



RAND EDUCATION AND LABOR

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

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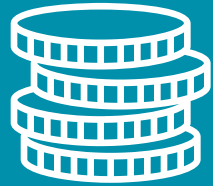


Several Features Differentiate AEP from Other National Surveys

Randomly selected participants



Several online surveys per year



Honorariums based on survey length

Results by survey or over time

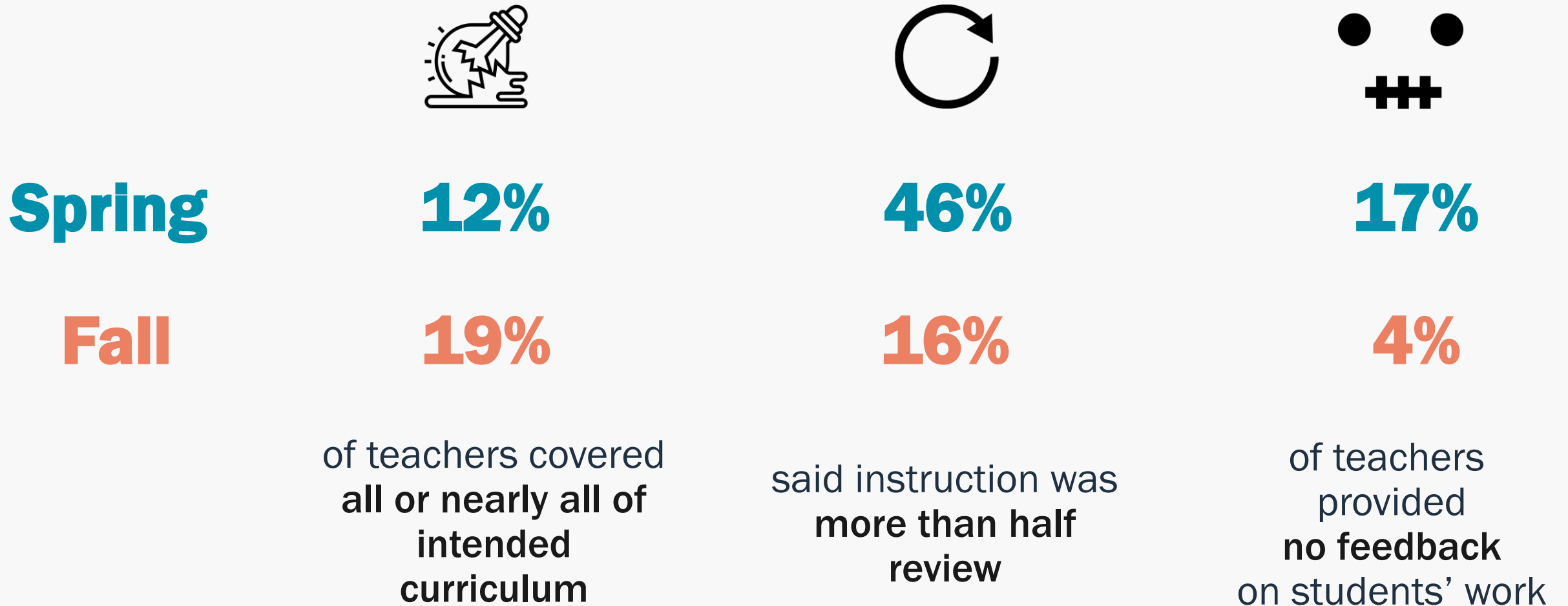
The AEP Data Portal includes free micro-level data files for many AEP surveys:

<https://www.rand.org/education-and-labor/projects/aep/data-portal.html>

COVID-19 Surveys Fielded to the American Educator Panels

COVID-19 Spring Surveys	Respondents	Sample	Completion Rate
U.S. School Leaders	957	3,500	27.3%
U.S. K-12 Teachers	1,000	2,000	50.0%
COVID-19 Fall Surveys	Respondents	Sample	Completion Rate
U.S. School Leaders	1,147	3,977	28.8%
U.S. K-12 Teachers	1,082	2,199	49.2%

