COVID-19 and the State of K-12 Schools

Results and Technical Documentation
from the Fall 2020 American Educator Panels
COVID-19 Surveys

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Preface

This report provides additional information about the sample, survey instrument, and resultant data for the coronavirus disease 2019 (COVID-19) surveys that were administered to principals and teachers in fall 2020 via the RAND Corporation's American Educator Panels (AEP). The results are intended to inform policy and education practice related to educators' and students' needs during the COVID-19 pandemic.

This research was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This report is based on research funded by the Bill & Melinda Gates Foundation. We are grateful to foundation staff for their collaboration and feedback on our surveys and analysis. The findings and conclusions presented are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation. For more information and research on these and other related topics, please visit gatesfoundation.org.

If you are interested in using AEP data for your own analysis or reading other AEP-related publications, please email aep@rand.org or visit www.rand.org/aep. More information about RAND can be found at www.rand.org. Questions about this report or about the AEP COVID-19 surveys should be directed to jkaufman@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

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Summary

In spring 2020, the coronavirus disease 2019 (COVID-19) pandemic led to an unprecedented and sweeping shift in the landscape of K–12 public schooling in the United States. Beginning in March, schools across the country closed their doors and adopted remote learning supports that varied in degree and type. In May 2020, researchers from the RAND Corporation drew on RAND's American Educator Panels (AEP) to both document how schools were navigating these challenging circumstances and examine disparities in the supports schools were able to provide to teachers and students (RAND Corporation, undated). Several reports based on these surveys provided a nationally representative picture of teaching and learning throughout spring 2020 (Hamilton et al., 2020; Hamilton, Kaufman, and Diliberti, 2020).

In October 2020, RAND researchers once again surveyed principals and teachers through the AEP to gather information about how educators are approaching and experiencing the 2020–2021 school year. Principals and teachers were asked about the topics shown in Table S.1, which address such critical areas as schools' instructional models (e.g., hybrid, remote, in-person), contact with students and families, and educators' needs for additional supports. Many survey items were developed by RAND researchers; we note where we adapted survey item wording from other sources.

This report builds on other organizations' efforts to understand how educators across the United States are approaching the 2020–2021 school year and the challenges they are facing. The Center on Reinventing Public Education (CRPE) and *Education Week* have been tracking districts' reopening plans for the 2020–2021 school year. CRPE's work suggested that just half of U.S. school districts would return to full in-person instruction in 2020–2021, with students in urban and high-poverty schools being the most likely to start the year with remote learning (Gross, Opalka, and Gundapaneni, 2020). Another survey has suggested both declining enrollment in some schools and declining teacher morale (Kurtz, 2020). The AEP surveys supplement these efforts with high-quality, probability-based sampling and weighting procedures, along with oversamples of schools serving large percentages of students of color and students affected by poverty. The oversamples enable us to examine disparities in supports that could increase because of school closures and other effects of the COVID-19 pandemic.

This report provides the first nationally representative data from both teachers and principals on schools' activities and needs as they start the 2020–2021 school year. We will conduct one additional survey wave in spring 2021 to follow up on the successes and challenges that schools experienced during this unprecedented school year.

Table S.1. Topics Covered in the American Educator Panel Fall 2020 COVID-19 Surveys

American Teacher Panel Topics	American School Leader Panel Topics
Teacher and student characteristics	Principal and school characteristics
Teachers' job satisfaction and working conditions	Principals' job satisfaction
Instructional models (e.g., in-person, remote, hybrid)	Instructional models (e.g., in-person, remote, hybrid)
Contact with students and families	Contact with students and families
Instruction and feedback provided to students	Health and safety measures taken for in-person learning
Student engagement	Students' access to digital devices and the internet
Supports available to students and their families	Changes to staff, courses, or services
Training for teachers	School staff vacancies and shortages
Teachers' need for additional supports	Student assessment and estimated achievement
	Teacher evaluation
	Principals' need for additional supports

In this report, we provide methodological information about the sample, survey instruments, and frequency responses for teachers and principals from the surveys. We include frequencies for the full sample and for subsamples of responses in (1) schools in which at least 50 percent of students are Black or Hispanic and (2) schools in which at least 50 percent of students qualify for free or reduced-price lunch (FRPL).

To learn more about the findings from the AEP fall 2020 COVID-19 surveys, please see the Data Note that accompanies this report (Diliberti and Kaufman, 2020). The Data Note provides a brief overview of key national findings and also examines differences by school characteristics. We hope that these findings will be useful to educators, education support providers, policymakers, researchers, and others who are interested in supporting students and schools during this challenging time.

About the American Educator Panels

The AEP consists of the American Teacher Panel (ATP), the American School Leader Panel (ASLP), and the American School District Panel (ASDP). The ATP and ASLP are nationally representative samples of K–12 public school teachers and principals, respectively. The ATP includes more than 26,000 teachers, and the ASLP includes more than 5,000 school principals. Both groups respond to numerous online survey requests each year. The AEP began in 2014 and expanded significantly during the 2016–2017 and 2017–2018 school years (Robbins and Grant, 2020).

The RAND team recruits AEP members using probabilistic sampling methods. The AEP samples are designed to be of sufficient size to facilitate national analyses and analyses of prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools).

The COVID-19 Surveys: Sample and Administration

The ATP fall 2020 sample targeted teachers serving in schools of all grade levels with the goal of receiving 1,000 completed surveys from a national sample of teachers. We discuss completion rates in the next section. Survey eligibility was limited to current K–12 classroom teachers; we screened out 45 invited teachers who reported that they no longer were serving as K–12 classroom teachers. Similarly, the ASLP sample targeted principals serving in schools at all grade levels with the goal of receiving 1,000 completed surveys from a national sample of school leaders. Survey eligibility was limited to current school leaders; we screened out 23 sampled panelists who were not currently working as school principals. The ATP and ASLP samples for this study were stratified into two groups: schools with 50 percent or more Black or Hispanic students or low-income students and schools with fewer than 50 percent Black or Hispanic students or low-income students. This was done to ensure adequate representation of teachers and principals by school type.

We developed the surveys in consultation with the Bill & Melinda Gates Foundation. The funder provided feedback on question wording, format, and sequencing, with the RAND team maintaining final editorial control on the survey items. The surveys were designed to generate representative data on teacher and principal perspectives regarding the topics listed earlier in Table S.1. Both the ATP and ASLP surveys had an approximate administration time of ten minutes. We fielded both surveys from October 6 through October 18, 2020.

Survey Completion Results

The fall 2020 COVID-19 surveys yielded 1,082 complete responses out of 2,199 invitations for teachers (49.2 percent completion rate) and 1,147 complete responses out of 3,977 invitations for school leaders (28.8 percent completion rate). Table S.2 provides weighted descriptive statistics for survey respondents. The weights, which are described in the next section, are intended to ensure that the sample reflects the national population of teachers and school leaders.

