Teachers and Ed-Tech Innovation

Results of a National Survey

About Editorial Projects In Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education publishes *Education Week*, America's newspaper of record for precollegiate education, the online *Teacher*, *EdWeek Market Brief*, and the TopSchoolJobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The Education Week Research Center conducts surveys, collects data, and performs analyses that appear in *Education Week* and special reports such as *Quality Counts*, and *Technology Counts*. The center also conducts independent research studies and maintains the Education Counts online data resource.

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Inside:

Executive Summary

In March 2019, the Education Week Research Center conducted an online survey of 700 Pre-K-12 teachers to learn more about how they experience and perceive ed-tech innovation. The survey was designed to provide content for the 2019 edition of *Education Week's* longstanding *Tech Counts* report. Although some of the survey findings are summarized in that report, this publication contains the full survey results, including previously unreleased data.

Major findings from the survey include:

- **Basics available at school, not necessarily home**: Without fundamentals like WiFi and devices, ed-tech innovation is all but impossible. Most teachers say they have these basics at school but can't safely presume their students can access them at home.

- **WiFi drives improvement**: High-speed WiFi is the ed-tech innovation that teachers perceive has most significantly improved teaching and learning.

- **The device dilemma**: Survey results suggest devices are the technology that is most likely to be replaced or refreshed and most teachers say they have enough for every student. However, even 1:1 initiatives may not be sufficient: A shortage of devices is the top perceived barrier to ed-tech innovation in schools. This may impede progress: Devices are the tool that teachers are most likely to have used innovatively in recent years.

- **Ed-tech is not necessarily synonymous with innovation**: Fewer than 1 in 3 teachers say ed-tech provides a lot of support for innovation in their classrooms. Just 27 percent say ed-tech innovations have created a lot of change in their work.

- **Districts or schools provide limited support for ed-tech innovation**: For instance, fewer than half of teachers say they have received training to help them use ed-tech innovatively. And just 1 in 5 say they have adequate time to experiment with classroom technology. Support is weaker in high-poverty schools.

- **Frequent areas of innovation**: Teachers are most likely to use ed-tech innovatively to differentiate instruction, assess student learning, and communicate with parents.

- **Hearts and Minds**: The vast majority of teachers indicate that ed-tech innovations have changed their beliefs about some aspect of education.

Introduction

Technological change is a constant of contemporary life. Smart phones, self-driving cars, and other innovations create an ever-evolving set of options and obstacles. And K-12 education is certainly not immune. Although the sector does change more slowly than other areas of society (witness the continued reliance on paper-and-pencil work sheets and printed text books), there is plenty of evidence that elementary and secondary schools have embraced innovations such as high-speed WiFi, cloud-based services, and low-cost devices. What is less clear is the degree to which teachers have used these new tools in innovative manners, rather than merely continuing their former practices on new and different platforms.

The objective of this survey was to examine this question by gauging teachers' experiences and perceptions vis a vis ed-tech innovation. To this end, we asked teachers how much technology was actually supporting innovation. We delved into the areas they focused on when they did use ed-tech to innovate. We queried them about the degree to which ed-tech innovations had actually impacted core beliefs about teaching and learning. And we collected baseline information on the technologies that are actually available to teachers in their classrooms.

Combined, these results suggest that K-12 schools, while not innovation deserts, have plenty of room to grow when it comes to meaningful and positive changes to the ways in which they use technology.

SURVEY DETAILS

Survey Administered: March 2019

Sample: Nationally-representative

Respondents: Preschool, elementary, middle school, and high school teachers

Total Respondents: 700

Tech Basics

Prescursors to Innovation: Most Teachers Have Basic Tech Tools in School

It's a simple idea: Ed-tech innovation requires access to technology.

It is difficult for teachers to even consider ed-tech innovation if they lack such basics as reliable WiFi, adequate tech support, and sufficient numbers of devices.

A majority of teachers say they have access to all three at school.

Although in-school access to technology is typically adequate, home access is less robust. Fewer than a quarter of teachers say they can safely assume that students can complete homework that requires access to technology outside of school hours.

At my school:

WiFi is fast/strong enough to support all my instructional needs	72%
There is adequate support to fix/troubleshoot technological glitches	69%
There are enough devices for every student to have his/her own	56%
I can safely assume that students can complete homework that requires access to technology outside of school hours	22%

Access to Devices Lags in Elementary Schools

More than 6 in 10 teachers in high schools and middle schools say that all their students have access to devices. Elementary teachers are an exception, with less than half (46 percent) reporting that there are enough devices for each student to have his or her own.

At my school: There are enough devices for every student to have his/her own.

School Level	Percentage
High	65%
Middle	63%
Elementary	46%

Home Access Varies by Student Age, Locale, Demographics

Out-of-school access to technology is particularly challenging in high-poverty schools, and also in rural, and urban environments, where parents may be unable to access or afford basics like home WiFi or laptops. In addition, out-of-school access is a greater challenge at the elementary than at the secondary level, perhaps because younger children are less likely to have their own smart phones.

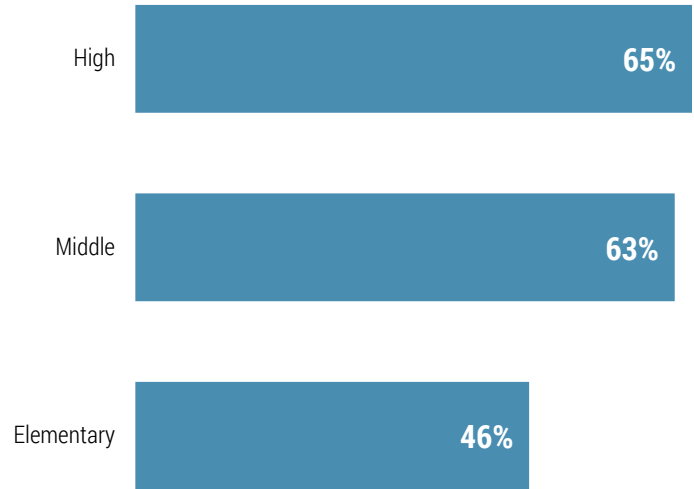**At my school: I can safely assume that students can complete homework that requires access to technology outside of school hours.**

Grade Level

High	30%
Middle	25%
Elementary	15%

Locale

Urban	12%
Suburban	37%
Rural/town	16%

School Poverty

More than 50% low-income	11%
50% or less low-income	32%
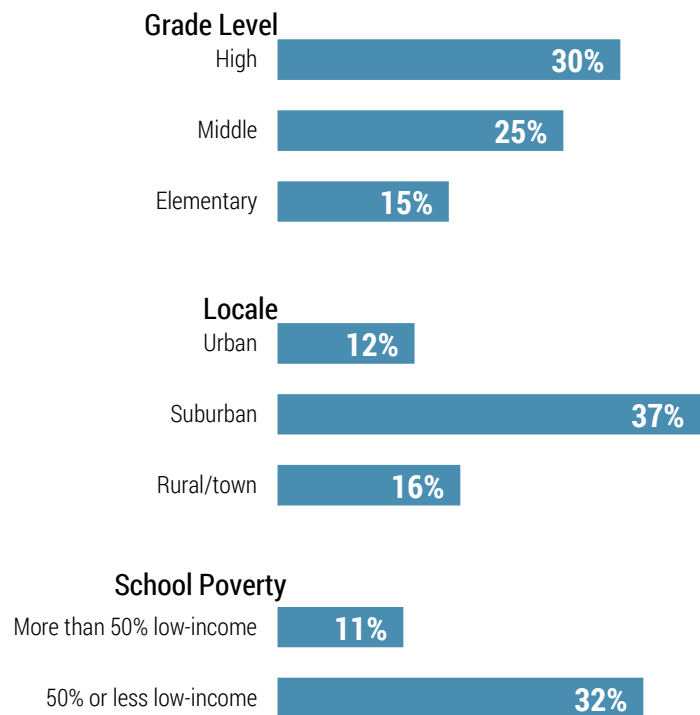
Ed-Tech and Innovation

Teachers Say Devices are More Likely to be Replaced than Software

Digital devices are the technology most likely to have been replaced or significantly improved in the past three years.

More than half of teachers (62 percent) say their digital devices have been replaced or significantly improved in the past three years. By contrast, just over one-third say instructional software or learning apps have been replaced or improved during that time.

In the past three years, my school has received new or significantly improved versions of the following tools/products:

Category	Percent
Digital devices	62%
Instructional software	35%
Learning apps	34%
Hardware other than digital devices	24%
Administrative software	14%
Other	5%
N/A: In the past three years, my classroom/school has received no new or significantly improved versions of technology tools/products	21%
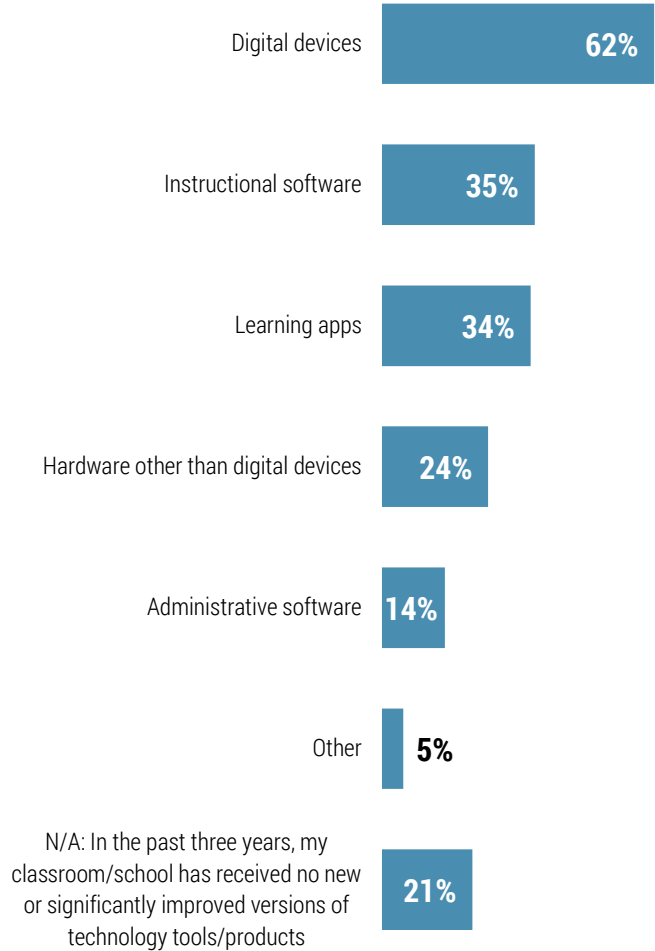
Teachers in Urban and High-Poverty Schools are Less Likely to Receive Upgraded Devices

Suburban teachers are most likely to report that digital devices have been upgraded or replaced. Urban teachers are least likely.

