

# Every Student Succeeds Act (ESSA): Mandated Study on Internet Access for Homework

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# Overview

- ❑ Internet report – Discussion of 5 analytic tasks
- ❑ Preliminary Findings
- ❑ Discussion of next steps

# Internet Report Congressional Mandate

- IES will produce a report on the educational impact of access to digital learning resources outside of the classroom.
- Five analytic tasks mandated by the legislation.
- Report due in Summer 2017.
- NCES decision to focus on elementary/secondary education.
- *Home use of Internet related to income and locality.*

# 1 - Analyze student habits related to digital learning resources outside of the classroom

- Percentage of children (ages 3-18) living in households with Internet access in 2015, by state and metropolitan status. Characteristics examined include student age, family income, and parental education (July 2015 Current Population Survey and 2015 American Community Survey).
- Data are available for selected years from 2005 to 2015.
- New data identify available devices other than a desktop computer/laptop, such as a tablet or e-book reader, or cellphone.
- In 2013, 63 percent of 5- to 15-year-olds used the Internet (any location) and of those 92 percent had home access.

## 2 – Identify barriers students face in accessing digital learning resources outside of the classroom

- Percentage of children with no Internet access at home, by main reason (cited by household head) for not having Internet at home in 2013 and 2015.
- Characteristics include child age, sex, race/ethnicity, NCES locale, poverty status, and family income.
- Barriers include responses such as: don't need it; not interested; too expensive; can use it elsewhere; not available in area; no computer or inadequate computer; online privacy concerns; or personal safety concerns.

### 3 – Description of the school-related challenges faced by students who lack home Internet access

- Some difficulty in finding national data to directly address this concern. Some challenges may be less related to “school” than to education more generally (e.g. college applications.)
- NAEP reading and mathematics scores (2015) by Internet access
- Potentially other NAEP metrics on mathematics engagement, use of computers in math class, by home Internet access.
- Limited to descriptive statistics on potentially related variables.

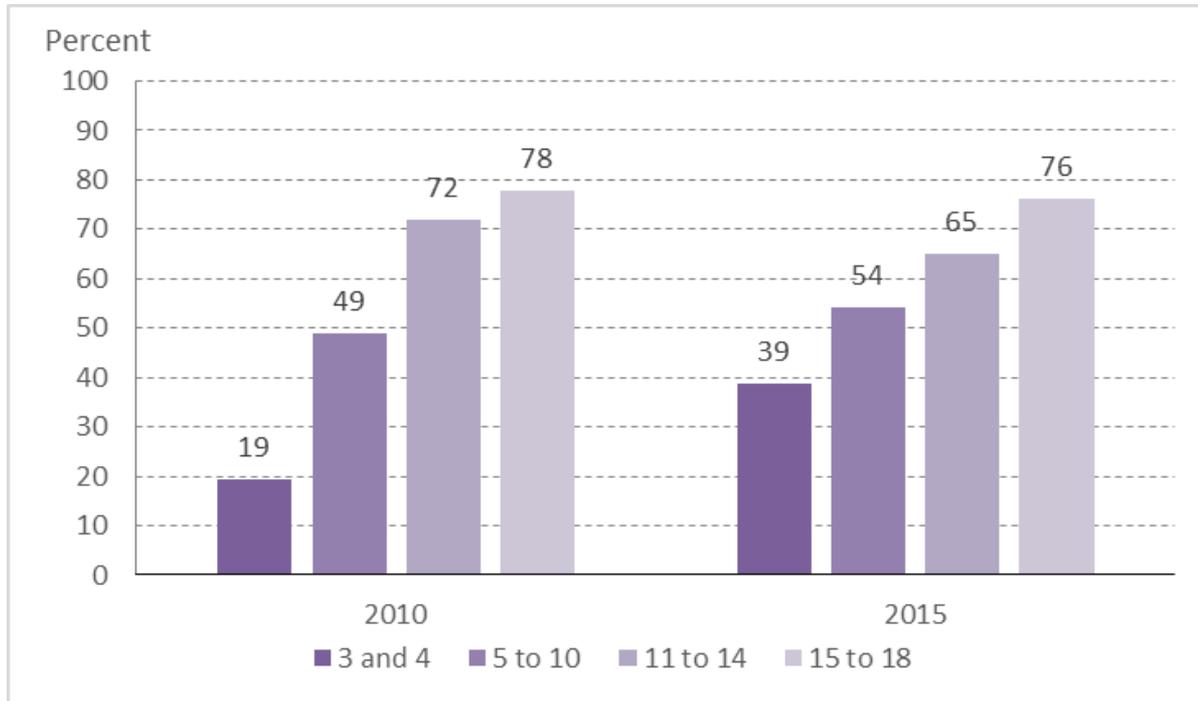
## 4 – An analysis of how the barriers and challenges students without Internet impact instructional practice

- This requirement was difficult to address with existing NCES data.
- While an analysis of use of computers at school could be correlated with availability of Internet at home using NAEP, it would be difficult to interpret the relationships without more specific knowledge of school practices.
- This requirement will be addressed by references to existing research studies on this topic.