Table S.2. Weighted Descriptive Statistics

	ATP Weighted Percentage		ASLP Weighted Percentage	
	Mean	Standard Error	Mean	Standard Error
School characteristics				
Elementary school[a]	48.9	1.64	56.7	1.61
Middle school[a]	19.7	1.19	19.8	1.24
High school[a]	29.3	1.36	19.9	1.27
Other types of schools[a]	2.1	0.47	3.7	0.62
Small school (0–399 students) [a]	16.5	1.17	34.9	1.54
Medium school (400–799 students) [a]	28.2	1.50	33.0	1.45
Large school (800+ students) [a]	55.3	1.63	32.0	1.69
Percentage Asian students	6.0	0.41	4.8	0.39
Percentage Hispanic students	25.4	0.86	22.8	0.81
Percentage Black students	14.9	0.66	15.5	0.71
Percentage White students	48.8	1.03	52.7	1.05
Percentage other race/ethnicity students	4.9	0.19	5.2	0.20
Percentage of students receiving FRPL	51.1	0.91	49.1	0.89
High-poverty school (more than 75 percent FRPL)[a]	24.1	1.43	20.5	1.19
Title I–eligible school[a]	68.6	1.51	71.3	1.57
City school[a]	28.6	1.49	25.7	1.43
Suburban school[a]	39.6	1.60	32.1	1.55
Town school[a]	10.7	1.09	13.3	1.15
Rural school[a]	21.0	1.34	28.9	1.50
Educator characteristics				
Total years in role	15.7	0.25	11.2	0.21
Years in current school	9.9	0.24	7.0	0.16
Female[a]	76.1	1.37	50.9	1.64

NOTE: The ATP sample contains 1,082 observations. The ASLP sample contains 1,147 observations. School characteristics were obtained from the Common Core of Data (CCD) and are from the 2018–2019 school year. Means and standard errors were calculated using survey weights, which are calibrated to match the national averages for teachers and school leaders. The definition for *high-poverty school* (more than 75 percent FRPL) follows the definition set forth by the National Center for Education Statistics (NCES) (Hussar et al., 2020; NCES, 2019; NCES, 2020). Educator characteristics are self-reported by the respondent.
[a] Variables are expressed as dichotomous indicators of group members (1 = in the group, 0 = not in the group).

Calibrated Weighting

We created weights to produce estimates that reflect the population of teachers and principals in the United States. The methods for producing weights for the ATP and ASLP differed slightly. For the ATP, the final analysis weights are the recalibration of the product of the following three interim weights:

1. **the calibrated weight of the sampling frame.** As our sampling frame was not a simple random sample of the population, this weight adjusts our sampling frame (members of the ATP) so that it is representative of the population (K-12 public school classroom teachers in the United States). This calibration weight assigns a value to each panel member based on individual and school-level characteristics so that the sum of the weights along the calibration factors closely matches the characteristics of the national

population of teachers based on the Schools and Staffing Survey and the CCD, which are both from the NCES. (See Robbins and Grant, 2020, for more information.)

2. **the sample selection weight.** This is the inverse probability of selection into the fall 2020 COVID-19 survey sample using the ATP as the sampling frame. These probabilities were selected to achieve the goals of 1,000 completed ATP surveys and to minimize deviation from a simple random sample.
3. **the survey response weight.** This is the inverse of the modeled probability of a respondent completing the survey.

The product of these three sample design weights was recalibrated one more time to assure that the final weighted sample was representative of the population after the screening and nonresponse adjustments were applied. A slightly different approach was taken for the ASLP. Because almost all eligible school leaders in the sampling frame were invited to take the survey to obtain the target number (1,000) of completed surveys, the three-step process used for the ATP led to statistically inefficient ASLP weights. Therefore, instead of using the recalibration of the product of the three interim weights, the ASLP final sample weight used a direct calibration of the survey data based on national characteristics of principals.

The sampling and weighting approaches were designed to ensure a representative sample and limit the size of the design effect. We calculated the sampling frame weights to make the panel match the national population of teachers and principals based on several school-level (e.g., school size, level, urbanicity, sociodemographics) and individual-level (e.g., gender, experience) characteristics. For the ATP, the inverse of the selection probabilities (p_{si}) was used as the sample selection weight. We estimated the response weights by modeling the likelihood (p_{ri}) that a selected participant would respond to the survey, conditional on the school-level and individual-level characteristics of teachers (including the states in which they are working). For parsimony, we used a variable-selection method to choose the model that best fit the data. We estimated the main weight as the product of the sampling frame calibration weight ($1/p_{fi}$), the sample selection weight ($1/p_{si}$), and the response weight ($1/p_{ri}$), as follows:

$$\text{Main weight } = \frac{1}{p_{fi}} \times \frac{1}{p_{si}} \times \frac{1}{p_{ri}}$$

Because there is no guarantee that this main weight will sum to the total of all the population characteristics, the weight was calibrated again based on individual-level and school-level characteristics to obtain the final weight. If some of these final weights were extreme, we used a trimming process (at the 95th percentile) to reduce the outliers, and the trimmed weights were reallocated for the population totals to remain the same after trimming. An additional description of the weighting process is available in Robbins and Grant, 2020.

Note that because of missing data, as well as schools that report "Other" grade level (instead of elementary, middle, or high) in the CCD data used for calibration, values were imputed for a very small number of schools associated with teachers (about 12) and principals (about 30) who responded to a survey. Imputed values for these schools were generated using the Fully Conditional Specification implemented by the MICE package in R.

The rest of this report provides detailed tables showing survey responses for teachers and school leaders.

Abbreviations

AEP	American Educator Panels
ASDP	American School District Panel
ASLP	American School Leader Panel
ATP	American Teacher Panel
CCD	Common Core of Data
COVID-19	coronavirus disease 2019
ELD	English language development
ESL	English as a second language
FRPL	free or reduced-price lunch
IEP	Individualized Education Program
NCES	National Center for Education Statistics

About These Results

For each question, we present results for three groups: total, teachers in schools with 50 percent or more Black or Hispanic students, and teachers in schools with 50 percent or more FRPL students. All results reflect responses gathered during the survey fielding period: October 6 through October 18, 2020. The surveys included a small number of "other: (please specify)" options that allowed respondents to enter text. We do not include those text responses in this report, but we will review them and include them in a future report if appropriate. Note that table results will not always sum to 100 percent because of rounding or because the questions are designed to allow multiple selections (or no selection).

