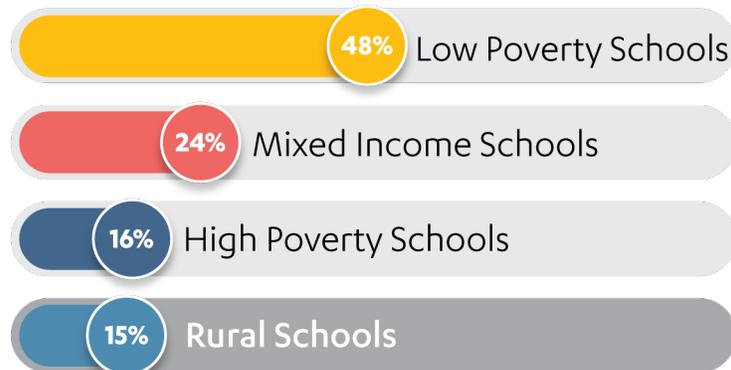


Figure 11: Schools in which Less than Half of Students had Necessary Technology at Transition, by School Poverty

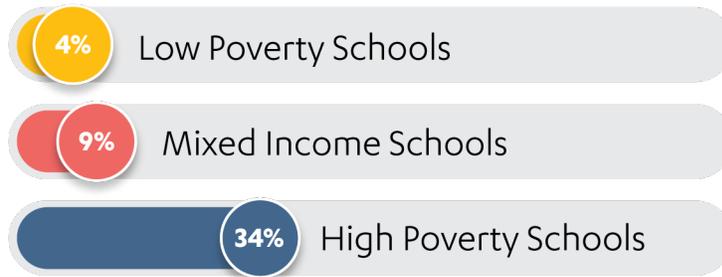


Figure 12: Providing Tablets, Laptops, Hotspots, by % Students Served

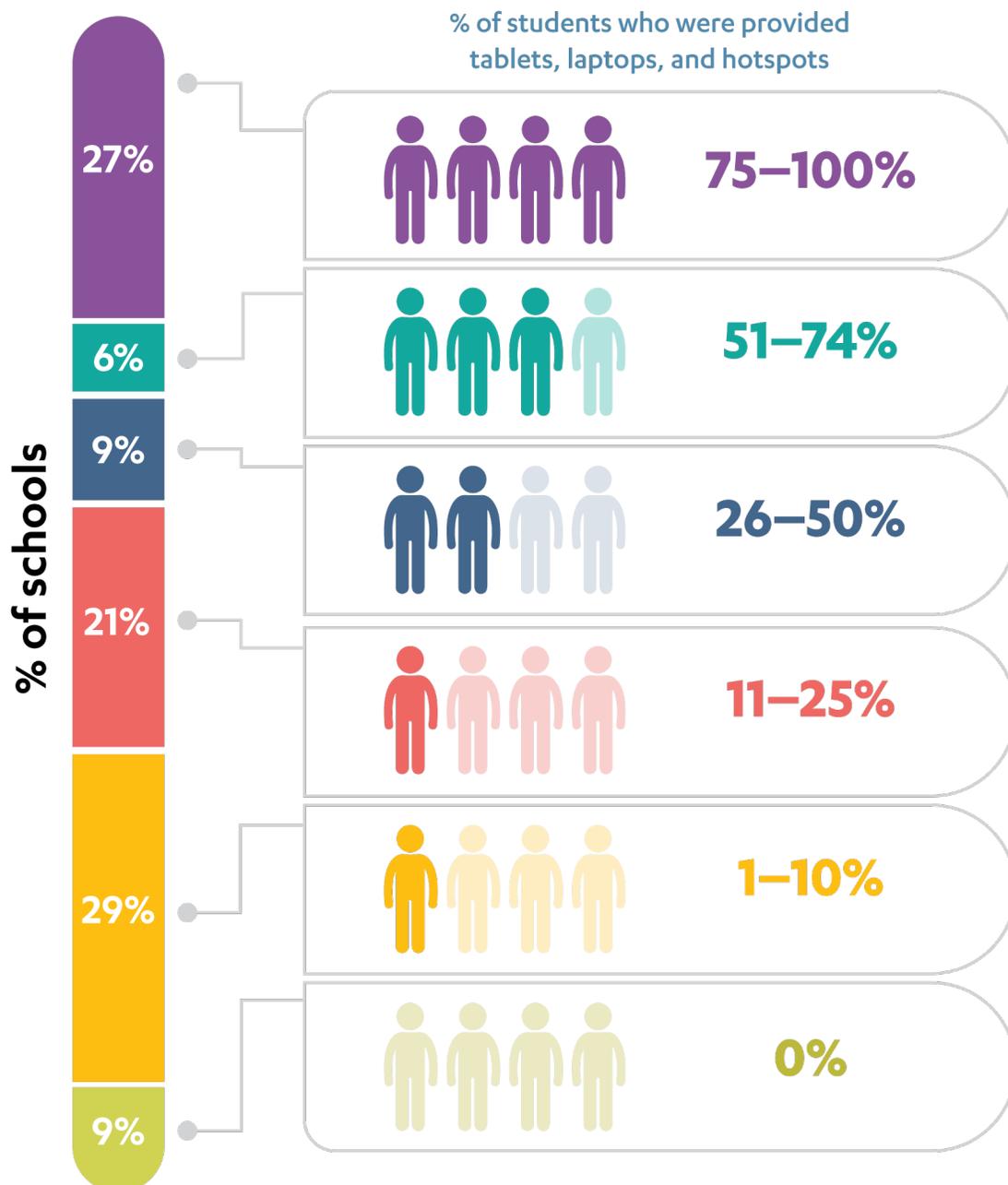