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



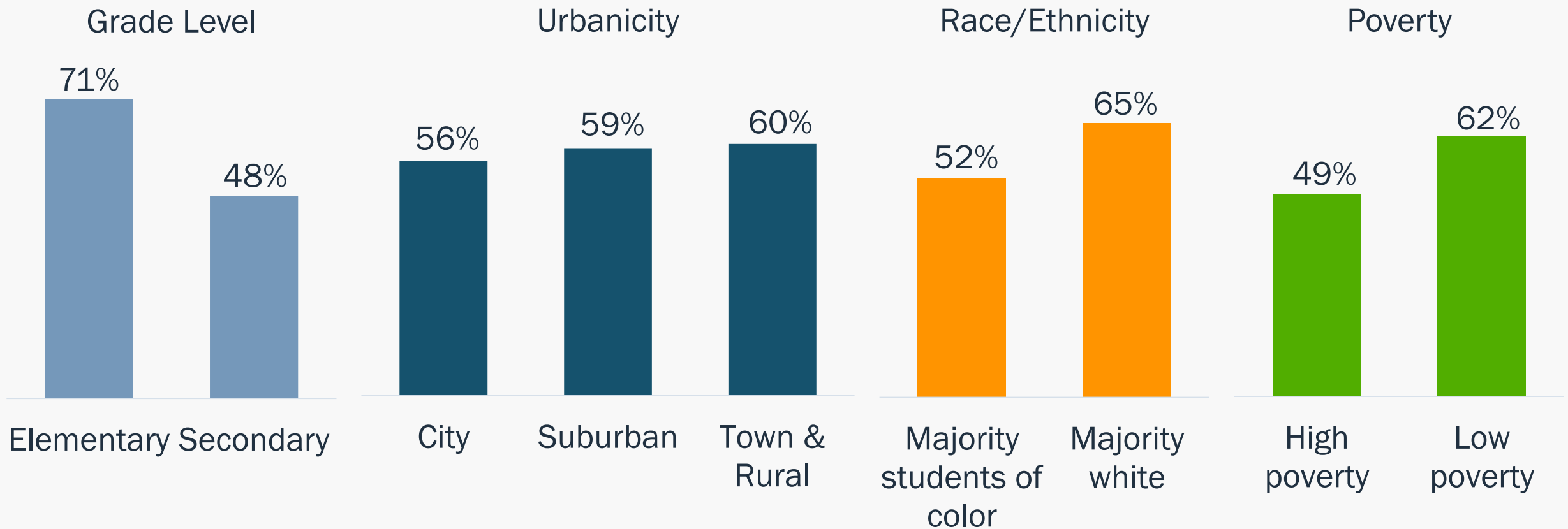
of teachers covered
all or nearly all of
intended
curriculum

said instruction was
more than half
review

of teachers
provided
no feedback
on students' work

In the spring, half of secondary teachers and teachers in schools with more poverty and students of color could not contact all their students

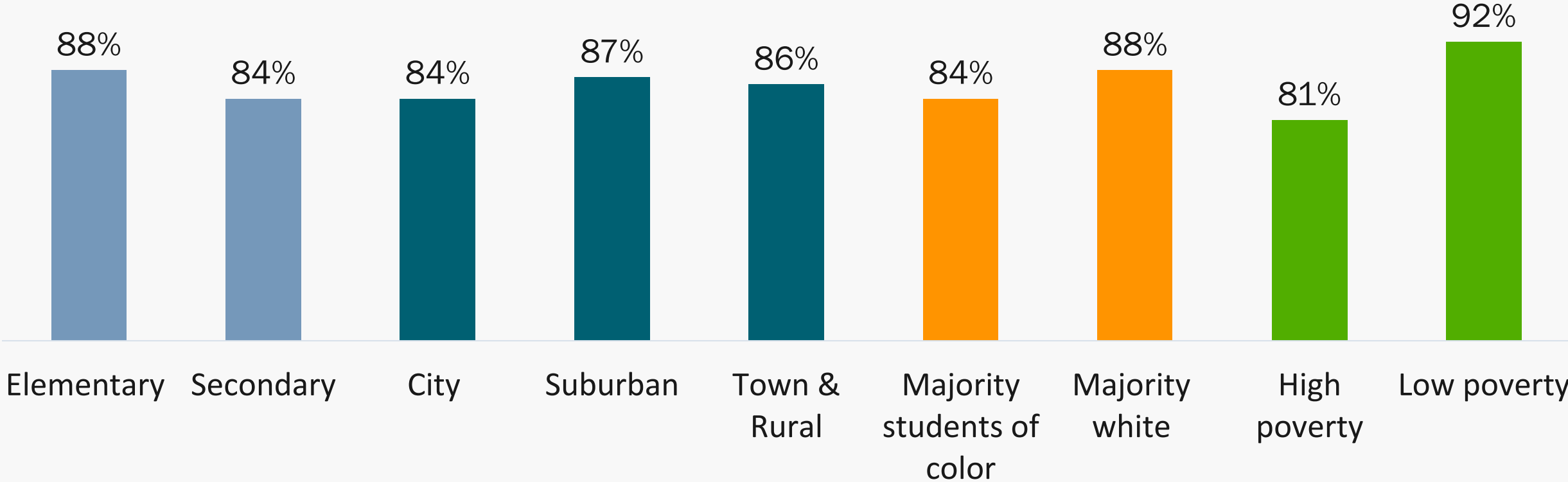
% of Teachers Who Could Contact All or Nearly All Their Students