AEP 2020 Fall COVID-19 Distance Learning Surveys: Teacher Results

About Responding Teachers and Their Schools

1. This school year (2020–2021), what grade(s) do you teach? ($n = 1,082$)

| | Weighted Percentage | | |
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Kindergarten	14	10	15
Grade 1	15	13	16
Grade 2	14	10	16
Grade 3	16	12	18
Grade 4	16	15	19
Grade 5	16	13	17
Grade 6	13	11	12
Grade 7	15	15	14
Grade 8	16	17	15
Grade 9	21	20	17
Grade 10	25	23	19
Grade 11	26	22	19
Grade 12	25	22	19
Ungraded (including special education students aged 18–22)	1	0	1
Other	2	1	1

NOTES: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. FRPL = free or reduced-price lunch.

2. Please indicate the subject(s) that you teach this school year (2020–2021). (*n* = 1,082)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)	48	49	54
English language arts (including English, language arts, reading, literature, writing, speech, etc.)	49	46	52
Natural science (including general science, biology, chemistry, physics, etc.)	37	40	40
Social science (including social studies, geography, history, government/civics, etc.)	37	38	42
Art and/or music	9	9	10
Health education	8	5	7
World languages	3	3	2
Computer science	4	4	4
Career or technical education	4	4	3
Special education	14	13	15
English as a second language (ESL) or English language development (ELD)	9	14	12
Physical education	6	6	7
Other	6	6	7

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

3. Including this school year (2020–2021), but excluding your student teaching, how long have you worked as a teacher? (*n* = 1,082)

	Weighted Percentage					
	Total Number of Years Teaching			**Total Number of Years Teaching In Current School**		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**	**Total**	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
0–5 years	8	11	9	34	42	41
6–10 years	20	18	20	28	26	27
11–15 years	25	26	26	18	16	15
16–20 years	23	23	22	11	9	10
21+ years	24	23	22	9	7	8

NOTE: Respondents were asked to input the number of years they have taught. Responses were binned for this table.

4. To what extent is each of the following a concern for you right now? (*n* = 1,082)

	Weighted Percentage		
	Total	**≥ 50% Black and Hispanic Students**	**≥ 50% FRPL Students**
My own health or that of my loved ones			
Not a concern right now	4	4	4
A minor concern	12	10	11
A moderate concern	27	21	24
A major concern	57	64	60
Prefer not to say	0	1	1
Paying the bills			
Not a concern right now	22	20	22
A minor concern	23	20	20
A moderate concern	28	29	27
A major concern	28	31	30
Prefer not to say	1	0	0
My job security			
Not a concern right now	33	33	33
A minor concern	28	23	25
A moderate concern	19	21	19
A major concern	19	23	22
Prefer not to say	0	0	1
Responsibilities to care for my own children or other loved ones			
Not a concern right now	17	18	16
A minor concern	16	18	17
A moderate concern	24	21	23
A major concern	43	42	43
Prefer not to say	0	0	0
Feelings of burnout			
Not a concern right now	6	6	8
A minor concern	13	13	13
A moderate concern	23	21	23
A major concern	57	60	56
Prefer not to say	1	1	1

5. During your most recent full week of teaching this school year (2020–2021), approximately how many hours did you work as part of your teaching position at your school, excluding any work you do outside of your school system? (*n* = 1,081)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 31 hours	10	12	12
32 to 39 hours	8	7	8
40 to 47 hours	31	30	33
48 to 55 hours	26	26	25
56 to 63 hours	15	15	14
64 hours or more	9	10	9

NOTE: Respondents were asked to input the number of hours they worked. Responses were binned for this table.

6. During a typical full week of teaching before coronavirus disease 2019 (COVID-19), approximately how many hours did you work as part of your teaching position at your school, excluding any work you do outside of your school system? (*n* = 1,076)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 31 hours	9	10	10
32 to 39 hours	14	14	14
40 to 47 hours	52	50	51
48 to 55 hours	19	20	19
56 to 63 hours	4	4	4
64 hours or more	1	3	2

NOTE: Respondents were asked to input the number of hours they worked. Responses were binned for this table. Respondents who indicated that they began teaching during COVID-19 did not respond to this question.

7. What is the likelihood that you will leave your job by the end of the current school year (2020–2021) compared with the likelihood you would have left your job before COVID-19? (*n* = 1,076)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Likely to leave before COVID-19, but unlikely now	1	2	1
Unlikely to leave before, but likely now	17	17	16
Likely to leave both before and now	7	8	7
Unlikely to leave both before and now	75	74	76

NOTE: This item was adapted from a question used in Kurtz, 2020.

8. To what extent do you agree or disagree with the following statements about your work at this school? (*n* = 1,078)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
The stress and disappointments involved in teaching at this school aren't really worth it.			
Strongly disagree	30	28	29
Somewhat disagree	28	27	28
Somewhat agree	30	30	29
Strongly agree	12	15	14
The teachers at this school like working here; I would describe us as a satisfied group.			
Strongly disagree	8	8	8
Somewhat disagree	21	24	23
Somewhat agree	49	50	49
Strongly agree	23	18	19
I like the way things are run at this school.			
Strongly disagree	10	11	11
Somewhat disagree	23	25	25
Somewhat agree	45	47	44
Strongly agree	22	17	20
If I could get a higher-paying job I'd leave teaching as soon as possible.			
Strongly disagree	18	14	17
Somewhat disagree	24	20	22
Somewhat agree	35	40	36
Strongly agree	23	26	26
I think about transferring to another school.			
Strongly disagree	46	41	40
Somewhat disagree	21	18	22
Somewhat agree	25	31	28
Strongly agree	8	10	10
I don't seem to have as much enthusiasm now as I did when I began teaching.			
Strongly disagree	15	13	14
Somewhat disagree	22	21	20
Somewhat agree	41	41	41
Strongly agree	22	24	25

NOTE: This item was adapted from a question used in National Center for Education Statistics (NCES), 2017.

9. During the current school year (2020–2021), do you, or will you, earn additional compensation from working in any job outside this school system? (*n* = 1,077)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
No	75	78	77
Yes	25	22	23

10. Which of these best describes this job outside this school system? (*n* = 280)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Teaching a learning pod (i.e., groups of students whose parents have banded together to provide them with supplemental instruction in their homes)	2	6	4
Substitute teaching	0	0	0
Tutoring	21	23	19
Nonteaching, but related to teaching field	19	25	19
Other	57	46	57

NOTE: Respondents who indicated that they do not work at any job outside the school system did not see this question.