Compared to their peers in higher-poverty schools, teachers in lower-poverty schools are somewhat more likely to have received upgraded/improved devices.

In the past three years, my school has received new or significantly improved versions of the following tools/products: Digital devices

Locale

Urban: **53%**

Suburban: **71%**

Rural/town: **60%**

School Poverty

More than 50% low-income: **58%**

50% or less low-income: **67%**
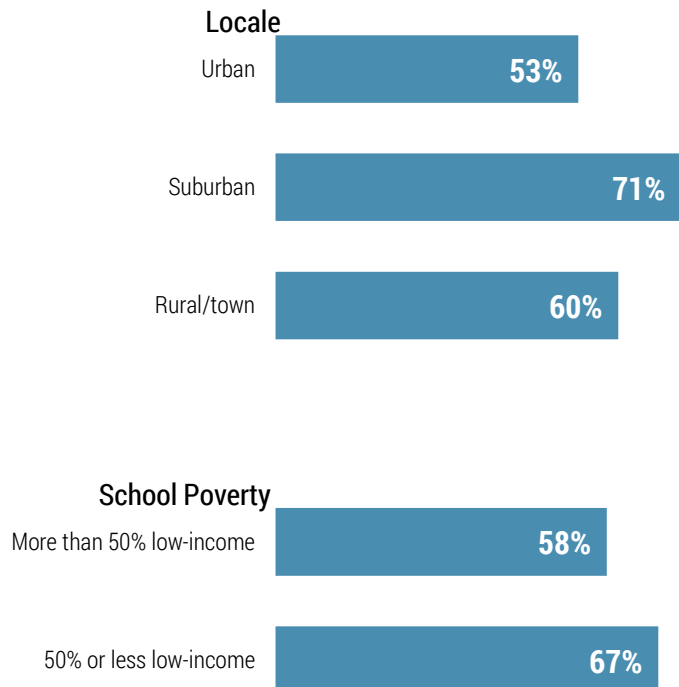
Do Devices Drive Innovation?

Digital devices are the technology that teachers are most likely to have used differently in recent years. Nearly half of teachers say they have meaningfully changed the way in which they use devices in their classroom in the past three years. Nearly as many (45 percent) have changed the way they use learning apps.

In the past three years, I have meaningfully changed the way I use the following technology in my classroom:

Technology	Percent
Digital devices	49%
Learning apps	45%
Instructional software	43%
Hardware other than digital devices	16%
Administrative software	11%
Other	4%
N/A: In the past three years, I have not made a major change in the way I use technology in my work as a teacher	20%
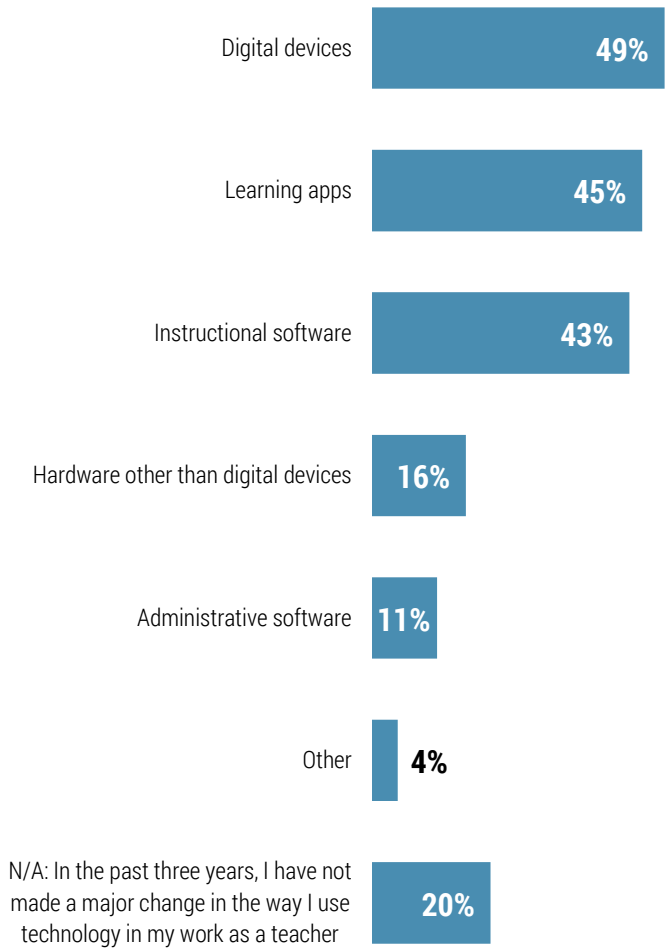
Gender Gap

Males are significantly more likely than females to say that, in the past three years, they have meaningfully changed the way they use hardware other than digital devices in the classroom.

In the past three years, I have meaningfully changed the way I use the following technology in my classroom: Hardware other than digital devices

Male — 25%

Female — 13%
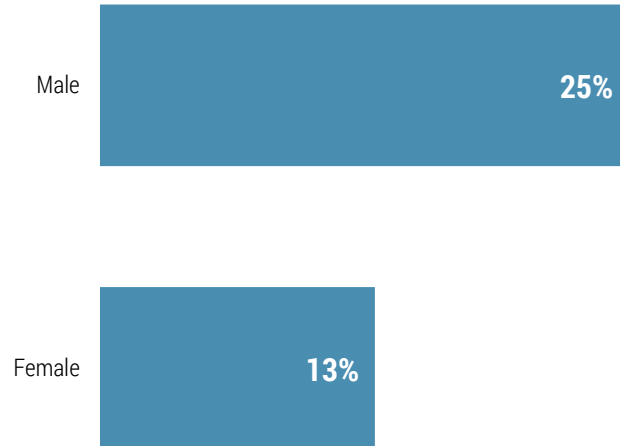
Ed-Tech is Not Necessarily Driving Classroom Innovation

Fewer than 1 in 3 teachers say ed-tech provides a lot of support for innovation in their classrooms. However, more than 40 percent say it does provide some support. And only 4 percent say it provides none.

To what extent does technology support innovation in your classroom?

4%
26%
41%
29%

■ None ■ A little ■ Some ■ A lot
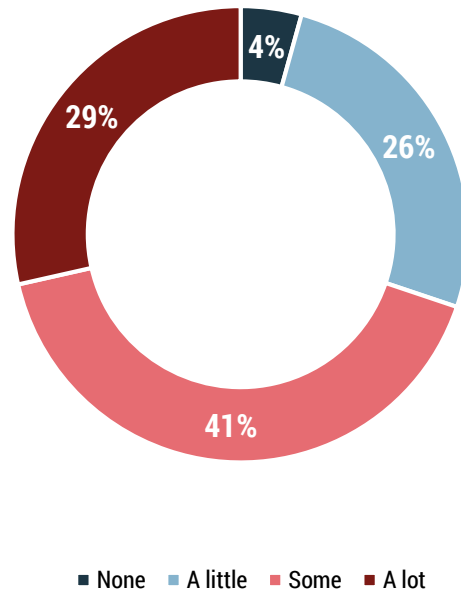
Differing Views of Innovation Support Provided by Technology

Males are more likely than females to indicate that ed-tech provides a lot of innovation support.

To what extent does technology support innovation in your classroom?

Male 62% 35%

Female 69% 26%

■ None ■ A little or some ■ A Lot

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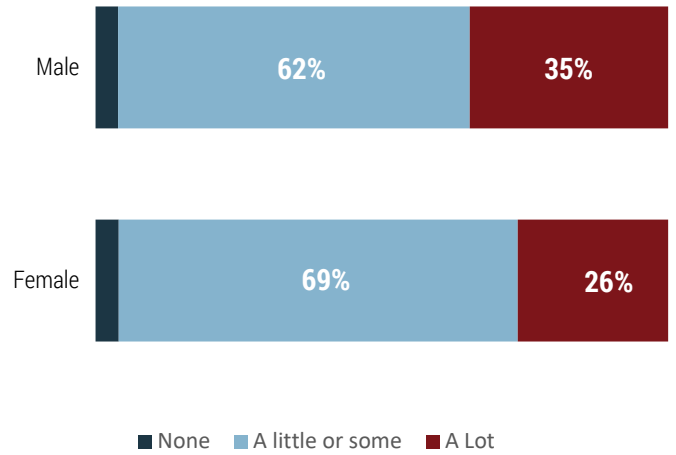
Pre-Packaged Software Plays a Key Role in Innovation

An open-ended question asked teachers to describe the most innovative thing they have done with technology in their classrooms. More than 1 in 3 highlighted innovation involving apps, digital curriculum, games, and programs.

For example, a kindergarten teacher in Massachusetts used the My Story app to help students publish their own narrative texts. "Students were able to share their stories with extended families around the world," she wrote.

A middle school science teacher in Kentucky had students program Spheros to create geometric figures.

And a high school English teacher in New Jersey described how Google Classroom has "changed the 'writing' classroom" by allowing her to "assist students with their writing on a daily and individual basis."

Other frequently-mentioned means of ed-tech innovation included hardware and accessories such as Promethean boards as well as approaches using audio and video.

