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COVID-19 and the State of K–12 Schools

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

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 distance learning supports that varied in degree and type. Researchers from the RAND Corporation drew on RAND’s American Educator Panels (AEP) to document how schools navigated these challenging circumstances and examine disparities in the supports and resources schools were able to provide to students—disparities that the pandemic likely will exacerbate (RAND Corporation, undated). The AEP COVID-19 surveys provide nationally representative data from teachers and principals about the topics shown in Table 1.

These surveys build on other organizations’ efforts to track schools’ responses to the pandemic. A systematic review of school districts’ and charter management organizations’ websites conducted by the Center on Reinventing Public Education revealed widespread differences in how school districts supported students’ learning while school buildings were closed (Center on Reinventing Public Education, undated). Surveys conducted by *Education Week* provided a window into teachers’ concerns about their students and their own well-being, and a website review carried out by the American Enterprise Institute documented the rapid and widespread changes occurring at both the district and school levels (Kurtz, 2020; Malkus, 2020). Finally, the Center for Economic and Social Research at the University of Southern California is running the “Understanding Coronavirus in America” study, which is surveying households across the United States about numerous topics, including the education supports provided to children (University of Southern California, undated).

The RAND 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 COVID-19. We provide

TABLE 1
Topics Covered in the AEP COVID-19 Surveys

American Teacher Panel Topics	American School Leader Panel Topics
Background on responding teachers and the characteristics of their students	Background on responding principals and the grade levels of their schools
Schools' operational status	Schools' operational status, including supports for distance learning that were in place before the pandemic
Distance learning	Distance learning
Supports for teachers	Supports for teachers
Communication with families	Supports for families
	Challenges and needed supports
	Postsecondary transitions (schools with grade 12 only)
Looking ahead to next school year	Looking ahead to next school year
Teachers' concerns	

the first nationally representative data from both teachers and principals on schools' activities and needs during spring 2020 school closures, actions taken before the COVID-19 pandemic, and plans for next school year.

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 target schools, which are schools that serve large populations of students of color and students from lower-income households, and nontarget schools. Specifically, *target schools* are those that serve a student population that is at least 50 percent African American or Hispanic/Latino and schools in which at least 50 percent of students qualify for free or reduced-price lunch. We

refer to schools that do not meet these thresholds as *nontarget schools*. We do not include responses to the small number of open-ended survey questions in this report but will summarize those responses in subsequent reports.

We are issuing this report, which provides data tables with no discussion of findings or implications, to accelerate the sharing of results with the field. 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. Future reports will provide more interpretation of these data, and RAND researchers will conduct two additional survey waves; the first is planned for later in 2020 and the second for mid-2021.

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
NCES	National Center for Education Statistics

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 25,000 teachers, and the ASLP includes more than 7,500 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 from the most comprehensive lists of teachers and principals available. More information about the methods used to create the panels is available on the AEP website (RAND Corporation, undated). The panels are designed to generate samples 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 city schools).

The COVID-19 Surveys: Sample and Administration

The ATP 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 whose schools had closed because of COVID-19. Twenty-six sampled panelists who reported no longer serving as K–12 classroom teachers were screened out of the survey, and another 13 indicated that their schools did not close and were therefore not eligible to participate.

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 of public schools serving any grade from kindergarten through grade 12 whose schools had closed because of COVID-19. Sixteen sampled panelists were screened out because of grades served in their schools, and ten were screened out who indicated that their schools had not closed because of COVID-19. The ATP and ASLP samples for this study were stratified by target and nontarget schools as defined earlier to ensure adequate representation of teachers and principals by school type.

We developed the surveys in consultation with the Bill & Melinda Gates Foundation and several

experts on distance learning. 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 1. Both the ATP and ASLP surveys had an approximate administration time of ten minutes. We fielded both surveys from April 27, 2020, through May 11, 2020.

Survey Completion Results

The spring 2020 COVID-19 surveys yielded 1,000 complete responses out of 2,000 invitations for teachers (51.0 percent completion rate after accounting for panelists who were screened out), and 957 complete responses out of 3,500 invitations for school leaders (27.3 percent completion rate).¹ Table 2 provides weighted descriptive statistics for survey respondents from the ATP. Table 3 provides weighted descriptive statistics for survey respondents from the ASLP. 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.

Calibrated Weighting

We created weights to produce estimates that reflect the national population of public school teachers and principals in the United States. The weighting process accounts for the probability of selection into the survey from the panel and the likelihood that an invited teacher or principal will complete the survey. These likelihoods are calibrated to reproduce the population distribution of K–12 teachers and principals. The nonresponse adjustment is important to eliminate known sources of bias and ensure that the weighted sample matches the national characteristics of educators at the individual and school levels. This weighting approach is widely used for probability sample surveys (Deville and Särndal, 1992) and to adjust for nonresponse (Kott, 1996), including for such U.S. Department of Education surveys as the Teacher Follow-Up Survey (Goldring, Taie, and

Riddles, 2014). The final analysis weights are the product of the following three interim weights:

1. **the calibrated weight of the ATP/ASLP sampling frame.** This is a calibration weight that assigns a weight for each ATP/ASLP 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 and principals based on the Schools and Staffing Survey and the Common Core of Data (CCD), which are both from the National Center for Education Statistics (NCES). (See Robbins and Grant, 2020, for more information.)
2. **the sample selection weight.** This is the inverse probability of selection into the spring 2020 COVID-19 survey sample using the ATP/ASLP as the frame. These probabilities were selected to achieve the goals of 1,000 ATP and 1,000 ASLP completed surveys.
3. **the survey response weight.** This is the inverse of the modeled probability of a teacher or principal completing the survey.

We subsequently recalibrated and trimmed the products of these weights as necessary. Recalibration ensures that the weights recover the population estimates after selection and nonresponse adjustments are applied. The sampling and weighting approach was 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. 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 and principals (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.

In the remainder of this report, we provide detailed tables showing survey responses for teachers and school leaders. Note that table results will not always sum to 100 percent because of rounding or because the questions are designed to allow for multiple selections (or no selection).

