

VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS



EDUCATORS
FOR EXCELLENCE

| 2021



“In order to recover from this pandemic, we need the resources to safely return to the classroom and the education policies that reimagine education for all our students.”

Elizabeth Haela, seventh and eighth grade special education teacher,
Urban Institute of Mathematics, Bronx, NY

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— 2021 —

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Introduction

The COVID-19 pandemic has wreaked havoc on teaching and learning, especially for our most vulnerable students. As educators, we have always witnessed the stark inequities that exist in our education system, but these inequities have grown and become more tragic this past year. Coupled with a national reckoning on racial injustice, our BIPOC (Black, indigenous, and people of color) students and colleagues are facing extensive trauma, while support systems and resources have diminished.

This is why we felt it was essential to issue **Voices from the Classroom** 2021, a nationally representative survey that captures the views and opinions of our colleagues across the country. As policymakers and elected leaders determine how we return to the classroom and not just recover from this education disruption, but improve our education supports for all students, they need to hear from those who are taking on the challenge every day. Educators know what is working, what needs to improve, what is needed to return to the classroom, and how we can reimagine education to ensure it is equitable for all our students.

When we came together to outline the topics for this survey, we identified the many shared experiences among us as professionals, regardless of where and what we teach. We reflected on our colleagues' responses to previous **Voices from the Classroom** surveys and discussed potential education policy and budget proposals. As a result, this survey outlines valuable data about what our students and teachers need now and within the next year to address learning loss, the widening of the opportunity gap, and systemic racism in our schools.

We hope that new and current leaders at the federal, state, district, union, and school levels will see this survey as a road map for how to navigate this difficult time and, more importantly, a catalyst to find ways to partner with classroom teachers in designing the policies to create an improved and more equitable education system.

As we manage the largest disruption to education in generations, we also hope that these findings confirm for our colleagues that they are not alone during this isolating time. Fellow teachers, you are the experts, and your voice are essential. Please keep actively pushing for the changes that benefit your students and your profession.

In partnership,

Matthew Clark, ninth through 12th grade English as a second language teacher, Waltham High School, Waltham, MA

Genelle Faulkner, sixth grade science teacher, Young Achievers Pilot School, Boston, MA

Teresa Fenske-Fanucci, dean of students, Valley View Elementary School, Columbia Heights, MN

Leona S. Fowler, middle school special education instructional support teacher, P.233Q, Queens, NY

Elizabeth Haela, seventh and eighth grade special education teacher, Urban Institute of Mathematics, Bronx, NY

Leton Hall, sixth grade science teacher, Pelham Gardens Middle School, Bronx, NY

Jennifer López, fifth grade teacher, PUC Community Charter Elementary School, Sylmar, CA

Lovelyn Marquez-Prueher, local district south secondary English language arts staff developer, Los Angeles Unified School District, Los Angeles, CA

Carlotta Pope, 11th grade English teacher, Brooklyn Community Arts and Media High School, Brooklyn, NY

Irene Post, elementary and middle bilingual education teacher, ACERO Bartolomé de las Casas, Chicago, IL

Nikeisha Sandy, fourth grade teacher, Achievement First Hartford Elementary School, Hartford, CT

Tanitia Smith, 10th grade English teacher, Thornridge High School, Dolton, IL

As policymakers and elected leaders determine how we return to the classroom and not just recover from this education disruption, but improve our education supports for all students, they need to hear from those who are taking on the challenge every day.

Janet Lopez Irene Post
Tanitia Smith
G. Faulkner
Teresa Fenske-Fanucci
Elizabeth Haela
Matthew S. Clark
Carlotta Pope
Lorelyn Marquez-Prueher
Leton Hall
Leona S. Fowler
Nikeisha Sandy

Dear Reader,

As we have connected with teachers over the past 10 months via Zoom calls and virtual town halls, we have been in constant awe of the leadership, innovation, and persistence educators have demonstrated during the past year as they ensure our students continue to learn and grow, while they juggle their own personal lives and stress caused by the pandemic and continued racial injustice. Yet they have done this challenging work with limited resources, support, and guidance.

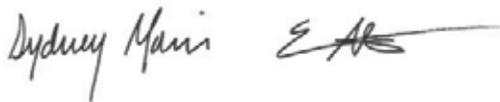
Like educators, we are also greatly concerned about our students and the stress they are experiencing as their learning and social-emotional supports have been greatly disrupted. For our most vulnerable students, we are witnessing a widening of the opportunity gap that, without significant support, will have a negative impact on them for decades.

Eleven years ago, we founded Educators for Excellence with the mission to ensure teachers have a leading voice in the policies that impact their students and profession. Voices from the Classroom allows us to advance this mission by identifying and amplifying educators' ideas, and then turning them into action. Now, more than ever, we need the new administration and education decision-makers at the federal, state, and local levels to leverage the expertise and experience of our teachers to reshape our education system to better serve all students, but particularly those who have historically been marginalized and oppressed, both during and after this crisis.

We want to thank our incredible group of E4E teacher members who shaped this survey and all of the educators across the country who took the time to participate. Their insights into their classrooms — physical and virtual — were essential to ensure this report accurately represents the voices and experiences of teachers during this unparalleled time. Additionally, we want to thank you, the reader, for taking the initiative to learn about the opinions of educators across our country. Whether you are a policymaker, an educator, or someone invested in education, we hope that you move beyond the pages in this report and work alongside teachers to advocate for a more excellent and equitable education system for all of our students.

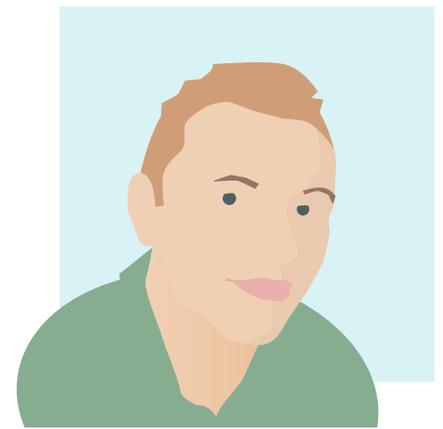
Together, we can reimagine and reshape education for years to come.

Sincerely,



Sydney Morris and Evan Stone
Co-Founders and Co-CEOs
Educators for Excellence





We want to thank our incredible group of teachers who shaped this survey and those across the country who took the time to participate. Their insights into their classrooms — physical and virtual — were essential to ensure this report accurately represents the voices and experiences of teachers during this unparalleled time.





Methodology

The **Voices from the Classroom** 2021 survey questionnaire was developed by 12 Educators for Excellence teacher members from across the United States. The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from Dec. 1 through Dec. 14, 2020, among a nationally representative sample of 800 full-time public school teachers. Note that all survey results are presented as percentages and, due to rounding, may not always add up to 100%.

Sample Size

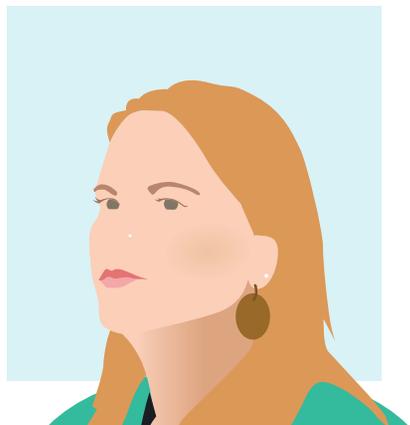
The sample is representative of the national population of U.S. district and charter public school teachers and aligns with key demographic variables of gender, region, race/ethnicity, age, years of teaching experience, grades taught, and school type. Any E4E member participation in the survey is entirely coincidental. The data was weighted by gender, region, race/ethnicity, age, and grades taught.

Response and Participation Rate

Potential respondents were invited via email to participate in the survey. Respondents were screened to ensure they were U.S. adults over 18 years of age and currently employed full time as pre-K through grade 12 public school classroom teachers in district or charter schools. Survey invites were sent out to 6,136 prescreened education professionals; 2,959 entered the survey, and 800 qualified and completed the full survey, resulting in a response rate of 13%. The margin of error is ± 3.5 percentage points for the full survey sample of 800 and higher among subgroups or questions not asked of the full sample.

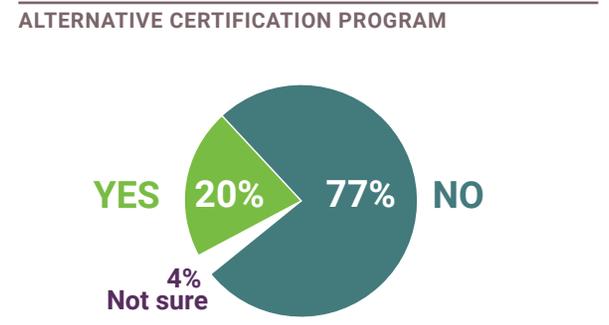
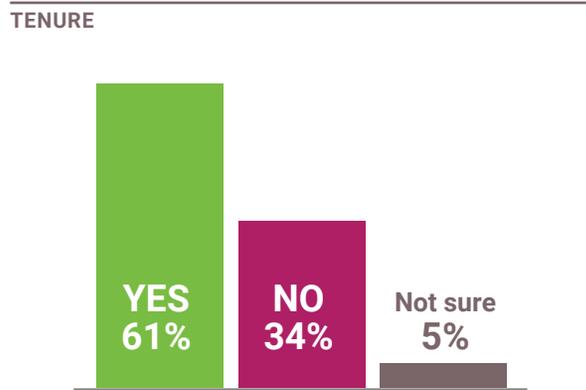
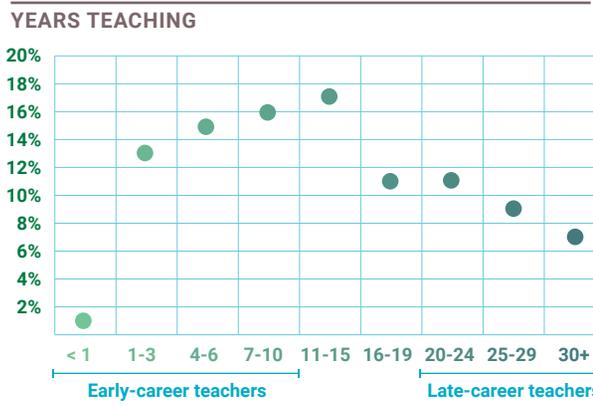
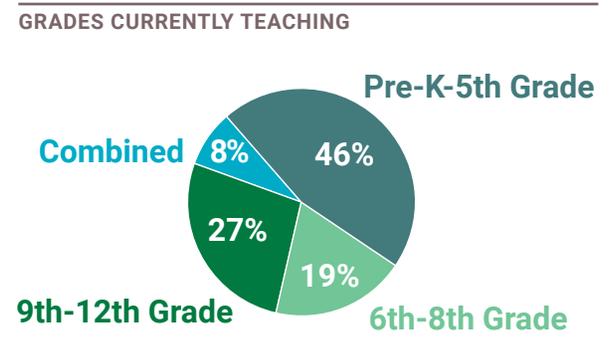
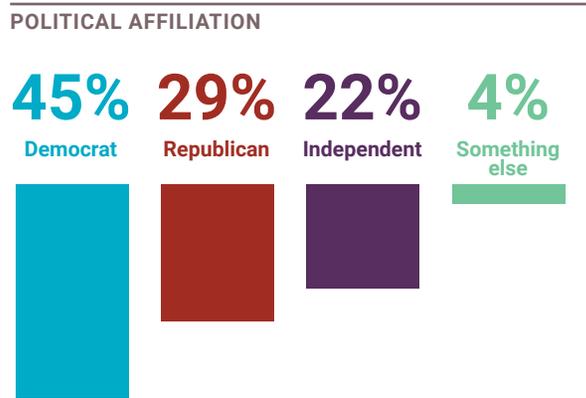
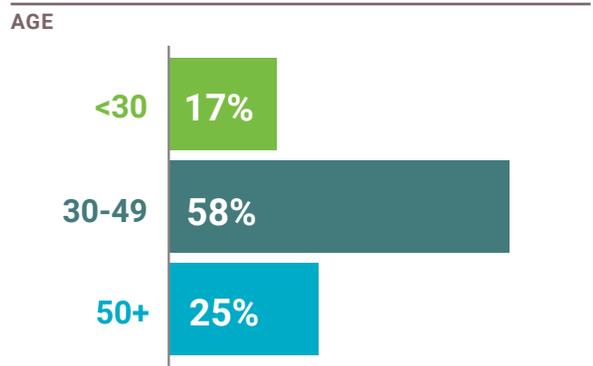
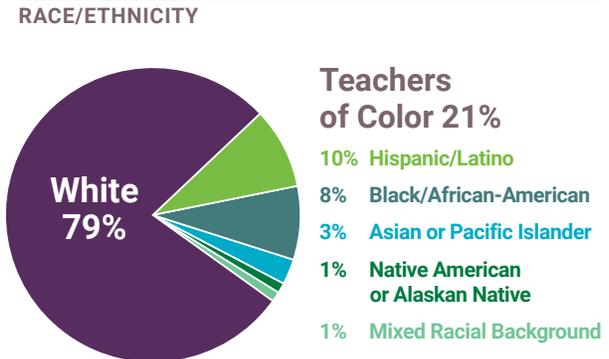
About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly*, *American Political Science Review*, and *American Journal of Political Science*.



Survey Sample

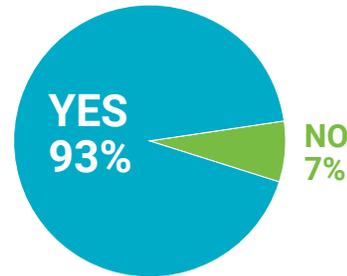
The survey sample of 800 full-time teachers is representative of the national population of U.S. district and charter public school teachers. All numbers are percentages. Due to rounding, not all percentages add up to 100%.