What is the most innovative thing you've done with technology in your classroom?

Category	Percent
Apps, digital curriculum, games, and programs	35%
Computer hardware, accessories, peripherals	20%
Audio and video	16%
Assignments, projects, and research with unspecified technology	10%
Learning management systems	8%
Coding, engineering, programming, and robotics	7%
Collaborative resources and tools	6%
Other	10%
Don't know	1%
N/A	2%
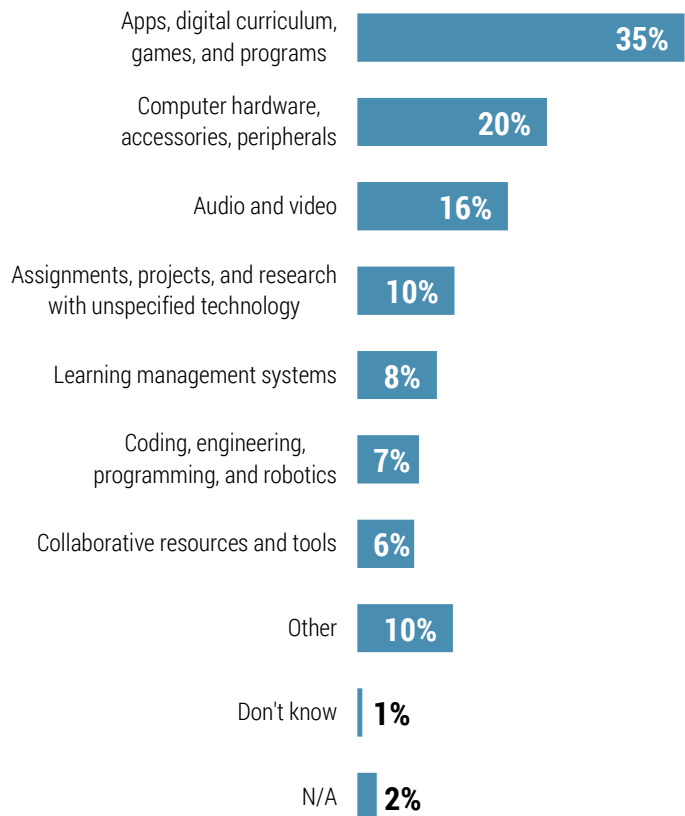
Impact on Teaching and Learning

Teachers Wowed by WiFi

In 2013, 30 percent of U.S. schools were on track to reach the Federal Communications Commission's objectives for providing classroom WiFi that is sufficient to support digital learning, according to a 2018 report by EducationSuperHighway, a nonprofit that focuses on upgrading internet capability in schools.

By 2018, that share had risen to 98 percent.

During that same period, the number of students with access to high speed school internet increased elevenfold, from 4 million to 44 million, EducationSuperHighway found.

This increase in WiFi access, fueled by federal E-rate funds, represents one of the biggest sea changes in K-12 ed-tech in recent years.

So perhaps it is unsurprising that teachers perceive that high-speed connections and WiFi networks are the ed-tech innovations most likely to significantly improve teaching and learning.

Another basic technology tool — digital devices for student use — is the innovation that teachers are second most likely to perceive as driving ed-tech innovation.

Workplaces have taken WiFi and devices for granted for decades. Yet teachers view these two basic tools as more crticial to ed-tech innovation than a slew of more cutting-edge developments such as digital games, robotics hardware, and artificial intelligence.

In your opinion, which of the following technological innovations are significantly improving teaching and learning?

Innovation	%
High-speed internet connections and Wifi networks	71%
Digital devices for student use	65%
Adaptive software programs that adjust to each student's skill level	61%
Assistive technologies that assist students with disabilities	51%
Web-based platforms that support student collaboration	49%
Online learning management systems	45%
Virtual/simulated labs and science experiments	39%
Student-friendly computer coding environments	37%
Digital games	35%
Student-friendly robotics hardware	25%
Virtual and augmented reality tools	24%
Social media platforms	12%
Artificial intelligence	5%
Other	5%
No technological innovations are significantly improving teaching and learning	6%

Greater Skepticism in High-Poverty Schools

Teachers at high-poverty schools are more skeptical that high-speed connections are improving teaching and learning.

In your opinion, which of the following technological innovations are significantly improving teaching and learning? High-speed internet connections and Wifi

More than 50% low-income **66%**

50% or less low-income **76%**

Widespread Disagreement on the Types of Technology that Improve Education

Different groups of teachers have different opinions about the types of technologies that are improving teaching and learning.

For example, high school teachers are bigger fans than their middle and elementary peers of online learning management systems.

And elementary teachers are significantly more likely to perceive that teaching and learning are improving as a result of adaptive software programs that adjust to each student's skill level, assistive technologies for students with disabilities, and digital games.
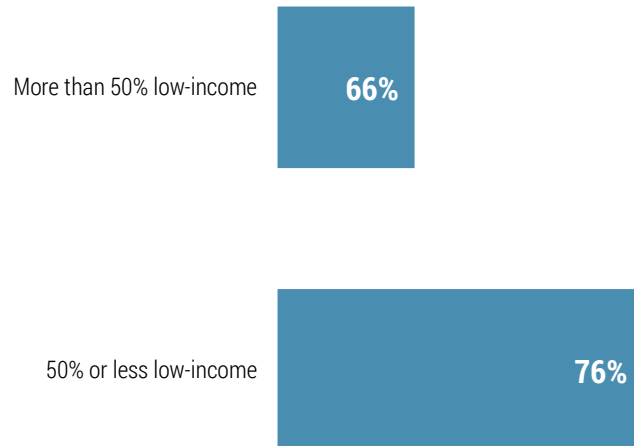
In your opinion, which of the following technological innovations are significantly improving teaching and learning?

Online learning management systems
- High: 56%
- Middle: 44%
- Elementary: 39%

Adaptive software programs that adjust to each student's skill level
- High: 48%
- Middle: 62%
- Elementary: 67%

Assistive technologies that assist students with disabilities
- High: 39%
- Middle: 55%
- Elementary: 56%

Digital games
- High: 25%
- Middle: 27%
- Elementary: 44%

■ High ■ Middle ■ Elementary
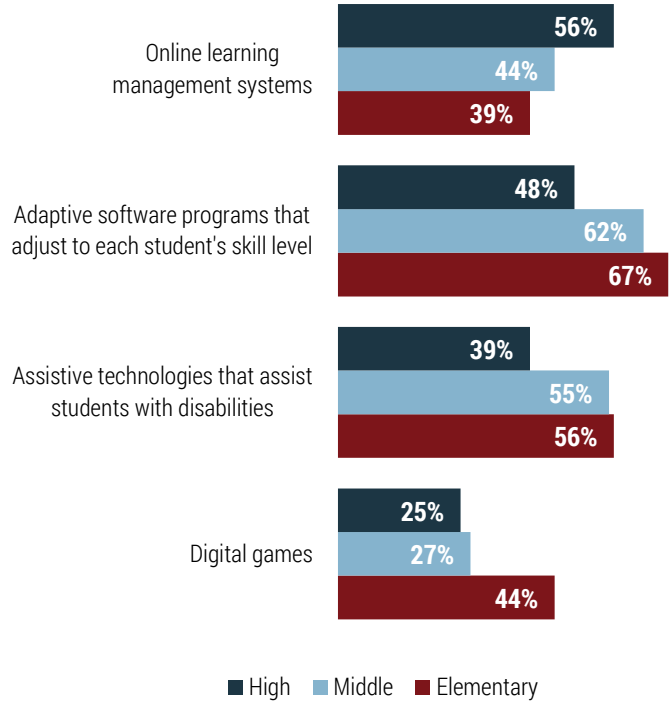
Impact of Social Media

Teachers from large districts and suburban schools are more likely to say that social media platforms are improving teaching and learning.

In your opinion, which of the following technological innovations are significantly improving teaching and learning? Social media platforms

Locale

Urban	15%
Suburban	16%
Rural/town	7%

District Enrollment

10,000 or more	16%
2,500-9,999	12%
Less than 2,500	8%

Impact of Collaboration Platforms

Educators from suburban and low-poverty schools have more faith in web-based platforms that support student collaboration.

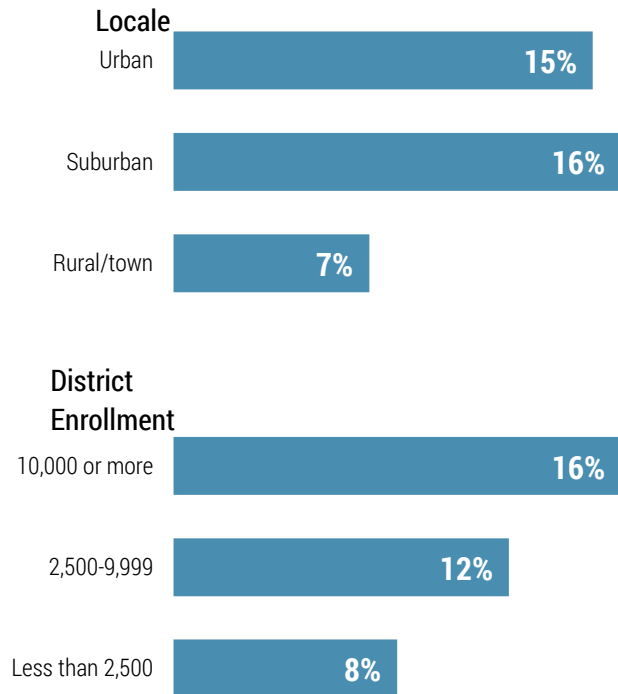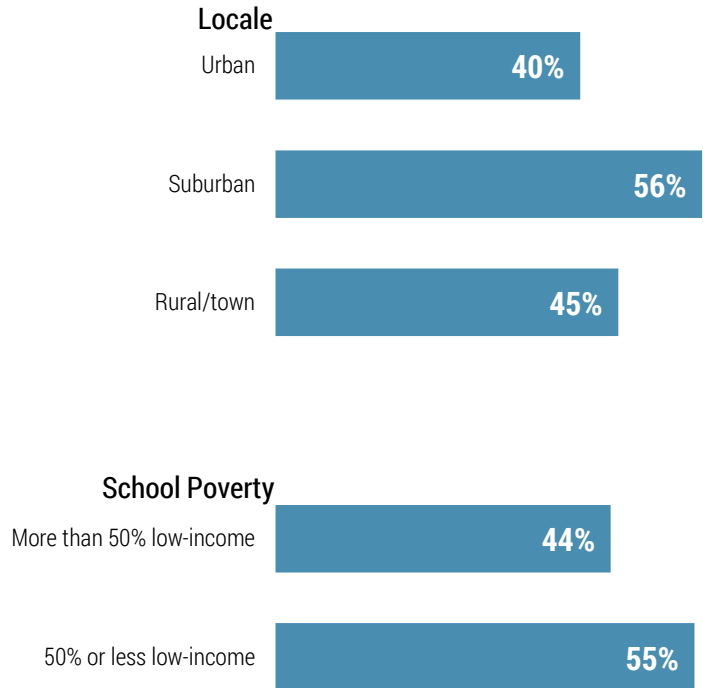**In your opinion, which of the following technological innovations are significantly improving teaching and learning? Web-based platforms that support student collaboration**

