

COVID-19 and the State of K–12 Schools

Results and Technical Documentation
from the Spring 2021 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 spring 2021 via the RAND Corporation’s American Educator Panels (AEP). This survey is part of a series that included spring 2020 and fall 2020 COVID-19 surveys. Technical documentation and reports based on those surveys are available at RAND Corporation, undated-b. The results of these surveys are intended to inform policy and education practice related to educators’ and students’ needs during the COVID-19 pandemic and beyond. A short report summarizing key takeaways from the spring 2021 survey is available in Kaufman and Diliberti, 2021a.

We also 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.

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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
CRPE	Center on Reinventing Public Education
FRPL	free or reduced-price lunch
NCES	National Center for Education Statistics

1. Introduction

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 2020, schools across the country closed their doors and adopted remote learning supports that varied in degree and type.

In May 2020, and again in October 2020, researchers from the RAND Corporation drew on RAND’s American Educator Panels (AEP) to document how schools were navigating these challenging circumstances and examine disparities in the supports that schools were able to provide to teachers and students. Several reports using these surveys provided a nationally representative picture of teaching and learning throughout spring 2020 and the first part of the 2020–2021 school year (Diliberti and Kaufman, 2020; Hamilton et al., 2020; Hamilton, Kaufman, and Diliberti, 2020; Kaufman and Diliberti, 2021b; Kaufman et al., 2020).

In March 2021, RAND researchers once again surveyed principals and teachers through the AEP to gather information about teaching and learning in K–12 public schools over the course of the 2020–2021 school year. This technical documentation provides an overview of the methods and descriptive results from these surveys. A separate report (Kaufman and Diliberti, 2021a) provides some key takeaways from these surveys, including comparisons among teachers and school leaders from different types of schools across the country.

For the March 2021 surveys, principals and teachers were asked about the topics shown in Table 1.1. The surveys addressed critical areas, such as schools’ instructional models (e.g., hybrid, remote, in-person), student absenteeism and performance in school, and educators’ needs for additional supports. Many survey items were developed by RAND researchers; within the results tables that are part of this report, we note where survey items adapted wording from other sources and which items were also asked in our COVID-19 surveys administered in May 2020 and October 2020.

These data and findings build on other efforts to understand how educators across the United States have approached the 2020–2021 school year and what challenges they have faced. In addition to our research with school principals and teachers since spring 2020, the Center on Reinventing Public Education (CRPE), the National Center for Education Statistics (NCES), and others have been tracking districts’ reopening plans over time. The AEP surveys supplement these efforts with high-quality, probability-based sampling and weighting procedures that capture the perspectives of K–12 principals and teachers across the country.

Table 1.1. Topics Covered in the AEP COVID-19 Surveys

Topics Addressed in Both the American Teacher Panel and American School Leader Panel Surveys	
Stress and likelihood of educators leaving their job	
Instructional models (e.g., in-person, remote, hybrid)	
District priorities for academic learning, physical health, and mental health and well-being	
Student absenteeism and performance in school	
Teachers' and Principals' plans for receiving a COVID-19 vaccination	
Need for additional supports in a variety of areas	
Topics in the American Teacher Panel Survey Only	Topics in the American School Leader Panel Survey Only
Characteristics of teachers and their students	Characteristics of principals and the student population at their schools
Teachers' and students' need for technical support for remote instruction	Students' access to digital devices and the internet
Extra help opportunities available to students	Strategies for learning recovery
Health and safety measures that <i>should</i> be in place for in-person learning	Health and safety measures that <i>are</i> in place for in-person learning
Curriculum coverage	Instructional time in core subjects
New online instructional materials or technologies that teachers are using and plan to retain in the future	Online practices that schools plan to use in the future
	School discipline
	School staffing priorities for 2021–2022

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 findings from the AEP spring 2021 COVID-19 surveys, please see the Data Note that accompanies this report (Kaufman and Diliberti, 2021a). This Data Note provides a brief overview of key national findings and examines differences by school characteristics and schools' operational models for the 2020–2021 school year. 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 29,000 teachers, and the ASLP includes more than 8,000 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 spring 2021 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 eight sampled panelists who were not currently working as school principals. We reached out to 1,940 teachers and 3,951 school principals to invite them to complete the spring 2021 COVID-19 surveys. The teachers and principals to whom we reached out with an invitation were a random subsample of all K–12 teachers and principals who are part of the ATP and ASLP.

The surveys were designed to generate representative data on teacher and principal perspectives regarding the topics listed in Table 1.1. Both the ATP and ASLP surveys had an approximate administration time of ten minutes. We opened both the ATP and ASLP surveys starting on March 22, 2021. We kept the surveys open until we had received at least 1,000 responses from participants in each panel. The ATP was closed on March 31, 2021, and the ASLP was closed on March 26, 2021.

Survey Completion Results

The spring 2021 COVID-19 surveys yielded 1,045 complete responses out of 1,940 invitations for teachers (53.9 percent completion rate), and 1,183 complete responses out of 3,951 invitations for school leaders (29.9 percent completion rate). Tables 1.2 and 1.3 provide the unweighted and weighted descriptive statistics for ATP and ASLP survey respondents and the population means when available. 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. Some of the school and individual characteristics included in the tables were taken into account as part of the weighting, and some were not or were taken into account through different categorizations (e.g., different school type classifications beyond the K–5, 6–8, and 9–12 categories in Tables 1.2 and 1.3). Thus, some population means will not match perfectly with all

characteristics included in the tables. Additionally, because weights were trimmed (to reduce outliers), population totals will not exactly match for those characteristics used in the weighting.

Table 1.2. ATP COVID-19 Sample: Unweighted and Weighted Survey Means, with Population Mean Comparisons

	ATP Sample			Population Mean, When Available
	Unweighted Mean	Weighted Mean	Standard Error	
School characteristics				
Elementary (K–5) school ^a	43.8	46.5	1.60	50.4
Middle (6–8) school ^a	21.7	21.1	1.29	20.1
High school ^a	30.9	28.7	1.41	29.4
Other types of schools ^a	3.5	3.7	0.62	
Small school (0–399 students) ^a	18.2	19.3	1.30	19.7
Medium school (400–799 students) ^a	43.0	43.9	1.60	44.2
Large school (800+ students) ^a	38.9	36.9	1.54	36.1
Percentage Hispanic students	25.9	25.4	0.84	25.8
Percentage Black students	14.2	14.1	0.64	15.6
Percentage White students	48.5	49.3	0.99	48.5
Percentage other race/ethnicity students	11.4	11.3	0.43	10.1
Percentage of students receiving FRPL	50.3	50.1	0.88	51.5
High-poverty school (more than 75 percent of students receiving FRPL) ^a	23.7	23.2	1.36	24.1
City school ^a	29.2	28.8	1.45	28.8
Suburban school ^a	39.2	39.1	1.57	39.2
Town school ^a	11.8	12.0	1.06	11.4
Rural school ^a	19.9	20.1	1.30	20.6
Educator characteristics				
Total years in role	15.9	16.3	0.27	13.8
Female ^a	73.3	76.0	1.31	76.5

NOTES: The ATP sample contains 1,045 observations. School characteristics for sample participants were obtained by merging COVID-19 survey data with data from the Common Core of Data (CCD) from the 2019–2020 school year. Means and standard errors were calculated using survey weights, which were calibrated to match the national averages for teachers. The definition of *high-poverty school* (more than 75 percent of students eligible for FRPL) follows the definition set forth by the NCES (Hussar et al., 2020; NCES, 2020b). Educator characteristics are self-reported by the respondent. School characteristics that are listed for population means were based on the CCD from the 2018–2019 school year, and teacher characteristics came from National Teacher and Principal Survey data from the 2017–2018 school year, both of which were used in weight calibration. The 2019–2020 CCD data were not available at the time of weight calibration.

