How have pandemic shifts affected students from diverse backgrounds?

June 2022

By Thomas Arnett and Jonathan Cooney

In partnership with Bay View Analytics

CHRISTENSEN INSTITUTE

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Study details

Since its founding in 2008, the Clayton Christensen Institute has studied the varied uses of online learning within K–12 education. Beginning in the fall of 2020, the Institute undertook a two-year series of nationally-representative surveys to track the adoption of online learning in the wake of the COVID-19 global pandemic to better understand its various uses and associated instructional practices. These factsheets share insights from the most recent round of surveys, which collected responses in April of 2022.

The Sample

Surveys were sent to nationally-representative lists of teachers and administrators leased from MDR. Responses were collected from…

1,097 teachers representing:
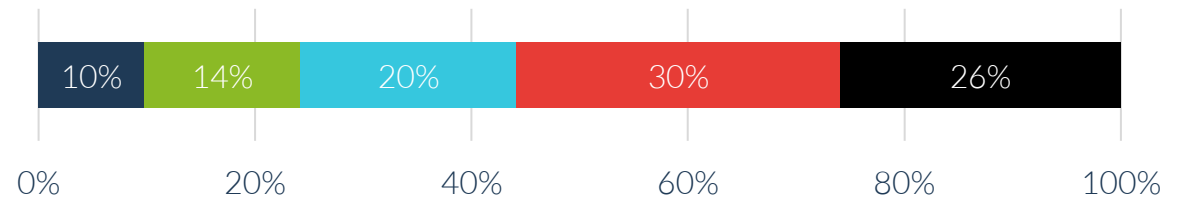- 1,042 schools
- 639 school systems
- 46 states & D.C.

385 administrators representing:
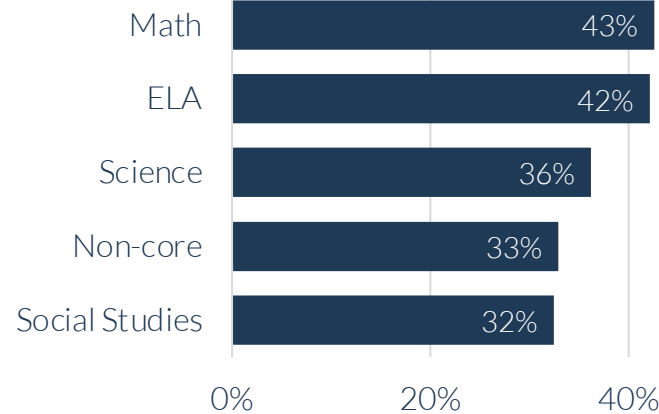- 380 schools
- 317 school systems
- 45 states

Years of teaching experience

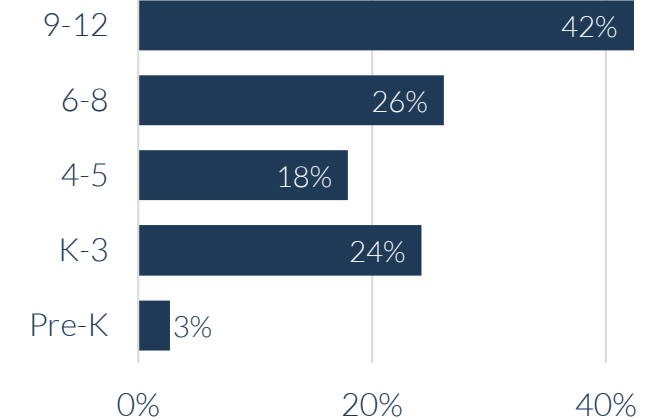Legend: 0-3, 4-6, 7-10, 11-20, 21 or more

0-3	4-6	7-10	11-20	21 or more
10%	14%	20%	30%	26%

Content areas taught
(select all that apply)

Area	Percentage
Math	43%
ELA	42%
Science	36%
Non-core	33%
Social Studies	32%

Grade levels taught
(select all that apply)