## 5 – Description of effective strategies education agencies and schools use to address barriers children face in accessing digital learning resources outside the home

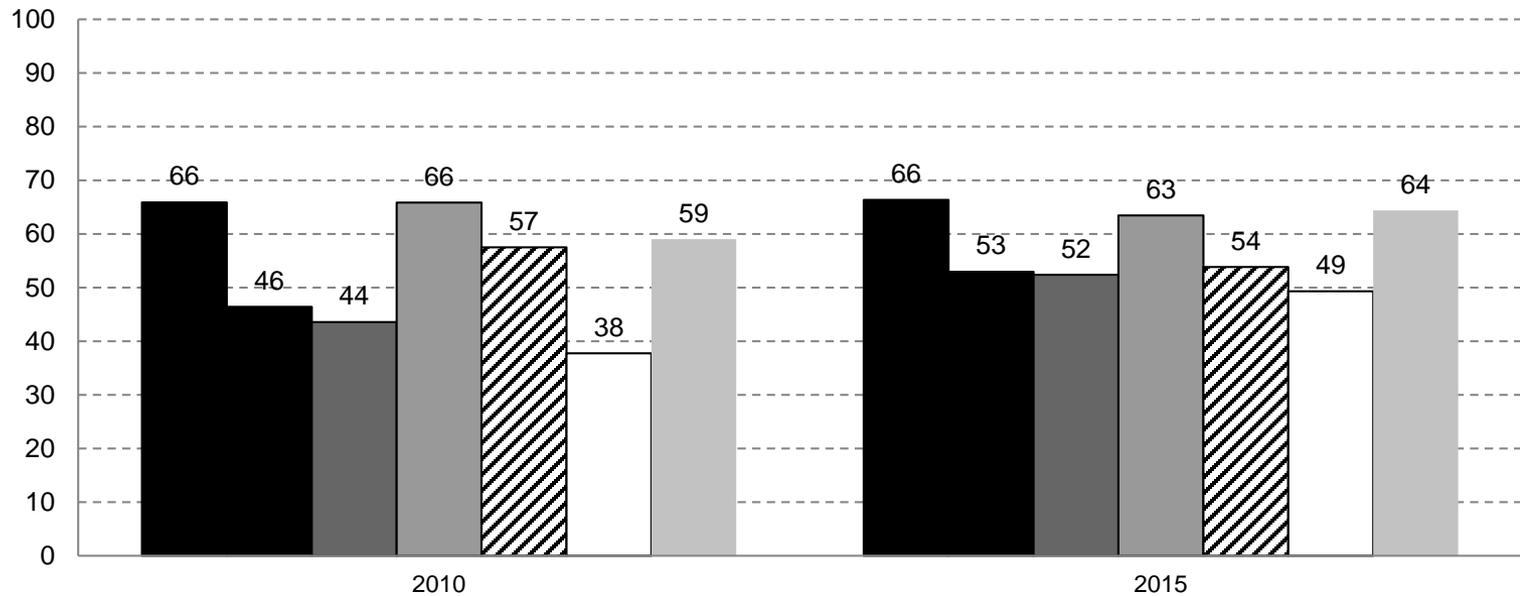
- This requirement cannot be addressed with existing NCES data, and to a large extent this requirement is out-of-scope for an NCES analysis.
- NCES study will refer to research already conducted on this topic, including references to “What Works” clearinghouse and other sources of evaluated guidance.