Source: Hamilton, Kaufman, and Diliberti (June 2020)

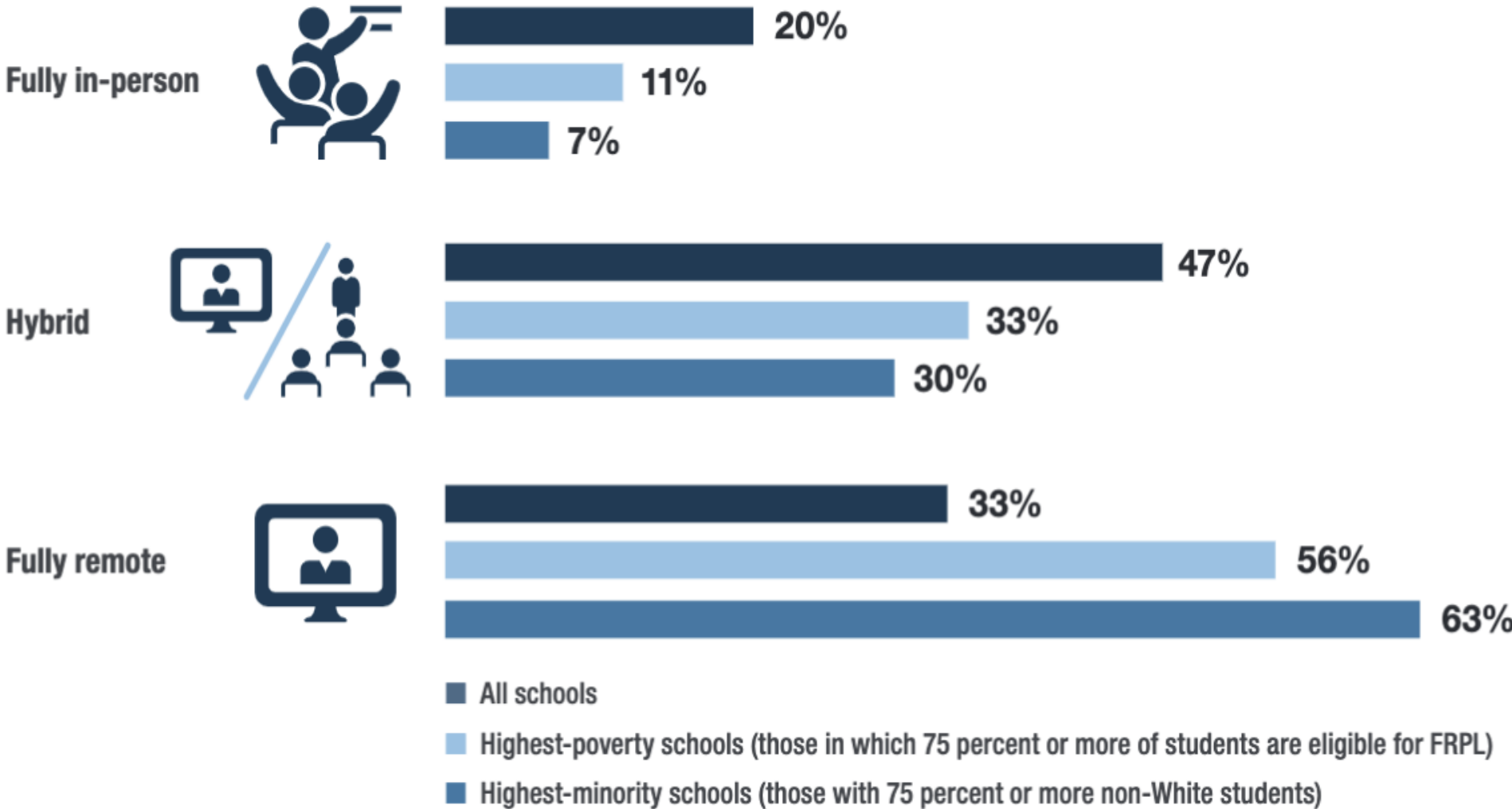
In October, average daily student attendance was still down from what is typical, particularly in high poverty schools, based on teacher report

