

COVID-19 K-12 Knowledge Base

Last updated 2/26/2021

Key COVID-19 Indicators

Click the link on the left to be directed to the associated Knowledge Base section.

Operations: Over sixty percent of US K-12 students now attend schools that offer traditional in-person learning and less than ten percent attend virtual only schools as "Always Virtual" districts across the country introduce in-person and hybrid districts continue to move to traditional. This week we also observe some of the more limited definitions of in-person learning and note that NY State's recent adoption of CDC guidelines resulted in some schools reversing in-person learning plans. [[Burbio](#)]

As of April 18:

- % US K-12 students attending "virtual-only" schools = 9.4% (from 12.2% last week)
- % US K-12 students attending "traditional" in-person/every day" schools = 62.4% (from 59.4%)
- % US K-12 students attending "hybrid" schools = 28.2% (from 28.4%)

CDC Director Rochelle Walensky expects all schools will be fully open for in-person learning in September. [[ABCNews](#)]

COVID Cases: As of April 1, nearly 3.47 million children have tested positive for COVID-19 since the onset of the pandemic. After slight increases in cases over the past two weeks, new reported cases were similar to the prior week – about 64,000 new child cases. [[AAP](#)]

- As of 4/1, the overall rate of COVID in children is 4,610 cases per 100,000 children in the population. [[AAP](#)]
- As of 4/1, children represented 13.4% of all COVID-19 cases. [[AAP](#)]

As of February 2021, an estimated 37,300 to 43,000 children aged 0 to 17 years had lost at least 1 parent due to COVID-19 and an estimated 2 million have lost a grandparent. That toll has disproportionately hit Black children.. [[Jama Network](#)]

School Enrollment: No new national data collection effort on school enrollment has occurred yet. A February 2021 survey of superintendents found that more than 80% of school district leaders surveyed said their district experienced a decline in total student enrollment during the COVID-19 pandemic.

- Nearly one-fourth of survey respondents (23.4%) reported that student enrollment declined by more than 5% between SY 2019–20 and SY 2020–21.

Missing Students: Attendance drop contributes to fears that the pandemic may worsen pre-pandemic academic achievement goals and the long-term well-being of the U.S. economy.

Education Budgets: States continue to pursue "hold harmless" policies, which maintain state funding levels based on the prior year's enrollment count. During this year's legislative session, we have tracked legislation that would hold districts harmless in at least 19 states, and of those, seven states' bills have already been enacted. [[EdNote](#)]

Learning Loss:

Assessments: The U.S. DOE is providing some leeway for schools not to give state tests if all or nearly all of their students are virtual. What's not clear is what that threshold is and who decides if it's been met.

- The Biden administration formally denied requests to cancel assessments from Georgia and South Carolina, though approved Colorado's plan to cut assessments in half. [[Chalkbeat](#)]
- Washington, D.C. is allowed to cancel math and reading tests in grades three through eight, as the vast majority of students in the city are learning remotely. [[Chalkbeat](#)]

Digital Divide: The percentage of households with consistent Internet and computer access has remained steady in 2021. There have been and continue to be racial disparities in consistent access to the Internet and devices.

Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

- Based on the Census Household Pulse Survey*, 5.9 percent of households with children did not have consistent computer availability for educational purposes in the middle week of October. By the first week of March, this number had increased to 6.5 percent, or 3.2 million households. Racial disparities persist. In the first week of March, while 4.9 percent of White households with children do not have consistent computer availability for educational purposes, 6.4 percent of Latino households with children and 13.4 percent of Black households with children say the same. [\[Census\]](#)
- Based on the Census Household Pulse Survey, 6.3 percent of households with children did not have consistent Internet availability for educational purposes in the middle week of October. By the first week of March, this number had remained steady at 6.4 percent, or 3.1 million households. Racial disparities persist. In the last week of January, while 4.9 percent of White households with children do not have consistent Internet availability for educational purposes, 7.2 percent of Latino households with children and 13 percent of Black households with children say the same. [\[Census\]](#)

The recent report released by Common Sense Media states that up to 12 million students remain under-connected going into 2021 due to limitations of poor broadband mapping data, current infrastructure and supply chains, insufficient marketing and adoption support, and inadequate funding. The data reported by the Census Household Pulse survey is on the household level, which is why the percentages and numbers differ.

Instructional Hours: District schools are much more likely to be providing classes entirely online, while private schools are more likely to be in-person or a mix of in-person and online. Private school and traditional homeschool parents remain more positive about their children's progress compared to district school parents. [\[EdChoice\]](#)

- Students seem more optimistic about their school year. 61% of students said they learned "a lot almost every day," up from 39% in the spring. [\[YouthTruth\]](#)

53 of 100 districts reviewed by CRPE do not share information on summer plans. [\[CRPE\]](#)

Student Mental Health: Restrictions put in place to contain COVID-19 may be particularly difficult for teens, who rely heavily on their peer and social connections for emotional support.

- In an EdWeek survey, a wide majority of all students reported they are experiencing more problems now than they did in January 2020, before the pandemic began, but 77 percent of Black and Latinx students reported more struggles, at least 9 percentage points higher than the percentage of white or Asian students who said the same. Low-income and LGBTQ students were also significantly more likely to report experiencing more problems in the wake of the pandemic. [\[EdWeek\]](#)
- Those enrolled in online or a mix of online and in-person learning were 3 times more likely than those enrolled in in-person classes to state the pandemic has negatively impacted their relationships or mental health. [\[EdChoice\]](#)

Teacher Shortages: A survey by the American Association of Colleges for Teacher Education found that 19 percent of undergraduate-level and 11 percent of graduate-level teaching programs saw a significant drop in enrollment this year.

- Teach for America, which recruits recent college graduates to teach in low-income schools across the country, said it had received fewer applications for its fall 2021 corps compared with this period last year.

College Admissions: With students applying to more schools, admissions officers struggle to determine how many students to accept. [\[WSJ\]](#)

- More than 1,600 four-year colleges didn't require applicants to submit SAT or ACT scores, which led to an increase in the number of students applying to selective colleges that are test optional. Forty-six percent of students who used the Common App to apply to college submitted standardized test scores this year compared with 77% last year.
- Applications submitted via the Common App, which is used by more than 900 schools, rose by 11% nationwide through March 1. But the number of applicants increased by just 2.4%, meaning nearly the same number of students are casting a wider net.

Teacher Vaccinations: The CDC now estimates that nearly 80% of teachers and other school staff have received at least their first shot. [\[CDC\]](#)

About

How should I use this document?

This document is the “source of truth” on what we know about COVID-19 and its implications for K-12 education - systems, educators, families, and students. Each section of the knowledge base has a synthesis statement summarizing what we know and links to underlying key evidence. All data herein is publicly available and, therefore, shareable externally *unless otherwise stated*.

We recommend looking at the Table of Contents on page 4 or using “CTRL + F” to find the data you are looking for (e.g., “parent”, “learning loss”, “digital divide”, “mental health”).

We imagine that this document can be used to:

- Identify evidence to inform decision-making about BOW strategy and investments
- Inform conversations with partners
- Identify gaps in evidence to inform research priorities

How do we decide what to add to the knowledge base?

The Knowledge Base is focused on data/evidence and information included falls into three main categories: (1) what has happened since school closures began in March 2020, (2) what is currently happening in terms of K-12 education and the impact on students, (3) what are the big and basic state/district plans moving forward (e.g., date of reopening, in-person, virtual, etc).

- **Scope:** K-12 education, U.S./National, from March 2020 onward
- **Information type:** Data/evidence (e.g., surveys, school website data, research)
- **Benchmarking** (when relevant): Grounding in previous research as needed (e.g., what was the college enrollment rate from 2010-2019?, what has the impact of food insecurity, trauma and past national disasters been historically on student learning?)
- We **do not** include: evidence for interventions/best practices that schools and districts should pursue or guidance around what *should* happen

What are data notes?

Data Notes are deep dives into topics covered within the knowledge base or intersect the pandemic and K-12 education. They are posted weekly at [K-12 Education COVID-19 Data & Write Ups](#) and recent notes are linked under the relevant section in this document. A comprehensive listing is at the [end of this document](#).

Who should I contact for more information?

If we are missing information that meets the criteria above or you have a request for a data note, please email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org.

Morgan Leinberry and Jake Berg, MBA candidates at the University of Washington, played crucial roles in this project. Morgan worked on this project during the fall of 2020 and Jake during the summer of 2020. If you want more information on their background and qualifications, see Morgan’s LinkedIn profile [here](#) and Jake’s LinkedIn profile [here](#). Their assistance was through a program at the Foster School of Business at the University of Washington. Click [here](#) for more information.

Table of Contents

Key COVID-19 Indicators	1
About	5
How should I use this document?	5
How do we decide what to add to the knowledge base?	5
What are data notes?	5
Who should I contact for more information?	5

Table of Contents **6**

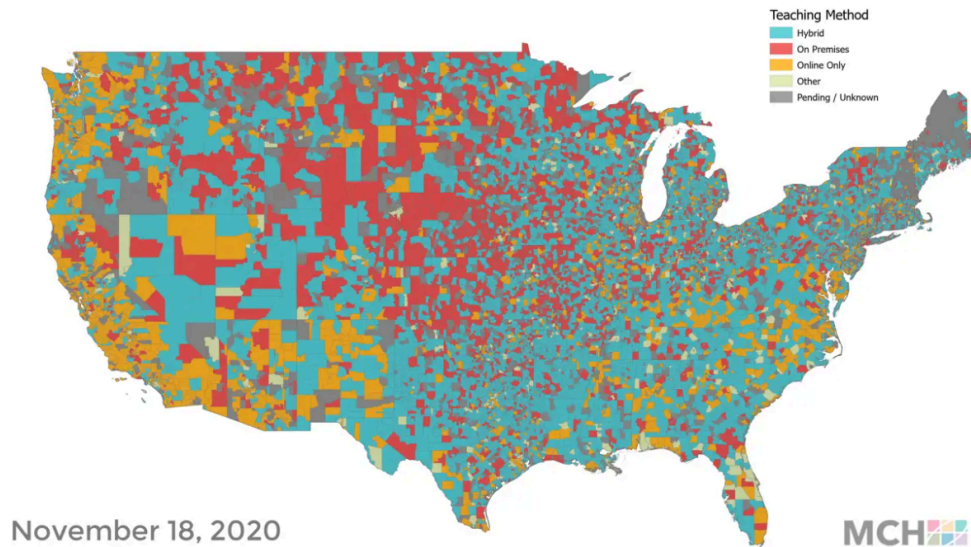
The Top 10 Things to Know About COVID in K-12 Education	8
State, District, and School Systems	10
Spring 2020 School Closures	10
Summer School 2020	10
School Reopenings	11
Enrollment	18
Goals/Priorities	23
Budgets	24
COVID Recovery	26
State & District Trackers	26
Student Perspectives and Health	28
COVID Infection Rates in Children	28
Student Concerns over COVID	30
Student Voice and Advocacy	32
Student Perspective on Learning During COVID	32
Student Trauma and Mental Health	36
Social Capital/Relationships	39
Students with Disabilities	41
ELL Students	42
Parental Perspective, Involvement, and Health	43
COVID Infection Rates among Parents	43
Parental Concerns over COVID	44
Parent Involvement	49
Parent Availability	50
Parent Mental Health	53
Parental Income & Financial Stability	55
Teacher/Principal/Superintendent Perspectives, Shortages, Training & Health	57
COVID Infection Rates among In School Staff	57
Staff Concern Over COVID	57
Teacher Retirements	58
Teacher Pipeline	60
Teacher Mental Health	62
Teacher Workload	63
Teacher Credentials	63
Teacher Training	64
Teacher Shortages	66
Teachers and Vaccinations	66
Principal Shortages	68
Superintendent Needs	69
Instruction & Assessment	70
Grade-Level Content	70

Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

Assessments	70
Attendance, Grading and Feedback During COVID	71
Learning During COVID and Loss Projections	75
Learning Loss Assessments	75
Digital Divide	81
Missing/Lost Students	86
Student Mobility	88
Absenteeism	88
Student Engagement	91
Access to Teachers	91
Instructional Hours During COVID	93
Access to New Instructional Materials	97
Access to Tutors	100
Postsecondary Pathways: College & Career	101
Employment	101
College Enrollment	103
College Matriculation and Time to Degree	107
Care-Taking Responsibilities	107
Systemic Racism in K-12 Education	107
Student and Parent Perspective on Racism in Schools	107
Morning Consult	110
Additional Considerations	111
Private/Charters Schools	111
Indigenous Students	115
Early Education	116
Students experiencing homelessness	117
Food Insecurity	118
Data Notes Listing	120

The Top 10 Things to Know About COVID in K-12 Education

1. **The overwhelming majority of U.S. school buildings were [closed throughout Spring 2020](#) by state orders. Unlike Spring 2020, [Fall 2020 reopening decisions](#) were made at the local and district level and nearly half of the nation's school districts began the 2020-2021 school year with remote or hybrid learning.** Throughout the fall some schools that began remotely started to bring students back in-person, and others that began in-person had to close due to COVID outbreaks - as of November 23, 10 states, the District of Columbia, and Puerto Rico have state ordered full or partial closures in place [[EdWeek](#) and [Chalkbeat](#)]. In October 2020, 35 percent of parents report their children attending in-person classes, 46 percent report virtual, and 20 percent report hybrid [[Civis](#)].



Want more? See this [District Reopening Tracker](#) and more [State & District Trackers here](#).

2. **The [digital divide](#) has made learning less accessible to our priority students.** 26 percent of Latino, 30 percent of Black, and 35 percent of Native American student households lack internet access compared to 18 percent of white households [[CommonSense](#)]. In an August survey, 27 percent of teens said unreliable internet will be a major challenge in their schooling [[CommonSense](#)]. Overall, 4.4 million households with students still lack consistent access to a computer and 3.7 million lack internet access. [[USA Facts/Census](#)]
3. **[Some students have not had contact with teachers since March 2020](#).** As of October 2020, teachers reported being able to contact 4 out of every 5 students, with higher contact rates for in-person instruction as opposed to hybrid or remote instruction [[RAND](#)]. New research estimates approximately 3 million of the most educationally marginalized students in the country might not have experienced any formal education — virtual or in-person since March [[Bellwether](#)].
4. **[Children can spread COVID](#).** As some schools begin in-person classes, hospitalizations and deaths from COVID have increased at a faster rate in children and teenagers than among the general public [[AAP & NY Times/CDC](#)], and children of color are testing positive at significantly higher rates (white 7 percent, Black 30 percent, Latino 46 percent). [[AAP](#)]. As of November 12, over 1 million children tested positive for COVID. It appears that severe illness is rare among children, but more data needs to be collected on long-term physical, emotional and mental health effects [[AAP](#)].
5. **Learning loss is projected to be greatest among students who are Black, Latino and experiencing poverty, and worse in math/STEM and for younger students.** Two-thirds of

teachers said that the majority of their students were less prepared for grade-level work than they were at this time last year [RAND]. There has been no national or representative assessment of learning loss during COVID, but preliminary data from digital instruction software shows students in higher minority and higher poverty schools tend to be two or more grade levels below this Fall than their peers in lower minority, lower poverty schools [Curriculum Associates].

6. **Enrollment is declining in public schools across the country, with the highest concentration of declines in kindergarten and for students of color** [EdWeek]. In Washington state, there was a 2.82 percent enrollment drop statewide, driven by a 14 percent decrease in kindergarten enrollment [NPR]. Chicago reported its sharpest enrollment decline in two decades, with the number of students slipping 4 percent. The decline was 44 percent among Black pre-K students [Chalkbeat].
7. **There may be extreme teacher and principal shortages moving forward.** As of July 2020, nearly 500,000 school employees have been laid off compared to 300,000 during the 2008 financial crisis [MIT]. An August survey reported 45 percent of principals said that pandemic conditions are prompting them to leave the job sooner than they had previously planned. [EdWeek]
8. **Mental health challenges and trauma, which impact learning and engagement, are up.** 50 percent of students cite feeling depressed, stressed, or anxious [Youth Truth], and over 50 percent of parents cite concerns about their child's social development [Civis], psychological well-being [USC] and likelihood to become depressed with continued remote learning [IPSOS]. Compared with 2019, the proportion of mental health–related hospital visits for children aged 5–11 and 12–17 years increased approximately 24 percent and 31 percent, respectively [CDC]. Children who experience more trauma are 3 times more likely to repeat a grade or drop out [NJ Funders and CDC].
9. **Parents are concerned about systemic racism.** 63 percent of parents of color say they worry a lot about their children being affected by racist comments or actions from other students [AEI]. 68 percent of parents support discussing racial discrimination in school [USC] and 75 percent of believe that it is important their child's school hires and retains educators of color. 31 percent of parents say that their school's leadership talks little to none about issues of racial injustice [Education Trust].
10. **Students and parents are re-thinking K-12 education due to COVID and systemic racism.** Students cite the flexibility in pacing their own school work, comfortable environments, more free time, sleep, and family connection as positive aspects of remote learning [YouthTruth]. 61 percent of parents think schools should rethink how we educate students due to COVID. Over 70 percent want (1) more vocational opportunities, (2) trauma-informed guidance counselors and more mental health support for students, (3) cultural awareness and implicit bias training for school staff, and (4) culturally inclusive curriculum [AEI].

State, District, and School Systems

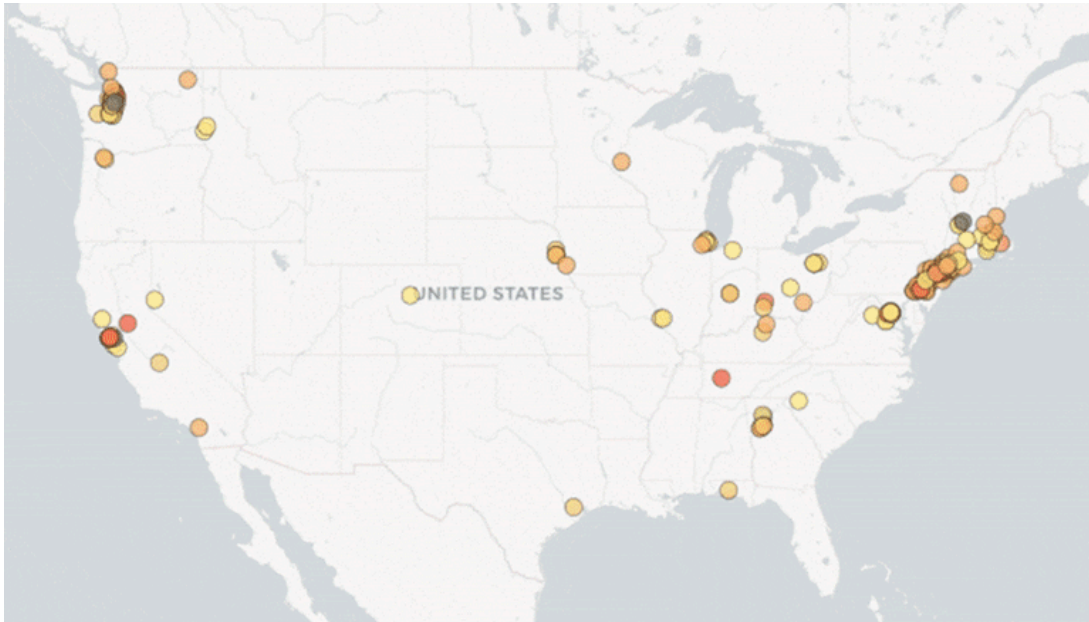
Spring 2020 School Closures

Synthesis: The overwhelming majority of U.S. school buildings closed by state orders by March 25, 2020 and remained closed for the remainder of Spring 2020.

Key Evidence:

- All states ordered or recommended Spring 2020 school closure by March 25, 2020. Seven states (California, Florida, Idaho, Kentucky, Maine, South Dakota, and Tennessee) *recommended* closures. Montana and Wyoming's closures expired in May 2020. The rest of the states *ordered* closure. [\[Edweek\]](#)
- The majority of school closures occurred through districts' own initiative or statewide orders while the decision to remain closed increased dramatically between mid-late April, largely due to statewide orders. [\[AEI\]](#)

Time-series map of Spring 2020 school closures



[Education Week](#)

Summer School 2020

Synthesis: Districts/states took an inconsistent and ad-hoc approach to summer school for K-12 students in 2020.

Key Evidence:

- As of June 2020, 61 of the 100 school districts CRPE reviewed provided summer school via virtual learning, though less than half (47) offered summer school to elementary or middle school students. [\[CRPE\]](#)
- In a June 2020 survey of superintendents, 29 percent reported offering a hybrid of virtual and in-person learning for students at greatest risk of significant learning loss; 24 percent were offering virtual programming for traditional summer school

courses; and 14 percent reported offering no summer learning opportunities. [\[AASA\]](#)

"I am extremely concerned because my school district has given us minimal information. All summer. It is very insulting that we can't be trusted with minimal information." [T2T]

School Reopenings

[What We Know about School Reopening \(September 2020\)](#) Data Note posted 9/21/20

Synthesis: Education Next's November and December 2020 parent survey shows disparities in school reopenings, based on demographics and political leanings. Further, students in regions where Covid cases are spreading more likely are also more likely to offer in-person instruction and have parents choose that option.

- More than half of U.S. students are receiving instruction entirely remotely this school year, while 28% of students receive instruction that is fully in person. Of the 19% of students in hybrid models, in-person instruction varies from one to five days a week. [\[Education Next\]](#)
- Well over half of students enrolled in district and charter schools receive all their instruction fully remotely, while less than one quarter receive all of their instruction in person. [\[EducationNext\]](#)
- For children attending private schools, 60% receive instruction in person and just 18% receive their instruction remotely. [\[EducationNext\]](#)
- According to parents, 37% of children in grades K–2 attend school in person, a percentage that declines to 34% for grades 3–5, 26% for grades 6–8, and 18% for those in high school. [\[EducationNext\]](#)
- High schoolers, are roughly 10 percentage points more likely than the youngest learners to be in a hybrid or remote learning environment. [\[EducationNext\]](#)
- Parents of low-income students and parents of Black and Hispanic students are far more likely to report that their child is fully remote. Parents of Black students and parents of Hispanic students are, respectively, 19 percentage points and 8 percentage points less likely than the parents of white students to choose the fully in-person model when it is available to them [\[EducationNext\]](#)
- Parents of just 20% of students in the quartile of counties reporting the fewest new cases say their child attends school fully in person, as compared to 40% for students in the quartile with the most new cases. [\[EducationNext\]](#)
- For children with a parent who identifies as a Republican, 51% have access to and 39% are participating in fully in-person instruction compared to than are the children of 35% and 22%, of Democratic children respectively. [\[EducationNext\]](#)
- Among children of Republican respondents, 77% of those with the option to attend school in person full time are doing so. Among children of Democratic respondents, the analogous share is just 63%. [\[EducationNext\]](#)
- 72% of students are participating in remote or hybrid instruction, leaving them in need of supervision and potentially academic support during the school day. Of these students, the parents of 20% report that their child regularly participates in additional instruction

with someone who is neither affiliated with the child's school nor a family member living in the home. [\[EducationNext\]](#)

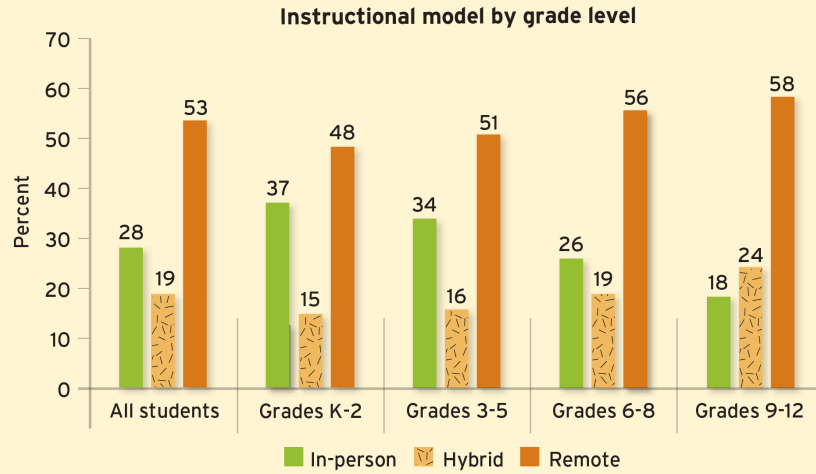
- The parents of fewer than 6% of American students report participating in a pandemic pod. Even so, this represents more than three million students nationwide. Overall, parent reports suggest that 9% of all students from low-income families and 5% of all students from high-income families are participating in pods. [\[EducationNext\]](#)
- Students from families in the bottom quartile of the income distribution are more likely to participate in a pod than are students from families in the top quartile. In part this is because a greater share of students from low-income families are in remote or hybrid models (79% vs. 70% of students from high-income families). [\[EducationNext\]](#)
- Parent reports suggest that 9% of all students from low-income families and 5% of all students from high-income families are participating in pods. [\[EducationNext\]](#)
- Well over half—57%—of students enrolled in district schools receive all their instruction remotely. Another 19% split their time between in-person and remote learning in the hybrid model (see Figure 8). Although parents of nearly three-fourths of the district students said they can choose among options, only 37% have the option for their children to attend in person full time and only 24% receive all of their instruction in person. [\[EducationNext\]](#)
- The parents of 66% of students attending charter schools report that they are fully remote, 16% hybrid, and 18% in person full time. In the charter sector, parents of 61% of students say they have a choice among more than one option, but the parents of only 35% say they can send their children off to school every day. [\[EducationNext\]](#)
- Sixty percent of private school students receive instruction in person, 22% have hybrid instruction, and just 18% receive their instruction at a distance. The parents of nearly 70% of private-school students say they have a choice, but in this case the choice includes full-time in-person instruction for 67%. All but 10% of private-school students with that opportunity are taking advantage of it. [\[EducationNext\]](#)

About 56% of school districts were exclusively remote as of Dec. 18, according to the Center on Reinventing Public Education. [\[WSJ\]](#)

- On February 9, in response to questions about what “open schools” meant, the White House press secretary, Jen Psaki, set the threshold of more than 50 percent of schools offering in-person teaching at least one day a week. [\[NYTimes\]](#)
- A survey conducted over November and December 2020 revealed that students are more likely to learn in person in areas where Covid is spreading most rapidly. Parents of just 20% of students in the quartile of counties reporting the fewest new cases say their child attends school fully in person, as compared to 40% for students in the quartile with the most new cases. [\[EducationNext\]](#)
- By early January, about a third of students in a sample of 1,200 U.S. school districts were in schools where classes had been held exclusively online since last March — many of them in cities. By January 25, more than half of students were enrolled in schools where in-person learning was at least an option. [\[KTLA\]](#)
- A study published in October 2020 found that 53 percent of low-income families were learning entirely remotely, compared with 40 percent for those with the wealthiest parents. [\[Economist\]](#)
- The latest wave of data from Civis Analytics in January 14-19 reports that 26.4% of parents of K-12 students report that their children are attending all in-person classes, 51.7% report that their children are attending all remote classes, and 23.4% reporting a hybrid of in-person and remote. [\[Civis\]](#)
- About 58 percent of nonwhite students attend schools that rely heavily on remote learning, compared to 36 percent of white students. Remote learning is widely considered less successful than traditional classrooms, especially for younger children. [\[NYTimes\]](#)
- Once COVID-19 vaccines are available to children, Los Angeles students will have to be immunized before they can return to campus, Supt. Austin Beutner said 1/11. Parents who don't want their children to take the vaccine “will always have the option for a child to stay in online learning and therefore not have to go back to campus,” Beutner said. [\[LATimes\]](#)

Most Students Receive Remote Instruction (Figure 1)

Though younger students are more likely than older students to be taught in a classroom, more than half of students at almost every grade level are fully remote.

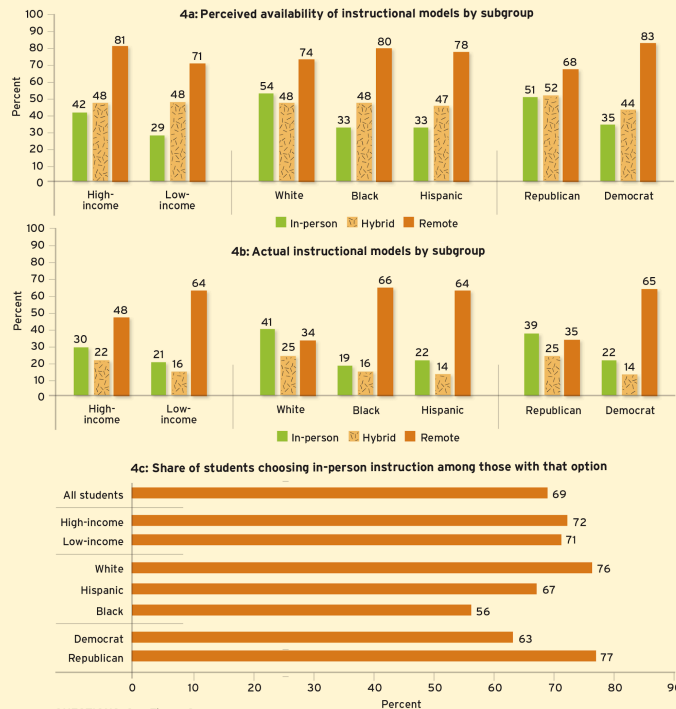


QUESTION: How is this child attending school?