# Percentage of children ages 3 to 18 who used the Internet from home, by age group: 2010 and 2015



# Percentage of 3- to 18-year-olds who used the Internet from home, by race/ethnicity: 2010 and 2015

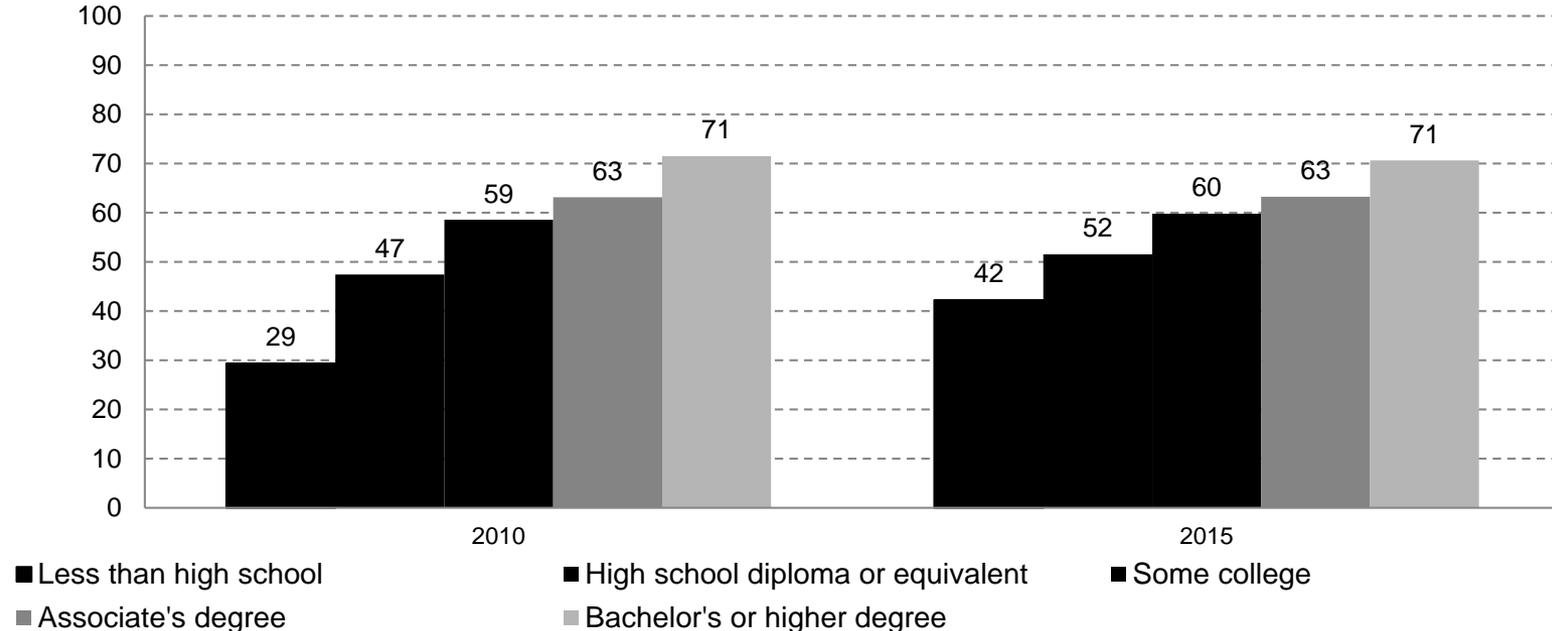
Percent



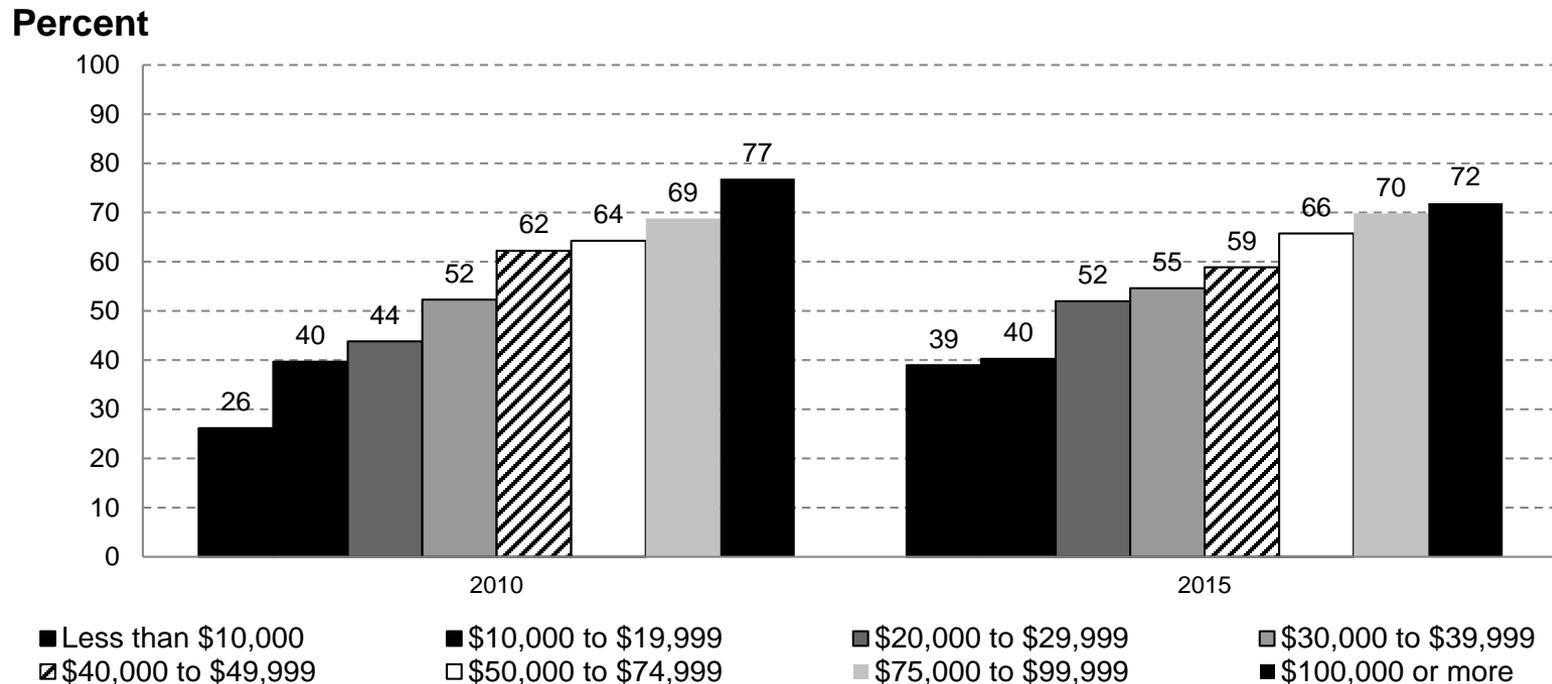
White
  Black
  Hispanic
  Asian
  Pacific Islander
  American Indian/Alaska Native
  Two or more races