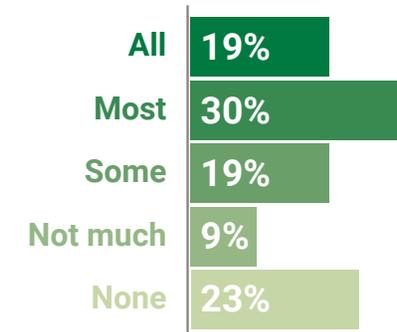
UNION MEMBERSHIP



FACILITATED DISTANCE LEARNING IN FALL 2020



TIME TEACHING IN-PERSON IN FALL 2020



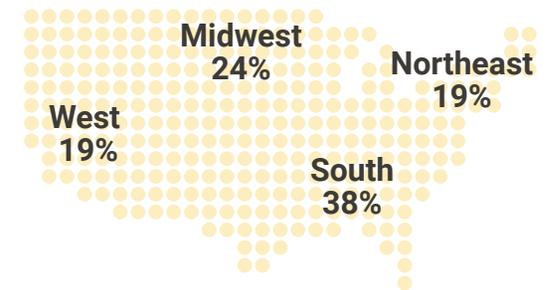
SCHOOL TYPE



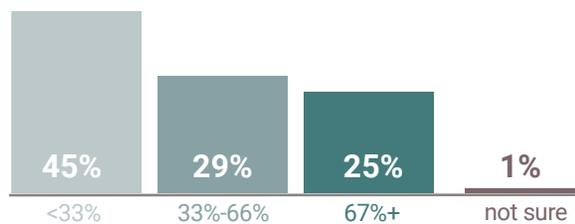
SCHOOL SIZE



REGION

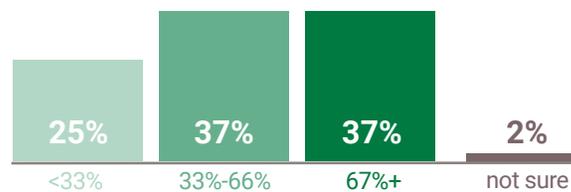


REPORTED SCHOOL POPULATION: STUDENTS OF COLOR



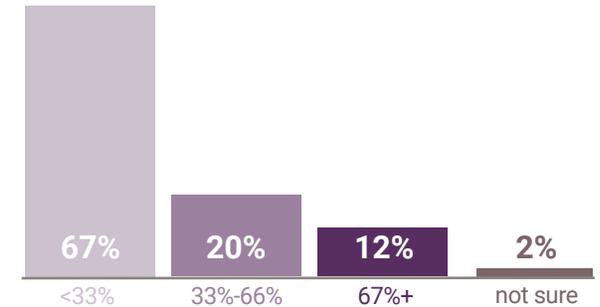
PERCENTAGE STUDENTS OF COLOR

REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS



PERCENTAGE STUDENTS FROM LOW-INCOME HOUSEHOLDS

REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS



PERCENTAGE ENGLISH LANGUAGE LEARNERS

Today's Education Climate

To interpret the results of this survey, it is vital to understand the context in which educators are sharing their views.

The COVID-19 Pandemic and Distance Learning

Over the course of 2020, millions across the United States were infected with COVID-19, with the estimated death toll in the United States quickly surpassing 300,000 in the latter days of the year.¹ Of those infected, those who became seriously ill, and those who died as a result of the virus, a disproportionate number were people of color, a finding experts attribute to the impacts of systemic racism on health, work, and living conditions.² While death rates from COVID-19 among children have been low overall, the vast majority of children who died from COVID-19 in the United States have been children of color.³

As the virus began to circulate in U.S. communities in spring 2020, nearly every state ordered or recommended closing school buildings through the end of the school year.⁴ At the peak of closures in the spring, at least 55.1 million students in both public and private schools experienced school closure.⁵ Schools faced immediate obstacles to move learning online: ensuring every student and educator had sufficient internet and technology access; adapting instruction to a digital platform; and creating school schedules and expectations that accounted for the new realities of students and teachers' lives.⁶ Students and their families also faced significant obstacles: having a quiet place to study and/or attend virtual class; the ability of families to assist students with virtual learning while continuing to work; and balancing work hours and school schedules.

As schools and families grappled with these tremendous challenges, students' attendance and engagement decreased. In May 2020, only 9% of teachers reported that their classroom's daily attendance was above 90%.⁷ Further, high percentages of educators reported that their schools were not meeting the needs of vulnerable populations, including homeless students, students with disabilities, English learners, students from low-income families, and students of color.⁸

The Challenges to Reopen Schools

Over the summer, with little support from state and federal agencies, school districts and schools struggled to anticipate how and when they might reopen.⁹ With shifting — sometimes contradictory — guidance on how to safely reopen and a lack of clarity on how they'd finance the costs to safely reopen the schools, most education leaders were unable to set coherent plans in time for a return to school in the fall.¹⁰ As they scrambled to prepare for the year, larger questions remained about the risks of returning to buildings for both students and school staff.¹¹

As the summer wore on, debates around school reopening (in parallel to debates over closure of businesses) became increasingly politicized, with Republican governors forcefully pushing for in-person schooling.¹² In July, President Trump weighed in, followed by Education Secretary DeVos, insisting that schools must reopen in person in the fall — a move that many experts and leaders in the field say further polarized the already tense debate over reopening.¹³

At the start of the school year, it is estimated that roughly half of districts began the school year online.¹⁴ Those that opened often had to institute rapid closures as a response to detected infections in schools or increased community spread.¹⁵ As some schools came back to school without requiring masking or social distancing, students and teachers sounded the alarm over lack of appropriate health and safety precautions in reopened buildings.¹⁶

As community spread of the virus continued to reach more communities and cases climbed rapidly in the fall,¹⁷ school closures increased.¹⁸ By December 2020, most major school districts nationwide had moved to online-only instruction.¹⁹

Teaching During a Pandemic

When schools closed in the spring, the nation experienced an unprecedented show of support for teachers, as many parents grappling with distance learning gained a new appreciation for educators.²⁰ Nearly a year later, educators find themselves at the forefront of public attention as debates rage over when and how to reopen school buildings. These often ugly debates have frequently depicted teachers as a barrier to ensuring equity and access to learning for students during the pandemic²¹— an image in stark contrast to the challenging, time-intensive work millions of educators have put into meeting the needs of their students during distance learning.

Early data and anecdotes suggest that the additional work teachers have put into adapting to distance learning — often while juggling family responsibilities and the larger stresses of the pandemic²² — is taking a toll. Teachers report widespread exhaustion, burnout, and challenges to their work-life balance.²³ Some have warned that these challenges, coupled with fears over safety when returning to classroom buildings, might result in widespread retirements and a broader exodus from the profession. These new challenges to the teaching profession are taking shape amidst a host of other, long-standing challenges: waning interest in the profession, high rates of attrition from the classroom, consistent teacher shortages in key subject areas, a persistent lack of diversity, and stagnating pay.



“We know students have missed learning opportunities during the pandemic. We need strategies to address the widening of the learning gap.”

Matthew Clark, ninth through 12th grade English as a second language teacher, Waltham High School, Waltham, MA

A National Reckoning on Racism

As the pandemic raged, America’s attention turned to another sickness, one long understood by communities of color: systemic racism and racist violence. While Black activists have decried violence against people of color for generations²⁴ and the Black Lives Matter movement has been increasingly visible since 2013, a series of murders of Black Americans created a national watershed moment in the spring of 2020. On Feb. 23, 25-year-old Ahmaud Arbery, a Black man, was pursued and murdered by three white men as he jogged through a suburban Georgia neighborhood.²⁵ On the evening of March 13, police with a no-knock warrant battered down the door to 26-year-old EMT Breonna Taylor’s apartment²⁶ and shot Ms. Taylor, a Black woman, six times, killing her.²⁷ Then on May 25, George Floyd, a 46-year-old Black man, was filmed being murdered as a white police officer held a knee to his neck outside of a Minneapolis store for over eight minutes.²⁸ Three days later, Tony McDade, a 38-year-old Black transgender man, was shot and killed by police in Tallahassee.²⁹

These murders sparked a protest movement perhaps unparalleled in American history, one that quickly went global, calling broader attention to systemic racism.³⁰ Polling shows that awareness and acknowledgement of the scale of racism in the United States was at an all-time high as protests continued into June 2020.³¹

Despite widespread calls for change, oppressive systems that brutalize Black people, people of color, and other historically oppressed groups have continued to operate with relative impunity. While both the civilians who killed Ahmaud Arbery and the officer who killed George Floyd have been charged with murder, the officers who killed Breonna Taylor have not been charged in her death,³² and shootings of Black people by police have continued.³³

Throughout 2020, there were continued reminders that white supremacy is often explicitly taught or tacitly reinforced in schools. A Dallas high school teacher faced national criticism after assigning students an essay prompt with the option to explain why Kyle Rittenhouse, the white shooter who murdered two unarmed anti-racism protesters and injured another in Kenosha, Wisconsin,

was a “modern-day hero.”³⁴ At the same time, schools have faced criticism for replicating punitive and exclusionary discipline practices, including sending a 15-year-old Black student to juvenile detention for failing to do homework during distance learning³⁵ and suspending a 9-year-old Black student from virtual learning for contacting tech support too many times.³⁶

A Strained Economy and Worsening Inequity

Inequities that already threatened the lives, livelihoods, and well-being of millions of Americans have only been exacerbated by the pandemic and resulting economic fallout, and these effects have far from spared the education sector. Unemployment rates have been at a staggering high throughout the pandemic, with rates reaching an unprecedented 14.7% in April 2020.³⁷ Recovery has also been uneven, with the highest-earning American workers experiencing the fastest employment recovery, while jobs for the lowest-income Americans continue to fall.³⁸ This effect has been especially pronounced along lines of race and ethnicity, with Black and Latinx workers disproportionately likely to experience job loss.³⁹ A staggering 2.2 million women exited the labor force between February and October 2020,⁴⁰ and early evidence suggests that for many, a disproportionate burden of childcare during school closures has contributed to this figure.⁴¹

While experts estimated that the population of school-age children who were homeless before the pandemic was already larger than the entire population of Dallas,⁴² initial reports suggest this grim number has risen.⁴³ By the end of 2020, Moody’s estimated that over 12 million Americans were staring down potential eviction, owing an average of \$5,850 in back rent and utilities.⁴⁴ At the end of August, 40% of all families worried they would not have enough food to feed their families within the next month.⁴⁵ By the end of 2020, experts estimated that one in four (17 million) children went hungry in the United States.⁴⁶

Supporting students through this heightened inequity was even more daunting against a larger backdrop of education budget uncertainty and looming layoffs. State and local revenues have taken significant hits during the pandemic and resulting recession.⁴⁷ Declining student enrollment presents a significant risk to education budgets, as parents have either pulled students from school or opted not to enroll students in kindergarten.⁴⁸ And in April alone, school districts laid off half a million workers.⁴⁹ As states continue to reckon with long-term budget shortfalls, layoffs of student-facing educators may increase.

A Widening of Learning Gaps

The gaps created by our nation’s long history of economic and racial inequity have widened across our society during this pandemic, and that trend has not spared students.

A generation of students — particularly those already poorly served by their schools — are losing opportunities to learn. The consequences of the massive disruption to learning are already showing in early data. Students are making fewer gains in reading and math, with the highest learning losses experienced by students of color,⁵⁰ while analysts believe as many as 3 million students nationwide may not have attended school (whether virtually or in person) since March.⁵¹ Fewer students enrolled in college directly after high school graduation, with enrollment dropping by roughly 16% overall, and at an even higher rate of 29% for high school graduates from low-income families.⁵²

Federal Inaction

Federal support for schools — both financially and through guidance and resources — has been grossly insufficient to meet the tremendous challenge of this moment. District and state leaders, struggling to manage complex decisions around safe and equitable learning during the pandemic, have asked for comprehensive, trustworthy guidance and support from the Trump administration, but received little in response. In the case of the Centers for Disease Control and Prevention school reopening guidance, schools received contradictory and politically compromised information.⁵³ As schools faced new costs and uncertain budget outlooks in spring 2020, Congress passed a single aid package with relief for K-12 schools, followed by another package in the very last days of the year, which experts estimate falls far short of the needs of districts.⁵⁴

A New Opportunity

With a new presidential administration and new Congress, there is an opportunity to overcome the tremendous challenges we are facing — from a safe and speedy distribution of the COVID-19 vaccine and making the dramatic changes needed to get through this pandemic, to boldly reimagining a more equitable and excellent education for a generation of students who are facing an unprecedented crisis. Our students deserve nothing less.



“The pandemic has further highlighted that our education system is not serving students equitably. With this survey, we have the chance to alter the course.”

Leton Hall, sixth grade science teacher, Pelham Gardens Middle School, Bronx, NY

Major Trends and Findings

These major trends and findings from the survey results provide critical educator insights that constitute a roadmap for recovery from the pandemic and transformation of our education system to make it more equitable and effective for all students.



1. Understand the Need

To address an alarming decrease in student engagement and a lack of support for students, teachers seek guidance and data.



2. Teach What Works

Teachers want changes in content, curricula, grading, and assessments to provide an excellent education during the pandemic and in the future.



3. Reach Every Student

Schools are not regularly meeting the needs of vulnerable student populations, and the trend is apparent in curricula, staffing, and professional support.



4. Dismantle Institutional Racism

Teachers are concerned about systemic racism, but in the wake of the deaths of George Floyd and Breonna Taylor and the related protests, few report receiving any guidance or discussing racial justice and equity with colleagues and/or students.



5. Rebuild and Reimagine Education

There are some benefits to distance learning that can be carried forward, and in order to return to the classroom permanently, schools need to implement both health and safety measures and programmatic changes.



6. Make Teaching Sustainable

While teachers face additional concerns and demands during the pandemic, their retention risk may not be as despairing as previous reports.



7. Support Teachers to Lead

Local education leadership has not sought teachers' input, provided them with helpful assistance and resources, or effectively managed the demands for distance learning and physically reopening schools.



8. Protect Our Students and Profession

As the pandemic has impacted the economy, financial health is a concern, and teachers are open to innovative approaches that will ensure minimal layoffs and protect the most-vulnerable student populations.

Understand the Need

To address an alarming decrease in student engagement and a lack of support for students, teachers seek guidance and data.

