American Educator Panels: Providing K-12 Educator Perspectives on COVID-19

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Several Features Differentiate AEP from Other National Surveys

Randomly selected participants

Several online surveys per year

Honorariums based on survey length

Results by survey or over time

### COVID-19 Surveys Fielded to the American Educator Panels

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
<th>Sample</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COVID-19 Spring Surveys</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. School Leaders</td>
<td>957</td>
<td>3,500</td>
<td>27.3%</td>
</tr>
<tr>
<td>U.S. K-12 Teachers</td>
<td>1,000</td>
<td>2,000</td>
<td>50.0%</td>
</tr>
<tr>
<td><strong>COVID-19 Fall Surveys</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. School Leaders</td>
<td>1,147</td>
<td>3,977</td>
<td>28.8%</td>
</tr>
<tr>
<td>U.S. K-12 Teachers</td>
<td>1,082</td>
<td>2,199</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

Introduction
Teachers’ reports indicated that students’ learning experiences were limited by COVID-19, more so in the spring than the fall.

### Spring
- 12% of teachers covered all or nearly all of intended curriculum.
- 46% said instruction was more than half review.
- 17% of teachers provided no feedback on students’ work.

### Fall
- 19% of teachers covered all or nearly all of intended curriculum.
- 16% said instruction was more than half review.
- 4% of teachers provided no feedback on students’ work.

Source: Hamilton et al., 2020 & Kaufman et al., 2020

Results: Spring and Fall 2020 American Teacher Panel Surveys
In the spring, half of secondary teachers and teachers in schools with more poverty and students of color could not contact all their students.

Source: Hamilton, Kaufman, and Diliberti (June 2020)
In October, average daily student attendance was still down from what is typical, particularly in high poverty schools, based on teacher report.

% of Students Typically Present Each Day, As Reported by Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>88%</td>
</tr>
<tr>
<td>Secondary</td>
<td>84%</td>
</tr>
<tr>
<td>City</td>
<td>84%</td>
</tr>
<tr>
<td>Suburban</td>
<td>87%</td>
</tr>
<tr>
<td>Town &amp; Rural</td>
<td>86%</td>
</tr>
<tr>
<td>Majority students of color</td>
<td>84%</td>
</tr>
<tr>
<td>Majority white</td>
<td>88%</td>
</tr>
<tr>
<td>High poverty</td>
<td>81%</td>
</tr>
<tr>
<td>Low poverty</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: Kaufman et al (November 2020)
Disparities existed among which students received remote instruction as of October 2020

Source: Diliberti, Melissa and Julia Kaufman (November 2020)
Remote-only teachers reported a greater need for a wide range of resources, from instructional strategies to updated technology.

Source: Diliberti, Melissa and Julia Kaufman (November 2020)
Students’ completion of assignments varied, depending on school demographics and instruction models

Source: Diliberti, Melissa and Julia Kaufman (November 2020)
Challenging statistical issues related to the pandemic

- Recruitment rates slightly lower and panelist turnover likely higher
- Calibration of responses to the national population more challenging
- Larger design effect and sampling error in results
For questions that we can’t answer today, you can contact us:

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Internet access: Some states did better than others, but disparities were greater in high poverty schools

Percentage of Teachers Estimating that All or Nearly All of their Students Have Access to the Internet at Home, by School Poverty Level

Results: Spring 2020

Source: Stelitano, Doan, Woo, Diliberti, Kaufman & Henry (September 2020)
When teachers believed that more of their students had home internet access, they reported better assignment completion.

**Relationship between Student Home Internet Access and Remote Learning Assignment Completion**

Percentage of Teachers indicating that +75% of students have completed assignments during remote learning.

Percentage of teachers indicating that all students have home internet access.

Results: Spring 2020
Most teachers feel that majorities of their students are less prepared to participate in grade-level work

% of teachers

- **Lowest poverty schools (<25% FRPL)**: 16% significantly less, 43% somewhat less
- **Highest poverty schools (>=75% FRPL)**: 33% significantly less, 33% somewhat less
- **Lowest minority schools (<25% non-white students)**: 22% significantly less, 44% somewhat less
- **Highest minority schools (>=75% non-white students)**: 31% significantly less, 34% somewhat less

Results: Fall 2020
Policy implications

Schools need an *infusion of funding* as soon as possible.

More funding and resources should be directed to schools delivering *remote instruction*, especially those serving high-poverty and high-minority populations.

Schools providing in-person instruction should be required to *collect data on safety precautions* they are taking and outbreaks they are experiencing.