Broadband internet access is essential for students to do schoolwork at home. As grade levels increase, so does the need for access to digital devices and/or broadband internet outside of school.

Teachers are in a difficult spot because not all students have access to the internet or a computer at home.

Percent of teachers who assign homework at least once a week that requires access to digital devices and/or the internet

- K–2: 20%
- 3–5: 23%
- 6–8: 34%
- 9–12: 41%

Twelve percent of teachers say that the majority of their students (over 60%) lack home access to the internet or a computer to do schoolwork at home.

Teachers in Title I schools or in schools with more than three-quarters of students being students of color say over 60% of their students do not have home access to the internet or a computer.

It’s tough to get homework done on a phone!

Percentage of teachers who “never” assign homework that requires digital access outside of school

- Title I schools: 42%
- Non-Title I schools: 31%

Students of color are losing out on critical learning opportunities because teachers are not assigning homework that requires broadband internet access.

Percent of teachers who say that limited access to the internet or a computer at home would limit their students’ learning

- Schools with predominantly students of color: 34%
- Schools with predominantly white students: 27%
- Schools with mixed populations: 26%

Closing the homework gap is key to achieving equity in schools. State and federal policymakers must push for critical changes so all kids can succeed. It starts with:

- A commitment to provide affordable broadband access to every student.
- An understanding of gaps in connectivity, affordability, infrastructure, and broadband competition.
- Support for schools, libraries, and community broadband organizations in their efforts to close the homework gap.

Methodology: This report is based on a survey of a nationally representative sample of 1,208 K–12 teachers done in May 2018 by Rockman et al and VeraQuest Inc. Random-probability sampling of a national teacher database was used with sampling quotas to provide an even distribution of teachers from four grade-band levels and to reflect trends in the national teacher population. The margin of error was plus or minus 3 percent (95 percent confidence interval).