# Percentage of 3- to 18-year-olds who used the Internet from home, by parental education: 2010 and 2015

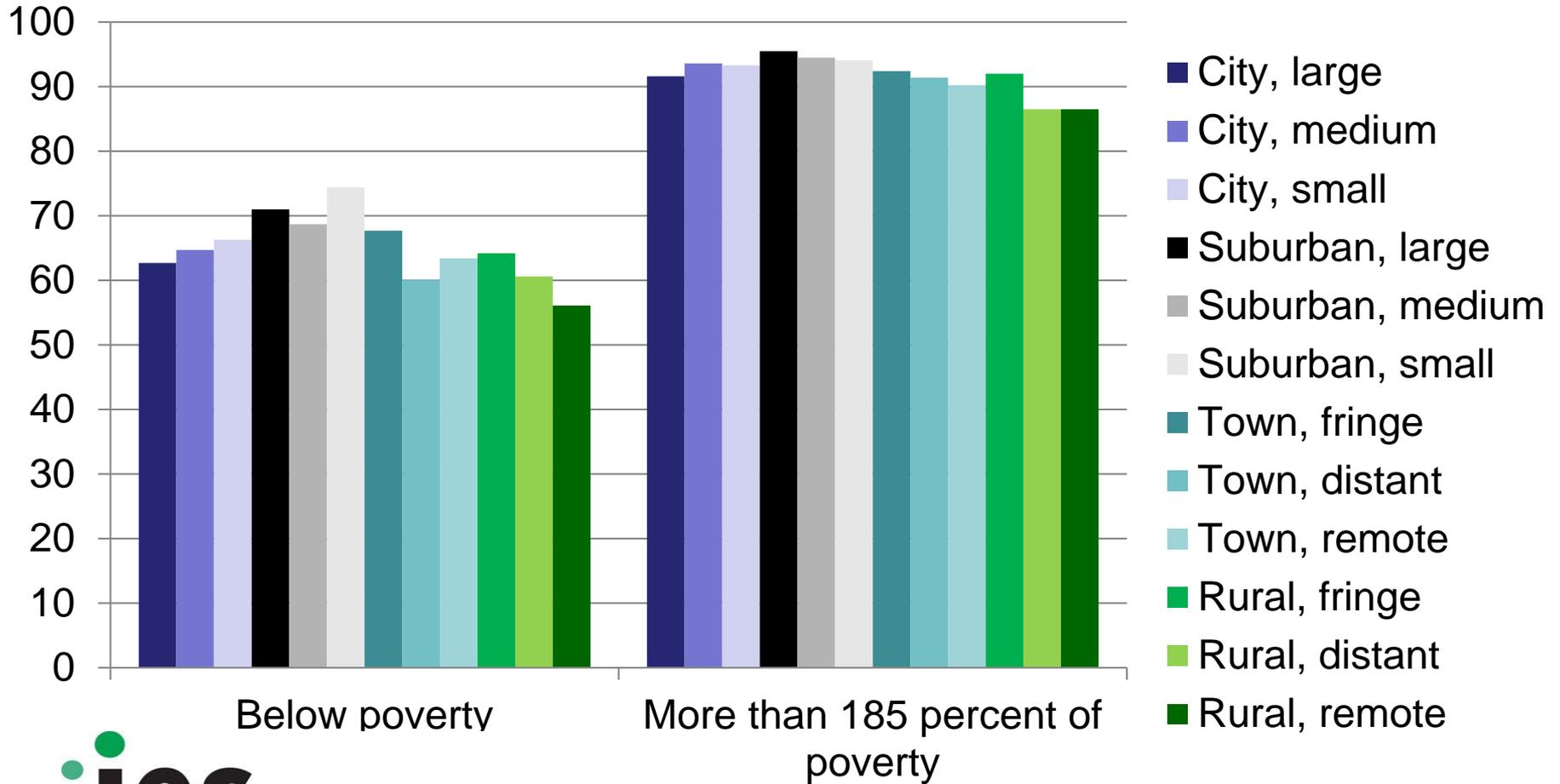
Percent



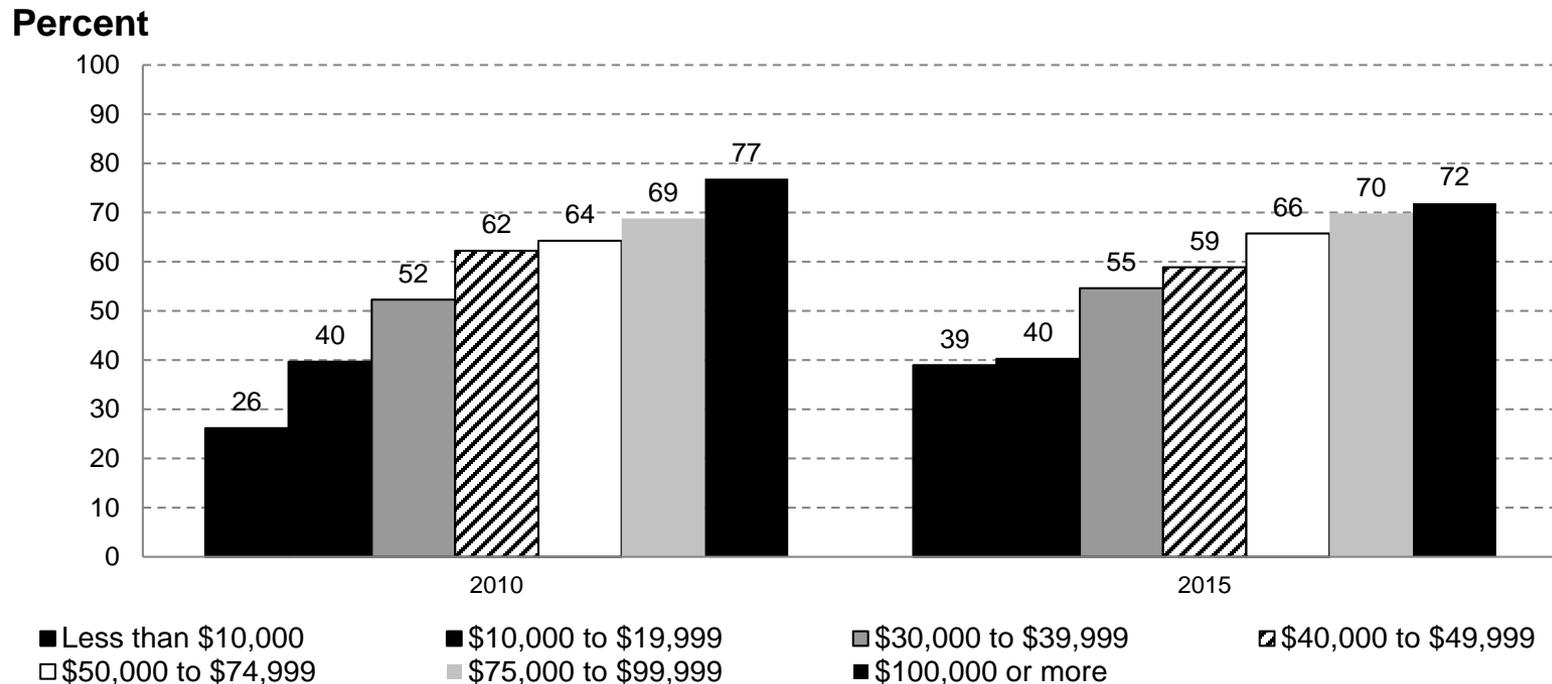