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



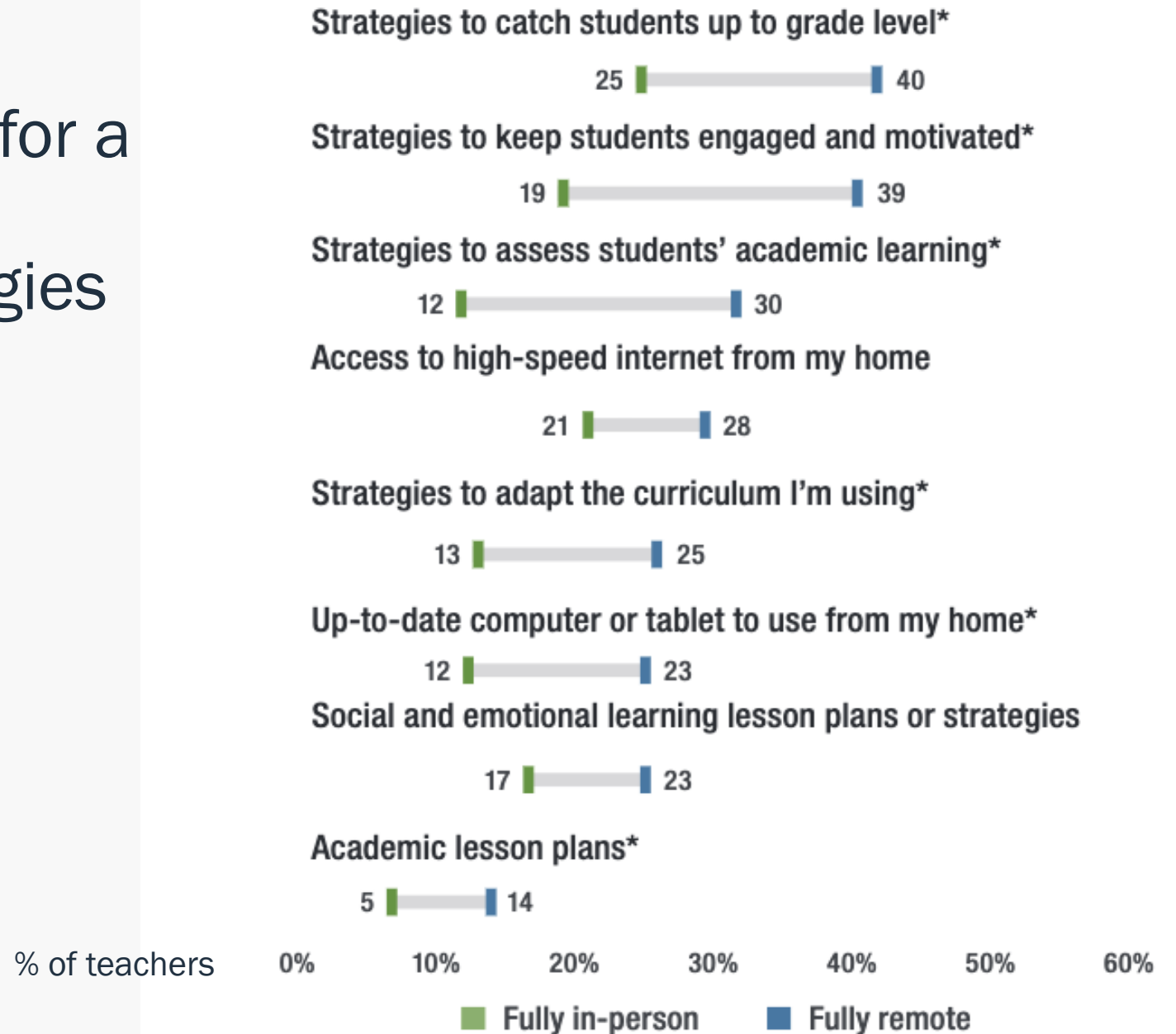
Source: Kaufman et al (November 2020)