Locale

- Urban: **40%**
- Suburban: **56%**
- Rural/town: **45%**

School Poverty

- More than 50% low-income: **44%**
- 50% or less low-income: **55%**

Challenges

Top Barriers

Teachers say that a shortage of devices is the top barrier to ed-tech innovation in their schools.

Other top barriers include inadequate instructional training and an emphasis on teaching to the test.

What is the top barrier to ed-tech innovation in your school?

Barrier	Percentage
Too few devices	16%
Inadequate instructional training	12%
Emphasis on teaching to the test	11%
Inadequate knowledge of ed-tech	8%
Inadequate opportunities to collaborate	6%
Weak/inconsistent WiFi	6%
Inadequate tech support to fix broken/glitchy technology	5%
Difficulty finding high-quality learning software/apps	4%
Inadequate parent/community support	4%
Inadequate teacher interest	4%
Inadequate support from administrators	3%
Poor access to software/apps	1%
Other	14%
N/A: There are no barriers to ed-tech innovation in my school	8%

Top Barriers by Region

Southern teachers are significantly more likely to report that a shortage of devices is their top ed-tech innovation challenge.

Inadequate teacher interest is a bigger problem among Northeastern teachers than in other areas of the country.

What is the top barrier to ed-tech innovation in your school?

Inadequate teacher interest
- West: 3%
- Midwest: 2%
- South: 4%
- Northeast: 11%

Too few devices
- West: 11%
- Midwest: 14%
- South: 25%
- Northeast: 14%

■ West ■ Midwest ■ South ■ Northeast
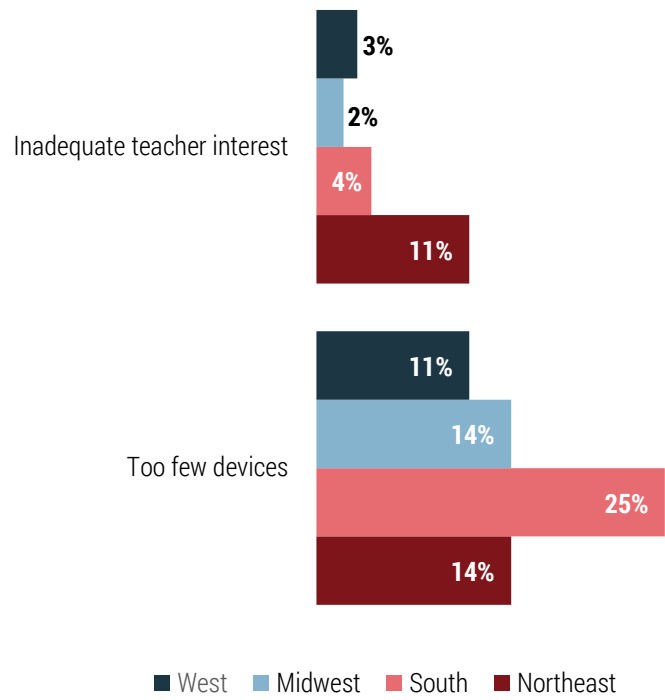
Barriers by Poverty

Weak/inconsistent WiFi, inadequate administrative support, and insufficient parent/community support are bigger barriers to teachers at higher-poverty schools.

What is the top barrier to ed-tech innovation in your school?

Inadequate parent/community support
- 6%
- 2%

Inadequate support from administrators
- 4%
- 1%

Weak/inconsistent WiFi
- 8%
- 4%

■ More than 50% low-income   ■ 50% or less low-income
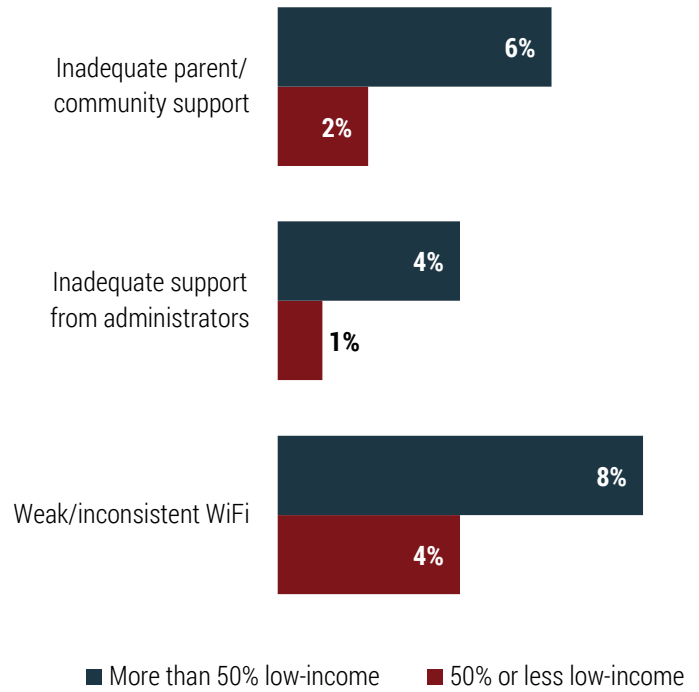
Barriers by Grade Level

Elementary teachers are significantly less likely to say that there are no barriers to ed-tech innovation in their schools.

There are no barriers to ed-tech innovation in my school.

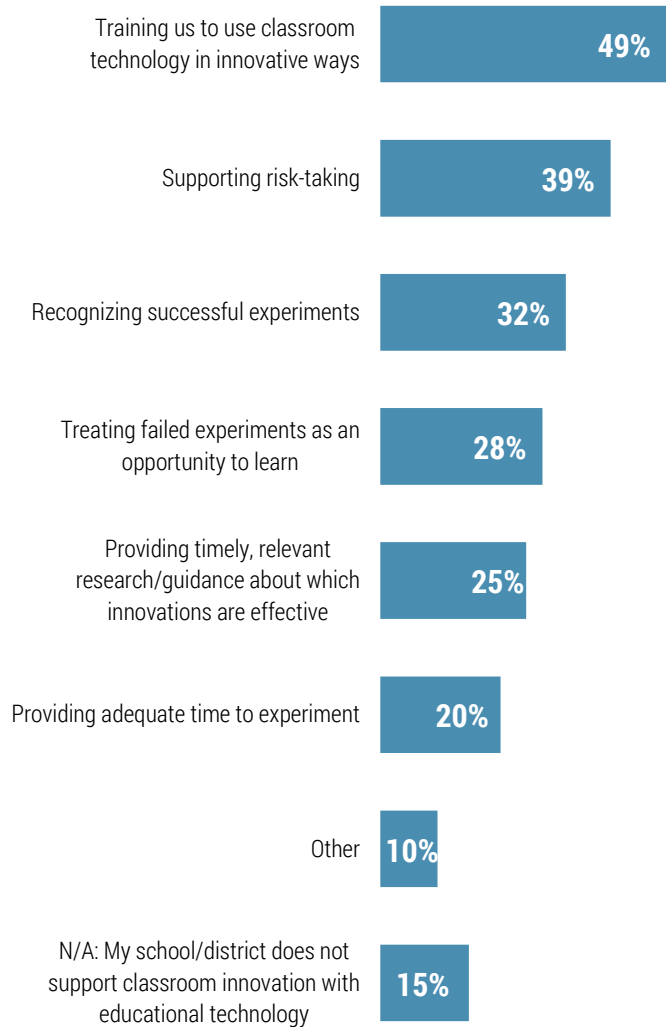| Grade Level	Percentage
High	10%
Middle	12%
Elementary	5%
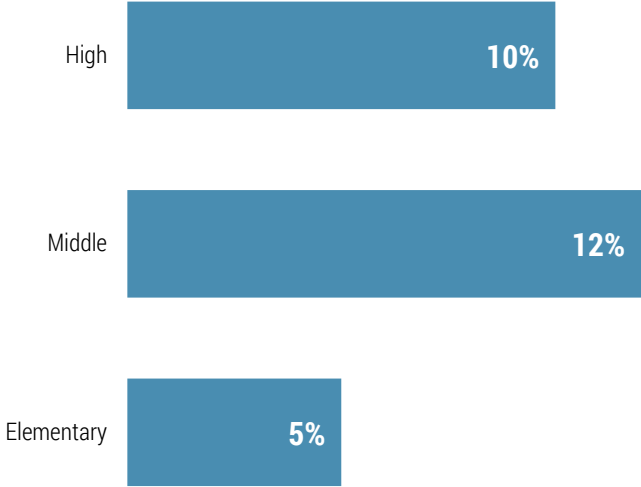
Limited Support for Ed-Tech Innovation

Most teachers (85 percent) say their districts or schools offer some sort of support for ed-tech innovation. But ask them about specific types of basic support (such as training and time) and fewer than half say they are supported in these ways. For example, 49 percent say they have received training that helps them use ed-tech in innovative ways. And just 1 in 5 say they have adequate time to experiment.