^a Variables are expressed as dichotomous indicators of group members (1 = in the group, 0 = not in the group).

Table 1.3. ASLP COVID-19 Sample: Unweighted and Weighted Survey Means, with Population Mean Comparisons

	ASLP Sample			Population Mean, When Available
	Unweighted Mean	Weighted Mean	Standard Error	
School characteristics				
Elementary (K–5) school ^a	55.7	56.1	1.60	60.8
Middle (6–8) school ^a	20.7	19.1	1.22	18.8
High school ^a	19.7	21.0	1.34	20.3
Other types of schools ^a	3.9	3.9	0.62	
Small school (0–399 students) ^a	37.8	38.3	1.61	38.9
Medium school (400–799 students) ^a	45.5	44.8	1.63	43.9
Large school (800+ students) ^a	16.7	16.9	1.24	17.2
Percentage Hispanic students	23.1	23.2	0.83	23.9
Percentage Black students	12.6	14.2	0.74	15.1
Percentage White students	52.4	51.7	1.07	51.8
Percentage other race/ethnicity students	10.9	10.8	0.43	9.2
Percentage of students receiving FRPL	53.4	54.3	0.92	53.6
High-poverty school (more than 75 percent of students receiving FRPL) ^a	27.0	27.9	1.50	26.1
City school ^a	27.0	26.1	1.43	26.6
Suburban school ^a	32.8	33.3	1.55	32.3
Town school ^a	12.9	12.4	1.03	12.7
Rural school ^a	27.3	28.2	1.50	28.4
Leader characteristics				
Total years in role	8.2	7.1	0.15	6.8
Female ^a	49.0	52.8	1.61	53.2

NOTES: The ASLP sample contains 1,183 observations. School characteristics for sample participants were obtained by merging COVID-19 survey data with data from the CCD from the 2019–2020 school year. Means and standard errors were calculated using survey weights, which were calibrated to match the national averages for teachers. Educator characteristics were self-reported by the respondent. School characteristics that are listed for population means were based on the CCD from the 2018–2019 school year and principal characteristics came from National Teacher and Principal Survey data from the 2017–2018 school year, both of which were used in weight calibration. The 2019–2020 CCD data were not available at the time of weight calibration.

^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 public elementary and secondary school teachers and principals in the United States. The methods for producing weights for the ATP and ASLP differed slightly. The final analysis weights are the product of the following three interim weights:

1. **the calibrated weight of the sampling frame.** This is a calibration weight that assigns a weight for each ATP or ASLP member; this is 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 National Teacher and Principal 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 spring 2021 COVID-19 survey sample using the sampling 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 typically use all three steps when weighting the ATP and ASLP samples and then recalibrate the product of these three weights to produce the final weights that are representative of the national population. Both the ATP and ASLP recalibrated weights were subsequently trimmed as necessary. Recalibration for ATP and the main calibration process for ASLP ensured that the weights recovered the population estimates after screening and nonresponse adjustments were 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 using several school-level (e.g., school size, level, urbanicity, sociodemographics) and individual (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 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 using individual 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 multiple selections (or no selection).

2. AEP Spring 2021 COVID-19 Surveys: Teacher Results

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 students eligible for FRPL.
- All results reflect responses gathered during the survey fielding period: March 22, 2021, through March 31, 2021.
- The surveys included a small number of “other: (please specify)” options that allowed respondents to enter text. We do not include those responses in this report.

AEP 2021 Spring Survey About School During the COVID-19 Pandemic: Teacher Results

You and Your Job

1. This school year (2020–2021), what grade(s) do you teach? (*n* = 1,045)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Pre-K	2	2	2
Kindergarten	11	11	12
Grade 1	14	14	16
Grade 2	14	15	16
Grade 3	14	12	15
Grade 4	15	17	17
Grade 5	15	12	14
Grade 6	17	21	18
Grade 7	15	19	17
Grade 8	18	22	18
Grade 9	20	18	16
Grade 10	23	21	19
Grade 11	24	23	20
Grade 12	23	20	17
Ungraded (including special education students aged 18–22)	1	1	1
Other	1	0	0

NOTE: Respondents were instructed to “select all that apply.”

2. This school year (2020–2021), in what subject is your MAIN teaching assignment, that is, the subject matter in which you teach the most classes? (*n* = 1,043)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Early childhood or general elementary	27	25	30
Special education	10	12	11
Arts or music	4	5	5
English and language arts	18	19	18
English as a second language or bilingual education	2	3	2
Foreign languages	1	1	1
Health education	1	0	1
Mathematics	13	14	13
Natural sciences	7	7	6
Social sciences	8	9	6
Career or technical education	3	2	2
Other (please specify):	5	4	5

3. Including this school year (2020–2021), but excluding your student teaching, how long have you worked as a teacher? Please round to the nearest whole number. (*n* = 1,043)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
0–5 years	8	12	10
6–10 years	24	28	25
11–15 years	19	18	20
16–20 years	17	16	16
21+ years	32	26	29

NOTE: Respondents were asked to input the number of years they have taught. Responses were binned (i.e., sorted into categories according to years of experience) for this table.

4. Please indicate if you are a member of a teachers' union or other educational organization that supports your workplace rights. (*n* = 1,043)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
I am a member of the National Education Association (NEA) or one of its state affiliates.	42	36	36
I am a member of the American Federation of Teachers (AFT) or one of its state affiliates.	8	10	9
I am a member of another union or educational organization that supports my workplace rights. Please list the name of the organization:	22	22	25
I am not a member of a teachers' union or other educational organization that supports my workplace rights	28	32	30

5. What is the likelihood that you will leave your job by the end of this school year (2020–2021), compared to the likelihood you would have left your job before COVID-19? (*n* = 1,043)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Likely to leave before COVID-19, but unlikely now	1	2	2
Unlikely to leave before, but likely now	11	9	8
Likely to leave both before and now	7	9	8
Unlikely to leave both before and now	82	81	82

NOTE: This item was also in the ATP fall 2020 COVID-19 survey (Kaufman et al., 2020).