TABLE 2

Weighted Descriptive Statistics for Teacher Survey Respondents

	Percentage		
	Sample Unweighted	Sample Weighted	Population
Characteristics of schools for teachers participating in the survey			
School enrollment size			
Small	22.0	20.1	20.1
Medium	40.2	44.0	44.0
Large	37.8	35.9	35.9
Minority students in school			
0%–25%	35.0	31.1	31.1
25%–50%	23.7	22.9	22.9
50%–75%	15.7	17.0	17.0
75%–100%	25.6	28.9	29.0
Students receiving free or reduced-price lunch			
0%–25%	21.9	19.1	19.0
25%–50%	31.1	28.1	28.1
50%–75%	24.3	28.0	28.0
75%–100%	22.7	24.9	24.9
Urbanicity			
City school ^a	30.6	29.0	29.0
Suburban school ^a	40.4	39.1	39.1
Town school ^a	10.4	11.8	11.8
Rural school ^a	18.6	20.2	20.2
Teacher characteristics			
Female ^a	76.3	76.3	76.2
Master's degree or higher	58.2	56.5	56.4
Years of experience			
0–3 years	10.2	11.8	11.9
4–9 years	27.6	27.8	27.8
10–14 years	21.5	20.5	20.4
15 or more years	40.7	40.0	39.9

NOTE: The ATP sample contains 1,000 observations. School characteristics were obtained from the CCD and are from the 2017–2018 school year. Means and standard errors were calculated using survey weights, which are calibrated to match the national averages for teachers. The definition for *high-poverty school* (more than 75 percent free or reduced-price lunch) follows the definition set forth by the NCES (McFarland et al., 2017; NCES, 2017; NCES, 2019). 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). The mean value represents the proportion of respondents who are members of the group in question.

TABLE 3

Weighted Descriptive Statistics for Principal Survey Respondents

	Mean or Percentage		
	Sample Unweighted	Sample Weighted	Population
Characteristics of schools for teachers participating in the study			
Elementary school ^a	55.2%	58.6%	58.7%
Middle school ^a	21.2%	18.2%	18.1%
High school ^a	19.6%	18.3%	18.2%
Other types of schools ^a	4.0%	4.9%	5.0%
School enrollment size			
Small	38.6%	39.9%	39.9%
Medium	44.3%	43.0%	43.1%
Large	17.1%	17.1%	17.0%
Minority students in school			
0%–25%	61.1%	57.4%	57.2%
25%–100%	38.9%	42.6%	42.8%
Students receiving free or reduced-price lunch			
0%–25%	49.8%	45.2%	45.1%
25%–100%	50.2%	54.8%	54.9%
Urbanicity			
City school ^a	24.0%	26.5%	26.7%
Suburban school ^a	34.1%	32.4%	32.3%
Town school ^a	10.8%	13.0%	13.1%
Rural school ^a	31.1%	28.0%	27.9%
School leader characteristics			
Mean total years as principal	7.68	7.18	7.17
Mean total years as teacher	13.37	13.00	12.98
Female ^a	48.3%	51.3%	51.4%

NOTE: The ASLP sample contains 957 observations. School characteristics were obtained from the CCD and are from the 2017–2018 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 free or reduced-price lunch) follows the definition set forth by the NCES (McFarland et al., 2017; NCES, 2017; NCES, 2019). 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). The mean value represents the proportion of respondents who are members of the group in question.

^b Variables were not used in the calculation of sampling weights.

About These Results

- For each question, we present results for three groups: total, target, and nontarget schools.
- All results reflect responses gathered during the survey fielding period: April 27, 2020 to May 11, 2020.
- The surveys included a small number of open-ended questions and some “other: (please specify)” options that allowed respondents to enter text. We do not include those responses in this report, but we will review them and include them in a future report if appropriate.
- Teachers and principals who indicated that their school buildings had not closed because of COVID-19 were screened out of the survey.
- The survey included the following definition: “Throughout the rest of this survey, we use the term *distance learning* to refer to any instructional materials, resources, and other supports schools provide to students while school buildings are closed. Distance learning can include online instruction and the provision of hard-copy materials (e.g., packets of lessons or worksheets).”

AEP COVID-19 Surveys: Teacher Results

About Responding Teachers and Their Students

This school year (2019–2020), what grade(s) do you teach? ($n = 1,000$)

Response	Weighted Percentage		
	Total	Target	Nontarget
Kindergarten	15	15	15
Grade 1	14	15	13
Grade 2	15	15	15
Grade 3	17	18	15
Grade 4	16	17	14
Grade 5	15	15	14
Grade 6	13	13	12
Grade 7	15	14	16
Grade 8	16	16	14
Grade 9	19	15	24
Grade 10	24	20	28
Grade 11	25	22	29
Grade 12	24	21	28
Ungraded (including special education students aged 18–22)	1	1	1
Other	2	3	2

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

Please indicate the subject(s) you teach this school year (2019–2020). (*n* = 1,000)

Response	Weighted Percentage		
	Total	Target	Nontarget
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)	47	51	43
English language arts (including English, language arts, reading, literature, writing, speech, etc.)	54	58	48
Natural science (including general science, biology, chemistry, physics, etc.)	40	41	39
Social science (including social studies, geography, history, government and civics, etc.)	41	42	39
Art and/or music	9	10	8
Health education	8	9	7
World languages	3	2	4
Computer science	5	5	5
Career or technical education	4	4	4
Special education	11	12	9
English as a second language (ESL) or English language development (ELD)	9	13	4
Physical education	5	5	3
Other	5	5	5

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

Approximately what percentage of the students you teach—including those in small push-in or pull-out groups—are English language learners? (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
10 percent or less	64	52	78
11–24 percent	15	18	12
25–49 percent	9	13	4
50–74 percent	5	8	1
75–100 percent	6	8	4

Approximately what percentage of the students you teach have an Individualized Education Program (IEP) and/or 504 plan? (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
10 percent or less	39	37	41
11–24 percent	35	34	37
25–49 percent	16	17	13
50–74 percent	3	3	3
75–100 percent	8	9	6

Including this school year (2019–2020), but excluding your student teaching, how long have you worked as a teacher? (*n* = 990)

Response	Weighted Percentage					
	Total Number of Years Teaching			Total Number of Years Teaching in Current School		
	Total	Target	Nontarget	Total	Target	Nontarget
0–5 years	11	13	8	37	42	30
6–10 years	24	25	23	27	26	30
11–15 years	20	22	17	17	16	18
15–20 years	18	17	21	9	8	11
21 or more years	26	23	30	10	9	11

NOTE: This question instructed respondents to round to the nearest whole number.

Looking ahead, how long do you plan to remain teaching? (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
As long as I am able	41	43	39
Until I am eligible for retirement benefits from this job	36	33	39
Until I am eligible for benefits from a previous job	0	0	0
Until I am eligible for Social Security benefits	3	3	3
Until a specific life event occurs (e.g., parenthood, marriage)	1	1	1
Until a more desirable job comes along	3	3	3
Definitely plan to leave as soon as I can	3	3	3
Undecided at this time	13	14	12

Schools' Operational Status

On what date did your school building close? (*n* = 997)

Response	Weighted Percentage		
	Total	Target	Nontarget
March 1–March 12	6	5	8
March 13–March 19	78	78	79
March 20–March 31	14	16	11
April 1–May 10	2	2	1

NOTE: Respondents were instructed to provide the most recent closure date if their school closed more than once.