Figure 13: Providing Tablets, Laptops, Hotspots to at least 50% of Students, by School Poverty

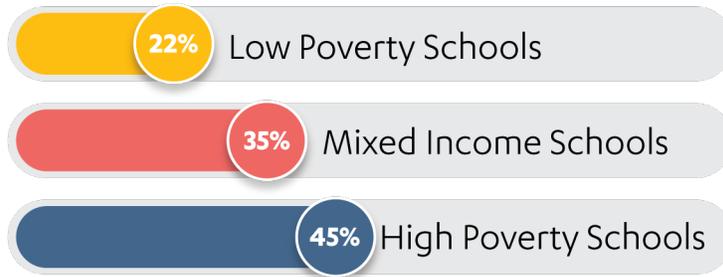


Figure 14: Weekly Hours Spent by Principals Supporting Distribution of Technology

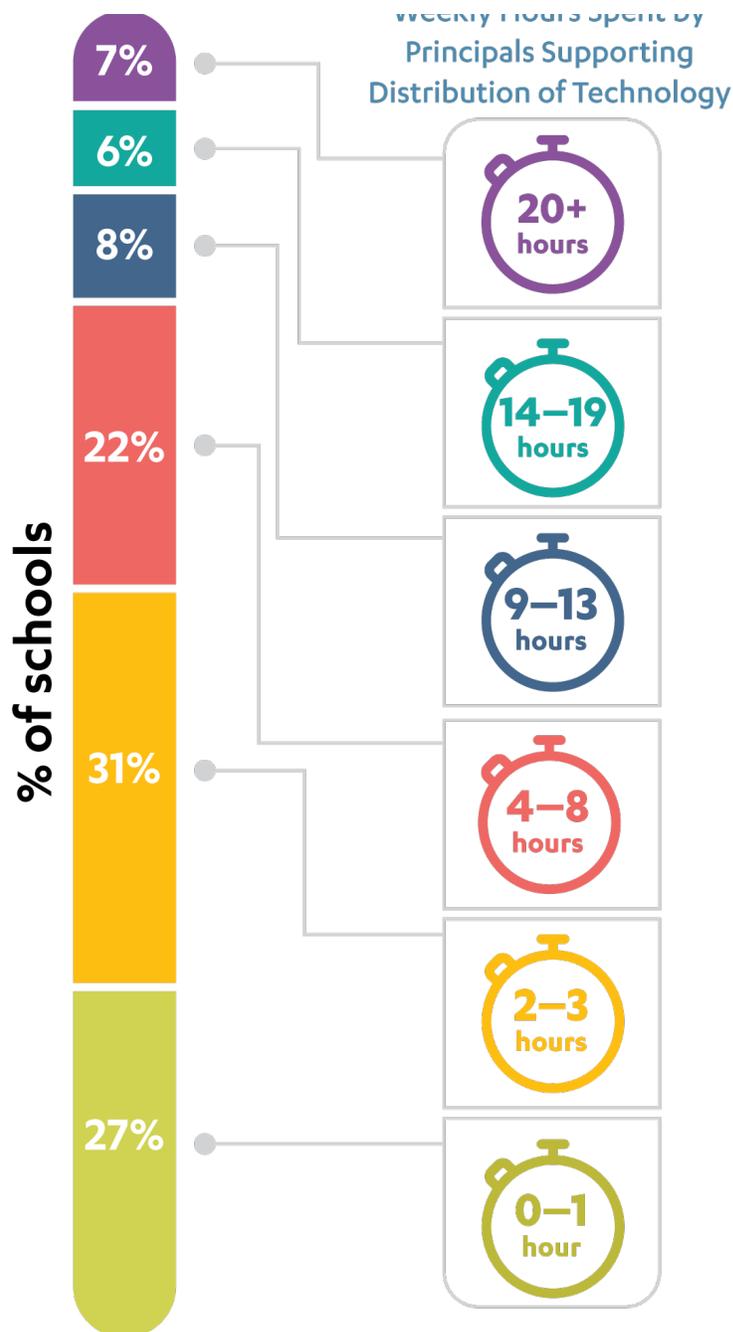


Figure 15: Principals Spending more than 1 Hour a Week Distributing Technology, By School Poverty