6. To what extent is each of the following a concern for you right now? (*n* = 1,042)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
My job security			
Not a concern right now	65	57	60
A minor concern	17	20	19
A moderate concern	11	11	12
A major concern	7	12	8
Prefer not to say	0	0	0
Responsibilities to care for my own children or other loved ones			
Not a concern right now	30	29	33
A minor concern	19	16	18
A moderate concern	23	23	20
A major concern	27	31	27
Prefer not to say	1	1	1
Feelings of burnout associated with stress from my job			
Not a concern right now	8	9	9
A minor concern	13	12	11
A moderate concern	26	26	29
A major concern	52	52	49
Prefer not to say	1	2	1
Feelings of burnout associated with stress outside of my job			
Not a concern right now	26	24	28
A minor concern	34	30	31
A moderate concern	25	25	23
A major concern	14	20	18
Prefer not to say	0	1	0

7. During the last 30 days, about how often did . . . (n = 1,042)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
. . . you feel so depressed that nothing could cheer you up?			
None of the time	47	44	46
A little of the time	28	25	27
Some of the time	20	23	22
Most of the time	4	7	5
All of the time	1	1	1
. . . you feel hopeless?			
None of the time	47	43	45
A little of the time	28	24	26
Some of the time	19	24	23
Most of the time	5	8	5
All of the time	1	1	1
. . . you feel restless or fidgety?			
None of the time	17	16	16
A little of the time	30	28	32
Some of the time	36	34	35
Most of the time	15	19	15
All of the time	2	3	2
. . . you feel that everything was an effort?			
None of the time	13	14	14
A little of the time	29	26	28
Some of the time	31	33	32
Most of the time	23	23	22
All of the time	4	5	4
. . . you feel worthless?			
None of the time	58	55	57
A little of the time	22	22	23
Some of the time	15	16	16
Most of the time	4	6	4
All of the time	1	1	1
. . . you feel nervous?			
None of the time	20	21	19
A little of the time	30	26	29
Some of the time	33	32	34
Most of the time	16	19	16
All of the time	2	2	2

NOTE: These items are from Kessler et al., 2002.

Your Students

8. How many students are you assigned to teach in this semester or quarter of the school year (2020–2021)?
(*n* = 1,042)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
1 to 25 students	35	34	41
26 to 50 students	13	14	13
51 to 100 students	22	21	19
101 to 150 students	20	19	16
151 or more students	10	12	10

NOTE: Respondents reported the total number of students. Their responses were binned (i.e., sorted into categories according to numbers of students) for this table.

9. Of the students that you are assigned to teach, please indicate roughly how many students fall into each of the following categories. (*n* = 1,042)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
English language learners			
0%	27	14	23
1 to 10%	37	26	27
11 to 25%	18	27	23
26 to 50%	9	18	14
51 to 100%	8	15	14
Have an Individualized Education Program (IEP) and/or 504 plan			
0%	5	5	6
1 to 10%	25	28	26
11 to 25%	43	39	40
26 to 50%	15	14	15
51 to 100%	11	14	13
Have been absent (whether remote or in-person) on most school days per week over the past month			
0%	23	12	18
1 to 10%	46	45	42
11 to 25%	22	29	29
26 to 50%	7	12	10
51 to 100%	2	2	2
Have been absent (whether remote or in-person) one to two days per week over the past month			
0%	11	8	9
1 to 10%	42	32	35
11 to 25%	30	35	34
26 to 50%	13	19	17
51 to 100%	4	5	5
Have not turned in most of their assignments over the past month			
0%	12	5	10
1 to 10%	31	21	21

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
11 to 25%	27	29	29
26 to 50%	21	28	27
51 to 100%	10	17	14
Do not have a passing grade in the grade(s) and subject(s) I teach			
0%	16	10	12
1 to 10%	31	22	21
11 to 25%	30	31	33
26 to 50%	17	27	24
51 to 100%	6	10	10

NOTE: Respondents reported the number of students in each category. Each category's percentage of the total was calculated and binned for this table.

Instruction During COVID-19

10. Which of the following most closely reflects how instruction has been provided to the majority of your students for the majority of this school year (2020–2021)? (*n* = 1,038)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Fully remote instruction, where your students receive at least one synchronous class each school day	26	43	33
Fully remote instruction, where your students have received less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	2	3	2
Hybrid model, where your students receive in-person instruction, remote instruction, or both	49	43	45
Fully in-person instruction	22	11	19

11. You indicated that instruction has been provided to your students through a hybrid model for the majority of the school year. Please indicate which of the following most accurately describes how you personally have provided instruction to your students for the majority of the school year. (*n* = 508)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
I have provided in-person instruction only	3	3	4
I have provided remote instruction only	2	3	3
I have provided in-person and remote instruction concurrently (i.e., teach some students in person and some remotely at the same time)	68	67	61
I have provided in-person instruction for some classes and remote instruction for others (not concurrently)	24	22	27
Other (please specify):	4	4	5

NOTE: Only respondents who indicated that a hybrid model was used to provide instruction for the majority of the school year saw this question.

12. This school year (2020–2021), how many times have you switched from providing instruction using one instructional model to another (for example, switched from fully remote instruction to hybrid options or from fully in-person to fully remote instruction)? (*n* = 1,034)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
None	28	33	30
1 time	20	20	18
2 times	15	14	15
3 times	14	14	14
4 times	10	8	10
5 times	6	6	7
6 or more times	7	6	6

13. After the pandemic, how would you prefer to teach, if you had a choice? (*n* = 1,034)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Prefer to teach in person	76	65	71
Prefer to teach remotely	6	10	8
Prefer to teach in person and remotely, but not concurrently (i.e., at the same time)	11	16	14
Prefer to teach in person and remotely concurrently (i.e., at the same time)	2	3	2
Have no preference	2	2	2
N/A—I don't intend to be teaching after the pandemic	3	3	3

NOTE: N/A = not applicable.

14. To what extent has your school and district prioritized the following in their decisions regarding provision of curriculum and instruction this school year (2020–2021)? (*n* = 1,034)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Students' physical health			
Not prioritized at all	7	8	6
Prioritized to a slight extent	20	20	21
Prioritized to a moderate extent	33	35	32
Prioritized to a great extent	41	37	41
Students' academic learning			
Not prioritized at all	3	6	4
Prioritized to a slight extent	19	20	19
Prioritized to a moderate extent	44	42	41
Prioritized to a great extent	34	32	36
Students' social and emotional well-being			
Not prioritized at all	6	9	7
Prioritized to a slight extent	24	27	29
Prioritized to a moderate extent	35	32	32

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Prioritized to a great extent	34	32	33
School staff physical health			
Not prioritized at all	18	19	18
Prioritized to a slight extent	29	27	27
Prioritized to a moderate extent	31	31	31
Prioritized to a great extent	23	22	24
School staff social and emotional well-being			
Not prioritized at all	28	28	28
Prioritized to a slight extent	36	36	35
Prioritized to a moderate extent	24	23	24
Prioritized to a great extent	13	13	14

15. Of the curriculum content you would have typically covered by this time in the school year, what proportion have you been able to cover? (*n* = 1,033)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
None or almost none	0	0	0
About 25 percent	7	10	11
About 50 percent	27	35	31
About 75 percent	43	39	37
Nearly all or all	21	14	19
N/A—This is my first year teaching or I am teaching a different subject or course than last year	2	2	2

NOTE: This item was also in the ATP spring 2020 and fall 2020 COVID-19 surveys (Hamilton et al., 2020; Kaufman et al., 2020). N/A = not applicable.