Grade	Percentage
9-12	42%
6-8	26%
4-5	18%
K-3	24%
Pre-K	3%

Administrator roles

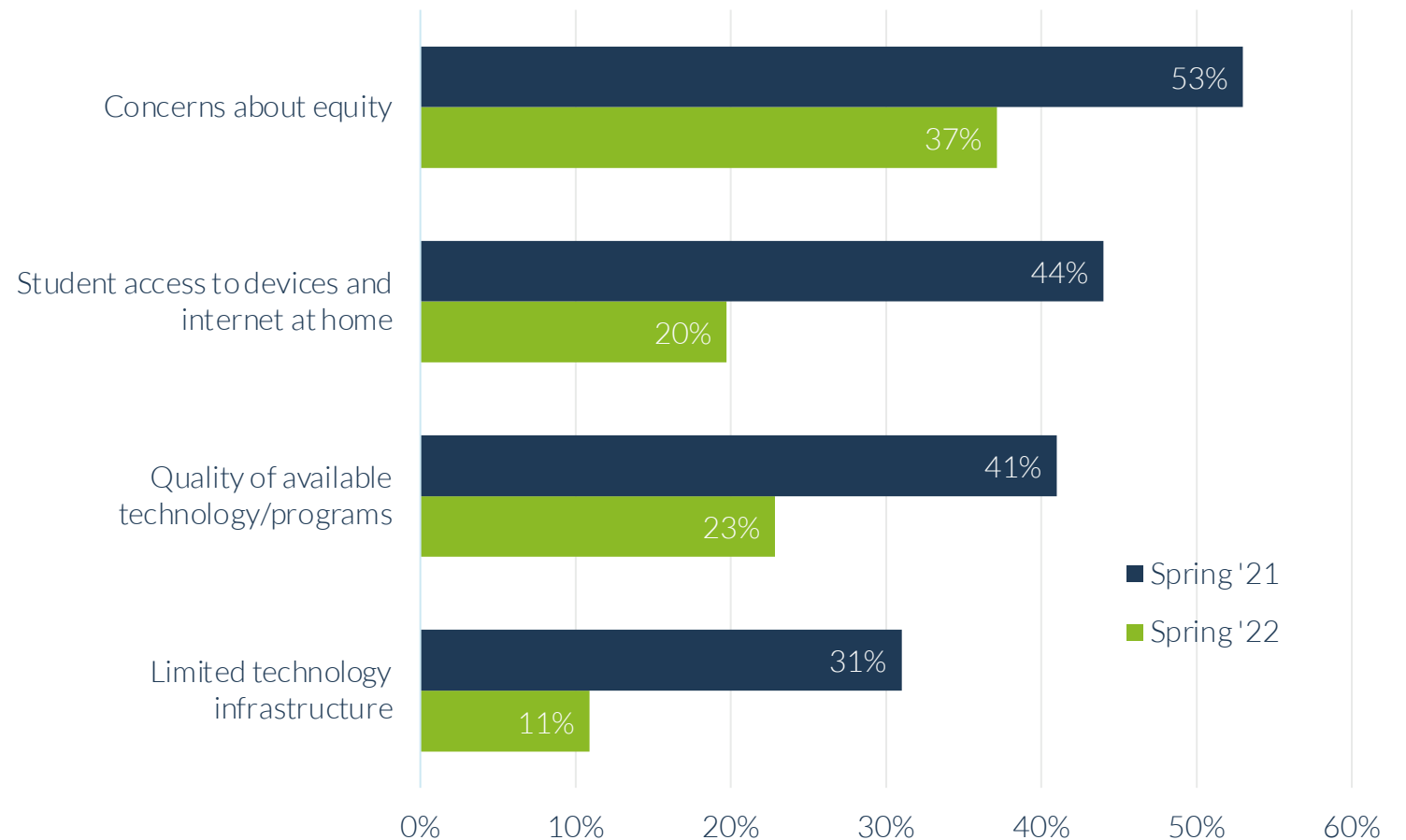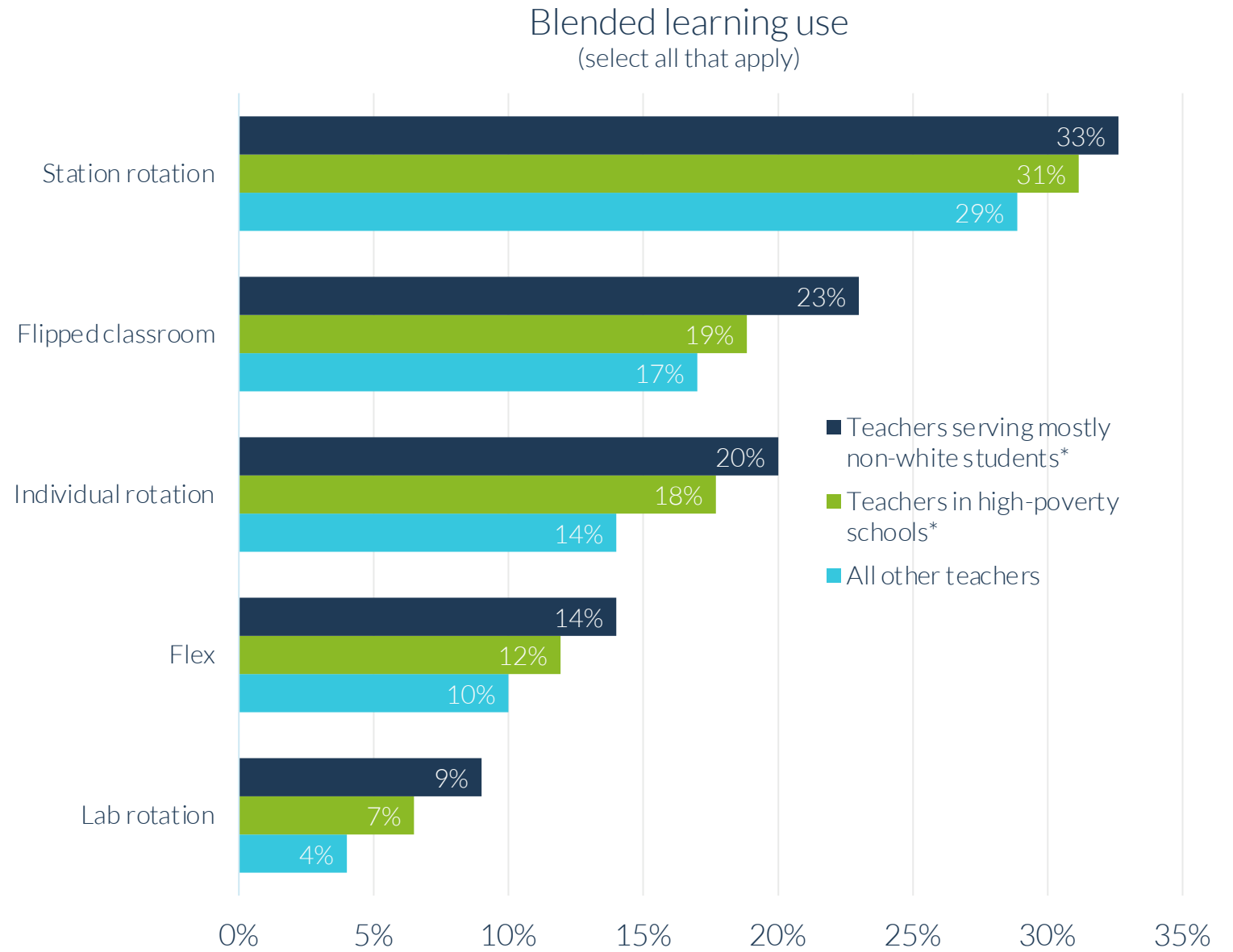| Role	Percentage
Superintendent	4%
Assistant Superintendent	10%
District-level Director	15%
School Exec. Director or CEO	2%