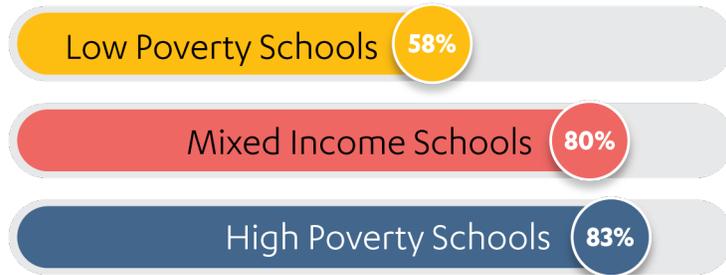


Figure 16: % Students with Devices and Connectivity after Technology Distribution

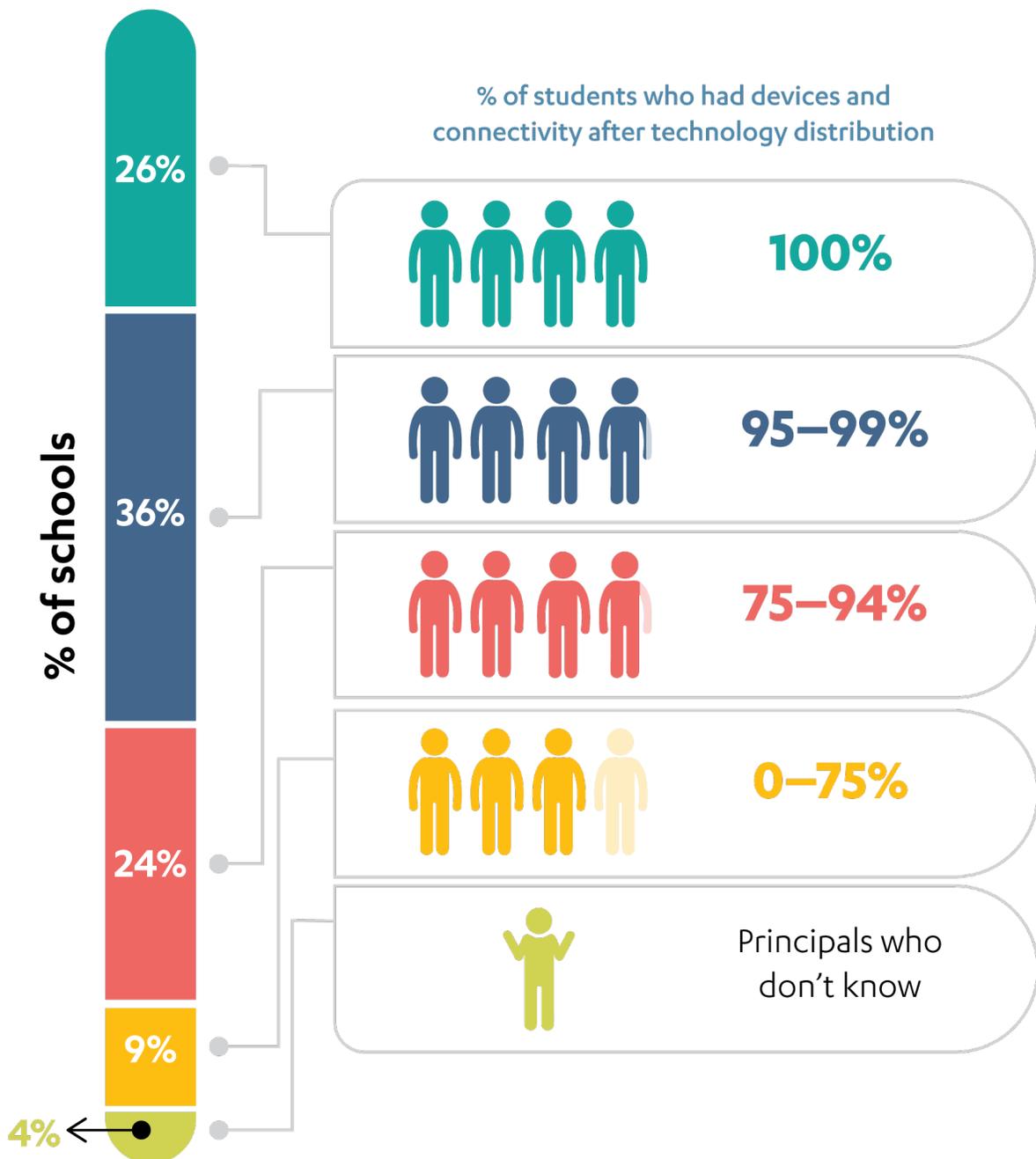


Figure 17: Schools in which ALL students had Devices and Connectivity after Technology Distribution, by School Poverty and Community Location

