KEY VIEWS TOWARD EDTECH, SCHOOL DATA, AND STUDENT PRIVACY

Survey Research on Teacher, Parent, and Student Attitudes

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& TECHNOLOGY

November 2021

About This Research

Research Objectives
This effort is the third survey to measure and track changes in parent and teacher awareness, knowledge, training, and concerns for student data privacy and information security. Surveys were conducted in May/July 2020, February 2021, and June/July 2021. This year's research also includes CDT's first quantitative exploration of student perspectives on these topics.

Methodology
Online surveys of **1,001 3rd-10th grade teachers**, **1,663 K-12 parents,** and **420 9th-12th grade students were** fielded **June-July 2021.**

	Sample size	Average Survey Time
Teacher survey	1,001	16 minutes
Parent survey	1,663	19 minutes
Student (9th-12th) survey	420	10 minutes

Throughout the report, ↑ ↓ indicates significant differences between comparison groups at the 95% confidence level. ▲ ▼ Indicates significantly higher/lower than previous survey at the 95% confidence level.

Abbreviations: ES, MS, and HS refer to elementary school, middle school, and high school, respectively. PD refers to professional development.

Key Findings

Parents, Teachers, and Students Want to Play a Greater Role in Protecting Privacy

- The widespread collection and use of student information is prompting parents, teachers, and students to want a **more active role** in protecting their privacy.

- As parents' concerns are growing, they, along with teachers, are now **more engaged** on student privacy issues, and students themselves want to participate in decisions about their data. However, parents and students find **limited avenues to make their voices heard** regarding privacy decisions.

Use of Technology in Disciplinary Contexts is Growing, but with Mixed Support

- Schools are increasingly incorporating technology in **disciplinary contexts**, from using student activity monitoring software to identify violations of school policies to using online learning to deliver instruction when students cannot attend class for disciplinary reasons.

- This intersection raises questions about the risk of inequitable disciplinary actions and inequitable access to quality instruction.

Key Findings

Ongoing Attention to Technology's Equity Impacts is Necessary

- There are concerns that data generated by monitoring student activity could be shared with **law enforcement**, which increases the risk of over-policing on historically impacted communities.

- On the other hand, there are also indicators of student groups who have **benefitted from online instruction**, like students with disabilities and multilingual learners.

Online Learning Is Here to Stay Even as In-Person Learning Returns

- The new normal for schools will include a mix of both in-person and online learning, making it more important than ever to ensure that policies and practices are put in place to safeguard student privacy and support the responsible use of education data and technology.

- **85%** of teachers report that these tools will play a bigger role in the current school year than they did prior to the pandemic. That said, 70% of teachers and 73% of parents believe that students who participate in online learning over the long term *instead* of receiving in-person instruction are more likely to fall behind their peers.
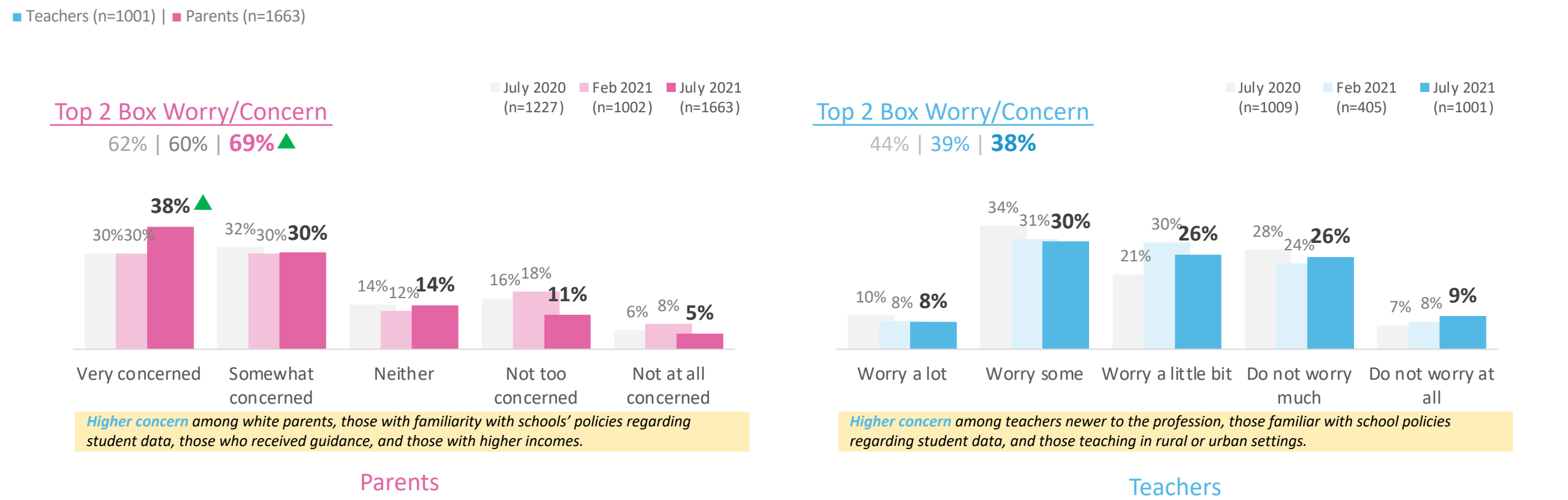
Parents, Teachers, and Students Want to Play a Greater Role in Protecting Privacy

Parents' Concern has Risen, but Pathways to Participation are Limited

Parents' Concern About Student Privacy has Risen Since Spring

- Comparatively, teacher concern remains unchanged over the same time period.

Worry/Concern About the Privacy and Security of Student Data and Information Collected/Stored by School

■ Teachers (n=1001) | ■ Parents (n=1663)

Parents chart legend: July 2020 (n=1227), Feb 2021 (n=1002), July 2021 (n=1663)

Top 2 Box Worry/Concern
62% | 60% | **69%** ▲

Very concerned: 30% 30% **38%** ▲
Somewhat concerned: 32% 30% **30%**
Neither: 14% 12% **14%**
Not too concerned: 16% 18% **11%**
Not at all concerned: 6% 8% **5%**

Higher concern among white parents, those with familiarity with schools' policies regarding student data, those who received guidance, and those with higher incomes.

Parents

Teachers chart legend: July 2020 (n=1009), Feb 2021 (n=405), July 2021 (n=1001)

Top 2 Box Worry/Concern
44% | 39% | **38%**

Worry a lot: 10% 8% **8%**
Worry some: 34% 31% **30%**
Worry a little bit: 21% 30% **26%**
Do not worry much: 28% 24% **26%**
Do not worry at all: 7% 8% **9%**

Higher concern among teachers newer to the profession, those familiar with school policies regarding student data, and those teaching in rural or urban settings.
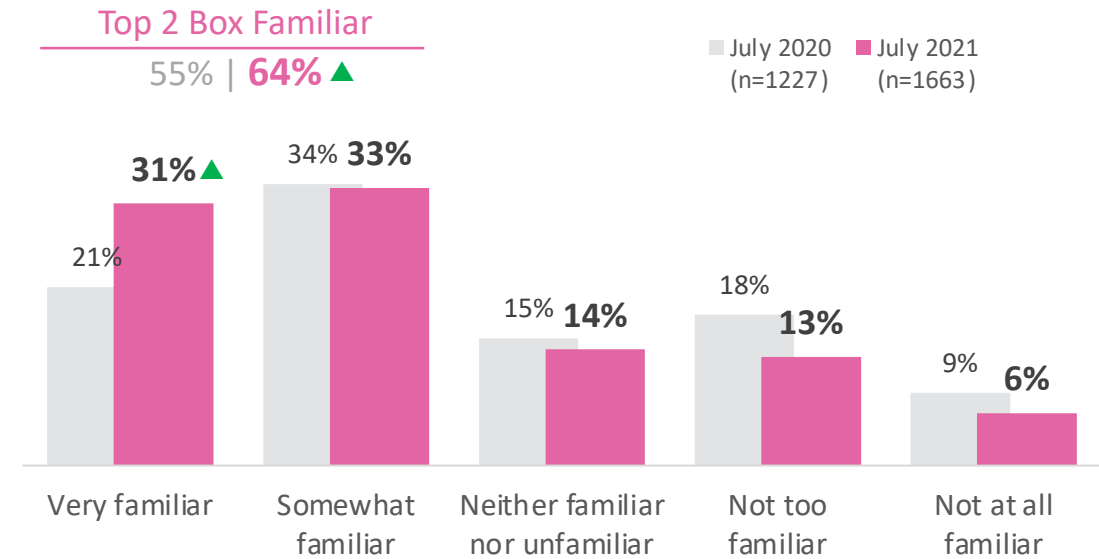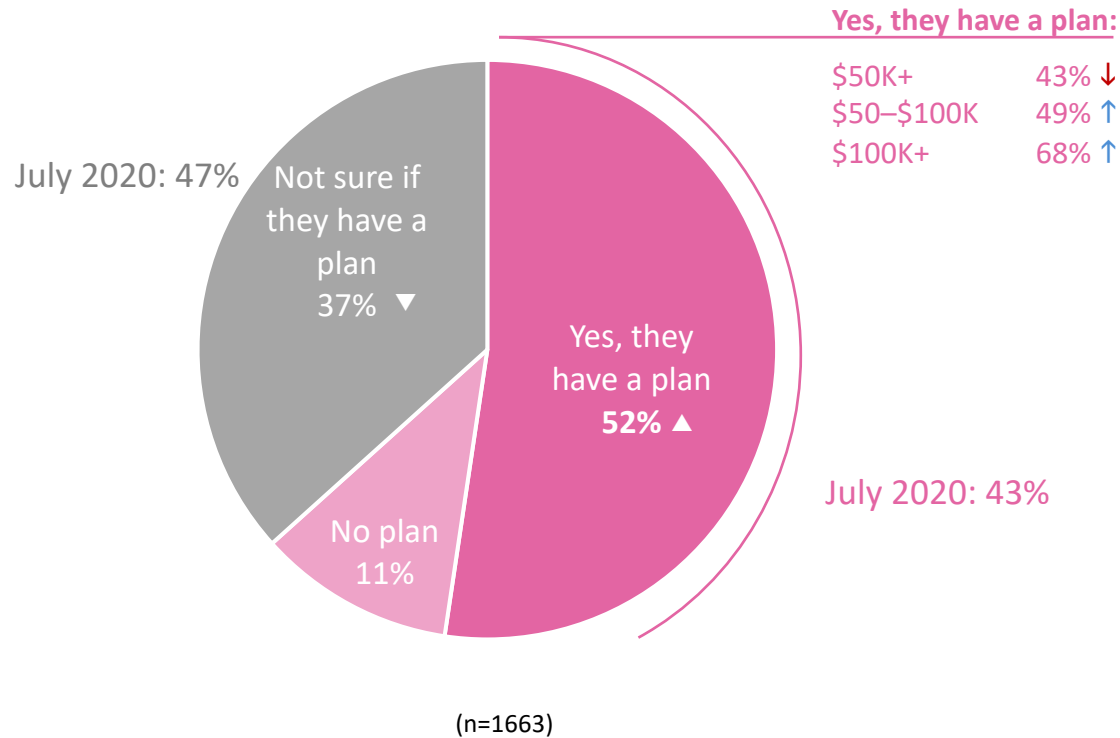
Teachers

Teachers: Q25: Overall, how much do you worry about the privacy and security of your students' data and information that may be collected and stored by your school?
Parents: Q24: Overall, how concerned are you about the privacy and security of your child's data and information that may be collected and stored by your child's school?

Parents Report Increasing Awareness of Key Indicators

- Awareness of school technology plans has increased in all income categories, but higher income households continue to be more aware than lower incomes.
- There is significant growth in parents who say they are "very familiar" with legal rights about their child's information privacy and security at their school.

School Technology Plan Awareness and Familiarity with Legal Rights as a Parent

■ Parents (n=1663)

Yes, they have a plan:

$50K+	43% ↓	
$50–$100K	49% ↑	
$100K+	68% ↑	

July 2020: 47%

Not sure if they have a plan **37% ▼**

Yes, they have a plan **52% ▲**

July 2020: 43%

No plan **11%**

(n=1663)

Top 2 Box Familiar
55% | **64% ▲**

■ July 2020 (n=1227) ■ July 2021 (n=1663)

	Very familiar	Somewhat familiar	Neither familiar nor unfamiliar	Not too familiar	Not at all familiar
July 2020	21%	34%	15%	18%	9%
July 2021	31% ▲	33%	14%	13%	6%

Parents: Q30: Does your child's school have a technology plan addressing student privacy and security issues?
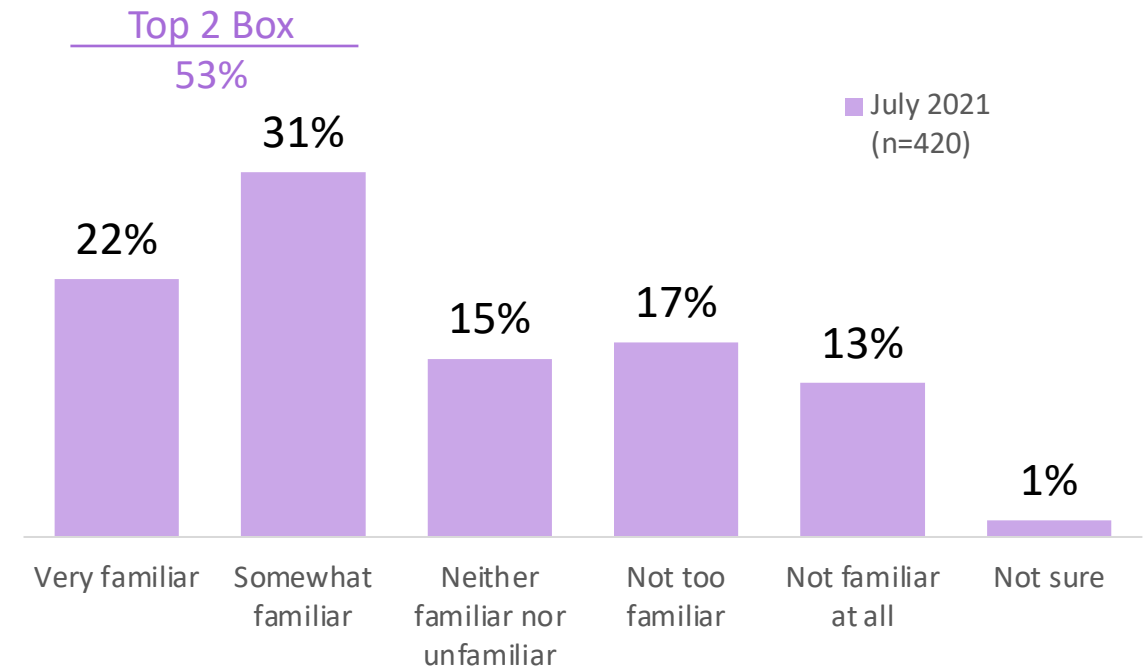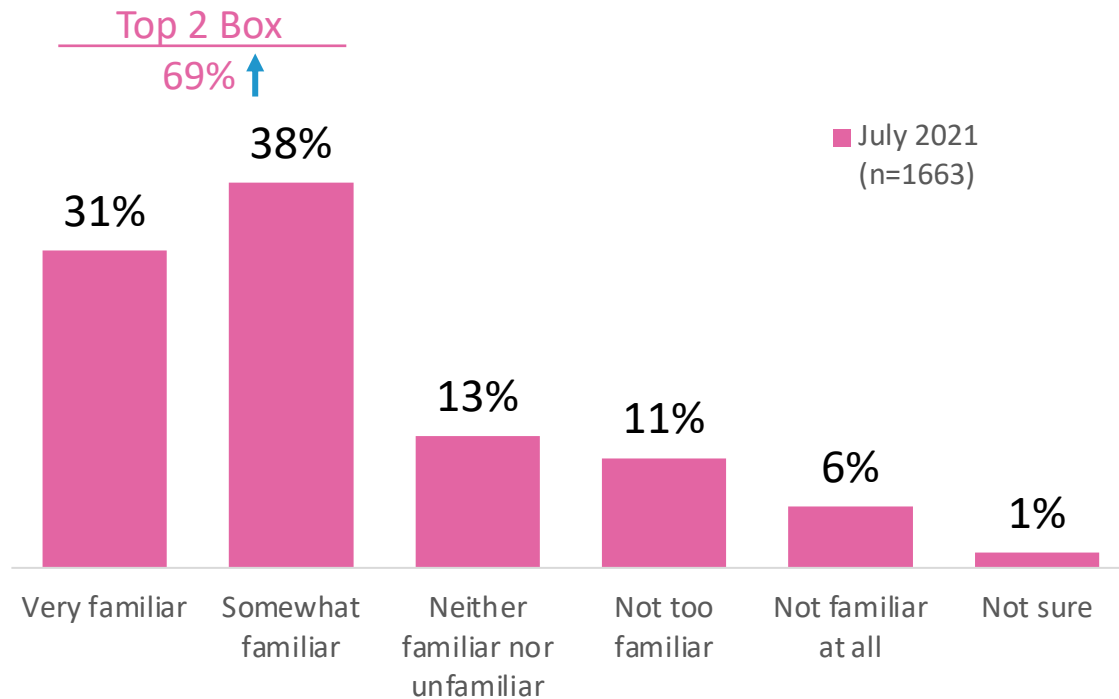Parents: Q31: How familiar are you with your legal rights as a parent when it comes to protecting and making decisions about the privacy and security of your child's student information at their school?

Parent vs. Student Familiarity with School's Student Privacy Policies

- 7 in 10 parents express familiarity with these policies, compared to just over half of students.

Parents and Students: Familiarity with Student Data Privacy Policies and Procedures

■ Parents (n=1663) | ■ Students (n=420)

Top 2 Box
69% ↑

July 2021 (n=1663)

Very familiar	Somewhat familiar	Neither familiar nor unfamiliar	Not too familiar	Not familiar at all	Not sure
31%	38%	13%	11%	6%	1%

Top 2 Box
53%

July 2021 (n=420)

Very familiar	Somewhat familiar	Neither familiar nor unfamiliar	Not too familiar	Not familiar at all	Not sure
22%	31%	15%	17%	13%	1%

White (**72%**) and Black (**70%**) parents are more familiar than Hispanic (**59%**) parents. Parents concerned about data privacy are more familiar (**81%**).

Students concerned about data privacy are more familiar (**73%**).