Principal	23%
Assistant Principal	21%
Other	25%
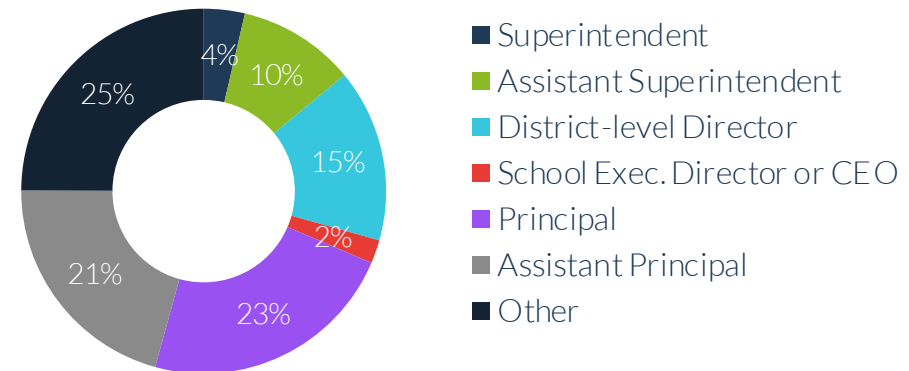
Administrators indicated that access to infrastructure and devices, and general concerns about equity, had less impact on the instructional programs they offered in Spring 2022 than in the prior year.