Do you expect your school building to reopen before the end of the 2019–2020 school year? (*n* = 1,000)

Response	Weighted Percentage		
	Total	Target	Nontarget
Definitely not	86	85	87
Probably not	13	14	12
Yes, I'm expecting it to reopen	1	1	1
It reopened already	0	0	0

NOTE: Respondents who selected the third or fourth option were asked to specify a date.

What is your current employment status with your school? (*n* = 999)

Response	Weighted Percentage		
	Total	Target	Nontarget
I'm on unpaid leave or furlough	0	0	0
I'm employed and being paid, but for fewer hours than when the school building was open	3	3	2
I'm employed and being paid for the same number of hours as when the school building was open	97	96	97

Distance Learning

Are you or your school providing students with instructional materials or resources to support their learning (i.e., are you engaging students in distance learning) while your school building is closed? (*n* = 999)

Response	Weighted Percentage		
	Total	Target	Nontarget
No	1	1	0
Yes	99	99	100

NOTE: Respondents who answered no to this question were skipped out of the remaining distance learning questions.

Please indicate whether you are providing the following types of distance learning materials or resources. (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
Optional learning materials, activities, and/or resources for students and families to continue instruction independently	82	83	81
Instructional materials and activities that students are expected to complete	82	79	85

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item.

Please indicate what type of feedback or grades students receive on their work while your school building is closed. (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
I am monitoring completion but not providing feedback	17	18	15
Students receive feedback on their work, but no grade	56	57	54
Students receive pass or fail grades	31	30	32
Students receive letter grades	35	33	37

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item. Respondents were instructed to select all that apply. Percentages will not sum to 100 percent.

While you are providing distance learning, to what extent are you focusing on reviewing content that was taught before COVID-19 versus presenting new content? (*n* = 988)

Response	Weighted Percentage		
	Total	Target	Nontarget
All or almost all review	21	25	16
Mostly review, with a smaller amount of new content	25	28	22
About evenly split between review and new content	23	25	20
Mostly new content, with a smaller amount of review	23	17	30
All or almost all new content	9	5	13

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item.

Through which modes is your school providing distance learning? (*n* = 989)

Response	Weighted Percentage		
	Total	Target	Nontarget
Materials are provided online	76	76	76
Materials are provided through a learning-management system (e.g., Google Classroom or Schoology)	83	82	84
Materials are provided in hardcopy	56	63	47
Other	4	4	4

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item. Respondents were instructed to select all that apply. Percentages will not sum to 100 percent.

Thinking about the formal curriculum you would have covered if your school building had not closed, approximately what proportion is being covered through the distance learning materials and activities provided to students? (*n* = 988)

Response	Weighted Percentage		
	Total	Target	Nontarget
None or almost none	11	12	9
About 25 percent	32	32	32
About 50 percent	24	22	26
About 75 percent	16	15	18
Nearly all or all	12	13	10
I don't know	5	5	5

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item.

In a typical week, approximately what percentage of your students are completing the distance learning activities you are providing? (n = 988)

Response	Weighted Percentage		
	Total	Target	Nontarget
None or almost none	4	5	3
About 25 percent	22	27	15
About 50 percent	26	30	21
About 75 percent	29	24	36
Nearly all or all	15	9	24
I don't know	4	5	2

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item.

Please estimate the approximate frequency with which you have done each of the following with all or most of your students while your school building has been closed. (n = 987)

Response	Weighted Percentage		
	Total	Target	Nontarget
Held live (i.e., synchronous) meetings with students via video or phone			
Not at all	26	27	24
Monthly	6	5	7
Weekly	33	34	32
A few times per week	23	22	24
Daily	12	12	13
Provided videos of your instruction to students			
Not at all	30	35	24
Monthly	7	8	7
Weekly	27	23	31
A few times per week	21	20	21
Daily	15	14	17
Provided other types of asynchronous content (e.g., emails, worksheets)			
Not at all	3	4	2
Monthly	2	3	1
Weekly	30	30	30
A few times per week	28	28	28
Daily	37	35	39
Provided feedback on students' work			
Not at all	5	7	4
Monthly	3	3	3
Weekly	31	33	29
A few times per week	29	29	29
Daily	32	29	35

NOTE: Respondents who indicated that they are not engaging students in distance learning did not receive this item.

Supports for Teachers

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 while your school building is closed? (*n* = 987)

Response	Weighted Percentage		
	Total	Target	Nontarget
Students with mild or moderate disabilities			
No	25	26	23
Yes	58	56	60
N/A; not relevant to my current teaching responsibilities	18	19	17
Students with severe disabilities			
No	23	25	20
Yes	19	18	21
N/A; not relevant to my current teaching responsibilities	58	57	60
English language learners			
No	25	27	22
Yes	44	47	41
N/A; not relevant to my current teaching responsibilities	31	26	37
Students affected by poverty			
No	23	23	23
Yes	69	72	66
N/A; not relevant to my current teaching responsibilities	7	5	11
Students experiencing homelessness			
No	34	36	32
Yes	37	43	30
N/A; not relevant to my current teaching responsibilities	29	21	38
All other students			
No	12	13	10
Yes	84	82	86
N/A; not relevant to my current teaching responsibilities	4	5	4

NOTE: N/A = not applicable.

Are there areas in which you are receiving too much guidance (in other words, experiencing “information overload”)? (*n* = 995)

Response	Weighted Percentage		
	Total	Target	Nontarget
No	67	69	64
Yes	33	31	36

Over the course of the past year, have you received training on the following topics? (*n* = 994)

Response	Weighted Percentage		
	Total	Target	Nontarget
How to provide distance learning opportunities that promote students' academic learning	42	42	43
How to provide distance learning opportunities that are engaging and motivating to students	34	35	33
How to provide distance learning opportunities that support students' social and emotional well-being	28	29	26
How to use virtual learning management platforms and technology	62	61	64
How to provide distance learning opportunities that will be accessible to all students, regardless of resources at home (e.g., device or internet access)	28	29	27
How to differentiate distance learning opportunities to meet individual students' needs	29	30	27
How to engage families in home learning	24	24	23
How to help families access noninstructional supports (e.g., meals, social workers)	41	44	37

Have you participated in new professional learning opportunities (e.g., online learning communities) that were not in place before your school closed? (*n* = 994)

Response	Weighted Percentage		
	Total	Target	Nontarget
No	43	41	46
Yes	57	59	54

Please indicate your current level of need for additional support from school or district leaders in each of the following areas.
(n = 992)