Parents: Q24A: How familiar would you say you are with the student data privacy policies and procedures at your child's school?
Students: Q24A: How familiar would you say you are/were with the student data privacy policies and procedures at your high school?

Parents Feel Responsible for Protecting Student Privacy

- Compared to last year, parents feel they are even more responsible relative to others in protecting their children's privacy and security.
- Parents place less responsibility on school administrators than they did at this time last year.

Responsibility for Protecting Student Privacy/Security

■ Parents (n=1663)

■ July 2020 (n=1227)   ■ July 2021 (n=1663)

	Me/the parent or guardian	School administration	Teachers	School district/Charter management organization	My child/the student	State government	Online platform/resource provider	Federal government
July 2020	52%	52%	27%	28%	12%	16%	7%	6%
July 2021	60% ▲	45% ▼	25%	23%	15%	13%	9%	6%

Parents of Jrs/Srs feel they as the parent/guardian have less responsibility (52% ↓)

Parents of ES students feel teachers have more responsibility (29% ↑)

Parents: Q33: When you think about your child's student data, who do you feel is MOST responsible for protecting student privacy and security? Select up to three.
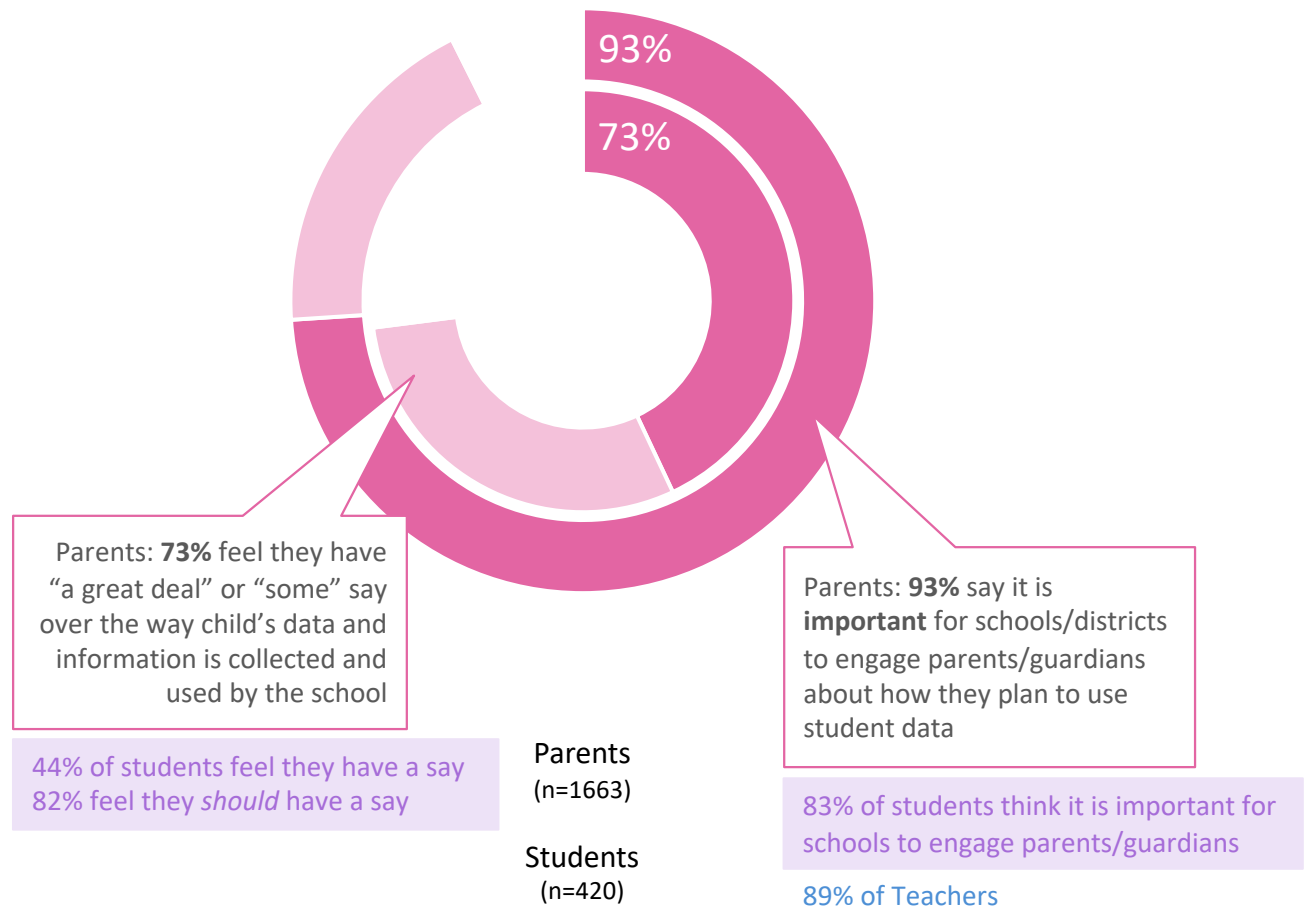
Parents and Students Want to be Involved in Decision-making

- 93% of parents say it is important for schools/districts to engage them about how they plan to use student data, but just 44% say the school has asked them for input on these topics.

- Students are left out of the conversation – 8 in 10 want to be involved, but 4 in 10 feel they have a say and only 1 in 4 have been asked.

Parent Engagement

■ Parents (n=1663) | ■ Students (n=420)

93%

73%

Parents: **73%** feel they have "a great deal" or "some" say over the way child's data and information is collected and used by the school

44% of students feel they have a say 82% feel they *should* have a say

Parents
(n=1663)

Students
(n=420)

Parents: **93%** say it is **important** for schools/districts to engage parents/guardians about how they plan to use student data

83% of students think it is important for schools to engage parents/guardians
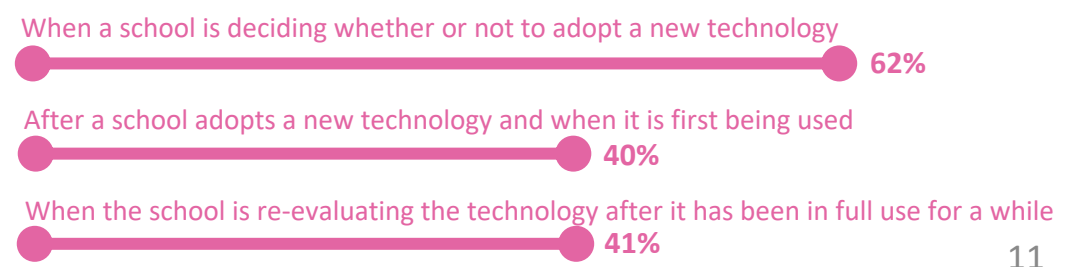
89% of Teachers

44% parents & **26%** students

say school or district has asked for their input to inform how the school securely and responsibly uses student data and technology

Ways Parents Think Schools Should Collect Their Feedback About Technology Use and Online Learning

Online or paper survey	56%
Request by email	42%
In meetings about tech/online learning	39%
In town hall/PTA meetings	31%
Parent reps on an advisory council	28%

Phase of School Technology Adoption when Parents Want to Give Input

When a school is deciding whether or not to adopt a new technology **62%**

After a school adopts a new technology and when it is first being used **40%**

When the school is re-evaluating the technology after it has been in full use for a while **41%**
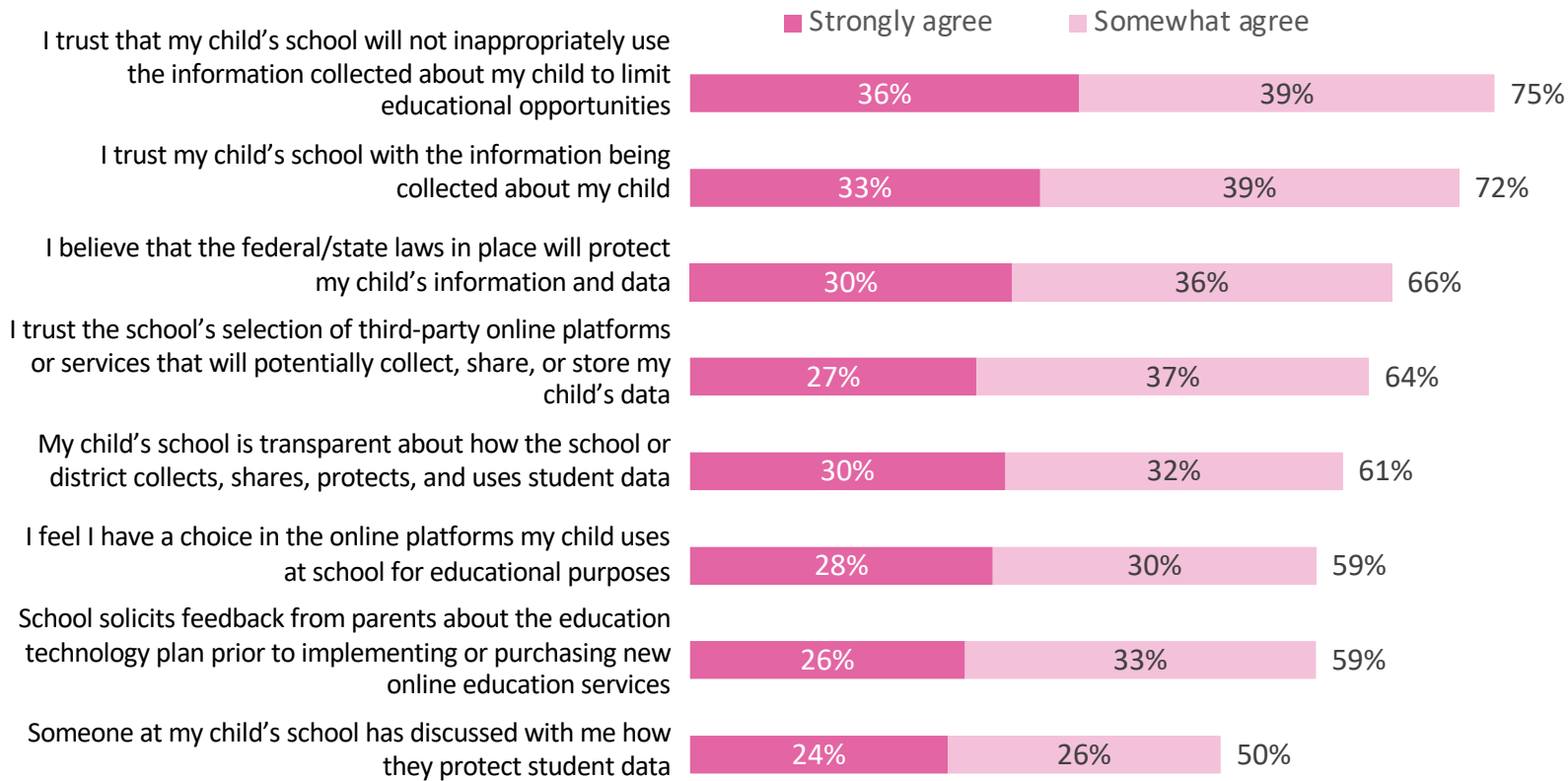
11

A Majority of Parents Trust Their Child's School's Data Practices

- Most parents express trust in their child's school for privacy protection and responsible data use, but fewer agree that schools are transparent or involve parents in decision-making.

Trust in School/Institutions

■ Parents (n=1663)

■ Strongly agree   ■ Somewhat agree

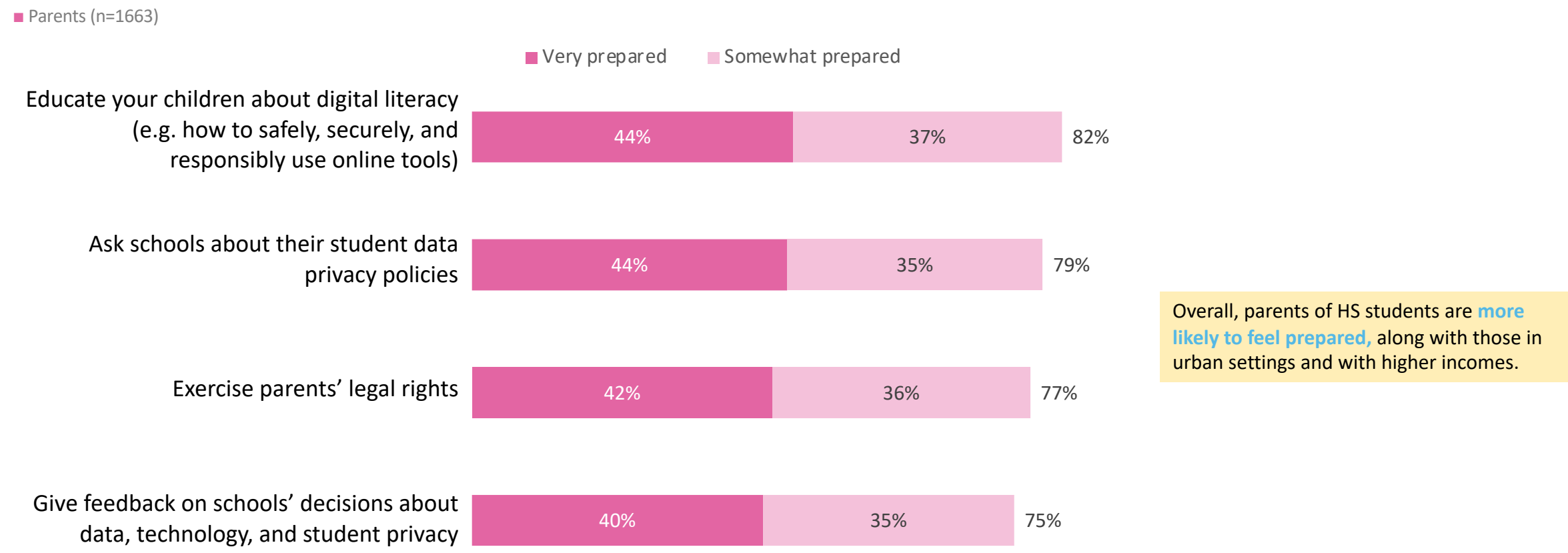| Statement	Strongly agree	Somewhat agree	Total
I trust that my child's school will not inappropriately use the information collected about my child to limit educational opportunities	36%	39%	75%
I trust my child's school with the information being collected about my child	33%	39%	72%
I believe that the federal/state laws in place will protect my child's information and data	30%	36%	66%
I trust the school's selection of third-party online platforms or services that will potentially collect, share, or store my child's data	27%	37%	64%
My child's school is transparent about how the school or district collects, shares, protects, and uses student data	30%	32%	61%
I feel I have a choice in the online platforms my child uses at school for educational purposes	28%	30%	59%
School solicits feedback from parents about the education technology plan prior to implementing or purchasing new online education services	26%	33%	59%
Someone at my child's school has discussed with me how they protect student data	24%	26%	50%

Overall, parents of ES students, white parents, those in urban settings, and those with high incomes are **more likely to agree** with these statements.

In addition, parents who are familiar with a school's policies on student data privacy are **more likely to agree** with these statements.

Parents: Q32: How much do you agree or disagree with the following?

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- Only 2 out of 5 parents feel *very prepared* to act in these ways to support their child's data privacy.
- More parents in higher income households report feeling prepared to take action to protect their child's data privacy.

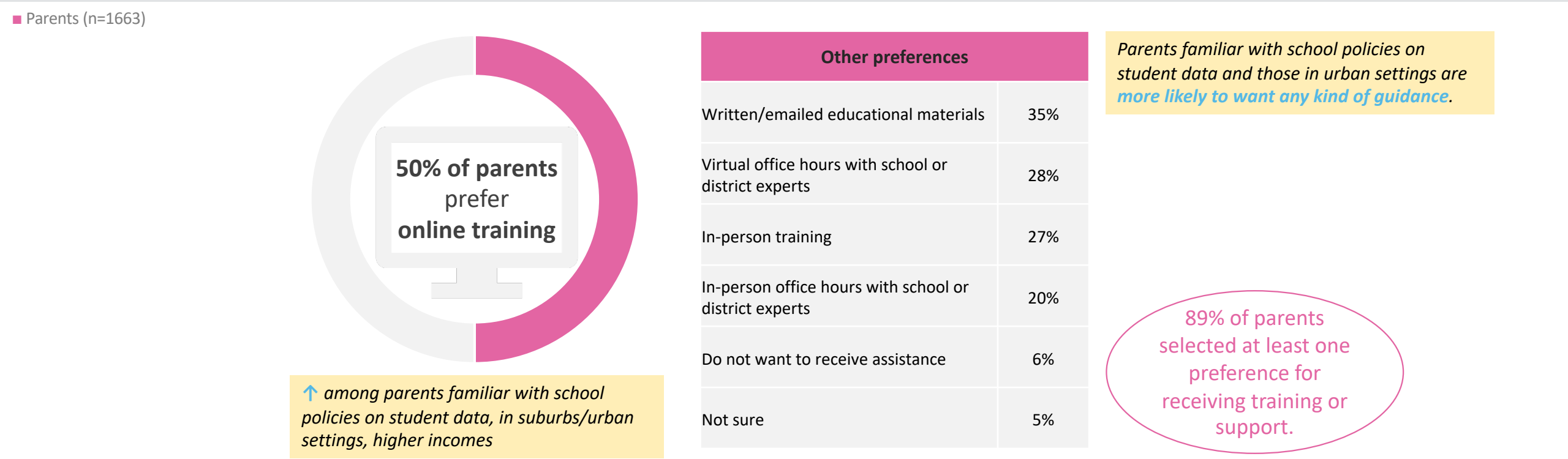## Parent Preparedness to Act to Protect Child's Data Privacy

■ Parents (n=1663)

■ Very prepared   ■ Somewhat prepared

Educate your children about digital literacy (e.g. how to safely, securely, and responsibly use online tools) — 44% | 37% | 82%

Ask schools about their student data privacy policies — 44% | 35% | 79%

Exercise parents' legal rights — 42% | 36% | 77%

Give feedback on schools' decisions about data, technology, and student privacy — 40% | 35% | 75%

> Overall, parents of HS students are **more likely to feel prepared,** along with those in urban settings and with higher incomes.

Parents: Q33AY: How prepared are you to do the following when it comes to protecting your child's data privacy?

Parents Express a Range of Preferences for Privacy/Security Supports

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- Half of parents would prefer online based assistance/guidance about education technology and keeping their child's data secure/private.
- Smaller numbers of parents express preference for written materials, virtual office hours with experts at school or the district, and in-person training.
- Only 6% of parents indicated they did not want to receive assistance and 5% said they were not sure.