Top factors influencing instructional programs offered
(select all that apply)

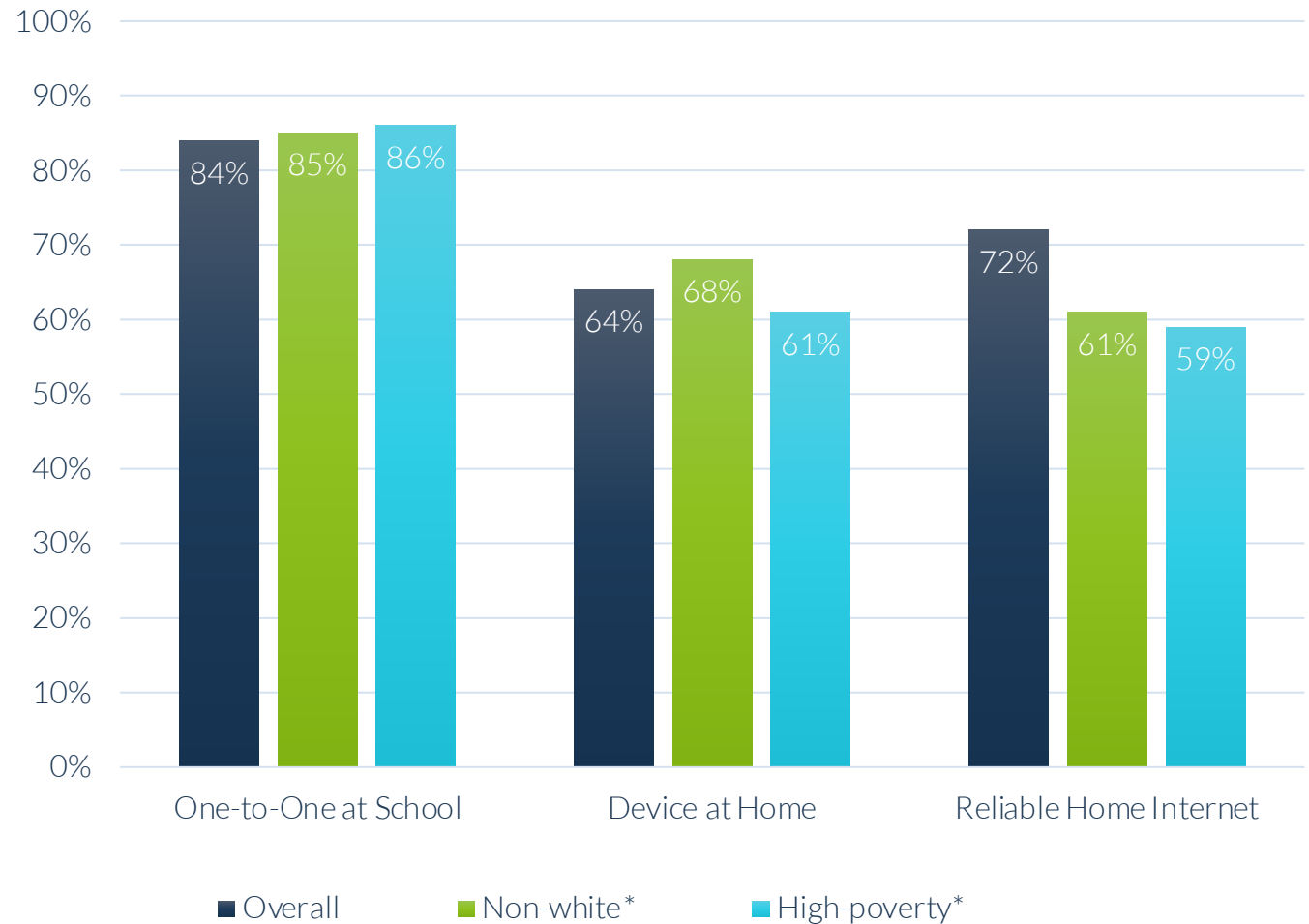|	Spring '21	Spring '22
Concerns about equity	53%	37%
Student access to devices and internet at home	44%	20%
Quality of available technology/programs	41%	23%
Limited technology infrastructure	31%	11%

■ Spring '21
■ Spring '22

Teachers at schools with historically underserved students were more likely to use blended learning.