Response	Weighted Percentage		
	Total	Target	Nontarget
Strategies to adapt the curriculum I was already using to continue its use via distance learning			
No need	24	22	25
Very minor need	14	13	14
Minor need	20	19	21
Moderate need	26	26	26
Major need	12	14	10
Very major need	5	5	4
Academic lesson plans I can use with my students while my school building is closed			
No need	28	26	30
Very minor need	19	19	19
Minor need	16	16	16
Moderate need	24	24	23
Major need	10	11	8
Very major need	4	4	4
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	17	17	17
Very minor need	10	8	11
Minor need	15	15	15
Moderate need	30	31	29
Major need	20	21	19
Very major need	8	8	9
Social and emotional learning lesson plans or strategies I can use with students while my school building is closed			
No need	16	14	18
Very minor need	12	10	14
Minor need	22	23	20
Moderate need	29	29	30
Major need	15	16	13
Very major need	6	7	6
Strategies to keep students engaged and motivated to learn remotely			
No need	9	7	11
Very minor need	8	8	7
Minor need	12	12	11
Moderate need	27	27	28
Major need	28	29	27

Response	Weighted Percentage		
	Total	Target	Nontarget
Very major need	16	17	16
Tools and resources to enable counselors or school psychologists to support students			
No need	21	21	22
Very minor need	12	11	13
Minor need	19	21	16
Moderate need	26	25	28
Major need	16	18	15
Very major need	5	5	6
Technical support to help me use online tools and resources			
No need	23	22	25
Very minor need	17	17	17
Minor need	20	21	20
Moderate need	22	22	22
Major need	11	12	10
Very major need	6	7	5
Access to high-speed internet from my home			
No need	54	55	53
Very minor need	10	8	13
Minor need	9	9	8
Moderate need	11	10	12
Major need	9	10	7
Very major need	8	9	6
Up-to-date computer or tablet to use from my home			
No need	58	57	59
Very minor need	10	9	11
Minor need	8	7	8
Moderate need	9	9	9
Major need	8	9	6
Very major need	7	8	5
Opportunities to network and learn from other teachers			
No need	31	31	32
Very minor need	16	16	18
Minor need	19	18	20
Moderate need	21	22	20
Major need	8	9	7
Very major need	4	5	3

Response	Weighted Percentage		
	Total	Target	Nontarget
Guidance and/or tools for assessing students' academic learning			
No need	25	23	27
Very minor need	15	16	14
Minor need	19	19	19
Moderate need	24	22	25
Major need	12	13	11
Very major need	5	6	5
Guidance and/or tools for assessing students' social and emotional well-being			
No need	16	15	18
Very minor need	14	15	13
Minor need	18	18	18
Moderate need	28	28	28
Major need	16	16	16
Very major need	7	8	7
Other			
No need	79	77	83
Very minor need	1	1	0
Minor need	1	1	1
Moderate need	2	2	2
Major need	4	4	3
Very major need	14	15	11

Communicating with Families

Approximately what percentage of your students and/or their families have you been able to contact since your school building closed? ($n = 994$)

Response	Weighted Percentage		
	Total	Target	Nontarget
N/A; I haven't tried to contact students or families	1	1	1
None or almost none	1	1	1
Approximately 25 percent	9	11	6
Approximately 50 percent	8	9	7
Approximately 75 percent	21	23	19
Nearly all or all	59	54	65
I don't know	2	2	2

While your school building has been closed, how often have you, your school, or your district shared the following types of information with at least some families? (n = 994)

Response	Weighted Percentage		
	Total	Target	Nontarget
How to help their children with academic instruction			
Not at all yet	5	4	6
Once or twice	21	21	21
More than twice	74	75	73
How to support their children's social and emotional needs			
Not at all yet	13	14	12
Once or twice	32	34	31
More than twice	55	52	58
How to promote students' physical activity			
Not at all yet	20	21	19
Once or twice	25	27	22
More than twice	55	52	59
How to access noninstructional services, such as meals or health services			
Not at all yet	5	3	7
Once or twice	15	14	16
More than twice	80	82	77
How to talk with children about COVID-19			
Not at all yet	31	32	30
Once or twice	38	37	40
More than twice	31	31	30

Looking Ahead to Next School Year

Please indicate whether you expect each of the following goals to become a higher or lower priority for you when your school building reopens relative to what it was before your school building closed. (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
Ensuring students' health and safety			
Much lower priority	0	0	1
Somewhat lower priority	1	1	2
Same level of priority	30	33	27
Somewhat higher priority	26	25	29
Much higher priority	42	42	42
Creating a sense of community among students			
Much lower priority	0	0	1
Somewhat lower priority	1	1	1
Same level of priority	40	41	39
Somewhat higher priority	33	32	34
Much higher priority	25	25	25
Implementing interventions related to student behavior			
Much lower priority	3	2	4
Somewhat lower priority	6	6	7
Same level of priority	57	56	58
Somewhat higher priority	21	21	22
Much higher priority	13	14	10
Assessing students' academic achievement			
Much lower priority	1	1	1
Somewhat lower priority	6	6	7
Same level of priority	54	53	55
Somewhat higher priority	24	24	24
Much higher priority	15	16	13
Supporting students' academic skills			
Much lower priority	0	0	0
Somewhat lower priority	2	2	2
Same level of priority	53	53	53
Somewhat higher priority	28	26	30
Much higher priority	17	19	15
Supporting students' social and emotional well-being			
Much lower priority	0	0	0
Somewhat lower priority	1	2	1
Same level of priority	31	34	28

Response	Weighted Percentage		
	Total	Target	Nontarget
Somewhat higher priority	40	37	42
Much higher priority	28	27	28
Promoting student engagement and motivation to learn			
Much lower priority	0	0	0
Somewhat lower priority	2	3	2
Same level of priority	41	41	41
Somewhat higher priority	32	32	32
Much higher priority	25	24	26
Addressing achievement gaps			
Much lower priority	1	1	2
Somewhat lower priority	3	3	3
Same level of priority	27	28	25
Somewhat higher priority	31	29	34
Much higher priority	38	39	36
Planning for future school closures or other emergencies			
Much lower priority	1	1	1
Somewhat lower priority	3	2	3
Same level of priority	11	11	12
Somewhat higher priority	37	35	39
Much higher priority	48	50	46
Other			
Much lower priority	42	37	49
Somewhat lower priority	3	3	4
Same level of priority	18	21	13
Somewhat higher priority	9	10	7
Much higher priority	28	29	28

While your school building has been closed, have you developed new strategies for monitoring your students' learning or well-being that you plan to continue to use after your school building opens? (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
No	48	46	51
Yes	52	54	49