Preferred Ways of Receiving Assistance/Guidance about Technology Apps/Platforms and How to Keep Data Secure/Private While Using Them

■ Parents (n=1663)

50% of parents prefer **online training**

↑ among parents familiar with school policies on student data, in suburbs/urban settings, higher incomes

Other preferences	
Written/emailed educational materials	35%
Virtual office hours with school or district experts	28%
In-person training	27%
In-person office hours with school or district experts	20%
Do not want to receive assistance	6%
Not sure	5%

Parents familiar with school policies on student data and those in urban settings are more likely to want any kind of guidance.

89% of parents selected at least one preference for receiving training or support.

Parents: Q14HY: In which of the following ways, if at all, would you prefer to receive assistance or guidance about the technology apps/platforms your child's school or district are using and how to keep data secure/private when using those apps and platforms? Select all that apply.

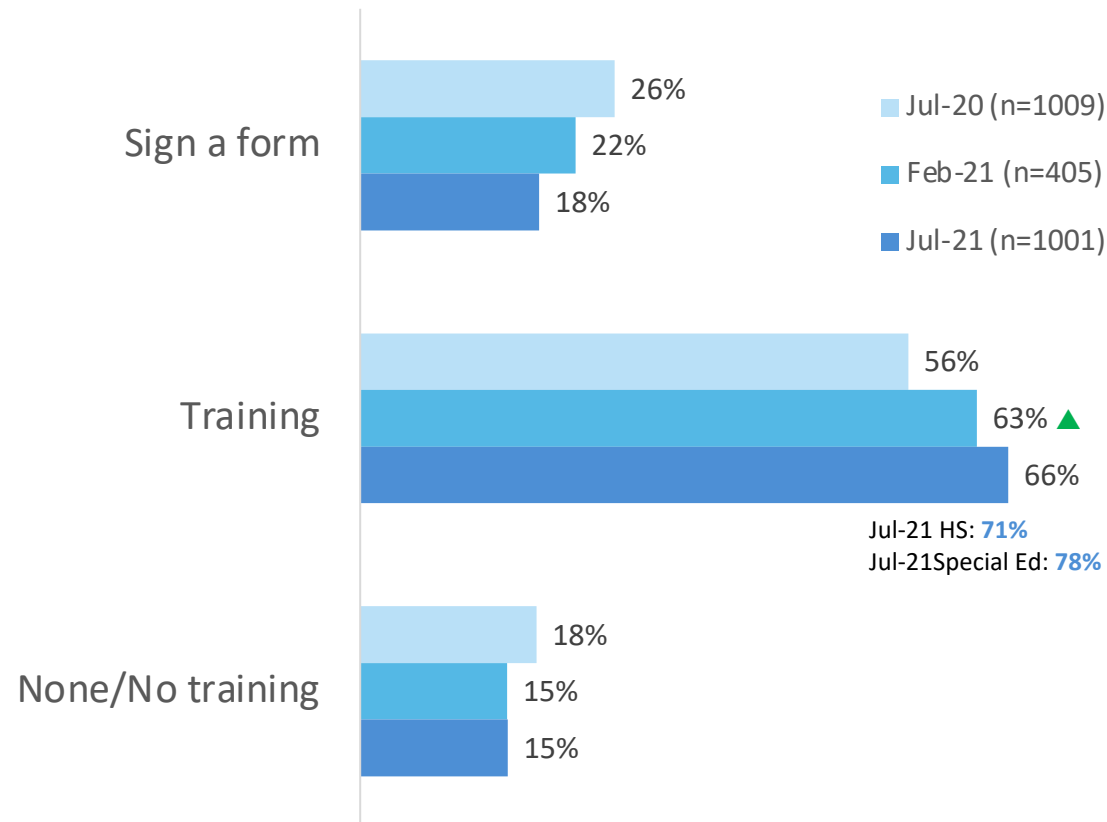*Well-Trained Teachers Will Serve as Student Privacy Ambassadors*

Teachers Indicate They are Receiving More Student Privacy Trainings

- Trainings on student privacy policies and procedures have grown steadily since 2020, as reported by teachers.
- The increase in trainings marks a shift away from schools merely requiring teachers to sign a form about data privacy policies and procedures.
- Trainings dedicated to student data privacy have increased.

Teachers: Training about School's Student Data Privacy Policies

■ Teachers (n=1001)

How School or District Shares Student Data Privacy Policies and Procedures with Teachers

Sign a form
- 26% — Jul-20 (n=1009)
- 22% — Feb-21 (n=405)
- 18% — Jul-21 (n=1001)

Training
- 56%
- 63% ▲
- 66%

Jul-21 HS: **71%**
Jul-21 Special Ed: **78%**

None/No training
- 18%
- 15%
- 15%

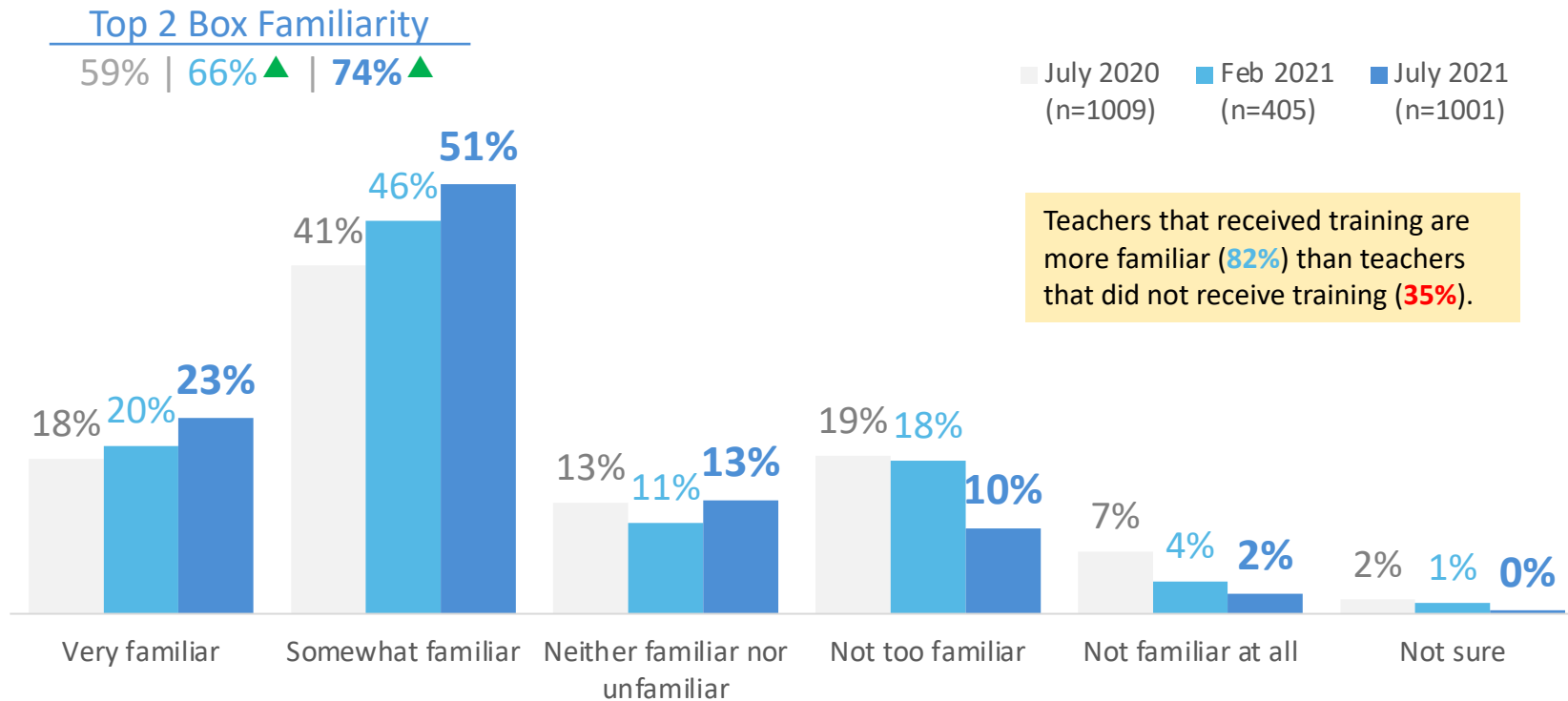|	July 2020	Feb 2021	July 2021	
	41%	48% ▲	48%	Training or PD that covers student data privacy policy and procedures and other topics
	17%	18%	28% ▲	One training or PD that focuses only on student data privacy policy and procedures
	10%	12%	13%	Multiple trainings or PD that focus on student data privacy policy and procedures

Teachers: Q35: How, if at all, has your school or district shared student data privacy policies and procedures with you in your role as a teacher?

Teacher Familiarity with Student Data Policies Continues to Grow

- However, familiarity is weak, with only 1 in 4 teachers reporting being "very familiar" with these policies and procedures.
- Teachers that received training are more than twice as familiar with student data policies as teachers that did not.

**Teachers: Familiarity with Student Data Privacy Policies and Procedures**

■ Teachers (n=1001)

Top 2 Box Familiarity
59% | 66% ▲ | **74%** ▲

July 2020 (n=1009)   Feb 2021 (n=405)   July 2021 (n=1001)

Teachers that received training are more familiar (82%) than teachers that did not receive training (35%).

	Very familiar	Somewhat familiar	Neither familiar nor unfamiliar	Not too familiar	Not familiar at all	Not sure
July 2020	18%	41%	13%	19%	7%	2%
Feb 2021	20%	46%	11%	18%	4%	1%
July 2021	23%	51%	13%	10%	2%	0%

17

Teachers: Q28 (2020/2021): How familiar would you say you are with your school's student data privacy policies and procedures?

Teachers with Training are More Likely to Actively "Pay it Forward"

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- Teachers who received training about the school's data privacy policies are more likely to say that an active role is appropriate when advising parents and students about student data privacy.

- Teachers who have not received training are more likely to take a passive role, referring parents and students to the school or district administration, or by not taking any role.

Role of Teachers with Parents and Students

■ Teachers (n=1001) | ■ Parents (n=1663)
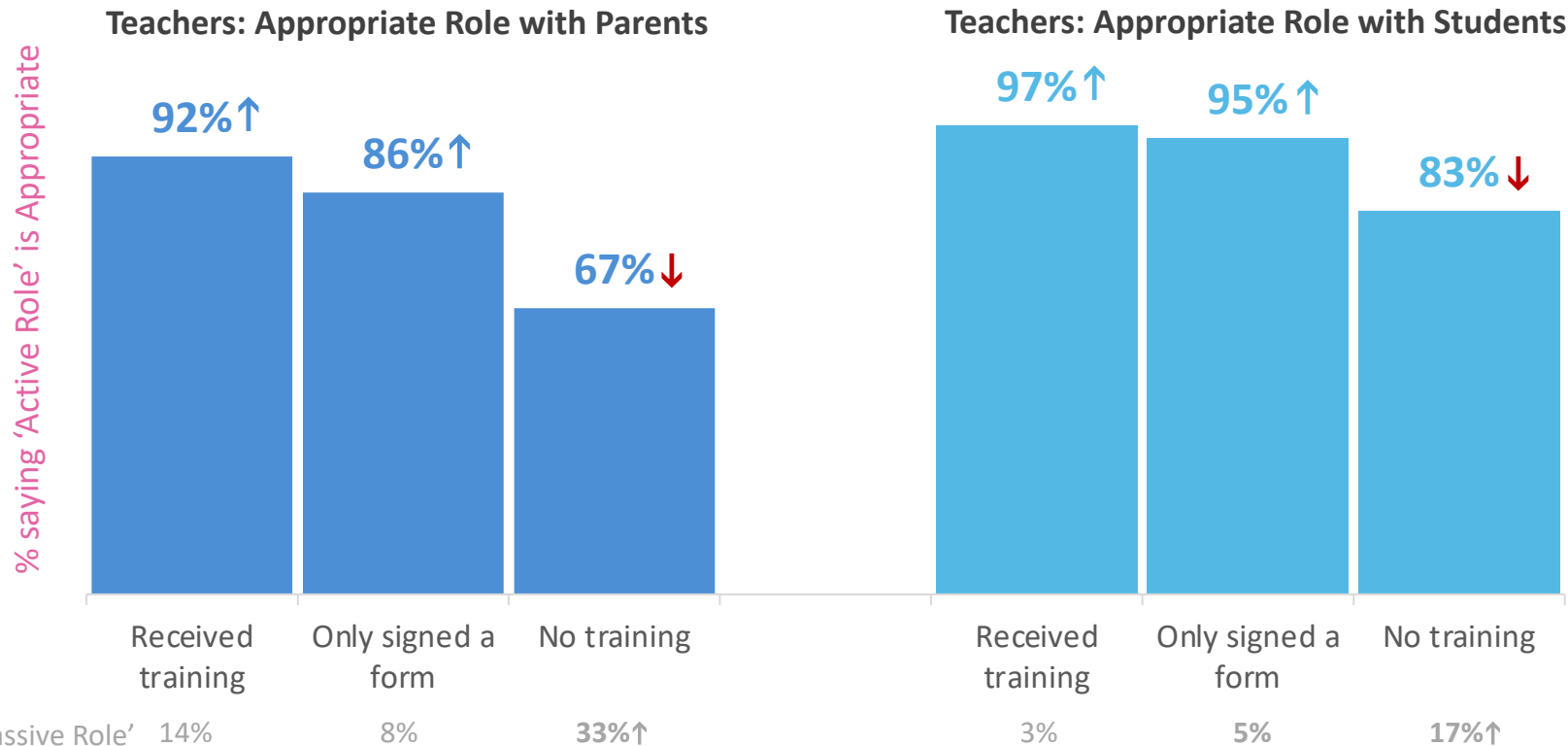
92% of parents think it is appropriate for teachers to take an active role

Teachers: Appropriate Role with Parents

% saying 'Active Role' is Appropriate

- 92%↑ — Received training
- 86%↑ — Only signed a form
- 67%↓ — No training

'Passive Role' 14% 8% 33%↑

Teachers: Appropriate Role with Students

- 97%↑ — Received training
- 95%↑ — Only signed a form
- 83%↓ — No training

3% 5% 17%↑

Active roles include:
- Inform parents when their children do not follow school policies or rules related to student privacy
- Educate parents/students about digital literacy
- Share school's student data privacy policies with parents/students and be able to explain it to them
- Educate parents about digital literacy (e.g. how to safely, securely, and responsibly use online tools)
- Answer parents' student data privacy questions directly when asked
- Reprimand students when they do not follow school policies or rules related to student privacy

Passive Roles include:
- Refer parents to school or district administration or their policies when they have questions
- None, not my role/Not sure

Teachers: Q31A: As a teacher, what role(s) do you feel is appropriate to play with parents when it comes to protecting student data privacy? Select all that apply.
Teachers: Q31B: As a teacher, what role(s) do you feel is appropriate to play with students when it comes to protecting student privacy? Select all that apply.
Parents: Q31B: What role(s) do you feel is appropriate for teachers to play when it comes to protecting student data privacy? Select all that apply

Teacher Training Improves Familiarity with Privacy Protection

- Teacher trainings nearly double teacher familiarity with their school's policies and procedures on student data privacy.

Training and Familiarity with Student Data Privacy Policies and Procedures

■ Teachers received training, July 2021 (n=696)

	% Received training in each area	'Very Familiar' with Topic	
		Received training on topic	Did not receive training on topic
Base: Received training	(n=696)	(n=197-358)	(n=643-804)
How to protect sensitive student information in electronic form	53%	53%↑	38%
Compliance with state and federal privacy laws (e.g. FERPA)	49%	45%↑	26%
How to identify and avoid phishing or ransomware scams designed to trick individuals into giving their personal information	44%	47%↑	24%
How to handle interactions with parents, teachers, and students about confidential student information	42%	43%↑	26%
How to support students in securing and safely using school-issued devices	42%	38%↑	23%
How to teach students to protect their privacy	41%	40%↑	23%
Appropriate use of student online activity monitoring software	39%	37%↑	23%
Risks of using videoconferencing and how to minimize them	37%	39%↑	24%
What to do if student data is inadvertently shared with someone who shouldn't have it (e.g. data breaches)	32%	34%↑	18%
How to interpret and responsibly use information generated from an algorithm	27%	36%↑	15%

Teachers: Q39: Which, if any, of the following have been discussed or covered as part of your teacher training about school policies and procedures regarding student data privacy?
Teachers: Q39A: Whether you have received training or not, how familiar are you with your school's policies and procedures regarding student data privacy in each of the following areas?

More Teachers are Having Conversations about Student Privacy

- Teachers increasingly report starting the conversation about student data privacy with students compared to last year.
- These discussions are taking place as a requirement or in reaction to a specific incident.
- More teachers report that parents and students are coming to them with questions; however, over half of parents note their child's teachers initiated the topic.
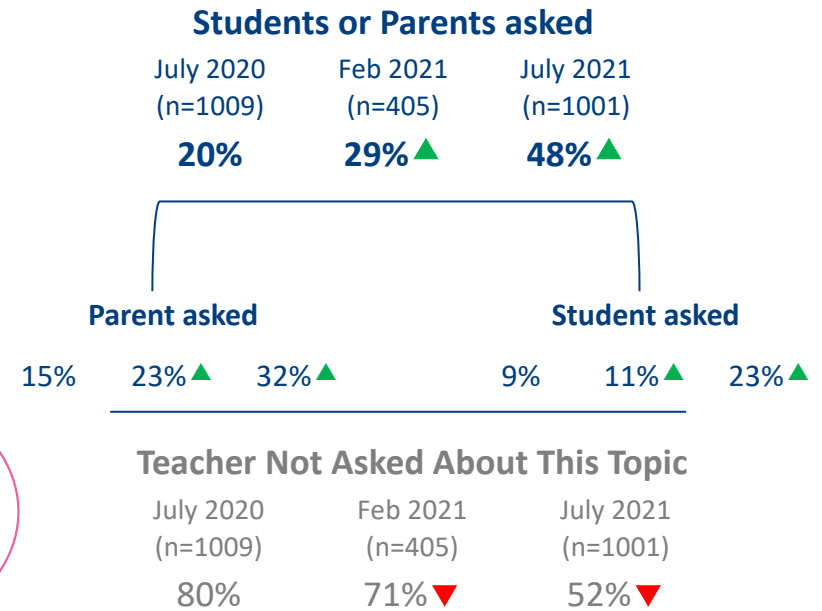
Teachers: Conversations about Student Data Privacy and Security

■ Teachers (n=1001)

Did Teacher Discuss Student Data Privacy with Students?