[EducationNext]

Students' Learning Models Differ by Demography, Partisanship (Figure 4)

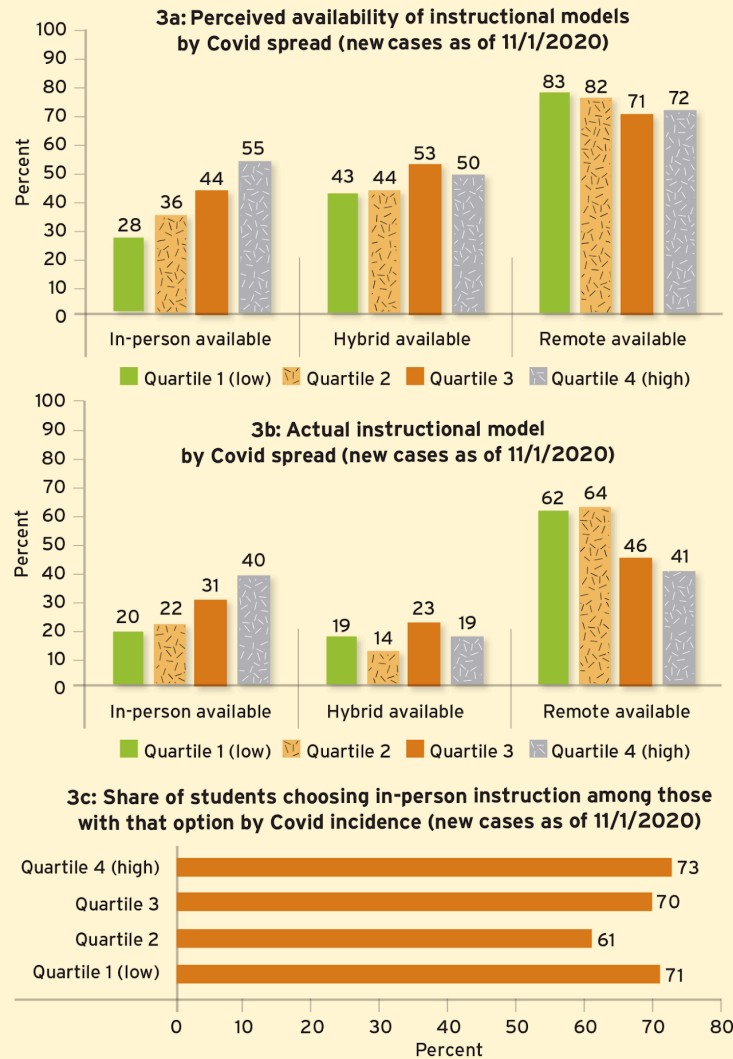
The children of Republican parents are more likely to have access to, and participate in, fully in-person instruction than the children of Democrats, while low-income students and Black and Hispanic students are more likely to be fully remote.



[EducationNext]

Students Are More Likely to Attend School in Person Where Covid Is Spreading Most Rapidly (Figure 3)

Both the availability of and actual in-person school attendance is greater in counties where the number of new Covid cases was highest just before our November survey.



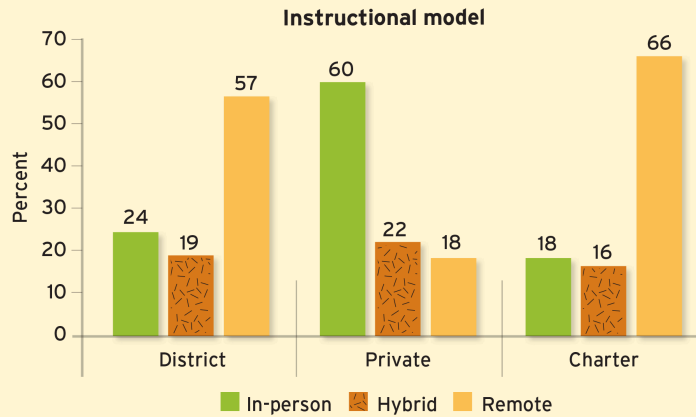
QUESTIONS: See Figure 2.

NOTE: Covid incidence data are from usafacts.org. New cases as of 11/1/2020 is defined as the number of new confirmed Covid-19 cases per capita in the respondent's county during the month of October 2020.

[[EducationNext](#)]

Public Schools Embrace Remote Learning, While Most Private-School Students Are Taught In Person (Figure 8)

More than half of public-school students, regardless of whether they attend a traditional district or charter school, are fully remote, while about 60 percent of private-school students receive in-person instruction.



[[EducationNext](#)]

Synthesis: Children in low-income families are more likely to be learning entirely remotely than children with the wealthiest parents.

Key Evidence:

- A survey by the Pew Research Centre published in October found that 53% of children from low-income families were learning entirely remotely, compared with 40% for those with the wealthiest parents. [[Economist](#)]

Synthesis: More schools are opting for remote learning following the December surge in Covid cases.

Key Evidence:

- As of December 18, 56% of schools across the country were operating on a fully remote basis. [[WSJ](#)]
- As of January 23, about half of students in the US are enrolled in schools providing only remote learning. [[Economist](#)]
- As of January 23, less than one-third of students in the US have the option of attending school every day. [[Economist](#)]
- In December 2020, 31 percent of school districts were operating with a fully remote learning model—10 more percentage points than reported in early November, and more than at any other point during the fall semester. [[CRPE](#)]
- As of December, only 44 percent of school districts were offering fully in-person instruction. While this still represents the largest proportion of school districts, it is

the least so far this school year, and 4 percentage points fewer than had planned to offer in-person instruction in mid-August. [CRPE]

- Since early November, remote learning increased by 7 percentage points in suburban districts, 10 percentage points in rural school districts, and by over 20 percentage points in urban school districts. [CRPE]

Figure 2. District Learning Models Vary Widely Across Locales

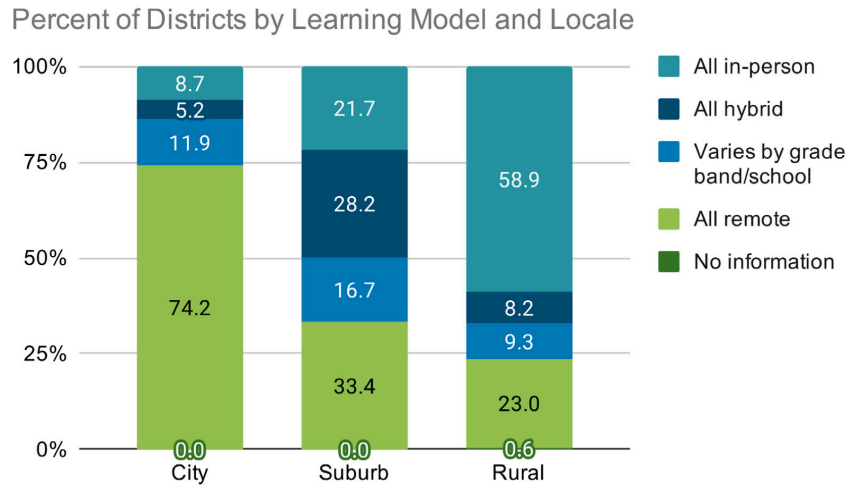
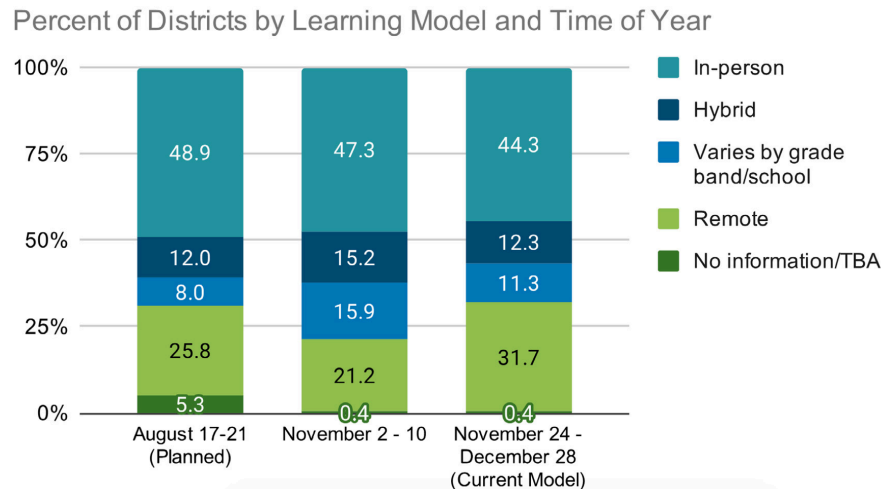


Figure 1. While Most School Districts Were Still Operating In Person as of December, More School Districts Were in a Remote Learning Model Than at Any Point During This Fall



Synthesis: In-person instruction is not likely to cause increased Covid spread in communities with relatively low pre-existing levels of Covid.

Key Evidence:

- As of December 14, a case-control study of exposures among children aged 0 through 18 years with (n = 154) and without (n = 243) SARS-CoV-2 infection in Mississippi found that having attended gatherings and social functions outside the home as well as having had visitors in the home was associated with increased risk of infection; however, in-person school attendance during the 14 days prior to diagnosis was not. [CDC]

- In the fall of 2020, 11 school districts in North Carolina with more than 90 000 students and staff were open for in-person education for 9 weeks. During this time, within-school transmissions were very rare (32 infections acquired in schools; 773 community-acquired infections) and there were no cases of student-to-staff transmission. [\[Pediatrics\]](#)
- According to a study from late fall 2020, in-person and hybrid teaching modalities increased daily COVID spread when 75% or more students attended school in person. [\[Epic Ed Policy\]](#)
- According to a study from late fall 2020, there is evidence that districts in Michigan where less than 25% of students are in-person may reduce COVID rates relative to remote-only instruction, provided existing community spread is modest. [\[Epic Ed Policy\]](#)
- A study released January, 2021 suggests school reopenings will not increase Covid hospitalizations in 75 percent of counties with low rates of hospitalization. [\[REACH\]](#)
- According to a study published January 4, 2021, there is no evidence to suggest that reopening schools in-person or in hybrid form will increase hospitalizations in counties where there are fewer than 36 to 44 new COVID-19 county hospitalizations per 100,000 people per week. [\[REACH\]](#)
- According to a study published January 4, 2021, for counties with more than 44 new COVID-19 county hospitalizations per 100,000 people per week the impact of reopening schools on hospitalization rates is unclear. [\[REACH\]](#)

Synthesis: Athletic programs in schools are more likely to increase transmission of Covid among students and staff than classroom learning. However, some schools have opted for fully online teaching models while delivering in-person athletic programs.

Key Evidence:

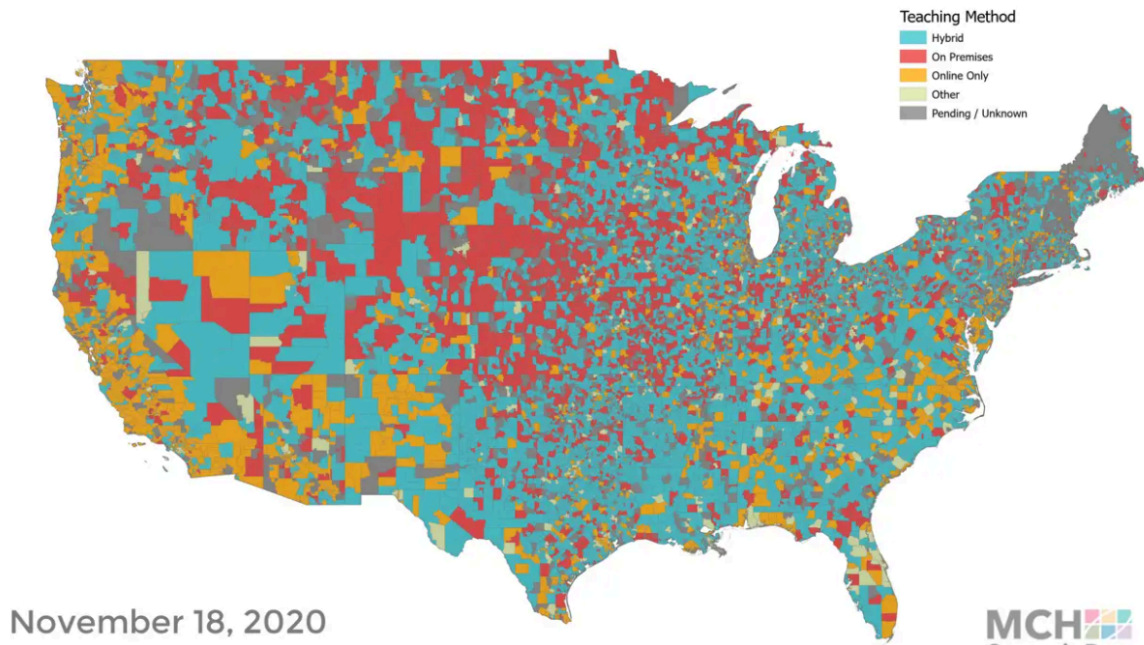
- On January 26, 2021, CDC released a brief report describing the initial investigation of a COVID-19 outbreak associated with a high school wrestling tournament that occurred in December 2020 and included 10 schools and 130 student-athletes, coaches, and referees.⁹ Among the 130 tournament participants, 38 (30%) had laboratory-confirmed SARS-CoV-2 infection diagnosed, but less than half the participants were tested. At least 446 contacts of these cases have been identified: 62 household contacts and 384 school athletic, classroom, and other contacts. Secondary transmission occurred among household contacts (18 SARS-CoV-2 infections among 30 tested) and other contacts (23 SARS-CoV-2 infections among 65 tested) and 1 death was reported in a contact, but the full investigation of secondary transmission is ongoing. [\[JAMA\]](#)
- Scholarship concerns from athletes being recruited by universities and colleges for 2021/2022 athletics may increase pressure to open athletic programs. [\[JAMA\]](#)
- In Fall of 2020, among 13 597 of 14 944 districts that provided school reopening plans, 24% were fully online, 51% were using a hybrid model, and 17% were fully open for in-person instruction (some districts included options for parents to opt out); 51% of districts had students participating in school sports programs. [\[JAMA\]](#)

Synthesis: Unlike Spring 2020, Fall 2020 reopening decisions were made at the local and district level. Almost half of the nation's school districts reopened with remote or hybrid learning options. It is estimated that only 20 percent of students returned to in-person learning at the

beginning of the Fall 2020 school year. Black and Latino students were even less likely to have attended in-person school in the fall.

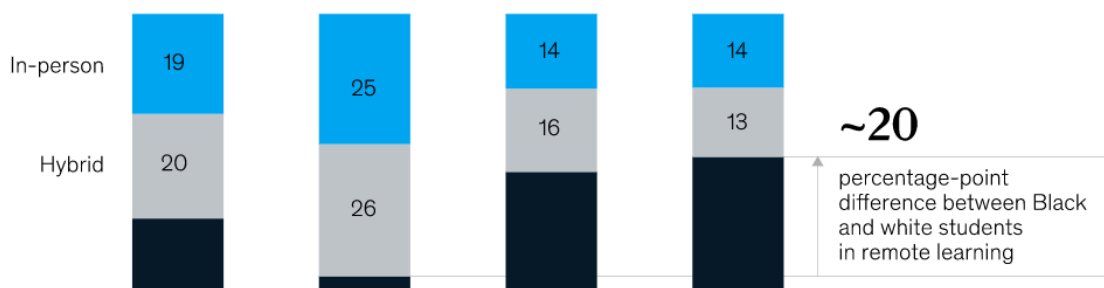
Key Evidence:

- Out of a scan of 907 districts, 49 percent of all districts opened in Fall 2020 with remote learning, 27 percent opened with hybrid instruction, and 24 percent with full in-person instruction. [EdWeek].
- As of September 21, 74 percent of the 100 largest school districts had chosen remote learning only as their back-to-school instructional model, affecting over 9 million students. The majority of urban and suburban districts opted for remote learning (and the number increased over time) while the majority of rural districts opted for in-person learning. [EdWeek and CRPE].
- About 60 percent of K–12 students started the 2020–21 school year fully remote. Another 20 percent started school with a hybrid model of remote and in-person classes, while the remaining 20 percent headed back full-time to in-person classrooms. This reflects a patchwork of modalities across the 13,000 public school districts in the nation. [McKinsey]
- Students in urban areas and large school districts are most likely to still be learning remotely. Even within the same district, Black and Hispanic students were more likely than white students to have started the school year remote. [McKinsey]



[MCH data](#)

Students receiving each type of instruction (estimate), %



[McKinsey]

Synthesis: Reopening plans shifted throughout Fall 2020 as COVID infection rates increased, with some districts shifting to in-person and others shifting to remote learning. Younger students and special education students are most likely to return to in-person instruction in some capacity.

Key Evidence:

- Reopening shifts between August and November show that about 30 percent of districts changed their mode of instruction. A little more than half of those districts created more in-person learning opportunities [CRPE].
- Urban districts, which were more likely to have started the school year remote, were most likely to have reported a shift to more in-person learning between August and November [CRPE].
- As of November, nearly 60 percent of districts reported offering full in-person learning to elementary grades, while less than 50 percent of districts reported offering full in-person learning for middle and high schools. Hybrid is less common for younger students [CRPE].
- Of the school districts that operate in full remote or hybrid models, 22.7 percent provide some sort of priority access for their youngest students (grades PK–2) and 41.3 percent provide some sort of priority access for students with disabilities [CRPE].

Figure 5. City Districts Shift Toward More In-Person Opportunities While Rural Districts See Small Shifts Toward More Remote Learning

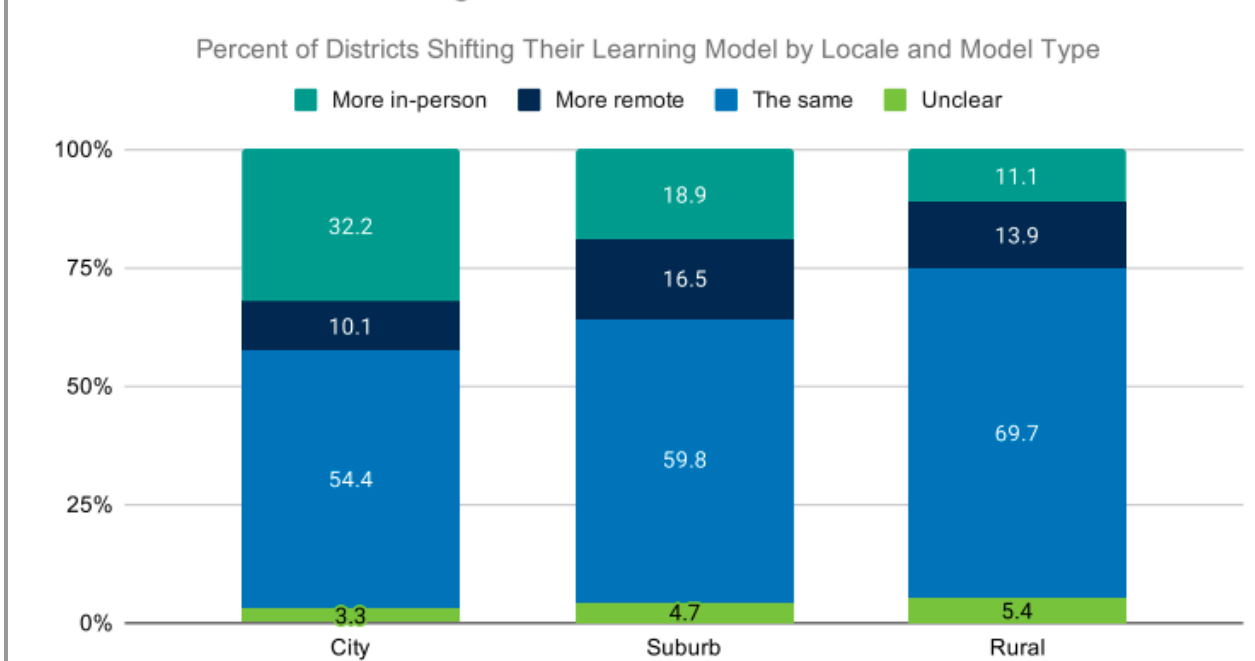
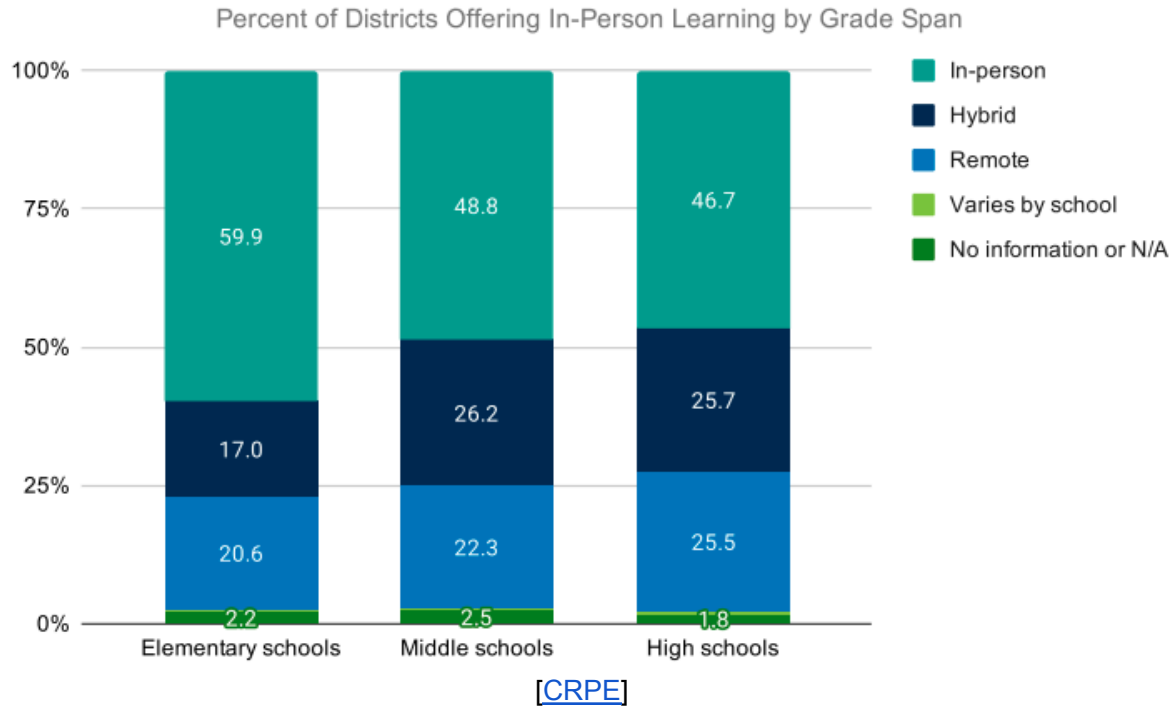


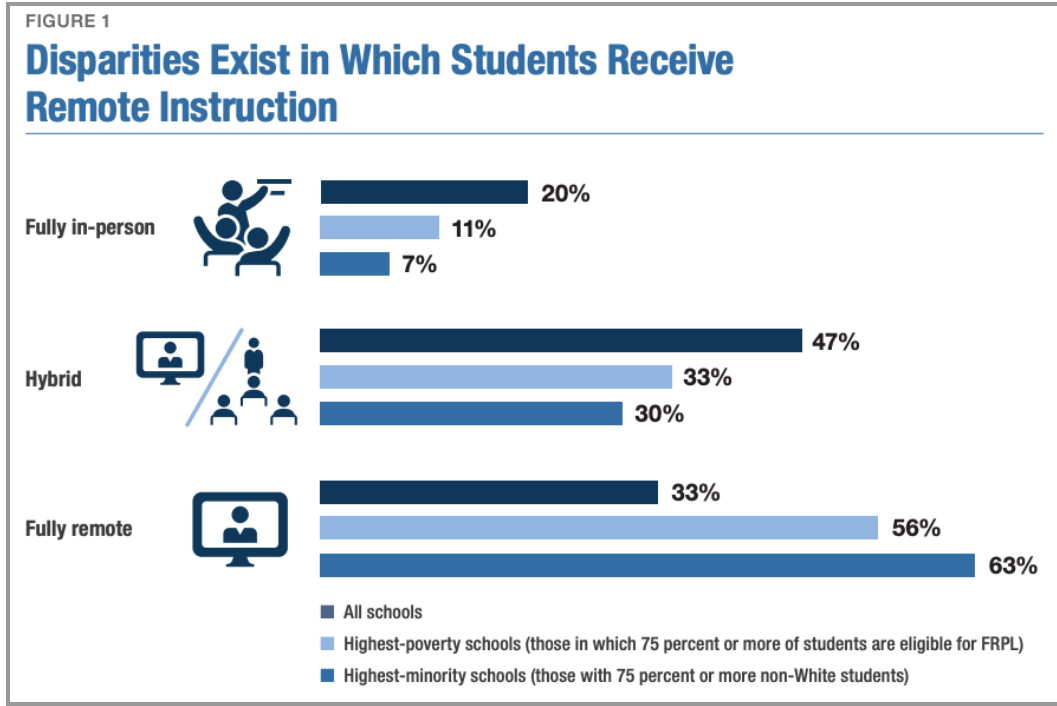
Figure 6. Districts Are More Likely to Offer In-Person Learning to Elementary-Age Students



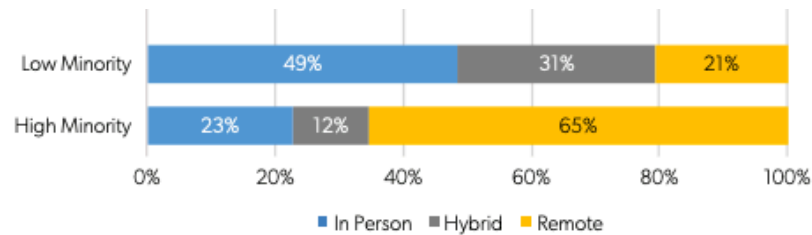
Synthesis: Districts that serve students of color and those living in poverty were more likely to start and stay fully remote for Fall 2020. Even within the same district, Black and Hispanic students were more likely than white students to have started the school year remote.

Key Evidence:

- Schools who serve students experiencing poverty were much more likely to start Fall 2020 fully remote (48 percent), compared to 28 percent of schools in lower poverty districts [AEI].
- School districts who serve Black and Latino students were three times as likely to start Fall 2020 remote than districts with fewer minority students [AEI].
- In a September 2020 survey, 79 percent of Latino students, 75 percent of Black students, and 51 percent of white students did not have the option of in-person learning [Chalkbeat]
- In an October 2020 survey, 43 percent of Black and 44 percent Latino parents said their children are in remote-only classes compared to 23 percent of white parents [USC]
- Students in urban areas and large school districts are most likely to still be learning remotely. Even within the same district, Black and Hispanic students were more likely than white students to have started the school year remote. [McKinsey]



[RAND](#)



[AEI](#)

Synthesis: Throughout the fall some schools that began remotely started to bring students back in-person, and others that began in-person or remote had to close due to COVID outbreaks.

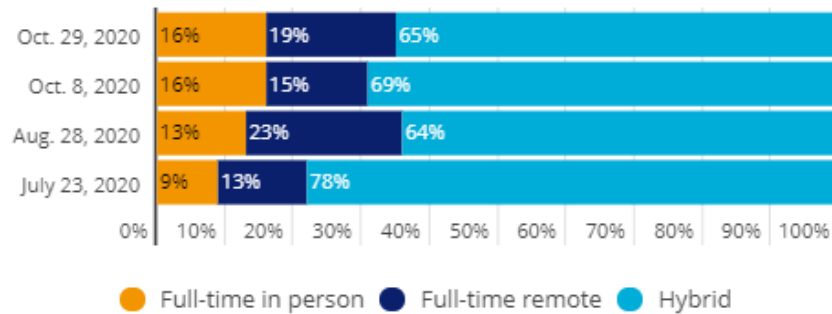
Key Evidence:

- In October 2020, 35 percent of parents report their children attending in-person classes, 46 percent report virtual, and 20 percent report hybrid [[Civis](#)].
- As of October, 11 percent of schools shifted from remote or hybrid to in-person instruction and 24 of the 50 biggest school districts resumed in-person classes for large groups of students [[AEI](#) and [WSJ](#)].
- As of mid-November some states and districts began shifting from in-person and hybrid to remote due to spikes in COVID infections [[Chalkbeat](#)]
 - **Detroit** school district suspended all in-person learning until January.
 - Health officials ordered schools in **Indianapolis** to do the same.
 - **Philadelphia** put its plans to bring young students back on hold indefinitely.

Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

- In **Colorado, Texas, Utah, Michigan, Georgia and Indiana** — some districts are temporarily closing schools that already opened, often because of pandemic-caused staffing shortages. [[Washington Post](#)]
- Some of the school districts now closing buildings completely had already been open only for students with disabilities, English learners, and young students, for whom virtual learning is a particular strain. [[Chalkbeat](#)]

Which model most closely reflects what your district is implementing this fall?



[EdWeek](#)

Synthesis: Politics, more than science, shaped Fall 2020 school district reopening decisions.

Key Evidence:

- Heavily Republican school districts were far more likely than Democratic-leaning districts to adopt in-person classes at the start of the fall school year. These effects cannot be explained by differences in COVID case rates, demographics or urbanicity [[Brown](#)]
- In August 2020 80 percent of Democrats said the risk of students and teachers getting the coronavirus should be given a lot of consideration in the decision to reopen schools, while only about 35 percent of Republicans said the same [[PEW](#)]
- The indicator for COVID intensity – the county case rate per 10,000 residents – is a significant predictor for whether a district chose to begin the year in-person, but it is not a significant predictor for whether a district chose to begin the year entirely in an online/remote setting [[Brown](#)]

Enrollment

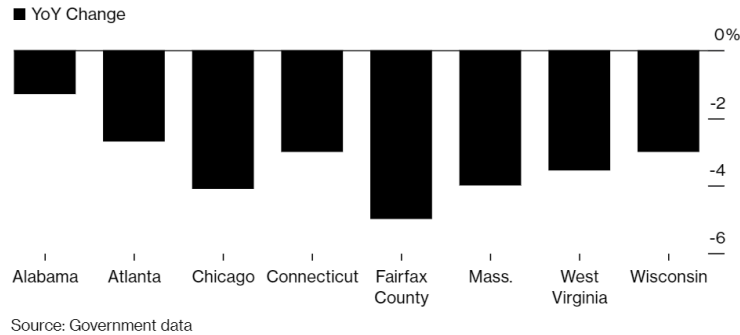
Synthesis: Enrollment is declining in public schools across the country, with the highest concentration of declines in pre-K and kindergarten.