11. To what extent do you agree or disagree with each of the following statements about your school this school year (2020–2021)? (*n* = 1,076)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
The principal knows what kind of school he or she wants and has communicated it to the staff.			
Strongly disagree	8	8	9
Somewhat disagree	13	12	13
Somewhat agree	38	39	38
Strongly agree	41	41	40
There is a great deal of cooperative effort among the staff members.			
Strongly disagree	3	5	4
Somewhat disagree	15	17	18
Somewhat agree	44	44	46
Strongly agree	37	34	31
I am generally satisfied with being a teacher at this school.			
Strongly disagree	4	5	5
Somewhat disagree	13	17	16
Somewhat agree	47	46	47
Strongly agree	36	31	31
The amount of student tardiness and class cutting in this school interferes with my teaching.			
Strongly disagree	32	21	24
Somewhat disagree	26	26	26
Somewhat agree	29	33	32
Strongly agree	13	21	17
I make a conscious effort to coordinate the content of my courses with that of other teachers.			
Strongly disagree	5	6	4
Somewhat disagree	14	15	12
Somewhat agree	42	43	44
Strongly agree	40	37	40

NOTE: This item was adapted from a question used in NCES, 2015.

About Responding Teachers' Students

12. Approximately what percentage of the students you teach this school year (2020–2021) are English language learners? (*n* = 1,073)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 10 percent	59	38	46
11 to 25 percent	17	23	20
26 to 50 percent	10	18	15
51 to 75 percent	4	9	8
76 to 100 percent	10	12	11

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table. In the survey, *English language learners* were defined for respondents as "students who come from non-English speaking homes and who are learning English."

13. Approximately what percentage of the students you teach this school year (2020–2021) have an Individualized Education Program (IEP) and/or 504 plan? (*n* = 1,074)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 10 percent	39	43	39
11 to 25 percent	33	28	30
26 to 50 percent	17	19	19
51 to 75 percent	2	2	2
76 to 100 percent	9	8	10

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table. In the survey, an *IEP* was defined for respondents as "a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services."

14. Approximately what percentage of the students (and/or their families) who are assigned to your classes have you been able to contact at least once since this school year (2020–2021) started? (*n* = 1,074)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 50 percent	20	21	18
51 to 60 percent	2	3	3
61 to 70 percent	2	3	3
71 to 80 percent	9	11	10
81 to 90 percent	13	15	16
91 to 100 percent	54	47	50

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

15. Approximately what percentage of your students are typically present (whether remote or in-person) each school day this school year (2020–2021)? (*n* = 1,074)

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
0 to 50 percent	6	9	8
51 to 60 percent	3	3	4
61 to 70 percent	3	4	5
71 to 80 percent	16	21	20
81 to 90 percent	30	32	31
91 to 100 percent	42	30	32

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

16. Thus far this school year (2020–2021), have the following groups of your students had higher absence rates than your students overall? (*n* = 1,072)

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Students who qualify for a free or reduced-price meal			
No	33	27	31
Yes	28	37	35
Don't know	38	35	33
N/A—I do not teach these students	2	1	1
Students who are academically struggling			
No	27	23	23
Yes	58	65	64
Don't know	14	12	13
N/A—I do not teach these students	1	1	1
Students who have an IEP			
No	49	44	44
Yes	29	34	35
Don't know	18	16	16
N/A—I do not teach these students	4	6	5
Students who are English language learners			
No	44	42	43
Yes	25	38	31
Don't know	18	14	16
N/A—I do not teach these students	13	6	10

17. Approximately what percentage of your students have completed all or almost all of your assignments so far this school year (2020–2021)? (*n* = 1,071)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 50 percent	26	38	34
51 to 60 percent	6	8	9
61 to 70 percent	9	12	10
71 to 80 percent	24	20	21
81 to 90 percent	21	15	16
91 to 100 percent	14	8	10

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

18. How prepared are the majority of your students to participate in grade-level work this school year (2020–2021), relative to their preparedness at this time last year? (*n* = 1,070)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—I was not teaching at this time last year	1	0	1
Significantly more prepared than last year	3	2	3
Somewhat more prepared than last year	4	6	4
About the same as last year	24	24	22
Somewhat less prepared than last year	39	34	34
Significantly less prepared than last year	27	31	34
Not sure	2	3	3

Instruction During COVID-19

Throughout the rest of this survey, we use the phrase "remote learning" to refer to any instructional materials and supports schools provide to students outside the school building. Remote learning can include online instruction and the provision of hard-copy materials (e.g., packets of lessons or worksheets).

19. So far this school year (2020–2021), to what extent are you focusing on reviewing content that students should have learned last year versus presenting new content? (*n* = 1,068)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
All or almost all review	4	5	6
Mostly review, with a smaller amount of new content	12	14	15
About evenly split between review and new content	28	29	31
Mostly new content, with a smaller amount of review	40	35	35
All or almost all new content	15	16	14

20. Thinking about the curriculum content you had covered by last school year (2019–2020) at this time, what proportion of that content have you covered this school year (2020–2021)? (*n* = 1,068)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
N/A—This is my first year teaching or I am teaching a different subject or course than last year	6	7	7
None or almost none	6	4	6
About 25 percent	24	28	28
About 50 percent	23	23	25
About 75 percent	24	24	22
Nearly all or all	18	13	13

21. Please indicate what type of feedback or grades you are typically providing to students on the work they complete this school year (2020–2021). (*n* = 1,068)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Monitoring completion, but not providing feedback	4	4	5
Providing feedback to students on their work, but no grade or score	20	21	25
Providing pass or fail grade to students	5	5	6
Providing letter grade or score	59	60	53
Other	11	11	12

22. Which of the following most closely reflects how instruction is provided to your students as of today? (*n* = 1,068)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Fully remote instruction, where a large majority or all of your students receive at least one synchronous class each school day	35	50	42
Fully remote instruction, where a large majority or all of your students receive less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	4	7	4
Hybrid model, where a majority or all of your students receive some in-person instruction and some remote instruction	38	33	35
Fully in-person instruction each school day for the majority, if not all, of your students	23	10	19

NOTES: In the survey, *synchronous classes* were defined as "live, online classes conducted in real time." *Asynchronous* classes were defined as "instructor-provided materials, lectures, tests, and/or assignments that can be accessed at any time."