	July 2020 (n=1009)	Feb 2021 (n=405)	June 2021 (n=1001)
Yes, Discussed Student Data Privacy	**53%**	**59%**▲	**76%**▲
Yes, as a requirement or part of the curriculum	32%	33%	41%▲
Yes, in reaction to a specific incident	10%	10%	26%▲
Yes, I raised this because I thought it was important	15%	18%	21%
No, this was not discussed	**47%**	**41%**▼	**24%**▼

58% of parents say their child's teacher discussed student data privacy with them (64% in K-5).

Did Teacher Receive Questions about Student Data Privacy from Students or Parents?

Students or Parents asked

July 2020 (n=1009)	Feb 2021 (n=405)	July 2021 (n=1001)
20%	**29%**▲	**48%**▲

Parent asked			**Student asked**		
15%	23%▲	32%▲	9%	11%▲	23%▲

Teacher Not Asked About This Topic

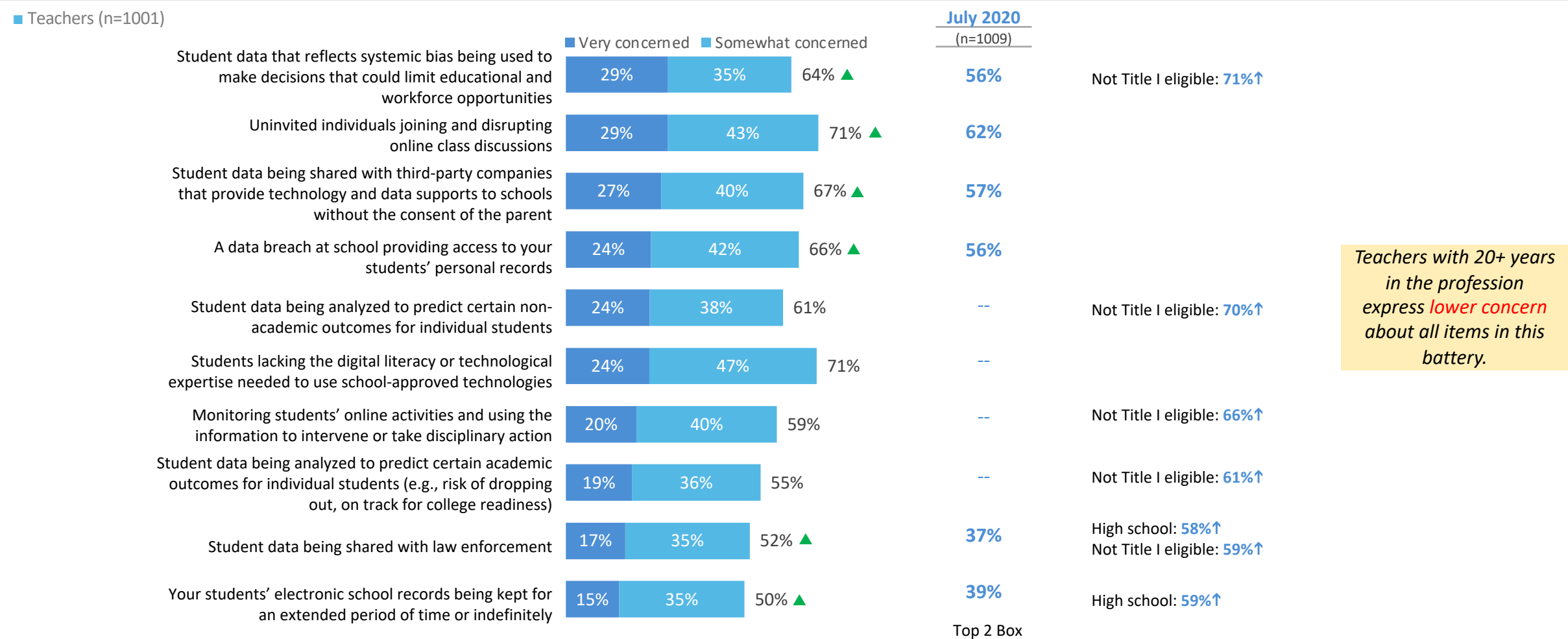| July 2020 (n=1009)	Feb 2021 (n=405)	July 2021 (n=1001)
80%	71%▼	52%▼

Teachers: Q32: This school year (2020-2021), have you discussed student data or information privacy with your students? Select all that apply.
Teachers: Q33: This school year (2020-2021), have any of your students or their parents asked you about the student's data or information privacy?
Parents: Q33B: During this past school year (2020-2021), did your child's teachers discuss student data or information privacy with you? Select all that apply.

20

Teacher Concern for Student Privacy Scenarios

- Teachers express limited concern for specific privacy risk scenarios, but concern has increased for several scenarios since July 2020.

Concern over Student Data Privacy and Security Risk Scenarios

Teachers (n=1001)

	Very concerned	Somewhat concerned	Top 2 Box	July 2020 (n=1009)	
Student data that reflects systemic bias being used to make decisions that could limit educational and workforce opportunities	29%	35%	64% ▲	56%	Not Title I eligible: 71% ↑
Uninvited individuals joining and disrupting online class discussions	29%	43%	71% ▲	62%	
Student data being shared with third-party companies that provide technology and data supports to schools without the consent of the parent	27%	40%	67% ▲	57%	
A data breach at school providing access to your students' personal records	24%	42%	66% ▲	56%	
Student data being analyzed to predict certain non-academic outcomes for individual students	24%	38%	61%	--	Not Title I eligible: 70% ↑
Students lacking the digital literacy or technological expertise needed to use school-approved technologies	24%	47%	71%	--	
Monitoring students' online activities and using the information to intervene or take disciplinary action	20%	40%	59%	--	Not Title I eligible: 66% ↑
Student data being analyzed to predict certain academic outcomes for individual students (e.g., risk of dropping out, on track for college readiness)	19%	36%	55%	--	Not Title I eligible: 61% ↑
Student data being shared with law enforcement	17%	35%	52% ▲	37%	High school: 58% ↑ Not Title I eligible: 59% ↑
Your students' electronic school records being kept for an extended period of time or indefinitely	15%	35%	50% ▲	39%	High school: 59% ↑

Teachers with 20+ years in the profession express lower concern about all items in this battery.

21

Teachers: Q45: Listed below are potential ways that student data can be put at risk or misused. How concerned would you say you are with each?

Students Want to Participate in Decisions About Their Own Data

Students Receive More Training on School Technology than Parents

- Parents and students paint different pictures regarding the training or support they received on school-utilized apps/platforms.
- Over one-quarter of parents indicate no training or support was provided.
- This training did not necessarily include information about keeping data private and secure.

Receiving Training/Support on Use of Technology Apps/Platforms Used by School or Teachers

■ Parents (n=1663) | ■ Students (n=420)
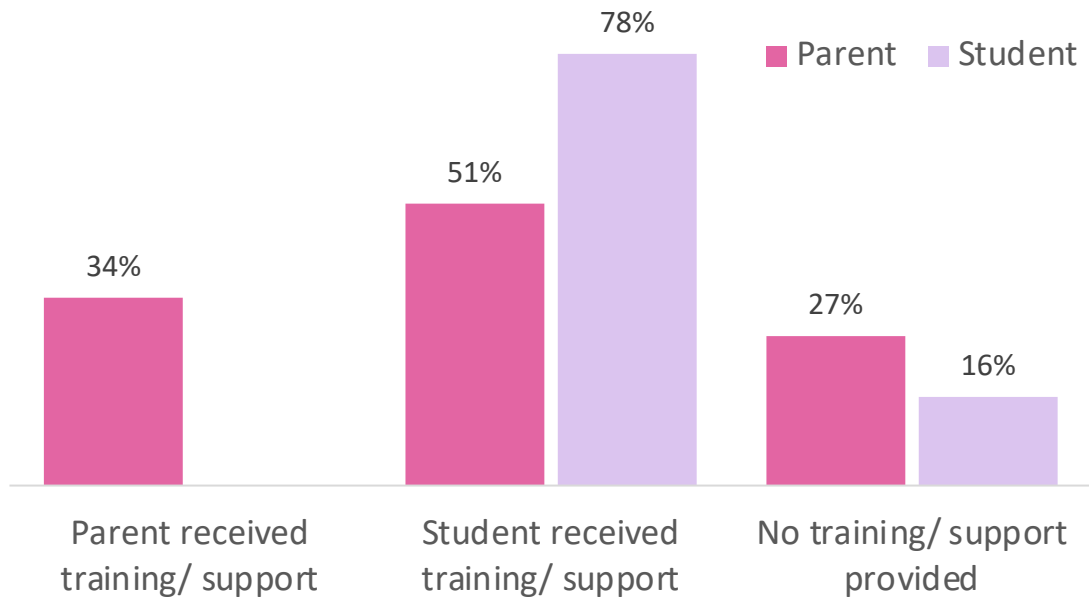
Training/support **included information on how to keep student's data secure/private** on apps/platforms

77%
among parents who said they or their child received training/support (n=1135)

68%
among students who received guidance/support (n=325)

Less training/support reported by Hispanic parents, those with no or not aware of school monitoring software, those in rural/suburban communities, and lower-income families.

Parents: Q14K: During the school year that just ended (2020-2021), did your child's school or school district provide training or support to you and/or your child on how to use technology apps or platforms used by the school or teachers?
Students: Q14K: During the school year that just ended (2020-2021), did your school provide you guidance or support on how to use technology apps or platforms used in school?
Parents: Q14K1: Did that assistance or guidance include information on keeping your child's data secure/private when using those apps and platforms?
Students: Q14K1: Did that guidance or support from your school include information on keeping your data secure/private when using those apps and platforms?

Students Are Interested in Learning More About Privacy and Security

- Students think learning about data privacy would be helpful, especially regarding privacy controls, password creation, and knowing which apps are safe.
- Older students are more likely to think it is helpful to learn about cybersecurity than their younger counterparts.

How Helpful Students Find Learning about Data Privacy/Security Topics
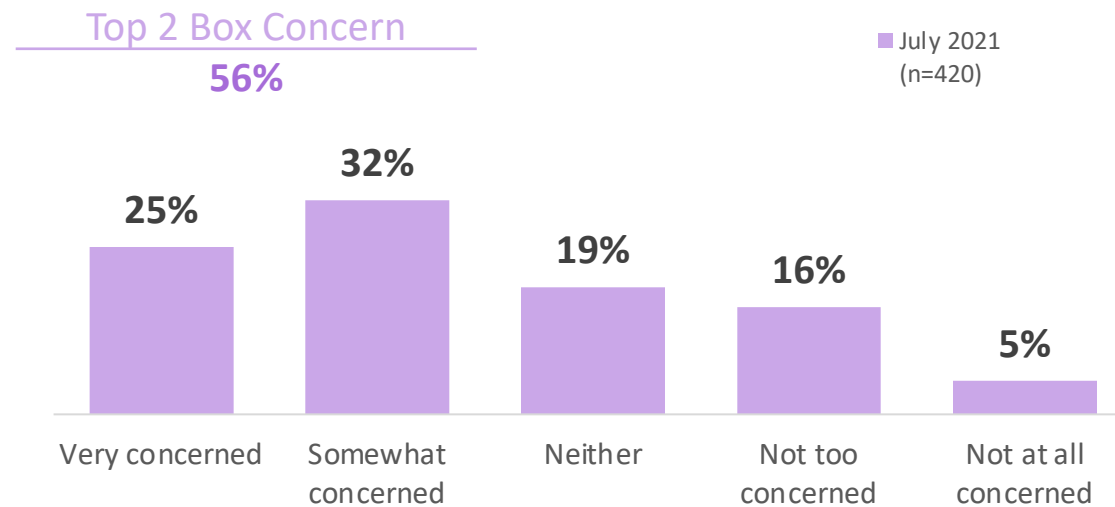
■ Students (n=420)

Topic	Very Helpful	Somewhat Helpful	Total
Knowing which privacy controls to set and how to do it	52%	30%	82%
Ways to create strong passwords and keep them secure/private	51%	28%	79%
When choosing an app, being able to tell which apps do a bad job of protecting your data	49%	30%	79%
Learning best practices in cybersecurity	45%	31%	76%
Ways to make sure personal data gets deleted	45%	30%	75%

Results are consistent across gender and race/ethnicity.

■ Very Helpful ■ Somewhat Helpful

Q14K2. [STUDENTS] Listed below are different topics high school students could learn about to help them keep their data secure/private. How helpful would you find each of the following?

Student Privacy Concern: Higher than Teachers, Lower than Parents

- Over half of students show some concern, and a quarter are very concerned.

Concern about the Privacy and Security of Student Data and Information Collected/Stored by School
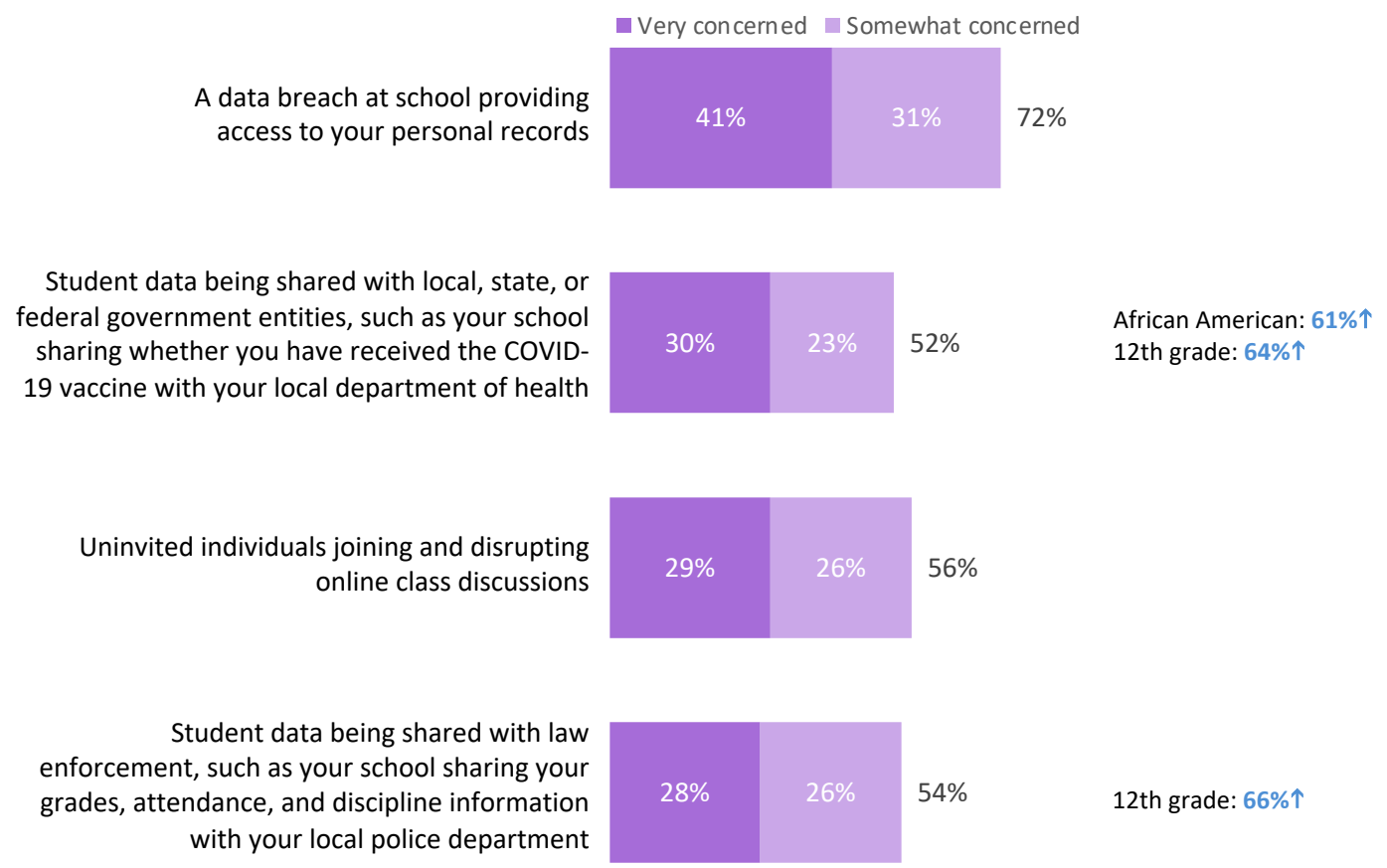
■ Students (n=420)

Top 2 Box Concern
56%

■ July 2021
(n=420)

Very concerned	Somewhat concerned	Neither	Not too concerned	Not at all concerned
25%	32%	19%	16%	5%

Higher concern among seniors, those very familiar with school policies on student data, and those who are aware of school monitoring software on personal devices.

Students:Q24: Overall, how concerned are you about the privacy and security of your data and information that may be collected and stored by your high school?

Students are Most Concerned About a Data Breach

- Sharing student data with local, state, or federal government or with law enforcement is of greater concern to high school seniors and to African Americans.

Concern over Student Data Privacy and Security Risk Scenarios

■ Students (n=420)

■ Very concerned ■ Somewhat concerned

	Very concerned	Somewhat concerned	Top 2 Box	
A data breach at school providing access to your personal records	41%	31%	72%	
Student data being shared with local, state, or federal government entities, such as your school sharing whether you have received the COVID-19 vaccine with your local department of health	30%	23%	52%	African American: **61%**↑ 12th grade: **64%**↑
Uninvited individuals joining and disrupting online class discussions	29%	26%	56%	
Student data being shared with law enforcement, such as your school sharing your grades, attendance, and discipline information with your local police department	28%	26%	54%	12th grade: **66%**↑

Top 2 Box

26

Students: Q29: Listed below are potential ways that your student data could be put at risk or misused. How concerned would you say you are with each?
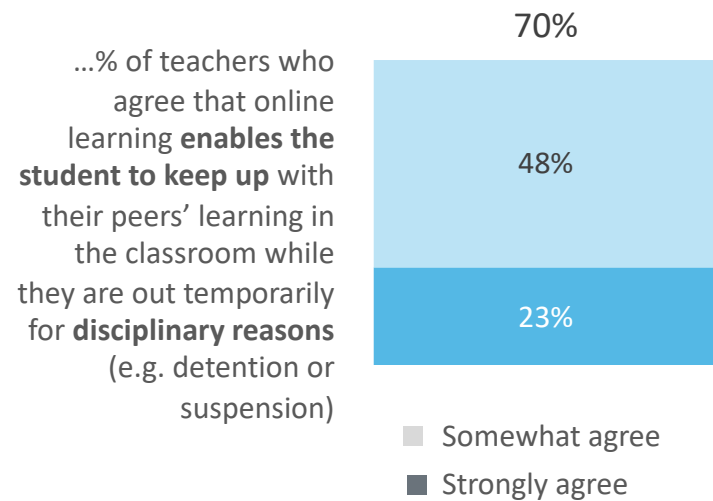
Use of Technology in Disciplinary Contexts is Growing, but with Mixed Support

Use of Online Learning for Disciplinary Contexts

- Nearly half of teachers indicated their schools are considering or have decided to use online learning for students who cannot attend class for disciplinary reasons. This percentage is higher for high school teachers.