Blended learning use
(select all that apply)

Station rotation: 33%, 31%, 29%
Flipped classroom: 23%, 19%, 17%
Individual rotation: 20%, 18%, 14%
Flex: 14%, 12%, 10%
Lab rotation: 9%, 7%, 4%

- Teachers serving mostly non-white students*
- Teachers in high-poverty schools*
- All other teachers

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Teachers reported similar device access across varied school demographics, but home internet connectivity was less accessible for students from historically underserved backgrounds.
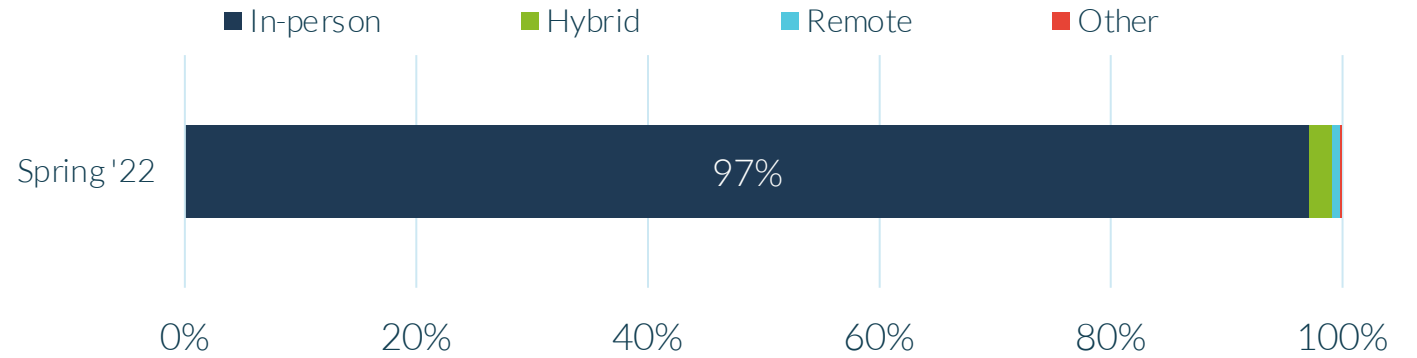
Student access to devices and internet