23. How satisfied are you with the decisions your district or school has made thus far regarding remote and in-person learning for this school year (2020–2021)? (*n* = 1,068)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Highly dissatisfied	14	17	15
Dissatisfied	14	15	14
Somewhat satisfied and somewhat dissatisfied	36	35	37
Satisfied	23	23	22
Highly satisfied	13	11	12

24. During synchronous online instruction this school year (2020–2021), do you differentiate instruction using any of the following methods? (*n* = 808)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—I am not providing synchronous, online instruction this school year	9	6	7
Break students into small groups (e.g., using breakout rooms) and work with groups separately	40	46	41
Provide students with different activities or exercises on the same topic to accommodate their needs	41	43	43
I do not differentiate during synchronous, online instruction	31	28	28
Other	5	4	4

NOTE: Respondents who indicated that they engaged in either fully in-person instruction or majority asynchronous fully remote instruction did not see this question. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

25. What options are available at your school this school year (2020–2021) for students who need extra help? (*n* = 1,068)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—No options are available at my school for students who need extra help	8	12	11
One-on-one meetings with me or other teachers	69	66	66
Free tutoring (whether in a small group or one-on-one)	34	39	34
Meetings with reading specialists	33	25	27
Meetings with math specialists	27	21	21
Extra online materials for students to use on their own	48	45	49
Courses at my school that offer additional support	18	14	14
Other	7	6	6

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

26. What data are available to you this school year (2020–2021) to determine whether students need extra academic help? (*n* = 1,067)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—No data are available to me this school year to determine whether students need extra help	5	6	6
Their lack of participation in class	57	57	55
Their completed assignments or exit tickets in my class	70	70	71
Their performance on classroom quizzes or tests	72	69	70
Schoolwide assessments given to all students during the last school year (2019–2020)	34	34	35
Schoolwide assessments given to all students at the beginning of this school year (2020–2021)	47	47	52
Other	4	5	4

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

27. To your knowledge, approximately what percentage of the students you teach are participating in learning pods (i.e., groups of students whose parents have banded together to provide them with supplemental instruction in their homes) this fall? (*n* = 1,067)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
None or very few	52	55	56
Approximately 25 percent	5	4	4
Approximately 50 percent	1	1	1
Approximately 75 percent	0	1	1
All or nearly all	1	1	1
I don't know	41	38	36

Supports Provided by Your School System

28. Have you received adequate guidance and support (from any source in your school system) to address the learning needs of each of the following groups of students this school year (2020–2021)? (*n* = 1,067)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Students with mild or moderate disabilities			
No	31	35	32
Yes	56	50	53
N/A—I do not teach these students	14	15	15
Students with severe disabilities			
No	25	31	28
Yes	22	17	22
N/A—I do not teach these students	52	52	50
English language learners			
No	32	43	34
Yes	47	50	52
N/A—I do not teach these students	21	8	14
Students affected by poverty			
No	43	47	42
Yes	51	49	55
N/A—I do not teach these students	6	4	3
Students experiencing homelessness			
No	45	50	45
Yes	35	36	39
N/A—I do not teach these students	20	14	15
Students from different racial/ethnic groups			
No	38	41	40
Yes	58	58	58
N/A—I do not teach these students	4	1	2
All other students			
No	30	37	33
Yes	67	60	65
N/A—I do not teach these students	3	3	2

29. Do you have high-quality instructional materials to serve the following types of students this school year (2020–2021)? ($n = 1,066$)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Students with mild or moderate disabilities			
No	24	33	30
Yes	55	47	48
I don't know	8	7	8
N/A—I do not teach these students	13	13	14
Students with severe disabilities			
No	26	30	30
Yes	20	18	18
I don't know	7	7	8
N/A—I do not teach these students	47	46	44
English language learners			
No	27	31	30
Yes	47	55	50
I don't know	8	8	8
N/A—I do not teach these students	18	6	12
Students affected by poverty			
No	28	34	32
Yes	52	52	53
I don't know	15	12	13
N/A—I do not teach these students	5	3	2
Students experiencing homelessness			
No	30	37	34
Yes	40	40	40
I don't know	17	15	15
N/A—I do not teach these students	14	8	11
All other students			
No	17	21	21
Yes	73	68	69
I don't know	8	8	8
N/A—I do not teach these students	2	3	2

30. During this school year (2020–2021), including summer 2020, have you received training on the following topics? (*n* = 1,066)

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
How to provide remote instructional opportunities that are engaging and motivating to students	61	62	60
How to provide remote instructional opportunities that support students' social and emotional well-being	50	54	50
How to use virtual learning management platforms and technology	79	78	78
How to provide remote instructional opportunities that will be accessible to all students, regardless of resources at home (e.g., device or internet access)	39	40	41
How to differentiate instruction to make it culturally relevant to students	26	28	27
How to engage parents or guardians in home learning	23	24	25
None of the above	13	13	14

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

31. Please indicate your current level of need for additional support from school or district leaders in each of the following areas. (*n* = 1,066)

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Strategies to adapt the curriculum I'm using			
No need	20	18	20
Very minor need	12	10	10
Minor need	22	18	21
Moderate need	26	28	27
Major need	15	19	16
Very major need	6	6	7
Academic lesson plans			
No need	32	28	31
Very minor need	15	16	15
Minor need	22	23	22
Moderate need	19	20	20
Major need	7	8	7
Very major need	4	5	5
Social and emotional learning lesson plans or strategies			
No need	17	16	17
Very minor need	13	14	14
Minor need	21	19	21
Moderate need	28	28	25
Major need	15	15	15
Very major need	6	8	7

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Strategies to keep students engaged and motivated			
No need	13	11	12
Very minor need	9	7	9
Minor need	18	15	16
Moderate need	28	27	28
Major need	21	28	24
Very major need	11	12	11
Strategies to catch students up to grade level			
No need	13	10	11
Very minor need	7	5	6
Minor need	18	13	14
Moderate need	30	27	28
Major need	22	32	29
Very major need	10	13	13
Access to high-speed internet from my home			
No need	43	43	39
Very minor need	8	7	7
Minor need	12	9	12
Moderate need	13	14	14
Major need	11	13	12
Very major need	13	15	16
Up-to-date computer or tablet to use from my home			
No need	50	49	47
Very minor need	9	7	8
Minor need	10	10	9
Moderate need	11	14	15
Major need	8	9	9
Very major need	11	12	12
Strategies to assess students' academic learning			
No need	24	21	23
Very minor need	13	7	10
Minor need	17	17	17
Moderate need	25	27	25
Major need	14	18	15
Very major need	8	9	10

AEP 2020 Fall COVID-19 Distance Learning Surveys: Principal Results

About Responding Principals and Their Schools

1. This school year (2020–2021), what grade(s) are included in the school you lead? ($n = 1,143$)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Elementary (e.g., K–5, K–6)	44	44	50
Middle (e.g., 6–8, 7–9)	19	14	15
High (e.g., 8–12, 9–12)	19	17	12
Elementary/middle (e.g., K–7, K–8)	9	15	13
Middle/high (e.g., 6–12, 7–12)	4	4	5
All grades (e.g., K–12)	6	6	6

NOTE: Respondents were asked to select all grades included in their school from a list of grades. Responses were assigned the categories above for this table.