Online Learning in Disciplinary Contexts
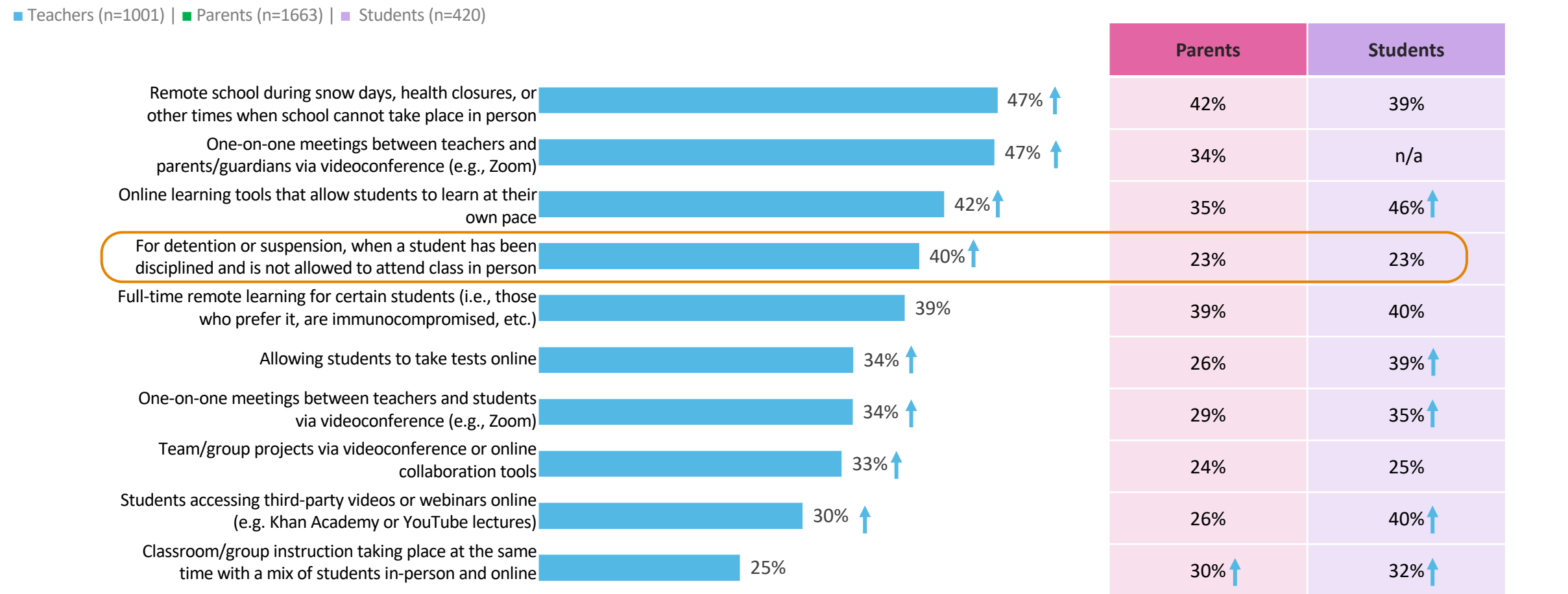
■ Teachers (n=1001)
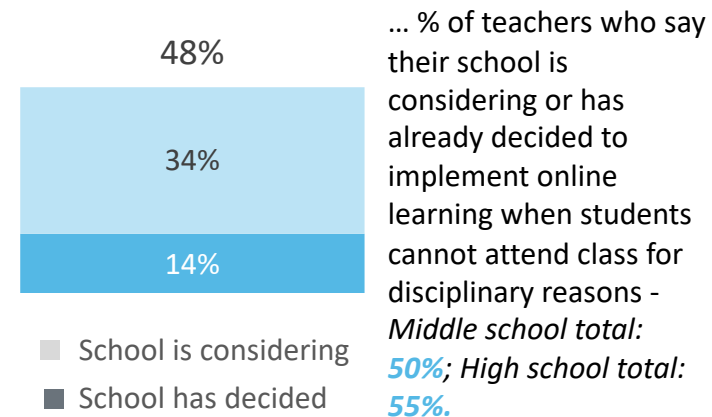
…% of teachers who agree that online learning **enables the student to keep up** with their peers' learning in the classroom while they are out temporarily for **disciplinary reasons** (e.g. detention or suspension)

70%

48%
23%

■ Somewhat agree
■ Strongly agree

48%

34%
14%

■ School is considering
■ School has decided

… % of teachers who say their school is considering or has already decided to implement online learning when students cannot attend class for disciplinary reasons - *Middle school total: 50%; High school total: 55%.*

Use of Online Learning for Disciplinary Contexts

- Teachers are more supportive than parents or students for the use of online learning in disciplinary contexts.

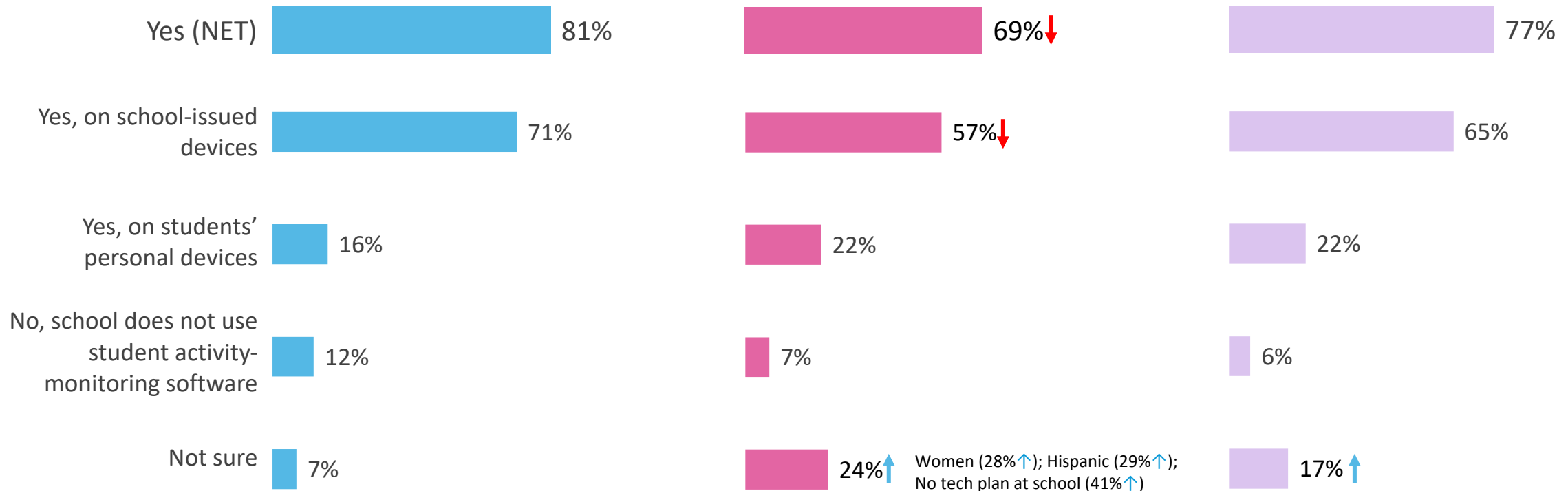## Ways to Include Online Learning as Part of Instruction at Home or In Classroom

■ Teachers (n=1001) | ■ Parents (n=1663) | ■ Students (n=420)

	Teachers	Parents	Students
Remote school during snow days, health closures, or other times when school cannot take place in person	47% ↑	42%	39%
One-on-one meetings between teachers and parents/guardians via videoconference (e.g., Zoom)	47% ↑	34%	n/a
Online learning tools that allow students to learn at their own pace	42% ↑	35%	46% ↑
For detention or suspension, when a student has been disciplined and is not allowed to attend class in person	40% ↑	23%	23%
Full-time remote learning for certain students (i.e., those who prefer it, are immunocompromised, etc.)	39%	39%	40%
Allowing students to take tests online	34% ↑	26%	39% ↑
One-on-one meetings between teachers and students via videoconference (e.g., Zoom)	34% ↑	29%	35% ↑
Team/group projects via videoconference or online collaboration tools	33% ↑	24%	25%
Students accessing third-party videos or webinars online (e.g. Khan Academy or YouTube lectures)	30% ↑	26%	40% ↑
Classroom/group instruction taking place at the same time with a mix of students in-person and online	25%	30% ↑	32% ↑

Teachers: Q14C: As students return full-time to in-person classroom learning, in which of the following ways do you support online learning as part of student instruction either at home or in the classroom? Select all.
Parents: Q14C: As students return full-time to in-person classroom learning, in which of the following ways do you support online learning as part of your child's instruction either at home or in the classroom? Select all.
Students:Q14C: In which of the following ways do you support including online learning as part of your school experience, either at home or in the classroom? Select all.

Reported Usage of Student Activity Monitoring Software

- Similar percentages of teachers and students report their school or district uses student activity monitoring software.
- 1 in 4 parents do not know if their child's school uses monitoring software.

Use of School Activity Monitoring Software

■ Teachers (n=1001) | ■ Parents (n=1663) | ■ Students (n=420)

	Teachers	Parents	Students
Yes (NET)	81%	69% ↓	77%
Yes, on school-issued devices	71%	57% ↓	65%
Yes, on students' personal devices	16%	22%	22%
No, school does not use student activity-monitoring software	12%	7%	6%
Not sure	7%	24% ↑	17% ↑

Parents, Not sure: Women (28%↑); Hispanic (29%↑); No tech plan at school (41%↑)

*Teachers with <20 yrs. experience, in non-Title I schools, special ed **more likely** to indicate their school's use of software*

*Urban, $100K+, child has IEP/504, those who say schools have a tech plan are **more likely** to indicate their school's use of software*

Results consistent across grade band, gender, race/ethnicity

30

Q42A: Does your school or district use student activity monitoring software?

How is Monitoring Software Being Used?

- Teachers predominantly indicate their school uses the software to keep students on task.
- 43% of teachers indicate monitoring software is used to identify violations of disciplinary policy.
- Over 1 in 5 parents are unsure how the software is used in schools.

How Schools/Districts Use Student Activity Monitoring Software

■ Teachers w/ monitoring software (n=839) | ■ Parents (n=1147) | ■ Students (n=420)

Ways School Uses Student Activity Monitoring Software

	Teachers	Parents
Measure student engagement	56% ↑	
Redirect student attention	47%	
Help conduct fair exams and assessments	47% ↑	
Take attendance	44% ↓	
Identify violations of disciplinary policy	43%	
Not sure	5%	
None of these		

	Parents
Take attendance	48%
Measure student engagement/how much a student participates in class	38%
Help conduct fair exams and assessments	37% ↓
Identify violations of disciplinary policy	33% ↓
Redirect student attention	24% ↓
Not sure	21% ↑
None of these	3%

Ways Students Think is Appropriate

	Students
Help conduct fair exams and assessments	56% ↑
Take attendance	52% ↑
Make sure a student is focusing on the correct assignment	46%
Identify when students break school rules	43%
Measure how much a student participates in class	42%
Not sure	6%
None of these	4%

Teachers: Q42C: In which of the following ways does your school or district use student activity monitoring software? Select all that apply.
Parents: Q42C: In which of the following ways does your school or district use student activity monitoring software? Select all that apply.
Students: Q42C: Which of the following do you feel would be appropriate for your school to do using software that monitors student activity? Select all that apply.
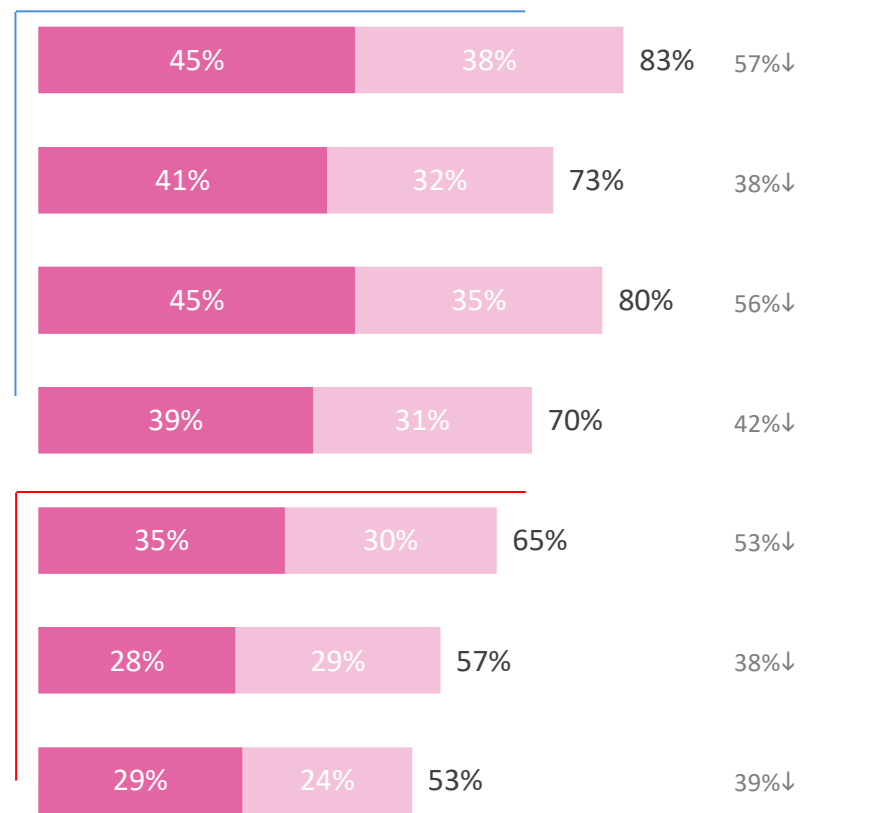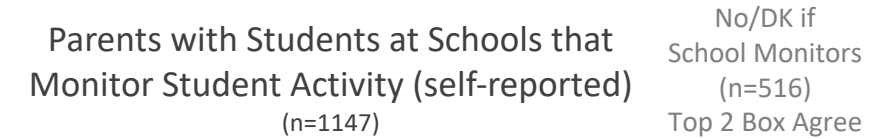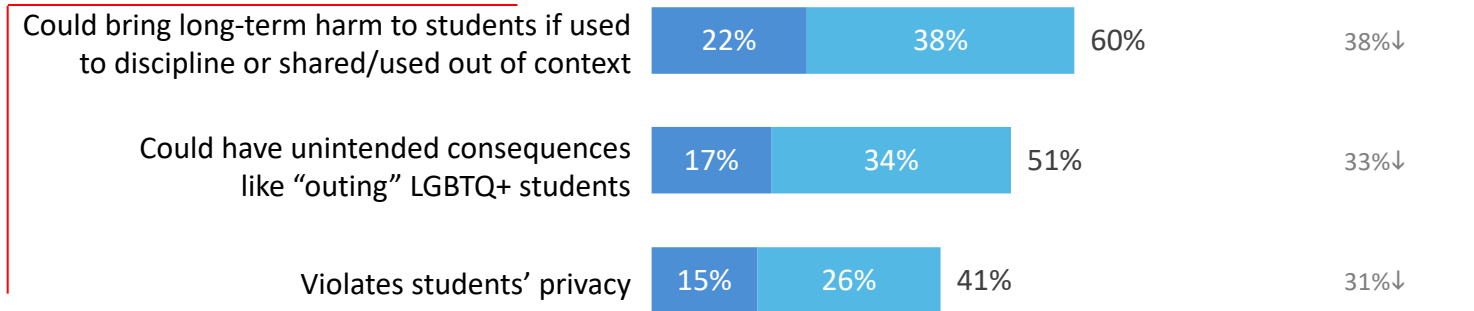
31

Benefits and Concerns of Student Activity Monitoring Software

- Teachers and parents believe student activity monitoring benefits outweigh concerns.
- However, the risks resonate among parents, particularly white parents.

	Teachers at Schools that Monitor Student Activity (self-reported) (n=839)			No/DK if School Monitors (n=162) Top 2 Box Agree	Parents with Students at Schools that Monitor Student Activity (self-reported) (n=1147)			No/DK if School Monitors (n=516) Top 2 Box Agree
BENEFITS	Strongly agree	Somewhat agree			Strongly agree	Somewhat agree		
Keeps students safe by identifying problematic online behavior	39%	44%	83%	57%↓	45%	38%	83%	57%↓
Student online activity monitoring software is applied to all students equally*	38%	40%	78%	53%↓	41%	32%	73%	38%↓
Helps to keep students focused or re-focus them on their schoolwork	30%	46%	76%	45%↓	45%	35%	80%	56%↓
The benefits of student activity monitoring outweigh concerns about student privacy	28%	44%	72%	43%↓	39%	31%	70%	42%↓
RISKS								
Could bring long-term harm to students if used to discipline or shared/used out of context	22%	38%	60%	38%↓	35%	30%	65%	53%↓
Could have unintended consequences like "outing" LGBTQ+ students	17%	34%	51%	33%↓	28%	29%	57%	38%↓
Violates students' privacy	15%	26%	41%	31%↓	29%	24%	53%	39%↓

*Parent wording: Effects of student activity monitoring are consistent and equal across all students

■ Strongly agree ■ Somewhat agree

■ Strongly agree ■ Somewhat agree

Q42E. [TEACHERS] To what extent do you agree or disagree with the statements below related to schools monitoring students' online activity?
Q42E: [PARENTS] To what extent do you agree or disagree with the statements below related to schools monitoring students' online activity?