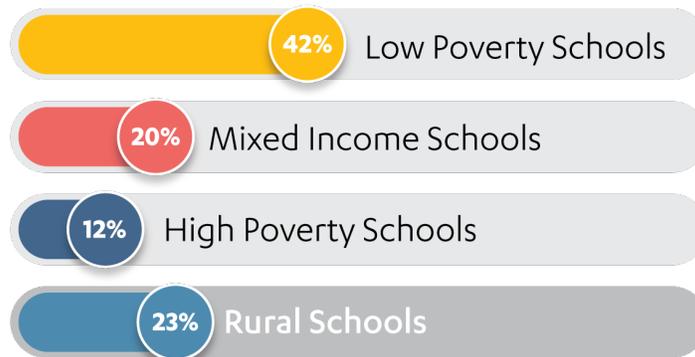


Figure 18: Proportion of Time Spent on Different Methods for Delivering Remote Instruction

	Paper packets	Online assignments	Recorded video lesson	TV or web	Synchronous
All	2.4%	38.07%	8.23%	3.04%	8.18%
Most	3.4%	53.17%	23.17%	14.59%	29.09%
Some	53.7%	8.46%	62.8%	64.74%	57.27%
None	40.5%	0.3%	5.79%	17.63%	5.45%

Figure 19: Support for English Learners

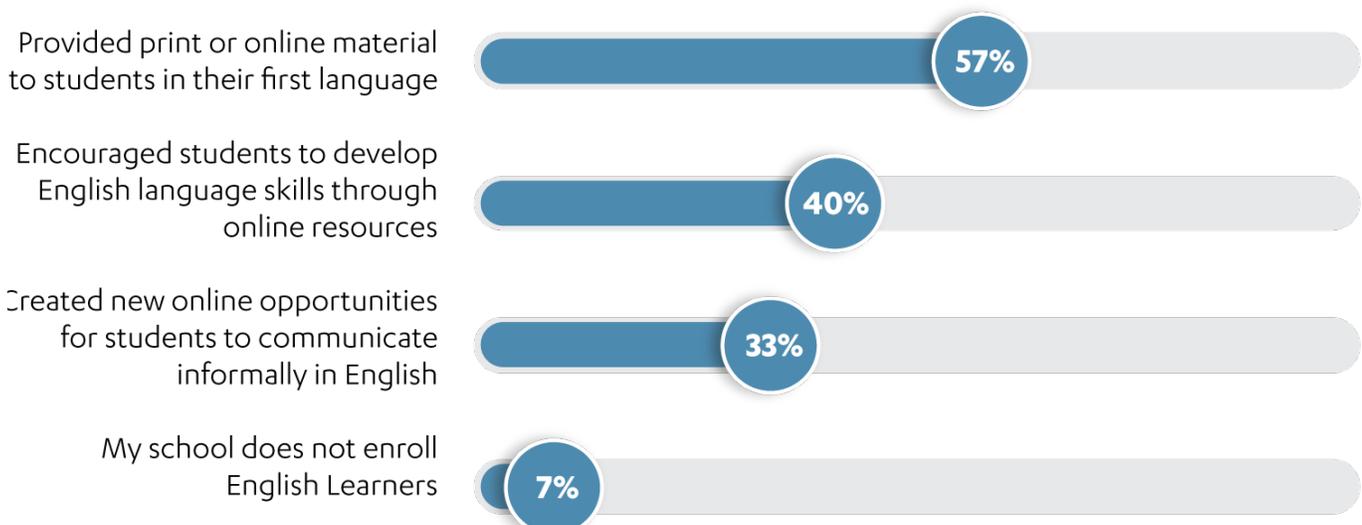


Figure 20: Chart 16: Support for Special Education Students

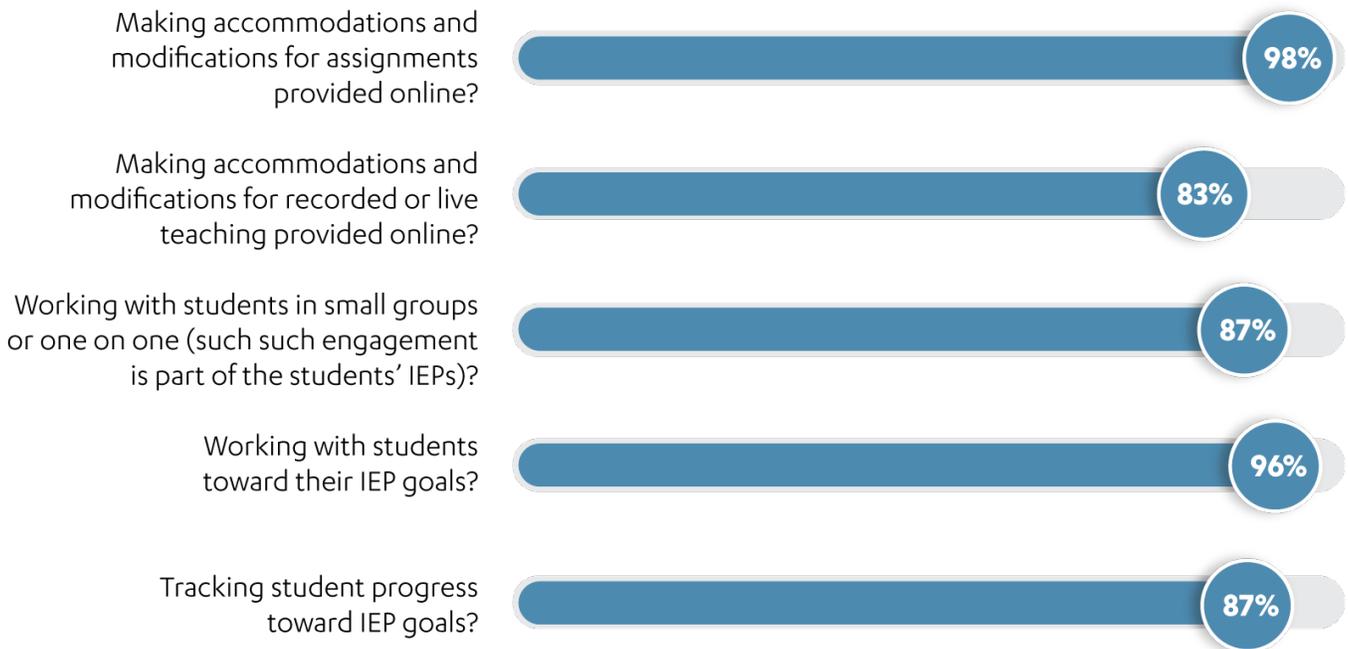


Figure 21: How do Related Services (such as Occupational Therapy and Counseling) Compare to Before Remote Instruction?