16. Since the pandemic has started, in which areas have you used new online instructional materials or technologies that you had not used before the pandemic? (*n* = 1,030)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Learning management system	45	45	46
Online instructional materials for mathematics	31	32	33
Online instructional materials for English language arts	32	33	36
Online instructional materials for social and emotional learning (please specify):	18	21	20
Other online instructional materials	43	41	38

NOTE: Respondents were instructed to “select all that apply.”

17. Of the new online instructional materials or technologies you have been using since the pandemic started, which do you plan to continue using and which do you plan to stop using after the pandemic? (*n* = 464)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Learning management system			
I plan to stop using these materials after the pandemic	21	23	23
I plan to continue using these materials after the pandemic	79	77	77
Online instructional materials for mathematics			
I plan to stop using these materials after the pandemic	16	18	18
I plan to continue using these materials after the pandemic	84	82	82
Online instructional materials for English language arts			
I plan to stop using these materials after the pandemic	20	16	20
I plan to continue using these materials after the pandemic	80	84	80
Online instructional materials for social and emotional learning			
I plan to stop using these materials after the pandemic	20	21	18
I plan to continue using these materials after the pandemic	80	79	82
Other online instructional materials			
I plan to stop using these materials after the pandemic	20	19	21
I plan to continue using these materials after the pandemic	80	81	79

NOTE: Respondents were asked only about the online instructional materials or technologies that they selected in response to the previous question and described in the previous table. If respondents did not indicate using any categories of online instructional materials for the item in the previous question, they were not asked about that category of materials for this item.

18. Indicate whether you or your school offers any of the following forms of extra help to students in your school. (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
One-on-one meetings with me or other teachers			
This opportunity is not available at my school	17	23	21
This opportunity is available and optional to students who need extra help	64	59	62
This opportunity is available and required for at least some students who need extra help	19	18	17
Free tutoring (whether in a small group or one-on-one)			
This opportunity is not available at my school	30	25	26
This opportunity is available and optional to students who need extra help	56	57	57
This opportunity is available and required for at least some students who need extra help	14	17	17
Meetings with reading specialists			
This opportunity is not available at my school	38	45	43
This opportunity is available and optional to students who need extra help	39	36	36
This opportunity is available and required for at least some students who need extra help	23	19	21

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Meetings with math specialists			
This opportunity is not available at my school	49	48	52
This opportunity is available and optional to students who need extra help	37	40	36
This opportunity is available and required for at least some students who need extra help	14	12	12
Extra online materials for students to use on their own			
This opportunity is not available at my school	19	21	20
This opportunity is available and optional to students who need extra help	71	67	68
This opportunity is available and required for at least some students who need extra help	10	12	12
Special courses at my school (e.g., credit recovery, supplemental online courses, remedial courses)			
This opportunity is not available at my school	45	43	47
This opportunity is available and optional to students who need extra help	32	30	30
This opportunity is available and required for at least some students who need extra help	23	27	23
Other			
This opportunity is not available at my school	77	73	79
This opportunity is available and optional to students who need extra help	12	16	11
This opportunity is available and required for at least some students who need extra help	11	11	10

COVID-19-Related School Safety Measures

19. Have you received at least one dose of the COVID-19 vaccination? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	25	28	27
Yes	75	72	73

20. Do you plan to receive the COVID-19 vaccination as soon as you are able? (n = 250)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	42	33	43
Yes	20	23	21
I don't know	38	44	36

NOTE: Only respondents who indicated that they have not received a dose of the COVID-19 vaccination saw this question.

21. As far as you are aware, are you currently eligible to receive a COVID-19 vaccination? (n = 250)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	6	6	5
Yes	90	88	89
I don't know	5	6	5

NOTE: Only respondents who indicated that they have not received a dose of the COVID-19 vaccination saw this question.

22. In your opinion, what safety measures need to be in place until the pandemic is over to make you feel safe providing in-person schooling? (n = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Regular, voluntary (e.g., weekly or monthly) COVID-19 testing of school staff and students	38	50	42
Face masks required for staff	73	78	73
Face masks required for some or all students	73	75	73
All in-person staff have proof of COVID-19 vaccination	30	37	32
All in-person students have proof of COVID-19 vaccination	19	25	22
Continued social distancing measures to ensure six feet of distance between individuals in classrooms and hallways	60	66	60
Other	18	14	17

NOTE: Respondents were instructed to "select all that apply."

Data and Assessments

23. What data are available to you this school year (2020–2021) to determine whether students need extra academic help? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Their lack of participation in class	77	79	76
Their completed assignments or exit tickets in my class	76	76	77
Their responses to a student survey (excluding social and emotional assessments)	23	25	23
Their performance on a social and emotional assessment	17	17	19
Their performance on classroom quizzes or tests	84	84	82
Diagnostic or benchmark schoolwide assessments in English language arts given to students	59	61	66
Diagnostic or benchmark schoolwide assessments in mathematics given to students	55	56	62

NOTE: Respondents were instructed to “select all that apply.”

24. Please estimate the average achievement of your students in English language arts (ELA) and mathematics as of today. (*n* = 448)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
ELA achievement			
Far below grade level (i.e., by more than one grade)	12	17	18
Somewhat below grade level	45	52	53
At grade level	32	27	24
Somewhat above grade level	11	4	5
Far above grade level (i.e., by more than one grade)	0	0	0
Math achievement			
Far below grade level (i.e., by more than one grade)	11	17	16
Somewhat below grade level	43	54	53
At grade level	37	25	26
Somewhat above grade level	9	4	5
Far above grade level (i.e., by more than one grade)	0	0	0

NOTE: Respondents saw this question only if they selected as their main teaching assignment English language arts, mathematics, or early childhood or general elementary.

25. Please estimate the average achievement of your students in English language arts (ELA) and mathematics at this point in the school year in a normal, prepandemic year. (*n* = 438)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
ELA achievement			
Far below grade level (i.e., by more than one grade)	6	9	8
Somewhat below grade level	24	36	33
At grade level	42	35	42
Somewhat above grade level	27	18	15
Far above grade level (i.e., by more than one grade)	2	1	2
Math achievement			
Far below grade level (i.e., by more than one grade)	4	7	6
Somewhat below grade level	20	36	29
At grade level	48	41	47
Somewhat above grade level	25	15	17
Far above grade level (i.e., by more than one grade)	2	1	2

NOTE: Respondents saw this question only if they indicated that they had at least two years of experience and if they selected as their main teaching assignment English language arts, mathematics, or early childhood or general elementary.