Distance learning challenges

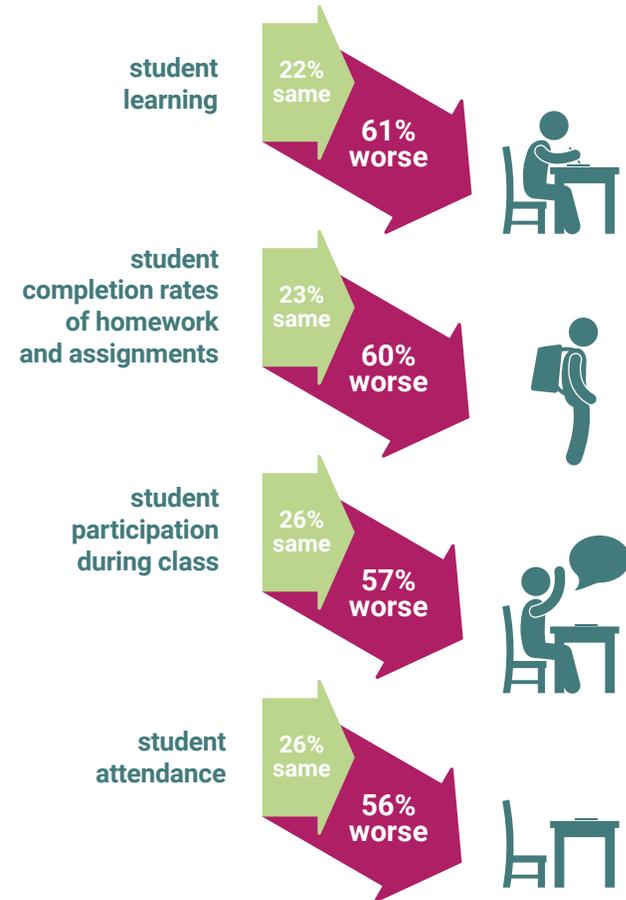
Across all student demographics, grades, and school types, more than half of teachers report that student learning (61%), student completion rates of homework and/or assignments (60%), student participation/engagement during class (57%), and student attendance (56%) are worse than before the pandemic. About one-fourth report it is “about the same as before” for each item.

Four in 10 teachers claim both technology or reliable internet access and limited access to a conducive learning environment have been “very serious” obstacles for their students. This increases to nearly half of all teachers in schools reporting a majority of low-income students, students of color, or English Learners. Given these obstacles, it is no surprise that when rating the importance for federal funding investments, 81% of teachers identified providing all students free universal high-speed internet access as “critically important” or “important.”

Almost half of teachers (44%) report students being too young, having special needs, or language needs that make screen-based learning difficult as a “very serious” obstacle. While only 26% of teachers report scheduling conflicts for the student and/or guardian as a “very serious” obstacle, 75% still identify it as serious.

More than eight in 10 teachers claim that their students and families have been concerned this school year about social-emotional health (88%); physical health (85%); financial health and job security (85%); balancing school, family, and personal responsibilities (84%); and academic progress (84%).

Engagement is worse across all student demographics, grades, and school types



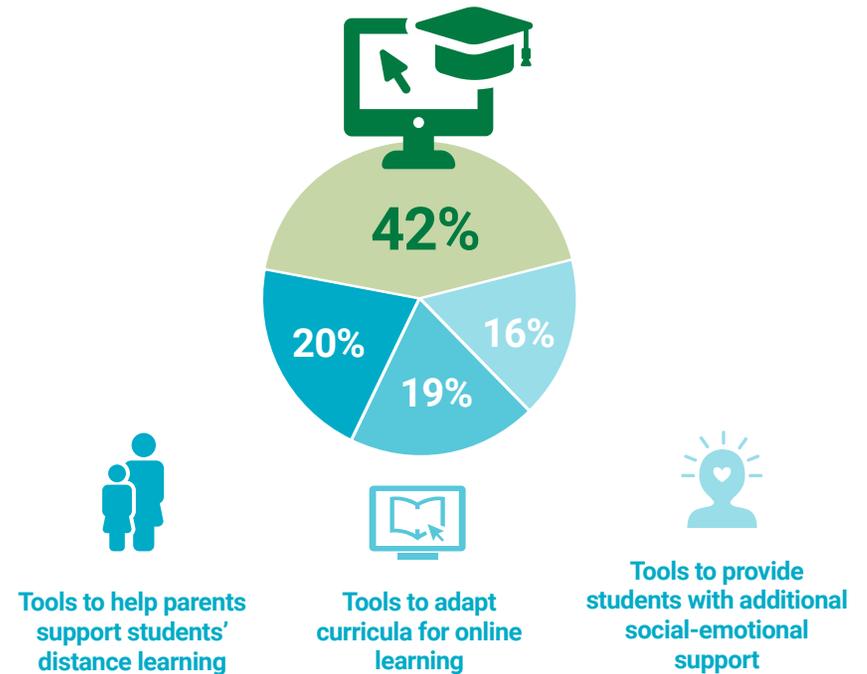
Guidance and data

Out of a set of professional development options, 42% of teachers prefer to receive strategies and tools to keep students engaged in distance learning or in socially distanced classrooms. This was favored over tools to help parents support students' distance learning (20%), tools to adapt curricula for online learning (19%), and tools to provide students with additional social-emotional support (16%).

In order to better support students and inform future investments, most teachers think it is important for districts and states to expand data collection to include how much instructional time students receive and how much live interaction students have with teachers and school staff. In particular, the majority think it is "critically important" to collect data on whether students have reliable and consistent access to food and shelter (79%), whether students have consistent access to high-speed internet and technology (67%), and whether students have a caregiver available to support remote learning (57%).

Teacher professional development priority

Tools to keep students engaged in distance learning or in socially distanced classrooms



Teach What Works

Teachers want changes in content, curricula, grading, and assessments to provide an excellent education during the pandemic and in the future.

Content and curricula

While 32% of teachers prefer to cover about the same amount of content during this school year, nearly half (49%) prefer to cover less. Charter school teachers were more open to teaching additional material this school year, with 30% of charter school teachers preferring to cover more content compared to 16% of district school teachers.

Only half of all teachers report their curricula to be high quality and well aligned to learning standards. This decreases for teachers in schools reporting a majority of low-income students (44%), students of color (41%), and English Learners (33%). Furthermore, just 37% claim to receive training that enables them to implement their curricula effectively. Distance learning has made the challenges with curricula even more acute, as 31% of teachers report their curricula are easy to adapt for distance learning. Similarly, 35% think their curricula include high-quality formative assessments to measure student learning.



“We need to rewrite the standard when it comes to designing curricula — tap teachers for their content knowledge and expertise and make sure it’s high-quality, culturally responsive, and works for all our students.”

Lovelyn Marquez-Prueher, local district south secondary English language arts staff developer, Los Angeles Unified School District, Los Angeles, CA

Curriculum is failing



curricula are high quality and well aligned to learning standards



received training that enables them to implement the curricula effectively



curricula include high-quality formative assessments to measure student learning



curricula are easy to adapt for distance learning

Grading and assessments

Many teachers (62%) prefer to keep grade promotion and graduation criteria the same this year, with students not meeting the criteria grouped together and given additional support. Favorability for this grading approach decreases to 45% among charter school teachers.

As for standardized assessments, 68% of all teachers agree that they should be used to identify which students and student groups are falling behind and need more resources and support. While 61% agree that standardized assessments should be used to inform instruction, only 40% agree that standardized assessment results should be used to inform promotion or course placements for students this year.

About a quarter of teachers (27%) agree that standardized assessment results should be included in teacher evaluations or school ratings this year. Charter school teachers (54%) and teachers of color (43%) are more supportive of using the results in teacher evaluations or school ratings.

Teachers are nearly divided on whether the federal government should continue (47%) or postpone (53%) requiring states to administer assessments and report data for this school year. Only 11% prefer the federal government to continue requiring states to administer assessments, report data, and hold the districts and schools accountable for student results as usual.

Teachers are divided on whether the federal government should require states to administer assessments this school year



53%
postpone



47%
continue

but only 11% prefer to hold districts and states accountable as usual



“Our job as teachers is to meet our students where they’re at. Assessments help us see where they need more support. Teaching during the pandemic isn’t the same as ‘before’ and schools should not be held accountable in the same way.”

Genelle Faulkner, sixth grade science teacher, Young Achievers Pilot School, Boston, MA

Reach Every Student

Schools are not regularly meeting the needs of vulnerable student populations, and the trend is apparent in curricula, staffing, and professional support.

Historically underserved students

The needs of vulnerable students are not being met, with only 30% of teachers claiming their school “often” meets the needs of homeless students and foster youth, followed closely by LGBTQ+ students (31%) and students who are not native speakers of English (33%). There is only a slight increase for students with physical disabilities (40%), students with learning disabilities (42%), students from low-income households (45%), and students of color (52%).



30%

homeless students and foster youth



31%

LGBTQ+ students



33%

students who are not native speakers of English



40%

students with physical disabilities



42%

students with learning disabilities



45%

students from low-income households



52%

students of color



“As a Black educator and native city girl, I am constantly reminded that learning materials and policies do not support my students’ identities.”

Carlotta Pope, 11th grade English teacher, Brooklyn Community Arts and Media High School, Brooklyn, NY

Curricula are not inclusive



41% curricula are accessible, appropriate, and engaging for all learners



35% curricula are culturally relevant for their student population



Inclusive classrooms

When it comes to the curricula used in their schools, 41% of teachers report their curricula are accessible, appropriate, and engaging for all learners. Only 35% claim that their curricula are culturally relevant for their student population.

Although research shows that students benefit academically and socially from seeing teachers who look like themselves and reflect their experiences, just 31% of teachers “strongly agree” that the staff at their school reflects the diversity of their student population. In a similar vein, 28% report that “all” of the teachers in their school receive training to recognize and address racial/ethnic and other forms of bias and their impact on students, while a mere 19% claim that “all” of the teachers use culturally relevant pedagogy and materials.

28% report their school has provided anti-bias training for all teachers



Only 19% report all of the teachers use culturally relevant pedagogy and materials

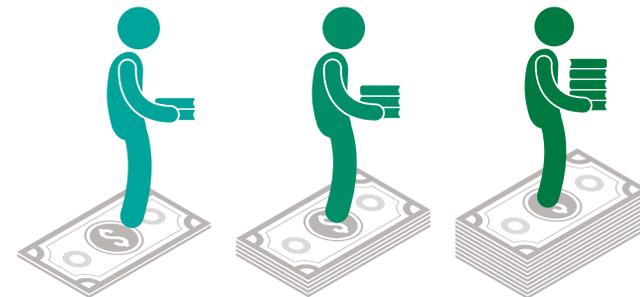
Equitable funding

Rated the highest of all of the options, 59% of teachers “strongly support” using federal education funding to incentivize states to make education funding more equitable. About half (45%) also “strongly support” using federal education funding to incentivize states to expand student and family access to school wraparound services.



“A lack of equitable funding and lack of teacher diversity are truly a disservice to students. This survey shows teachers don’t want the status quo.”

Irene Post, elementary and middle bilingual education teacher, ACERO Bartolomé de las Casas, Chicago, IL



59% of teachers strongly support federal education funding to incentivize states to make education funding more equitable

Dismantle Institutional Racism

Teachers are concerned about systemic racism, but in the wake of the deaths of George Floyd and Breonna Taylor and the related protests, few report receiving any guidance or discussing racial justice and equity with colleagues and/or students.

Concerns with racism

Many teachers (62%) have been concerned this school year about systemic racism. This concern increases for teachers under the age of 30 (76%), those in schools reporting a majority of students of color (72%), and teachers of color (71%).

More than half of teachers (55%) report systemic racism has been a concern for their students and their families this school year. Again, this increases for teachers under the age of 30 (71%), those in schools reporting a majority of students of color (67%), and teachers of color (64%).

62% of teachers have been concerned this school year about systemic racism



While only 30% report receiving guidance or materials about racial justice and equity issues from school or district leaders



“Discussions on racial justice and equity need to happen in schools and with our colleagues and with our students. Let’s ensure all educators are equipped to lead.”

Nikeisha Sandy, fourth grade teacher, Achievement First Hartford Elementary School, Hartford, CT

Addressing racism and equity

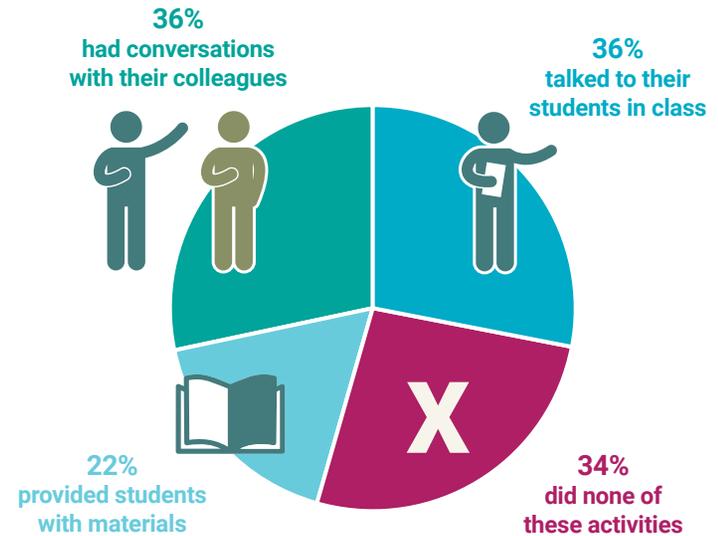
Teachers largely lack support to facilitate conversations about race. Only three in 10 teachers claim receiving guidance or materials about racial justice and equity issues from school or district leaders, and a mere 18% report the union provided them with guidance or materials.

This may explain why only about a third of teachers (36%) report they had conversations with their colleagues about whether or how to address issues of racial justice and equity in the classroom. The same percentage (36%) claim they talked to their students in their class about racial justice and equity, with only 22% reporting they provided students with materials focused on racial justice and equity. While 34% of all teachers say they did not talk with their colleagues or students or provide materials to their students, teachers under the age of 30 report more action, with 47% claiming they talked to their students and 32% reporting they provided students with materials.

Encouragingly, 78% of teachers identify it as “critically important” or “important” for the next U.S. Secretary of Education to enforce civil rights protections for students and teachers.



Addressing issues of racial justice and equity in the classroom

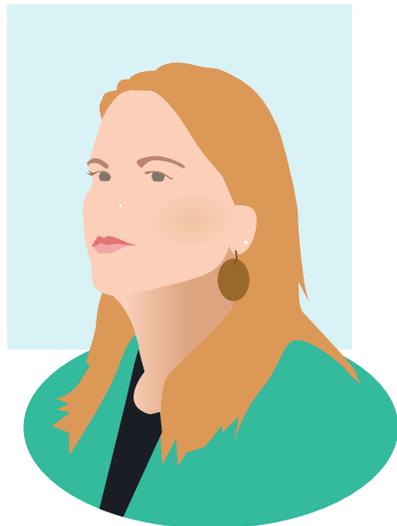


Rebuild and Reimagine Education

There are some benefits to distance learning that can be carried forward, and in order to return to the classroom permanently, schools need to implement both health and safety measures and programmatic changes.

Benefits of distance learning

Of the teachers surveyed, 93% facilitated distance learning and 77% taught in person for some period of time this school year. Teachers noted some benefits to distance learning, with 67% reporting they learned ways to integrate technology into their teaching that they plan to use after the pandemic. Furthermore, 54% report student access and familiarity with technology improved, and 52% claim virtual meetings have made meetings with parents and administrators easier. Almost half of teachers (47%) claim some students thrive in a distance learning setting.