32

Ongoing Attention to Technology's Equity Impacts is Necessary

Benefits to Students with Disabilities and Multilingual Learners

- Teachers generally believe that students with disabilities and multilingual learners are receiving the same or greater benefit from school-approved technology.
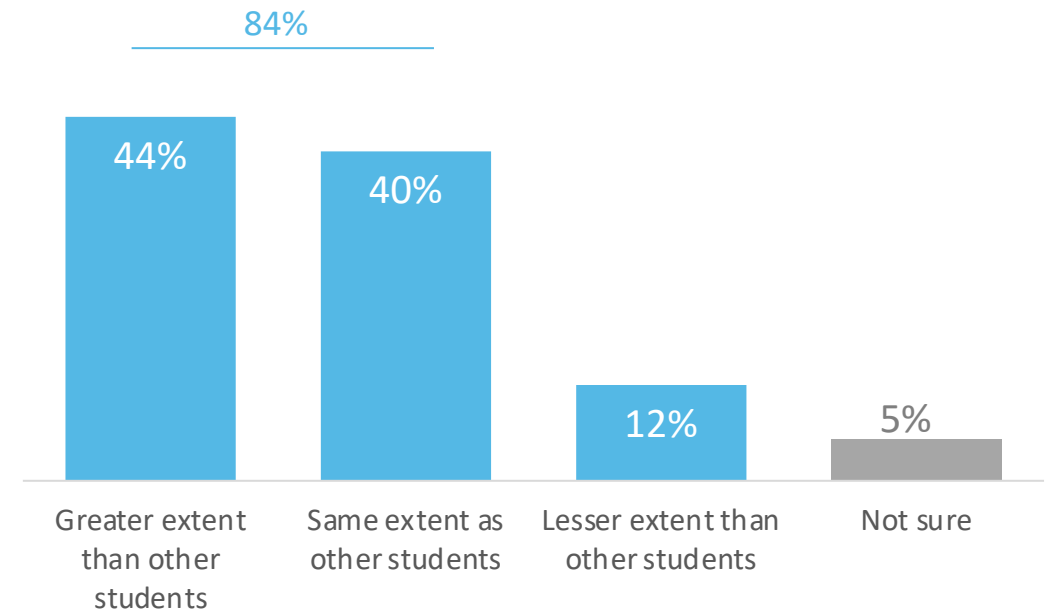
Technology Benefits to Students with Disabilities and Multilingual Learners

■ Teachers (n=1001)

Students with Disabilities Benefit from School-Approved Technology to a …

81%

Benefit to a greater extent
Special Educators   48%↑
Not Special Ed   35%

40%	41%	14%	5%
Greater extent than other students	Same extent as other students	Lesser extent than other students	Not sure
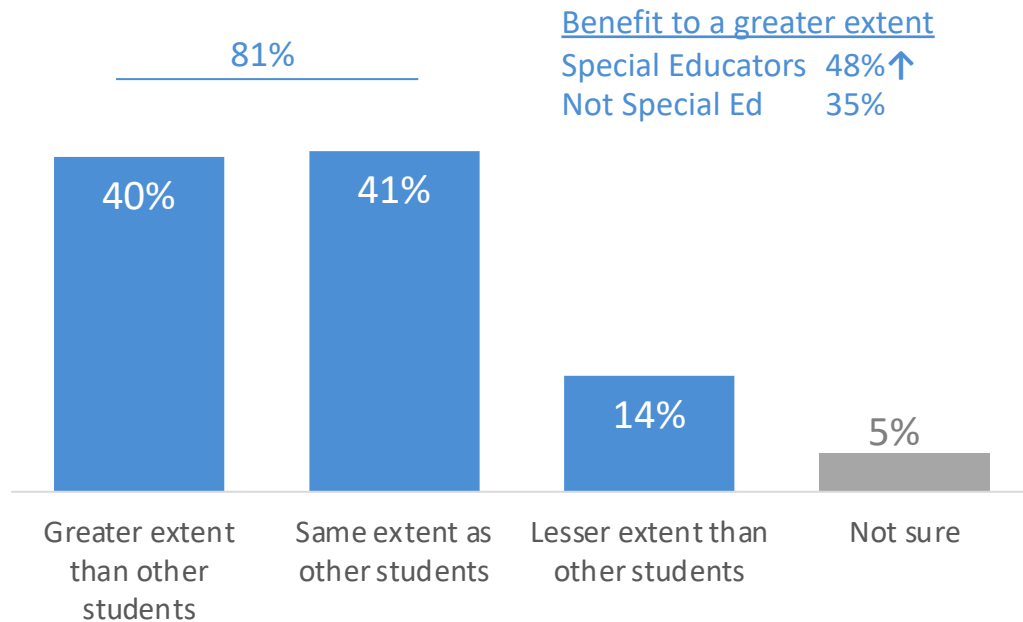
English/Multilingual Learners Benefit from School-Approved Technology to a …

84%

44%	40%	12%	5%
Greater extent than other students	Same extent as other students	Lesser extent than other students	Not sure

Teachers: Q39B: Please select the statement that most closely matches your view: [Students with disabilities benefit…]
Teachers: Q39C: Please select the statement that most closely matches your view: [Multilingual learners benefit…]

Parent Concerns About Privacy/Data Incidences

- Several areas of concern have risen since 2020, including concerns around student data being shared with law enforcement.

Concern over Student Data Privacy and Security Risk Scenarios
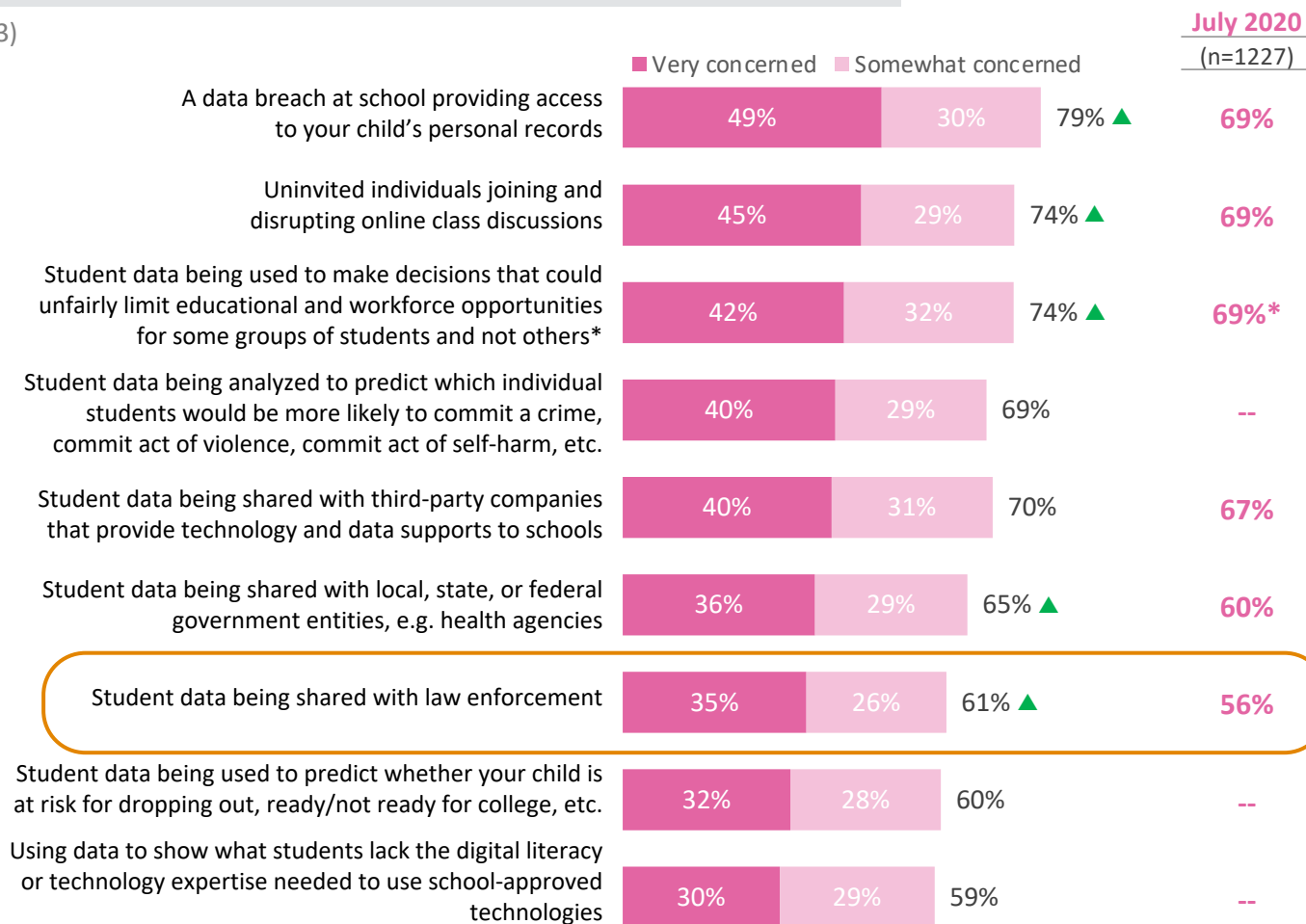
2021 Parent Concern by Race

■ Parents (n=1663)

■ Very concerned ■ Somewhat concerned

	Very concerned	Somewhat concerned	Top 2 Box	July 2020 (n=1227)	White (n=625)	Black (n=409)	Hispanic (n=526)
A data breach at school providing access to your child's personal records	49%	30%	79% ▲	69%	80%	80%	76%
Uninvited individuals joining and disrupting online class discussions	45%	29%	74% ▲	69%	74%	81%↑	72%
Student data being used to make decisions that could unfairly limit educational and workforce opportunities for some groups of students and not others*	42%	32%	74% ▲	69%*	74%	81%↑	73%
Student data being analyzed to predict which individual students would be more likely to commit a crime, commit act of violence, commit act of self-harm, etc.	40%	29%	69%	--	70%	73%↑	64%
Student data being shared with third-party companies that provide technology and data supports to schools	40%	31%	70%	67%	73%↑	74%↑	62%
Student data being shared with local, state, or federal government entities, e.g. health agencies	36%	29%	65% ▲	60%	66%↑	71%↑	59%
Student data being shared with law enforcement	35%	26%	61% ▲	56%	62%↑	69%↑	54%
Student data being used to predict whether your child is at risk for dropping out, ready/not ready for college, etc.	32%	28%	60%	--	62%↑	66%↑	53%
Using data to show what students lack the digital literacy or technology expertise needed to use school-approved technologies	30%	29%	59%	--	62%↑	63%↑	50%

*July 2020 wording: Student data used to make decisions that could limit educational and workforce opportunities

Parents: Q29: Listed below are potential ways that your child's data could be put at risk or misused. How concerned would you say you are with each?

- Parents and teachers are more comfortable sharing student health information with institutions than with individuals and law enforcement.
- All are *least comfortable* sharing aggregated information with other parents or the general public.
- A majority of Black and Hispanic parents are only comfortable sharing health information with the U.S. Department of Health & Human Services and the school district. No other item garners that level of comfort among these parents.

Comfort Sharing Student Health Information

■ Teachers (n=1001) | ■ Parents (n=1663)

% very/smwt comfortable

	Teachers	Parents
U.S. Dept. of Health & Human Services	69%	62%
School district	68%	62%
State government	58%	56%
Other teachers	60%	55%
Law enforcement	49%	52%
Other parents (information in aggregate, not singling out individual students)'	43%	43%
The public (information in aggregate, not singling out individual students)'	41%	43%
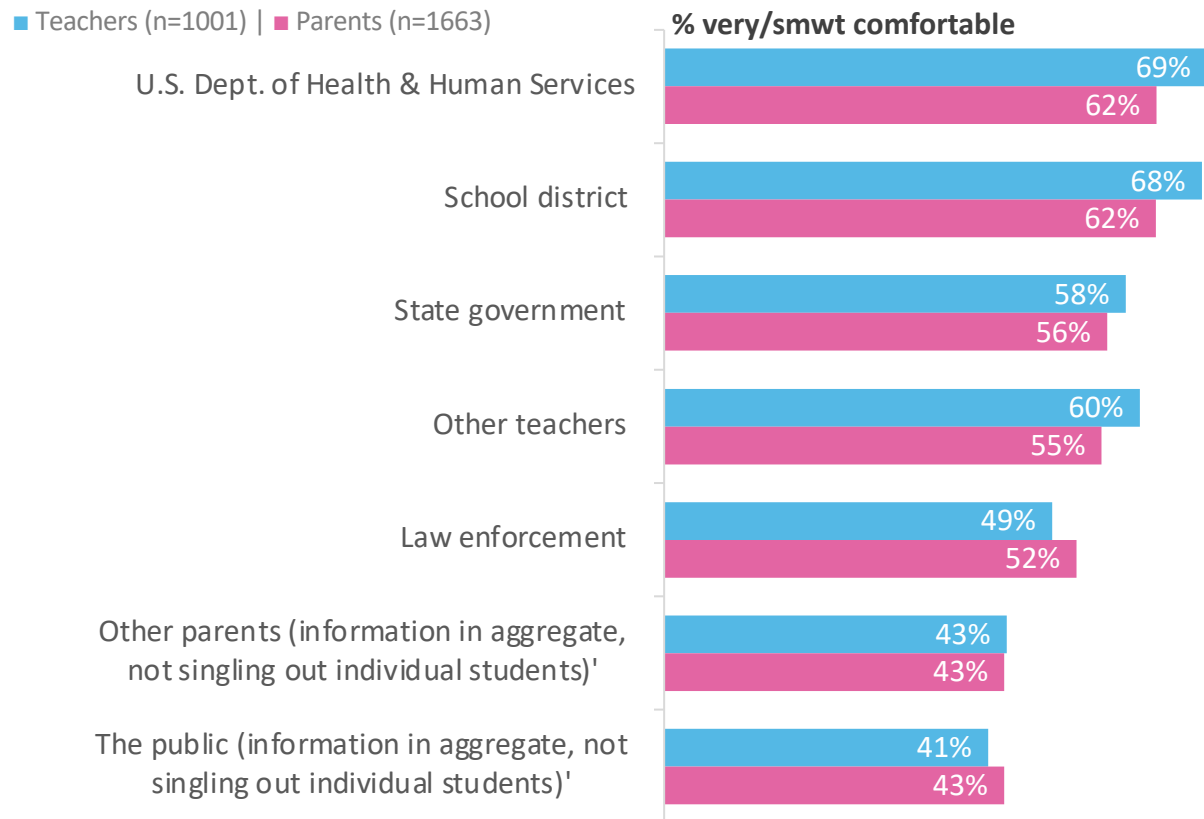
Teachers More Likely than Their Counterparts to be Comfortable Sharing Health Information:
- Non-Title I eligible
- Teachers in urban settings
- Teachers that discussed data privacy/security w/ their students
- Very/somewhat familiar with the school's data privacy policies

Parents More Likely than Their Counterparts to be Comfortable Sharing Health Information:
- ES parents
- White parents
- Urban parents
- Parents of children with IEP/504
- HHI $100K+
- Parents who indicate they are very familiar with school's data privacy policies

Parents: Q42G: How comfortable would you be with your child's school sharing relevant health information, such as vaccination status, immunocompromised (having a weakened immune system) status of your child or others in students' household, etc., with:
Teachers: Q42G: How comfortable would you be with student health information, such as vaccination status, immunocompromised status of student or others in students' household, etc., being shared with:

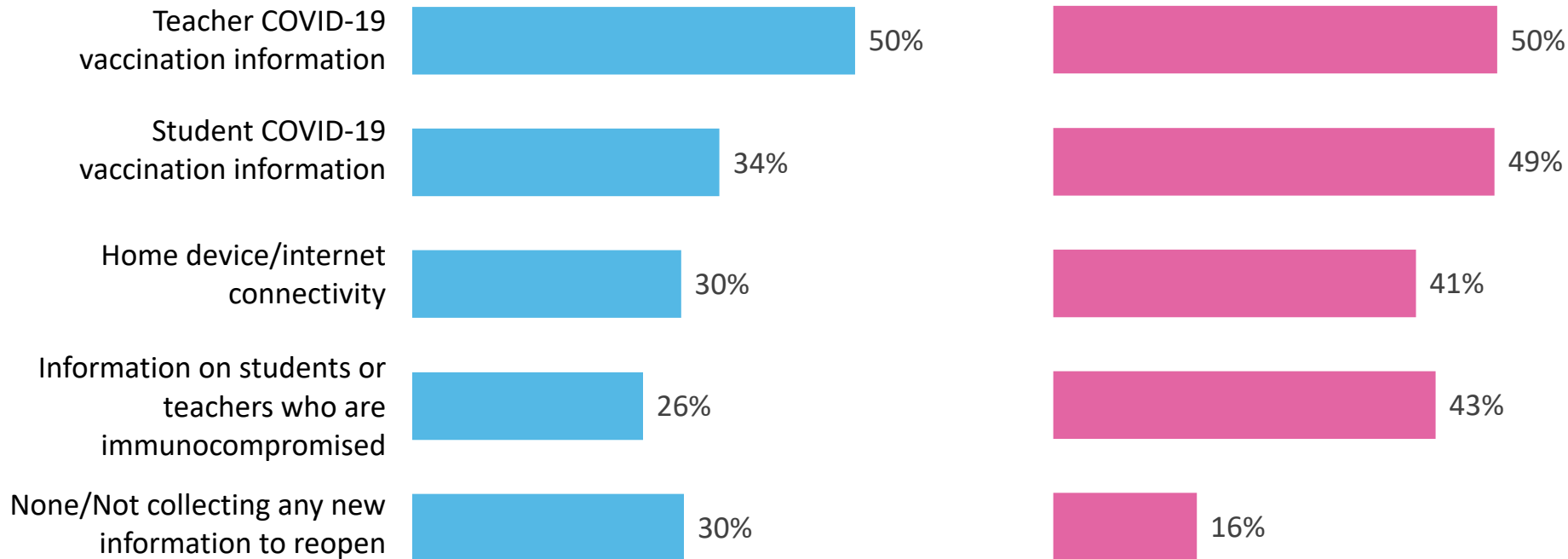# Teachers and Parents on New Data Collected for Fall Reopening

- Over half of teachers say their schools will be asking teachers and/or students for vaccination status to reopen in the fall.
- 3 in 10 teachers say students will be asked their home device/internet connectivity. Another 3 in 10 say no new information will be collected by their schools.
- Pluralities of parents feel it is appropriate for the school to collect this information.