My school/district supports classroom innovation with educational technology by:

Training us to use classroom technology in innovative ways — **49%**

Supporting risk-taking — **39%**

Recognizing successful experiments — **32%**

Treating failed experiments as an opportunity to learn — **28%**

Providing timely, relevant research/guidance about which innovations are effective — **25%**

Providing adequate time to experiment — **20%**

Other — **10%**

N/A: My school/district does not support classroom innovation with educational technology — **15%**

Support for Ed-Tech Innovation Lags in High-Poverty Schools

Teachers at high-poverty schools where more than half the students are from low-income families are more than twice as likely as their peers from lower-poverty schools to report that their districts and schools do not support classroom innovation with educational technology.

My school/district does not support classroom innovation with educational technology.

More than 50% low-income **21%**

50% or less low-income **9%**
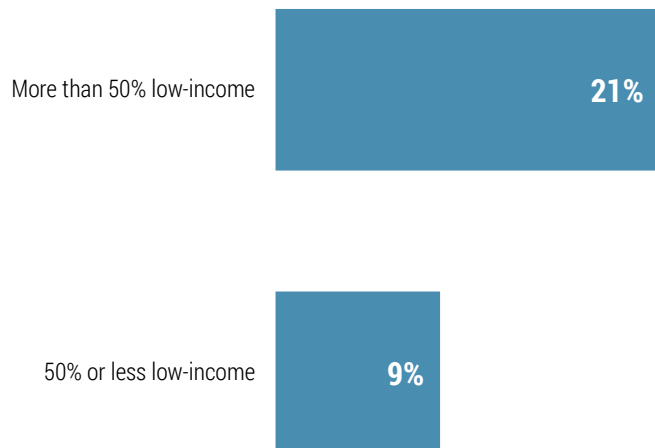
Hardware Dominates the Ed-Tech Innovation Graveyards

Asked about their most innovative uses of ed-tech, teachers are most likely to mention software.
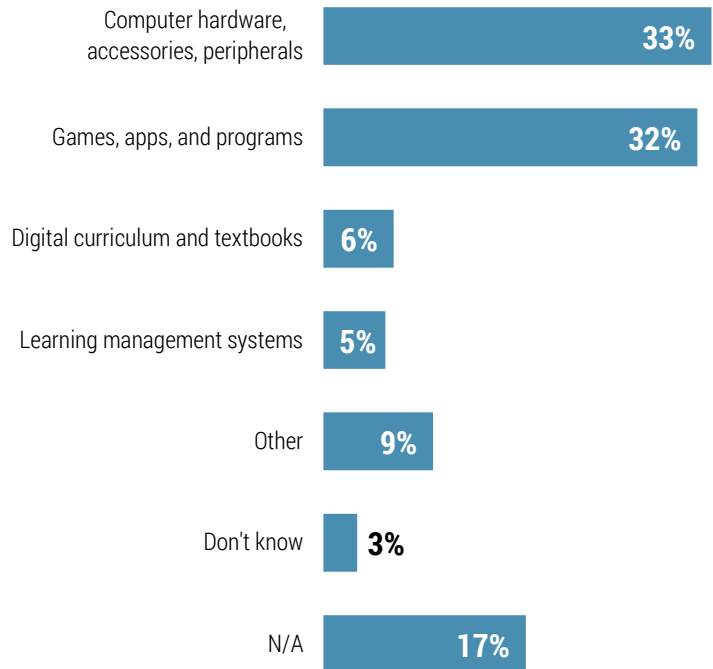
However, when questioned about classroom technology they once found valuable but have since abandoned, these same educators are almost equally likely to mention hardware and software.

It's important to note here that many teachers' responses specified that they had not opted to abandon a particular technology: Their district or school had simply gone in a different direction.

Here are some examples of the tools that have ended up on the ash heap of ed-tech innovation:

· Smart boards: Mentioned by more than 40 different teachers, this was one of the most common abandoned technologies.
· Virtual reality: "I still use it some, but it makes a lot of the kids feel sick," wrote a Utah middle school teacher.
· Clickers: More than 10 teachers mentioned these remote-control-like devices that share students responses with the teachers in real time.
· Projectors: "Everyone seeing and doing the same thing is generally a waste of instructional class time anymore," wrote a high school science teacher in South Carolina.
· iPads: "Students were just going on YouTube and after it was blocked, so were all the other valuable apps," said a high school English teacher in Arizona. "And many of the platforms such as Gradpoint and Odysseyware were not supported by the iOS updates."

Describe an innovative use of classroom technology you once found valuable, but have since abandoned.

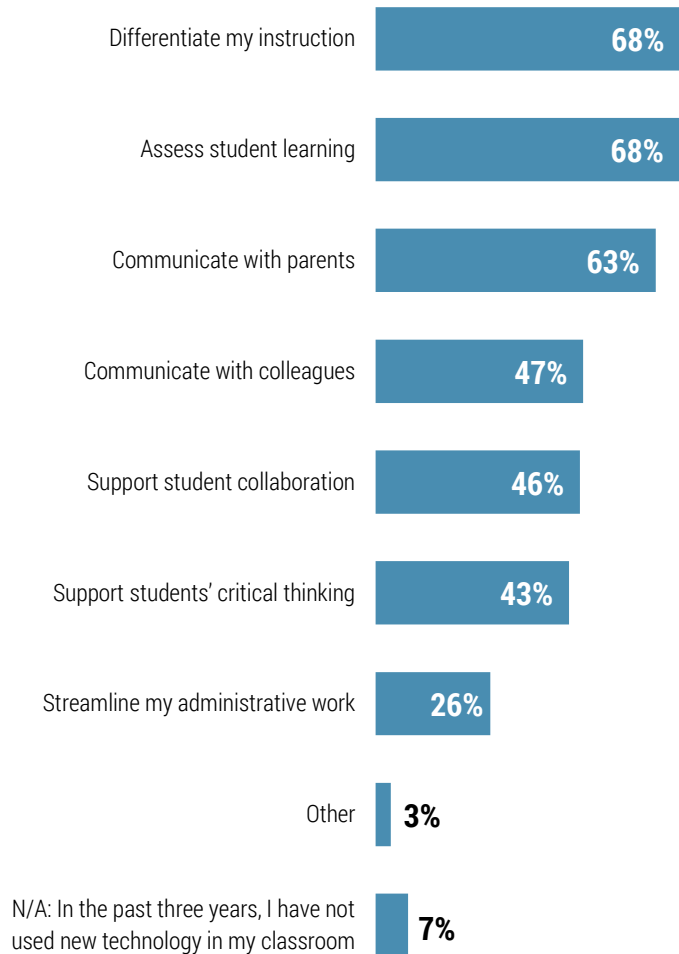| Category	Percent
Computer hardware, accessories, peripherals	33%
Games, apps, and programs	32%
Digital curriculum and textbooks	6%
Learning management systems	5%
Other	9%
Don't know	3%
N/A	17%

How are Teachers Innovating with Ed-Tech?

Use of New Technology

Teachers are most likely to use new ed-tech innovatively to differentiate instruction, assess student learning, and communicate with parents.

In my classroom during the past three years, I have used NEW technology to:

Category	Percent
Differentiate my instruction	68%
Assess student learning	68%
Communicate with parents	63%
Communicate with colleagues	47%
Support student collaboration	46%
Support students' critical thinking	43%
Streamline my administrative work	26%
Other	3%
N/A: In the past three years, I have not used new technology in my classroom	7%

Communicating with Parents

Elementary teachers are most likely to have used new technology to communicate with parents.

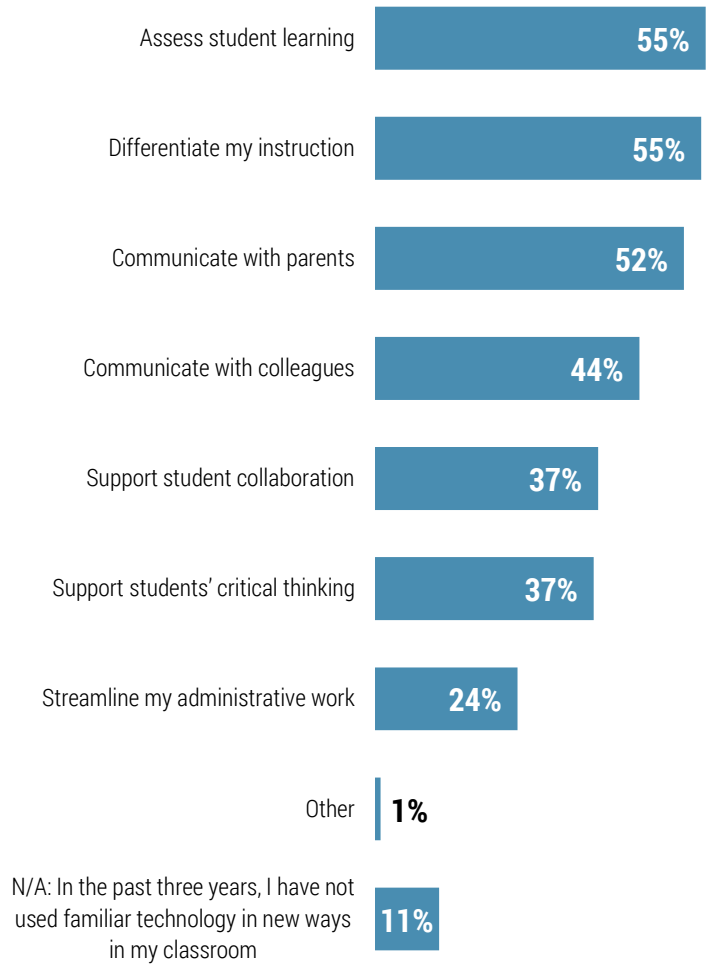**In my classroom during the past three years, I have used NEW technology to: Communicate with parents**