“It’s time to redefine what ‘going back to normal’ means and use learnings from the pandemic to innovate and rethink the student learning experience.”

Teresa Fenske-Fanucci, dean of students, Valley View Elementary School, Columbia Heights, MN

Distance learning positives



67%

learned ways to integrate technology that they plan to use after the pandemic



54%

student access and familiarity with technology has improved



52%

easier to meet with parents and administrators virtually

Returning to school

When COVID-19 infection rates drop and public health experts say it is safe to conduct in-person learning, 81% of teachers identified regularly sanitized schools as “critically important” to make them feel comfortable teaching in person. This is followed by ensuring personal protective equipment is available and required for teachers and students (67%); limiting class sizes to allow students and staff to remain at least six feet apart (66%); having concrete plans for testing, communication, tracing, and quarantining in place (65%); an option for teachers with health risks or with household members with health risks to continue facilitating distance learning until the risk is lower (63%); and upgrading school building ventilation if needed (62%).

A free, FDA-approved COVID-19 vaccine for teachers and students was the lowest rated of all options, with a slight majority of all teachers (56%) rating the vaccine as “critically important” to feel comfortable.

Addressing gaps

In order to address learning gaps that students face when they return, assuming there will be additional compensation for their time, teachers support offering tutoring and/or after school programs (61%) and in-school remediation strategies embedded in the regular school day (53%). Almost half of teachers (49%) “strongly support” using federal education funding to incentivize states to expand learning time for students by providing additional pay for educators. And if the school year increased from about 180 days to 225 days, 42% of teachers report a fair salary increase would be 21-30%.

Critical needs to get back in the classroom



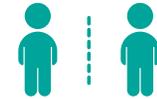
81%

regularly
sanitized schools



67%

PPE available and
required for teachers
and students



66%

limited class sizes to
allow students and
staff to remain at
least six feet apart



65%

concrete plans for
testing, tracing, and
quarantining



63%

option for teachers
with health risks to
continue facilitating
distance learning



62%

school ventilation
is upgraded
if needed



56%

free, FDA-approved
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available for teachers
and students

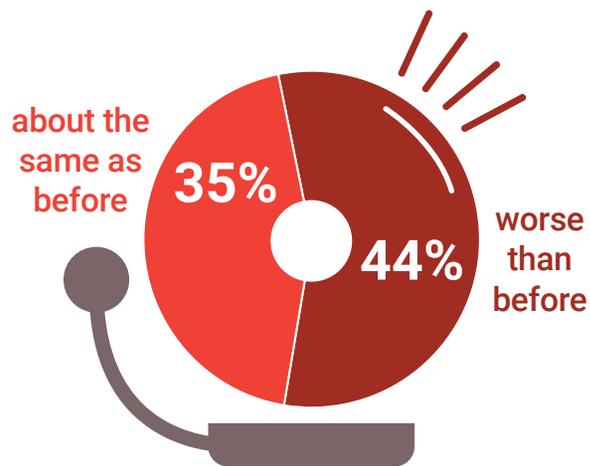
Make Teaching Sustainable

While teachers face additional concerns and demands during the pandemic, their retention risk may not be as despairing as previous reports.

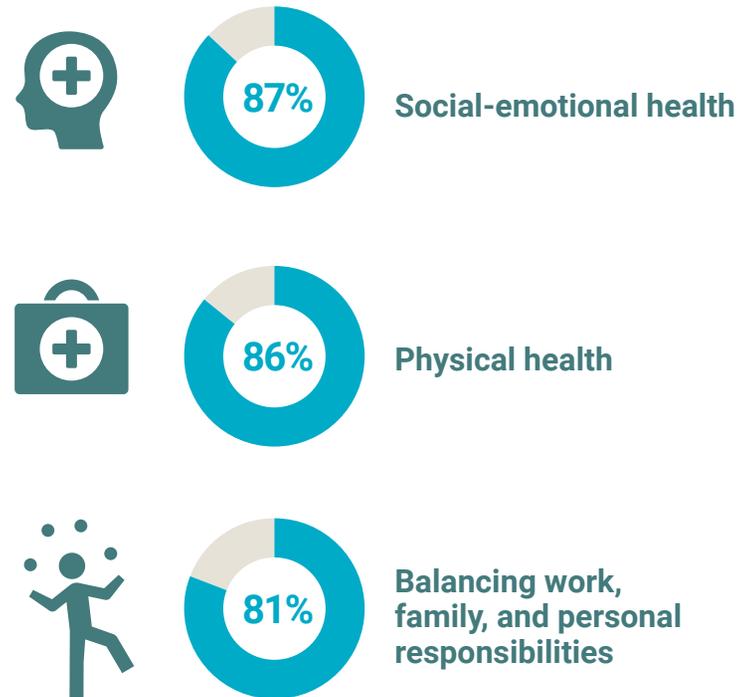
Teacher well-being

The majority of teachers have been concerned about social-emotional health (87%) and physical health (86%) for themselves and their families during this school year. Similarly, 81% have been concerned about balancing work, family, and personal responsibilities. More than a third of teachers (35%) report the hours they have to work are “about the same as before” the pandemic, while 44% report the hours are worse.

Teaching hours during the pandemic



Personal concerns for teachers elevated during pandemic



Teacher retention

Despite additional work-life challenges, 85% report they are likely to spend their entire career as a classroom teacher. Of the 15% that said they are “not very likely,” “not likely at all,” or “not sure,” only one-third claim teaching during the pandemic had “a great deal” of impact on their inclination to leave the profession.



85% of teachers say they are “likely” to spend their entire career as a classroom teacher



“Teaching during a pandemic has been difficult; I have had to wear multiple hats. In addition to our students, the well-being of our teachers needs to be prioritized to make sure we can meet these demands and sustain our careers.”

Jennifer López, fifth grade teacher, PUC Community Charter Elementary School, Sylmar, CA

Support Teachers to Lead

Local education leadership has not sought teachers' input, provided them with helpful assistance and resources, or effectively managed the demands for distance learning and physically reopening schools.

Teacher input

Just 31% of teachers claim that their principal and school administrators were helpful in assisting them and their colleagues with the changes in work demands this year. There is a slight increase in assistance from their union (37%) and from their district or charter network (36%).

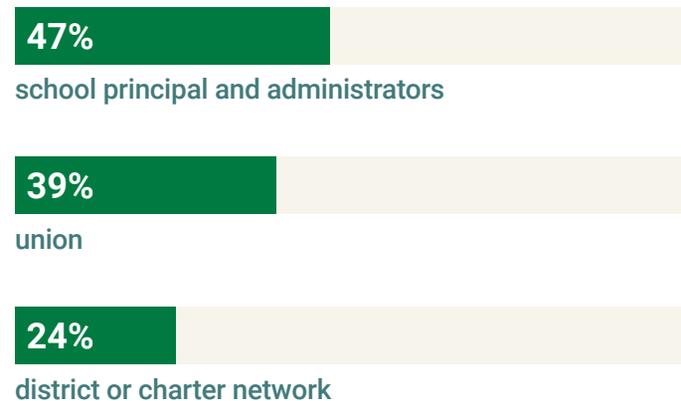
When it comes to input in developing support and/or guidance during distance learning, 47% claim their principal and school administrators actively sought their advice, but this drops to 39% for their union and to 24% for their district or charter network.

As for physically reopening schools, 44% claim their principal and school administrators actively sought their advice, but again this drops to 37% for their union and to just 21% for their district or charter network.



31% of teachers claim that their principal and school administrators were helpful in assisting them and their colleagues with the changes in work demands this year

Few leaders sought teacher advice in developing distance learning guidance



Managing the pandemic

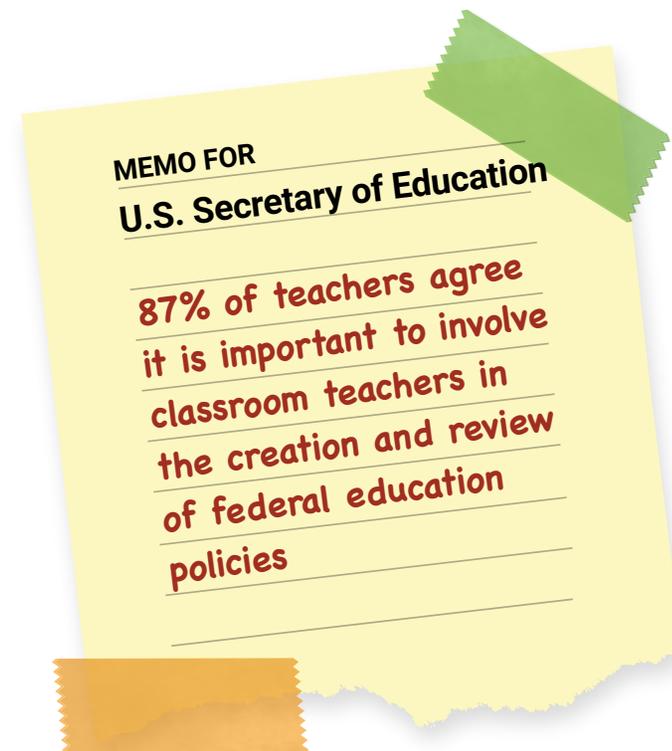
Almost half of teachers (48%) claim their principal and school administrators effectively balanced what is best for teachers and students with regard to expectations for distance learning and physically reopening schools, and it is similar for their union (46%), with a decrease for the district or charter network (37%).

Only a quarter of teachers claim their principal and school administrators provided tools and support during the pandemic to innovate to meet students' needs, but this increases to 32% for their union and to 43% for the district or charter network.

About one-fourth of teachers report that none of the activities above happened from their principal and school administrators (22%), from their union (24%), or from the district or charter network (28%). Given this experience, it is not surprising that a majority of teachers (87%) say it is "critically important" or "important" for the next U.S. Secretary of Education to involve classroom teachers in the creation and review of federal education policies.

Union leadership

Meanwhile, six in 10 teachers rate the union as "excellent" or "good" for advocating for health and safety job protections, advocating for non-health and -safety work conditions (i.e., hours worked), and communicating frequently and effectively with members to keep them updated about decisions impacting their work. The union's job rating decreases slightly on advocating for wages/salary (55%) and consulting rank-and-file members to inform policy or bargaining positions (53%).



Protect Our Students and Profession

As the pandemic has impacted the economy, financial health is a concern, and teachers are open to innovative approaches that will ensure minimal layoffs and protect the most vulnerable student populations.

Potential layoffs

Financial health and job security for themselves and their family has been a concern for 72% of all teachers this school year. In May 2020, the plurality of teachers said layoffs should be based on multiple factors, including both performance and seniority (46%). As a follow-up in this survey, when given a list of factors that should be used when making layoff decisions, teachers most often favor the use of teacher performance (50%), teacher seniority (50%), and teacher certification areas (49%). Lower-rated factors include student populations taught (30%), parent and student survey data (19%), and principal's discretion (19%). However, only 39% of teachers of color favor using seniority as a factor. More charter school teachers favor the use of teacher performance (62%), followed by teacher certification areas (53%), teacher seniority (44%), and student populations taught (41%).

In order to reduce or eliminate layoffs, 78% of teachers across all age and school types prefer to offer “buyouts” to teachers nearing retirement. The next two preferred options are laying off district or charter network staff before cutting teachers in school (56%) and avoiding layoffs at schools serving vulnerable student populations (51%).

When rating the importance of federal funding investment, a majority of teachers (87%) identify it as “critically important” or “important” for funds to be used to ensure schools facing budget cuts do not lay off educators and support staff. Similarly, 84% report it is “critically important” or “important” for funds to be used to ensure schools serving high populations of vulnerable students are not disproportionately impacted by budget cuts.

Factors for layoff decisions



Favorable

Teacher performance

50%

Teacher seniority

50%

Teacher certification areas

49%



Less Favorable

Student populations taught

30%

Parent and student survey data

19%

Principal's discretion

19%

Tenure and retirement benefits

Six in 10 teachers are open to trading tenure in exchange for higher pay, while 51% are open to trading tenure for better benefits. Fewer are willing to reduce retirement benefits, with only 34% open to reducing their retirement benefits for higher pay now and 30% open to reducing for better benefits now. For teachers under the age of 30, there is at least a 20-percentage-point increase in favor of all of these options. Teachers of color are also more open to reducing retirement benefits for higher pay (51%) and for better benefits (46%).

Financial incentives

Similar to findings in *Voices from the Classroom 2020*, the majority of teachers support giving financial incentives to those who take on leadership positions within the school or district (88%), to those who work in hard-to-staff schools (87%), and for those who specialize in hard-to-fill subjects (77%). In addition, 77% favor giving financial incentives to those who work in person with students at their school during the pandemic. While a small majority of teachers (55%) support giving financial incentives to those whose students show significant gains across multiple measures, 75% of charter school teachers and 66% of teachers of color favor this performance-based incentive.

60% of teachers are open to trade tenure...

for higher pay

51% of teachers are open to trade tenure...

for better benefits



“It’s essential policymakers get creative when it comes to incentivizing compensation to keep talented people in the classrooms and schools that need them the most.”

Leona S. Fowler, middle school Special education Instructional support teacher, P.233Q, Queens, NY



“We’re experts when it comes to our students and profession, but policymakers often don’t invite us to the table to share our experience and our opinions. One way of empowering and valuing teachers is listening to us.”

Tanita Smith, 10th grade English teacher, Thornridge High School, Dolton, IL

VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

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Questionnaire and Topline Results

All of the following are the topline results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

NOTES

All numbers are percentages.

Due to rounding, not all percentages add up to 100%.

Asterisks (*) indicate small base sizes ($n < 80$) and results should be considered directional only. Dashes (-) indicate that none of the respondents provided the particular response.

To view the entire data set, go to e4e.org/teachersurvey2021/data

Distance Learning Experience

Q. 9

Since the start of this school year (fall 2020), have you, personally, facilitated distance learning with students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Yes – I have facilitated distance learning with my students	93%	93%	94%	95%	98%	97%	93%	93%	94%	93%	95%
No – I have not facilitated distance learning with my students, but other teachers in my school/district have	5%	5%	2%	4%	2%	2%	5%	5%	4%	5%	3%
No – Neither I nor other teachers in my school/district have facilitated distance learning this school year	2%	2%	3%	2%	-	1%	1%	2%	2%	2%	2%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Distance Learning Experience

Q. 10

Again, since the start of this school year (fall 2020), how much of your time would you say you have spent teaching students in person in a physical classroom?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
All of your time	19%	18%	30%	16%	15%	22%	23%	19%	16%	18%	24%
Most of your time	30%	30%	31%	27%	21%	29%	36%	28%	30%	32%	24%
Some of your time	19%	20%	17%	15%	18%	14%	16%	21%	19%	21%	14%
Not much of your time	9%	9%	7%	10%	11%	5%	9%	9%	9%	9%	9%
None of your time	23%	24%	15%	31%	35%	30%	16%	23%	26%	21%	28%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Distance Learning Experience

Q. 31

Do you agree or disagree with the following statement? During the pandemic, what is expected of me at work (e.g., my role, the hours, and responsibilities) is reasonable, given the circumstances.