Supports and Challenges for Teaching and Learning

26. Prior to COVID-19, did you have any experience delivering instruction to students remotely (e.g., running a blended learning class, a fully online class, or assigning and receiving student work through an online learning management system)? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	80	78	82
Yes	20	22	18

27. In the past month, how frequently have you personally experienced technical problems related to online instruction? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
I experienced technical problems daily	9	10	9
I experienced technical problems several days a week	19	22	19
I experienced technical problems about one day a week	27	26	28
I experienced technical problems less often than one day a week	37	36	36
N/A—I do not use online instruction with my students	7	5	8

NOTE: N/A = not applicable.

28. In the past month, how frequently has your typical student experienced technical problems related to online instruction? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
My typical student experienced technical problems daily	14	21	19
My typical student experienced technical problems several days a week	24	30	27
My typical student experienced technical problems about one day a week	31	28	29
My typical student experienced technical problems less often than one day a week	23	15	17
N/A—I do not use online instruction with my students	8	5	8

NOTE: N/A = not applicable.

29. How would you characterize the technical support provided to students for their online instruction by your school or district this school year, excluding the technical support that you provide? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Technical support has been adequate all school year	55	50	51
Technical support was adequate at the beginning of the school year, but is not adequate now	8	9	9
Technical support was not adequate at the beginning of the school year, but it is adequate now	13	13	13
Technical support has never been adequate	20	25	22
N/A—I do not use online instruction with my students	4	3	5

NOTE: N/A = not applicable.

30. Do you have high-speed internet access at home that worked sufficiently for you to deliver instruction remotely during COVID-19? (*n* = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No, I do not have home internet access	1	1	2
Yes	75	76	72
I have home internet access, but it is not fast or reliable enough to deliver instruction without technical problems	20	21	23
N/A—I do not use online instruction with my students	4	2	3

NOTE: N/A = not applicable.

31. Please indicate your current level of need for additional support from school or district leaders in each of the following areas. (n = 1,029)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
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	45	40	41
Very minor need	14	15	16
Minor need	15	18	17
Moderate need	16	15	16
Major need	8	9	7
Very major need	3	3	3
Lesson plans that can be delivered online			
No need	33	31	31
Very minor need	11	11	13
Minor need	17	16	17
Moderate need	22	23	23
Major need	12	13	11
Very major need	5	7	6
Social and emotional learning lesson plans or strategies			
No need	20	18	20
Very minor need	9	8	9
Minor need	18	18	18
Moderate need	27	26	25
Major need	18	18	17
Very major need	9	12	11
Strategies for addressing the trauma that students are experiencing at home			
No need	9	8	7
Very minor need	8	7	7
Minor need	19	17	19
Moderate need	32	32	30
Major need	21	21	22
Very major need	12	16	15
Strategies to keep students engaged and motivated			
No need	6	6	5
Very minor need	4	3	3
Minor need	12	12	14
Moderate need	25	21	24
Major need	32	34	32
Very major need	22	23	22
Strategies to catch students up to grade level			
No need	7	7	6
Very minor need	4	3	3
Minor need	12	11	12
Moderate need	25	22	22

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Major need	29	29	30
Very major need	23	29	27
Strategies to assess students' academic learning			
No need	16	15	15
Very minor need	9	5	8
Minor need	19	21	20
Moderate need	31	29	30
Major need	17	17	17
Very major need	8	12	10
Additional school staff who can address students' social and emotional needs			
No need	8	9	7
Very minor need	6	4	5
Minor need	12	10	12
Moderate need	26	24	23
Major need	28	30	28
Very major need	20	24	25
Additional school or district staff who can address students' technical difficulties in using technology			
No need	12	9	10
Very minor need	12	8	11
Minor need	22	21	22
Moderate need	26	23	24
Major need	17	22	21
Very major need	11	17	13
Additional staff or technology to help me teach students remotely and in person at the same time (i.e., concurrently)			
No need	25	19	22
Very minor need	12	11	11
Minor need	15	15	15
Moderate need	20	18	19
Major need	17	21	18
Very major need	13	17	14
Lack of students' home internet access or access to broadband			
No need	11	9	8
Very minor need	14	8	9
Minor need	18	17	15
Moderate need	24	23	23
Major need	17	22	21
Very major need	16	21	25
Lack of digital devices students can use at home			
No need	31	25	26
Very minor need	17	17	17
Minor need	19	15	16
Moderate need	16	18	18
Major need	10	14	12
Very major need	8	10	11

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Other need			
No need	77	69	68
Very minor need	0	0	0
Minor need	2	4	3
Moderate need	5	8	6
Major need	7	6	10
Very major need	10	14	12

NOTE: Some of the needs included for this item were also in the ATP spring and fall 2020 COVID-19 surveys (Hamilton et al., 2020; Kaufman et al., 2020).

3. AEP Spring 2021 COVID-19 Surveys: School Principal Results

About These Results

- For each question, we present results for three groups: total, principals of schools with 50 percent or more Black or Hispanic students, and principals of schools with 50 percent or more students eligible for FRPL.
- All results reflect responses gathered during the survey fielding period: March 22, 2021, through March 26, 2021.
- The surveys included a small number of “other: (please specify)” options that allowed respondents to enter text. We do not include those responses in this report.

AEP 2021 Survey About School During the COVID-19 Pandemic: School Leader Results

You and Your Job

1. This school year (2020–2021), what grade(s) are included in the school you lead? ($n = 1,183$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Kindergarten	55	59	60
Grade 1	56	59	61
Grade 2	55	59	61
Grade 3	54	56	59
Grade 4	53	56	58
Grade 5	51	56	56
Grade 6	38	36	39
Grade 7	33	32	33
Grade 8	33	32	34
Grade 9	26	26	24
Grade 10	25	25	24
Grade 11	26	26	24
Grade 12	26	25	24
Ungraded (including special education students aged 18–22)	3	4	3
Other	11	13	14

NOTE: Respondents were instructed to “select all that apply.”

2. Including this school year (2020–2021), how long have you worked as a principal? ($n = 1,169$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
0–5 years	44	46	46
6–10 years	38	39	38
11–15 years	11	11	11
16–20 years	4	2	4
21+ years	3	1	2

NOTE: Respondents were asked to input the number of years they have been a principal. Responses were binned (i.e., sorted into categories according to years of experience) for this table.

3. What is the likelihood that you will leave your job by the end of the current school year (2020–2021), compared to the likelihood you would have left your job before COVID-19? ($n = 1,167$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Likely to leave before COVID-19, but unlikely now	1	2	1
Unlikely to leave before, but likely now	10	9	9
Likely to leave both before and now	5	4	5
Unlikely to leave both before and now	84	85	85

NOTE: This item was also in the ASLP fall 2020 COVID-19 survey (Kaufman et al., 2020).