2. On what date did this school year (2020–2021) begin for students in your school? ($n = 1,145$)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
July 19, 2020, to August 8, 2020	6	7	5
August 9, 2020, to August 22, 2020	34	39	40
August 23, 2020, to September 5, 2020	33	28	30
September 6, 2020, to September 19, 2020	24	22	23
September 20, 2020, to October 3, 2020	2	3	2
October 4, 2020, to October 19, 2020	1	1	1

NOTE: Respondents were asked to provide the opening date for their school. Responses were binned for this table.

3. Not including graduates, approximately what percentage of the students who were enrolled in your school last school year (2019–2020) have enrolled again in your school this year? ($n = 1,147$)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 50 percent	2	3	2
51 to 60 percent	1	2	1
61 to 70 percent	4	4	4
71 to 80 percent	10	14	13
81 to 90 percent	27	33	31
91 to 100 percent	56	45	49

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

4. Approximately what percentage of your enrolled students (and/or their families) has a school staff member been able to contact at least once since this school year (2020–2021) started? (*n* = 1,147)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 50 percent	1	1	2
51 to 60 percent	0	1	0
61 to 70 percent	1	1	1
71 to 80 percent	4	6	5
81 to 90 percent	10	14	12
91 to 100 percent	83	77	79

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

5. Including this school year (2020–2021), how long have you worked as a principal? (*n* = 1,147)

| | Weighted Percentage | | | | | |
| | Total Number of Years as a Principal | | | Total Number of Years as a Principal in Your Current School | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0–5 years	20	17	21	45	48	48
6–10 years	34	41	38	36	39	35
11–15 years	21	24	23	12	10	12
16–20 years	16	12	12	5	2	3
21+ years	9	6	6	1	1	1

NOTE: Respondents were asked to input the number of years they have taught. Responses were binned for this table.

6. What is the likelihood that you will leave your job by the end of the current school year (2020–2021), compared with the likelihood you would have left your job before COVID-19? (*n* = 1,147)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Likely to leave before COVID-19, but unlikely now	3	4	3
Unlikely to leave before, but likely now	12	12	12
Likely to leave both before and now	9	10	10
Unlikely to leave both before and now	76	75	75

NOTE: This item was adapted from a question used in Kurtz, 2020.

7. To what extent do you agree or disagree with the following statements? ($n = 1,147$)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
The stress and disappointments involved in being a principal at this school aren't really worth it.			
Strongly disagree	44	47	47
Somewhat disagree	29	25	25
Somewhat agree	21	23	23
Strongly agree	6	5	5
I am generally satisfied with being principal at this school.			
Strongly disagree	2	2	2
Somewhat disagree	6	7	9
Somewhat agree	37	37	35
Strongly agree	54	53	54
If I could get a higher-paying job, I'd leave this job as soon as possible.			
Strongly disagree	23	23	23
Somewhat disagree	34	33	30
Somewhat agree	27	27	29
Strongly agree	16	18	18
I think about transferring to another school.			
Strongly disagree	58	57	54
Somewhat disagree	21	22	22
Somewhat agree	15	14	18
Strongly agree	5	6	6
I don't seem to have as much enthusiasm now as I did when I began this job.			
Strongly disagree	25	27	27
Somewhat disagree	25	23	23
Somewhat agree	37	36	35
Strongly agree	14	14	15

NOTE: This item was adapted from NCES, 2017.

Instruction During COVID-19

8. Which of the following most closely reflects how instruction is provided to students at your school as of today? (*n* = 1,147)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Fully remote instruction, where a large majority or all students receive at least one synchronous class each school day	30	53	36
Fully remote instruction, where a large majority or all students receive less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	3	7	4
Hybrid model, where a majority or all students receive some in-person instruction and some remote instruction	47	33	42
Fully in-person instruction each school day for the majority, if not all, students	20	8	17

9. You indicated that your school is using a hybrid model this school year (2020–2021). Please indicate whether your school is using the following approaches. (*n* = 526)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
In-person attendance for students with specialized needs (e.g., English language learners, homeless students, students with learning disabilities, students without internet access or a device at home)	41	53	40
In-person sessions for core subjects only (i.e., math, English, science, social studies)	14	19	16
In-person sessions for elementary students only; remote sessions for middle and high school students	8	11	9
Split schedule with some students attending in-person sessions in the morning and others attending in the afternoon	4	1	4
Split schedule with students attending in-person sessions on alternate days during the school week	50	31	41
Split schedule with students attending in-person sessions on alternate weeks	2	4	3
Other	37	40	34

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents who indicated that they are not using a hybrid model at their school did not see this question.

10. Since this school year (2020–2021) started, has your school shifted from initially providing in-person instruction or using a hybrid model to a fully remote model because of concerns about COVID-19 transmission? (*n* = 395)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
No	82	82	80
Yes	18	18	20

NOTE: Only respondents who indicated that their school is engaged in fully remote models of instruction responded to this question.

11. To your knowledge, approximately what percentage of your school's students are participating in learning pods (i.e., groups of students whose parents have banded together to provide them with supplemental instruction in their homes) this fall? (*n* = 1,147)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
None or very few	61	57	62
Approximately 25 percent	7	9	7
Approximately 50 percent	1	1	1
Approximately 75 percent	1	1	1
All or nearly all	1	1	1
I don't know	30	31	28

12. In addition to standard hygiene practices and social distancing, what safety measures is your school taking to reduce COVID-19 transmission? (*n* = 751)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—My school has not yet provided in-person instruction	0	0	0
N/A—My school is not taking safety measures beyond standard hygiene practices and social distancing.	1	0	1
Requiring face masks for employees that must be worn throughout the entire school day (except for meals)	90	94	90
Requiring face masks for students in some or all grade levels that must be worn throughout the entire school day (except for meals)	81	89	80
Requiring face masks for students in some or all grade levels that must be worn during part, but not all, of the school day (e.g., in hallways and during arrival/departure times, but not in class)	19	19	23
Checking employees' temperature each arrival time	52	60	63
Checking students' temperature each arrival time	54	63	66
Assigning students to small groups that they remain with all day (i.e., cohorting)	54	53	58
Offering outdoor instruction	43	36	32
Staggering students' arrival/departure times	28	30	27
Other	13	13	10

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents who indicated that they are using fully remote models of instruction did not see this question.