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	22%	21%	29%	25%	24%	30%	26%	21%	21%	21%	27%
Somewhat agree	38%	36%	49%	33%	33%	38%	39%	40%	32%	37%	42%
Somewhat disagree	23%	24%	15%	22%	26%	18%	18%	21%	30%	24%	19%
Strongly disagree	17%	19%	7%	20%	17%	14%	17%	17%	17%	18%	13%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Distance Learning Experience

Q. 46 [ONLY IF FACILITATED DISTANCE LEARNING]

Which of the following reflect your experiences with distance learning so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
I have learned ways to integrate technology into my teaching that I plan to use after the pandemic	67%	67%	64%	69%	71%	65%	66%	70%	61%	69%	60%
Student access and familiarity with technology have improved	54%	55%	46%	53%	50%	51%	51%	55%	53%	56%	46%
Virtual meetings have made meetings with parents and administrators easier (e.g., IEP meetings, administrator observations)	52%	52%	46%	49%	48%	44%	54%	53%	46%	52%	48%
Some students thrive in a distance learning setting	47%	47%	47%	42%	49%	37%	50%	51%	36%	49%	41%
Distance learning has been an opportunity to more flexibly meet students' needs	38%	39%	35%	35%	38%	36%	39%	42%	28%	38%	37%
None of the above	6%	7%	4%	9%	8%	10%	4%	5%	10%	5%	10%

Total (n=746)

School Type

District (n=656)
Charter (n=90)

School Population

67%+ Low-Income (n=278)
67%+ Students of Color (n=200)
67%+ English Learners (n=90)

Age

<30 (n=124)
30-49 (n=432)
50+ (n=190)

Race/Ethnicity

White (n=583)
Person of Color (n=163)

Context

Q. 11

Since the start of this school year (fall 2020), how concerned would you say you have been about **you and your family's physical health?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	49%	50%	43%	48%	57%	58%	48%	50%	49%	48%	53%
Somewhat concerned	36%	36%	39%	39%	33%	27%	33%	38%	36%	38%	32%
Not very concerned	12%	11%	13%	10%	9%	12%	16%	10%	12%	12%	10%
Not concerned at all	3%	2%	5%	2%	2%	2%	3%	3%	2%	2%	6%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Context

Q. 12

Since the start of this school year (fall 2020), how concerned would you say you have been about **you and your family's social-emotional health?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	45%	46%	43%	45%	47%	50%	49%	49%	34%	44%	49%
Somewhat concerned	41%	42%	39%	42%	42%	39%	36%	40%	47%	43%	36%
Not very concerned	10%	10%	14%	9%	8%	8%	12%	8%	15%	10%	11%
Not concerned at all	3%	3%	4%	3%	4%	3%	3%	2%	5%	3%	4%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Context

Q. 13

Since the start of this school year (fall 2020), how concerned would you say you have been about **you and your family's financial health and job security?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	34%	33%	37%	35%	38%	45%	38%	35%	27%	32%	37%
Somewhat concerned	38%	38%	40%	37%	37%	33%	40%	38%	38%	39%	37%
Not very concerned	21%	22%	16%	23%	20%	21%	17%	20%	26%	22%	18%
Not concerned at all	7%	7%	7%	6%	5%	1%	5%	7%	8%	7%	8%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Context

Q. 14

Since the start of this school year (fall 2020), how concerned would you say you have been about **balancing work, family, and personal responsibilities?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	41%	42%	34%	45%	43%	44%	44%	45%	28%	40%	44%
Somewhat concerned	40%	40%	44%	38%	41%	36%	37%	40%	43%	41%	38%
Not very concerned	15%	15%	16%	14%	12%	16%	14%	12%	21%	15%	13%
Not concerned at all	4%	4%	7%	3%	4%	4%	4%	3%	7%	4%	5%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Context

Q. 15

Since the start of this school year (fall 2020), how concerned would you say you have been about **systemic racism?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	30%	31%	27%	31%	41%	34%	49%	29%	22%	27%	43%
Somewhat concerned	32%	30%	41%	32%	31%	31%	27%	33%	31%	33%	28%
Not very concerned	22%	23%	11%	20%	15%	13%	13%	22%	28%	24%	14%
Not concerned at all	16%	16%	20%	18%	13%	22%	11%	16%	20%	17%	15%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Attendance and Engagement

Q. 16 [ONLY IF TAUGHT A YEAR OR MORE]

Compared to the time before the COVID-19 pandemic, how would you rate **your work hours** this school year so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much better than before the pandemic	9%	9%	16%	10%	11%	17%	12%	10%	7%	8%	16%
Somewhat better than before the pandemic	12%	11%	20%	9%	12%	13%	17%	11%	11%	10%	17%
About the same as before	35%	35%	38%	34%	34%	34%	35%	35%	35%	36%	32%
Somewhat worse than before the pandemic	29%	30%	20%	28%	27%	22%	29%	27%	33%	30%	22%
Much worse than before the pandemic	15%	16%	6%	20%	17%	13%	7%	17%	15%	16%	13%

Total (n=790)

School Type

District (n=698)
Charter (n=92)

School Population

67%+ Low-Income (n=290)
67%+ Students of Color (n=201)
67%+ English Learners (n=90)

Age

<30 (n=124)
30-49 (n=464)
50+ (n=202)

Race/Ethnicity

White (n=621)
Person of Color (n=168)

Attendance and Engagement

Q. 17 [ONLY IF TAUGHT A YEAR OR MORE]

Compared to the time before the COVID-19 pandemic, how would you rate **student attendance** this school year so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much better than before the pandemic	8%	8%	10%	8%	12%	12%	12%	8%	7%	6%	16%
Somewhat better than before the pandemic	9%	9%	13%	7%	8%	12%	14%	9%	7%	9%	10%
About the same as before	26%	27%	23%	25%	24%	22%	19%	26%	31%	27%	24%
Somewhat worse than before the pandemic	35%	34%	41%	31%	33%	30%	29%	36%	35%	36%	32%
Much worse than before the pandemic	21%	22%	13%	28%	23%	24%	25%	21%	20%	22%	18%

Total (n=790)

School Type
District (n=698)
Charter (n=92)

School Population
67%+ Low-Income (n=290)
67%+ Students of Color (n=201)
67%+ English Learners (n=90)

Age
<30 (n=124)
30-49 (n=464)
50+ (n=202)

Race/Ethnicity
White (n=621)
Person of Color (n=168)

Attendance and Engagement

Q. 18 [ONLY IF TAUGHT A YEAR OR MORE]

Compared to the time before the COVID-19 pandemic, how would you rate **student completion rates of homework and/or assignments** this school year so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much better than before the pandemic	9%	8%	11%	8%	10%	14%	9%	9%	7%	6%	17%
Somewhat better than before the pandemic	8%	7%	18%	6%	7%	8%	13%	8%	5%	7%	12%
About the same as before	23%	24%	22%	20%	18%	21%	24%	23%	24%	25%	19%
Somewhat worse than before the pandemic	34%	34%	29%	33%	33%	34%	32%	33%	37%	35%	30%
Much worse than before the pandemic	26%	27%	20%	33%	31%	23%	22%	27%	27%	28%	22%

Total (n=790)

School Type

District (n=698)
Charter (n=92)

School Population

67%+ Low-Income (n=290)
67%+ Students of Color (n=201)
67%+ English Learners (n=90)

Age

<30 (n=124)
30-49 (n=464)
50+ (n=202)

Race/Ethnicity

White (n=621)
Person of Color (n=168)

Attendance and Engagement

Q. 19 [ONLY IF TAUGHT A YEAR OR MORE]

Compared to the time before the COVID-19 pandemic, how would you rate **student participation/engagement during class** this school year so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much better than before the pandemic	8%	7%	13%	8%	9%	15%	9%	8%	7%	6%	15%
Somewhat better than before the pandemic	9%	10%	9%	7%	9%	5%	15%	9%	8%	9%	12%
About the same as before	26%	25%	27%	23%	20%	23%	27%	24%	28%	26%	24%
Somewhat worse than before the pandemic	36%	36%	32%	35%	37%	36%	35%	38%	33%	37%	33%
Much worse than before the pandemic	21%	21%	19%	27%	24%	21%	14%	22%	24%	22%	16%

Total (n=790)

School Type

District (n=698)
Charter (n=92)

School Population

67%+ Low-Income (n=290)
67%+ Students of Color (n=201)
67%+ English Learners (n=90)

Age

<30 (n=124)
30-49 (n=464)
50+ (n=202)

Race/Ethnicity

White (n=621)
Person of Color (n=168)

Attendance and Engagement

Q. 20 [ONLY IF TAUGHT A YEAR OR MORE]

Compared to the time before the COVID-19 pandemic, how would you rate **student learning** this school year so far?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much better than before the pandemic	9%	9%	13%	9%	12%	15%	12%	9%	8%	7%	15%
Somewhat better than before the pandemic	8%	8%	13%	7%	8%	9%	12%	8%	6%	6%	15%
About the same as before	22%	23%	19%	20%	17%	19%	22%	22%	22%	24%	17%
Somewhat worse than before the pandemic	46%	46%	45%	45%	47%	39%	43%	47%	46%	46%	45%
Much worse than before the pandemic	15%	15%	11%	20%	17%	18%	11%	14%	18%	16%	8%

Total (n=790)

School Type

District (n=698)
Charter (n=92)

School Population

67%+ Low-Income (n=290)
67%+ Students of Color (n=201)
67%+ English Learners (n=90)

Age

<30 (n=124)
30-49 (n=464)
50+ (n=202)

Race/Ethnicity

White (n=621)
Person of Color (n=168)

Challenges

Q. 21

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **physical health**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	38%	38%	41%	39%	43%	46%	44%	37%	38%	35%	50%
Somewhat concerned	47%	48%	42%	46%	41%	37%	39%	48%	52%	51%	34%
Not very concerned	12%	12%	12%	13%	14%	14%	14%	13%	9%	12%	13%
Not concerned at all	2%	2%	5%	2%	2%	3%	3%	2%	2%	2%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 22

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **social-emotional health**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	44%	44%	48%	44%	46%	51%	52%	46%	37%	43%	48%
Somewhat concerned	44%	45%	35%	44%	42%	36%	34%	43%	52%	46%	37%
Not very concerned	10%	9%	15%	11%	10%	8%	13%	9%	10%	9%	13%
Not concerned at all	1%	1%	1%	1%	1%	5%	2%	2%	1%	1%	2%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Challenges

Q. 23

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **academic progress**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	40%	40%	41%	42%	47%	46%	46%	39%	41%	38%	51%
Somewhat concerned	44%	44%	46%	43%	38%	35%	40%	47%	40%	47%	33%
Not very concerned	14%	14%	11%	14%	14%	15%	11%	13%	18%	14%	14%
Not concerned at all	2%	2%	3%	1%	1%	4%	3%	2%	2%	2%	2%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 24

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **financial health and job security**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	43%	43%	38%	48%	54%	61%	46%	42%	42%	39%	55%
Somewhat concerned	42%	42%	41%	40%	37%	24%	36%	41%	48%	45%	30%
Not very concerned	12%	11%	17%	8%	6%	10%	14%	12%	9%	13%	9%
Not concerned at all	4%	3%	4%	3%	2%	5%	5%	4%	2%	3%	5%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 25

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **balancing school, family, and personal responsibilities?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	40%	40%	38%	47%	45%	44%	49%	41%	32%	40%	43%
Somewhat concerned	44%	45%	40%	38%	40%	37%	35%	44%	49%	45%	40%
Not very concerned	13%	12%	19%	12%	12%	16%	12%	12%	16%	13%	15%
Not concerned at all	3%	3%	2%	3%	3%	4%	3%	2%	3%	3%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 26

Since the start of this school year (fall 2020), how concerned would you say your students and their families have been about **systemic racism**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very concerned	21%	21%	25%	23%	28%	29%	44%	18%	15%	18%	33%
Somewhat concerned	33%	33%	40%	33%	39%	34%	26%	37%	31%	34%	31%
Not very concerned	29%	30%	21%	26%	21%	15%	21%	28%	34%	30%	23%
Not concerned at all	16%	17%	14%	18%	12%	22%	8%	17%	20%	17%	13%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 27

In your experience, how serious of an obstacle has **technology or reliable internet access** been to student progress during distance learning this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very serious	40%	40%	40%	48%	48%	51%	49%	40%	35%	38%	47%
Somewhat serious	43%	43%	43%	43%	41%	40%	35%	44%	45%	44%	38%
Not very serious	15%	15%	15%	9%	11%	6%	15%	13%	19%	16%	13%
Not serious at all	2%	2%	2%	1%	0%	3%	1%	3%	0%	2%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 28

In your experience, how serious of an obstacle have **scheduling conflicts for the student and/or guardian** been to student progress during distance learning this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very serious	26%	26%	27%	28%	31%	38%	37%	27%	19%	25%	32%
Somewhat serious	49%	49%	49%	48%	46%	44%	45%	48%	55%	50%	45%
Not very serious	21%	21%	20%	20%	21%	15%	17%	21%	21%	21%	18%
Not serious at all	4%	4%	4%	4%	3%	4%	1%	4%	5%	4%	5%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 29

In your experience, how serious of an obstacle has **limited access to a conducive learning environment** been to student progress during distance learning this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very serious	40%	40%	36%	48%	48%	47%	43%	38%	43%	40%	39%
Somewhat serious	47%	47%	48%	44%	43%	44%	42%	50%	42%	46%	48%
Not very serious	11%	11%	13%	7%	7%	6%	14%	9%	13%	11%	11%
Not serious at all	3%	3%	3%	1%	2%	2%	1%	3%	3%	3%	2%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Challenges

Q. 30

In your experience, how serious of an obstacle has **students are too young, have special needs, or language needs that make screen-based learning difficult** been to student progress during distance learning this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very serious	44%	43%	47%	51%	49%	52%	54%	40%	47%	43%	47%
Somewhat serious	39%	39%	35%	36%	35%	37%	30%	43%	34%	39%	39%
Not very serious	14%	14%	15%	11%	14%	10%	13%	13%	16%	14%	12%
Not serious at all	4%	4%	3%	2%	3%	1%	3%	4%	3%	4%	2%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Content and Grading