A December analysis of data from 33 states obtained by Chalkbeat and The Associated Press shows that public K-12 enrollment this fall has dropped across those states by more than 500,000 students, or 2%, since the same time last year. [[Chalkbeat](#)]

- The Chalkbeat/AP analysis shows that a drop in kindergarten enrollment accounts for 30% of the total reduction across the 33 states — making it one of the biggest drivers of the nationwide decline. [[Chalkbeat](#)]

Missing Students

States, counties across the U.S saw public school enrollment drop



[[Bloomberg](#)]

- A study published in late January projects that California's K-12 public-school enrollment has dropped by a record 155,000 students in the school year 2020-2021 compared to 2019-2020. That drop-off is about five times greater than California's annual rate of enrollment decline in recent years. Ron Reynolds, executive director of the California Association of Private School Organizations, said the state's private schools have so far reported a cumulative enrollment decline of 6%, from 470,422 students to 441,678. [[CalMatters](#)]
- Broward County Public Schools in South Florida, the nation's sixth-largest district, lost 9,000 students this year as parents sought alternatives to virtual education. [[NYTimes](#)]
- In Ohio, total enrollment in preK-12 public schools decreased by 53,000 students—or 3%—between fall 2019 and fall 2020. By comparison, decreases in the prior three years ranged from 0.03% to 0.4%. Community school e-school enrollment grew by just more than 50% (approximately 13,000 more students). [[Ohio DOE](#)]

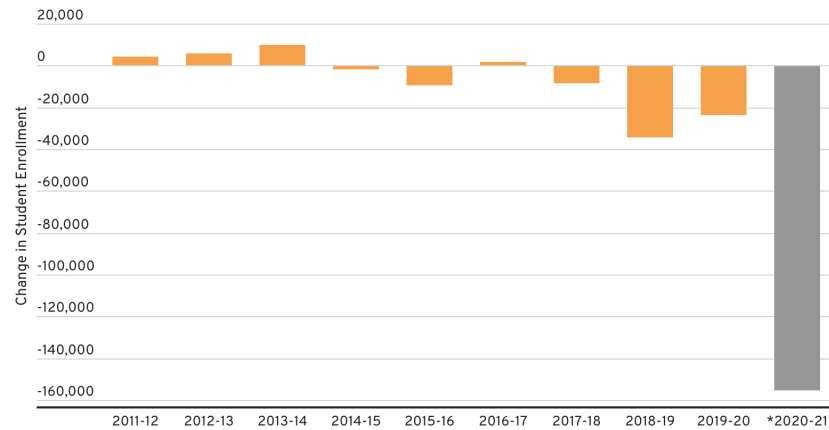
Synthesis: California is experiencing record enrollment decline in both public and private schools.

Key Evidence:

- California's K-12 public-school enrollment has dropped by a record 155,000 students, according to new state projections. That drop-off is about five times greater than California's annual rate of enrollment decline in recent years. Ron Reynolds, executive director of the California Association of Private School Organizations, said the state's private schools have so far reported a cumulative enrollment decline of 6%, from 470,422 students to 441,678. [[CalMatters](#)]

Tracking California's K-12 Enrollment Decline

K-12 public school enrollment has gradually dropped by roughly 58,000 students over the past decade to 6.1 million kids. But California's latest projection for 2020-21 far exceeds declines seen in previous school years.



Source: California Department of Education.

[\[CalMatters\]](#)

Key Evidence:

- In an August survey, a majority of school and district leaders reported declines in enrollment due to COVID. [\[EdWeek\]](#)
 - **Colorado** public school enrollment drops for first time in 30 years due to COVID-19 pandemic Enrollment declined by about 30,000 students or 3.3% in fall 2020. The sharpest declines were in preschool and kindergarten enrollment, which are down 23.3% and 9.1%, respectively. [\[Denver Post\]](#)
 - More than 20,000 students who were expected to attend the **DC's** public schools this academic year have not completed the annual enrollment process. Many of the unenrolled families the city has contacted said they were confused by the virtual enrollment process [\[Washington Post\]](#).
 - As of October, 2020, In **Arizona**, statewide enrollment was down 5% at district and charter schools compared to the end of the last school year. The biggest drop is among kindergartners, with 14% fewer students enrolled this year. [\[KT\]](#)
 - In **Arizona's** Mesa Public Schools, the state's largest school system, started the year online with about 1,000 fewer students than last year, and 106 out of 145 Arizona districts reported enrollment declines, according to a survey of schools.
 - In **Utah**, 665,790 students enrolled this fall, a 9,000 student deficit. The biggest factor that contributed to the decline was parents pulling their kids out to do home schooling this fall. [\[Salt Lake Tribune\]](#)
- Several districts are reporting even sharper declines of kindergarteners.
 - **Chicago** reported its sharpest enrollment decline in two decades, with the number of students slipping 4 percent. Officials cited steep drops in the number of pre-kindergarten students. [\[Chalkbeat\]](#)
 - **Utah** reported 2,347 fewer kids enrolled in kindergarten than last year. Usually, the number grows by that many each fall. [\[Salt Lake Tribune\]](#)

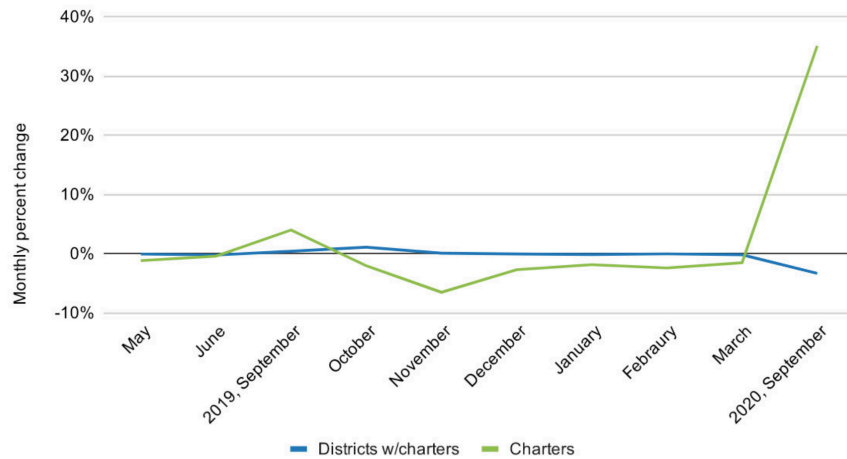
- The **Los Angeles Unified School District**, the second largest school system in the country, which began the school year with online-only instruction, has nearly 6,000 fewer kindergarteners enrolled this year, a decline of 14 percent. [\[TIME\]](#)
- In Tennessee, Metro **Nashville** Public Schools' enrollment dropped by 4,200 students. Those losses were concentrated in the youngest grades: Preschool enrollment was down 32 percent, and kindergarten enrollment was down by 15 percent.
- In Texas, [Austin Public Schools' enrollment dropped](#) by about 5,000 students to 75,000 students this year, most of the decline in prekindergarten and kindergarten. In **Dallas**, enrollment dropped by 7 percent. Schools are missing about 34 percent of prekindergarten students but only 2 percent of high school students.
- Houston-area districts began the school year missing more than 20,000 students. The financial ramifications could run into the tens of millions of dollars. [\[Houston Chronicle\]](#)
- For example, Alief ISD in Texas could lose nearly \$40 million after enrollment fell 3,500 short of initial estimates.
- In Hillsborough County, Florida, 7,000 students didn't return for the start of public school this year. [\[WTSP\]](#)
- New York City schools have already lost about 31,000 students compared with last year — or 3.4 percent of the district's enrollment, which now stands just over 901,000. [\[Chalkbeat\]](#)

Synthesis: In **Washington State**, students in special education and elementary schools are experiencing the greatest enrollment declines, but charter schools and middle- and high-school enrollment experienced increases. However, increased enrollment in charter schools does not fully account for declines among public schools.

- As of October 2020, In **Washington state**, there was a 2.82 percent enrollment drop statewide, driven by a 14 percent decrease in kindergarten enrollment. [\[NPR\]](#)
- Enrollment patterns in the **Washington state's** nine charter schools differed from their local school districts. Charter school enrollment increased 35 percent since the start of the pandemic last spring and January 2021, including increases for K–4 students, students with disabilities, and English language learners. (Note: charter schools only account for about 3,600 students, or just over 1 percent of the entire state's enrollment) [\[CRPE\]](#)
- In the 2019–20 school year in **Washington state**, enrollment for 7th to 12th grade increased by an average of 1.5 percent, while in 2020–21, enrollment in these grades increased by 0.08 percent. [\[CRPE\]](#)
- **Washington State** public school enrollment declined by 3 percent between September 2019 and September 2020, which translates to a decline of 5,238 students. The largest loss was in kindergarten, but losses ranged from 3 to 6 percent across other elementary grade levels. [\[CRPE\]](#)
- Charter school enrollment for students with disabilities grew more than 14 percent in **Washington state** between March and September, 2020. [\[CRPE\]](#)
- In **Washington state** between March and September 2020, English language learner enrollment fell over 5 percent in districts, but charter schools saw a 46.6 percent increase. [\[CRPE\]](#)

- Districts in **Washington State** have the ability to offer Alternative Learning Experiences (ALEs), which can include independent study courses, drop-out recovery programs, or district-run virtual schools. Enrollment in these alternative options increased by 46 percent statewide between September 2019 and September 2020. [\[CRPE\]](#)

Enrollment Change from May 2019 to September 2020

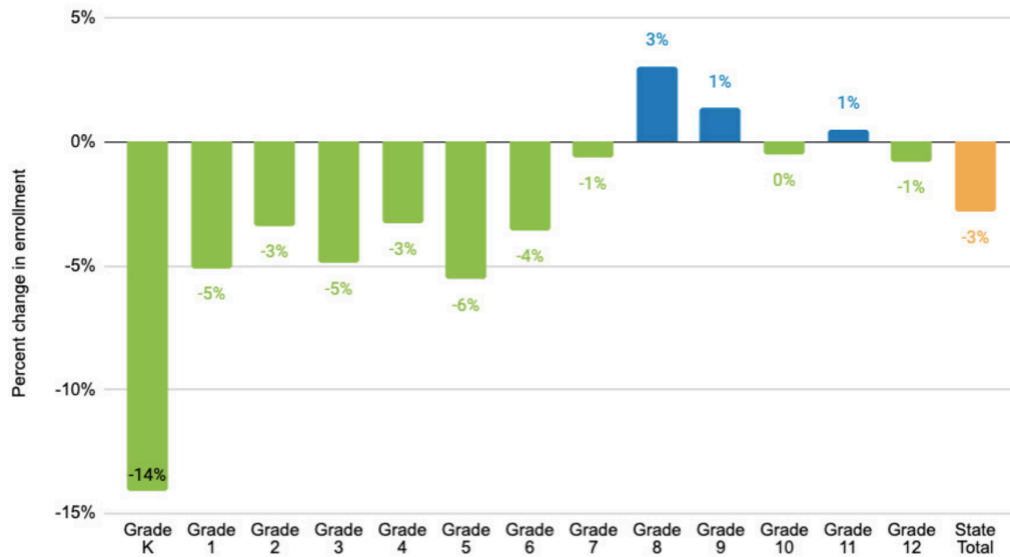


Source: 1251H Headcount, OSPI Apportionment Documents, May 2019 to September 2020 for charter schools in existence since 2018 and the school district in which they are located.

Note: Because of COVID-19, schools did not report monthly enrollment numbers for April 2020 to June 2020. Charter school students are not included in district enrollment totals.

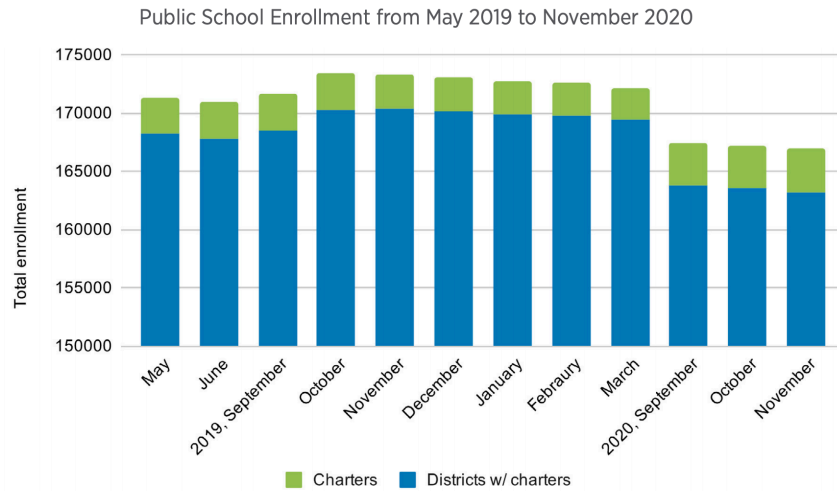
[\[CRPE, January 2021\]](#)

WA State Student Enrollment Change September 2019 & 2020



[\[CRPE, January 2021\]](#)

Figure 3. Increases in Charter School Enrollment Do Not Account for Enrollment Declines in Local District Schools

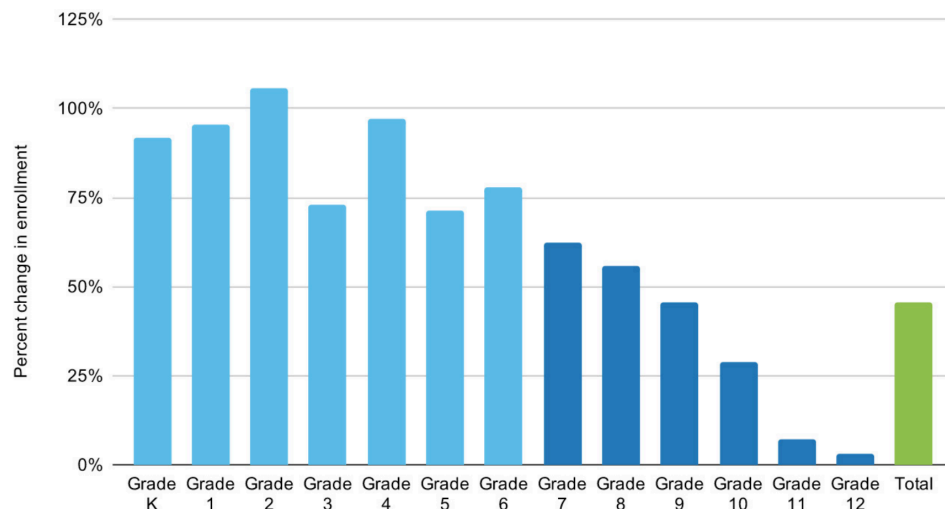


Source: 1251H Headcount, OSPI Apportionment Documents, May 2019 to November 2020 for charter schools in existence since 2018 and the school districts in which they are located.
Note: Charter school students are not included in district enrollment totals.

[\[CRPE, January 2021\]](#)

Figure 7. Alternative Learning Environments Saw Growth of Over 75 Percent in Most Elementary Grades

WA State ALE Enrollment Change September 2019 & 2020



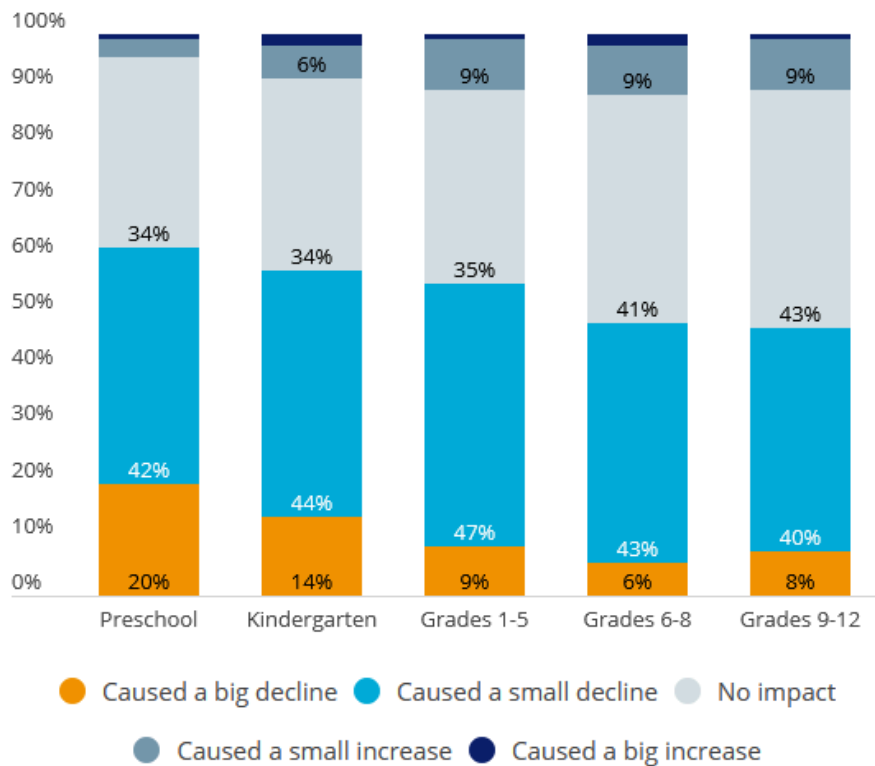
Source: "Preliminary Enrollment Numbers Show Families Delaying Kindergarten Start; More Alternative Learning," OSPI New Release, October 7, 2020.
Note: Data presented in this chart include all district and charter schools in the state.

[\[CRPE, January 2021\]](#)

Synthesis: Leaders need support in managing enrollment drops.

- Twenty percent of district leaders stated that managing enrollment changes was one of their greatest needs for additional guidance this school year. [RAND]

How, if at all, is COVID-19 impacting student enrollment in the following grade levels this fall?



SOURCE: EdWeek Research Center survey, 2020

[[EdWeek](#)]

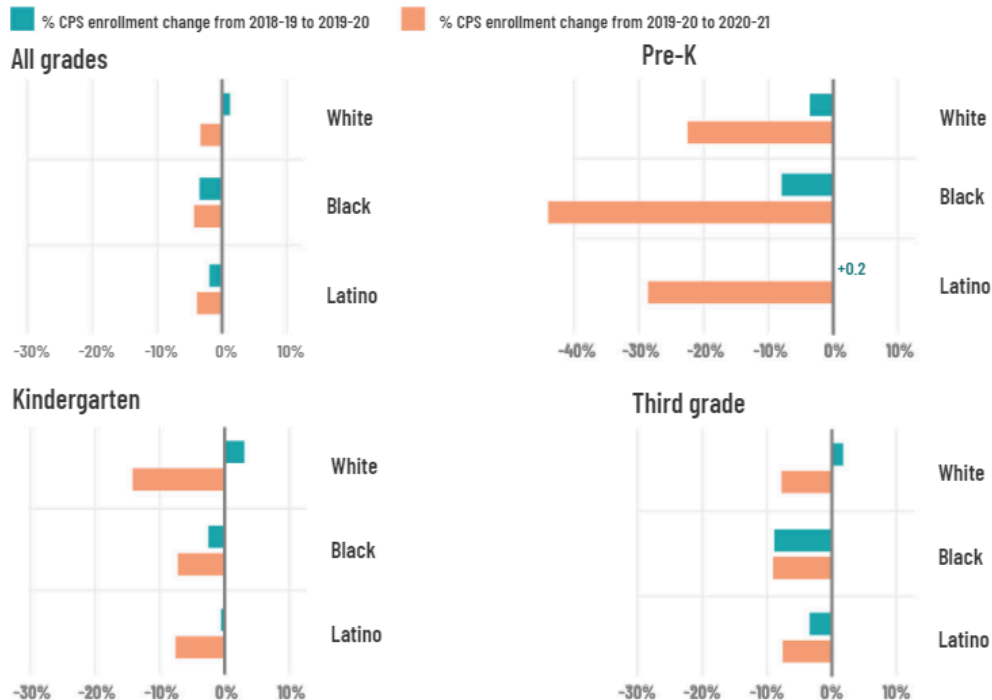
Synthesis: Enrollment decreases may be greater for young students of color, high-poverty schools and for ELL students and students with special needs.

Key evidence:

- Chicago's enrollment declines are steeper-than-average in the district's highest-poverty schools, and in the earlier grades for special education students and English language learners. [[Chalkbeat](#)]
- Chicago's enrollment decline was 44 percent among Black pre-kindergarten students. The percentage of Latino preschoolers declined 29 percent, compared with 22 percent for white students and 9 percent among Asian students. [[Chalkbeat](#)]

Uneven enrollment dips in the early grades

While Chicago public school enrollment declined more steeply for students of color in preschool and the third grade, the district lost a much higher percentage of white students in kindergarten. Pre-K losses in previous years have been attributed to a shift in half-day seats to full-day seats.



Source: Chalkbeat analysis using data from Chicago Public Schools

Credit: Sam Park, Chalkbeat

[Chalkbeat](#)

Synthesis: Some parents are switching their child's school enrollment during COVID due to school reopening plans.

Key Evidence:

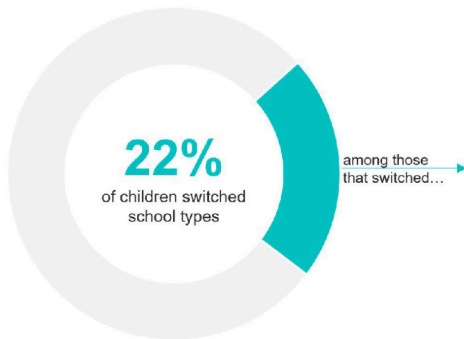
- In a October 2020 survey, 10 percent of households indicated that they changed their child's school due to COVID [[USC](#)]
- In October 2020, 55 percent of parents who switched their child's schooling switched to homeschooling and 21 percent switched to private school. 88 percent of parents did not switch their child's school [[EdChoice](#)].
- Public school remains the most attended type of school, although it has dropped seven points, to 76 percent, since last year. [[Gallup](#)]

Parents of children that were enrolled in public/district school last year appear most likely to say their children switched to a different school type this fall.

Please tell us the grade level for each of your children; what kind of school each child will attend this new school year; and what kind of school each child was being educated in February of this year, before any school closures.

School Parents

% Of Students, Reported by Parents



School Type Attended Last School Year		School Type Attending This New Year	
FROM	% of total switching	TO	
Home School	4%	Private School	
Home School	1%	Public Charter School	
Home School	7%	Public District School	
Private School	5%	Home School	
Private School	1%	Public Charter School	
Private School	7%	Public District School	
Public Charter School	7%	Home School	
Public Charter School	4%	Private School	
Public Charter School	2%	Public District School	
Public District School	43%	Home School	
Public District School	13%	Private School	
Public District School	6%	Public Charter School	

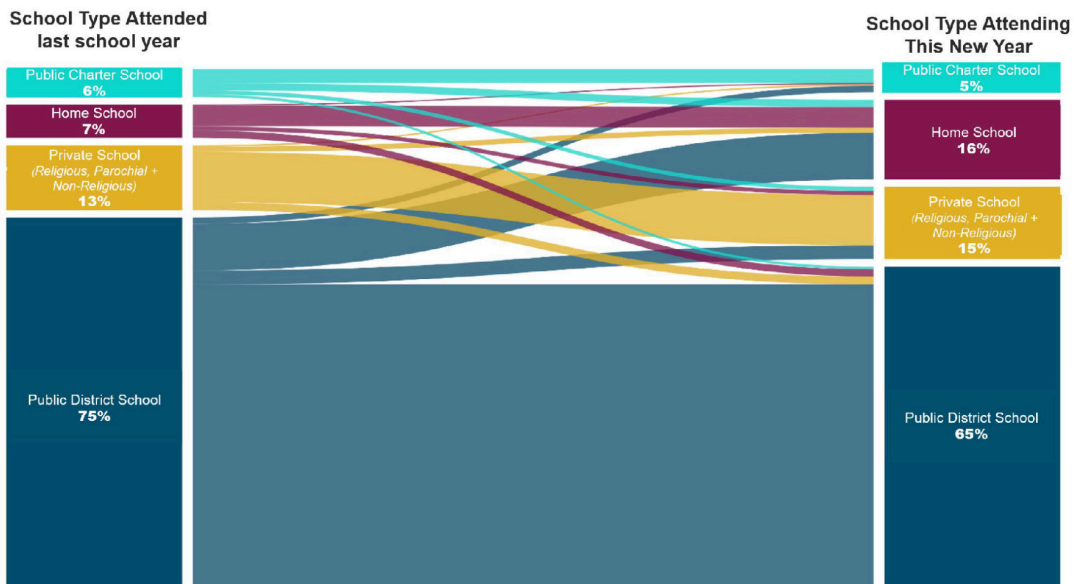
EdChoice

Since the end of last school year, there has been an uptick in homeschooled children. Growth in homeschooling is mostly from children that were previously enrolled in public school.

Please tell us the grade level for each of your children; what kind of school each child will attend this new school year; and what kind of school each child was being educated in February of this year, before any school closures.

School Parents

% Of Students, Reported by Parents



[EdChoice](#)

Goals/Priorities

Synthesis: President Biden has called reopening schools a “national emergency” and said he wants to see most K-12 schools in the United States open in his first 100 days in office, which would be between January 20 and April. President Biden announced on Thursday, January 21, 2021, that he would sign several executive orders to that effect.

Key Evidence:

- Schools will be eligible for full reimbursement for supplies such as masks, gowns and gloves through the Federal Emergency Management Agency’s Disaster Relief Fund. [\[NPR\]](#)
- A Pandemic Testing Board will use the Defense Production Act and other means to produce and distribute more tests, including for schools. Workplaces with the resources, such as movie sets, have relied on frequent and rapid testing to operate safely during the pandemic, but access to tests for teachers and students has been limited by budgets. [\[NPR\]](#)
- The Biden administration plans to expand vaccine capacity to include equitable distribution to teachers. [\[NPR\]](#)
- As of October, 2020, there has been no centralized, national data collection of coronavirus cases or outbreaks in schools. In January 2021, the Biden administration tasked the Education and Health and Human Services departments to take a more aggressive role in collecting, aggregating, analyzing and reporting data and best practices to help schools and businesses reopen safely. That includes collecting data on the equity impacts of prolonged school closures. [\[NPR\]](#)

Synthesis: On January 21 The Biden administration’s released the Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers which focuses on data collection as a means guide schools to “in-person learning as quickly as possible,” as well as identifying and alleviating the negative impacts on children of color, children with disabilities and children experiencing poverty.

Key Evidence:

- The Secretary of Education will be responsible for collecting data and providing evidence-based guidance to assist in a reopening plan for in-person learning. [\[White House\]](#)
- The Secretary of Education will use data collection to understand disparities in the student impact by demographics including race, ethnicity, disability, ELL-status, and free or reduced lunch status or other appropriate indicators of family income. [\[White House\]](#)
- The Secretary of Health and Human Services will be responsible for data collection to inform the safe reopening of schools. [\[White House\]](#)
- The Secretary of Health and Human Services will ensure that Covid resources are distributed equitably between child care providers, elementary and secondary schools, and Head Start programs. [\[White House\]](#)
- The Secretary of Health and Human Services will be responsible for contact tracing programs at the State, local, Tribal, and territorial level, by providing guidance and technical support. [\[White House\]](#)

- The Secretary of Health and Human Services will provide technical assistance and strategic guidance on how to use relief funds to weather financial disruption due to increased costs and reduced revenues. [\[White House\]](#)
- The Secretary of Education and the Secretary of Health and Human Services will be responsible for reporting on the impact of COVID-19 on educational outcomes, especially along racial and socioeconomic lines, and shall share those strategies with State, local, Tribal, and territorial officials. [\[White House\]](#)
- The FCC is encouraged to increase connectivity options for students lacking reliable home broadband so they can continue learning while schools operate remotely. [\[White House\]](#)

Synthesis: The absence of consistent or meaningful data collection has made it difficult to understand the impact that Covid is having on students at both nationwide and statewide levels.

Synthesis: Districts grappling with the need to provide new equipment and procedures to keep students and staff safe during in-person learning.

Key Evidence:

- The CDC released new figures in December that estimates it costs anywhere between about \$55 to \$442 per student for COVID mitigation strategies. The low end covers basic things like hand sanitizer or desk shields. The higher cost includes things like hiring additional custodial staff. [\[CDC\]](#)
- June 2020 survey of superintendents found that respondents were most concerned about the COVID related costs of:
 - 70 percent restructuring and or/staggering of student and staff schedules
 - 67 percent delivering special education and related services
 - 63 percent increased transportation costs (to allow physical distancing on buses)
 - 46 percent connectivity (hotspots, Wi-Fi for students without internet access at home)
 - 46 percent increased health, particularly mental health, needs of students and staff
 - 40 percent protective equipment for students and staff [\[AASA\]](#)
- 40 percent of school districts need to update or replace heating, ventilation and air conditioning systems - problems that impact schools' ability to provide proper air ventilation and hand washing during the COVID outbreak [\[GAO\]](#).

Synthesis: Schools' technology infrastructure may improve in 20-21 relative to prior years with increased remote and hybrid learning models.

Key Evidence:

- 73 percent of all districts have increased investment in technology to support student accessibility to online learning [\[MCH data\]](#)
- Pre-COVID-19, less than 50 percent of school districts had learning management systems (LMSs); of those who had them, only 60 percent used them. Of teachers and

school leaders surveyed, 20 percent indicated their school did not have an LMS; 33 percent did not know whether or not they had an LMS. [\[Schoolology\]](#)

"I am excited that technology is finally being seen as essential to the learning environment."
[T2T]

Synthesis: Schools will be more invested in edtech in 2020-2021, with Google and Zoom being the most common tools used by schools and districts.