Level	Percentage
High	55%
Middle	62%
Elementary	68%
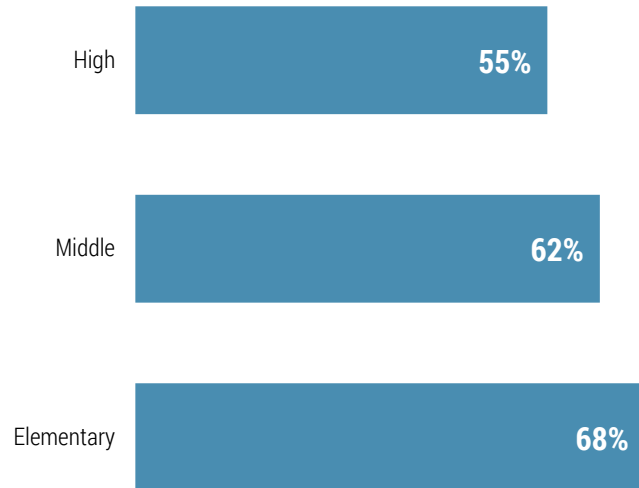
Use of Familiar Technology in New Ways

Teachers were asked how they had used familiar technology in new ways over the past three years. As with new technology, innovative uses of established tools are most common in assessing student learning, differentiating instruction, and communicating with parents.

In my classroom during the past three years, I have used FAMILIAR technology in a NEW WAY to:

Category	Percentage
Assess student learning	55%
Differentiate my instruction	55%
Communicate with parents	52%
Communicate with colleagues	44%
Support student collaboration	37%
Support students' critical thinking	37%
Streamline my administrative work	24%
Other	1%
N/A: In the past three years, I have not used familiar technology in new ways in my classroom	11%

Assessing Student Learning

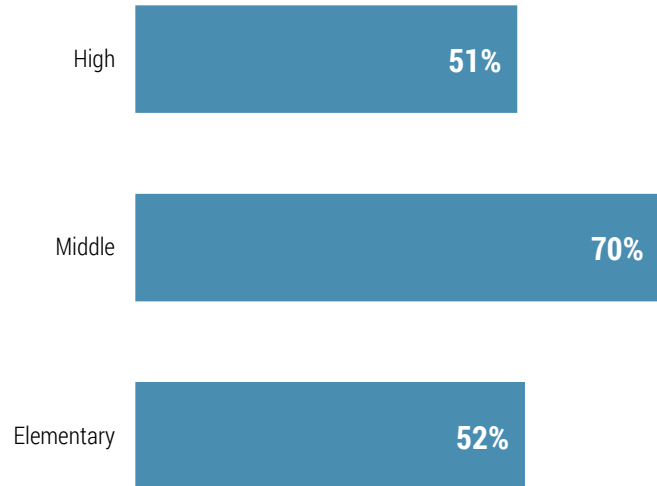Middle school teachers are more likely than their high school and elementary colleagues to use familiar technologies in new ways to assess student learning.

In my classroom during the past three years, I have used FAMILIAR technology in a NEW WAY to: Assess student learning

Level	Percentage
High	51%
Middle	70%
Elementary	52%

Regional Differences in Innovation

Southern teachers are significantly more likely than their peers from other areas of the country to say they have not used familiar technologies in new ways in the past three years in their classrooms.

In the past three years, I have not used familiar technology in new ways in my classroom.

Region	
West	9%
Midwest	6%
South	17%
Northeast	9%
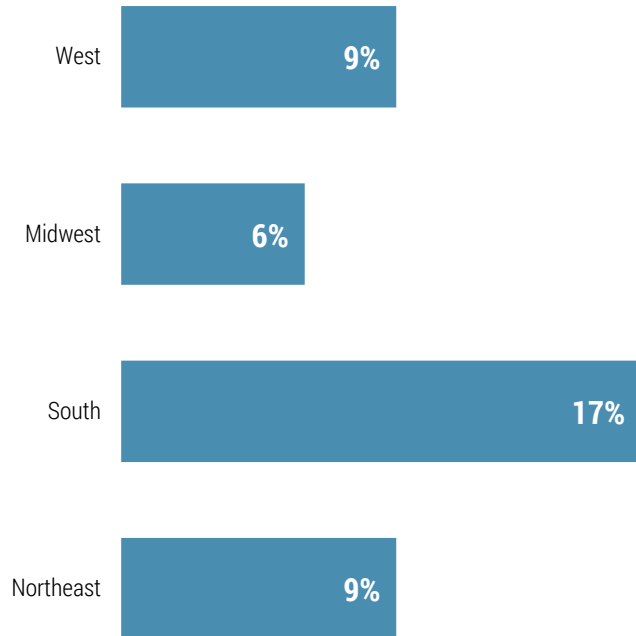
Has Ed-Tech Innovation Changed Teaching?

Just 27 percent of teachers say technological innovations have created a lot of change in their work. An additional 43 percent say innovations have led to some change.
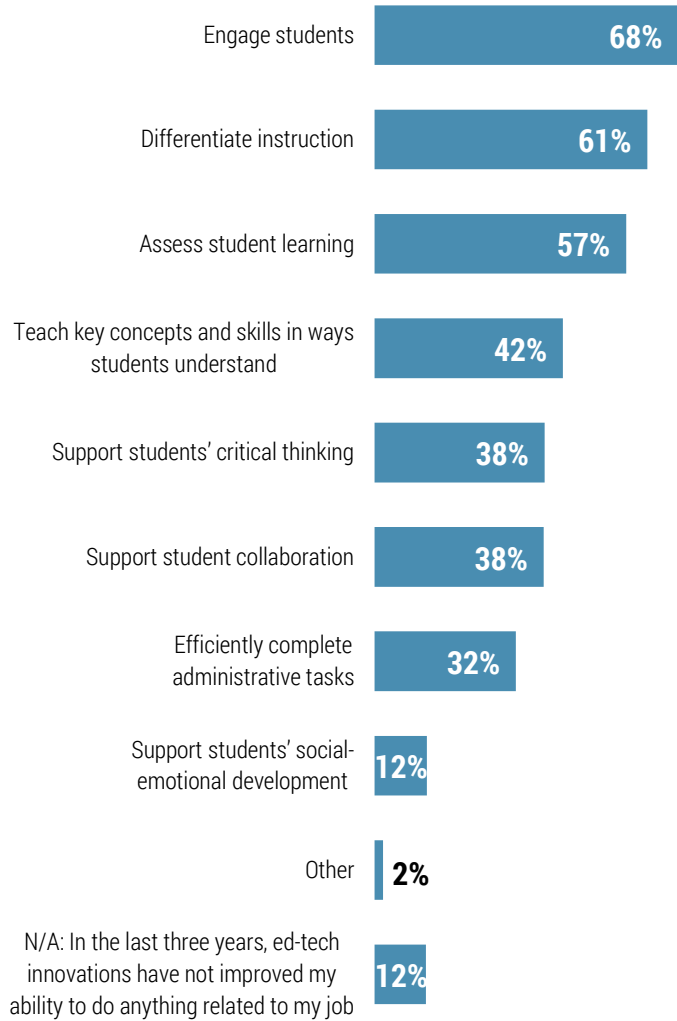
During the past three years, how much have technological innovations changed your work as a teacher?

5%
26%
43%
27%

■ None ■ A little ■ Some ■ A lot
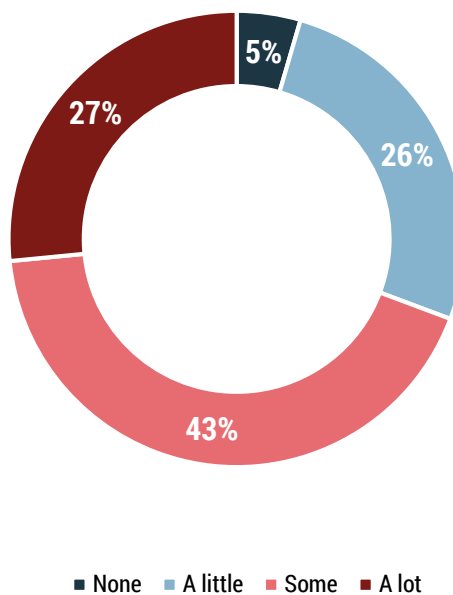
Improving Teacher Capacity

The majority of teachers say that ed-tech innovation has improved their ability to engage students, differentiate instruction, and assess learning. A much smaller share says innovations help them improve students' social emotional skills or ease administrative tasks.

During the past three years, ed-tech innovations have significantly improved my ability to:

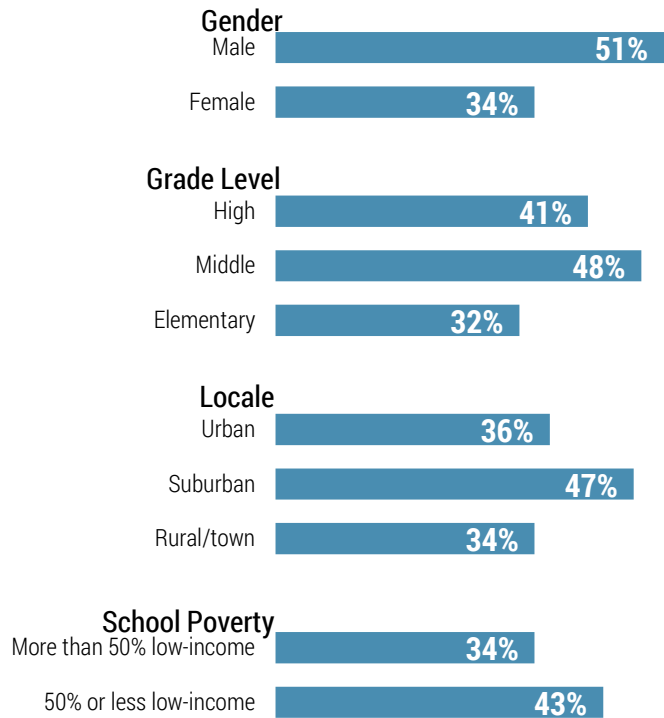| Category	Percentage
Engage students	68%
Differentiate instruction	61%
Assess student learning	57%
Teach key concepts and skills in ways students understand	42%
Support students' critical thinking	38%
Support student collaboration	38%
Efficiently complete administrative tasks	32%
Support students' social-emotional development	12%
Other	2%
N/A: In the last three years, ed-tech innovations have not improved my ability to do anything related to my job	12%

The Collaboration Conundrum

Using technology to effectively collaborate is an important objective in a world in which workplaces increasingly focus on team efforts and employees are more readily based in remote locations.