Q. 32

In the context of the pandemic and its impact on students, how much content do you think teachers in your subject area should cover during this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Much more content than in previous years	7%	7%	12%	6%	6%	18%	12%	7%	4%	6%	14%
Somewhat more content than in previous years	10%	9%	18%	9%	11%	10%	15%	10%	7%	8%	16%
About the same amount of content	32%	33%	32%	33%	29%	31%	25%	32%	37%	34%	27%
Somewhat less content than in previous years	39%	40%	33%	39%	40%	35%	37%	39%	41%	41%	33%
Much less content than in previous years	10%	11%	4%	12%	12%	5%	10%	11%	8%	10%	10%
Not sure	1%	1%	1%	1%	1%	-	-	1%	2%	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Content and Grading

Q. 33

In the context of the pandemic and its impact on students, which one of the following three policies do you think would be most likely to benefit your students in the long term?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Grade promotion/graduation criteria should remain the same – students not meeting them should repeat the grade	21%	19%	33%	22%	20%	21%	16%	20%	26%	21%	23%
Grade promotion/graduation criteria should remain the same – students not meeting them should be grouped together and given additional supports	62%	64%	45%	60%	58%	51%	63%	62%	62%	64%	53%
Grade promotion/graduation criteria should be suspended – all students should be promoted to the next grade or graduate	17%	16%	22%	19%	22%	28%	21%	18%	12%	15%	24%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Professional Development

Q. 34

In the context of the pandemic, which of the following professional development offerings do you think would be most useful to support effective learning this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strategies and tools to keep students engaged in distance learning or in socially distanced classrooms	42%	43%	34%	44%	50%	43%	40%	42%	41%	42%	40%
Strategies and tools to help parents support students' distance learning	20%	19%	30%	23%	20%	22%	23%	19%	21%	20%	20%
Strategies and tools to adapt curricula for online learning	19%	20%	15%	19%	21%	20%	11%	19%	26%	18%	23%
Strategies and tools to provide students with additional social-emotional support	16%	16%	20%	11%	9%	13%	24%	17%	9%	17%	15%
None of the above	3%	3%	1%	3%	1%	2%	3%	3%	3%	3%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Curriculum

Q. 35

Which of the following statements about the curricula used in your school are accurate?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Our curricula are high quality and well aligned to learning standards	50%	51%	41%	44%	41%	33%	54%	49%	49%	53%	39%
Our curricula are accessible, appropriate, and engaging for all learners	41%	41%	39%	38%	35%	42%	48%	43%	32%	41%	41%
We have received the trainings that enable us to implement our curricula effectively	37%	36%	40%	40%	40%	35%	39%	38%	32%	37%	36%
Our curricula are culturally relevant for our student population	35%	35%	28%	34%	34%	37%	31%	37%	32%	37%	24%
Our curricula include high-quality formative assessments to measure student learning	34%	34%	34%	30%	28%	27%	36%	37%	27%	35%	30%
Our curricula are easy to adapt for distance learning	31%	30%	33%	30%	29%	33%	39%	31%	26%	30%	34%
None of the above	14%	14%	9%	20%	20%	12%	11%	12%	19%	14%	13%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Data

Q. 36

During the pandemic, how important do you think it is for districts and states to collect **whether students have consistent access to high-speed internet and technology** to inform future investments and support for students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	67%	69%	52%	74%	76%	73%	60%	65%	76%	67%	64%
Important, but not critical	23%	21%	31%	19%	17%	19%	26%	23%	20%	23%	22%
Somewhat important	10%	9%	16%	7%	7%	7%	13%	12%	5%	9%	13%
Not very important	0%	0%	1%	-	-	1%	2%	0%	-	0%	1%
Not important at all	-	-	-	-	-	-	-	-	-	-	-

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Data

Q. 37

During the pandemic, how important do you think it is for districts and states to collect **whether students have a caregiver available to support remote learning** to inform future investments and support for students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	57%	57%	52%	62%	60%	68%	54%	56%	60%	57%	57%
Important, but not critical	28%	29%	26%	28%	29%	23%	30%	29%	26%	29%	27%
Somewhat important	13%	13%	19%	9%	9%	8%	13%	14%	12%	13%	14%
Not very important	1%	1%	2%	1%	2%	1%	4%	1%	1%	1%	1%
Not important at all	0%	0%	-	-	-	-	-	-	1%	0%	-

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Data

Q. 38

During the pandemic, how important do you think it is for districts and states to collect **how much instructional time students receive** to inform future investments and support for students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	44%	45%	39%	46%	45%	45%	41%	40%	55%	44%	43%
Important, but not critical	36%	36%	40%	34%	32%	39%	43%	37%	31%	37%	35%
Somewhat important	18%	18%	19%	19%	21%	15%	15%	21%	13%	17%	21%
Not very important	1%	1%	1%	2%	2%	1%	2%	2%	1%	1%	1%
Not important at all	0%	0%	-	0%	-	-	-	0%	1%	0%	-

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Data

Q. 39

During the pandemic, how important do you think it is for districts and states to collect **how much live interaction time students have with teachers and school staff** to inform future investments and support for students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	44%	45%	38%	49%	47%	58%	45%	40%	53%	44%	43%
Important, but not critical	38%	38%	42%	36%	37%	28%	31%	42%	35%	38%	37%
Somewhat important	15%	15%	18%	12%	13%	12%	18%	16%	11%	14%	19%
Not very important	3%	3%	3%	3%	3%	2%	6%	2%	1%	3%	2%
Not important at all	0%	0%	-	-	-	-	-	-	1%	0%	-

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Data

Q. 40

During the pandemic, how important do you think it is for districts and states to collect **whether students have reliable and consistent access to food and shelter** to inform future investments and support for students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	79%	81%	64%	83%	79%	73%	77%	80%	77%	81%	70%
Important, but not critical	12%	10%	22%	11%	14%	22%	12%	11%	13%	11%	16%
Somewhat important	9%	8%	12%	6%	7%	5%	9%	9%	9%	8%	13%
Not very important	0%	0%	1%	-	1%	-	1%	0%	1%	1%	-
Not important at all	0%	0%	1%	-	-	1%	-	0%	-	0%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Data

Q. 41

As you may know, the federal government requires states to collect end-of-year assessment data on student performance for students in third through eighth grade and once in high school across subject areas. In the context of the pandemic, which one of the following do you think the federal government should do this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Continue requiring states to administer assessments, report data, and hold districts and schools accountable for student results as usual	11%	10%	22%	7%	11%	25%	20%	10%	8%	9%	19%
Continue requiring states to administer assessments and report data – but suspend holding districts and schools accountable for student results	36%	35%	43%	39%	36%	39%	28%	38%	38%	35%	40%
Postpone the requirement for states to administer assessments, report data, and hold districts and schools accountable for student results	53%	55%	35%	54%	53%	36%	52%	52%	54%	56%	41%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Assessments

Q. 42

Do you agree or disagree with the following statement? **Standardized assessments should be used to identify which students and student groups are falling behind and need more resources and supports.**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	31%	30%	38%	32%	32%	39%	34%	26%	39%	27%	43%
Somewhat agree	37%	37%	37%	38%	38%	33%	37%	38%	35%	39%	30%
Somewhat disagree	18%	19%	15%	14%	16%	14%	18%	18%	18%	19%	15%
Strongly disagree	14%	15%	10%	16%	14%	14%	11%	17%	9%	14%	12%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Assessments

Q. 43

Do you agree or disagree with the following statement? **Standardized assessment should be used to inform instruction.**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	21%	20%	29%	23%	24%	33%	29%	17%	25%	19%	30%
Somewhat agree	40%	40%	41%	38%	38%	40%	40%	40%	40%	41%	38%
Somewhat disagree	23%	24%	17%	22%	23%	16%	20%	22%	26%	24%	19%
Strongly disagree	16%	16%	12%	17%	15%	12%	11%	20%	9%	16%	14%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Assessments

Q. 44

Do you agree or disagree with the following statement? **Standardized assessment results should be included in teacher evaluations or school ratings this year.**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	10%	9%	20%	9%	11%	23%	18%	9%	7%	8%	19%
Somewhat agree	17%	15%	33%	11%	13%	24%	21%	18%	11%	15%	24%
Somewhat disagree	16%	16%	15%	12%	13%	12%	19%	14%	18%	17%	13%
Strongly disagree	57%	61%	32%	68%	64%	41%	43%	59%	63%	61%	44%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Assessments

Q. 45

Do you agree or disagree with the following statement? **Standardized assessment results should be used to inform promotion or course placement decisions for students this year.**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	11%	9%	25%	11%	10%	27%	19%	9%	11%	9%	19%
Somewhat agree	29%	27%	40%	24%	26%	27%	29%	28%	30%	29%	28%
Somewhat disagree	28%	29%	18%	26%	27%	24%	28%	25%	33%	29%	22%
Strongly disagree	32%	34%	17%	39%	37%	22%	25%	37%	26%	33%	31%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Returning to School

Q. 47-54 Summary Table

When COVID-19 infection rates drop and public health experts say it is safe to conduct in-person learning, how important is it that each of the following are put in place in order for you to feel comfortable teaching in person?

Percent reporting "Critically Important."

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY		
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color	
47	Schools are regularly sanitized	81%	82%	73%	84%	85%	82%	77%	79%	87%	80%	83%
48	School building ventilation is upgraded if needed	62%	63%	57%	72%	72%	62%	55%	60%	72%	61%	66%
49	PPE is available and required for teachers and students	67%	68%	55%	75%	77%	66%	57%	67%	71%	66%	68%
50	A free, FDA-approved COVID-19 vaccine is available for teachers and students	56%	57%	52%	63%	68%	66%	55%	54%	63%	55%	60%
51	Limited class sizes to allow students and staff to remain at least 6 feet apart	66%	67%	58%	74%	77%	67%	63%	64%	72%	65%	68%
52	An option for ongoing distance learning is available for students whose parents'/guardians' request it until the risk of infection is lower	58%	59%	50%	62%	70%	67%	64%	54%	63%	57%	61%
53	An option for teachers with health risks or with household members with health risks to continue facilitating distance learning until the risk is lower	63%	64%	55%	69%	74%	62%	64%	60%	68%	62%	66%
54	Concrete plans for testing, communication, tracing, and quarantining are in place	65%	66%	56%	69%	71%	68%	62%	64%	69%	65%	65%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Returning to School

Q. 55

If you received compensation for additional work time, which of the following do you think your district or charter network should consider to address potential learning loss when students return to schools?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Summer school	38%	39%	33%	44%	46%	35%	25%	40%	43%	38%	40%
Tutoring and/or after school programs	61%	62%	56%	64%	64%	57%	51%	63%	62%	61%	61%
Year-round school with a 3-week break quarterly instead of a long summer break	25%	25%	25%	30%	31%	19%	24%	25%	27%	25%	27%
A shorter summer break in 2021 or 2022	19%	19%	26%	18%	21%	17%	21%	18%	23%	18%	24%
Extended school days in the 2021-2022 school year	18%	17%	24%	17%	19%	21%	16%	18%	19%	16%	25%
In-school remediation strategies embedded in the regular school day	53%	54%	49%	55%	57%	51%	51%	54%	53%	54%	49%
None of the above	9%	9%	8%	6%	3%	9%	12%	8%	10%	11%	4%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Returning to School

Q. 56

If your school year increased from about 180 days to 225 days (an increase of 25%), what kind of salary increase would you feel is fair in order to compensate you for the longer school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
A salary increase of 10%	6%	6%	6%	6%	6%	7%	9%	6%	3%	5%	8%
A salary increase of 11-20%	12%	11%	22%	7%	6%	14%	15%	12%	11%	10%	20%
A salary increase of 21-30%	42%	43%	33%	43%	44%	33%	43%	39%	48%	44%	33%
A salary increase of 31-40%	15%	15%	12%	18%	13%	16%	14%	15%	15%	16%	11%
A salary increase of 41-50%	7%	6%	10%	6%	6%	8%	9%	8%	3%	7%	7%
A salary increase of more than 50%	7%	7%	3%	9%	12%	16%	8%	7%	5%	6%	10%
I would not want to teach a longer school year no matter what the salary increase is	12%	11%	13%	11%	14%	6%	3%	13%	14%	12%	11%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Equity and Vulnerable Populations

Q. 57-63 Summary Table; Split Sample A

During distance learning this year, how often would you say **your school** is currently meeting the needs of each of the following?

Percent reporting "Often."

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY		
		District	Charter*	67%+ Low-Income	67%+ Students of Color	67%+ English Learners*	<30*	30-49	50+	White	Person of Color	
57	Students who are not native speakers of English	33%	32%	38%	39%	39%	39%	37%	36%	23%	31%	38%
58	Students of color	52%	51%	57%	59%	57%	56%	50%	54%	48%	53%	49%
59	Students from low-income households	45%	45%	51%	55%	47%	48%	45%	48%	39%	47%	39%
60	Students with learning disabilities	42%	41%	53%	44%	42%	44%	49%	44%	34%	41%	46%
61	Students with physical disabilities	40%	40%	44%	38%	30%	30%	43%	41%	35%	40%	41%
62	Homeless students and foster youth	30%	30%	32%	34%	29%	32%	33%	32%	24%	28%	38%
63	LGBTQ+ students	31%	31%	33%	28%	29%	32%	26%	36%	24%	31%	32%

Total (n=402)

School Type

District (n=356)
Charter (n=47)

School Population

67%+ Low-Income (n=142)
67%+ Students of Color (n=98)
67%+ English Learners (n=46)

Age

<30 (n=67)
30-49 (n=233)
50+ (n=103)

Race/Ethnicity

White (n=311)
Person of Color (n=92)

Equity and Vulnerable Populations

Q. 57-63 Summary Table; **Split Sample B**

During distance learning this year, how often would you say **your district** is currently meeting the needs of each of the following?

Percent reporting "Often."