Key Evidence:

- During Spring 2020 closures the most common **learning management/asynchronous** platform is Google Classroom (used in just over 50 percent of all schools). [\[AEI\]](#)
- During Spring 2020 closures the most common **video/synchronous** platform was Zoom (used in 26 percent of schools offering synchronous instruction). Google Hangouts/Google Meet was the second most common, used in 20 percent of schools. [\[AEI\]](#)
- Tutorials/assessments tools were reported by a much smaller number of schools during Spring 2020 closures - Khan Academy had the highest number of mentions at 4 percent. The two most common tools used to communicate with parents and reward children were Class Dojo (used by 9 percent of schools), and Remind (used by 4 percent). [\[Reach\]](#)

Figure 6. Google Classroom was the most common learning management tool mentioned by far

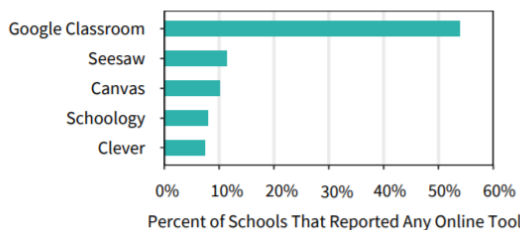
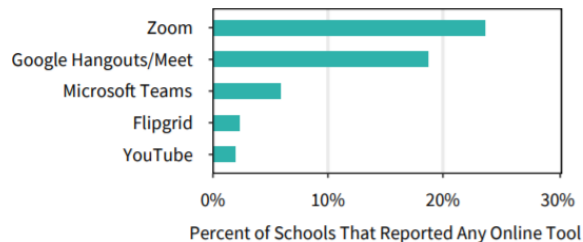


Figure 7. Zoom was the most common video tool mentioned



Source: [Reach](#)

Budgets

[K-12 Funding for the 20-21 School Year](#) Data Note posted 8/3/20

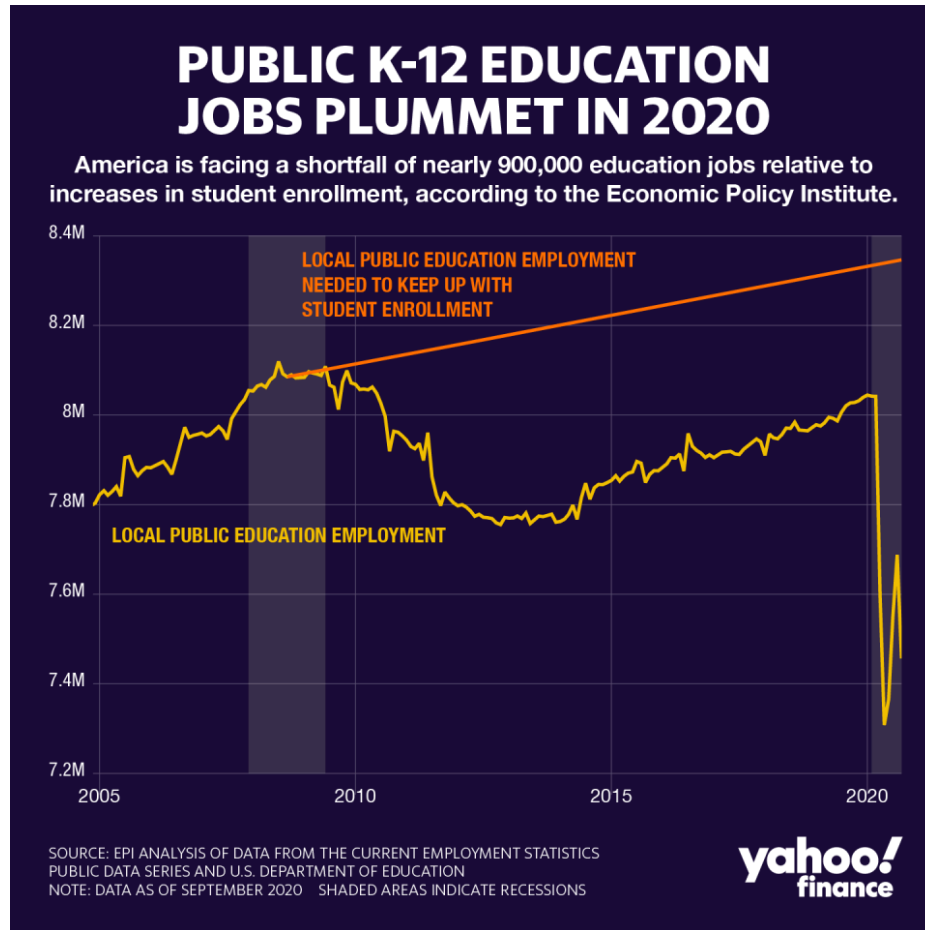
Synthesis: School budgets are expected to fall in 2020-2021, which is likely to result in reductions in staffing and pay cuts. While the severity of education budgets are unknown, many levels of the education system are expecting shortfalls.

Key Evidence:

- With budgets in many states tied to enrollment and funded through state and income taxes, schools have seen a decrease in their funding. This has led to job cuts and employment numbers dropping: Employment in public K-12 education dropped 231,000 in September and is down over 570,000 jobs compared to last year. [\[MarketWatch\]](#)
- By June 2020 states and localities had already furloughed or laid off more than 1.5 million workers, 2X the number laid off after the Great Recession. About half (more than 750,000 people) were employed by school districts [\[CBPP\]](#)
- Teacher pay hikes have already been shelved in Florida, Georgia, and Tennessee. Hawaii's governor is proposing to cut teachers' salaries by 20 percent. [\[Washington Monthly\]](#)
- District leaders indicated that inadequate funding to cover staffing needs was the most significant hindrance to high-quality instruction in their district this school year, among the 11 staff-related challenges that we asked about. About four in ten district leaders reported inadequate funding to be a major hindrance. [\[RAND\]](#)
- Thirty-eight percent of school leaders state their budgets are less compared to last year. [\[RAND\]](#)
- About 4 in 10 district leaders reported inadequate funding to be a major hindrance to high-quality instruction in their district this school year. [\[RAND\]](#)
- Nearly half of mayors expect to see "dramatic" cuts to public school budgets, more than any other budget item presented. [\[Menino\]](#)
- Employment in local government education continued to trend down (-21,000). [\[BLS\]](#)

Projections from economists last spring painted a grim picture of what the recession caused by the COVID-19 pandemic might look like, with schools facing cuts even more devastating than those that followed the 2008 economic downturn. Some state revenues have stabilized or even slightly grown year over year, thanks to an influx of federal relief funds and a smaller-than-expected drop in sales tax collection. However, districts with low property values tend to rely more heavily on state funds, which means they depend on the whims of the economy to drive spending. [\[EdWeek\]](#)

- New York, Alaska, Nevada, and Texas' current revenue came in more than 10 percent below expectations.
- States like California, which rely heavily on capital gains revenue, have been buoyed by the relatively resilient stock market of the last 12 months.



[EPI/Dept of Ed](#)

- The Department of Education will provide nearly \$130B for grants to elementary and secondary State educational agencies, with 90 percent allocated to local educational agencies. [\[Ed&Labor\]](#)
- Education Resource Strategies estimates the full cost of education recovery after the pandemic will be \$12,000 per student over five years, a 20% increase in spending for large districts. [\[ERS\]](#)
- While most schools are devoting funding to personal protective equipment and enhanced cleaning protocols, nearly 25 percent of principals don't have funding to provide additional services, staffing, or programming to address learning loss or students who are falling behind. [\[NAESP\]](#)

Synthesis: High-poverty school districts and those that serve predominantly Black students will have less money to spend in 2020-2021.

Key Evidence:

- Districts that rely on state funding—raised mostly through sales and income tax revenues—will be less able to withstand widespread state budget cuts, than those that depend most on local revenues such as property taxes [\[Ed Week\]](#).
- High-poverty and predominantly Black school districts rely more on state funding than more affluent districts [\[Chalkbeat\]](#) and [\[Upbeat\]](#). If public school revenue data holds from 2016-2017, that would put public school districts in states that rely primarily on sales and income tax most at risk (Alaska, Hawaii, Idaho, Kansas, Minnesota, North Carolina, Vermont, and Washington) [\[NCES\]](#).

- Planning for FY21, schools will have less savings to rollover from FY20, especially in high-poverty districts. High-poverty school districts who provided technology assistance to students and continued food services throughout the 2019-2020 school year report, at best, net savings of 2-3 percent. [ERS]

COVID Recovery

Synthesis: Even if the pandemic ends, there will be lasting impacts on the field of education.

Key Evidence:

- District leaders indicated that remote learning, in at least some form, will outlast the COVID-19 pandemic. One in five districts were considering, planning to adopt, or had already adopted a virtual school or fully online option, while about one in ten have adopted or are planning to adopt a blended or hybrid form of instruction. [RAND]

State & District Trackers

Organization	Resource	Description
State Trackers		
Ed Week	State by state map of where school buildings are open or closed	National map tracking each state's mandates on K-12 school closures and openings due to COVID. To note, some states may not weigh in at all on school operations, leaving the decisions entirely to local education and public health leaders.
CRPE	State Guidance on School Reopenings Amid COVID	Tracks information on guidance and guidelines for school reopenings
John Hopkins University	State Trackers of School Reopening Plans	This interactive state tracker including COVID cases, student demographics, school reopening plans by state, as well as guidance documents by non-governmental organizations
NGA	Education Reopening Tracker	Tracks actions states have taken to reopen educational settings, including K-12 schools and postsecondary institutions.
Hunt Institute	State K-12 Education COVID Reopening Plans	State by state tracker of reopening guidance and policies
Deans for Impact	COVID-19 Teacher Preparation Policy Database	State guidance on teacher licenses, credentials, assessments, and certifications
CRPE	Learning Pod Database	Tracks learning pods by city and state with information on the organization providing the pod, the learning environment, and a summary.

District Trackers		
Ed Week	Districts' Reopening Plans: A Snapshot	Snapshot of how districts began the 2020-21 school year including 907 districts in total and 100 of the largest districts in the U.S. (<i>Last updated Sept. 21, 2020 - EdWeek did not track changes after a district's first day of classes.</i>)
CRPE	District Fall Reopening Plans and Summer Responses	Tracks over 100 districts that range in size and geography, and serve nearly 10 million students.
MCH Strategic Data	District Reopening Tracker	District level decision data and aggregate level information on key decisions (mode of instruction, safety precautions, reopening dates, etc.)
Edunomics Lab	District Budget Decisions and Labor Implications	District level view of budget changes, how schools are handling decreased budgets, and layoffs for teachers and staff.
COVID Case Trackers		
UT Austin	The University of Texas COVID-19 Modeling Consortium	Tracks the expected number of COVID-19 cases arriving at school
Not official source	The COVID Monitor	Tracks student and staff COVID cases as reported by states, school districts, individual schools, news reports and media, and the public.
NEA/New York Times	COVID-19 Reported Cases in U.S. Schools	Summary of cases and deaths in K-12 Schools and colleges/universities
Emily Oster, Brown University	COVID School Response Dashboard	Created with the help of several national education organizations. The responses come from public, private and charter schools in 47 states, serving roughly 200,000 students both in person and online [NPR]
New York Times	COVID Cases by College Campus	Survey of more than 1,500 American colleges and universities
School Safety Guidance Trackers		
The 74 Million	States' Guidance to Schools on Meals, Masks, Handwashing	Review of state guidance on meals, school schedules and classroom setups, face coverings, school buses, temperature checks and symptoms, and handwashing (<i>last updated July 24, 2020</i>)
Policy Trackers		
Ballotpedia	School reopening policy tracker	Summary of state policy decisions related to remote learning, alternating school days, delayed states, and reduced classroom sizes

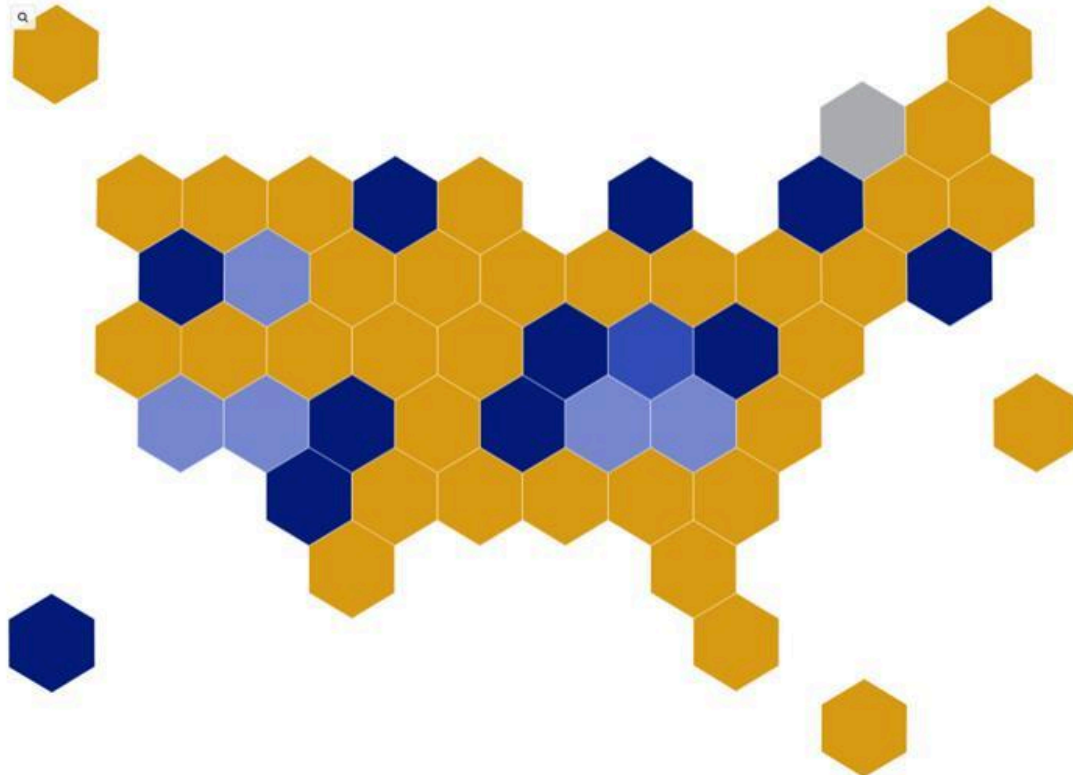
Postsecondary Enrollment Tracker		
National Student Clearinghouse	Postsecondary enrollment estimates	Tracker of nation-wide enrollment patterns showing how students are responding to the campus shutdowns and online-only classes amid COVID-19

COVID-19 Vaccinations

- The CDC stated that teachers should be among the essential workers next in line for a COVID-19 vaccine. [\[USA Today\]](#)
- As of January 12, 2021, 37 of 51 jurisdictions include teachers and/or school staff in vaccination planning for Phase 1 vaccination. Teachers are most commonly prioritized in Phase 1b. [\[JHU\]](#)

Map: Teacher Eligibility for Vaccines By State

■ Teachers are eligible
 ■ Teachers over 50 are eligible
 ■ Teachers are eligible in some places
 ■ Teachers are not yet eligible
 ■ N/A



[\[EdWeek\]](#)

Student Perspectives and Health

COVID Infection Rates in Children

Synthesis: Children can spread, get sick and die from COVID and COVID infections in children and teens have increased at a faster rate since schools began to reopen in person

Key Evidence:

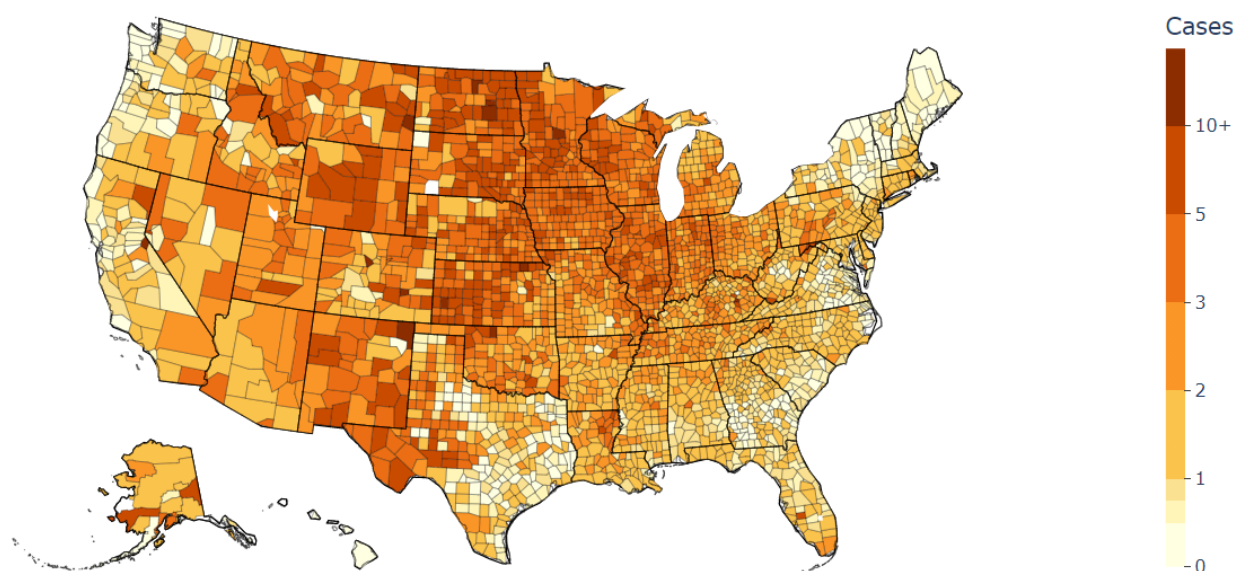
- As of December 24th, there have been 2,000,681 total child COVID-19 cases reported, and children represented 12.4% (2,000,681/16,125,324) of all cases. [AAP].
- COVID-19 incidence among adolescents aged 12–17 years is approximately twice that in children aged 5–11 years [CDC].
- 178,935 new child COVID-19 cases were reported the past week from 12/17-12/24 (1,821,746 to 2,000,681)[AAP].
- Over two weeks, 12/10-12/24, there was a 22% increase in child COVID-19 cases (360,953 new cases (1,639,728 to 2,000,681))[AAP].
- After Florida ordered the availability of in-person instruction in August, the number of children under 18 who contracted COVID state-wide jumped 26 percent [CNN].
- Though it appears that severe illness due to COVID-19 is rare among children, there is an urgent need to collect more data on long-term impacts, including how the virus may harm the long-term physical health, as well as its emotional/mental health effects. [AAP].

Expected number of COVID-19 cases arriving at school

Last Updated: 11/22/2020

United States ▾

Select or hover over county for risk estimates



[The University of Texas COVID-19 Modeling Consortium](#)

Synthesis: Public reporting of COVID cases in schools is inconsistent

Key Evidence:

- Comprehensive data on how COVID is spreading in schools has been inconsistent and ad-hoc, and sometimes purposely kept out of the public's reach [[Politico](#)].
- There is no federal effort to monitor coronavirus cases in schools, and reporting by school districts is uneven [[New York Times](#)].
- In the interim, a number of states (e.g., [TX](#), [OH](#), [SC](#), and [TN](#)) and individual entities ([COVID Monitor](#)) are working to track COVID outbreaks in schools using information received from states, school districts, individual schools, news reports and media, and the public.

Synthesis: Research suggests schools are not super-spreader sites for COVID, and case rates in schools mirror community infection rates

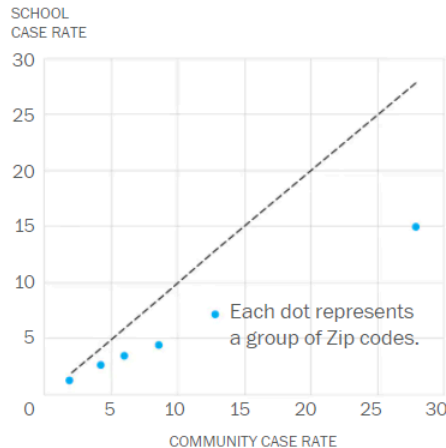
Key Evidence:

- In a December study, researchers found that in-person school did not contribute to community COVID spread if there are low to moderate levels of preexisting COVID infections in the surrounding areas. [[Michigan and Washington: To What Extent Does In-Person Schooling Contribute to the Spread of COVID-19?](#)]
- Analyzing New York City data between Oct. 12 and Nov. 6, high-school students and staff COVID rates are similar to population case rates. Elementary and middle school students are lower — which we would expect, given the generally lower disease rate in younger children. [[Washington Post](#)]
- Research released in October shows that child care facilities operating in person have not been associated with an increased spread of COVID-19 [[Yale](#)]

Covid-19 infection rates in communities and schools

In-person schooling does not appear to increase the risk of covid-19 transmission for staff and students, according to data from New York state.

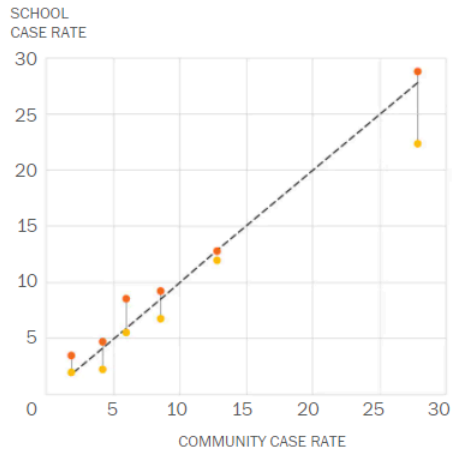
Case rate in schools among **elementary and middle school students** is lower than the rate in the overall community.



*Cases per 100,000 people

Source: Analysis of New York state school data by Emily Oster.

While case rate among **school staff** and **high school students** is similar to the community rate.



THE WASHINGTON POST

Synthesis: Children of color and boys are testing positive for COVID at significantly higher rates than their peers.

Key Evidence:

- Children of color are testing positive at significantly higher rates than white children. Of 1,000 children tested for COVID, 20.7 percent tested positive. In comparison to non-Hispanic (NH)-whites (7.3 percent), children of color had higher rates of infection (NH-black: 30.0 percent; Latino: 46.4 percent). [\[AAP\]](#)
- Latino, Black and Native American youth are dying at a disproportionate rate, as well as males [\[CDC\]](#)

Student Concerns over COVID

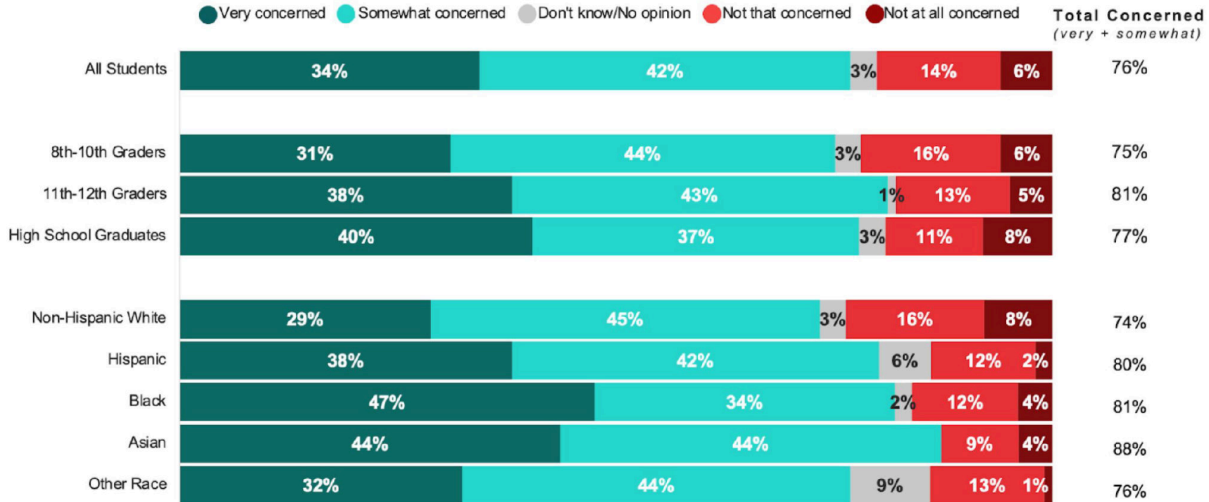
Synthesis: Students are concerned about in person school reopenings

Key evidence:

- In a December 2020 survey, 38% of students say they prefer full-time, in person learning at this time, while 27% report they prefer some hybrid of online and in-person learning. [\[National Education Association & National PTA\]](#)
- In a December 2020 survey, students who are in online classes full-time are less eager to return to instruction, with only 28% preferring in-person instruction at this time. [\[National Education Association & National PTA\]](#)

- In an August 2020 survey, teens of color reported higher rates of concern that they or someone they know will get sick as a result of going to school in person: 62 percent of White teens vs. 78 percent of teens of color [[Common Sense Media](#)]
- In an August 2020 survey, 30 percent of teens say they trust their school "a lot" to take enough precautions to keep them safe during the pandemic, 52 percent trust their school "a little," and 17 percent don't trust their school at all. [[Common Sense Media](#)]

How concerned are you about the COVID-19 (Coronavirus) outbreak? Select one.



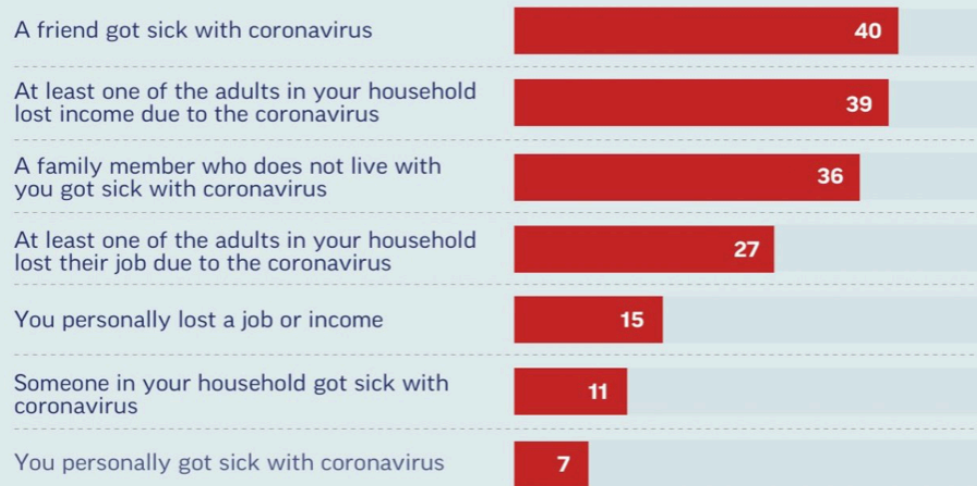
[Morning Consult](#)

Synthesis: Students are seeing the effects of COVID in their personal lives

Key Evidence:

- In a December 2020 survey, four out of 10 students said they know someone who got sick. [[National Education Association & National PTA](#)]
- In a December 2020 survey, 39% of students said that at least one of the adults in their household had lost income due to the coronavirus. [[National Education Association & National PTA](#)]
- In a December 2020 survey, 27% of students said that at least one of the adults in their household had lost their job due to coronavirus. [[National Education Association & National PTA](#)]

4 in 10 know someone who got sick; suffer from financial hardship



Student Voice and Advocacy

Synthesis: Districts do not regularly engage in collecting and analyzing student perspectives.

Key Evidence:

- 70 percent of districts have not communicated about engaging students. [\[CRPE\]](#)

Student Perspective on Learning During COVID

Synthesis: Students recognize the additional effort of their teachers and feel better supported by them now than they did before the pandemic.

Key Evidence:

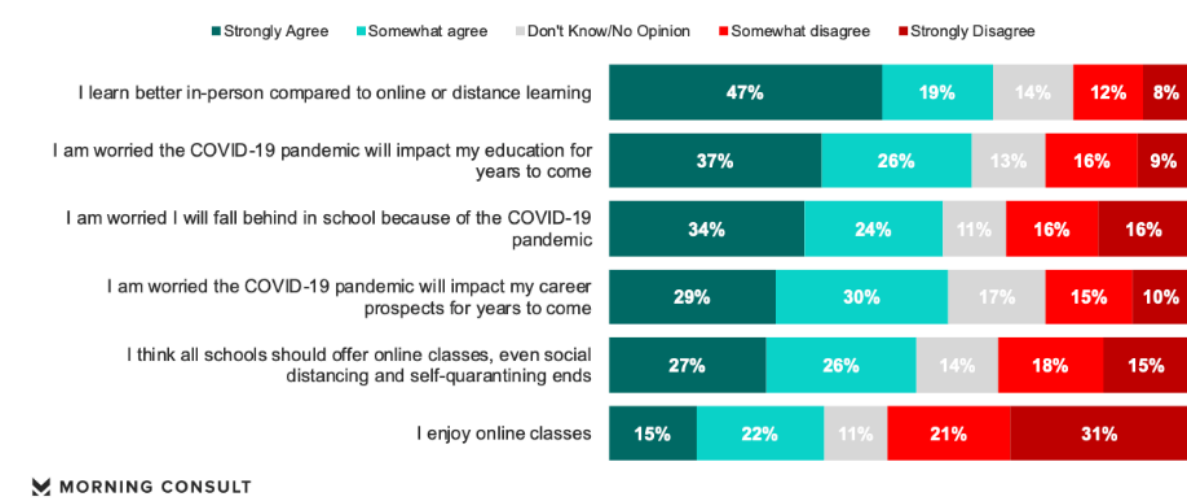
- In fall of 2020, 56% of high school students agreed that their teachers' expectations set a standard that made them want to perform to their best ability. [\[Youth Truth\]](#)
- Across all secondary students, 55% agreed that their teachers aren't just satisfied if they pass, but care if they're really learning, compared to just 47% in a pre-COVID sample. Among those, 65% of middle school students agreed with the statement, compared to 46% of high schoolers. [\[Youth Truth\]](#)
- 65% of students – about three in five – agree that their teachers don't let people give up when the work gets hard, as compared to 57% before the pandemic. [\[Youth Truth\]](#)
- 67% of students now report that teachers are more likely to give them help when they need it, compared to 58% pre-COVID. [\[Youth Truth\]](#)

Synthesis: Students are less engaged and learning less in virtual learning than in-person classes.

