

NOVEMBER 2020

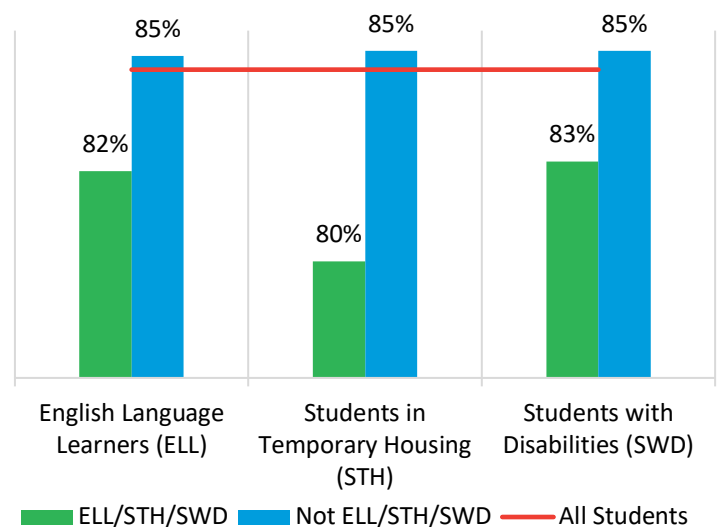
REMOTE LEARNING ENGAGEMENT IN NYC PUBLIC SCHOOLS

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As New York City's school system becomes fully remote due to a rise in COVID-19 cases, City Department of Education data from the Spring - the last time all students learned remotely - is cause for alarm as a significant share of students failed to connect during that period. **Specifically, students with disabilities, English Language Learners, and students in temporary housing as well as students in districts with high economic insecurity, were most at risk of disconnection and learning loss.** During the Spring 2020 term, the DOE measured remote interactions students and their families had with teachers and staff. An interaction could include: a student's submission of an assignment, participation in an online chat, response to a call or email, or communication from the family.

Even by this limited measure of engagement, English-language learners, students in temporary housing, and students with disabilities all engaged at lower rates than their peers over the entire Spring remote semester. Each day, on average, 20% of students living in temporary housing did not interact with remote learning, a larger percent disengaged than in any other student group. **There is no mistake, the city must make concerted efforts to focus on these students, by ensuring every child has a device, enabling Wi-Fi or at the least cellular data access in all shelters, creating hot spots in communities, and providing fast and easy-to-access technological support for families.** English-language learners and their families also need better communication and support from the DOE, and students with disabilities and their families require more attention to how they receive required services and supports remotely.

Average Interactions by Student Group



Concerted efforts for device distribution, internet access, and tech-support should also target areas of the city where economic and housing insecurity is great and the digital divide is wide. These communities must also have access to Learning Bridges programs and virtual youth services while schools are closed. When aggregated by school district, interactions during the Spring were lowest in Mott Haven, Brownsville, Central Harlem, East New York, and Bedford Stuyvesant, where on average at least 20% of students each day had no interactions with remote learning.

According to estimates from the
2019 American Community Survey:

More than **185,000** school-aged children
in NYC have no broadband internet at home.

Approximately **75,000** school-aged children in NYC
have internet access but lack a device to learn from.

More than **90,000** school-aged children in NYC have
no internet access at all.

**Average Interactions
by School District
Spring 2020**