Disparities existed among which students received remote instruction as of October 2020



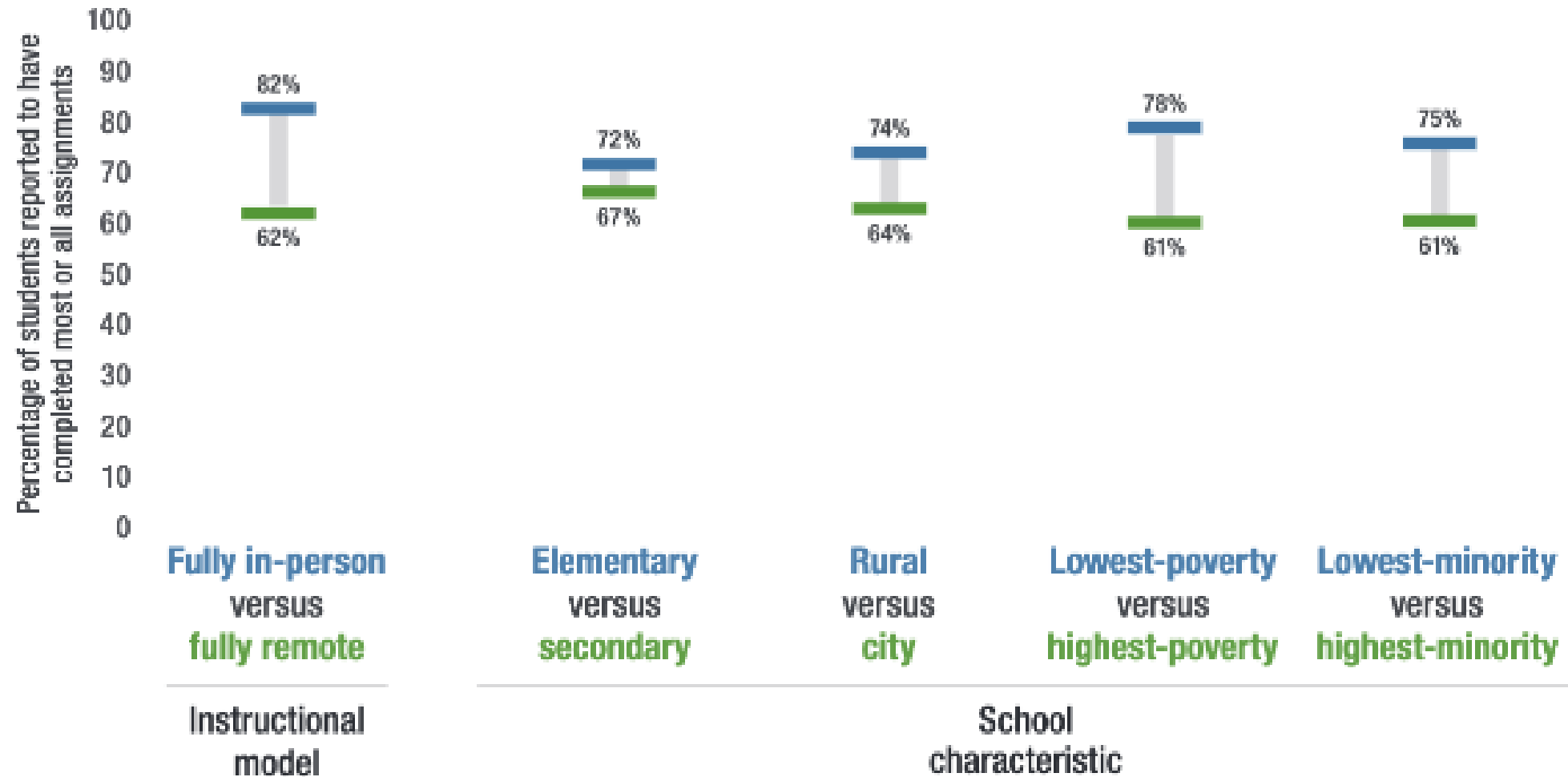
Source: Diliberti, Melissa and Julia Kaufman (November 2020)