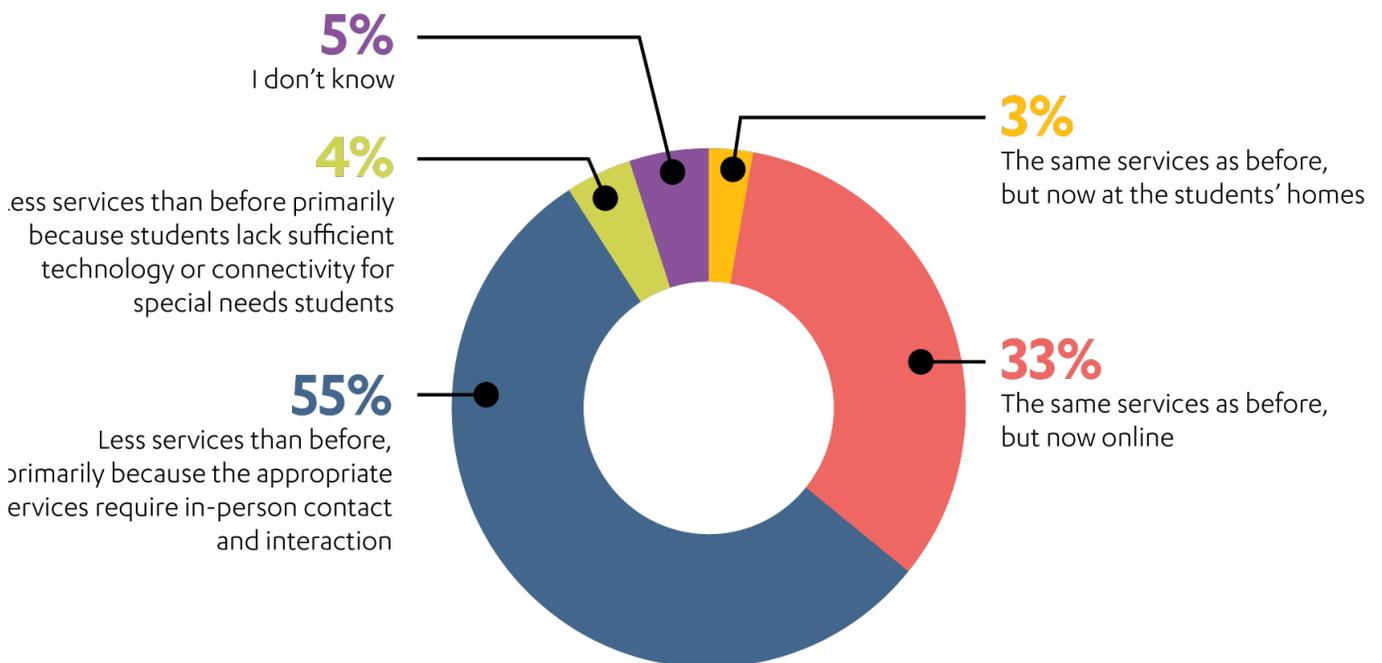


Figure 22: % Students Not Keeping up with Assigned Academic Work During Remote Instruction