13. Please estimate the percentage of students in your school who currently have access to the following at home. (*n* = 1,145)

	Weighted Percentage					
	Digital Devices (e.g., tablets or laptops)			Adequate Internet Connection		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 25 percent	2	2	3	1	2	2
26 to 50 percent	4	3	6	7	7	11
51 to 75 percent	9	6	8	16	19	20
76 to 100 percent	85	89	82	76	72	67

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

14. Please estimate the percentage of students for whom your school or your district has provided the following resources for use at home. (*n* = 1,144)

	Weighted Percentage					
	Digital Devices (e.g., tablets or laptops)			Hot Spots or Other Technology That Give Home Access to The Internet		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
0 to 25 percent	14	7	10	74	56	61
26 to 50 percent	13	12	11	10	19	16
51 to 75 percent	10	14	15	4	6	7
76 to 100 percent	63	67	65	13	20	17

NOTE: Respondents were asked to provide a percentage. Responses have been binned for this table.

15. How satisfied are you with the decisions your district has made thus far regarding remote and in-person instruction for this school year (2020–2021)? (*n* = 1,143)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Highly dissatisfied	4	6	7
Dissatisfied	7	9	9
Somewhat satisfied and somewhat dissatisfied	31	34	30
Satisfied	38	34	36
Highly satisfied	20	18	19

16. Has your school either eliminated or reduced time for any of the following courses or activities this school year (2020–2021) for any reason? (*n* = 1,142)

	Weighted Percentage		
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
N/A—My school has not eliminated or reduced time for any courses or activities this school year	27	26	27
After-school or before-school programs (e.g., enrichment activities, homework help)	56	57	56
Art and/or music	20	21	20
English language arts (including English, language arts, reading, literature, writing, speech)	7	9	6
World languages	5	4	3
Social science (including social studies, geography, history, government/civics)	10	10	9
Mathematics (including general mathematics, algebra, geometry, calculus)	7	9	6
Natural science (including general science, biology, chemistry, physics)	9	12	9
Physical education	14	16	14
Health education	7	9	8
Computer science	9	8	8
Career or technical education	5	4	3
Special education	5	6	4
ESL or ELD	5	7	5
Team sports	39	44	39
Other	6	5	5

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

17. Has your school taken (or is your school currently taking) the following actions to increase staff or services this school year (2020–2021) compared with last school year (2019–2020)? (*n* = 1,138)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
N/A—My school has not taken any actions to increase staff or services this school year	48	51	49
Hired teachers	17	14	14
Hired school administrators (e.g., assistant principals, deans, secretaries)	3	3	2
Hired staff who address students' physical health and safety (e.g., nurses)	10	7	8
Hired staff who address students' mental health (e.g., social workers, guidance counselors)	9	9	9
Hired service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)	14	8	11
Offered summer programming during summer 2020	14	14	13
Offer pull-out services during the school day	9	9	8
Offer one-on-one or small-group tutoring	13	16	16
Offer push-in teachers or services in the classroom	9	11	11
Offer instructional time in one or more academic subjects	8	11	9
Offer supplemental online courses to help students catch up or recover credits	11	12	12
Other	7	6	6

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

18. Has your school required a higher proportion of your students to do any of the following this school year (2020–2021) compared with last school year (2019–2020)? (*n* = 1,138)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Repeat a grade level	1	1	1
Repeat a particular course	2	3	2
Attend tutoring or supplemental courses	10	15	14
None of these	88	83	85

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

Student Assessment During COVID-19

19. Please indicate in which subjects, if any, most or all general education students took a schoolwide assessment this fall (2020). (*n* = 1,138)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
N/A—Students have not taken a schoolwide assessment yet this year	32	31	26
English	62	64	69
Foreign language	2	3	3
Math	62	62	68
History	6	5	5
Science	15	20	20
Social studies	8	11	10
Writing	13	13	16
Other	8	7	6

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

20. Please estimate how student achievement among the following subgroups compares this fall (2020) with their achievement last fall (2019). (*n* = 1,135)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
All students			
Much lower than in fall 2019	13	20	21
Somewhat lower than in fall 2019	52	47	50
About the same as in fall 2019	28	26	24
Somewhat higher than in fall 2019	3	4	4
Much higher than in fall 2019	1	1	0
N/A—None of the students at my school are in this group	4	3	2
Low-achieving students			
Much lower than in fall 2019	29	35	35
Somewhat lower than in fall 2019	44	38	41
About the same as in fall 2019	19	20	17
Somewhat higher than in fall 2019	3	3	3
Much higher than in fall 2019	1	1	1
N/A—None of the students at my school are in this group	4	3	3
High-achieving students			
Much lower than in fall 2019	5	8	9
Somewhat lower than in fall 2019	30	27	31
About the same as in fall 2019	56	57	53
Somewhat higher than in fall 2019	4	4	5
Much higher than in fall 2019	0	0	0
N/A—None of the students at my school are in this group	4	3	3

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Students from low-income families			
Much lower than in fall 2019	21	27	27
Somewhat lower than in fall 2019	48	42	45
About the same as in fall 2019	25	25	23
Somewhat higher than in fall 2019	2	2	2
Much higher than in fall 2019	0	1	1
N/A—None of the students at my school are in this group	4	3	2
Students with disabilities			
Much lower than in fall 2019	25	33	33
Somewhat lower than in fall 2019	43	37	39
About the same as in fall 2019	25	23	22
Somewhat higher than in fall 2019	2	2	2
Much higher than in fall 2019	1	1	0
N/A—None of the students at my school are in this group	4	4	3
English language learners			
Much lower than in fall 2019	19	26	23
Somewhat lower than in fall 2019	41	41	39
About the same as in fall 2019	23	20	21
Somewhat higher than in fall 2019	2	3	2
Much higher than in fall 2019	0	1	0
N/A—None of the students at my school are in this group	15	9	15
Students experiencing homelessness			
Much lower than in fall 2019	21	29	26
Somewhat lower than in fall 2019	31	30	34
About the same as in fall 2019	24	24	23
Somewhat higher than in fall 2019	3	4	4
Much higher than in fall 2019	0	1	1
N/A—None of the students at my school are in this group	21	11	12

School Budget and Staff

21. Is your school's budget for this school year (2020–2021) less, more, or approximately the same as last school year (2019–2020)? (*n* = 1,137)

| | Weighted Percentage | | |
	Total	≥50% Black and Hispanic Students	≥50% FRPL Students
Less	38	36	36
Approximately the same	51	53	52
More	11	12	12

22. Please indicate whether you have made the following cost-cutting changes at your school for this school year (2020–2021). ($n = 1,137$)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
N/A—I have not made any cost-cutting changes at my school for this year	50	48	49
Furloughed or laid off teachers	5	6	5
Furloughed or laid off service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)	5	5	5
Furloughed or laid off school administrators (e.g., assistant principals, deans, secretaries)	2	1	1
Furloughed or laid off staff who address students' physical health and safety (e.g., nurses)	1	1	1
Furloughed or laid off staff who address students' mental health (e.g., social workers, guidance counselors)	1	1	1
Increased class sizes (whether virtual classes or in-person)	12	10	12
Reduced school hours	9	9	10
Reduced services (e.g., food budget, transportation, technology, after-school offerings)	15	16	14
Delayed or cancelled purchases for some instructional or classroom resources	32	35	33
Delayed or cancelled school maintenance or infrastructure projects	13	11	10
Other	5	5	4

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

23. Please enter how many vacant teaching positions, if any, there are at your school as of today. ($n = 1,135$)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
0 vacancies	71	58	67
1 vacancy	16	23	18
2 vacancies	6	9	7
3+ vacancies	6	10	8

NOTE: Respondents were asked to provide the number of vacancies. Responses have been binned for this table.