# Percentage of 3- to 18-year-olds who used the Internet from home, by family income group: 2010 and 2015



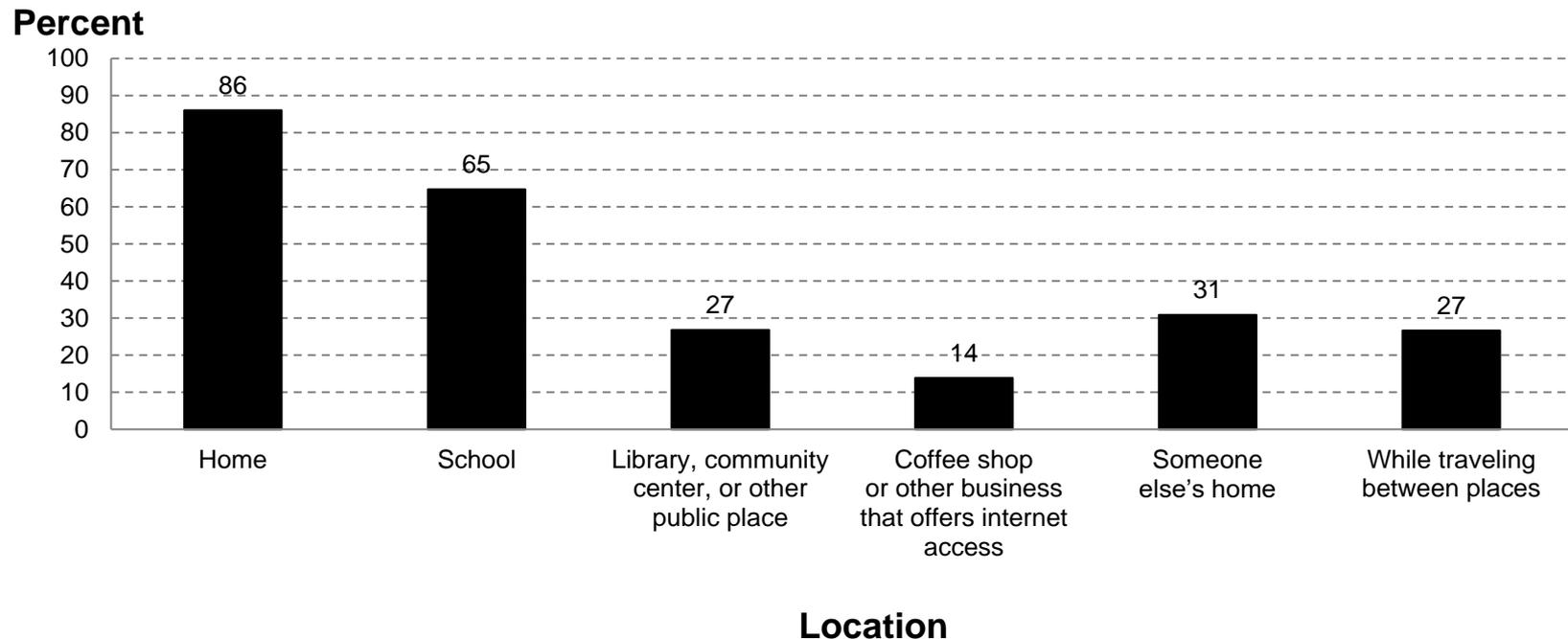
# Percentage of 5- to 17-year-old students with home Internet access, by poverty status and locale: 2015