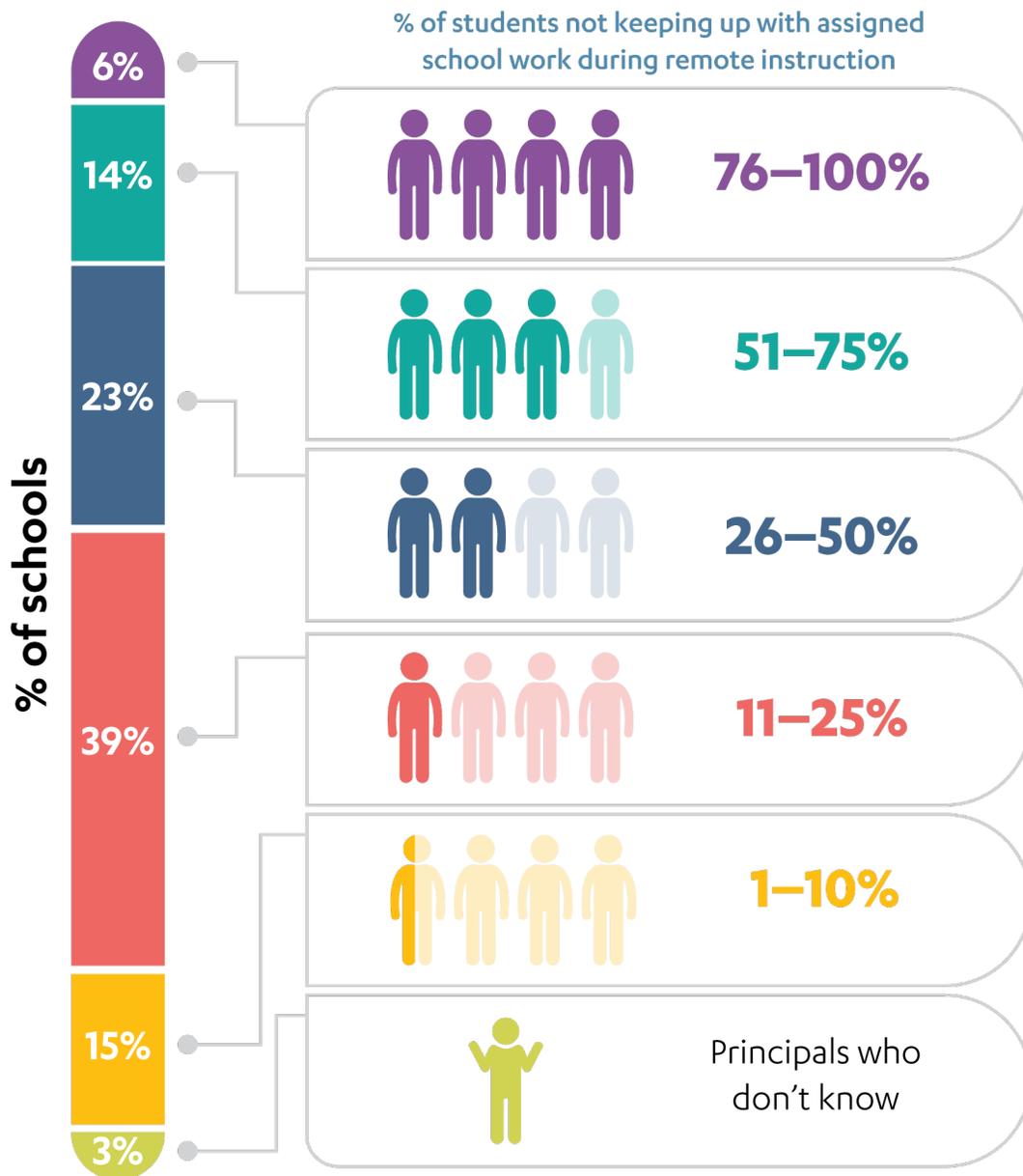


Figure 23: More than 25% of Students Not Keeping up with Academic Work, by School Poverty