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)

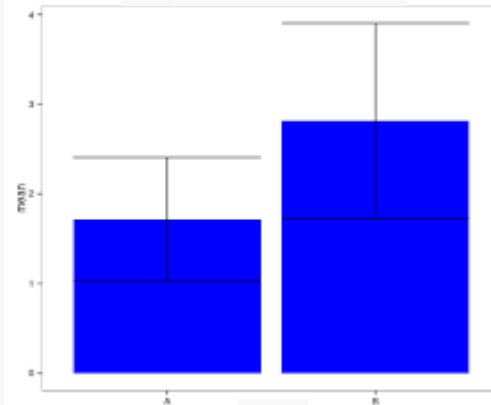
Challenging statistical issues related to the pandemic



Recruitment rates slightly lower and panelist turnover likely higher



Calibration of responses to the national population more challenging



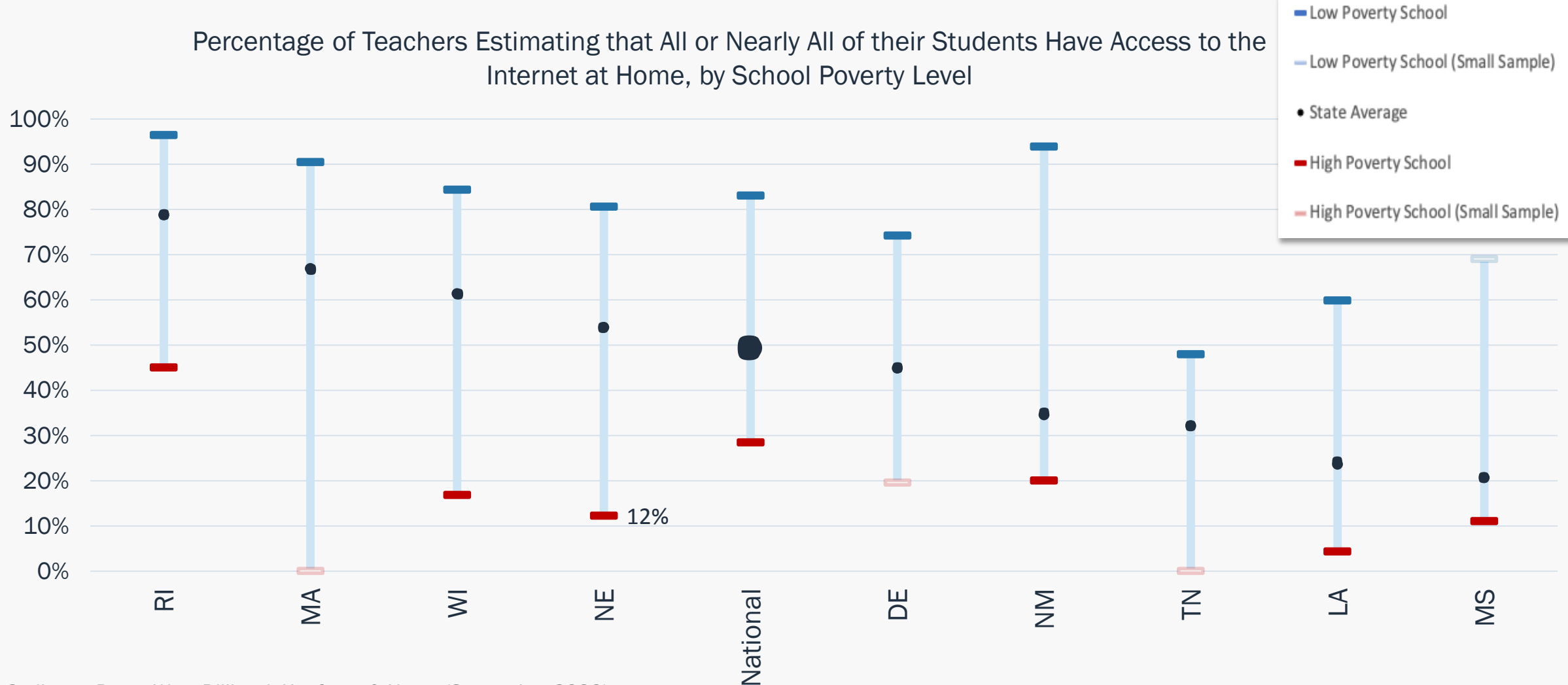
Larger design effect and sampling error in results