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY		
		District	Charter*	67%+ Low-Income	67%+ Students of Color	67%+ English Learners*	<30*	30-49	50+	White	Person of Color	
57	Students who are not native speakers of English	31%	31%	31%	35%	35%	41%	32%	29%	34%	27%	45%
58	Students of color	47%	47%	50%	48%	50%	50%	53%	42%	55%	49%	41%
59	Students from low-income households	40%	38%	50%	47%	44%	47%	30%	40%	44%	38%	47%
60	Students with learning disabilities	39%	38%	47%	41%	40%	49%	36%	39%	40%	38%	43%
61	Students with physical disabilities	40%	40%	39%	38%	34%	48%	28%	42%	43%	39%	43%
62	Homeless students and foster youth	28%	27%	41%	26%	32%	25%	35%	26%	30%	28%	30%
63	LGBTQ+ students	31%	30%	38%	25%	25%	34%	35%	27%	39%	31%	33%

Total (n=398)

School Type

District (n=350)
Charter (n=48)

School Population

67%+ Low-Income (n=152)
67%+ Students of Color (n=105)
67%+ English Learners (n=47)

Age

<30 (n=66)
30-49 (n=233)
50+ (n=99)

Race/Ethnicity

White (n=317)
Person of Color (n=80)

Equity and Vulnerable Populations

Q. 65

Do you agree or disagree with the following statement? **Our staff at our school reflects the diversity of our student population.**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly agree	31%	30%	38%	37%	38%	45%	37%	30%	28%	28%	39%
Somewhat agree	37%	36%	44%	31%	34%	37%	38%	35%	39%	36%	41%
Somewhat disagree	22%	23%	13%	21%	19%	16%	14%	24%	22%	24%	14%
Strongly disagree	11%	12%	5%	11%	8%	3%	11%	11%	11%	12%	6%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Equity and Vulnerable Populations

Q. 66

Approximately how many of the teachers in your school receive training to recognize and address racial/ethnic and other forms of bias and their impact on students?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
All of them	28%	28%	29%	31%	31%	40%	29%	28%	28%	27%	33%
Most of them	21%	20%	33%	19%	25%	28%	26%	21%	18%	20%	24%
Some of them	24%	24%	22%	21%	21%	17%	23%	24%	25%	25%	21%
Only a few of them	14%	15%	10%	15%	12%	7%	16%	14%	14%	15%	11%
None of them	13%	14%	6%	15%	11%	7%	6%	14%	16%	13%	12%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Equity and Vulnerable Populations

Q. 67

Approximately how many of the teachers in your school **use culturally relevant pedagogy and materials?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
All of them	19%	19%	21%	22%	22%	32%	23%	20%	17%	19%	23%
Most of them	31%	31%	37%	31%	32%	33%	34%	32%	29%	31%	33%
Some of them	33%	33%	33%	30%	33%	27%	31%	33%	33%	34%	28%
Only a few of them	11%	11%	7%	10%	8%	4%	12%	10%	12%	11%	10%
None of them	6%	6%	3%	7%	5%	5%	-	6%	9%	6%	6%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Racial Justice

Q. 64

Which of the following have you done or experienced in the wake of the deaths of George Floyd and Breonna Taylor and the related protests for racial justice?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
You have had conversations with colleagues about whether or how to address issues of racial justice and equity in the classroom	36%	36%	41%	32%	40%	35%	45%	36%	30%	35%	40%
You have talked with students in your classes about racial justice and equity	36%	36%	40%	36%	45%	39%	47%	35%	32%	35%	42%
You have provided students in your classes with materials focused on racial justice and equity	22%	21%	26%	21%	25%	25%	32%	20%	17%	20%	26%
School or district leaders have provided you with materials or guidance about racial justice and equity issues in the classroom	30%	30%	33%	27%	34%	37%	35%	31%	27%	29%	35%
The union has provided you with materials or guidance about racial justice and equity issues in the classroom	18%	18%	16%	16%	21%	19%	25%	16%	17%	16%	24%
None of the above	34%	35%	25%	40%	27%	30%	18%	36%	39%	36%	26%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Compensation and Incentives

Q. 68-72 Summary Table

How much would you favor or oppose giving financial incentives to each of the following?

Percent reporting "Strongly Favor" or "Somewhat Favor."

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
68	77%	76%	80%	82%	76%	78%	82%	76%	75%	77%	76%
69	77%	77%	83%	83%	85%	82%	81%	78%	72%	76%	84%
70	87%	87%	83%	92%	92%	96%	84%	88%	86%	86%	88%
71	88%	88%	84%	89%	90%	92%	87%	89%	85%	88%	86%
72	55%	52%	75%	57%	58%	71%	62%	57%	45%	52%	66%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Compensation and Incentives

Q. 73

If given the choice, how likely would you be to consider **trading teacher tenure in exchange for higher pay?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Extremely likely	17%	16%	19%	21%	21%	26%	23%	16%	13%	16%	19%
Very likely	19%	18%	26%	18%	18%	22%	28%	20%	10%	19%	19%
Somewhat likely	24%	23%	29%	18%	18%	16%	30%	23%	20%	22%	29%
Not very likely	22%	24%	11%	24%	22%	21%	12%	22%	30%	23%	21%
Not likely at all	19%	19%	15%	20%	21%	15%	7%	19%	26%	21%	12%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Compensation and Incentives

Q. 74

If given the choice, how likely would you be to consider **trading teacher tenure in exchange for better benefits?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Extremely likely	14%	13%	19%	15%	14%	23%	21%	14%	9%	12%	20%
Very likely	15%	13%	26%	15%	17%	15%	20%	15%	11%	14%	19%
Somewhat likely	22%	21%	26%	18%	18%	22%	30%	20%	20%	22%	19%
Not very likely	27%	29%	15%	28%	26%	24%	19%	28%	30%	28%	25%
Not likely at all	23%	24%	13%	24%	25%	16%	9%	23%	31%	24%	17%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Compensation and Incentives

Q. 75

If given the choice, how likely would you be to consider **reducing retirement benefits in order to get higher pay now?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Extremely likely	6%	6%	12%	6%	6%	17%	13%	7%	2%	6%	10%
Very likely	11%	10%	18%	9%	11%	16%	19%	12%	4%	10%	15%
Somewhat likely	17%	15%	30%	17%	19%	19%	22%	18%	9%	14%	26%
Not very likely	34%	35%	21%	33%	31%	26%	35%	31%	38%	34%	30%
Not likely at all	32%	34%	20%	35%	32%	23%	11%	32%	47%	36%	18%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Compensation and Incentives

Q. 76

If given the choice, how likely would you be to consider **reducing retirement benefits in order to get better benefits now?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Extremely likely	7%	6%	8%	8%	9%	16%	10%	8%	2%	5%	11%
Very likely	10%	8%	23%	6%	7%	15%	20%	10%	4%	9%	16%
Somewhat likely	13%	12%	24%	12%	15%	19%	21%	14%	7%	12%	19%
Not very likely	37%	39%	24%	40%	39%	31%	36%	39%	35%	39%	33%
Not likely at all	32%	34%	20%	34%	30%	20%	13%	29%	52%	36%	21%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Retention

Q. 77

As of now, how likely would you say you are to spend your entire career as a classroom teacher?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Very likely	53%	53%	49%	57%	50%	53%	38%	46%	77%	56%	40%
Somewhat likely	32%	33%	30%	28%	33%	34%	38%	38%	16%	30%	41%
Not very likely	10%	9%	16%	10%	10%	7%	19%	10%	4%	9%	14%
Not likely at all	4%	4%	5%	4%	6%	7%	4%	5%	4%	4%	5%
Not sure	1%	1%	-	1%	1%	-	1%	1%	-	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Retention

Q. 78

You mentioned that you are not very likely to / not likely at all to / not sure if you will spend your entire career as a classroom teacher. How much of an impact has teaching during the pandemic had on your inclination to spend your entire career as a classroom teacher?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter*	67%+ Low-Income*	67%+ Students of Color*	67%+ English Learners*	<30*	30-49*	50+*	White	Person of Color*
A great deal	33%	32%	36%	47%	30%	55%	28%	31%	51%	28%	45%
Some	41%	43%	30%	25%	40%	25%	33%	45%	34%	45%	29%
Only a little	15%	13%	25%	10%	16%	19%	25%	12%	6%	14%	16%
Not at all	12%	13%	9%	17%	13%	-	14%	12%	10%	13%	10%

Total (n=120)

School Type
District (n=99)
Charter (n=20)

School Population
67%+ Low-Income (n=44)
67%+ Students of Color (n=34)
67%+ English Learners (n=13)

Age
<30 (n=31)
30-49 (n=74)
50+ (n=15)

Race/Ethnicity
White (n=86)
Person of Color (n=33)

Teachers Unions

Q. 80

Today in your district, how would you describe the relationship between the teachers union or association and the district leadership? Is it mostly about:

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Conflict and distrust	25%	27%	11%	28%	25%	28%	24%	25%	26%	26%	23%
Cooperation and trust	49%	49%	51%	46%	48%	48%	48%	51%	47%	49%	50%
There is no union or association	10%	9%	23%	11%	11%	10%	14%	9%	12%	11%	7%
Not sure	15%	15%	15%	15%	16%	14%	14%	15%	16%	14%	20%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Teachers Unions

Q. 81-87 Summary Table

This year, would you say [UNION: your union is doing / NONUNION: teachers unions are doing] an excellent job, good, only fair, or a poor job at each of the following?

Percent reporting "Excellent" or "Good."

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY		
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color	
81	Advocates for policies that are in the best interests of teachers	59%	60%	55%	56%	59%	64%	50%	61%	62%	59%	59%
82	Advocates for policies that are in the best interests of students	58%	58%	51%	53%	57%	61%	54%	58%	58%	58%	55%
83	Advocates for wages/salary	55%	56%	46%	50%	54%	54%	50%	54%	61%	55%	55%
84	Advocates for health and safety job protections	60%	61%	54%	56%	62%	66%	55%	60%	65%	60%	61%
85	Advocates for non-health and safety work conditions (i.e., hours worked, expectations of teachers during distance learning, etc.)	60%	61%	52%	53%	58%	67%	54%	61%	62%	60%	61%
86	Communicates frequently and effectively with members to keep them updated about decisions impacting their work	60%	61%	50%	56%	59%	61%	59%	59%	61%	59%	62%
87	Consults rank-and-file members to inform policy or bargaining positions	53%	54%	50%	48%	51%	58%	51%	52%	58%	53%	55%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Local Leadership

Q. 88

Which of the following statements, if any, are true when it comes to **your principal and the administrators at your school** this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
They have provided teachers with the tools and support during the pandemic to innovate to meet students' needs	48%	47%	55%	46%	48%	48%	43%	49%	47%	48%	45%
They were helpful in assisting me and my colleagues with the changes in work demands this year	47%	46%	49%	46%	43%	48%	45%	47%	47%	47%	46%
They have effectively balanced what is best for teachers and students with regard to expectations for distance learning and physically reopening schools	44%	44%	47%	43%	44%	43%	37%	47%	43%	45%	42%
They have actively sought my input in developing support and/or guidance during distance learning	31%	31%	28%	29%	36%	40%	37%	32%	25%	30%	36%
They have actively sought my input in planning for physical reopening of my school	25%	23%	35%	23%	25%	27%	27%	26%	20%	24%	29%
None of the above	22%	23%	13%	27%	23%	14%	20%	22%	25%	23%	21%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Local Leadership

Q. 89

Which of the following statements, if any, are true when it comes to **your district or charter network** this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
They have effectively balanced what is best for teachers and students with regard to expectations for distance learning and physically reopening schools	37%	36%	42%	36%	38%	48%	40%	37%	32%	36%	39%
They have actively sought my input in developing support and/or guidance during distance learning	24%	22%	35%	23%	24%	37%	27%	25%	18%	23%	28%
They have actively sought my input in planning for physical reopening of my school	21%	20%	30%	21%	22%	27%	22%	22%	19%	21%	24%
They were helpful in assisting me and my colleagues with the changes in work demands this year	36%	34%	46%	33%	37%	42%	33%	37%	35%	37%	33%
They have provided teachers with the tools and support during the pandemic to innovate to meet students' needs	43%	42%	51%	39%	41%	40%	40%	43%	44%	41%	49%
None of the above	28%	31%	12%	32%	30%	17%	21%	29%	32%	29%	24%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Local Leadership

Q. 90 [ONLY UNION MEMBERS]

Which of the following statements, if any, are true when it comes to **your union** this school year?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter*	67%+ Low-Income	67%+ Students of Color	67%+ English Learners*	<30*	30-49	50+	White	Person of Color*
They have effectively balanced what is best for teachers and students with regard to expectations for distance learning and physically reopening schools	46%	46%	38%	44%	48%	52%	31%	46%	52%	45%	47%
They have actively sought my input in developing support and/or guidance during distance learning	39%	39%	42%	41%	46%	41%	28%	40%	43%	38%	45%
They have actively sought my input in planning for physical reopening of my school	37%	38%	26%	38%	41%	43%	26%	39%	38%	38%	32%
They were helpful in assisting me and my colleagues with the changes in work demands this year	37%	37%	47%	33%	41%	52%	39%	35%	42%	36%	45%
They have provided teachers with the tools and support during the pandemic to innovate to meet students' needs	32%	32%	36%	31%	36%	38%	36%	32%	31%	31%	38%
None of the above	24%	24%	14%	26%	20%	10%	25%	24%	23%	26%	15%

Total (n=426)

School Type
District (n=398)
Charter (n=28)

School Population
67%+ Low-Income (n=155)
67%+ Students of Color (n=118)
67%+ English Learners (n=52)

Age
<30 (n=57)
30-49 (n=253)
50+ (n=115)

Race/Ethnicity
White (n=347)
Person of Color (n=79)

State and District Budgets

Q. 91

If the pandemic continues to negatively impact the economy, resulting in significantly smaller education budgets as has happened during other economic downturns, teacher layoffs may occur. Which of the following factors should be considered when making layoff decisions?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Teacher performance	50%	48%	62%	46%	46%	57%	56%	49%	47%	49%	50%
Teacher certification areas	49%	48%	53%	49%	51%	54%	47%	48%	51%	48%	50%
Teacher seniority	50%	51%	44%	51%	48%	52%	27%	49%	66%	53%	39%
Student populations taught	30%	29%	41%	30%	36%	34%	35%	30%	28%	28%	40%
Parent and student survey data	19%	18%	29%	15%	19%	27%	34%	19%	10%	18%	24%
Principal's discretion	19%	18%	25%	20%	23%	32%	28%	18%	13%	17%	24%
None of the above	12%	13%	7%	17%	18%	11%	8%	14%	10%	12%	13%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

State and District Budgets

Q. 92

What do you think are the best options to prevent or minimize layoffs and the impact on students if they become necessary? Please select what you think is the best option, the second best option, and the third best option.

Percent reporting top three options.