4. How concerned are you about burnout associated with stress from your job? ($n = 1,167$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Not a concern right now	12	10	11
A minor concern	17	17	18
A moderate concern	36	37	36
A major concern	36	35	35
Prefer not to say	0	0	0

Instruction During COVID-19

5. Which of the following most closely reflects how instruction has been provided to the majority of students at your school for the majority of this school year (2020–2021)? ($n = 1,166$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Fully remote instruction, where students receive at least one synchronous class each school day	18	33	24
Fully remote instruction, where students receive less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	2	3	2
Hybrid model where your students receive in-person instruction, remote instruction, or both	59	55	57
Fully in-person instruction	21	8	17

6. This school year (2020–2021), how many times has your school switched from providing instruction through one model to another model (for example, switched from providing fully remote instruction to hybrid options or from fully in-person to fully remote instruction)? ($n = 1,164$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
None	24	25	24
1 time	19	24	20
2 times	20	21	19
3 times	18	16	18
4 times	10	8	10
5 times	5	4	6
6 or more times	4	3	4

NOTE: Respondents were asked to give the number of switches (between zero and 20). Responses were binned for this table.

7. To what extent has your district prioritized the following in their decisions regarding the provision of curriculum and instruction this school year (2020–2021)? ($n = 1,163$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Students' physical health			
Not prioritized at all	4	6	5
Prioritized to a slight extent	12	12	13
Prioritized to a moderate extent	24	25	25
Prioritized to a great extent	60	57	56
Students' academic learning			
Not prioritized at all	0	0	1
Prioritized to a slight extent	7	7	8
Prioritized to a moderate extent	41	42	39
Prioritized to a great extent	51	50	52
Students' social and emotional well-being			
Not prioritized at all	2	2	2
Prioritized to a slight extent	13	16	15

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Prioritized to a moderate extent	37	39	37
Prioritized to a great extent	48	43	45
School staff physical health			
Not prioritized at all	5	7	6
Prioritized to a slight extent	15	14	16
Prioritized to a moderate extent	31	30	31
Prioritized to a great extent	49	48	47
School staff social and emotional well-being			
Not prioritized at all	7	8	8
Prioritized to a slight extent	24	27	25
Prioritized to a moderate extent	40	38	38
Prioritized to a great extent	30	27	30

8. Please estimate the percentage of students in your school who currently have access to the following at home:
(n = 1,162)

	Weighted Percentage					
	Digital Devices (e.g., tablets or laptops)			Adequate Internet Connection		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
0 to 25%	1	2	2	2	2	2
26 to 50%	4	4	6	6	6	8
51 to 75%	6	6	8	16	17	21
76 to 100%	88	87	84	77	74	69

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

9. Please estimate the percentage of students at your school who fall into each of the following categories this school year (2020–2021). (n = 1,152)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Have been absent (whether remote or in-person) on most school days per week over the past month			
0%	11	5	7
1 to 10%	64	56	59
11 to 25%	17	24	24
26 to 50%	7	14	8
51 to 100%	1	2	2
Have been absent (whether remote or in-person) one or two days per week over the past month			
0%	2	1	1
1 to 10%	57	47	48
11 to 25%	22	22	26
26 to 50%	15	22	19
51 to 100%	5	9	7
Do not currently have a passing grade in most of their subjects			
0%	6	3	3
1 to 10%	47	33	40
11 to 25%	24	23	25
26 to 50%	18	31	25
51 to 100%	5	9	7

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

10. Roughly how many hours of learning activities in each of the following subjects is a student in the highest grade level in your school been expected to undertake during a typical week of the 2020–2021 school year? (n = 1,148)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Art and/or music			
1 hour or less	35	35	41
1 to 4 hours	38	35	34
4 to 6 hours	24	26	22
6 to 10 hours	2	3	3
10 hours or more	0	1	0
English language arts (including English, language arts, reading, literature, writing, speech, etc.)			
1 hour or less	1	1	1
1 to 4 hours	10	9	9
4 to 6 hours	35	36	33
6 to 10 hours	27	28	28
10 hours or more	27	26	28
World languages			
1 hour or less	68	66	73
1 to 4 hours	13	14	12
4 to 6 hours	16	16	13

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
6 to 10 hours	3	3	3
10 hours or more	0	0	0
Social science (including social studies, geography, history, government/civics, etc.)			
1 hour or less	11	13	11
1 to 4 hours	35	34	34
4 to 6 hours	45	41	44
6 to 10 hours	7	9	8
10 hours or more	2	3	3
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)			
1 hour or less	2	1	1
1 to 4 hours	10	10	10
4 to 6 hours	44	45	42
6 to 10 hours	31	31	33
10 hours or more	12	13	15
Natural science (including general science, biology, chemistry, physics, etc.)			
1 hour or less	17	20	19
1 to 4 hours	30	30	28
4 to 6 hours	44	39	43
6 to 10 hours	7	10	8
10 hours or more	2	2	2
Physical education			
1 hour or less	31	30	30
1 to 4 hours	39	36	38
4 to 6 hours	27	32	29
6 to 10 hours	2	3	3
10 hours or more	1	0	1

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

11. Do you plan to use any of the following online practices in future years even after the pandemic has passed?
(*n* = 1,145)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Remote instruction for all students during isolated events (e.g., inclement weather days)	57	55	57
Remote instruction for any students whose families request it	34	38	40
Remote instruction for students with special circumstances (e.g., student illness)	57	56	58
One or more stand-alone online courses (e.g., credit recovery, certain advanced coursework)	30	28	28
Learning Management System and/or digital learning tools or platforms	60	60	57
Blended learning courses that include a combination of (but not concurrent) in-person instruction and online instruction	25	31	25
Blended learning courses where teachers instruct some students in person and some students online concurrently (e.g., simulcasting)	13	16	15
Virtual teacher trainings or professional development	75	79	76
Virtual meetings with parents (e.g., parent-teacher conferences, events for parents)	82	84	81
Virtual meetings with students (e.g., counselors, social workers, or therapists meeting with students to provide services)	48	51	47
Online diagnostic or benchmark assessments	52	52	53
Other online practice	3	4	3

NOTE: Respondents were instructed to “select all that apply.”