New Information Collected by Schools to Reopen in the Fall

■ Teachers (n=1001) | ■ Parents (n=1663)

Teachers: What is School Collecting

Category	Value
Teacher COVID-19 vaccination information	50%
Student COVID-19 vaccination information	34%
Home device/internet connectivity	30%
Information on students or teachers who are immunocompromised	26%
None/Not collecting any new information to reopen	30%

Parents: What is Appropriate for the School to Collect

Category	Value
Teacher COVID-19 vaccination information	50%
Student COVID-19 vaccination information	49%
Home device/internet connectivity	41%
Information on students or teachers who are immunocompromised	43%
None/Not collecting any new information to reopen	16%

Middle and high school teachers are more likely to say they are being required to share their vaccination status.

Schools that provide training on student data policies to teachers are also likely to be requiring new information to open in the fall.

Parents of children at schools that provided guidance to parent and child are more comfortable with sharing this type of information

Teachers: Q42F: What, if any, new information is your school collecting to inform how the school will reopen this fall?
Parents: Q42F: What, if any, information is appropriate for your child's school to collect to inform how the school will reopen this fall? Select all that apply.
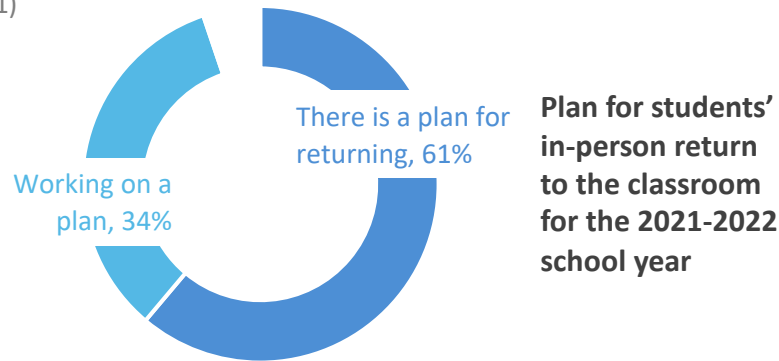
Online Learning Is Here to Stay Even as In-Person Learning Returns

Online Learning and EdTech are Here to Stay

- During the summer, nearly all teachers said their school either had a plan to return to in-person learning or was working on it.
- That said, data suggest some schools may not continue to provide devices for the 2021-22 school year.
- Looking ahead, teachers anticipate that online learning and edtech will continue to play a bigger role than prior to the pandemic.

Continued Use of Online Learning and Education Technology

■ Teachers (n=1001)

There is a plan for returning, 61%

Working on a plan, 34%

Plan for students' in-person return to the classroom for the 2021-2022 school year

Teachers Anticipate that Online Learning and Use of Education Technology at Their School Will...

Play a bigger role than prior to pandemic (net)	85%
Play a larger role than during the pandemic	11%
Continue to play just as large a role as it did during the pandemic	24%
Play less of a role as during the pandemic, but a bigger role than before the pandemic	49%
Revert back to the role it played prior to the pandemic	11%
Be used less than prior to the pandemic	2%
It depends/Not sure	2%

During Remote Schooling Due to Covid-19

When In-person Classroom Instruction Resumes in 2021-2022 School Year...

All students received devices   65%

70% will continue to provide devices to all students
15% will provide only to those without one
5% will no longer provide devices
10% not sure

Students without one received devices   31%

29% will continue to provide devices to all students
45% will provide only to those without one
12% will no longer provide devices
14% not sure

Not provided or not sure   4%

Title I school teachers are less likely to say the school will continue to provide devices (77%↓ to 85%↑)
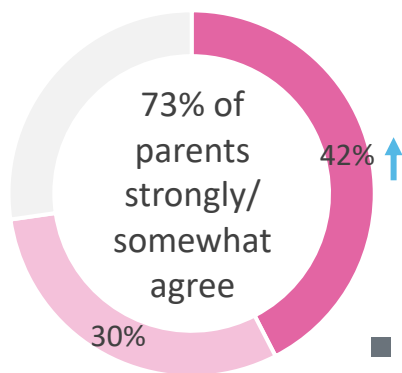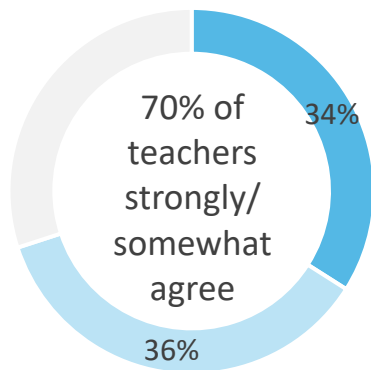
39

Teachers and Parents: Roles for Online Learning Going Forward

- To parents and teachers, online learning has benefits—for its role during the pandemic and moving forward.
- That said, these audiences strongly contend it is **not** a replacement for in-class instruction.
- Approximately two-thirds at least somewhat agree their child's needs were met via online learning.

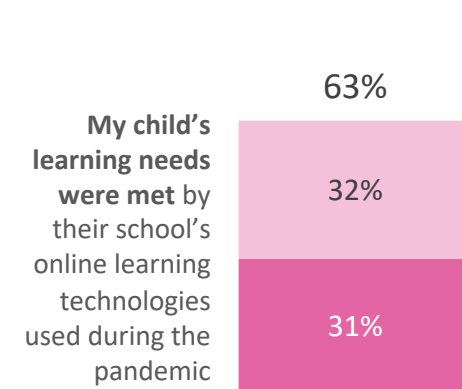## Views of Online Learning

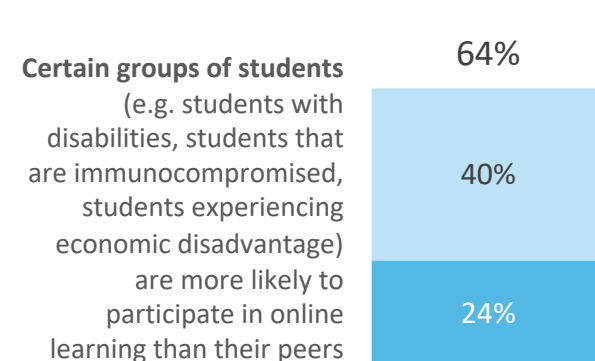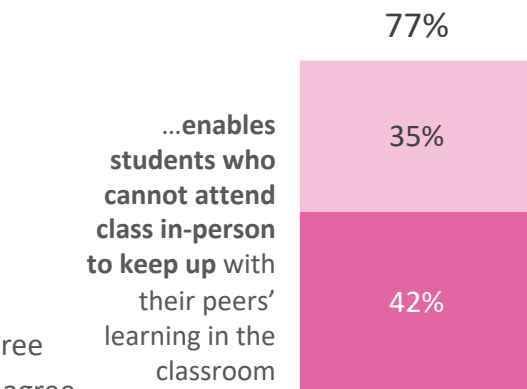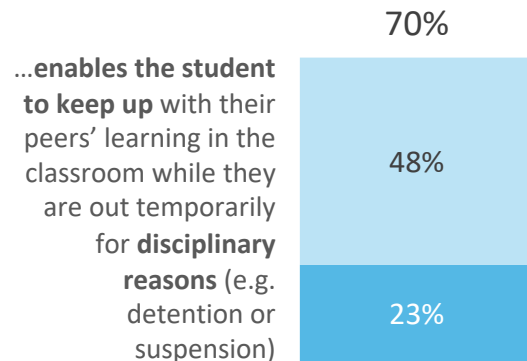■ Teachers (n=1001) | ■ Parents (n=1663)

Online learning is not a replacement for in-person classroom instruction, and students who participate in it over the long term are more likely to fall behind their peers

70% of teachers strongly/ somewhat agree
34%
36%

73% of parents strongly/ somewhat agree
42%
30%

■ Strongly agree
■ Somewhat agree

Teachers

70%
...**enables the student to keep up** with their peers' learning in the classroom while they are out temporarily for **disciplinary reasons** (e.g. detention or suspension)
48%
23%

Parents

77%
...**enables students who cannot attend class in-person to keep up** with their peers' learning in the classroom
35%
42%

64%
Certain groups of students (e.g. students with disabilities, students that are immunocompromised, students experiencing economic disadvantage) are more likely to participate in online learning than their peers
40%
24%

63%
My child's learning needs were met by their school's online learning technologies used during the pandemic
32%
31%

40

Teachers: Q14EE: How much do you agree or disagree with the following? Parents: Q14EE: How much do you agree or disagree with the following?

Teachers envision a continuing role for many online learning and education technology tools going forward

- Majorities of teachers expect learning management systems, monitoring software, and secure messaging platforms will play as much of a role or more so than during the pandemic.

- Fewer teachers expect videoconferencing to be used at the same level it was used during the pandemic.

Continued Use of Online Learning Platforms and Applications Going Forward

■ Teachers (n=1001)

Bigger role than before pandemic →
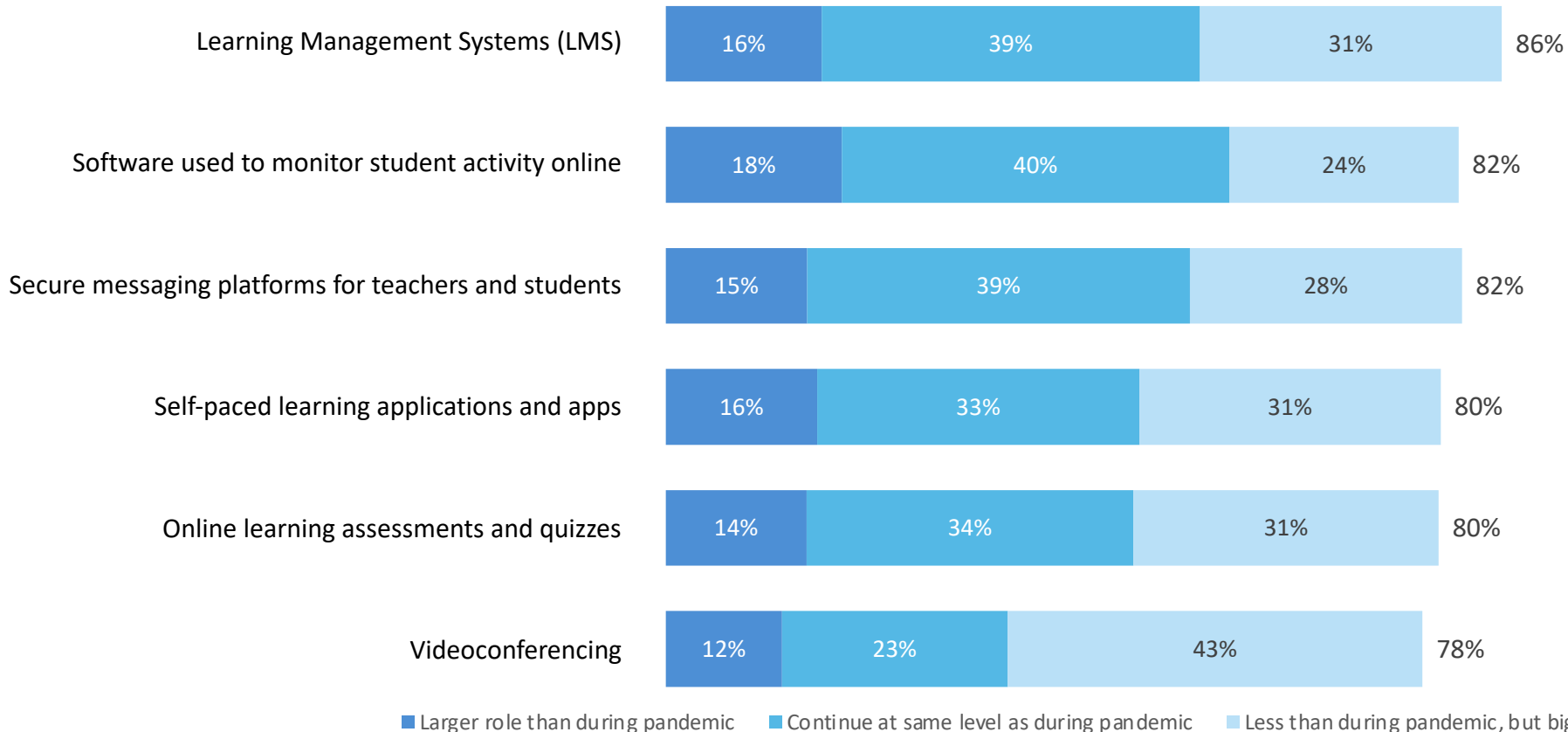
Category	Larger role than during pandemic	Continue at same level as during pandemic	Less than during pandemic, but bigger than before	Total
Learning Management Systems (LMS)	16%	39%	31%	86%
Software used to monitor student activity online	18%	40%	24%	82%
Secure messaging platforms for teachers and students	15%	39%	28%	82%
Self-paced learning applications and apps	16%	33%	31%	80%
Online learning assessments and quizzes	14%	34%	31%	80%
Videoconferencing	12%	23%	43%	78%

■ Larger role than during pandemic ■ Continue at same level as during pandemic ■ Less than during pandemic, but bigger than before
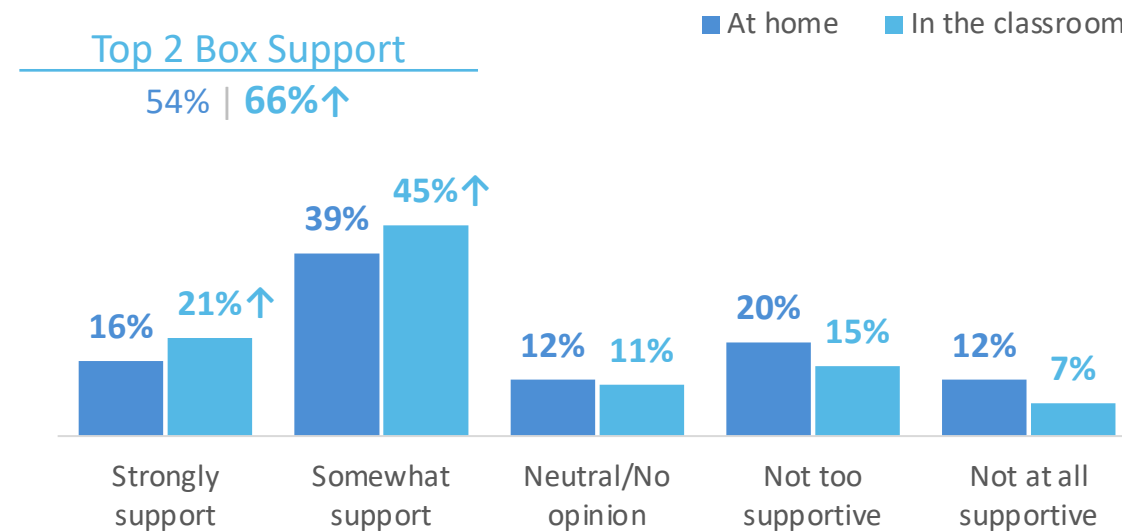
41

Teachers: Q14G: From your perspective, at what level do you anticipate each of the following are likely to continue at your school in the 2021-2022 school year?

Teachers: More Support for Online Learning in Classrooms vs. Homes

- 2 in 3 teachers support online learning use in the classroom in the upcoming 2021-2022 school year.

Support for Online Learning at Home and in the Classroom

■ Teachers (n=1001)

Top 2 Box Support

54% | **66%**↑

■ At home   ■ In the classroom

	Strongly support	Somewhat support	Neutral/No opinion	Not too supportive	Not at all supportive
At home	16%	39%	12%	20%	12%
In the classroom	21%↑	45%↑	11%	15%	7%

Teachers: Q47: As students return full-time to in-person classroom learning, to what extent do you support students continuing an increased level of online learning at home in the upcoming 2021-2022 school year?
Teachers: Q48AA: As students return full-time to in-person classroom learning, to what extent do you support online learning as part of their instruction in the classroom in the upcoming 2021-2022 school year?
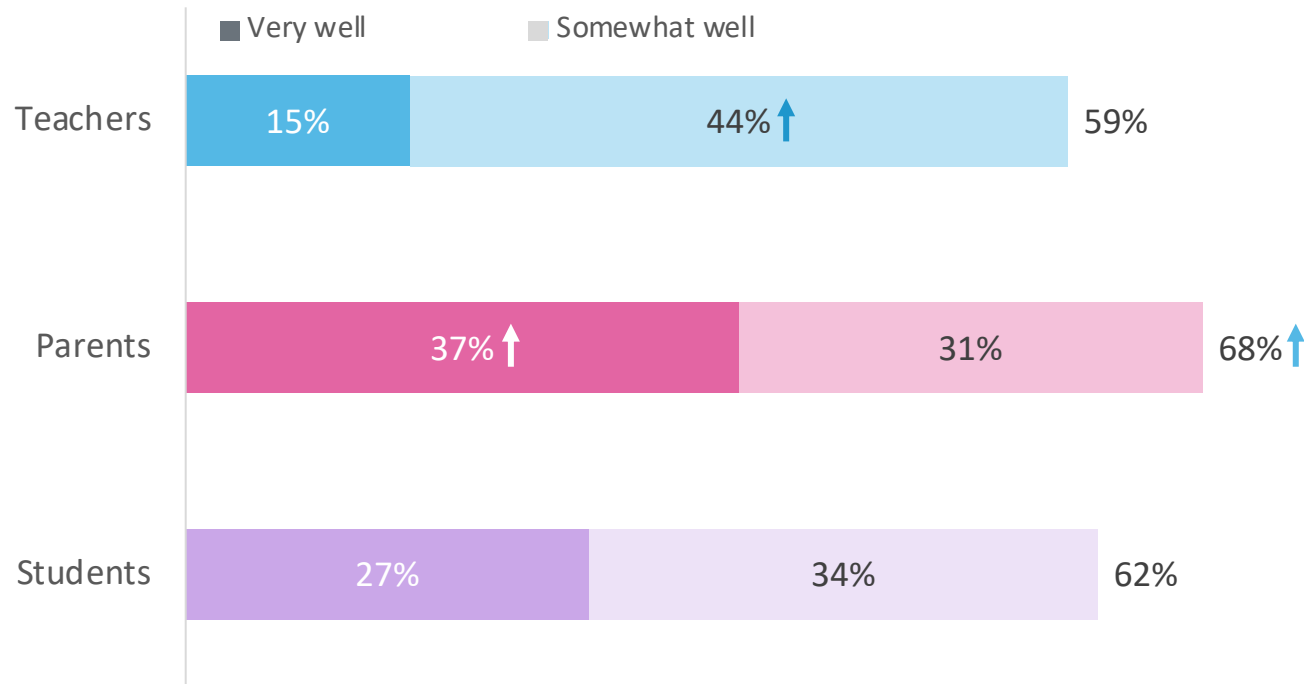
Perceptions of How Students Handled Online Learning Last Year

- Parents and students feel somewhat positive about how students handled the increase in online remote learning, with parents the most optimistic.
- Teachers are least positive with *less than 1 in 5* noting students responded very well.