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Offer “buyouts” to teachers nearing retirement (i.e., offering financial incentives to teachers to retire early), to reduce or eliminate teacher layoffs	78%	81%	61%	77%	76%	69%	75%	76%	86%	81%	69%
Layoff district or network staff before cutting teachers in school	56%	58%	43%	59%	55%	54%	42%	56%	65%	60%	41%
Avoid layoffs at schools serving vulnerable student populations	51%	49%	64%	64%	66%	66%	62%	51%	44%	49%	57%
Temporarily freeze salaries for teachers and district staff	38%	39%	35%	34%	33%	28%	24%	41%	41%	38%	39%
Temporarily increase class sizes and freeze teacher hiring to prevent layoffs	32%	31%	42%	27%	27%	29%	38%	33%	28%	31%	38%
Temporarily raise retirement or healthcare contributions for teachers and other district or charter network employees to reduce or eliminate teacher layoffs	25%	24%	33%	22%	23%	27%	31%	25%	22%	24%	31%
Layoff “specials” teachers (e.g., art, music, gym) before classroom teachers	19%	19%	23%	17%	21%	28%	29%	19%	15%	18%	26%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 93

As you think ahead to 2021, how important do you think it is for federal funding to be used for **providing all students free universal, high-speed internet access?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	53%	53%	47%	66%	72%	70%	53%	51%	56%	49%	64%
Important, but not critical	28%	27%	35%	18%	16%	15%	30%	28%	25%	29%	22%
Somewhat important	15%	15%	14%	13%	10%	11%	13%	15%	15%	16%	11%
Not very important	4%	4%	5%	2%	1%	3%	3%	5%	4%	5%	2%
Not important at all	1%	1%	-	1%	0%	1%	1%	1%	0%	1%	-

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 94

As you think ahead to 2021, how important do you think it is for federal funding to be used for **increasing the number of school psychologists, counselors, nurses, social workers, and other health professionals?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	37%	36%	39%	41%	47%	50%	45%	38%	28%	35%	42%
Important, but not critical	30%	30%	32%	25%	25%	19%	31%	31%	27%	30%	30%
Somewhat important	21%	21%	20%	20%	17%	21%	15%	20%	27%	22%	18%
Not very important	10%	10%	8%	11%	8%	9%	7%	8%	16%	11%	6%
Not important at all	3%	3%	1%	2%	2%	1%	2%	3%	2%	2%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 95

As you think ahead to 2021, how important do you think it is for federal funding to be used for **renovating or building new school buildings**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	21%	21%	27%	26%	27%	33%	26%	23%	14%	21%	24%
Important, but not critical	24%	23%	28%	21%	27%	23%	20%	25%	23%	23%	28%
Somewhat important	26%	27%	25%	23%	24%	26%	27%	25%	29%	27%	26%
Not very important	21%	22%	15%	23%	19%	13%	20%	20%	24%	22%	19%
Not important at all	7%	7%	5%	8%	3%	5%	8%	6%	10%	9%	2%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 96

As you think ahead to 2021, how important do you think it is for federal funding to be used for **guaranteeing universal access to free, high-quality early childhood education?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	51%	51%	45%	57%	60%	58%	52%	53%	45%	48%	59%
Important, but not critical	27%	27%	31%	23%	22%	24%	27%	28%	26%	29%	20%
Somewhat important	17%	17%	18%	15%	14%	16%	15%	16%	21%	17%	17%
Not very important	4%	4%	5%	4%	3%	2%	6%	3%	6%	5%	3%
Not important at all	1%	1%	1%	2%	1%	1%	0%	0%	3%	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 97

As you think ahead to 2021, how important do you think it is for federal funding to be used for **ensuring schools serving high populations of vulnerable students are not disproportionately impacted by budget cuts?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	59%	60%	50%	70%	74%	72%	57%	58%	61%	57%	63%
Important, but not critical	25%	24%	29%	17%	14%	17%	24%	26%	23%	26%	21%
Somewhat important	14%	14%	17%	11%	10%	8%	17%	14%	15%	15%	14%
Not very important	2%	1%	4%	1%	1%	3%	1%	2%	2%	2%	1%
Not important at all	1%	1%	-	0%	1%	-	1%	1%	-	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 98

As you think ahead to 2021, how important do you think it is for federal funding to be used for **ensuring schools facing budget cuts do not lay off educators and support staff?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	67%	68%	59%	72%	71%	67%	61%	69%	68%	68%	63%
Important, but not critical	20%	20%	20%	17%	18%	26%	23%	18%	23%	20%	19%
Somewhat important	11%	10%	18%	9%	9%	5%	13%	12%	8%	10%	14%
Not very important	1%	1%	2%	1%	1%	2%	3%	1%	1%	1%	3%
Not important at all	1%	0%	1%	-	0%	-	1%	0%	0%	0%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 99

As you think ahead to 2021, how important do you think it is for federal funding to be used for **establishing national tutoring corps to provide additional support for students and educators?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	28%	28%	29%	30%	30%	31%	33%	28%	25%	26%	36%
Important, but not critical	32%	32%	35%	30%	34%	41%	33%	32%	33%	33%	30%
Somewhat important	28%	28%	29%	29%	26%	19%	24%	28%	30%	28%	27%
Not very important	9%	9%	6%	7%	6%	4%	9%	9%	10%	10%	6%
Not important at all	3%	3%	1%	3%	3%	5%	1%	3%	2%	3%	1%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 100

As you think ahead to 2021, how important do you think it is for federal funding to be used for **conducting rigorous research into how COVID-19 affects children?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	36%	36%	32%	39%	47%	49%	46%	36%	29%	33%	48%
Important, but not critical	29%	29%	31%	26%	22%	28%	28%	30%	27%	30%	23%
Somewhat important	21%	21%	25%	22%	20%	15%	15%	21%	25%	22%	18%
Not very important	10%	11%	8%	9%	8%	3%	11%	9%	12%	11%	7%
Not important at all	4%	3%	5%	3%	3%	5%	1%	3%	7%	4%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 101

Would you support or oppose using federal education funding to incentivize states to try **expanding learning time for students by providing additional pay for educators?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly support	49%	49%	47%	55%	53%	56%	49%	47%	53%	47%	55%
Somewhat support	40%	40%	42%	34%	35%	32%	42%	41%	36%	41%	36%
Somewhat oppose	9%	10%	9%	9%	9%	12%	8%	11%	8%	10%	7%
Strongly oppose	2%	2%	2%	2%	2%	-	2%	1%	3%	2%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 102

Would you support or oppose using federal education funding to incentivize states to try **allowing students to move through content at their own pace, such as grouping students by mastery rather than by grade level?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly support	38%	38%	38%	42%	44%	41%	41%	38%	36%	36%	44%
Somewhat support	44%	44%	47%	39%	38%	36%	44%	44%	43%	44%	45%
Somewhat oppose	14%	15%	12%	15%	13%	18%	11%	14%	17%	16%	9%
Strongly oppose	4%	4%	2%	4%	4%	5%	3%	3%	4%	4%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 103

Would you support or oppose using federal education funding to incentivize states to try **building partnerships with teacher preparation programs to provide additional support for students and educators?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly support	42%	42%	42%	44%	44%	48%	47%	41%	40%	40%	47%
Somewhat support	51%	51%	53%	50%	51%	46%	46%	52%	52%	53%	46%
Somewhat oppose	6%	6%	4%	4%	4%	5%	6%	6%	6%	6%	6%
Strongly oppose	1%	1%	2%	2%	0%	1%	1%	1%	3%	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 104

Would you support or oppose using federal education funding to incentivize states to try **making education funding more equitable**?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly support	59%	60%	56%	68%	70%	62%	54%	60%	60%	60%	59%
Somewhat support	35%	35%	35%	26%	24%	33%	39%	34%	34%	35%	34%
Somewhat oppose	4%	4%	8%	4%	4%	5%	7%	4%	3%	4%	6%
Strongly oppose	1%	1%	1%	1%	1%	-	-	1%	2%	1%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 105

Would you support or oppose using federal education funding to incentivize states to try **expanding student and family access to school wraparound services, such as health and social services, after-school care, etc.?**

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Strongly support	45%	45%	40%	50%	53%	52%	44%	47%	41%	45%	42%
Somewhat support	45%	45%	50%	40%	37%	38%	47%	45%	45%	45%	47%
Somewhat oppose	8%	8%	6%	8%	9%	7%	8%	7%	11%	8%	8%
Strongly oppose	2%	1%	3%	2%	1%	2%	1%	1%	3%	1%	3%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 106

How important do you think it is that the next U.S. Secretary of Education focus on **diversifying the teaching profession** during her or his tenure?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	37%	37%	34%	39%	46%	40%	39%	39%	30%	35%	44%
Important, but not critical	31%	30%	36%	26%	26%	27%	30%	29%	34%	30%	32%
Somewhat important	23%	23%	22%	24%	21%	26%	23%	23%	22%	24%	16%
Not very important	7%	7%	6%	8%	5%	4%	6%	6%	10%	8%	4%
Not important at all	3%	3%	2%	3%	2%	4%	2%	3%	3%	3%	3%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 107

How important do you think it is that the next U.S. Secretary of Education focus on **enforcing civil rights protections for students and teachers** during her or his tenure?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	51%	52%	43%	57%	63%	56%	59%	52%	45%	49%	58%
Important, but not critical	27%	27%	34%	21%	19%	19%	23%	28%	29%	29%	21%
Somewhat important	16%	16%	18%	16%	14%	19%	14%	15%	19%	16%	17%
Not very important	4%	4%	3%	4%	3%	5%	3%	4%	6%	4%	3%
Not important at all	2%	2%	2%	2%	1%	1%	1%	2%	2%	2%	2%

Total (n=800)

School Type
District (n=705)
Charter (n=95)

School Population
67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age
<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity
White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 108

How important do you think it is that the next U.S. Secretary of Education focus on **promoting innovative college and career pathways for students** during her or his tenure?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	45%	45%	43%	47%	49%	50%	51%	47%	36%	42%	55%
Important, but not critical	34%	34%	30%	30%	28%	30%	26%	33%	39%	36%	26%
Somewhat important	19%	18%	22%	21%	20%	16%	21%	17%	22%	20%	15%
Not very important	2%	2%	3%	2%	2%	3%	2%	2%	2%	2%	3%
Not important at all	1%	0%	2%	1%	1%	-	-	1%	0%	0%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Federal Leadership

Q. 109

How important do you think it is that the next U.S. Secretary of Education focus on **involving classroom teachers in the creation and review of federal education policies** during her or his tenure?

	Total	SCHOOL TYPE		SCHOOL POPULATION			AGE			RACE/ETHNICITY	
		District	Charter	67%+ Low-Income	67%+ Students of Color	67%+ English Learners	<30	30-49	50+	White	Person of Color
Critically important	61%	63%	45%	69%	70%	63%	56%	61%	64%	61%	60%
Important, but not critical	26%	25%	37%	20%	18%	23%	30%	27%	22%	27%	24%
Somewhat important	12%	11%	14%	9%	9%	11%	13%	11%	11%	11%	13%
Not very important	1%	1%	3%	2%	2%	3%	1%	1%	2%	1%	2%
Not important at all	0%	0%	1%	0%	0%	-	-	0%	1%	0%	1%

Total (n=800)

School Type

District (n=705)
Charter (n=95)

School Population

67%+ Low-Income (n=294)
67%+ Students of Color (n=204)
67%+ English Learners (n=93)

Age

<30 (n=132)
30-49 (n=465)
50+ (n=202)

Race/Ethnicity

White (n=628)
Person of Color (n=172)

Endnotes

- 1 Map: Coronavirus in the U.S. *New York Times*. Retrieved from <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

National Center for Health Statistics (2020). Provisional death counts for Coronavirus disease 2019 (COVID-19). Retrieved from <https://www.cdc.gov/nchs/nvss/vsrr/covid19/index.htm>

These are estimates generated by best-available information at time of publication. Experts suggest that a more accurate count of COVID-19 infections and fatalities may take years to accurately report.
- 2 Garcia, N.J. (2020). COVID-19's disproportionate impact on communities of color spotlights the nation's systemic inequities. *Journal of Public Health Management and Practice* 16(6), 518-521. Retrieved from https://journals.lww.com/jphmp/Citation/2020/11000/COVID_19_s_Disproportionate_Impact_on_Communities.2.aspx
- 3 Jenco, M. (2020, September 15). CDC: 74% of children who died from SARS-CoV-2 are Hispanic, Black. *AAP News*. Retrieved from <https://www.aappublications.org/news/2020/09/15/pediatriccoviddeaths091520>
- 4 Map: Coronavirus and school closures (2020, March 6). *Education Week*. Retrieved from <https://www.edweek.org/leadership/map-coronavirus-and-school-closures-in-2019-2020/2020/03>
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About Educators for Excellence

Our nation's education system is leaving millions of students – including an overwhelming number of students of color and students from low-income families – unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14% of Black adults and 11% of Hispanic adults hold bachelor's degrees, compared with 24% of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. Even though policymakers at every level of the system are talking about teachers, they rarely are talking with teachers.

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 33,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. With chapters in Boston, Chicago, Connecticut, Los Angeles, Minnesota, and New York, we work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

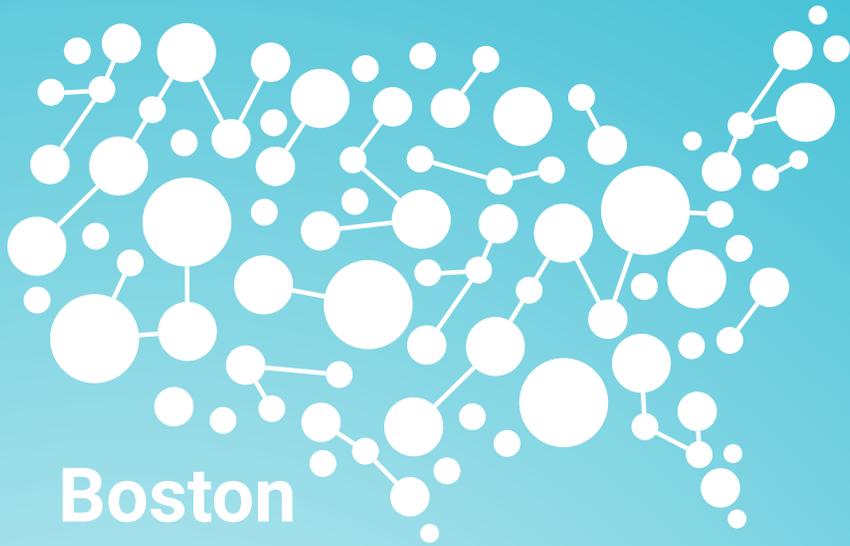
Educators for Excellence is a nonprofit and is proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations, as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.



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