Teachers' Concerns

To what extent is each of the following a concern for you right now? (*n* = 990)

Response	Weighted Percentage		
	Total	Target	Nontarget
My own health or that of my loved ones			
Not a concern right now	10	8	11
A minor concern	14	15	14
A moderate concern	30	26	34
A major concern	45	50	40
Prefer not to say	1	1	1
Paying the bills			
Not a concern right now	40	39	42
A minor concern	24	23	25
A moderate concern	21	22	19
A major concern	14	15	12
Prefer not to say	1	1	2
My job security			
Not a concern right now	45	43	49
A minor concern	24	22	26
A moderate concern	17	19	14
A major concern	13	15	10
Prefer not to say	1	1	1
Responsibilities to care for my own children or other loved ones			
Not a concern right now	24	24	25
A minor concern	15	15	16
A moderate concern	24	23	26
A major concern	35	37	33
Prefer not to say	1	1	1
Feelings of loneliness			
Not a concern right now	37	39	35
A minor concern	28	26	31
A moderate concern	20	20	21
A major concern	14	15	13
Prefer not to say	1	1	1
Feelings of burnout			
Not a concern right now	23	23	22
A minor concern	22	23	19
A moderate concern	29	28	30

Response	Weighted Percentage		
	Total	Target	Nontarget
A major concern	25	24	27
Prefer not to say	1	1	1
The well-being of my students			
Not a concern right now	1	1	1
A minor concern	5	4	5
A moderate concern	26	23	30
A major concern	68	72	63
Prefer not to say	1	1	1

AEP COVID-19 Surveys: Principal Results

About Responding Principals and Their Schools

This school year (2019–2020), what grade(s) are included in the school you lead? (*n* = 957)

Response	Weighted Percentage		
	Total	Target	Nontarget
Elementary (e.g., K–5, K–6)	46	49	42
Middle (e.g., 6–8, 7–9)	17	16	19
High (e.g., 8–12, 9–12)	18	14	22
Elementary and middle (e.g., K–7, K–8)	9	10	8
Middle and high (e.g., 6–12, 7–12)	4	4	4
All grades (e.g., K–12)	6	6	6

NOTE: Respondents were instructed to select all that apply from a list of each grade level from kindergarten to grade 12. We assigned them to the categories above based on those responses.

Including this school year (2019–2020), how long have you worked as a principal? (*n* = 928)

Response	Weighted Percentage					
	Total Number of Years as a Principal			Total Number of Years as a Principal in Your Current School		
	Total	Target	Nontarget	Total	Target	Nontarget
0–5 years	25	27	22	53	56	51
6–10 years	38	39	37	31	31	31
11–15 years	23	23	23	12	11	13
15–20 years	9	8	12	3	2	4
21 or more years	5	3	6	1	0	2

NOTE: This question instructed respondents to round to the nearest whole number.

Looking ahead, how long do you plan to remain a principal? (n = 928)

Response	Weighted Percentage		
	Total	Target	Nontarget
As long as I am able	39	44	33
Until I am eligible for retirement benefits from this job	23	22	24
Until I am eligible for benefits from a previous job	0	0	0
Until I am eligible for Social Security benefits	2	1	2
Until a specific life event occurs (e.g., parenthood, marriage)	1	1	0
Until a more desirable job comes along	14	12	17
Definitely plan to leave as soon as I can	3	2	3
Undecided at this time	19	18	20

Schools' Operational Status

Please indicate whether your school did any of the following before the COVID-19 pandemic emerged. (n = 957)

Response	Weighted Percentage		
	Total	Target	Nontarget
Offered fully online or blended learning courses to any of your students	44	46	40
Used a Learning Management System (LMS)	45	42	50
Provided training to teachers about how to deliver instruction online	47	48	45
Provided devices (e.g., laptops, tablets) to at least those students who needed them, if not all students	64	61	68
Had plans in place to deliver instruction in the event of a prolonged school closure	20	21	19

NOTE: Respondents were asked about each item separately. Percentages will not sum to 100 percent.

On what date did your school building close? (n = 955)

Response	Weighted Percentage		
	Total	Target	Nontarget
March 1–March 12	3	2	4
March 13–March 19	83	83	83
March 20–March 31	13	14	13
April 1–May 11	1	1	0

NOTE: Respondents were instructed to provide the most recent closure date if their school closed more than once.

Do you expect your school building to reopen before the end of the 2019–2020 school year? (*n* = 955)

Response	Weighted Percentage		
	Total	Target	Nontarget
Definitely not	85	86	83
Probably not	14	12	15
Yes, I'm expecting it to reopen	2	2	2
It reopened already	0	0	0

NOTE: Respondents who selected the third or fourth option were asked to specify a date.

Are teachers in your school getting paid while your school building is closed? (*n* = 955)

Response	Weighted Percentage		
	Total	Target	Nontarget
No, they are on unpaid leave or furlough	0	0	0
Yes, they are getting paid, but for reduced hours	1	1	0
Yes, they are getting paid for full-time work	99	99	100

Please estimate the percentage of students in your school who currently have access to the internet at home. (*n* = 954)

Response	Weighted Percentage		
	Total	Target	Nontarget
None or almost none	0	0	0
Approximately 10 percent	1	1	0
Approximately 25 percent	3	6	0
Approximately 50 percent	13	18	5
Approximately 75 percent	28	35	19
Approximately 90 percent	29	24	37
Nearly all or all	25	15	37
I don't know	1	1	1

Which of the following has your school provided to at least some students during the time your school building has been closed? (*n* = 955)

Response	Weighted Percentage		
	Total	Target	Nontarget
Digital devices (e.g., tablets or laptops)	88	84	92
Hot spots for students to access the internet from home	50	48	52
Information about how to obtain free or discounted internet access	90	89	92

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

Distance Learning

Is your school providing students with instructional materials or resources to support their learning (i.e., are you engaging students in distance learning) while your school building is closed? (*n* = 954)

Response	Weighted Percentage		
	Total	Target	Nontarget
No	1	1	1
Yes	99	99	99

NOTE: Respondents who answered no to this question were skipped out of the remaining distance learning questions.

Please indicate whether you are providing the following types of instructional materials or resources while your school building is closed. (*n* = 945)

Response	Weighted Percentage		
	Total	Target	Nontarget
Optional learning materials, activities, and/or resources for students and families to continue instruction independently	89	90	88
Instructional materials and activities that students are expected to complete	82	80	85

NOTE: Respondents who indicated that their school is not engaging students in distance learning did not receive this item.