COVID-19-Related School Safety Measures

12. Which of the following safety measures is your school taking to reduce COVID-19 transmission during in-person instruction this school year (2020–2021)? (*n* = 1,143)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
N/A—My school is providing in-person instruction but is not undertaking any of these safety measures	1	0	0
N/A—My school has not provided any in-person instruction this school year	3	6	4
Regular (e.g., weekly or monthly) COVID-19 testing of most or all school staff, regardless of symptoms	14	23	16
Regular (e.g., weekly or monthly) COVID-19 testing of most or all students, regardless of symptoms	6	13	9
COVID-19 testing of only those school staff who have symptoms	33	30	30
COVID-19 testing of only those students who have symptoms	28	26	24
Isolated dates of COVID-19 testing of most or all staff or students, regardless of symptoms, after particular events, such as sports games or holidays	5	7	7
Requiring face masks for school staff that must be worn throughout the entire school day (except for during meals)	92	91	90

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Requiring face masks for students in some or all grade levels that must be worn throughout the entire school day (except for during meals)	85	83	82
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 and departure times, but not in class)	15	14	17
Checking school staff and/or students' temperatures upon arrival	52	62	61
Asking screening questions to school staff and/or students upon arrival to assess their risk of having COVID-19	55	63	59
Upgrading HVAC systems to purify the air	42	47	40
Increasing air flow in classrooms by leaving doors or windows open	47	46	42
Offering outdoor instruction	35	24	29
Instructing students in small groups, such as cohorts or pods	54	51	51
Other	7	6	6

NOTES: Respondents were instructed to "select all that apply." Many of the safety measures included as part of this item were also in the ASLP fall 2020 COVID-19 survey. See Kaufman et al., 2020. HVAC = heating, ventilation, and air conditioning. N/A = not applicable.

13. Does your school plan to test staff or students for COVID-19 sometime in this 2020–2021 school year? (*n* = 578)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No, my school does not currently have any plans to test staff or students for COVID-19	86	79	83
Yes, we plan to have COVID-19 testing of staff	13	20	16
Yes, we plan to have COVID-19 testing of students	8	15	9

NOTE: Respondents did not see this question if they indicated in their response to the question in the previous table that their school was already doing some form of COVID-19 testing. Respondents were instructed to "select all that apply."

14. What steps, if any, has your district taken in an effort to expedite COVID-19 vaccinations for teachers at your school? (*n* = 1,141)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
N/A—My district has not taken any steps to expedite COVID-19 vaccinations for teachers	3	2	3
Advocated to the state to prioritize teacher vaccinations	51	54	48
Surveyed teachers on their interest to receive a vaccination	63	65	64
Provided information to teachers on the benefits of receiving a vaccination	45	48	45
Provided information to teachers on how to receive a vaccination	77	76	75
Coordinated with local health departments to provide vaccinations to teachers	82	82	82
Provided vaccinations at a site within the district	46	52	50
Other	3	2	3

NOTE: Respondents were instructed to “select all that apply.” N/A = not applicable.

15. Have you received at least one dose of the COVID-19 vaccination? (*n* = 1,141)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	17	18	18
Yes	83	82	82

16. Do you plan to receive the COVID-19 vaccination as soon as you are able? (*n* = 188)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	40	40	41
Yes	23	21	22
I don't know	37	39	37

NOTE: Only respondents who indicated that they have not received a dose of the COVID-19 vaccination saw this question.

17. As far as you are aware, are you currently eligible to receive a COVID-19 vaccination? (*n* = 188)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	3	2	3
Yes	94	94	93
I don't know	3	4	4

NOTE: Only respondents who indicated that they have not received a dose of the COVID-19 vaccination saw this question.

Student Assessment During COVID-19

18. This school year (2020–2021), does your school have an early warning system (i.e., a system based on student-level data to detect students who exhibit behavior or academic performance issues that put them at risk of educational failure)? (*n* = 1,141)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
No	28	25	27
Yes	72	75	73

19. What data from this school year (2020–2021) have you used to assess how students at your school are doing? (*n* = 1,141)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Their attendance in class	93	96	94
Their completed classroom tasks or assignments	86	86	86
Their responses to a student survey (excluding social and emotional assessments)	33	34	34
Their performance on a social and emotional assessment	28	29	29
Their performance on classroom quizzes or tests	80	78	79
Diagnostic or benchmark schoolwide assessments in English language arts	85	87	89
Diagnostic or benchmark schoolwide assessments in mathematics	83	83	86
Other	5	5	4

NOTE: Respondents were instructed to “select all that apply.”

20. Please estimate the average achievement of your students in English language arts (ELA) and mathematics as of today. (*n* = 1,140)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
ELA achievement			
Far below grade level (i.e., by more than one grade)	7	15	12
Somewhat below grade level	47	63	62
At grade level	32	14	19
Somewhat above grade level	12	7	6
Far above grade level (i.e., by more than one grade)	1	1	1
I don't know	0	0	0
Math achievement			
Far below grade level (i.e., by more than one grade)	9	17	14
Somewhat below grade level	52	60	62
At grade level	27	17	17
Somewhat above grade level	10	5	6
Far above grade level (i.e., by more than one grade)	1	1	1
I don't know	0	0	0

21. Please estimate the average achievement of your students in English language arts (ELA) and mathematics at this point in the school year in a normal, pre-pandemic year. (*n* = 1,035)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
ELA achievement			
Far below grade level (i.e., by more than one grade)	2	4	3
Somewhat below grade level	28	45	41
At grade level	40	34	38
Somewhat above grade level	26	14	15
Far above grade level (i.e., by more than one grade)	4	3	2
I don't know	0	0	0
Math achievement			
Far below grade level (i.e., by more than one grade)	2	5	4
Somewhat below grade level	31	46	43
At grade level	41	33	38
Somewhat above grade level	22	12	13
Far above grade level (i.e., by more than one grade)	4	4	2
I don't know	0	0	0

NOTE: Respondents with two or fewer years of experience did not see this question.

Strategies for Learning Recovery

22. Which of the following changes to the school schedule or calendar has your school adopted for this school year (2020–2021)? (*n* = 1,139)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
N/A—We haven't enacted any substantive change to our school schedule or calendar	38	35	39
Adopted block scheduling	12	15	11
Adopted year-round calendar	0	1	0
Added Saturday school	3	6	4
Increased the number of days of school in the year	3	5	4
Increased instructional minutes for at least some courses	9	12	12
Lengthened the school day	6	5	7
Shortened the school day	27	30	27
Decreased instructional minutes for at least some courses	22	23	22
Decreased the number of days of school in the year	10	8	8
Cut some non-core courses to focus on core academic courses (i.e., math, ELA, science, social studies)	13	14	16
Other	7	4	5

NOTE: Respondents were instructed to “select all that apply.” N/A = not applicable.

23. Which of the following changes to instructional programming has your school adopted for this school year (2020–2021)? (*n* = 1,138)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
N/A—We haven't enacted any substantive change to the content of our school's instructional programming	12	9	13
Adopted new online-accessible curriculum or instructional materials	55	61	58
Delayed the use or adoption of new curriculum or instructional materials	16	17	15
Adopted a new learning management system	28	31	29
Added software, courses, or coursework (whether online or in person) to review previously taught content or catch students up to grade level	34	38	34
Added or increased social and emotional learning programming or minutes of instruction	35	40	33
Decreased class sizes	36	31	34
Increased class sizes	1	2	2
Grouped students by performance level	6	6	6
Offered online course credit recovery	17	20	18
Offered one-on-one or small group tutoring (whether virtual or in person)	42	43	40
Changed grading policies to assign students incompletes rather than failing grades to avoid students having to retake the entire course	19	21	19
Required online course credit recovery, tutoring, or other interventions for students who are falling behind	12	14	12
Other	1	1	1

NOTE: Respondents were instructed to “select all that apply.” N/A = not applicable.