Key Evidence:

- In an August 2020 survey, 59 percent of teens said online learning is worse than in-person schooling, but only 19 percent say they think their school should be in person this fall. [\[Common Sense Media\]](#)
- Heavier reliance on digital learning tools may lead to student fatigue, especially among older students. As of late Spring 2020, students were less likely in 2020 than they were in 2019 to say such tools are fun or make school more interesting. [\[NSVF\]](#)
- In an August 2020 survey, 61 percent of teens said they are worried about falling behind academically because of the pandemic, with Latino and Asian teens particularly likely to say they are worried about falling behind (79 percent and 67 percent, respectively) vs. 55 percent of White teens. [\[Common Sense Media\]](#)
- In a June 2020 survey, only half of students said their teachers give them assignments that really help them learn and 39 percent said they learn a lot every day, and 41 percent said they are able to motivate themselves to do schoolwork [\[Youth Truth\]](#)

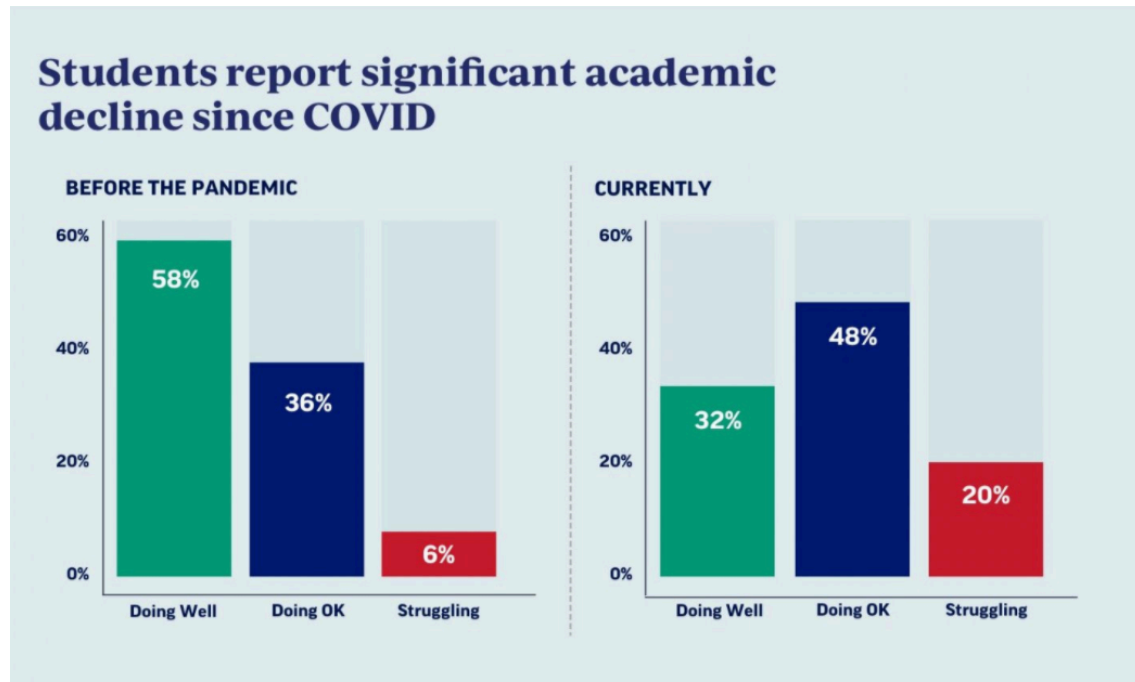
Thinking about your experience as a student during COVID-19, also known as coronavirus, do you agree or disagree with the following statements?



Source: Morning Consult survey.

[Morning Consult](#)

- In a December 2020 survey, 58 percent of students say they were doing well academically before the virus; only 32 percent believe they are doing well currently. [\[NEA\]](#)

[[NEA](#)]

- In Fall 2020, fewer than half (40%) of students find “three-fourths” to “all” of their homework “useful.” [[Challenge Success](#)]
- In Fall 2020, 41% of students report a decrease in effort in school and 42% report a decrease in engagement in learning. [[Challenge Success](#)]

Synthesis: Some students appreciate the flexibility of virtual learning and are engaging more with teachers and their family

Key Evidence:

- In a June 2020 survey, students cited the flexibility in pacing their own school work and comfortable environments, along with more free time, sleep, and family connection as positive aspects of remote learning [[Youth Truth](#)]
- In a June 2020 survey, 61 percent of students said many or all of their teachers are available to give extra help if they need it [[Youth Truth](#)]
- In an August 2020 survey slightly fewer teenagers now say they feel “more connected than usual” to their family, down to 33 percent from 40 percent in March. [[Common Sense Media](#)]
- 50% of students say the strength of their relationships with teachers has decreased. » 59% report teachers check in to ask how they are doing at least once a week. 58% say that they never meet in real time individually, 41% say they never have a teacher or other school staff member ask how they are doing. [[Challenge Success](#)]

Synthesis: Students would appreciate more ownership and decision-making in their learning during COVID.

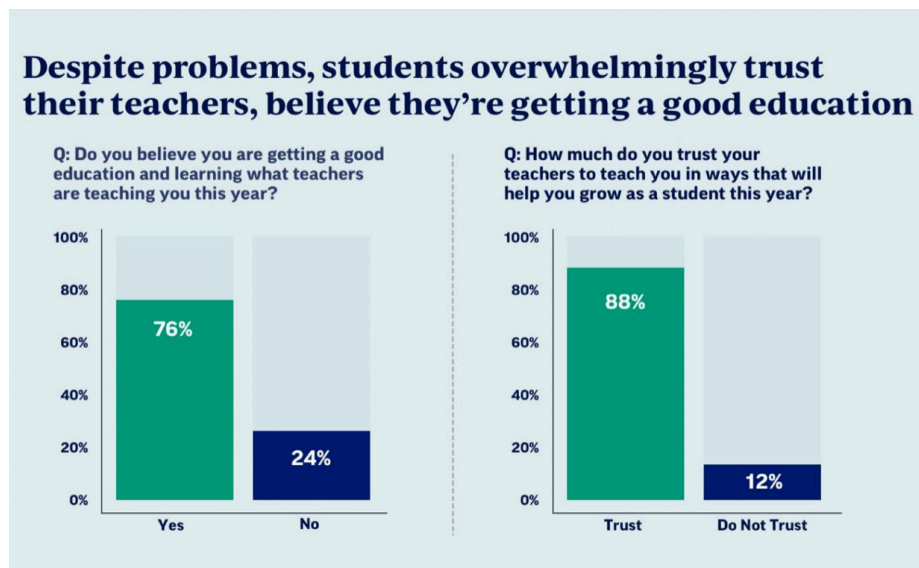
Key Evidence:

- Nearly two out of three 8th-12th graders had some say in choosing their school type (between public school, private school, home school, or other) for the Fall, but more than one third had no say in the decision. Many more (92 percent) would like to have at least some influence. [[Morning Consult](#)]

Synthesis: Students trust their teachers to educate them, but crave more interaction.

Key Evidence:

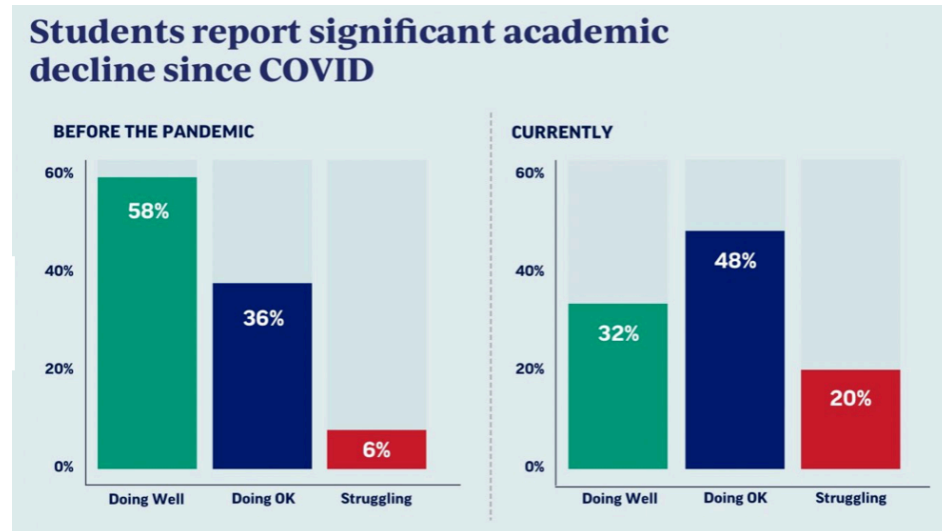
- In a December 2020 survey, 88% of students say they trust their teachers to teach them this year, and 76% believe they are getting a good education, despite the recognition that their teachers lack resources and time. [[National Education Association](#)]
- In a December 2020 survey, 65% say more interaction with teachers would be very helpful. [[National Education Association](#)]



Synthesis: Students report significant academic decline since COVID

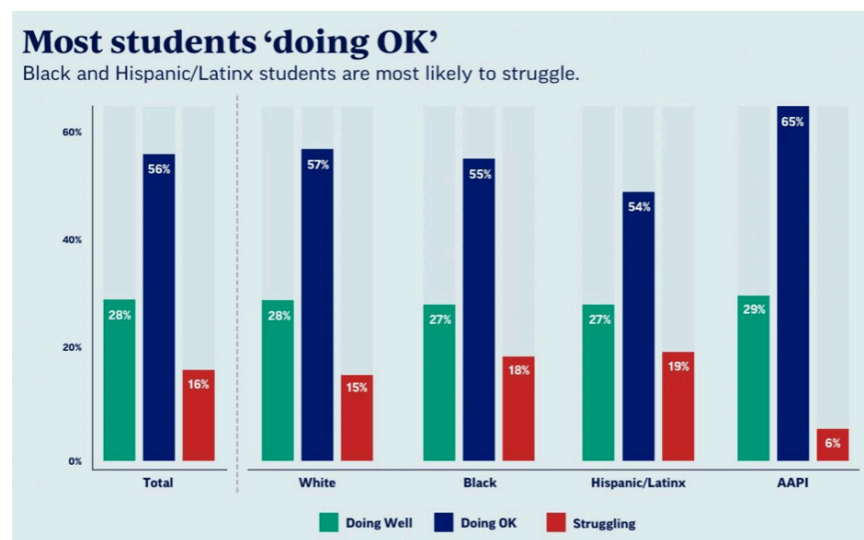
Key evidence:

- Prior to the pandemic, 58% of students reported that they were “doing well” in school. As of December 2020, only 32% of students reported that they are “doing well”. [[National Education Association & National PTA](#)]
- Prior to the pandemic, 6% of students reported that they were “struggling”. As of December 2020, 20% of students reported that they are “struggling”. [[National Education Association & National PTA](#)]



Synthesis: Black and Hispanic/Latinx students are more likely to be struggling at school than other students.

- In a survey from December 2020, 18% of Black students and 19% of Hispanic/Latinx students reported that they were struggling, compared to 15% of White students and 6% of AAPI. [\[National Education Association & National PTA\]](#)



- In February 2021, 56% of students reported that their stress about school has increased. [\[Challenge Success\]](#)
 - 63% of students who identify as females versus 48% of students who identify as males report an increase in school-related stress, as do 63% of students who identify as Black and Hispanic/Latinx versus 55% of students who identify as White.
 - The four major sources of stress cited by students are “grades, tests, and other assessments” followed by “overall workload,” “lack of sleep,” and “time management.”

Synthesis: Students are worried about their postsecondary futures.

Key Evidence:

- During Fall 2020, 59% of students report that their worries about college have increased.
 - 67% of female students report that college related worries have increased compared to only 50% of male students.

Student Trauma and Mental Health

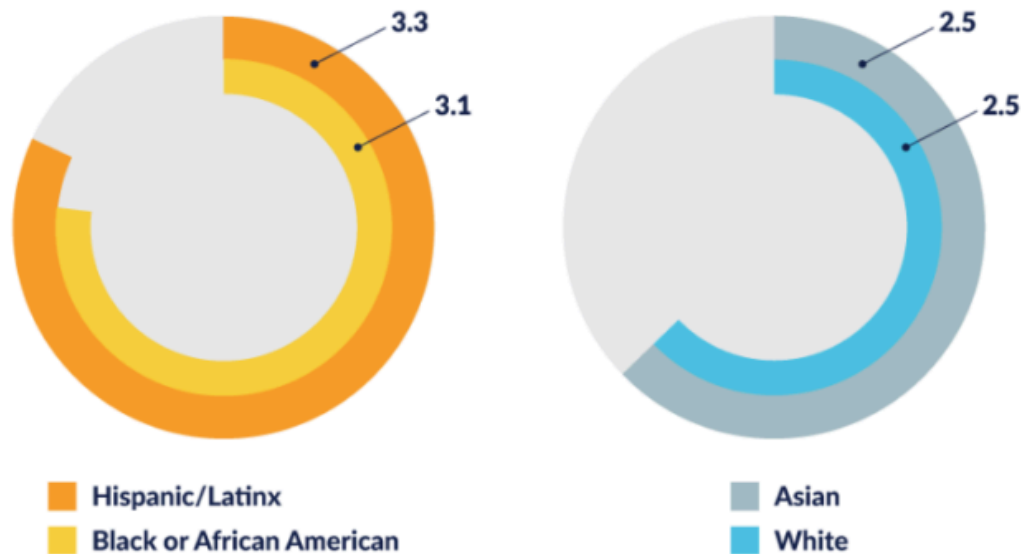
See related data note: [COVID and Childhood Trauma](#)

Synthesis: Students are experiencing sharp increases of trauma and mental health challenges during COVID.

Key Evidence:

- Numerous types of trauma, such as [death of family members](#), [mental health challenges](#), [alcohol and drug use](#), and [child abuse and neglect](#), have been rising during COVID.
- The share of mental health-related hospital emergency department visits rose 24 percent for children ages 5 to 11 and 31 percent among adolescents ages 12 to 17, when compared to the same period in 2019. CDC analysts noted the findings "likely underestimate the total number of mental health-related health-care visits," because they did not include urgent mental health visits in schools or non-emergency department settings [\[CDC\]](#)
- In a June 2020 survey, 50 percent of students cited feeling depressed, stressed, or anxious. Females and students who identify in another way rated their health and well-being less positively than males. [\[Youth Truth\]](#)
- In a June 2020 survey, 12 percent of students state that they do not feel safe at home – the percentage is 22 percent for Latino students and 20 percent for Black students [\[YouthTruth\]](#).
- Numbers from the Centers for Disease Control and Prevention show mental health-related emergency room visits between March and October of this year increased nearly 28 percent for children ages 5 to 17, compared to the same period in 2019. [\[CDC\]](#)
- In the first few months of the pandemic, between March and May 2020, children on Medicaid received 44% fewer outpatient mental health services — including therapy and in-home support — compared to the same time period in 2019, according to the Centers for Medicare & Medicaid Services. [\[CMS\]](#)

OBSTACLE LOAD BY RACE/ETHNICITY

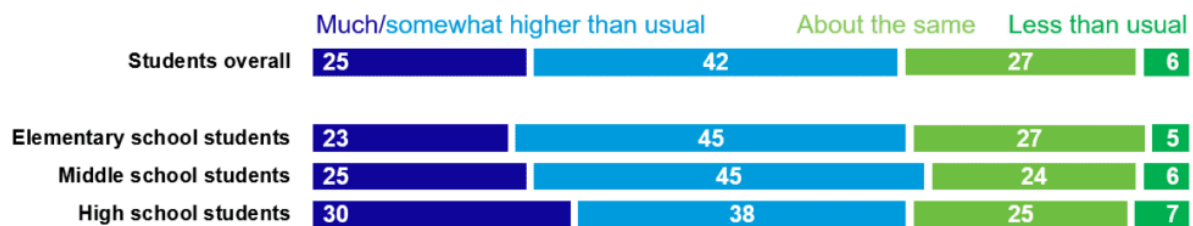


Source: [Youth Truth](#)

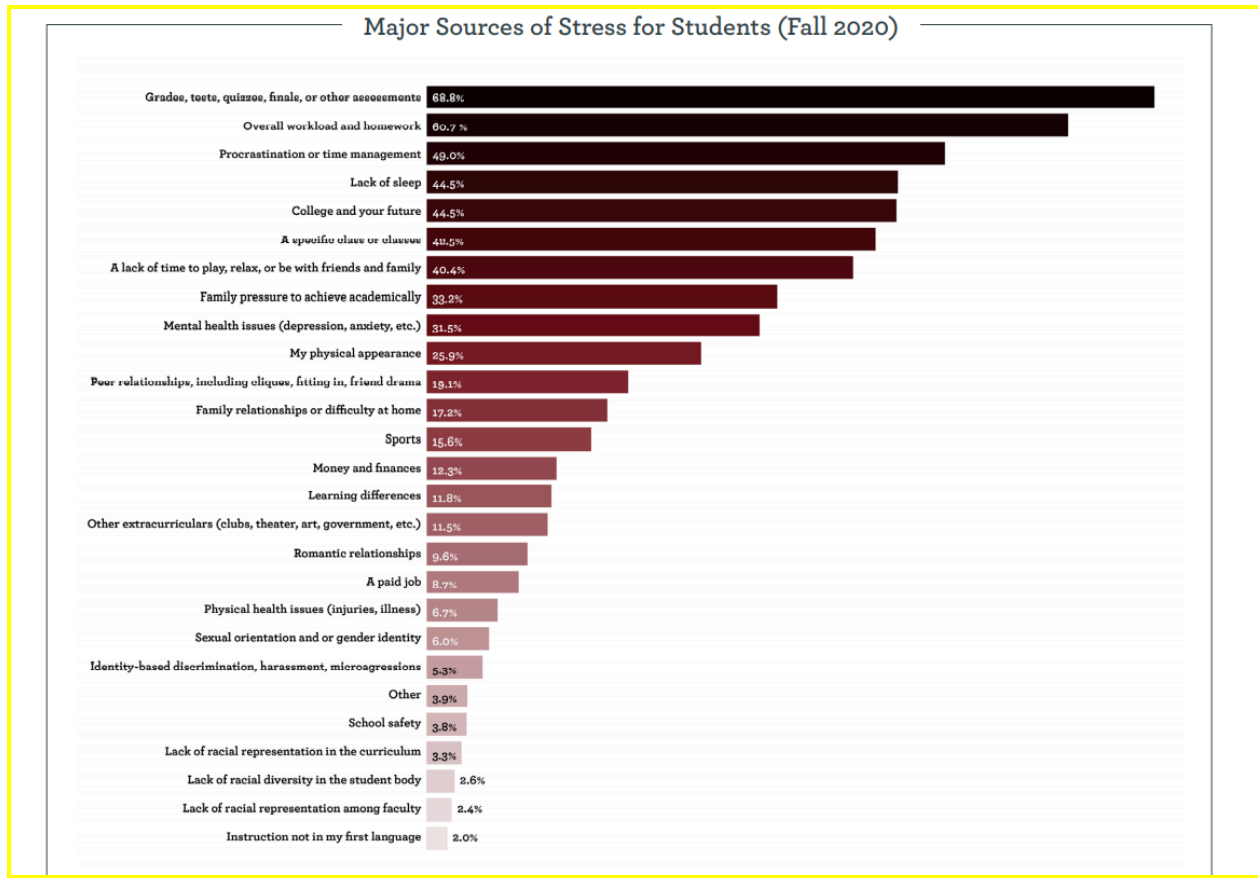
Similar to the idea of Adverse Childhood Experiences (ACES) “trauma load” scores, some students experience compounding obstacles to their virtual learning

[[Education Trust](#)]

Would you say your child’s/children’s stress level has been...?



- In Fall 2020, 32% of students report mental health as a major source of stress versus 26% pre-pandemic. [[Challenge Success](#)]
 - This is even more concerning for females who cite mental health as a source of stress at more than twice the frequency of their male classmates.
 - 83% of students report having at least one stress related physical health symptom, and that statistic is higher for females (92%) than for males (72%).
- Las Vegas public schools recently reopened after noting a doubling in youth suicide compared with the prior academic year. [[NYTimes](#)]
- The risk of student suicides has quietly stirred many district leaders, leading some, like the state superintendent in Arizona, to cite that fear in public pleas to help mitigate the virus’s spread. [[NYTimes](#)]



Isolation takes a toll on the mental health of students. [\[FAIR Health/Axios Story\]](#)

- Mental health care claim lines — or individual health services — for children 13-18 doubled in March and April of last year, compared to 2019.
- Claim lines for intentional self-harm as a percentage of all medical claim lines in the 13-18 age group increased 90.71 percent in March 2020 compared to March 2019.
- For the age group 13-18, claim lines for overdoses increased 94.91 percent as a percentage of all medical claim lines in March 2020 and 119.31 percent in April 2020 over the same months the year before.
- Feeling depressed, stressed, or anxious has risen to the number one obstacle to learning. Hispanic or Latinx, multiracial, and Black or African American students faced more obstacles on average than did white or Asian students. [\[YouthTruth\]](#)
- Most parents (73%) report that COVID-19 has had a very or somewhat negative impact on their teen's ability to interact with their friends. [\[MottPoll\]](#)
- More parents of teen girls than parents of teen boys note an increase in anxiety/worry (36% vs 19%) or depression/sadness (31% vs 18%). [\[MottPoll\]](#)
- 38 percent of teenagers and young adults reported experiencing symptoms of moderate-to-severe depression, a disturbing increase from 25 percent in 2018. [\[The74\]](#)

Synthesis: Trauma, left unmitigated, results in decreased school engagement, grade progression, attendance, higher dropout rates, lower college enrollment and progression rates.

Key Evidence:

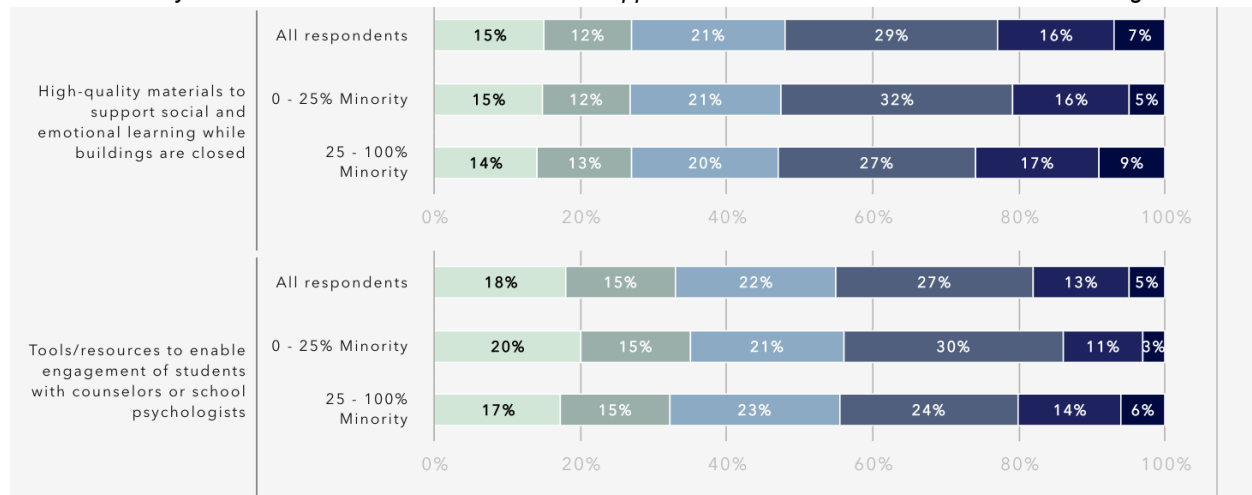
- Trauma and toxic stress impact children's brain development, physical, social, mental, emotional and behavioral health, well-being, and result in lower rates of school engagement [[CAHMI](#) and [National Library of Medicine](#)]
- Children who experience more trauma are nearly three times more likely to repeat a grade than those who do not experience trauma, and struggle more with in school attendance and participation. They have a higher likelihood of dropping out early or not pursuing higher education, and college students who face trauma may experience more difficulties matriculating through post-secondary education [[New Jersey Funders ACEs Collaborative](#) and [CDC](#)]

Synthesis: Students of color and those experiencing poverty have less access to mental health materials and counselors

Key Evidence:

- More principals of majority students of color than principals of majority white students indicated a major need for high quality materials to **support SEL**, 28 percent compared to 22 percent, respectively, **tools and resources to engage students with counselors and psychologists**, 22 percent compared to 17 percent. [[RAND](#)]
- In a survey of principals, nearly 70% don't have sufficient school-based mental health professionals to adequately serve all students in need of services. [[NAESP](#)]

Please indicate your current level of need for additional support from district leaders in each of the following areas.



[[RAND COVID Principal Survey/Created using Bento](#)]

"Schools provide so much more beyond academics (socialization, mental health supports, food security, athletics and activities). Public school helps level the playing field, and I worry about our most struggling students." [T2T]

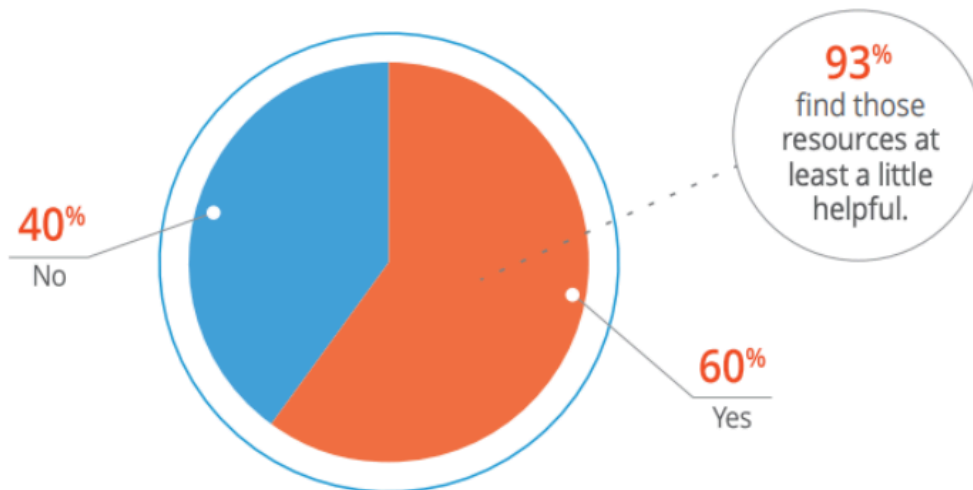
Social Capital/Relationships

Synthesis: Students experienced relationship decay during COVID

Key Evidence:

- While the frequency of teacher-student engagement increased over the course of Spring 2020 COVID-related school closures, the percentage of students absent from online learning/engagement also increased [[EdWeek Survey](#)]
- In Spring 2020 40 percent of parents report that their child had no one-on-one contact with teachers [[Education Next](#)], which is mirrored by students: 41 percent say they haven't attended an online class since March 2020 [[Common Sense Media](#)]
- In a scan of 250 districts in Spring 2020, 74 percent of schools were in districts that explicitly encouraged or expected teachers to make direct contact with their students. The most common method of direct contact was email communication (52 percent), followed by web-based platforms (38 percent), scheduled office hours (31 percent), phone calls (25 percent). [[AEI](#)]
- In a June 2020 survey, less than half (43 percent) of students said many or all of their teachers make an effort to understand what their lives are like outside of school. 54 percent said there is an adult from school they can talk to when they're feeling upset, stressed, or having problems. [[Youth Truth](#)]

Percent of youth offered social or emotional support by an adult from their school



Source: Center for Promise: The State of Young People during COVID-19

APA

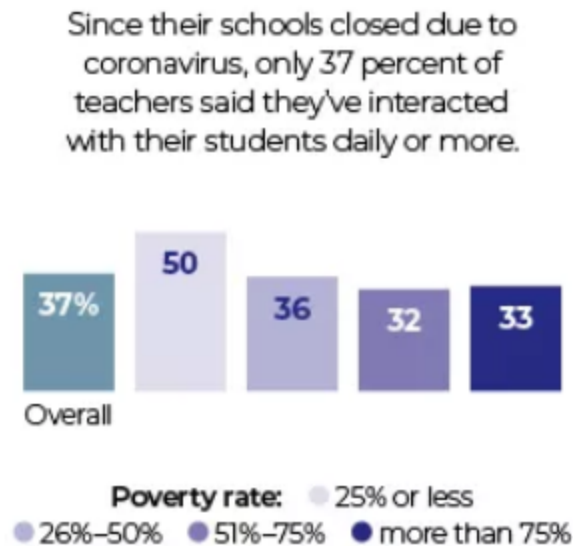
- In Fall 2020, 47% of students say the strength of their relationships with peers has decreased. [[Challenge Success](#)]

Synthesis: Relationship decay was worse for students who are Black and experiencing poverty and during COVID

Key Evidence:

- 51 percent of teachers at high poverty schools reported being unable to contact all or almost all of their students and/or families compared to 38 percent at low poverty schools [[RAND](#)]

- 86 percent of principals from schools that serve predominantly white and middle to high income students report being able to contact all or nearly all of their students' parents, while 69 percent of principals from schools that service predominantly Black, Latino and FRPL students report the same. [RAND]
- At schools that enroll fewer than 10 percent of Black students, teachers report that 72 percent of students regularly engage in remote learning as compared to schools where a majority of students are Black where teachers report that only 45 percent of students regularly engage in remote learning; [Upbeat]



[Education Week](#)

Synthesis: Students faced increasing isolation during COVID leading to a decreased sense of belonging.