Please indicate what type of feedback or grades students receive on their work while your school building is closed. (*n* = 945)

Response	Weighted Percentage		
	Total	Target	Nontarget
Teachers are monitoring completion but not providing feedback	16	19	12
Students receive feedback on their work, but no grade	57	57	57
Students receive pass or fail grades	35	36	33
Students receive letter grades	39	37	40

NOTE: Respondents who indicated that their school is not engaging students in distance learning did not receive this item. Respondents were instructed to select all that apply. Percentages will not sum to 100 percent.

Supports for Teachers

Have your teachers received adequate guidance and support to address the learning needs of each of the following groups while your school building is closed? (*n* = 941)

Response	Weighted Percentage		
	Total	Target	Nontarget
Students with mild or moderate disabilities			
No	16	18	13
Yes	81	79	83
I don't know	2	2	3
N/A; not relevant to students in my school	1	1	2
Students with severe disabilities			
No	21	24	18
Yes	51	49	54
I don't know	5	5	5
N/A; not relevant to students in my school	22	22	23
English language learners			
No	21	23	18
Yes	63	62	64
I don't know	3	3	3
N/A; not relevant to students in my school	13	12	15
Students affected by poverty			
No	22	25	18
Yes	74	72	78
I don't know	3	3	3
N/A; not relevant to students in my school	1	1	1
Students experiencing homelessness			
No	30	32	27
Yes	54	56	52
I don't know	6	6	7
N/A; not relevant to students in my school	9	6	14
All other students			
No	9	11	6
Yes	85	82	90
I don't know	4	5	4
N/A; not relevant to students in my school	2	2	1

NOTE: Respondents who indicated that their school is not engaging students in distance learning did not receive this item.

Supports for Families

Approximately what percentage of your students and/or their families has your school been able to contact since your school building closed? (*n* = 950)

Response	Weighted Percentage		
	Total	Target	Nontarget
N/A; we haven't tried to contact students or families	0	0	0
None or almost none	0	0	0
Approximately 25 percent	1	1	0
Approximately 50 percent	2	3	1
Approximately 75 percent	19	25	12
Nearly all or all	77	69	86
I don't know	1	1	1

To the best of your knowledge, are the following resources typically provided by your school available to students and families while your school building is closed? (*n* = 949)

Response	Weighted Percentage		
	Total	Target	Nontarget
Subsidized meals for students			
No	2	1	2
Yes	96	97	95
N/A; my school does not usually provide this resource	2	2	2
Subsidized meals for students' families			
No	43	43	42
Yes	38	40	34
N/A; my school does not usually provide this resource	20	16	23
Supports specifically intended for students with disabilities			
No	10	11	9
Yes	88	87	90
N/A; my school does not usually provide this resource	2	2	1
Supports specifically intended for English language learners			
No	17	21	11
Yes	71	67	75
N/A; my school does not usually provide this resource	12	11	13
Mental health supports, including access to school social workers			
No	12	15	8
Yes	84	80	88
N/A; my school does not usually provide this resource	4	4	4

Response	Weighted Percentage		
	Total	Target	Nontarget
Guidance counselors			
No	7	9	3
Yes	85	83	88
N/A; my school does not usually provide this resource	8	8	9
School medical professionals (e.g., nurse)			
No	42	45	39
Yes	48	46	52
N/A; my school does not usually provide this resource	9	9	9
Speech or occupational therapists			
No	13	16	9
Yes	85	81	89
N/A; my school does not usually provide this resource	2	3	1

While your school building is closed, how often has your school shared the following types of information with at least some families? (*n* = 948)

Response	Weighted Percentage		
	Total	Target	Nontarget
How to help their children with academic instruction			
Not at all yet	2	3	1
Once or twice	17	17	16
More than twice	81	80	83
How to support their children's social and emotional well-being			
Not at all yet	4	7	1
Once or twice	29	32	25
More than twice	67	61	74
How to promote students' physical activity			
Not at all yet	6	8	4
Once or twice	21	22	20
More than twice	73	70	76
How to access noninstructional services, such as meals or health services			
Not at all yet	2	2	1
Once or twice	14	15	13
More than twice	84	83	86
How to talk with children about COVID-19			
Not at all yet	17	20	13
Once or twice	42	42	42
More than twice	42	39	46

Response	Weighted Percentage		
	Total	Target	Nontarget
Other			
Not at all yet	58	65	49
Once or twice	7	9	3
More than twice	35	25	48

Challenges and Needed Supports

Please indicate the extent to which each factor has limited the amount or type of distance learning materials you've been able to provide to students while your school building has been closed. (*n* = 944)

Response	Weighted Percentage		
	Total	Target	Nontarget
Lack of internet access for students			
Not a limitation	14	7	22
Minor limitation	62	59	65
Major limitation	25	34	13
Lack of technology devices for students			
Not a limitation	36	29	45
Minor limitation	42	41	42
Major limitation	22	30	12
Inadequate access to internet or technology among teachers			
Not a limitation	61	56	68
Minor limitation	34	37	30
Major limitation	5	7	2
Inability to communicate with students and families			
Not a limitation	27	23	33
Minor limitation	61	62	60
Major limitation	11	15	7
Concerns about providing equitable instruction to all students (e.g., students with disabilities)			
Not a limitation	15	16	15
Minor limitation	51	47	56
Major limitation	34	37	29
District policies that limit the use of online tools (e.g., limitations on how teachers can interact with students online)			
Not a limitation	64	66	62
Minor limitation	31	29	33
Major limitation	5	5	4
Issues related to collective-bargaining contracts			
Not a limitation	71	71	71
Minor limitation	23	22	24
Major limitation	7	8	5

Response	Weighted Percentage		
	Total	Target	Nontarget
Concerns about the privacy of students and families			
Not a limitation	45	46	45
Minor limitation	51	50	52
Major limitation	4	4	4
Financial constraints			
Not a limitation	41	38	44
Minor limitation	42	40	46
Major limitation	17	22	10
Other			
Not a limitation	78	77	80
Minor limitation	4	2	6
Major limitation	17	20	14

Please indicate your current level of need for additional support from district leaders in each of the following areas. (n = 939)

Response	Weighted Percentage		
	Total	Target	Nontarget
Internet, devices, or other technology for students to access online learning materials			
No need	20	15	27
Very minor need	17	12	22
Minor need	19	18	20
Moderate need	21	22	19
Major need	12	16	7
Very major need	12	17	5
Internet, devices, or other technology for teachers to provide online instruction			
No need	41	36	47
Very minor need	19	18	22
Minor need	18	19	15
Moderate need	12	13	10
Major need	6	8	4
Very major need	4	5	2
Lifting of requirements regarding student attendance or instructional time			
No need	45	39	53
Very minor need	13	13	13
Minor need	16	17	15
Moderate need	12	14	9
Major need	9	10	7
Very major need	5	6	3