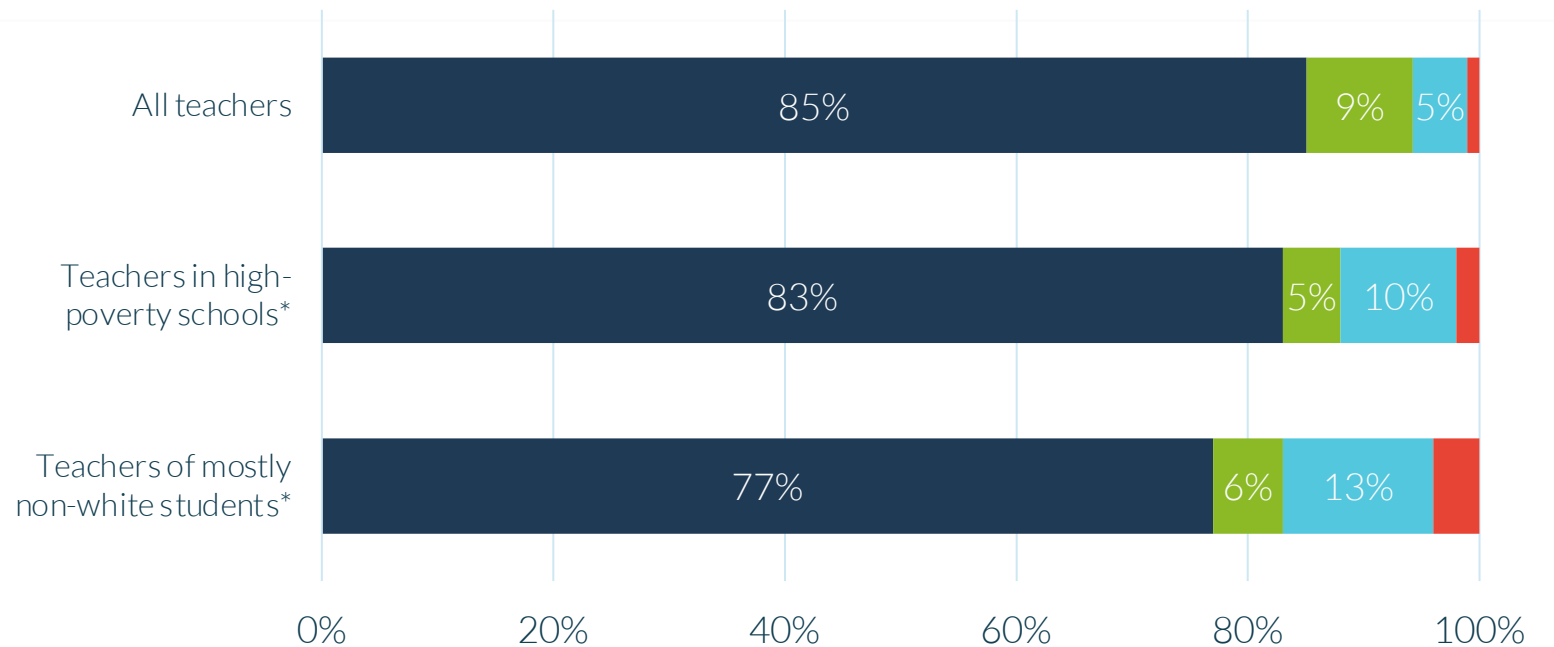|	One-to-One at School	Device at Home	Reliable Home Internet
Overall	84%	64%	72%
Non-white*	85%	68%	61%
High-poverty*	86%	61%	59%

■ Overall ■ Non-white* ■ High-poverty*

Most teachers taught in-person in Spring '22, but a sizable minority of teachers who serve higher portions of historically underserved students prefer hybrid and remote instruction.

Instructional delivery models

Legend: ■ In-person ■ Hybrid ■ Remote ■ Other

Spring '22: In-person 97%

Teachers' preferred models

All teachers: In-person 85%, Hybrid 9%, Remote 5%

Teachers in high-poverty schools*: In-person 83%, Hybrid 5%, Remote 10%

Teachers of mostly non-white students*: In-person 77%, Hybrid 6%, Remote 13%

*Notes

1. The label "high-poverty" denotes 20% or more of the students in the district/network qualified for free or reduced meals.
2. The label "non-white" indicates that 75% or more of the students in the district/network are students that are not white.

Acknowledgments

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Photographs included in this report come from Allison Shelley for EDUimages.

About

The **Clayton Christensen Institute** is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of late Harvard professor Clayton M. Christensen, the Institute offers a unique framework for understanding many of society's most pressing problems. Its mission is ambitious but clear: work to shape and elevate the conversation surrounding these issues through rigorous research and public outreach.

Bay View Analytics, formerly known as the Babson Survey Research Group, is a survey design, implementation, and analysis organization. Bay View Analytics partners with and conducts research for universities, businesses, foundations, and agencies including the London School of Business, Hunter College, the College Board, the Alfred P. Sloan Foundation, The William and Flora Hewlett Foundation, The Gates Foundation, and Tyton Partners. Bay View Analytics' activities cover all stages of projects, including initial proposals, sample selection, survey design, methodological decisions, analysis plan, statistical analyses, and production of reports.

Thomas Arnett is a senior research fellow in education for the Christensen Institute. His work focuses on instructional models enabled by online learning and the role of Disruptive Innovation in transforming K–12 education. His work in education includes teaching middle school math for Kansas City Public Schools and serving as a board member for various school systems.

Dr. Jonathan Cooney has been an educator for the past 24 years. After 23 years serving K-12 students and families as a teacher and school principal, he is now an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Northern Colorado. He has earned degrees from the University of Virginia, Colorado State University, and the University of Northern Colorado.