For questions that we can't answer today,
you can contact us:

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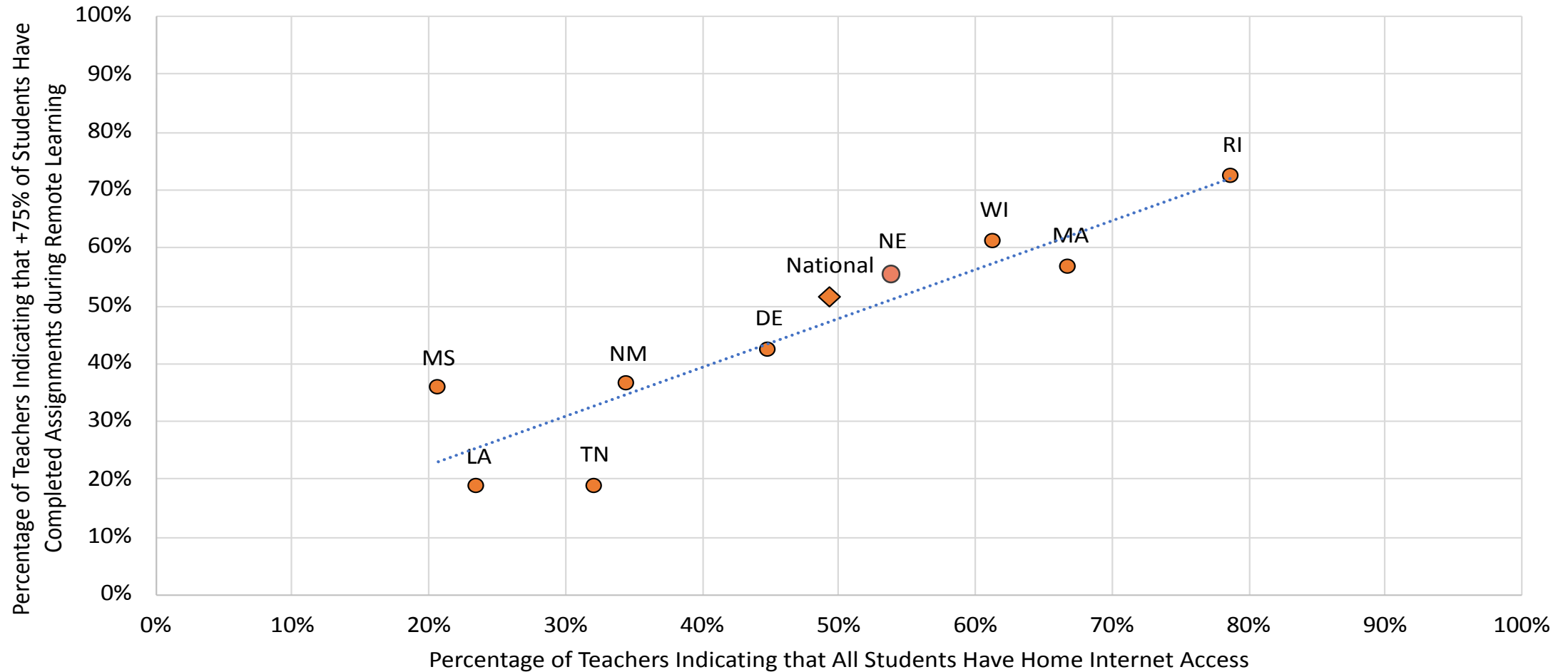
Internet access: Some states did better than others, but disparities were greater in high poverty schools