Response	Weighted Percentage		
	Total	Target	Nontarget
Lifting of restrictions around the provision of distance learning supports (e.g., restrictions on online teacher or student interactions because of privacy or other concerns)			
No need	40	35	47
Very minor need	20	21	20
Minor need	19	22	16
Moderate need	12	13	10
Major need	7	7	6
Very major need	2	3	1
High-quality materials to support academic instruction while buildings are closed			
No need	21	19	23
Very minor need	13	11	15
Minor need	22	21	24
Moderate need	25	25	25
Major need	14	17	11
Very major need	6	8	3
High-quality materials to support social and emotional learning while buildings are closed			
No need	15	14	16
Very minor need	12	11	14
Minor need	21	19	23
Moderate need	29	30	28
Major need	16	18	15
Very major need	7	10	5
Tools and resources to enable student engagement with counselors or school psychologists			
No need	18	16	20
Very minor need	15	13	18
Minor need	22	23	20
Moderate need	27	26	27
Major need	13	14	12
Very major need	5	8	2
Training to support my teachers to deliver distance learning			
No need	10	9	11
Very minor need	12	12	12
Minor need	19	18	20
Moderate need	30	29	31
Major need	19	20	18
Very major need	11	12	9

Response	Weighted Percentage		
	Total	Target	Nontarget
Opportunities to network and learn from other principals			
No need	20	20	21
Very minor need	16	14	19
Minor need	25	25	25
Moderate need	26	25	27
Major need	9	10	8
Very major need	4	6	1
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	9	8	10
Very minor need	11	10	11
Minor need	18	17	20
Moderate need	29	28	30
Major need	22	24	20
Very major need	11	14	7
Other			
No need	73	69	79
Very minor need	1	0	3
Minor need	5	7	2
Moderate need	2	2	2
Major need	9	12	6
Very major need	10	10	9

Postsecondary Transitions

Which of the following actions, if any, is your school taking to support postsecondary preparation for high school seniors?
(*n* = 265)

Response	Weighted Percentage		
	Total	Target	Nontarget
Extending college advising and transition supports into summer for graduating seniors			
No	25	22	28
Yes, for some students	37	40	35
Yes, for all students	38	38	38
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 closures			
No	23	19	27
Yes, for some students	43	45	40
Yes, for all students	34	36	32

Response	Weighted Percentage		
	Total	Target	Nontarget
Partnering with local postsecondary institutions to ensure that students can enroll in college in fall 2020 (e.g., by aligning enrollment requirements with revised high school graduation pathways)			
No	36	30	43
Yes, for some students	28	30	27
Yes, for all students	35	40	30
Connecting students with financial support for college			
No	13	13	13
Yes, for some students	41	39	42
Yes, for all students	47	48	45
Other			
No	71	62	87
Yes, for some students	11	10	13
Yes, for all students	18	28	0

NOTE: Only respondents who indicated that their school includes grade 12 received this item.

How do you expect that each of the following will change as a result of COVID-19–related changes to school programs and practices? (*n* = 265)

Response	Weighted Percentage		
	Total	Target	Nontarget
Percentage of your seniors applying to any type of college			
Large decrease	2	3	0
Small decrease	29	28	30
No change	66	64	68
Small increase	3	4	2
Large increase	0	1	0
Percentage of your seniors enrolling in any type of college			
Large decrease	3	5	1
Small decrease	35	35	35
No change	56	53	60
Small increase	5	6	4
Large increase	1	1	0
Percentage of your seniors enrolling in four-year college			
Large decrease	7	9	6
Small decrease	30	23	37
No change	59	63	55
Small increase	3	4	3
Large increase	0	1	0

NOTE: Only respondents who indicated that their school includes 12th grade received this item.

Looking Ahead to Next School Year

Please indicate whether you expect each of the following goals to become a higher or lower priority for you when your school building reopens relative to what it was before your school building closed. (*n* = 932)

Response	Weighted Percentage		
	Total	Target	Nontarget
Enacting new academic curricula or initiatives			
Much lower priority	11	10	13
Somewhat lower priority	16	14	19
Same level of priority	40	37	43
Somewhat higher priority	24	28	18
Much higher priority	9	11	7
Enacting new social or emotional learning interventions or initiatives			
Much lower priority	2	2	2
Somewhat lower priority	4	4	5
Same level of priority	37	38	35
Somewhat higher priority	38	35	42
Much higher priority	18	20	16
Ensuring students' health and safety			
Much lower priority	0	0	0
Somewhat lower priority	1	1	2
Same level of priority	34	35	34
Somewhat higher priority	30	28	33
Much higher priority	34	36	32
Implementing interventions related to student behavior			
Much lower priority	3	3	3
Somewhat lower priority	8	8	7
Same level of priority	57	54	60
Somewhat higher priority	22	23	22
Much higher priority	10	12	8
Promoting student engagement in learning			
Much lower priority	0	0	1
Somewhat lower priority	2	2	1
Same level of priority	45	40	52
Somewhat higher priority	37	39	34
Much higher priority	16	19	12

Response	Weighted Percentage		
	Total	Target	Nontarget
Adopting formative or interim assessments			
Much lower priority	5	5	5
Somewhat lower priority	12	12	12
Same level of priority	55	56	55
Somewhat higher priority	21	19	23
Much higher priority	7	8	6
Preparing for summative or year-end assessments			
Much lower priority	11	11	11
Somewhat lower priority	15	13	17
Same level of priority	52	51	54
Somewhat higher priority	16	17	13
Much higher priority	6	8	5
Addressing disparities in academic performance among students			
Much lower priority	2	3	1
Somewhat lower priority	2	2	4
Same level of priority	27	23	31
Somewhat higher priority	35	36	34
Much higher priority	34	36	31
Supporting professional learning for teachers			
Much lower priority	1	1	1
Somewhat lower priority	4	4	4
Same level of priority	45	42	49
Somewhat higher priority	35	37	33
Much higher priority	15	16	13
Engaging with families			
Much lower priority	0	0	0
Somewhat lower priority	1	1	2
Same level of priority	42	38	47
Somewhat higher priority	40	40	38
Much higher priority	17	21	12
Planning for future school closures or other emergencies			
Much lower priority	0	0	1
Somewhat lower priority	2	2	2
Same level of priority	13	12	13
Somewhat higher priority	36	35	37
Much higher priority	49	51	46

Response	Weighted Percentage		
	Total	Target	Nontarget
Other			
Much lower priority	37	32	43
Somewhat lower priority	5	3	6
Same level of priority	16	24	9
Somewhat higher priority	7	4	11
Much higher priority	35	38	31

Please estimate how student achievement might differ in fall 2020 compared with fall 2019 for each of the following student subgroups. (*n* = 932)