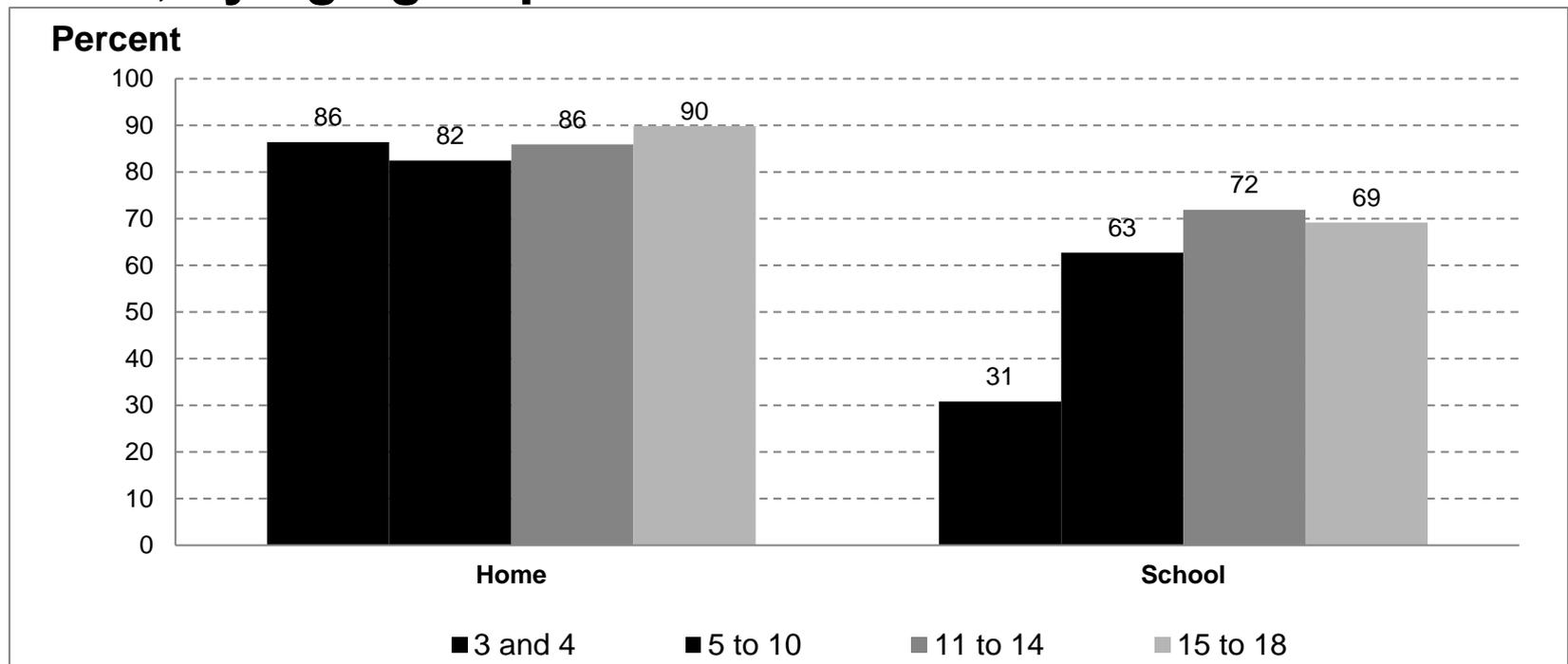
# Percentage of 3- to 18-year-olds who used the Internet from home, by family income group: 2010 and 2015