How Students Handled Increase in Online Remote Learning in Last Year

■ Teachers (n=1001) | ■ Parents (n=1663) | ■ Students (n=420)

■ Very well   ■ Somewhat well

	Very well	Somewhat well	Total
Teachers	15%	44% ↑	59%
Parents	37% ↑	31%	68% ↑
Students	27%	34%	62%

Teachers in non-Title I, urban, and charter schools and those in schools using monitoring software feel students handled the increase in online learning better.

Parents who are white, support online learning, were provided guidance, are familiar with school data policies, and feel they have a say in use of their child's data feel their children handled the increase in online learning better.

Male students, those who were attending school virtually full-time, and those in schools using monitoring software feel they handled the increase in online learning better than their counterparts.

Teachers: Q14A: The COVID-19 pandemic forced many schools to quickly pivot to an online remote learning environment. In your opinion, overall, how have students handled the increase in online remote learning over the last year?
Parents: Q14A: The COVID-19 pandemic forced many schools to quickly pivot to an online remote learning environment. In your opinion, overall, how did your child handle the increase in online remote learning over the last year?
Students: Q14A: The COVID-19 pandemic forced many schools to quickly change to an online remote learning environment. Overall, how well did you handle the increase in online remote learning during the last school year?
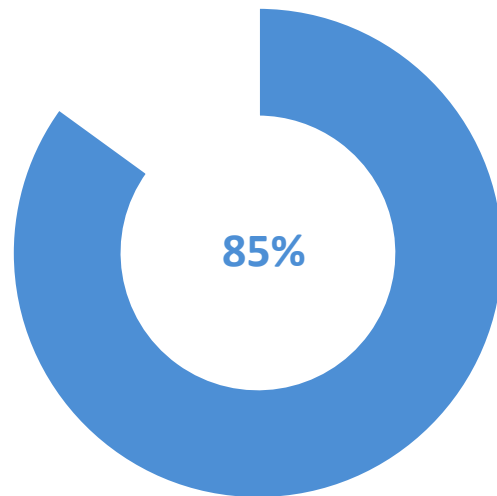
Teachers: School Guidance Around Approved Technologies

- Schools continue to provide guidance about approved tech, but teachers report more use of unapproved technology in 2021.
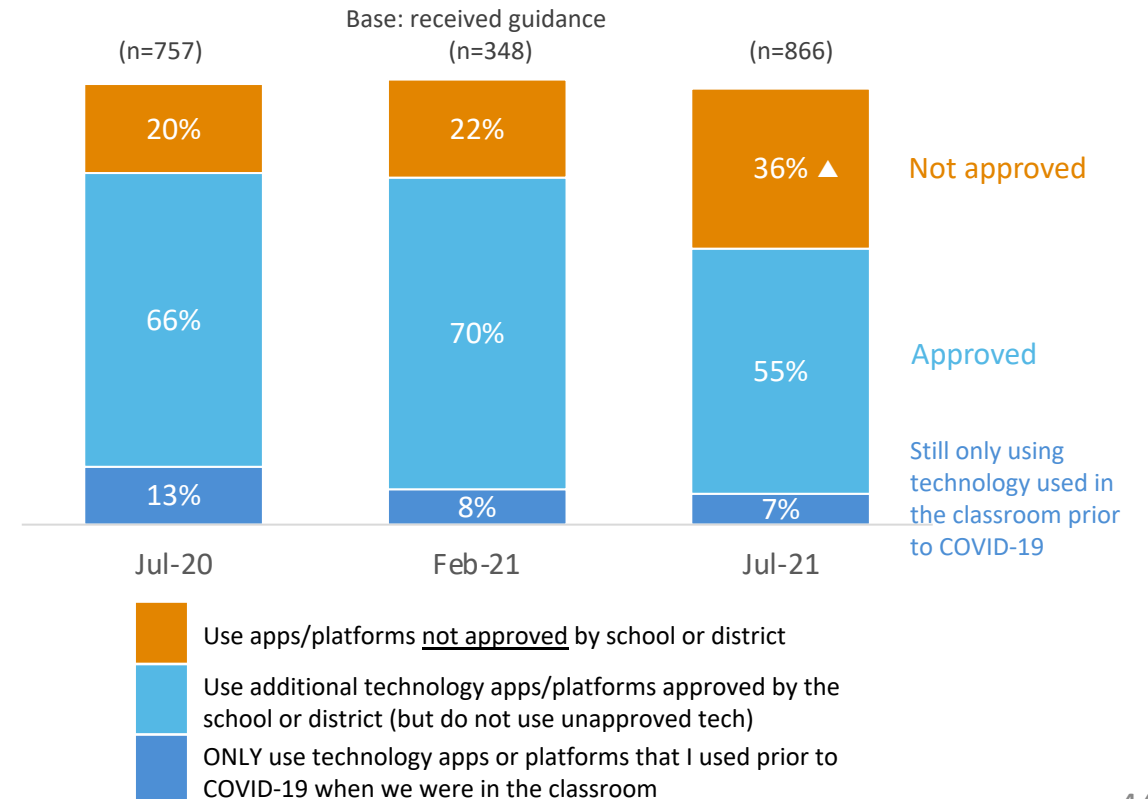- Fewer than 1 in 10 teachers report only using technology they employed pre-pandemic.

Teachers: School Guidance on Educational Technology and Teacher Use of Approved Tech

■ Teachers (n=1001)

School or District Provided Guidance about Approved Technology
(July 2021)

(July 2020)   (Feb 2021)

79%   88% ▲   **85%**

Teacher Use of School-Approved Technology During COVID-19

Base: received guidance

	(n=757) Jul-20	(n=348) Feb-21	(n=866) Jul-21	
Not approved	20%	22%	36% ▲	Not approved
Approved	66%	70%	55%	Approved
Prior	13%	8%	7%	Still only using technology used in the classroom prior to COVID-19

■ Use apps/platforms <u>not approved</u> by school or district

■ Use additional technology apps/platforms approved by the school or district (but do not use unapproved tech)

■ ONLY use technology apps or platforms that I used prior to COVID-19 when we were in the classroom

44

Teachers: Q20: Generally speaking, does your school or school district provide guidance about technology apps or platforms that are approved for use in student instruction?
Teachers: Q23: Which of the following describes the technology apps and platforms you used with your students during remote schooling due to COVID-19? Select all that apply.

Discontinuing Remote Learning Tools That Will No Longer Be Used

- Most teachers report that their school **has not** provided guidance on how to safely discontinue use of technology as they transition to in-person learning.

School Guidance on Transitioning/Discontinuing Use of Remote Learning Technology that Will No Longer Be Used

■ Teachers that say online learning and edtech will play less of a role/be used less (n=516)

Not sure
12%

Yes
29%

No
59%
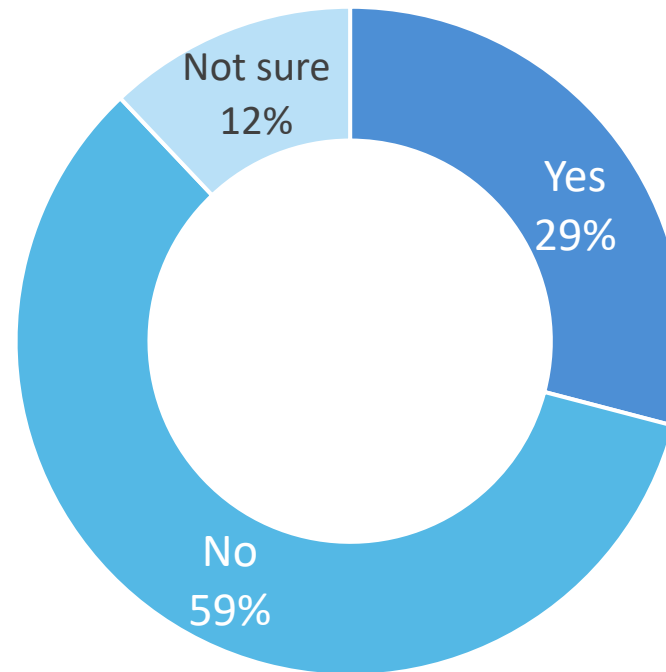
Teachers that received training are more likely to say their school has provided this guidance (39%↑)

Teachers: Q14H: Has your school or district provided guidance on how to safely and smoothly discontinue use of technologies that will no longer be used after students return full-time to in-person classroom learning?

Appendix I: Forms of School Participation in 2020-2021

- Full-time, in-person school was the most common mode of attendance, followed by full-time remote school among parents and students.

How Students Were Primarily Attending School at End of 2020-2021 School Year

■ Teachers (n=1001) | ■ Parents (n=1663) | ■ Students (n=420)

	Teachers	Parents	Students
Students attended school in person full-time (full day, 5 days per week)	40%	41%	38%
Students attended school in person a limited number of hours or days per week	38% ↑	20%	24%
Students were attending school virtually/remotely full-time	15%	36% ↑	35% ↑
Other	6%	2%	2%
Not sure	0%	1%	1%
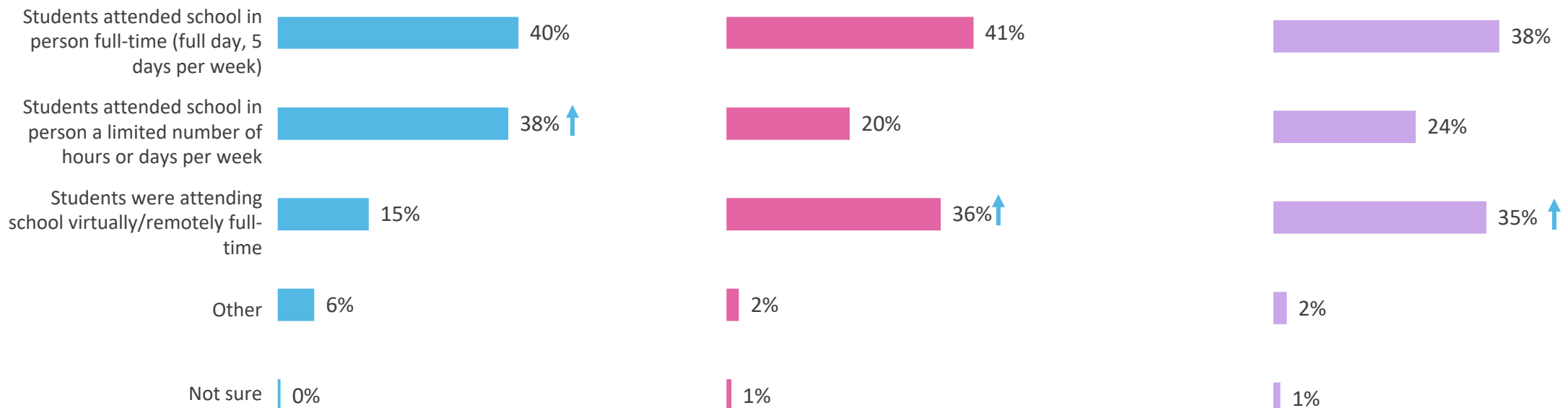
*Teachers who are women, teaching ES or MS, public schools, smaller schools, rural/ suburban, special educators, **more likely** to have taught in-person, full-time*

*Parents of ES children, white, rural/urban, Republican, with HHI $100K or more, school uses monitoring software are **more likely** to have had their child attend school in person, full-time*

*Students in rural schools, white students, and students in schools w/ monitoring software are **more likely** to have attended in-person, full-time*

↑ ↓ indicates significantly higher/lower than comparison group or audience at the 95% confidence level

Teachers: Q11B. Which of the following best describes your school's situation at the end of the 2020-2021 school year? Select one.
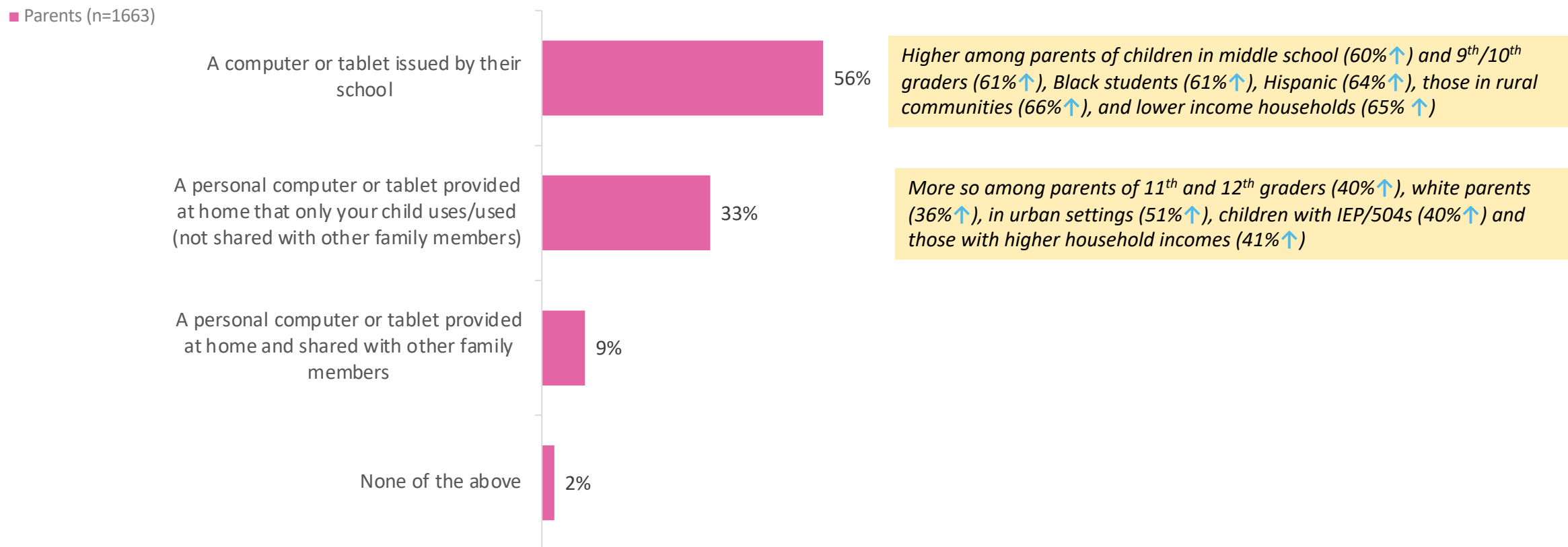Parents: Q11B. Which of the following best describes how that child attended school at the end of the 2020-2021 school year (the school year that just finished)? Select one.
Students: Q11B. Which of the following best describes your school's situation at the end of the 2020-2021 school year (the school year that just finished)? Select one.

47

Use of School-Issued vs. Personal Devices

- A majority of parents report their child was using a school-issued device for schoolwork during the 2020-2021 school year.
- Parents of color, along with those in rural communities and in lower income households, are more likely to say their child was issued a device by their school.
- A third of parents say their children were using a device for personal use to which they had exclusive access.

Device Students Used for Schoolwork

■ Parents (n=1663)

A computer or tablet issued by their school — **56%**

Higher among parents of children in middle school (60%↑) and 9th/10th graders (61%↑), Black students (61%↑), Hispanic (64%↑), those in rural communities (66%↑), and lower income households (65% ↑)

A personal computer or tablet provided at home that only your child uses/used (not shared with other family members) — **33%**

More so among parents of 11th and 12th graders (40%↑), white parents (36%↑), in urban settings (51%↑), children with IEP/504s (40%↑) and those with higher household incomes (41%↑)

A personal computer or tablet provided at home and shared with other family members — **9%**

None of the above — **2%**

Parents: Q17A: During the school year that just ended (2020-2021), which of the following did your child primarily use for schoolwork? Select one.

Full Slide Deck: Student Activity Monitoring Software

- The aspects of this survey research focused on student activity monitoring software are included in-depth in another slide deck, *Views on Student Activity Monitoring Software*, which can be accessed from the CDT webpage on Student Activity Monitoring Software: Research Insights and Recommendations.
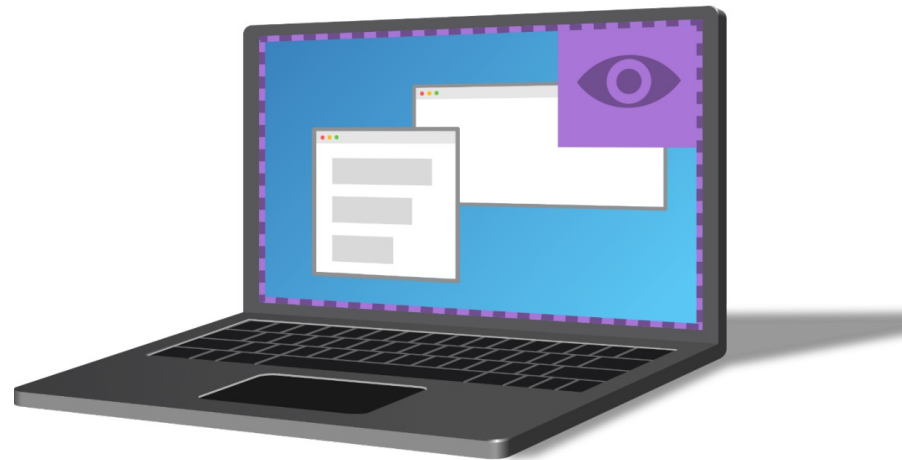
Contact Us

*Center for Democracy & Technology,
Equity in Civic Technology Project*

CivicTech@cdt.org

The Center for Democracy & Technology is a 25-year old 501(c)(3) working to promote civil rights and civil liberties in the digital age. Based in Washington, D.C., and Brussels, Belgium, CDT works inclusively across sectors to find tangible solutions to today's most pressing technology policy challenges. Our team of experts includes lawyers, technologists, academics, and analysts, bringing diverse perspectives to all of our efforts.

The Equity in Civic Technology Project works to advance responsible civic technology use and strong privacy practices that protect the rights of individuals and families. If you want to learn more about CDT and our work, please visit our website: https://cdt.org/.

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