For schools that had adopted more robust technology solutions, not all of them benefitted equally from these improvements. According to our data, students who used both Microsoft and Google products were the weakest among those who only used a single platform. This finding is consistent with our previous research, which showed that students who used many tools (r = 0.41) had some significant gains in reading relative to a typical school year.

However, the more difficult respondents found the transition to remote learning, the more they relied on their fellow teachers to help them. Because teams had become as data-savvy as their peers, the adoption of hybrid learning methods that include analytics was crucial. Investing in systems that includes analytics will be essential as we move towards a more standardized hybrid learning setting.

In summary, the preliminary COVID-19 data estimates suggest that students will return in fall 2020 with roughly 70% of the learning gaps in reading relative to a typical school year. This is particularly concerning for teachers who are teaching remote students.

We hope these insights from our research will help educators develop strategies to address the challenges of remote learning and enable them to optimize for accountability and maximize their impact.