24. Please select all teacher categories where you have vacancies. (*n* = 330)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Pre-K teachers	4	2	5
Grade K–5 teachers	25	29	31
Grade 6–8 teachers	13	14	18
Grade 9–12 teachers	11	11	9
Art and/or music	6	5	7
English language arts (including English, language arts, reading, literature, writing, speech)	8	7	5
World languages	3	2	3
Social science (including social studies, geography, history, government/civics)	5	3	4
Mathematics (including general mathematics, algebra, geometry, calculus)	9	8	11
Natural science (including general science, biology, chemistry, physics)	8	6	6
Physical education	6	7	5
Health education	1	1	1
Computer science	2	1	1
Career or technical education	9	10	7
Special education	34	37	38
ESL or ELD	4	6	5
Other	13	10	11

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents who indicated that there are no vacant teaching positions at their school did not see this question.

25. To what extent do you agree with the following statements? (*n* = 1,137)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
My school has a shortage of qualified teachers this year because of COVID-19.			
Strongly disagree	56	53	55
Somewhat disagree	14	17	14
Neither agree nor disagree	13	12	12
Somewhat agree	10	10	11
Strongly agree	7	8	8
My school has a shortage of qualified substitute teachers this year because of COVID-19.			
Strongly disagree	12	17	13
Somewhat disagree	6	11	9
Neither agree nor disagree	9	9	9
Somewhat agree	25	25	25
Strongly agree	49	38	44

26. Please select all other school administrator or support staff categories where you have shortages, if any. (*n* = 1,137)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
N/A—We do not have administrator or support staff shortages	60	66	62
School administrators (e.g., assistant principals, deans, secretaries)	5	5	4
Service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)	22	13	22
Staff who address students' physical health and safety (e.g., nurses)	9	8	9
Staff who address students' mental health (e.g., social workers, guidance counselors)	12	12	14
Other	10	9	8

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

27. How do you anticipate evaluating teachers' instruction this year? If you are not sure, select the option you think is most likely. (*n* = 1,137)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Evaluate teachers' instruction through observation or other methods throughout the 2020–2021 school year, regardless of whether teachers' classes are online or in-person	84	85	84
Evaluate teachers' instruction through observation or other methods throughout the 2020–2021 school year only if teachers' classes are in-person; otherwise, waive teachers' evaluations	6	4	4
Wait until spring 2021 and evaluate teachers' instruction if classes are in person by then; if not, waive teachers' evaluations	2	3	2
Wait until spring 2021 and then evaluate teachers' instruction regardless of whether they are online or in-person	2	1	2
Waive teachers' evaluations this school year (2020–2021)	7	8	7

28. Are the following resources available to your students and families this school year (2020–2021)? (*n* = 1,136)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Subsidized meals for students	99	99	99
Subsidized meals for students' families	39	48	44
Mental health supports, including access to school social workers	88	91	89
Guidance counselors	89	88	88
School medical professionals (e.g., nurse)	88	85	86
Speech or occupational therapists	97	96	98

Needs from Your State or District Education Agency

29. Please indicate your current level of need for additional support from state or district leaders in each of the following areas. (*n* = 1,133)

	Weighted Percentage		
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Lifting of requirements regarding student attendance or instructional time			
No need	20	19	21
Very minor need	8	7	7
Minor need	15	16	13
Moderate need	28	24	26
Major need	18	19	19
Very major need	11	14	14
Lifting of restrictions around the provision of remote instructional supports (e.g., restrictions on online teacher-student interactions because of privacy or other concerns)			
No need	25	24	25
Very minor need	10	10	10
Minor need	19	19	18
Moderate need	26	23	25
Major need	14	17	15
Very major need	7	7	7
High-quality materials to support academic instruction			
No need	14	14	16
Very minor need	10	9	9
Minor need	17	15	15
Moderate need	30	32	26
Major need	19	19	22
Very major need	9	11	11
High-quality materials to support social and emotional learning			
No need	10	13	12
Very minor need	7	7	7
Minor need	17	12	14
Moderate need	34	28	29
Major need	22	26	24
Very major need	10	13	14
Tools and resources to enable student engagement with counselors or school psychologists			
No need	10	9	10
Very minor need	8	8	8
Minor need	20	16	17
Moderate need	33	30	30
Major need	19	26	24
Very major need	10	11	12

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Training to support my teachers to deliver remote instruction			
No need	5	5	5
Very minor need	5	5	6
Minor need	11	12	10
Moderate need	28	30	26
Major need	29	27	28
Very major need	22	22	25
Opportunities to network and learn from other principals			
No need	9	9	10
Very minor need	10	9	10
Minor need	24	22	21
Moderate need	35	34	35
Major need	16	17	16
Very major need	7	9	9
Strategies or resources to address the loss of students' opportunities to engage in hands-on learning (e.g., loss of internships, labs, or hands-on learning activities in the classroom)			
No need	5	6	6
Very minor need	6	5	6
Minor need	17	14	15
Moderate need	32	28	28
Major need	26	29	27
Very major need	15	18	17

Postsecondary Transitions

30. Which of the following actions, if any, is your school taking to support postsecondary preparation for high school seniors? (*n* = 340)

		Weighted Percentage	
	Total	**≥50% Black and Hispanic Students**	**≥50% FRPL Students**
Developing alternative routes (e.g., waiving graduation requirements) for students to graduate on time if they have insufficient credits or were unable to meet other graduation requirements because of school building closures			
No	44	40	41
Yes, for some students	45	43	40
Yes, for all students	11	17	19
Partnering with local postsecondary institutions to ensure that students can enroll in college in fall 2021 (e.g., by aligning enrollment requirements with revised high school graduation pathways)			
No	32	22	28
Yes, for some students	42	38	35
Yes, for all students	26	40	37
Connecting students with financial support for college			
No	6	5	4
Yes, for some students	41	33	35
Yes, for all students	53	62	60
Other			
No	68	63	49
Yes, for some students	9	11	10
Yes, for all students	23	26	41

NOTE: Only respondents who led schools that included a 12th-grade level saw this question.

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