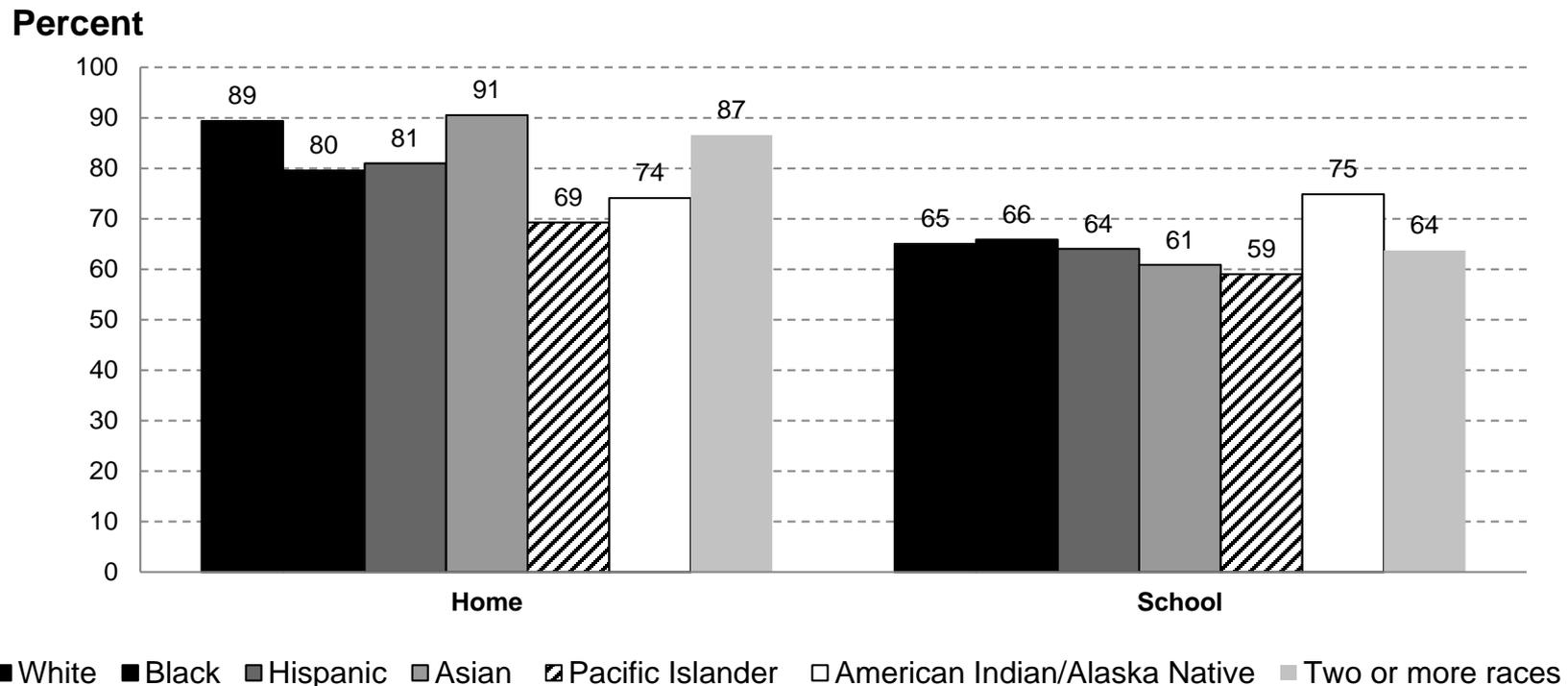
# Among those who used the Internet anywhere, percentage of 3- to 18-year-olds using it in various locations: 2015



# Among those who used the Internet anywhere, percentage of 3- to 18-year-olds who used the Internet at home and at school, by age group: 2015