Key Evidence:

- In an August survey 40 percent of teens say they feel more lonely than usual, 41 percent feel about as lonely as usual, and 18 percent feel less lonely than usual, nearly identical to the responses in March. [Common Sense Media]
- In a June 2020 survey, students identified their inability to connect with peers or friends as a challenge and describe a loss in sense of belonging and connecting with friends. [Youth Truth]
- In a July 2020 survey when asked how would their child be affected if classes remained online in the fall, 62 percent of parents report they are concerned with their children's friendships suffering. [IPSOS]
- In a June 2020 survey, only 30 percent of students said they really feel like part of their school community and 31 percent feel connected to school. On average students reported that this is worse than usual. [Youth Truth]

"My main motivation to go to school was being able to see my friends and now that I don't

have that motivation it is very challenging to get schoolwork done.” [\[Youth Truth\]](#)

Students with Disabilities

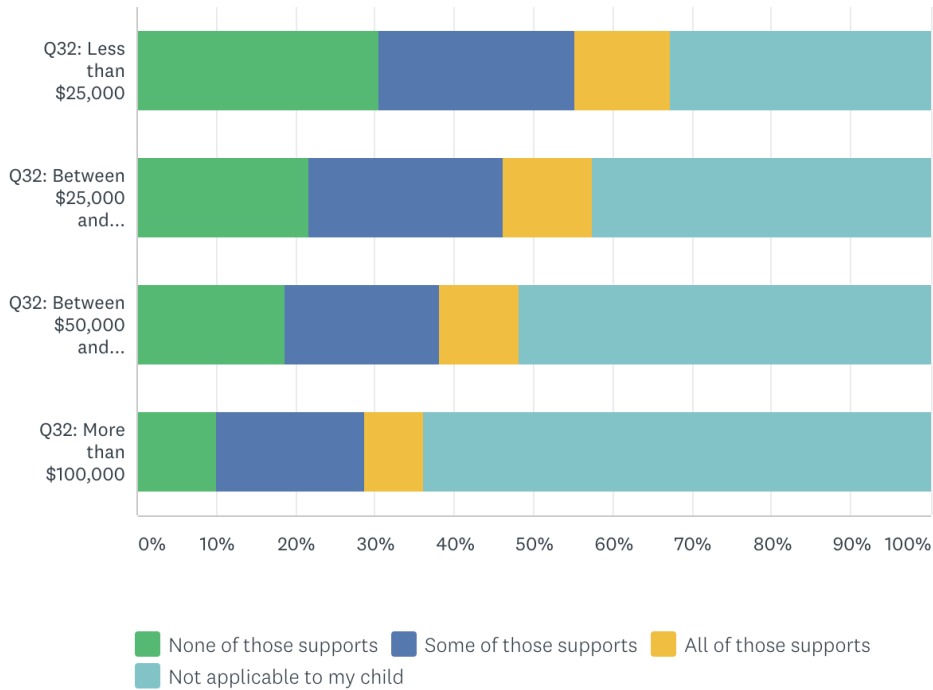
Synthesis: Students with disabilities are getting less support from schools during COVID and engaging less in content than their peers.

Key evidence:

- In an October 2020 report, 73 percent of districts said that it was more or substantially more difficult to provide appropriate instructional accommodations to students with disabilities [\[AIR\]](#).
- By April 2020, only 48 percent of schools were in districts that had mentioned the specific needs of students with disabilities. [\[AEI\]](#)
- A June 2020 survey of superintendents found that 83 percent of respondents said their district is finding hard to provide equitable access to special education and related services. [\[AASA\]](#)
- In a May 2020 survey of parents whose children are in special education found that 35 percent report that their children are doing little to no remote learning, compared with 17 percent of their general education peers. [\[ParentsTogether Survey/NPR\]](#)
- Compared to February 2020, just prior to COVID-19 related school closures, struggling learner support dropped from ~11 percent to ~5 percent [\[USC\]](#), and a survey of parents found support varies by income [\[ParentsTogether Survey/NPR\]](#). Put another way, 61 percent of struggling learners who were receiving support pre-COVID did not receive support during COVID, and 34 percent of IEP students did not get support. [\[USC\]](#)

If your child is supposed to receive additional school support, either through an Individualized Educational Program or otherwise, is your child currently receiving (select best answer):

Answered: 1,588 Skipped: 8



[ParentsTogether Survey/NPR](#)

Synthesis: Students with disabilities are having less positive experience with schoolwork and more mental health challenges than their peers.

Key evidence:

- In a May 2020 survey 40 percent of parents of special needs children are concerned about their children's mental health, compared with 23 percent of parents of other children. [[ParentsTogether Survey/NPR](#)]
- In a June 2020 survey, special education students reported having less positive experiences accessing, completing, and turning in schoolwork. [[Youth Truth](#)]

ELL Students

Synthesis: ELL students are getting less support from schools during COVID and having less positive experiences than their peers.

Key evidence:

- As of December 2020, districts have reported spikes in the number of failing grades given by teachers this fall, evidence that the learning losses are continuing. California's Sweetwater Union High School District, near San Diego, said nearly half of all grades given to English-language learners this fall were D's and F's, up from 34 percent last year. [\[Washington Post\]](#).
- In a scan of 250 districts in Spring 2020, 30 percent of schools mentioned ELL services, and only a small fraction of those (2 percent of all schools) mentioned that ELL services would be limited during the pandemic. [\[AEI\]](#)
- Compared to February 2020, just prior to COVID-19 related school closures, 65 percent of ELL students who were receiving support pre-COVID did not receive support during COVID. [\[USC\]](#).
- In a June 2020 survey, ELL students reported having less positive experiences accessing, completing, and turning in schoolwork than their peers. [\[Youth Truth\]](#)
- Research out of Belgium shows that Flemish students experienced significant learning losses in all tested subjects and that learning losses were worse for students who speak a different language than the language of instruction at home [\[Ku Leuven\]](#)

Parental Perspective, Involvement, and Health

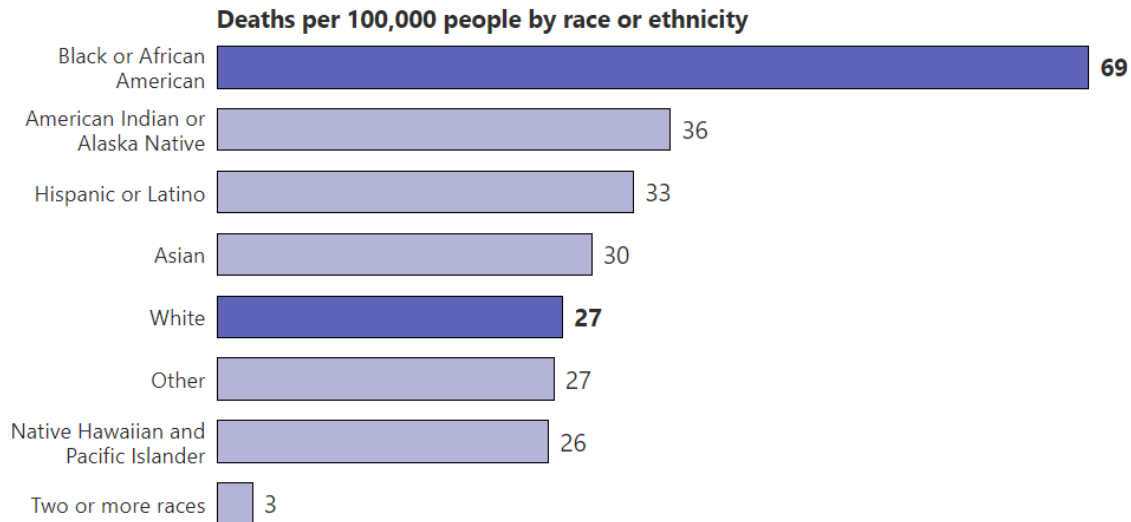
COVID Infection Rates among Parents

Synthesis: Parents and family members of Black students are dying at a disproportionate rate from COVID-19

Key Evidence:

- Black individuals are dying from COVID at a rate nearly 2 times higher than their population share [\[CDC\]](#) meaning that Black students' parents, family and friends are likely dying at higher rates than their peers, causing long-lasting trauma and distress [\[Atlantic COVID Tracking Project\]](#).
- According to a May/June 2020 survey, more than 40 percent of high school principals have assisted students who had a death in their family [\[UCLA\]](#)
- Almost one-third of Black Americans know someone who died of COVID [\[WaPo/IPOS\]](#)

Nationwide, Black people are dying at 2.5 times the rate of white people.



Source: [Atlantic COVID Tracking Project](#)

Parental Concerns over COVID

Synthesis: Despite increasing concern over exposure to COVID, a slight majority of parents are now comfortable with sending their children back to school. But, as cases increase in early winter 2020, parents' concern is increasing.

Key Evidence:

- As COVID cases increase in November, 39 percent of parents surveyed believe school should be fully remote and 29 percent believe it should be hybrid. 49 percent of parents surveyed believe that if the cases continue to increase, schools should close [\[Navigator\]](#).
- In an October survey, **82 percent** of parents reported being concerned about their children being exposed to coronavirus at school (compared to 78 percent in August) and **76 percent** reported being concerned about their child missing instruction time (compared to 75 percent in August) [\[EdChoice\]](#).
- In October 2020, 53 percent of parents reported being somewhat to very comfortable with schools reopening [\[EdChoice\]](#) compared to 28 percent in September. [\[EdChoice\]](#)
- In an October survey 89 percent of K-12 parents whose child is attending in-person school say their children's school has been 'very' or 'somewhat successful in providing masks and hand sanitizer to each student, followed by 89 percent reported success in requiring sick students and staff to stay home, and 88 percent reported success in enforcing social distancing in classrooms and hallways [\[Civis\]](#)

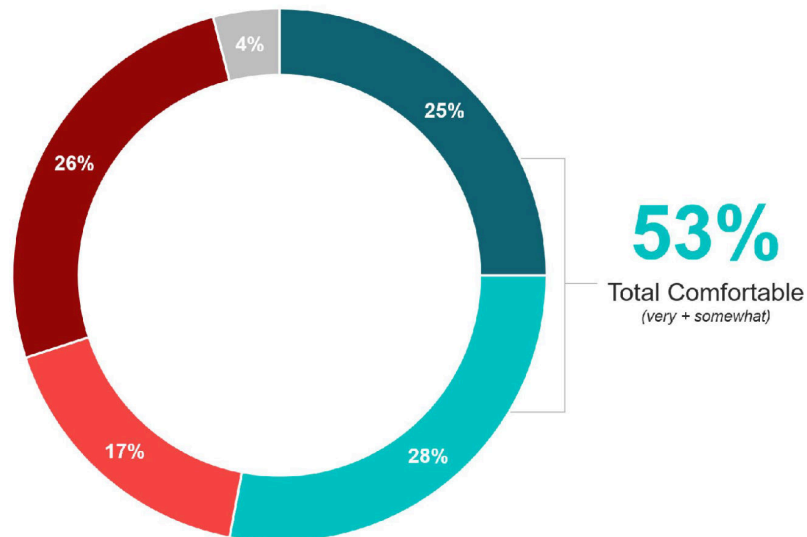
- Conversely, another October 2020 survey found that 58 percent of parents believe schools should prioritize improving remote instruction, as opposed to reopening schools. This is a 5 percent increase since September [74 Million].
- 60% of parents say they will get their children COVID-19 vaccines when they become available, although only 31% say they will do so right away. [NPU]
- Half of all parents say a vaccine is necessary for them to feel safe sending their child back to school. [NPU]

Despite increasing concern about exposure to coronavirus, a majority of parents are comfortable with their children returning to school.

Based on what you have seen, read, or heard about the coronavirus (COVID-19) outbreak so far, how comfortable are you with your child/children returning to school right now?

School Parents

Very Comfortable Somewhat Comfortable Not That Comfortable Not At All Comfortable Don't Know/No Opinion



EdChoice | October 2020

If coronavirus cases continue to rise in your area as we head into the colder, winter months, what do you think should happen with K-12 schools in your community?



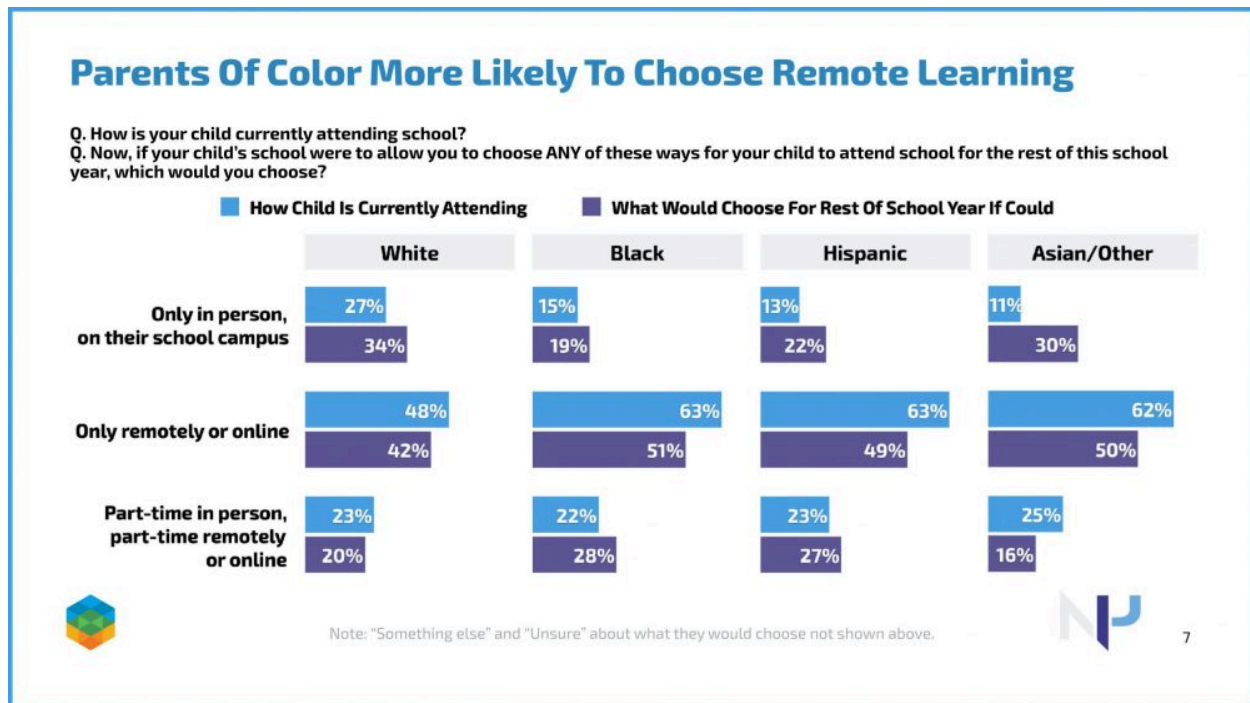
[Navigator]

- 90% of US K-12 parents whose children are attending in-person classes full-time or part-time said their children's school has been 'very' or 'somewhat' successful in Increase cleaning and disinfecting of facilities. [Civis]

Synthesis: Black, Latino and low-income parents are more likely to see in person school as a risk and believe schools need more resources to reopen safely

Key Evidence:

- As of October 2020, 68 percent of Latino families, 89 percent of Black families and 44 percent of white families believe children are at serious risks of health effects from COVID. [USC]
- In an October survey, 19 percent of Black, 22 percent of Latino and 30 percent of Asian parents want their children back in classrooms full time, versus 34 percent of white parents [NPU].
- As of October 2020 around 50 percent lower-income families think schools should stay closed for the 2020-2021 school year compared to 26 percent of families in the highest income bracket. [USC]
- In August 2020, 37 percent of parents with an annual income between \$100,000 and \$150,000 reported that they would definitely send their children to in-person learning, while only 21 percent of parents with an annual income of less than \$50,000 reported the same [JAMA Network and CRPE].



Synthesis: Most parents want and have multiple learning options for their children this fall.

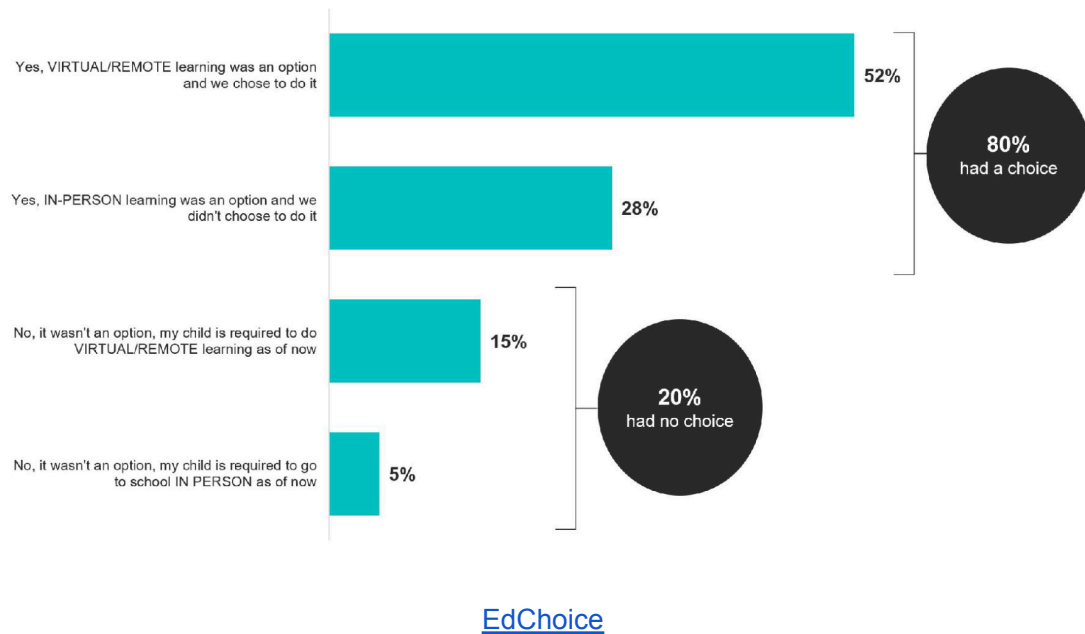
Key Evidence:

- Two-thirds of parents said they think schools should provide multiple learning options for K–12 students this semester. Four out of five parents report their children’s schools allowed families the choice between in-person and virtual learning. [EdChoice]

Most parents did have a choice whether to send their children to school in person or virtually. Of those with a choice, most chose virtual learning.

Did your child’s school or school district offer virtual/remote learning as an option this school year?

School Parents

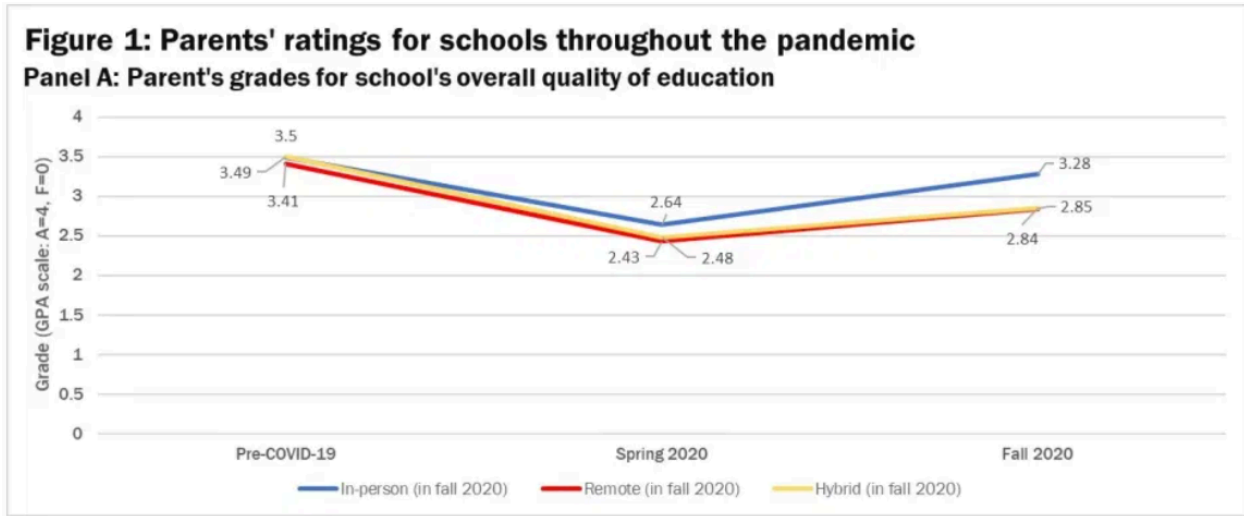


Synthesis: Parents satisfaction with remote learning in Fall has remained low compared to satisfaction in the Spring.

Key Evidence:

- As of October 2020, 34 percent of white parents, 37 percent of Black parents, 35 percent of Latino parents and 45 percent of Asian parents say their children are learning less than they usually would due to remote learning [NPU]
- As of October 2020, parents with lower incomes (72 percent) are more likely than middle-income (63 percent) and upper-income (55 percent) to say they are very or somewhat concerned about their children falling behind in school due to COVID disruptions. [PEW] At the end of Spring 2020 just three in 10 parents were confident in school’s ability to provide their child with high-quality education this fall [NSVF]
- In a July 2020 survey, over half of parents are extremely concerned with their children falling behind academically [APNORC] and in another July poll, 52 percent of parents say they are concerned with their child’s academic development [Civis]

- Families where students are now attending in-person are growing less concerned about the quality of education, down from 40 percent in the spring to 21 percent in the fall, but the drop was smaller for remote or hybrid families [[USC/Brookings](#)]



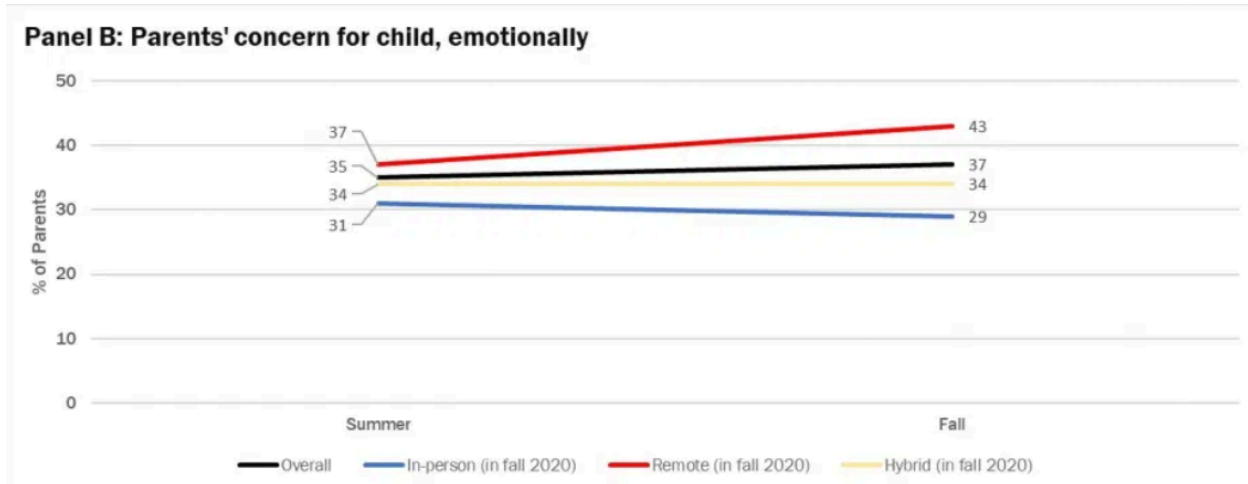
[USC/Brookings](#)

- In March 2021, sixty-nine percent of parents are at least somewhat concerned that their children will face setbacks in school because of the coronavirus pandemic, including 42% who say they're very or extremely worried about it. [[AP News](#)]

Synthesis: Aside from COVID, parents' top worries for their children are their children's social skills and mental health, and their level of concern is rising

Key Evidence:

- In an October 2020 survey almost 50 percent of parents whose children are remote are concerned about their child's social or emotional well-being, compared to 25 percent of parents whose children are in-person [[USC/Brookings](#)]
- As of October 2020, 60 percent of parents are concerned about their child maintaining social connections and friendships, and 59 percent are concerned about their child's emotional well-being [[PEW](#)]
- In three separate July 2020 polls, 50 percent of parents say they are concerned about their child's social development due to COVID [[Civis](#)], 55 percent said they are concerned about their child's psychological well-being [[USC](#)] and 57 percent are concerned their children will become depressed with continued remote learning [[IPSOS](#)]



[USC/Brookings](#)

Parent Involvement

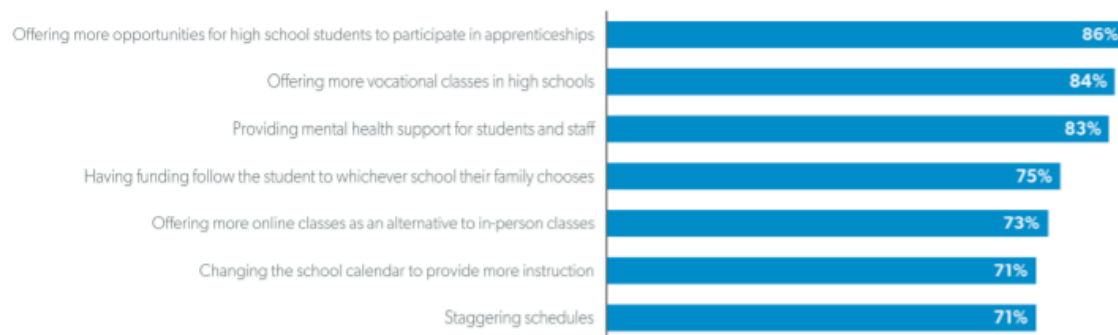
Synthesis: Parents want schools to make fundamental changes in light of COVID and systemic racism

Key Evidence:

- As of September 2020, 60 percent of parents said that schools should be rethinking how to educate students moving forward as a result of COVID [NPU]. In May 2020 61 percent of parents reported the same [AEI].
- 85 percent of parents want schools to provide more vocational opportunities and 83 percent want schools to provide more mental health support for students [AEI]
- Parents want their schools to incorporate cultural awareness and implicit bias training for school staff (73 percent), trauma-informed guidance counselors (72 percent), and culturally inclusive curriculum (70 percent) [AEI]
- In an October 2020 survey, 58 percent of parents say they want schools to continue to provide online options for students after COVID has ended [NPU].

Parents Support Schools Making Major Changes.

How much **do you support** making each of **the following changes in schools?**



[AEI](#)

Synthesis: Parents will be more connected to their students learning and academic progress moving forward because of COVID

Key evidence:

- As of May 2020, two-thirds of parents said they are more connected to their child's education, and 70 percent want to know what material their child is missing and how their school will make that learning up. Concern is significantly higher among parents of color and low-income parents [[Learning Heros Data](#)]
- In an October 2020 survey, 38 percent of Black parents and 43 percent of Latinos said they wanted schools to do more to include them in making decisions about their children, versus 34 percent of white parents. [[NPU](#)]
- In September 2020, 94 percent of parents stated that online access to all assignments and grades would allow them to closely monitor their child's learning. 93 percent of parents feel explicit guidance from teachers and schools would be somewhat or very helpful. [[AFT](#)]
- In September 2020, 73 percent of families and 93 percent of teachers stated regular communication between teachers and parents was more important than pre-COVID. [[Talking Points](#)]

Parent Availability

Synthesis: Low income, Black and Latino parents are less likely to be able to work from home, yet more likely to spend time on childcare and virtual learning than high income parents.

Key Evidence:

- Asian workers are the most likely to be able to work from home (37 percent), followed by non-Hispanic and white workers (30 percent). Only 16 percent of Latino workers and 20 percent of Black workers can telework. [[BLS](#), [Urban Institute](#)]

- Low-income parents are less likely to be able to work from home (9 percent of workers in the lowest quartile of the wage distribution can telework compared with 62 percent of workers in the highest quartile [BLS]) and more likely to have had difficulty arranging child care than higher-income parents [Urban Institute]
- As of July 2020 50 percent of low-income parents say they spend at least three hours a day on childcare compared to 39 percent parents in higher-earning households [AEI]
- As of October 2020 lower-income parents (72 percent) are more likely than those in the upper-income tier (58 percent) to say they or another adult in their household is providing at least some additional instruction or resources to their children beyond what is being provided by the school. [PEW]

Parents in lower-income households are particularly likely to say they were “very involved” with their child’s learning at home. However, teachers in schools where most students are on FRPL programs are most likely to say they would like even greater parental involvement.*

Parents: How involved were you with your child’s learning at home in the spring of 2020? (% Very involved, by household income level)

57%	55%	49%	45%
\$0 to \$49,999	\$50,000 to \$74,999	\$75,000 to \$100,000	More than \$100,000

New Schools Venture Fund

- About 47% of parents with children who are learning entirely remotely or are in hybrid situations because of the coronavirus pandemic are working full-time, compared with 71% of parents whose children are physically back in school buildings. [WSJ]
- About 24% of parents whose children are attending school virtually aren’t working at all compared with 15% of parents whose children are attending school in person every day. [WSJ]
- About 41% of women with school-age children said they are working full-time, compared with 69% of men, reinforcing other findings that pandemic-era joblessness is disproportionately affecting women. [WSJ]
- Overall, about half of employed parents with children younger than 12 in the household (52%) say it has been difficult to handle child care responsibilities during the coronavirus outbreak, up from 38% who said this in March 2020. [Pew]

Synthesis: The majority of parents are not able to devote the time they feel their children need to assist with virtual learning

Key Evidence:

- In an October 2020 survey 70 percent of parents whose children are getting online instruction – either fully or in combination with in-person learning – say they or another adult in their household is providing at least some additional instruction or resources to their children beyond what is being provided by the school. [PEW]

- According to an August 2020 survey, 75 percent of parents of elementary-school-aged children and 50 percent of parents of high-school-aged children say they need adult help to do virtual learning. [\[Morning Consult\]](#)
- In May 2020 parents spent an average of 13 hours a week helping children with schoolwork themselves, while they reported teachers were spending about 4 hours a week in online contact with their children [\[May 2020 U.S. Census data\]](#)
- As of September 2020, a majority of households with children (59 percent) report serious problems caring for their children, including more than one in three (36 percent) who report serious problems keeping their children's education going [\[RWJ\]](#)
- 13 percent of parents have considered quitting their jobs and the same share have considered moving to be closer to family who could help [\[Morning Consult\]](#)
- In Fall, 37% of parents say they or another adult spends at least 3 hours per day helping with schoolwork or providing additional instruction. 43% of parents of K-5 students spend at least 3 hours per day helping. [\[NPU\]](#)

Parents' Reflection on Spring 2020

How easy or hard easy it for you to have your [XX] grade child do school at home instead of at school in the spring of 2020?