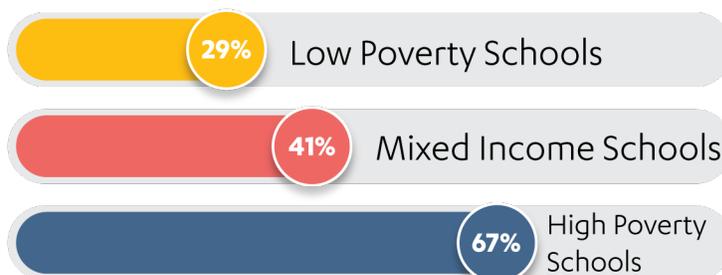


Figure 24: % of Students with whom School has Difficulty Maintaining Regular Contact

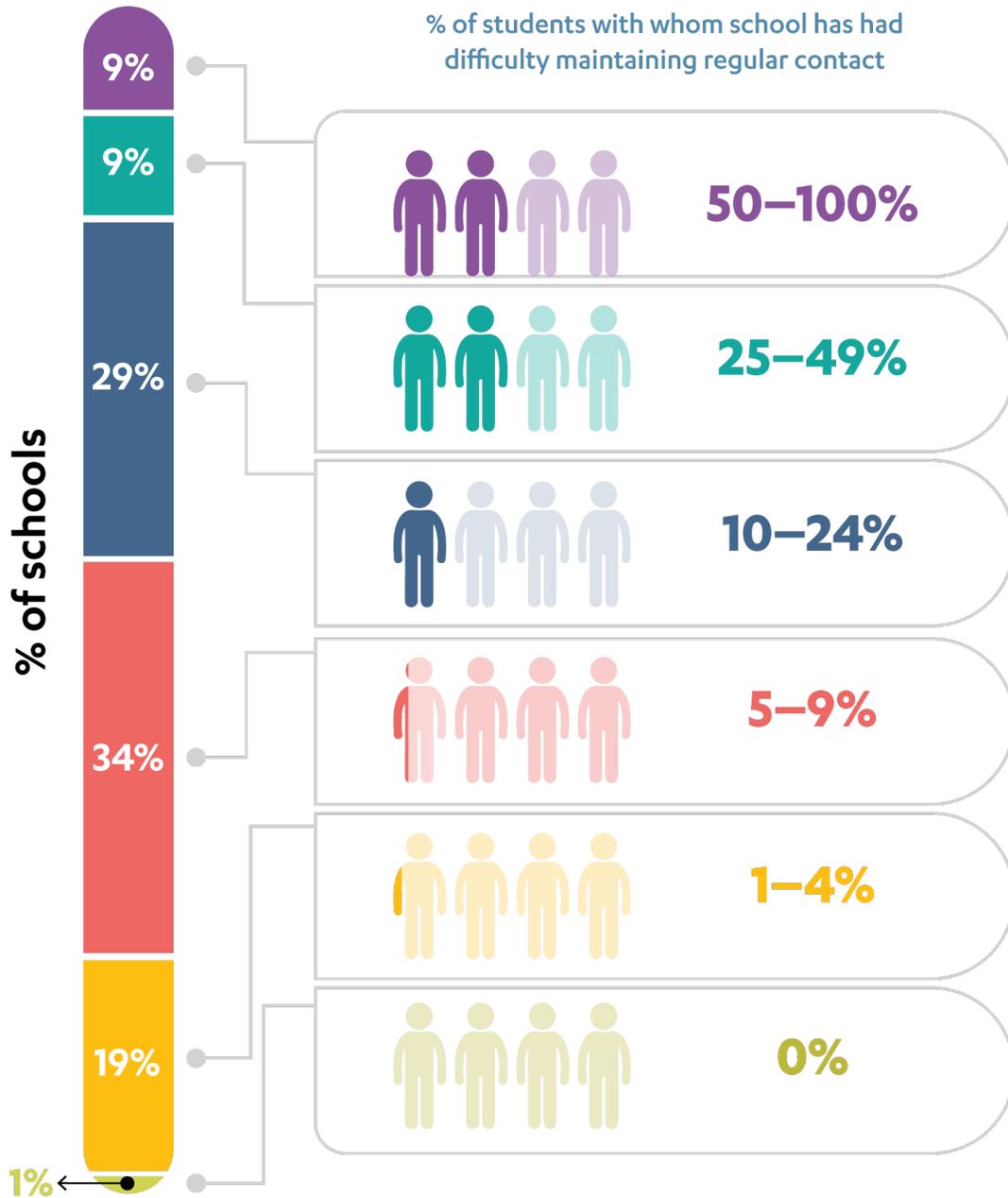


Figure 25: School has Difficulty Maintaining Regular Contact with at least 10% of Students, by School Poverty

