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

- Low Poverty Schools: 26%, 344 Principals in Learning Lessons Survey: 36%, All U.S. Public High Schools: 30%, 31%
- Mixed Income Schools: 37%, 39%
- High Poverty Schools: 24%

**Figure 2: Community Location of High Schools**

- City: 23%, 25%, 28%
- Suburb: 14%, 13%
- Town: 24%, 35%
- Rural: 39%, 34%
**Figure 3: Racial Demographics of High Schools**

- Predominantly White Schools: 30%
- Racially Mixed Schools: 24%
- Predominantly Students of Color Schools: 46%

**Figure 4: Services Schools Provided During COVID-19**

- Meals: 92%
- Financial support for students and families: 33%
- Legal support for students and families: 8%
- Support for students experiencing housing insecurity and homelessness: 50%
- Support for students who experienced death in their families: 43%
- Support to access and navigate health services: 59%
- Mental health counseling: 80%
Figure 5: “% of Students Provided Meals During COVID-19

- 4% of schools: Principals who don’t know
- 20% of schools: % of students at these schools who were provided meals during COVID-19 (75–100%)
- 29% of schools: % of students at these schools who were provided meals during COVID-19 (50–74%)
- 37% of schools: % of students at these schools who were provided meals during COVID-19 (25–49%)
- 10% of schools: % of students at these schools who were provided meals during COVID-19 (0–24%)

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

- 9%: Low Poverty Schools
- 23%: Mixed Income Schools
- 46%: High Poverty Schools
Figure 7: When did Key School Staff have Necessary Technology to Support Remote Instruction?

- **Teachers**
  - All ready on first day: 33%
  - Less than a week: 38%
  - 1–2 weeks: 16%
  - 3 or more weeks: 3%
  - Some still lack necessary technology: 9%
  - My school does not have such staff: 4%

- **Counselors, Psychologists, or Social Workers**
  - All ready on first day: 58%
  - Less than a week: 23%
  - 1–2 weeks: 10%
  - 3 or more weeks: 4%
  - Some still lack necessary technology: 1%
  - My school does not have such staff: 1%

- **Clerical and Administrative Staff**
  - All ready on first day: 35%
  - Less than a week: 35%
  - 1–2 weeks: 11%
  - 3 or more weeks: 7%
  - Some still lack necessary technology: 7%
  - My school does not have such staff: 5%

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

- **All Schools**: 17%
- **Low Poverty Schools**: 25%
- **Mixed Income Schools**: 14%
- **High Poverty Schools**: 8%
- **Rural Schools**: 10%
Figure 9: % Students who had Devices and Connectivity at Transition

<table>
<thead>
<tr>
<th>% of schools</th>
<th>% of students who had devices and connectivity at transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>95–100%</td>
</tr>
<tr>
<td>32%</td>
<td>75–94%</td>
</tr>
<tr>
<td>22%</td>
<td>50–74%</td>
</tr>
<tr>
<td>10%</td>
<td>25–49%</td>
</tr>
<tr>
<td>4%</td>
<td>0–24%</td>
</tr>
<tr>
<td>2%</td>
<td>Principals who don’t know</td>
</tr>
</tbody>
</table>

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

- **48%** Low Poverty Schools
- **24%** Mixed Income Schools
- **16%** High Poverty Schools
- **15%** Rural Schools
Figure 11: Schools in which Less than Half of Students had Necessary Technology at Transition, by School Poverty

- 4% Low Poverty Schools
- 9% Mixed Income Schools
- 34% High Poverty Schools

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

- 27% of schools: 75–100% of students who were provided tablets, laptops, and hotspots
- 6% of schools: 51–74%
- 9% of schools: 26–50%
- 21% of schools: 11–25%
- 29% of schools: 1–10%
- 9% of schools: 0%
**Figure 13: Providing Tablets, Laptops, Hotspots to at least 50% of Students, by School Poverty**