	Very hard	Somewhat hard	Somewhat easy	Very easy
	%	%	%	%
All parents*	21	41	26	12
Elementary (PreK-5)	31	42	20	7
Middle School (6th-8th)	11	50	26	12
High School (9th-12th)	15	34	34	17

*Includes parents whose children participated in distance learning in Spring 2020.

NEWSCHOOLS VENTURE FUND/GALLUP, JUL 22-AUG 5, 2020

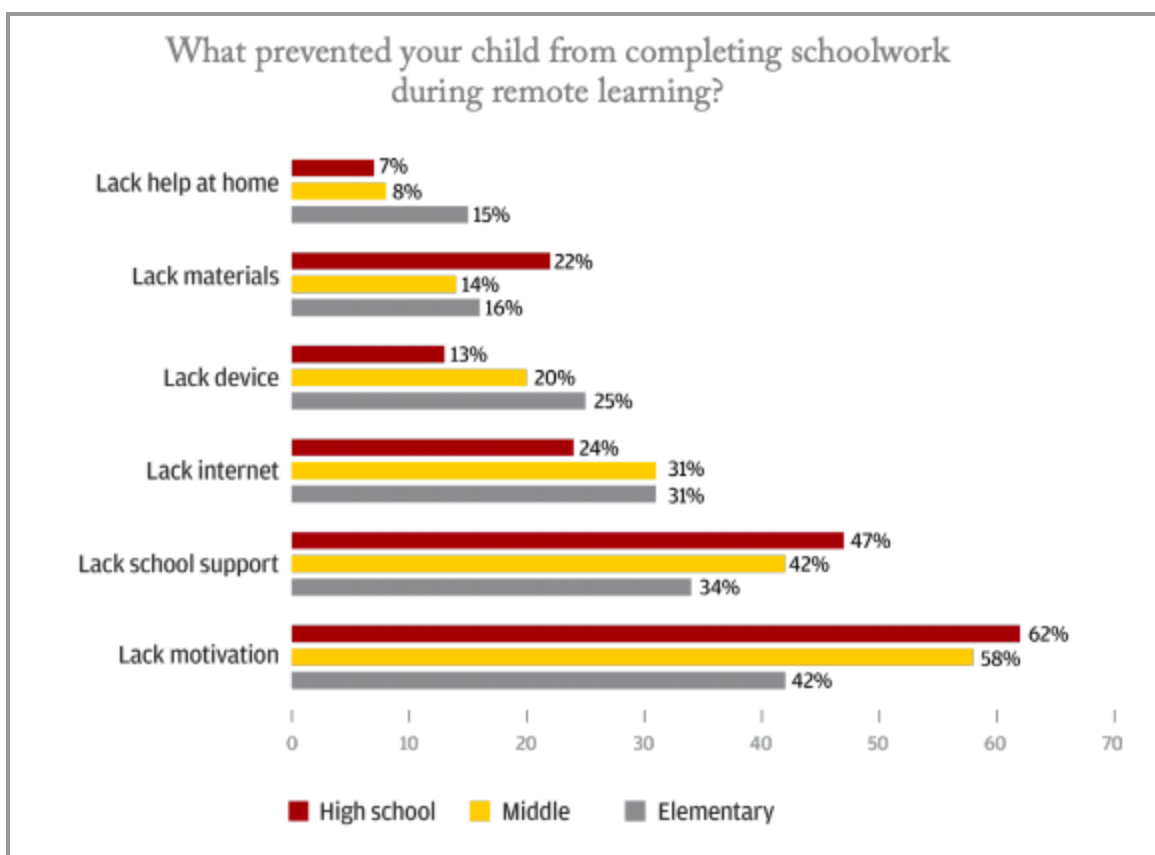
[\[Gallup\]](#)

Synthesis: Parents view lack of support and lack of motivation as the main reason students are unable to complete their school work.

Key Evidence:

- 62 percent of parents of high school students reported that a lack of motivation is preventing their student from completing work on time, compared to 58 percent of middle school parents and 42 percent of elementary school parents [\[USC\]](#).
- 80 percent of parents surveyed believe more feedback on their student's performance is very important and 77 percent believe more school contact is very important to their student's success [\[USC\]](#).
- As of June 2020 37 percent of Free/Reduced Price Lunch-eligible students stated there's no adult to help them with homework, compared to 21 percent of FRPL-ineligible students [\[YouthTruth\]](#)

- 39 percent of Spanish-speaking families stated that they felt prepared to support their child during remote learning, compared to 51 percent of English-speaking families [[Talking Points](#)].



[USC](#)

Parent Mental Health

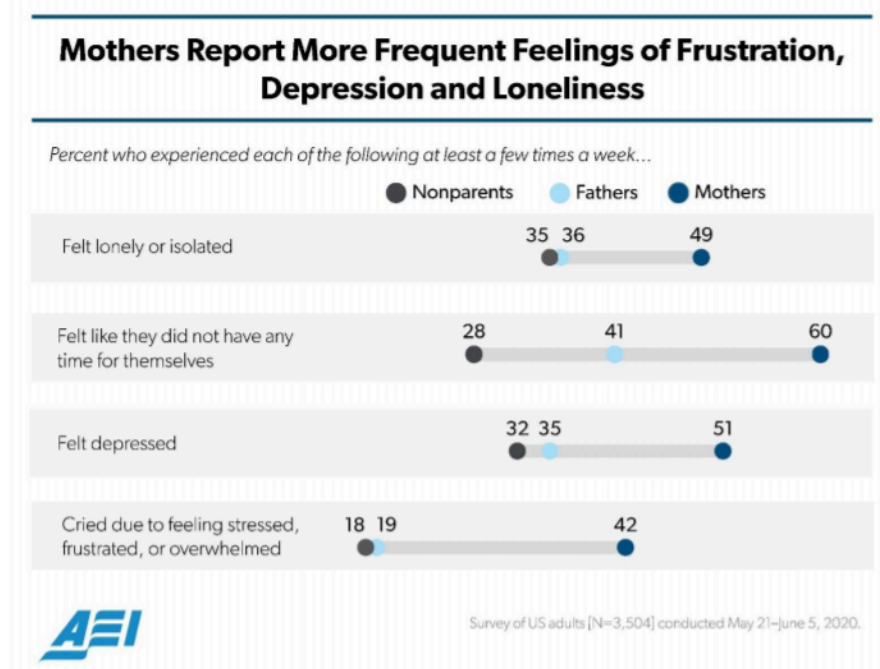
[Parent Mental Health](#) Data Note posted 9/8/20

Synthesis: Almost half of parents, and the majority of mothers, Latino, Black and low-income parents, are experiencing mental health challenges as a result of COVID school closures.

Key Evidence:

- As of October 2020, 37 percent of respondents to a census survey reported feeling anxious or on edge more than half of the days in the previous week, compared to 30 percent in July 2020 and 21 percent average for 2019. The rates were higher among women [[USA Facts](#)].
- Slightly more Americans say they are currently better off (29 percent) than say worse off (24 percent) compared with a year ago. [[YouGov](#)]
 - Men are significantly more likely to say they are better off (51 percent) and women worse off (41 percent).
 - Only 29 percent of Black respondents say they are better off now than a year ago.

- Those with lower incomes are also more likely to say worse off (40 percent of those earning \$50k or less compared to 50 percent of those earning more).
- As of July 2020 more than half (51 percent) of mothers say they have felt depressed at least a few times over the past week, while 35 percent of fathers report these feelings as often [AEI]
- As of June 2020, close to half (44 percent) of parents say they feel depressed a few times a week or more. 60 percent of parents earning less than \$30,000/year say they felt depressed, compared to 32 percent of parents in households with annual incomes over \$100,000 [AEI]
- As of June 2020, 57 percent parents living in low-income households report having cried multiple times in the past week due to feeling frustrated or overwhelmed compared to 12 percent of parents in high-income households [AEI]
- As of April 2020, 45 percent of adults in the U.S. report that worry and stress related to the coronavirus outbreak is affecting their mental health, and 19 percent say it has had a “major impact.” The rates are slightly higher among women, Latino adults and Black adults. [Kaiser Family Foundation Poll and the Urban Institute/Census Data].



[AEI](#)

“There is a lot of stress, a lot of anxiety. Parents tell me about not being able to sleep because they’re so anxious, or tell me they’ve been crying a lot. There’s been a lot of actual crying during interviews.” [NYTimes]

Parental Income & Financial Stability

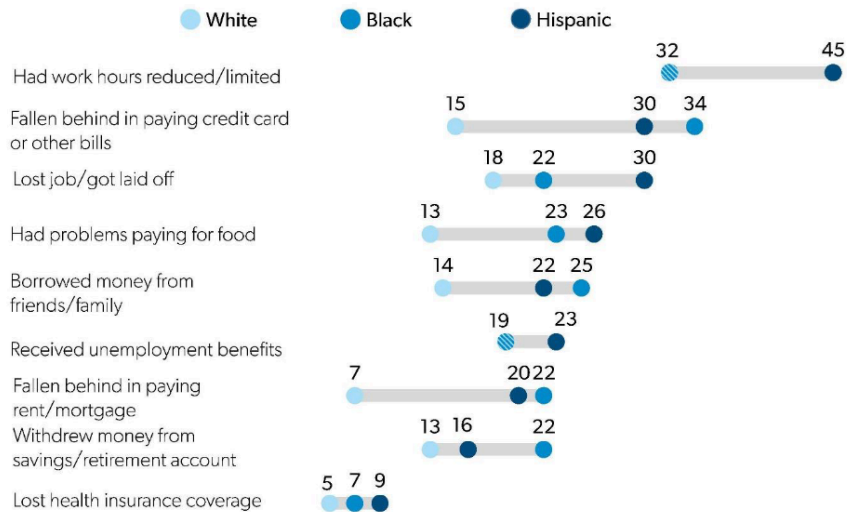
Synthesis: Black and Latino parents were more likely to lose their job and fall behind on rent due to the COVID induced economic recession.

Key Evidence:

- In September 2020, four in 10 parents (40.3 percent) living with a child under age 6 reported they or their family experienced a loss of employment or work-related income during the first six months of the pandemic, and this economic turbulence can make it difficult for families to meet basic needs at a sensitive point in early child development. [\[Urban\]](#)
- In September 2020, more than 1 in 5 parents (22.9 percent) reported that their household experienced food insecurity, which was the most common form of material hardship, in the past 30 days, followed by unmet need for health care because of costs in the past 30 days (21.4 percent). Although a smaller share reported struggling to pay utilities (13 percent) or rent (11.8 percent), these challenges may indicate a risk of future housing instability. [\[Urban\]](#)
- In September 2020, three in 10 parents (31.9 percent) reported an unmet need for health care for a child for these reasons, including almost 1 in 10 (8.9 percent) who reported an unmet need for a child's immunizations. [\[Urban\]](#)
- A majority of households with children (61 percent) report facing serious financial problems during COVID, including 86 percent of Latino, 66 percent of Black, 55 percent of Indigenous households, and 51 percent of White households with children. [\[RWJ\]](#)
- 3 in 4 households with children that have incomes below \$100,000 (74 percent) reporting serious financial problems during COVID [\[RWJ\]](#)
- More than half of Latino homes have lost income as a result of the pandemic and more than 1 in 3 Latino parents are currently out of work. [\[The 74\]](#)
- In an August 2020 survey, 15 percent of adults were not caught up on rent, with Black adults averaging 23 percent [\[Urban Institute\]](#)

Black and Hispanic Americans Face Greater Economic Hardships Due to the Coronavirus Pandemic

Since February, percentage of adults who have . . .

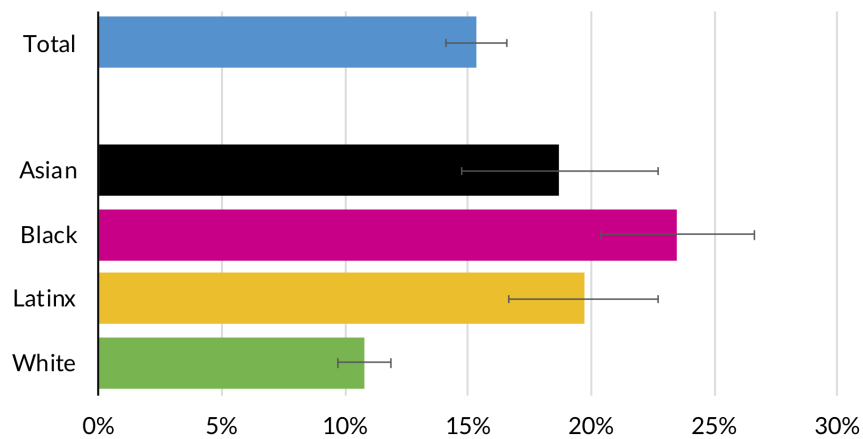


Note: Respondents who identified as other multi-racial, non-Hispanic not shown.
Survey of US adults [N=3,504] conducted May 21–June 5, 2020.

AEI

Renter Households That Are Not Caught Up on Rent

Survey period: August 19–31, 2020



[Urban Institute](https://www.urbaninstitute.org/)

Teacher/Principal/Superintendent Perspectives, Shortages, Training & Health

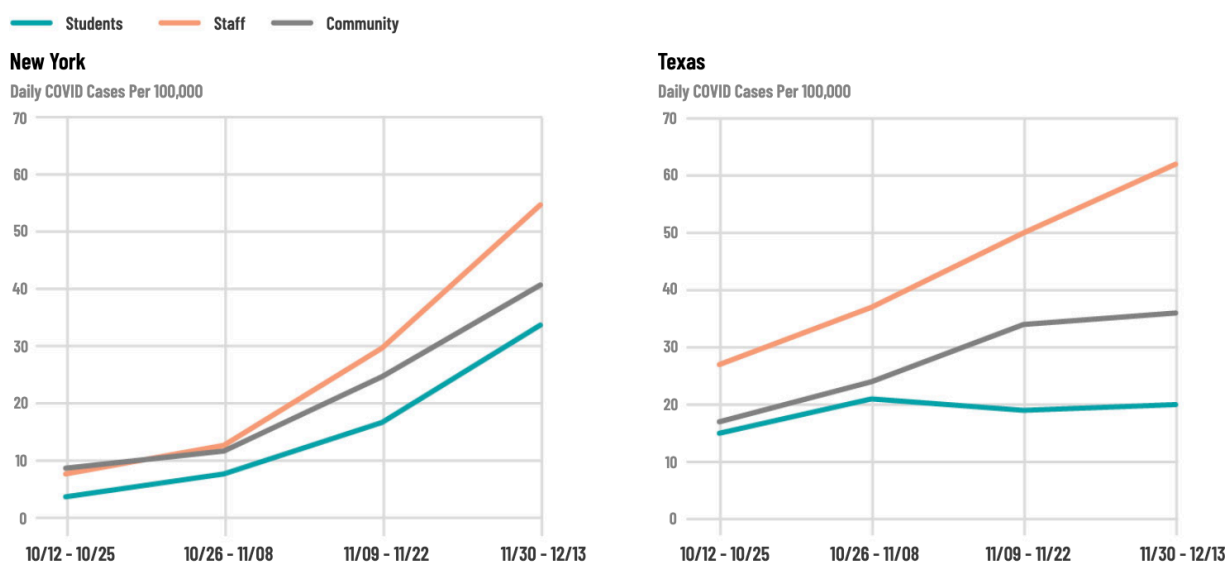
[*Teacher Credentials and Education, Employment, and Wellbeing*](#) Data Note posted 8/10/20

COVID Infection Rates among In School Staff

Synthesis: Covid infection rates are rising faster among teachers than surrounding communities, however, it is unclear whether the spread is happening within schools.

In-person school staff see rising COVID rates in New York and Texas

It's not clear whether this is because of spread within schools, though.



Notes

New York data may include cases among staff or students who have not returned to school buildings but where the school or district has opened the buildings.

Source: [National COVID-19 School Response Dashboard](#)

Credit: Sam Park, Chalkbeat

Synthesis: In school adults are more likely to contract, spread and suffer severe cases of COVID than students

Key Evidence:

- Although there is no federal reporting of in-school infection rates, as of November 2020 public trackers are reporting that there have been between 58,000 staff members who have tested positive for COVID [[COVID Monitor](#)]
- Between 42 to 51 percent of all school employees met CDC's definition for having increased risk or potentially having increased risk of severe COVID-19. [[Health Affairs](#)]

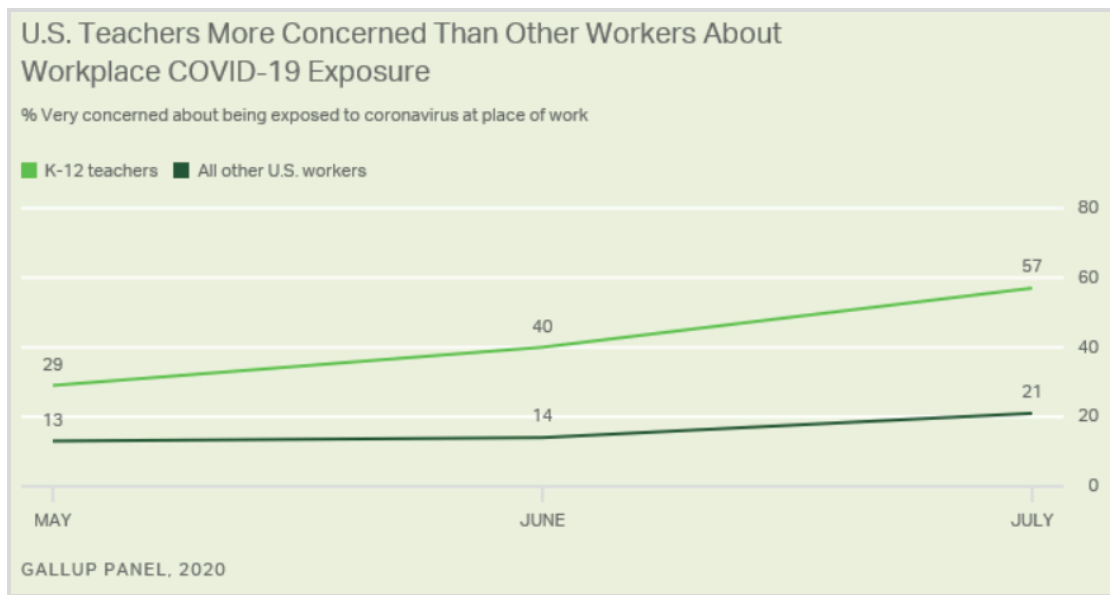
- Staff and teachers, as adults, are more likely to transmit COVID to each other than students are to transmit to other students, teachers or households. [USCF]
- In Sweden, teachers who taught in-person instruction to older students, defined as above grade five, had double the rate of infections compared to those who taught remote [The New York Times].

Staff Concern Over COVID

Synthesis: Superintendents, principals, and teachers are concerned about in person school reopenings

Key Evidence:

- 24 percent of teachers are at greater risk of serious illness if infected with COVID, resulting in additional stress and worry about in-person education [KFF]
- 75 percent of teachers are worried about COVID exposure in their workplace compared to 50 percent in other professions [Gallup]
- As of Spring 2020 45 percent of teachers say their own health or that of their loved ones is a major concern [RAND]
- In a July 2020 survey, only 22 percent of **principals** indicated it was “very or somewhat likely” they could successfully protect students and staff from transmission of COVID if in-person classes resume this fall [NAESP]
- A June 2020 survey of **superintendents** found that 80 percent described recommended social distancing as “very hard to do” [AASA]



[Gallup](#)

“A 57 page document for reopening was issued to teachers, but I feel like it didn’t answer any questions about classroom set-up, exact times and by who things will be cleaned and sanitized, etc.” [T2T]

Teacher Shortages

Before the pandemic, districts across the country were grappling with ongoing teacher shortages. COVID-19 has only served to worsen these pre-pandemic conditions.

- To date, 43 states are reporting shortages in math teachers, 42 in science teachers, and 44 in special education teachers. [[US DOE](#)]

Data on teacher preparation program enrollment is not yet available, but early signs are worrisome.

- Undergraduate enrollment is down by nearly 4% (a concerning statistic, given that 80% of educators begin teaching with a bachelor's degree).

Hiring rates across public education fell last year— suggesting there may be an excess of teacher supply at the moment.

- Job losses have been larger in the public sector, especially in public education. BLS data show that employment fell by 8% at public K-12 schools and 11% in public higher education in 2020, but an analysis shows the job losses stem from a slowdown in hiring, not layoffs or a surge in worker turnover. Another set of Census Bureau data suggests that, during the last recession, schools tended to protect full-time workers—especially those in teaching and other instructional roles. [[Brookings](#)]
- An analysis by Edunomics found that teachers have not left at higher rates than normal. Attrition in public education tends to decline during recessions, and evidence suggests 2020 was no exception. [[Edunomics](#)]

Synthesis: District and schools are seeing a decrease in public-school employment.

Key Evidence:

- Public-school employment in November was down 8.7% from February, and at its lowest level since 2000, according to the Bureau of Labor Statistics ([WSJ \(via BLS\)](#))
- Twenty-eight percent of principals state they have one or more teaching vacancies. This rises to 42 percent for schools with greater than 50 percent Black or Latino students - 10 percent state that they have three or more vacancies. [[RAND](#)]
- Finding substitute teachers is an increasingly challenging task for school leaders. While 17 percent of principals state their school has a shortage of qualified teachers this year, the number rises to 74 percent for substitute teachers. [[RAND](#)]

Synthesis: More than half of teachers considered retiring over the course of Q4 2020, particularly due to burnout.

Key Evidence:

- Among teachers 55 and under, 53% of teachers considered retiring in Q4 2020, compared to 63% of teachers 55 and older. [[Morning Consult](#)]
- Top reasons for considering leaving the teaching profession include the impact of the pandemic, feeling undervalued and stressed, and increased job demands.
- With unprecedented demands on teachers including rising safety concerns, remote learning, and pay cuts, about 25 percent of teachers report they are likely to leave the teaching profession by the end of the year. [[CRPE](#)]
- On average, teachers are working six more hours per week than before the pandemic. [[CRPE](#)]

EDCHOICE Q4 TEACHERS
POLLING PRESENTATION

Teaching Profession Consideration

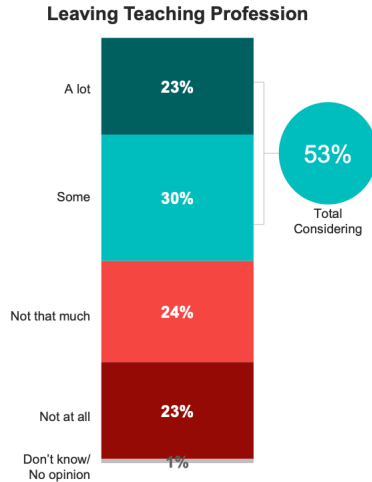
MORNING CONSULT

SLIDE / 22

Most teachers have considered leaving or retiring from the teaching profession in the last 3 months.

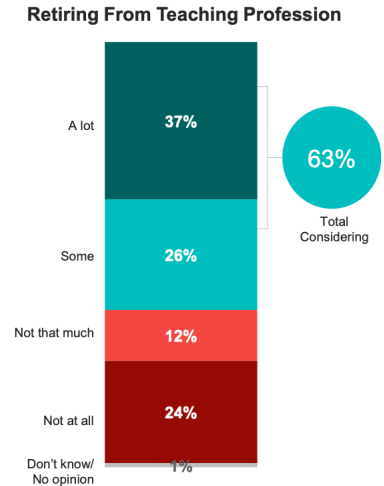
In the past three months, to what extent have you considered leaving the teaching profession for another career?

Teachers Under 55 Years Old



In the past three months, to what extent have you considered retiring from the teaching profession?

Teachers 55+ Years Old



EDCHOICE Q4 TEACHERS
POLLING PRESENTATION

Consideration Factors

MORNING CONSULT

SLIDE / 23

Teachers cite the impact of the pandemic, feeling undervalued and stressed, and increased job demands as top reasons for considering leaving or retiring from the profession.

Why have you considered leaving the teaching profession or retiring after this year?

All Teachers

IMPACT OF THE PANDEMIC

“Covid 19 has changed education and I think there is no going back to normal... It has made teaching extremely hard.”

“Covid has made everything so much more difficult. I was already contemplating retirement, and this has made it clear that it's time.”

“The Covid situation has completely undermined education and teachers.”

UNDervalued & STRESSED

“Teachers are still taking the brunt of the criticism, working more hours, and are not being compensated as they should.”

“There are very few jobs where you put so much of yourself into them...only to have society publicly trash your profession.”

“It's too stressful and there's not a lot of respect.”

INCREASED JOB DEMANDS

“The requirements for teachers continues to grow and expand while the pay continues to freeze or decrease.”

“Teaching is getting harder and harder each year. They put more demands on the teachers and less of the responsibility on the kids and parents.”

“I'm expected to take care of students emotional, behavioral, and academic needs with no help from parents or the administration.”

Synthesis: District and schools are seeing an uptick in resignations and non-renewals, particularly in areas that have implemented hybrid learning models.

Key Evidence:

- Hybrid schools have seen an increase in resignations. 43 percent of school and district leaders in hybrid districts report an uptick in resignations and nonrenewals of contracts,

compared with 26 percent in full-time in-person districts and 23 percent in districts where all the instruction is remote [EdWeek].

- Retirement data for Alabama, Arizona, Connecticut, Kentucky, Massachusetts, New Hampshire and Pennsylvania show that retirements are down by 5 percent in 2020 [74 Million]
- In a November survey, 63 percent of school and district leaders stated that retirement rates have remained unchanged in the 2020 school year. [EdWeek]

State	Pension Plan	5-year average retirements (2015-19)	2020 retirements	% difference
Alabama	Teachers' Retirement System of Alabama	4,351	4,664	7.2%
Arizona	Arizona State Retirement System	1,465	1,342	-8.4%
Connecticut	Connecticut State Teachers' Retirement System	1,243	1,088	-12.5%
Kentucky	Teachers' Retirement System of the State of Kentucky	2,194	1,898	-13.5%
Massachusetts	Massachusetts Teachers' Retirement System	2,817	2,600	-7.7%
New Hampshire	New Hampshire Retirement System	1,813	1,807	-0.4%
Pennsylvania	Public School Employees' Retirement System of Pennsylvania	7,515	6,836	-9.1%

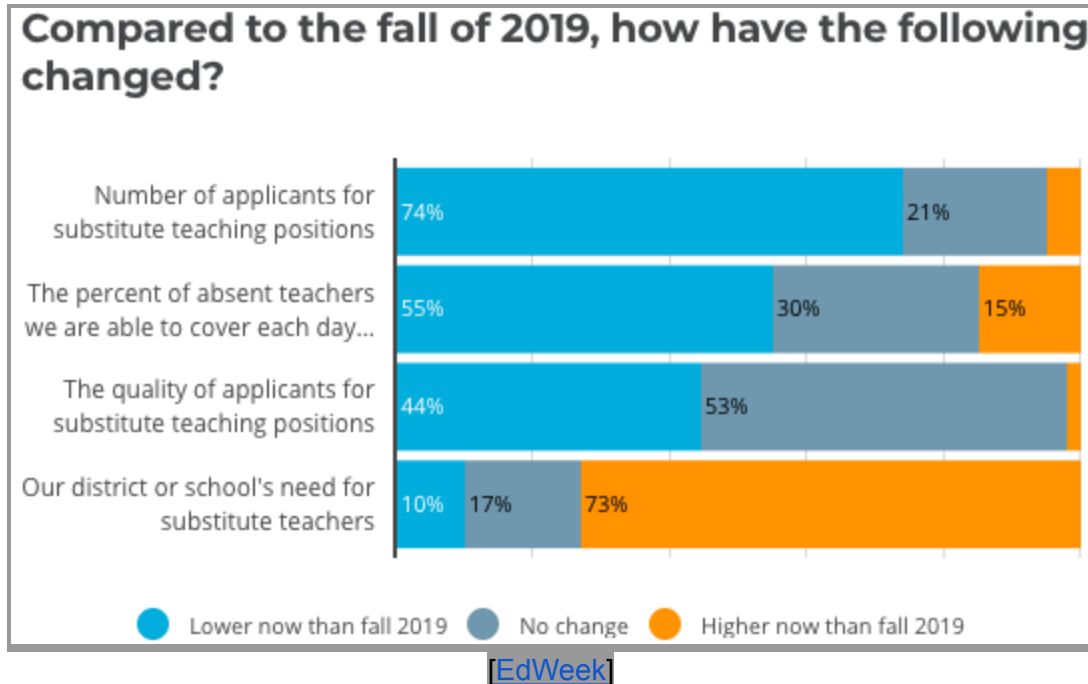
[The 74 Million](#)

Teacher Pipeline

Synthesis: Schools are experiencing a shortage of substitute teachers.

Key Evidence:

- In a November survey, 73 percent of school leaders say that their need for substitute teachers is up and 74 percent say applications for the positions are down [EdWeek].
- In schools who are offering full-time in person instruction or hybrid instruction, school leaders report an increase in teacher absence rates. 59 percent of leaders of these schools say that their teacher absence rate has increased and 30 percent stated the increase is greater than 10 percent [EdWeek].