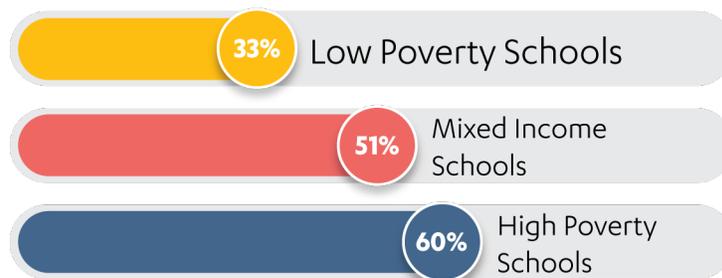


Figure 26: % of Students School has been Unable to Contact

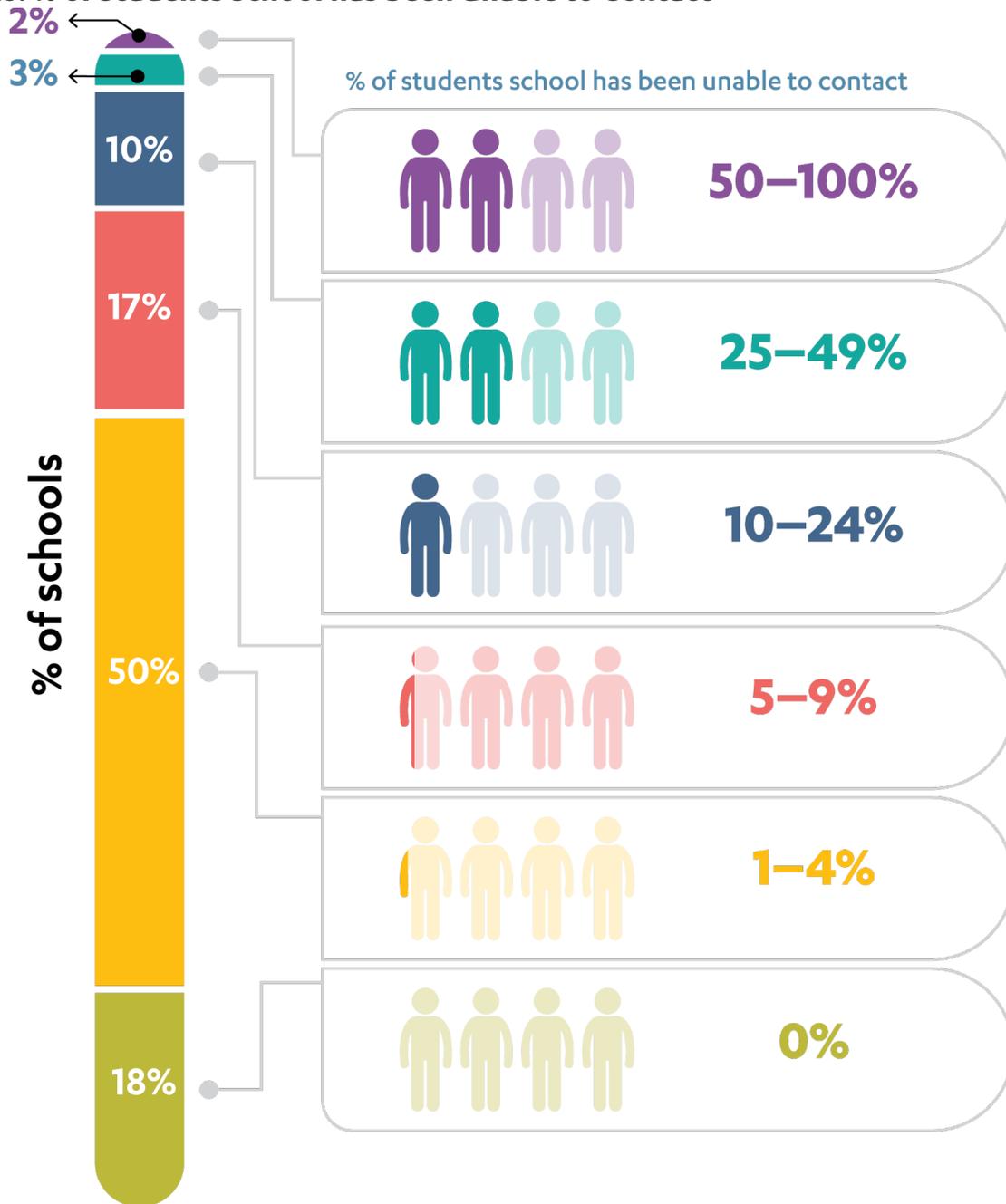


Figure 27: School has been Unable to Contact at least 10% of Students, by School Poverty