- **22% Low Poverty Schools**
- **35% Mixed Income Schools**
- **45% High Poverty Schools**

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

- 7% of schools: 20+ hours
- 6% of schools: 14–19 hours
- 22% of schools: 9–13 hours
- 31% of schools: 4–8 hours
- 27% of schools: 2–3 hours
- 0–1 hour
Figure 15: Principals Spending more than 1 Hour a Week Distributing Technology, By School Poverty

- Low Poverty Schools: 58%
- Mixed Income Schools: 80%
- High Poverty Schools: 83%

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

- 26% of schools: 100%
- 36% of schools: 95–99%
- 24% of schools: 75–94%
- 9% of schools: 0–75%
- 4% of schools: Principals who don’t know
Figure 17: Schools in which ALL students had Devices and Connectivity after Technology Distribution, by School Poverty and Community Location

- **Low Poverty Schools**: 42%
- **Mixed Income Schools**: 20%
- **High Poverty Schools**: 12%
- **Rural Schools**: 23%

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

<table>
<thead>
<tr>
<th>Method</th>
<th>All</th>
<th>Most</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper packets</td>
<td>2.4%</td>
<td>3.4%</td>
<td>53.7%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Online assignments</td>
<td>38.07%</td>
<td>53.17%</td>
<td>8.46%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Recorded video lesson</td>
<td>8.23%</td>
<td>23.17%</td>
<td>62.8%</td>
<td>5.79%</td>
</tr>
<tr>
<td>TV or web</td>
<td>3.04%</td>
<td>14.59%</td>
<td>64.74%</td>
<td>17.63%</td>
</tr>
<tr>
<td>Synchronous</td>
<td>8.18%</td>
<td>29.09%</td>
<td>57.27%</td>
<td>5.45%</td>
</tr>
</tbody>
</table>

Figure 19: Support for English Learners

- Provided print or online material to students in their first language: 57%
- Encouraged students to develop English language skills through online resources: 40%
- Created new online opportunities for students to communicate informally in English: 33%
- My school does not enroll English Learners: 7%
Figure 20: Chart 16: Support for Special Education Students

- Making accommodations and modifications for assignments provided online? (98%)
- Making accommodations and modifications for recorded or live teaching provided online? (83%)
- Working with students in small groups or one on one (such as such engagement is part of the students’ IEPs)? (87%)
- Working with students toward their IEP goals? (96%)
- Tracking student progress toward IEP goals? (87%)

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

- The same services as before, but now at the students’ homes (33%)
- The same services as before, but now online (3%)
- Less services than before, primarily because the appropriate services require in-person contact and interaction (55%)
- I don’t know (5%)
- Less services than before, primarily because students lack sufficient technology or connectivity for special needs students (4%)
Figure 22: % Students Not Keeping up with Assigned Academic Work During Remote Instruction

- 6%: 76–100%
- 14%: 51–75%
- 23%: 26–50%
- 39%: 11–25%
- 15%: 1–10%
- 3%: Principals who don’t know

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

- Low Poverty Schools: 29%
- Mixed Income Schools: 41%
- High Poverty Schools: 67%
Figure 24: % of Students with whom School has Difficulty Maintaining Regular Contact

- 9% of students with whom school has had difficulty maintaining regular contact
- 29% of students with whom school has had difficulty maintaining regular contact
- 34% of students with whom school has had difficulty maintaining regular contact
- 19% of students with whom school has had difficulty maintaining regular contact
- 1% of students with whom school has had difficulty maintaining regular contact

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

- 33% Low Poverty Schools
- 51% Mixed Income Schools
- 60% High Poverty Schools
Figure 26: % of Students School has been Unable to Contact

- 2% school
- 3% school
- 10% school
- 17% school
- 50% school
- 18% school

% of students school has been unable to contact

- 50–100%
- 25–49%
- 10–24%
- 5–9%
- 1–4%
- 0%

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

- Low Poverty Schools: 6%
- Mixed Income Schools: 16%
- High Poverty Schools: 25%