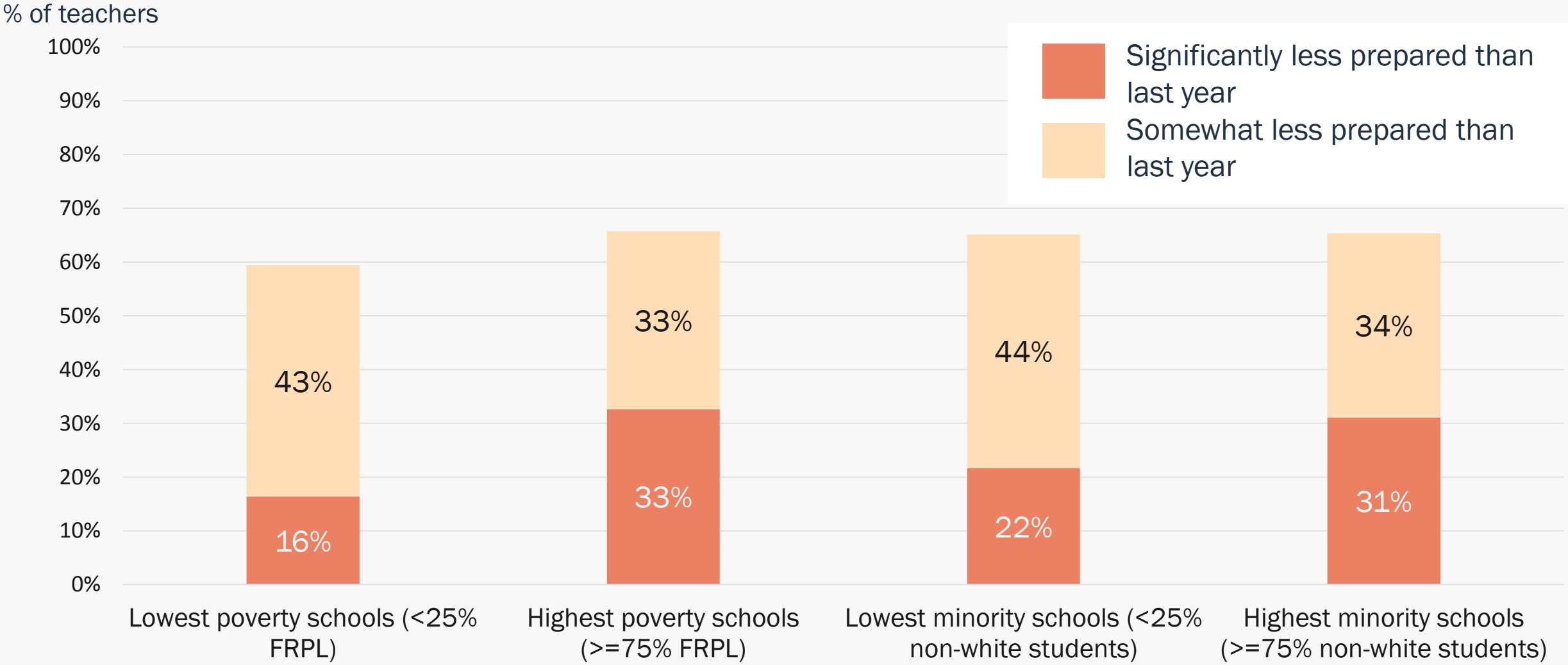
Source: Stelitano, Doan, Woo, Diliberti, Kaufman & Henry (September 2020)

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



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



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