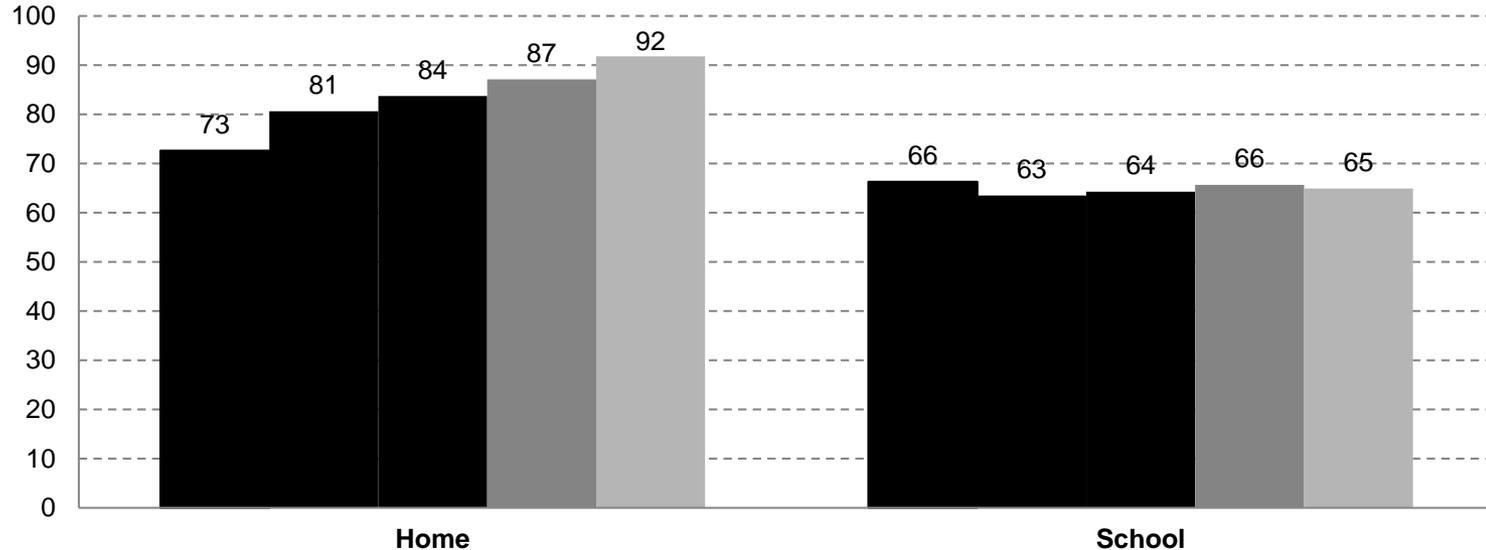


# Among those who used the Internet anywhere, percentage of 3- to 18-year-olds who used the Internet at home or school, by race/ethnicity: 2015



## Among those who used the Internet anywhere, percentage of 3- to 18-year-olds who used the Internet at home and at school, by parental education: 2015

Percent



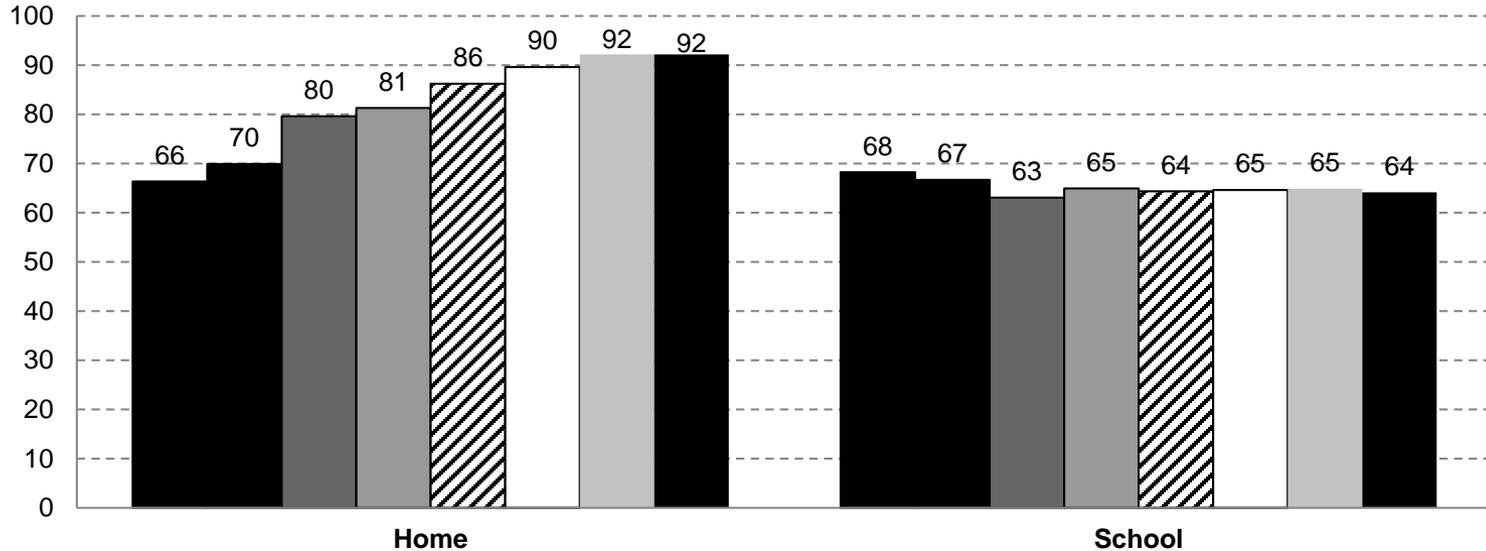
■ Less than high school  
■ Associate's degree

■ High school diploma or equivalent  
■ Bachelor's or higher degree

■ Some college

# Among those who used the Internet anywhere, percentage of 3- to 18-year-olds who used the Internet at home and at school, by family income: 2015

Percent



Less than \$10,000
  \$10,000 to \$19,999
  \$20,000 to \$29,999
  \$30,000 to \$39,999
  \$40,000 to \$49,999
  \$50,000 to \$74,999
  \$75,000 to \$99,999
  \$100,000 or more

## Next Steps

- Issue Congressionally mandated report (late September)
- Design Fast Response Survey
- Release technology-related 2017 NAEP data
- Continue work on this topic through NCES Tech Equity Team