School Discipline

24. To the best of your knowledge, how often have the following types of problems occurred among your students this school year (2020–2021)? (*n* = 1,138)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Student racial or ethnic tensions			
Never happens	39	42	41
Happens on occasion	55	50	53
Happens at least once a month	5	7	4
Happens at least once a week	2	1	2
Happens daily	0	0	0
Student bullying, excluding cyber bullying			
Never happens	17	23	17
Happens on occasion	67	61	67
Happens at least once a month	12	14	12
Happens at least once a week	4	1	4
Happens daily	0	0	0
Cyber bullying among students			
Never happens	18	20	16
Happens on occasion	63	63	66
Happens at least once a month	14	14	14
Happens at least once a week	4	2	3
Happens daily	0	0	0
Student verbal abuse of teachers			
Never happens	40	38	34
Happens on occasion	51	55	57
Happens at least once a month	5	4	5
Happens at least once a week	3	2	3
Happens daily	1	0	1
Student acts of disrespect for teachers other than verbal abuse			
Never happens	22	26	20
Happens on occasion	62	63	62
Happens at least once a month	10	8	10
Happens at least once a week	6	4	7
Happens daily	1	0	1

NOTE: These items were adapted from NCES, 2017.

School Staffing

25. Please rank the top three areas in which you would prioritize hiring additional school staff for next school year (2021–2022), if you had the budget to do so. ($n = 1,136$)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Elementary teachers of multiple subjects			
Not in top three	61	63	58
1st	22	21	25
2nd	9	8	9
3rd	8	8	8
Teachers of English language arts (including English, language arts, reading, literature, writing, speech, etc.)			
Not in top three	71	66	69
1st	9	10	9
2nd	12	14	14
3rd	7	10	8
Teachers of world languages			
Not in top three	97	98	98
1st	1	1	0
2nd	1	1	1
3rd	2	0	1
Teachers of social science (including social studies, geography, history, government/civics, etc.)			
Not in top three	98	98	98
1st	1	1	1
2nd	1	1	1
3rd	1	1	1
Teachers of mathematics (including general mathematics, algebra, geometry, calculus, etc.)			
Not in top three	63	63	59
1st	11	10	12
2nd	14	12	14
3rd	13	14	15
Teachers of natural science (including general science, biology, chemistry, physics, etc.)			
Not in top three	92	90	91
1st	2	3	2
2nd	2	3	2
3rd	3	4	4
Teachers of electives (e.g., music, physical education)			
Not in top three	87	87	87
1st	3	3	3
2nd	4	5	5
3rd	5	5	5
Teachers of special education			
Not in top three	57	63	60

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
1st	14	12	12
2nd	17	13	15
3rd	12	12	13
Teachers of English as a Second Language (ESL) or English Language Development (ELD)			
Not in top three	87	82	85
1st	4	6	4
2nd	5	5	6
3rd	4	7	5
School administrators (e.g., assistant principals, deans, secretaries)			
Not in top three	86	84	87
1st	4	3	4
2nd	4	7	5
3rd	6	7	5
Service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)			
Not in top three	87	91	89
1st	2	2	2
2nd	4	2	2
3rd	8	4	7
Staff that address students' physical health (e.g., nurses)			
Not in top three	93	91	92
1st	0	0	0
2nd	4	4	3
3rd	3	5	4
Staff that address students' mental health (e.g., social workers, guidance counselors)			
Not in top three	37	37	40
1st	24	24	21
2nd	20	22	21
3rd	19	16	18
Staff that address students' safety (e.g., school resource officers)			
Not in top three	93	92	94
1st	1	1	1
2nd	2	1	1
3rd	4	5	4
Other			
Not in top three	93	94	93
1st	2	2	2
2nd	2	1	1
3rd	4	3	4

Needs from Your State or District Education Agency

26. Please indicate your current level of need for additional support from state or district leaders in each of the following areas. (*n* = 1,134)

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Lifting of requirements regarding student attendance or instructional time			
No need	24	19	21
Very minor need	14	14	13
Minor need	18	17	17
Moderate need	25	26	26
Major need	14	18	16
Very major need	5	6	7
Lifting of restrictions around the provision of remote instructional supports (e.g., restrictions on online teacher and student interactions because of privacy or other concerns)			
No need	29	25	25
Very minor need	17	18	19
Minor need	19	20	20
Moderate need	23	25	24
Major need	8	10	8
Very major need	3	3	3
Lifting of privacy or legal restrictions that prevent schools from identifying or providing internet access to students in need			
No need	34	32	31
Very minor need	17	17	18
Minor need	19	18	20
Moderate need	16	17	18
Major need	9	11	9
Very major need	5	5	5
Broadband internet service providers in the school's geographic area			
No need	13	13	11
Very minor need	12	11	9
Minor need	15	14	14
Moderate need	20	18	19
Major need	21	25	24
Very major need	18	20	22
High-quality curriculum for online academic instruction			
No need	9	9	7
Very minor need	9	7	9
Minor need	19	18	17
Moderate need	28	25	30
Major need	23	26	23
Very major need	11	15	13

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Training to support my teachers to deliver remote instruction			
No need	5	3	5
Very minor need	10	11	10
Minor need	19	14	15
Moderate need	34	30	32
Major need	22	27	24
Very major need	10	16	13
Opportunities to network and learn from other principals			
No need	6	5	5
Very minor need	8	6	7
Minor need	22	19	20
Moderate need	39	37	38
Major need	19	24	21
Very major need	6	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	4	4	3
Very minor need	4	4	4
Minor need	11	10	9
Moderate need	29	20	26
Major need	33	35	35
Very major need	19	28	24
Strategies for addressing the trauma that students are experiencing at home			
No need	2	2	1
Very minor need	4	4	4
Minor need	11	6	8
Moderate need	33	24	27
Major need	31	35	33
Very major need	20	29	25
Additional school staff (e.g., counselors) who can address students' social and emotional needs			
No need	2	4	2
Very minor need	4	3	4
Minor need	8	5	8
Moderate need	29	22	23
Major need	30	36	32
Very major need	27	31	31
Additional school or district staff who can address students' technical difficulties in using technology			
No need	6	5	4
Very minor need	9	8	8

	Weighted Percentage		
	Total	≥ 50% Black and Hispanic Students in School	≥ 50% FRPL Students in School
Minor need	27	25	25
Moderate need	33	27	33
Major need	18	24	20
Very major need	7	11	10
Other need			
No need	67	70	72
Very minor need	0	0	0
Minor need	2	2	1
Moderate need	5	5	4
Major need	8	11	8
Very major need	17	12	14

NOTE: Some of the needs included for this item were also in the ASLP spring and fall 2020 COVID-19 surveys. See Hamilton et al., 2020, and Kaufman et al., 2020.

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