However, different groups of teachers differ significantly in the degree to which they perceive that ed-tech has supported their ability to support student collaboration.

Male teachers, for example, are significantly more likely to say that ed-tech innovations have improved their ability to support student collaborations. So are suburban teachers, middle school teachers, and instructors who work at schools with lower poverty rates.
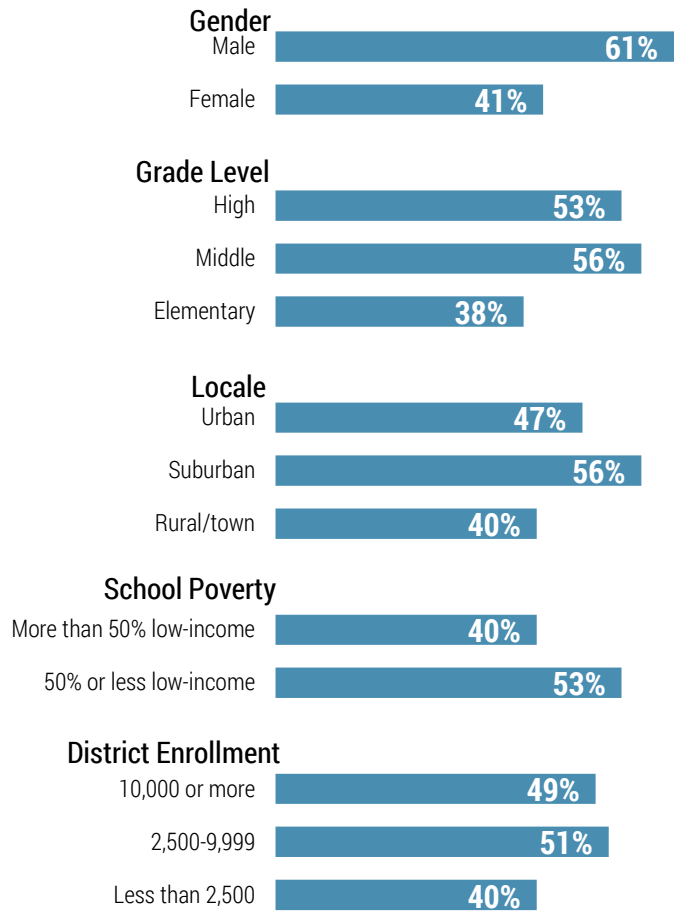
During the past three years, ed-tech innovations have significantly improved my ability to: Support student collaboration

Gender
- Male: 51%
- Female: 34%

Grade Level
- High: 41%
- Middle: 48%
- Elementary: 32%

Locale
- Urban: 36%
- Suburban: 47%
- Rural/town: 34%

School Poverty
- More than 50% low-income: 34%
- 50% or less low-income: 43%

Use of New Tech to Support Collaboration

Male, suburban, and middle school teachers, along with those in lower-poverty schools, are also more likely to report that, in the past three years, they have used new technology to support student collaboration. Teachers in medium-sized school districts are also more likely to report using new technology for this purpose.

In my classroom during the past three years, I have used NEW technology to: Support student collaboration

Gender
- Male: 61%
- Female: 41%

Grade Level
- High: 53%
- Middle: 56%
- Elementary: 38%

Locale
- Urban: 47%
- Suburban: 56%
- Rural/town: 40%

School Poverty
- More than 50% low-income: 40%
- 50% or less low-income: 53%

District Enrollment
- 10,000 or more: 49%
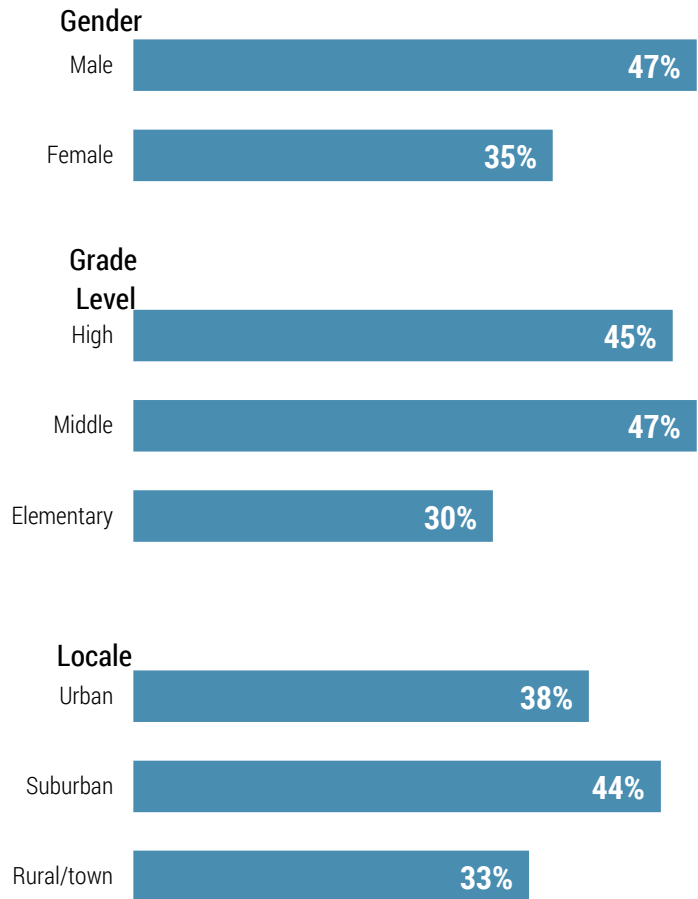- 2,500-9,999: 51%
- Less than 2,500: 40%

Use of Familiar Tech to Support Collaboration

Male, suburban, and middle school teachers are more likely to say that, in the past three years, they have used familiar technology in innovative ways to support student collaboration.

These results raise questions about the extent to which all students are using technology to improve their ability to collaborate with their peers.

In my classroom during the past three years, I have used FAMILIAR technology in a NEW WAY to: Support student collaboration

Gender

Male	47%
Female	35%

Grade Level

High	45%
Middle	47%
Elementary	30%

Locale

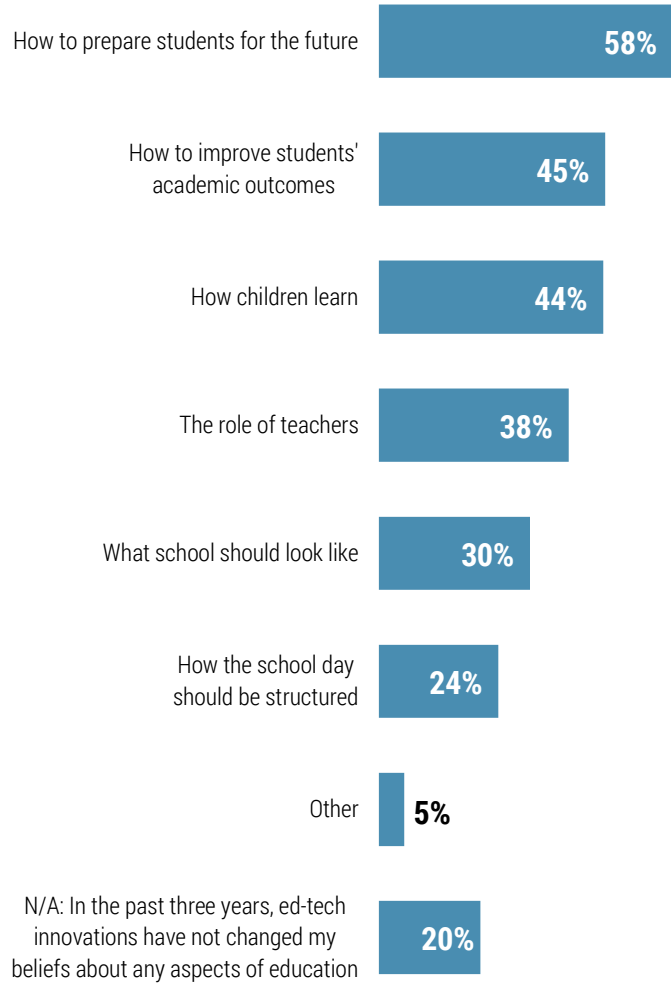|	
Urban	38%
Suburban	44%
Rural/town	33%

Has Ed-Tech Innovation Changed Teacher Beliefs?

The majority of teachers (80 percent) indicated that, in the past three years, ed-tech innovations have changed their beliefs about some aspect of education.

Beliefs about preparing children for the future are most likely to have changed, followed by perceptions related to improving academic outcomes and understanding how children learn.

In the past three years, ed-tech innovations have changed my beliefs about the following aspects of education:

Aspect	Percent
How to prepare students for the future	58%
How to improve students' academic outcomes	45%
How children learn	44%
The role of teachers	38%
What school should look like	30%
How the school day should be structured	24%
Other	5%
N/A: In the past three years, ed-tech innovations have not changed my beliefs about any aspects of education	20%

Impact of Innovations Differs by Region

Rural teachers are significantly more likely than their urban and suburban peers to say that ed-tech innovations have not changed their beliefs about any aspects of education.