Response	Weighted Percentage		
	Total	Target	Nontarget
All students			
Much lower than in fall 2019	12	17	6
Somewhat lower than in fall 2019	66	63	70
About the same as in fall 2019	16	15	18
Somewhat higher than in fall 2019	3	2	4
Much higher than in fall 2019	3	3	1
Low-achieving students			
Much lower than in fall 2019	53	56	49
Somewhat lower than in fall 2019	33	28	39
About the same as in fall 2019	7	9	5
Somewhat higher than in fall 2019	4	4	5
Much higher than in fall 2019	3	4	2
N/A; None of the students at my school are in this group	0	1	0
High-achieving students			
Much lower than in fall 2019	4	4	3
Somewhat lower than in fall 2019	29	31	27
About the same as in fall 2019	60	57	63
Somewhat higher than in fall 2019	6	6	6
Much higher than in fall 2019	2	2	1
N/A; None of the students at my school are in this group	0	0	0
Students from low-income families			
Much lower than in fall 2019	38	41	35
Somewhat lower than in fall 2019	44	39	50
About the same as in fall 2019	11	12	9
Somewhat higher than in fall 2019	4	3	5

Response	Weighted Percentage		
	Total	Target	Nontarget
Much higher than in fall 2019	3	4	2
N/A; None of the students at my school are in this group	0	1	0
Students with disabilities			
Much lower than in fall 2019	41	46	36
Somewhat lower than in fall 2019	40	34	47
About the same as in fall 2019	12	13	10
Somewhat higher than in fall 2019	4	3	4
Much higher than in fall 2019	3	4	2
N/A; None of the students at my school are in this group	0	0	0
English language learners			
Much lower than in fall 2019	36	40	30
Somewhat lower than in fall 2019	36	33	41
About the same as in fall 2019	11	12	11
Somewhat higher than in fall 2019	3	2	3
Much higher than in fall 2019	3	3	2
N/A; None of the students at my school are in this group	12	11	13
Students experiencing homelessness			
Much lower than in fall 2019	44	46	42
Somewhat lower than in fall 2019	29	27	33
About the same as in fall 2019	11	13	9
Somewhat higher than in fall 2019	3	3	4
Much higher than in fall 2019	4	5	2
N/A; None of the students at my school are in this group	8	6	11

N/A = not applicable.

Do you anticipate that your school or district will take any of the following steps because of COVID-19–related disruptions (beyond what your school already does)? (*n* = 933)

Response	Weighted Percentage		
	Total	Target	Nontarget
Extending the 2019–2020 school year into the summer			
No	74	70	78
Yes, for some students (e.g., certain grade levels or for students to recover credits)	14	15	14
Yes, for all students in the school	3	3	2
I don't know	10	12	6

Response	Weighted Percentage		
	Total	Target	Nontarget
Providing a stand-alone summer program			
No	42	39	47
Yes, for some students (e.g., certain grade levels or for students to recover credits)	35	36	34
Yes, for all students in the school	7	8	5
I don't know	16	17	14
Providing tutoring during the 2020–2021 school year to help students catch up			
No	17	14	21
Yes, for some students (e.g., certain grade levels or for students to recover credits)	41	42	41
Yes, for all students in the school	17	20	14
I don't know	25	25	25
Requiring students to repeat a grade level			
No	84	81	89
Yes, for some students (e.g., certain grade levels or for students to recover credits)	8	9	7
Yes, for all students in the school	0	1	0
I don't know	7	9	4
Requiring students to repeat particular courses			
No	68	66	70
Yes, for some students (e.g., certain grade levels or for students to recover credits)	20	19	20
Yes, for all students in the school	1	1	1
I don't know	12	14	10
Changing grading or credit requirements for students to be promoted to the next grade level			
No	40	36	45
Yes, for some students (e.g., certain grade levels or for students to recover credits)	21	21	20
Yes, for all students in the school	27	29	25
I don't know	13	15	10
Providing supplemental online courses during the 2020–2021 school year to help students catch up			
No	26	23	30
Yes, for some students (e.g., certain grade levels or for students to recover credits)	34	35	33
Yes, for all students in the school	11	12	10
I don't know	29	30	27

Response	Weighted Percentage		
	Total	Target	Nontarget
Modifying the 2020–2021 regular school-day curriculum to help students catch up			
No	24	22	26
Yes, for some students (e.g., certain grade levels or for students to recover credits)	19	20	18
Yes, for all students in the school	27	25	30
I don't know	30	32	26
Partnering with out-of-school organizations to provide resources to families and students			
No	27	22	33
Yes, for some students (e.g., certain grade levels or for students to recover credits)	25	27	24
Yes, for all students in the school	17	20	14
I don't know	30	31	29
Extending the length of the school day during the 2020–2021 school year			
No	57	53	62
Yes, for some students (e.g., certain grade levels or for students to recover credits)	4	5	2
Yes, for all students in the school	5	6	3
I don't know	35	36	33
Other			
No	60	60	60
Yes, for some students (e.g., certain grade levels or for students to recover credits)	2	0	6
Yes, for all students in the school	16	12	23
I don't know	22	28	10

Looking ahead to fall 2020, is your school or district considering adopting any of the following measures to reduce COVID-19 transmission? (*n* = 932)

Response	Weighted Percentage		
	Total	Target	Nontarget
Staggering school start and/or dismissal times			
No	18	18	18
Yes	25	25	25
I don't know	57	57	57
Staggering lunch, recess, or other activities that involve large numbers of students			
No	13	13	13
Yes	32	31	34
I don't know	55	56	53

Response	Weighted Percentage		
	Total	Target	Nontarget
Staggering days of the week that students in certain grade levels or classes attend school			
No	18	18	17
Yes	25	23	28
I don't know	57	59	56
Adding instructional staff to reduce class sizes			
No	48	44	53
Yes	5	5	4
I don't know	47	51	42
Keeping students with their homeroom class throughout the day to reduce mixing of students			
No	31	28	33
Yes	13	14	12
I don't know	57	58	55
Providing distance learning only			
No	37	36	38
Yes	11	9	12
I don't know	53	55	49
Providing a mix of distance and in-person learning			
No	15	16	14
Yes	30	29	32
I don't know	55	56	55
Other			
No	49	44	58
Yes	15	12	19
I don't know	36	44	23

Notes

¹ The completion rate is calculated by dividing the number of completed surveys by the number of panelists invited to complete this survey; the denominator does not include screened-out panelists (who were deemed ineligible to participate). Completion rates do not include the recruitment rate when panelists were invited to join the AEP.

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About This Report

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 spring 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 time of the COVID-19 pandemic.

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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 laurah@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.



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