In the past three years, ed-tech innovations have not changed my beliefs about any aspects of education.
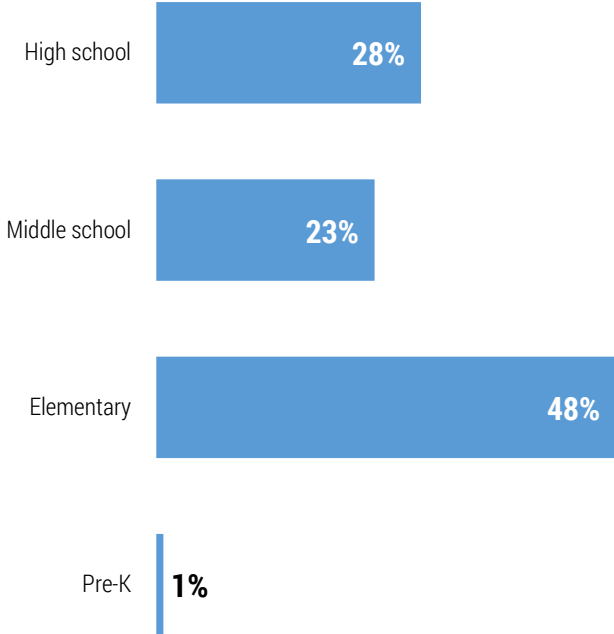
Region	Percentage
Urban	19%
Suburban	14%
Rural/town	25%
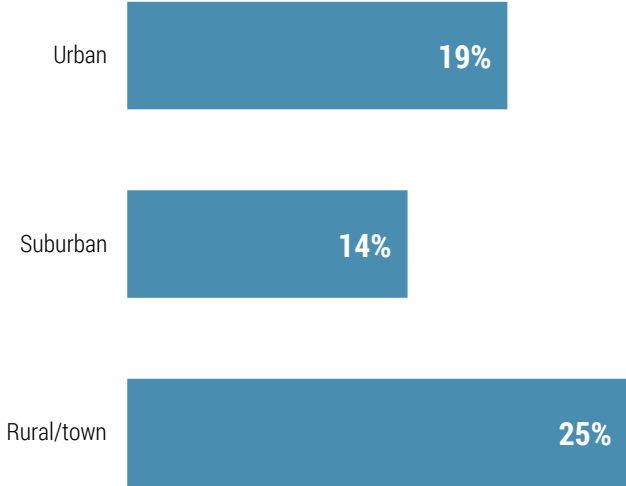
Demographics

Grade Level

Nearly half the teachers surveyed work at the elementary school level.

Which of the following best describes the grade level(s) you teach this school year?

Grade Level	Percentage
High school	28%
Middle school	23%
Elementary	48%
Pre-K	1%

Teaching Assignment

General elementary education is the most frequent teaching field for survey respondents, followed by mathematics and English/language arts.
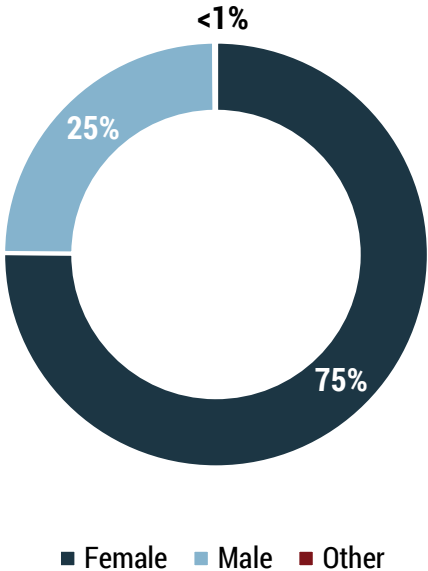
Which of the following best describes the subject you teach this school year?

Subject	Percentage
General education (elementary, all subjects)	33%
Mathematics	13%
English/language arts	10%
Science	8%
Special education	6%
Music/art/fine arts	6%
History/social studies	5%
Career-Technical Education	4%
Physical education	3%
Computer science	2%
Foreign language	2%
English as second or other language	1%
Other	8%
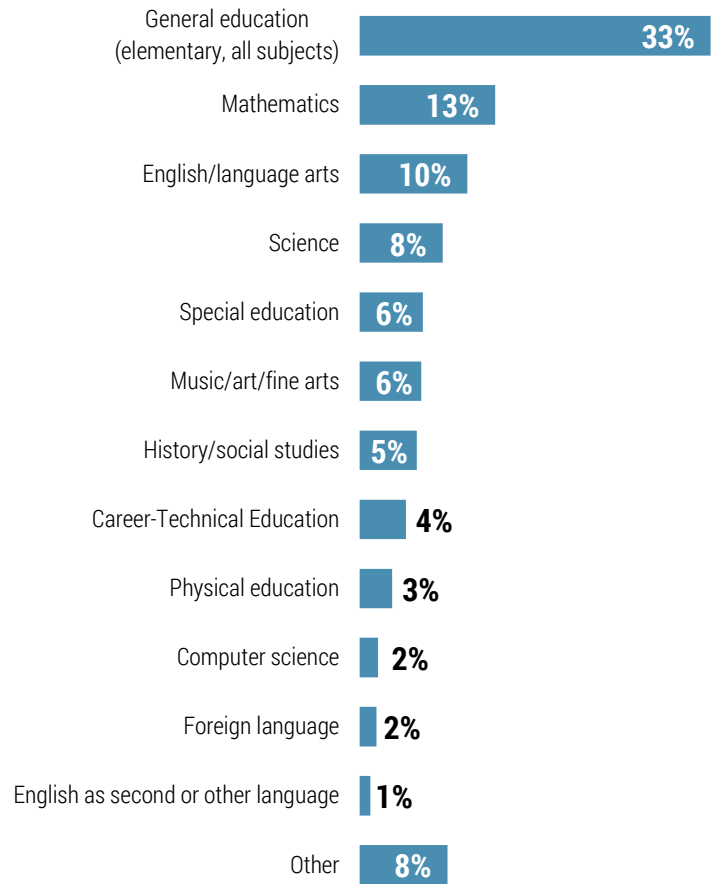
Gender

Like the majority of teachers in the United States, the majority of survey respondents are female.

<1%

25%

75%

■ Female ■ Male ■ Other
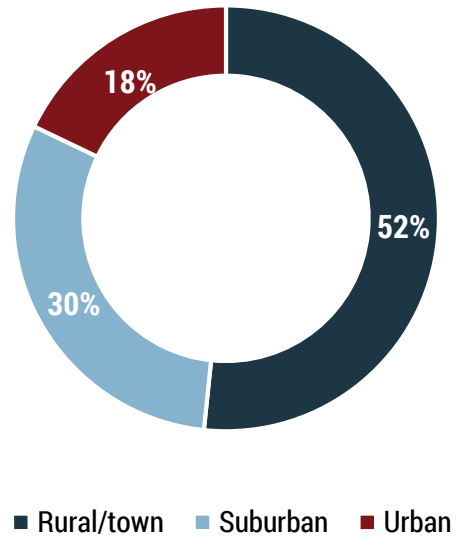
Location

Just over half of survey respondents work in rural schools.

Which of the following best describes the location of your school?

■ Rural/town   ■ Suburban   ■ Urban

Region

One in 3 survey respondents are Midwesterners. Nearly as many (29 percent) are Southerners. The remaining respondents are located in the West (24 percent) and the Northeast (14 percent).
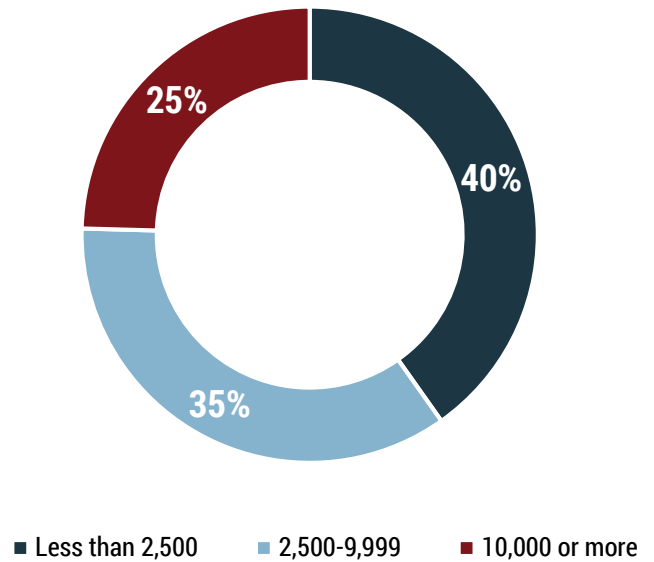
Where do you teach?
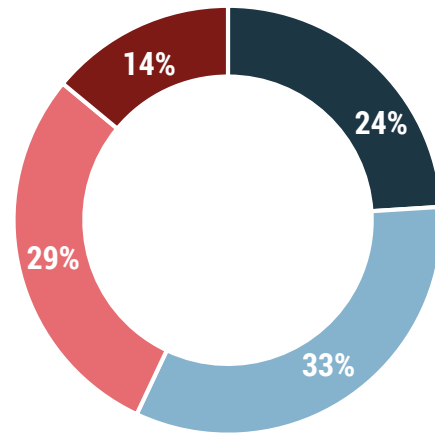
■ West ■ Midwest ■ South ■ Northeast

District Size

Forty percent of survey respondents work in districts with fewer than 2,500 students. The remainder work in districts with enrollments of 2,500 to 9,999 (35 percent) or 10,000 or more (25 percent).

How many students in your district?

■ Less than 2,500   ■ 2,500-9,999   ■ 10,000 or more

School Poverty

Just over half of respondents work in schools in which the majority of students are from low-income families.

Which of the following best describes the percentage of students from low-income families at your school?

- 25 percent or less
- 26 to 50 percent
- 51 to 75 percent
- More than 75 percent