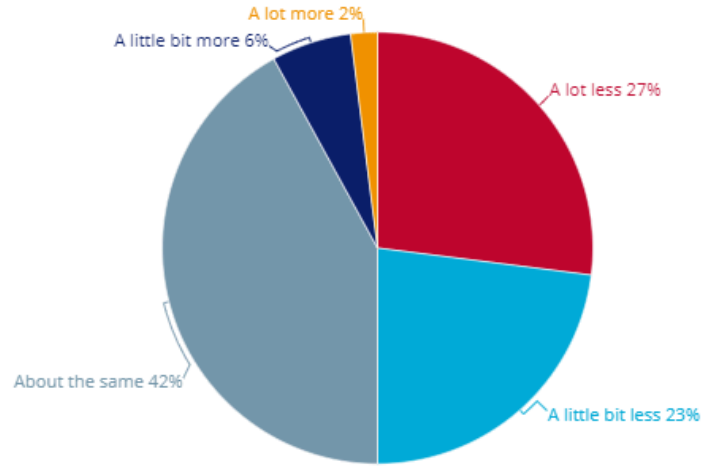


Synthesis: Despite widespread unemployment, fewer professionals are applying to in-school positions and more teachers are saying they will exit the profession which could result in teacher shortages moving forward

Key Evidence:

- Almost two-thirds of the state's school districts don't have enough fully certified teachers [USAToday] and half of principals and district leaders say they're receiving fewer job applications right now than they did last year at this time. Just 8 percent say they're receiving more. [EdWeek]
- In districts with 10,000 or more students, 67 percent of principals and district administrators say the number of applications has declined, compared to 48 percent of school and district administrators in school systems with less than 2,500 students. [EdWeek]
- As of August 2020, 32 percent of teachers reported they are likely to leave their jobs this year even though they were unlikely to do so before the pandemic. That's up from 26 percent in July and 12 percent in May [EdWeek]
 - As of August 2020, 43 percent of Black teachers say they are more likely to retire or leave the profession early, due to COVID [NEA]
 - Of teachers who report being more likely to leave their job, 45 percent are over age 50, 44 percent have over 20 years experience and 42 percent live in the South [Education Dive]

How does the number of job applications you've received this school year compare to the number you received during this period last year?



[EdWeek](#)

"I'll see over 200 kids a day in 43 minute classes. I teach in a windowless room. We have not been told about the cleaning protocol or use of materials. I am scared, stressed, and not sure if I'll go back." [T2T]

Teacher Mental Health

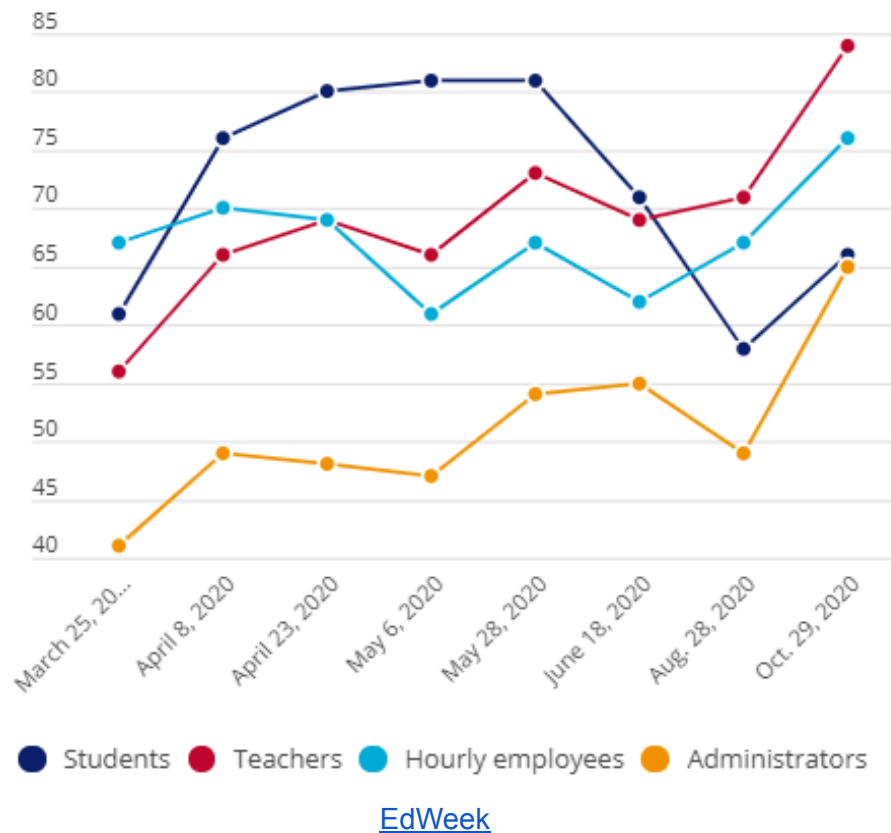
Synthesis: Teachers' morale has been steadily decreasing since the start of the pandemic.

Key Evidence:

- One average, teachers are working six more hours per week than before the pandemic. [\[CRPE\]](#)
- A majority of US teachers said they have been managing a heavier workload this year, are enjoying their work in education less, and many are facing broader financial obstacles in their profession.
 - In October 2020, 80 percent of teachers surveyed say that a feeling of burnout is a major or moderate concern up from 59 percent this Spring [\[RAND\]](#).
 - In October/November, 77 percent of educators saying that work was taking more time this year than last year; 60 percent reporting they were enjoying their work in education less this year; and 64 percent reporting they had stopped paying into a savings account, 30 percent no longer paying into retirement, and 12 percent unable to make mortgage or rent payments. [\[Horace Mann\]](#)
- Teacher, administrator, and hourly employee morale have hit their lowest points since EdWeek first started tracking this metric on March 25. Of those three groups, teachers are faring the worst: 84 percent of teachers and administrators say teacher morale is

lower now than it was prior to the pandemic. That's up from 71 percent the last time the EdWeek asked about morale in late August and from 56 percent in March. [EdWeek]

Percent of teachers and district leaders who say morale has declined for students, teachers, hourly employees, and administrators



Teacher Workload

Teacher Credentials

Synthesis: New teachers may enter the classroom without having passed licensure exams, completed clinical requirements or received other forms of traditional feedback during COVID.

Key Evidence:

- 46 states used new or existing emergency waivers and/or certificates to certify teacher-candidates who were unable to complete all preparation requirements at the end of the 2020 school year [Deans for Impact]. See the [database of changes across all 50 states](#) to licensure, clinical requirements, entry/exit assessments, and program approval.
- During Spring 2020, half of the states surveyed by EdWeek eased their evaluation requirements or issued flexibility for districts and teachers unions. Now, in October, new

research is finding that most states will require evaluations during the 2020-2021 school year [[EdWeek](#)].

Teacher Training

See related data note: [Teacher Digital Learning Expectations, Realities, and Needed Supports](#)

Synthesis: Teachers and felt ill-prepared for the transition to remote learning in spring 2020.

Key Evidence:

- Teachers' sense of success dropped from 96 percent to 73 percent after the transition to remote teaching in Spring 2020 [[Upbeat](#)], but rose back up to 92 percent in Fall 2020 [[Annenberg](#)].
- In an October 2020 survey, 40 percent of teachers providing fully remote instruction said that they had a major or very major need for strategies to keep students engaged and help students catch up to grade level [[RAND](#)].
- **67 percent** of teachers said their teacher preparation program did NOT adequately prepare them to facilitate online learning [[EFE](#)].
- **42 percent** of teachers said they received training on how to provide distance learning opportunities in 2019-2020. **34 percent** say they received training on how to make those opportunities engaging and motivating to students. The highest needs mentioned were less on technology but rather effective approaches to digital learning. [[EFE](#)]
- Highest need from teachers: (1) strategies to keep students engaged and motivated to learn remotely, (2) strategies or resources to address the loss of students' opportunities to engage in hands-on learning (e.g., loss of internships, labs, or hands-on learning activities in the classroom). [[RAND](#)]
- Teachers who reported less supportive working conditions were 10x more likely to say they felt a decline in their feeling of success. As opposed to teachers who reported highly supportive working conditions who were only 4x more likely to report feeling unsuccessful due to COVID [[Annenberg](#)]

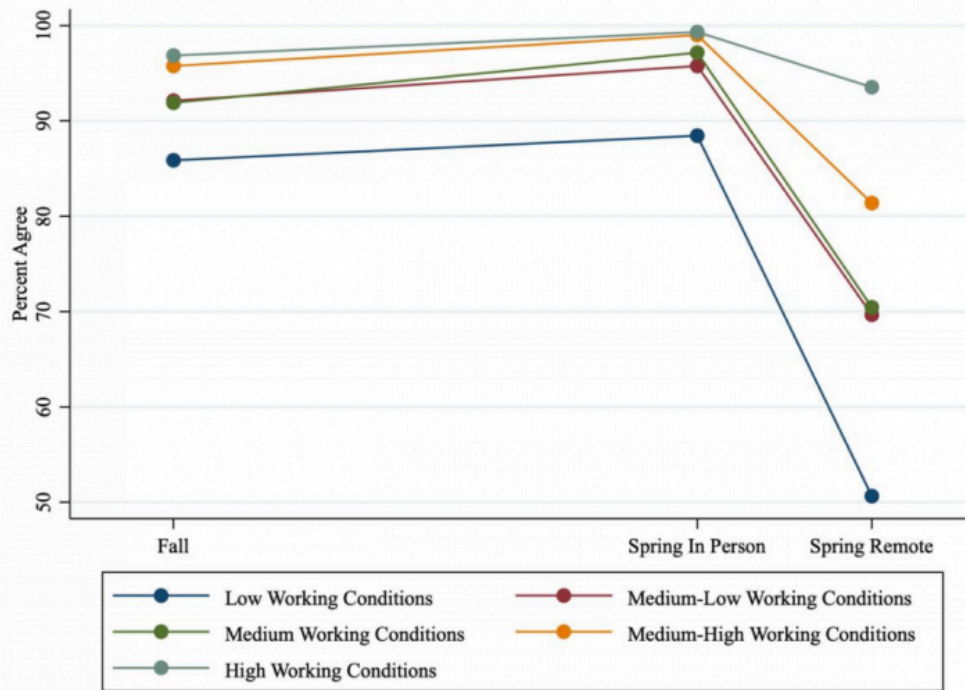


Figure 9. Changes in Teachers' Sense of Success by Quintile of Individual Working Conditions during Remote Teaching

[Annenberg](#)

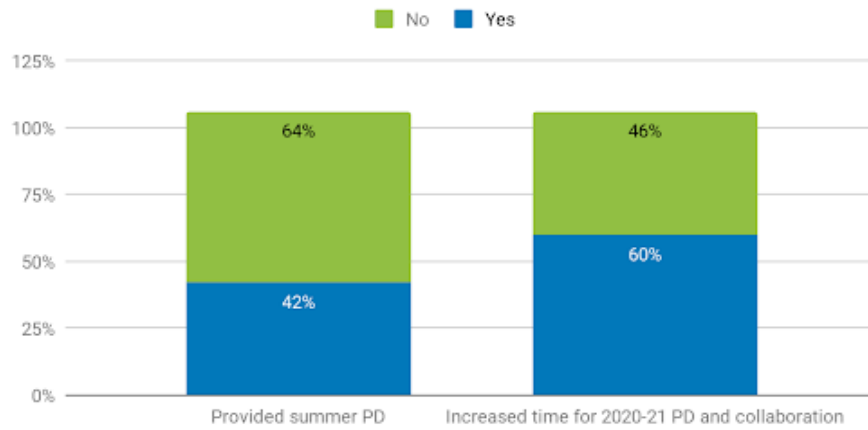
"As of yet, my district still has not provided any training to the teachers and this would be the best time to do it. They will probably provide one or two days of training right before school starts, which does not give teachers much time to learn or practice." [T2T]

Synthesis: About half of teachers are receiving additional training in Summer 2020 to prepare for another semester of remote learning

Key Evidence:

- 58 percent of the 106 districts in CRPE's analysis communicated that they provided professional development to help teachers prepare for continued virtual learning [CRPE]
- In an August survey, 54 percent, 56 percent, and 55 percent of teachers received training on technology, training on distance learning, and resources for distance learning, respectively. [PDK International]
- In an August 2020 survey, only half of teachers reported that their district completely or mostly paid for their professional learning over the summer in 2020. [PDK International]

District communicated approaches to professional development



[CRPE](#)

Teacher Shortages

- Need for a sufficient number of qualified instructional staff ranked second among district leaders' reports of staffing-related hindrances this school year. Similar percentages of focus and nonfocus districts rated this concern a major hindrance this school year.

[\[RAND\]](#)

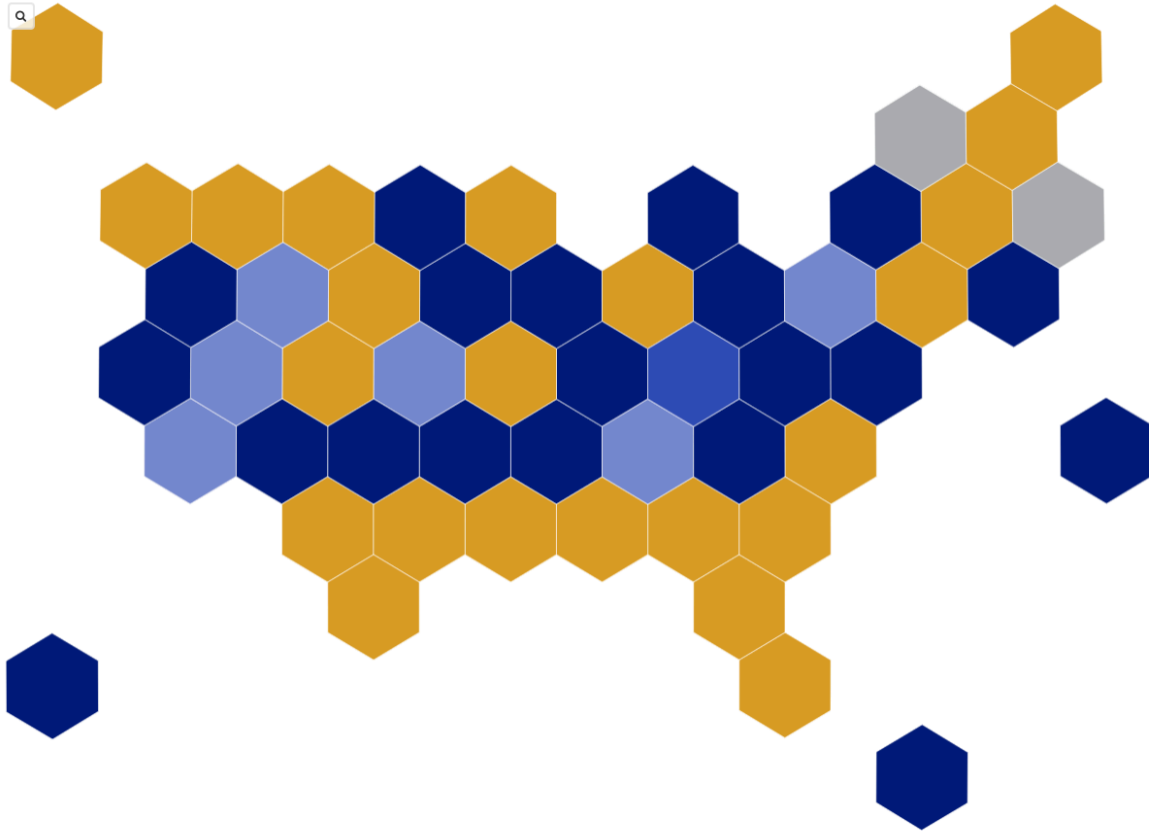
Teachers and Vaccinations

Synthesis: Teacher vaccinations are becoming more widely available.

- As of January 18, 2021, teachers are eligible for vaccinations in 11 states, including Arkansas, Connecticut, Hawaii, Idaho, Kentucky, Maryland, Michigan, Minnesota, New Mexico, New York and Utah. Governor Cox, of Utah, wants to fully vaccinate all K-12 teachers and school staff by the end of February. [\[EdWeek\]](#)
- As of January 18, 2021, teachers are eligible for vaccinations in five states, including Arizona, California, Tennessee, Virginia and Wyoming. In these states, teachers are included in phase 1b, but the transition to 1b varies within each state. [\[EdWeek\]](#)
- As of January 18, 2021, teachers over 50 are eligible for vaccinations in West Virginia. [\[EdWeek\]](#)

Map: Teacher Eligibility for Vaccines By State

- Teachers are eligible
- Teachers over 50 are eligible
- Teachers are eligible in some places
- Teachers are not yet eligible
- N/A

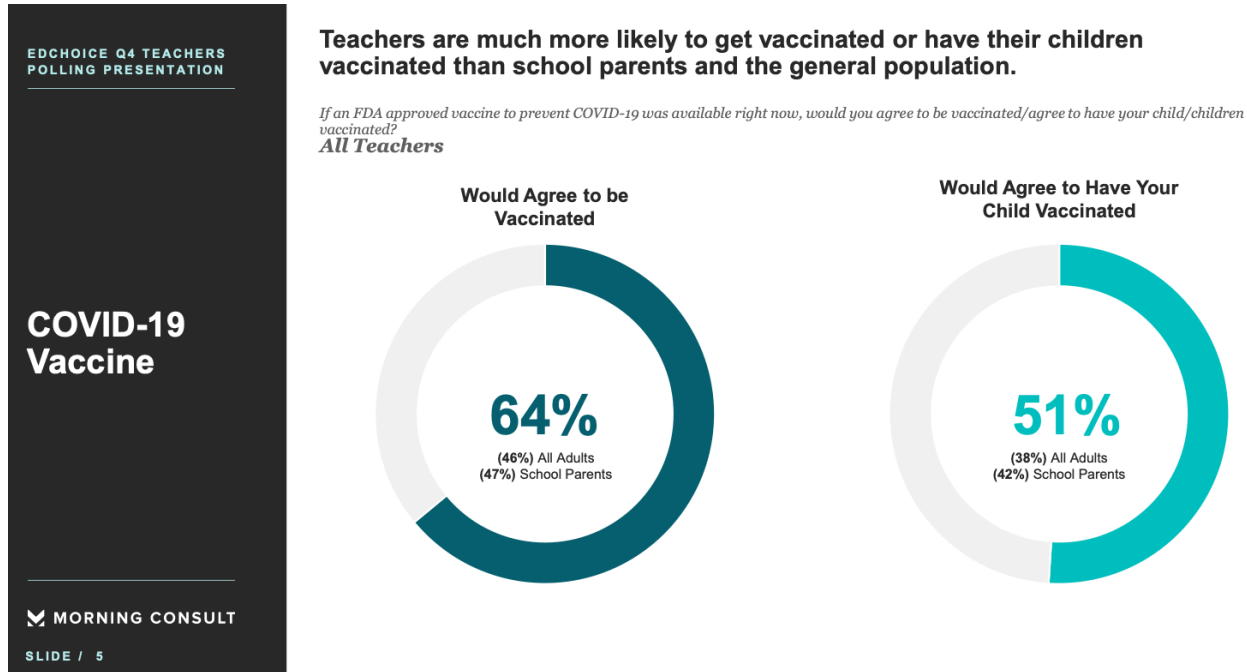


[EdWeek]

Synthesis: Most teachers would agree to get vaccinated and to vaccinate their children.

Key Evidence:

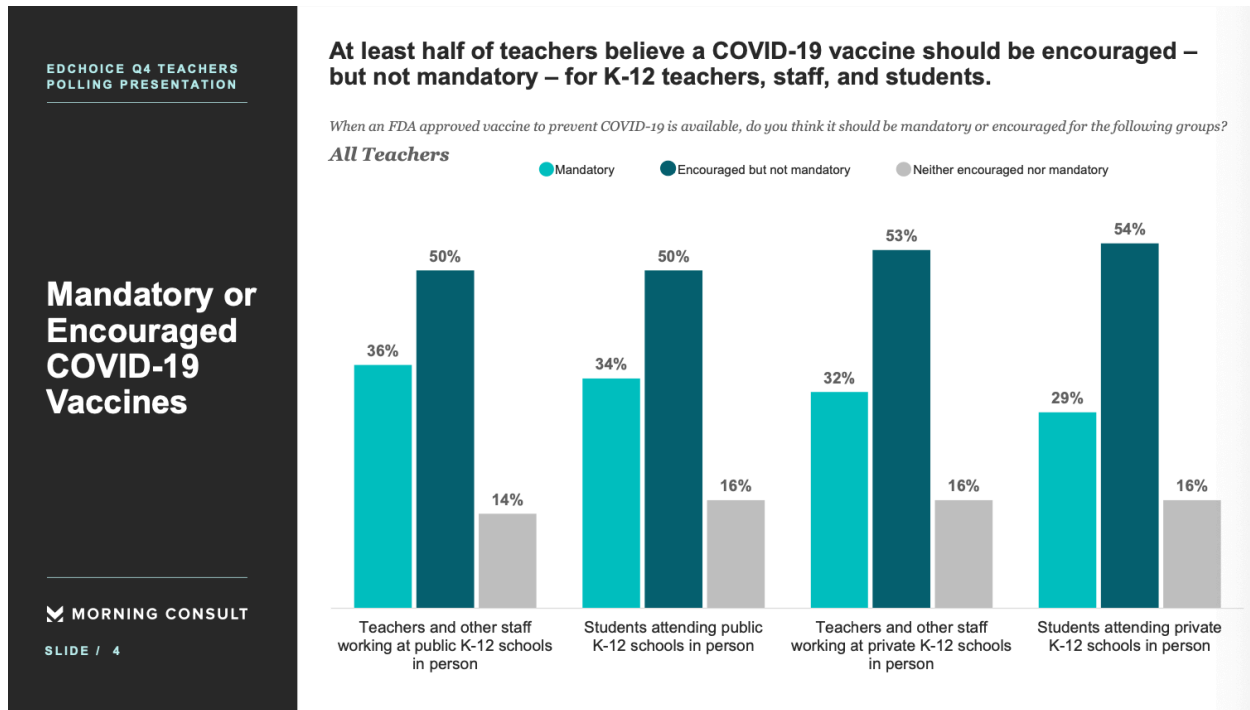
- According to a survey from Q4 2020, 64% would agree to be vaccinated, compared to 48% of all adults and 47% of school parents. [\[Morning Consult\]](#)
- According to a survey from Q4 2020, 51% would agree to have their children vaccinated, compared to 39% of all adults and 42% of school parents. [\[Morning Consult\]](#)



Synthesis: The majority of teachers believe a covid vaccine should be encouraged, but not mandated, for K-12 teachers, staff and students.

Key Evidence:

- According to a survey from Q4 of 2020, 36% of public school teachers and 32% of private school teachers believe that a vaccine should be mandatory for K-12 teachers, staff and students. [\[Morning Consult\]](#)
- According to a survey from Q4 2020, 50% of public school teachers and 53% of private school teachers believe that a vaccine should be mandatory for K-12 teachers, staff and students. According to a survey from Q4 of 2020, at least half of teachers believe a vaccine should be encouraged but not mandatory for K-12 teachers, staff, and students. [\[Morning Consult\]](#)



Principal Shortages

Synthesis: Principals are looking to leave the profession as COVID has increased their responsibilities and stress

Key Evidence:

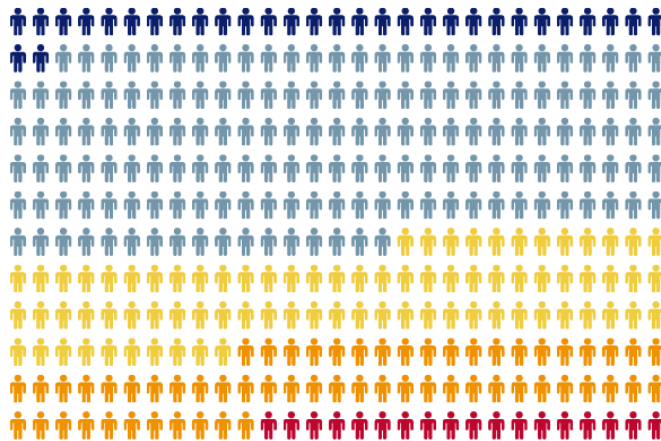
- An August 2020 survey reported 45 percent of principals said that pandemic conditions are prompting them to leave the job sooner than they had previously planned. [EdWeek]
- An August 2020 survey reported 23 percent of principals said the working conditions in the pandemic sparked their thoughts of leaving the job for the first time. Slightly more than 17 percent said the pandemic has moved up their plans to leave within 1 to 2 years. 5 percent said they would leave the job as soon as possible. [EdWeek]
- Nearly 1 in 5 principals turn over each year, largely driven by challenging working conditions, too little support and professional development [EdWeek]

However, few district leaders—about one in 20—anticipated that attrition among principals or central office staff will be a major hindrance this school year. [RAND]

Pandemic May Speed Up Principal Departures

Forty-five percent of principals report that pandemic working conditions are accelerating their plans to leave the profession.

> Hover over a category to see data.



- COVID has recommitted me to the principalship. I might stay even longer than I planned.
- I have no departure plans, or COVID has not influenced my plans.
- I hadn't thought much about leaving pre-COVID, but thinking about it now.
- It has accelerated my departure; I'll be leaving in 1-2 years.
- It has accelerated my departure; I've decided to leave asap.

[EdWeek]

"I'm a human being with a family. At the end of the day, if I died in this position, who would take care of them? It really came down to that." [EdWeek]

Superintendent Needs

Synthesis: Addressing social-emotional needs is a top priority for superintendents.

Key Evidence:

- The top-ranked professional development need among the six topics about which we asked was addressing students' social and emotional well-being. Nonfocus district leaders ranked this professional development need especially high, with 37 percent of non-focus leaders deeming this professional development topic a great need. [RAND]
- Three-quarters of district leaders said they looked to state and local health department guidance to a great extent to guide their operating plans for the 2020–2021 school year. District leaders reported that state and local health department guidance had more influence on their operating plans this year than any other source about which we asked. [RAND]

Synthesis: While districts express interest in social emotional learning for their students (70% believe it should be high on their priority list), they vary in approach and measurement. [CRPE]

- Most district plans (66 percent) mentioned students' social-emotional learning and wellbeing.
- When it comes to supporting students, district plans were more likely to focus on creating safe environments (47 percent) than teaching social-emotional skills (31 percent). Of the approaches we reviewed, advisories and morning meetings were the most common ways districts supported students.
- Despite the clear interest in students' social-emotional learning and well-being, we also found very few districts (7 percent) taking a systemwide approach to collecting data on how their students were doing.

Instruction & Assessment

Grade-Level Content

Synthesis: In 2020-21, the majority of students are **not required** to repeat a grade or a class to account for lost learning, but districts may provide supplemental instruction to address learning loss.

Key Evidence:

- Only 7 states are requiring districts to implement strategies for accelerating learning or addressing learning loss in Fall 2020. [CRPE]
- 81 percent of principals do not expect to require students to repeat a grade level; 66 percent do not expect to require students to repeat particular courses. [RAND]
- 47 percent of principals expect to provide supplemental online courses during 2020-21 to help students catch up. [RAND]
- As of July 2020, 60 percent of elementary and middle school principals say they've developed a plan to address learning loss but 90 percent saying they need additional funding to efficiently execute their plans [NAESP].
- As of July 2020, 65 percent of parents support beginning the 2020-2021 school year by re-teaching the end of the 2020 school year content [USC]

Assessments

Synthesis: State standardized testing requirements were waived for the 2019-2020 school year, but will not be waived for 2020-2021.

Key Evidence:

- 100 percent of states and DC have received federal waivers eliminating 2019-2020 summative testing requirements. [EdWeek]
- The National Assessment of Educational Progress (NAEP) will be postponed until 2022. Students in 4th and 8th grades were scheduled to take the every-other-year reading and math exams in 2021. [WaPo]

- Several states, including Georgia, Virginia, South Carolina, and California, have voted to make end of course exams count for less of students' grades, or shortened the length of traditional exams. [\[EdWeek\]](#).
- The Biden administration mandated that states must administer federally required standardized tests this year, but schools won't be held accountable for the results — and that states could give shorter, remote, or delayed versions of the exams. [\[Chalkbeat\]](#)

Synthesis: The federal government is starting to capture a comprehensive picture of COVID-19 related information.

Key Evidence:

- The Institute of Education Sciences (IES) at the U.S. Department of Education today announced the largest representative and highest-quality effort yet to gather vital data on the impact of COVID-19 on students and the status of in-person learning. This project, known as the "NAEP 2021 School Survey," will collect high-quality data from a nationally and state-representative sample. [\[IES\]](#)
- The Biden administration announced that state assessments must be administered this year. However, a number of states are pursuing waivers, including Washington, New York, and Illinois. [\[AssessmentHQ\]](#)

Synthesis: A growing number of parents support cancelling standardized tests for the 2020-2021 school year.

Key Evidence:

- The proportion of parents who “support” or “strongly support” cancelling all standardized tests for the 2020-2021 school year has risen steadily from 43 percent in mid-April to 49 percent in late May to 59 percent in mid-July to 64 percent in mid-October [\[USC\]](#)
- In September, 47 percent of parents surveyed stated that schools should continue standardized testing, as the tests would help assess learning. 43 percent stated that students and teachers should have a break from standardized testing this year. [\[NPU\]](#)

Synthesis: Some, but not all, districts administered a diagnostic assessment in Fall 2020.

- A little over one-third of the districts in a 447-district sample made explicit mention of using assessments to understand student learning at the start of the year. [\[CRPE\]](#)
- City or suburban COVID-19 response plans more frequently mentioned the use of assessments than did rural districts' plans. [\[CRPE\]](#)
- Districts that were fully remote in December were slightly more likely to mention the use of assessments: 43 percent of remote districts mentioned use of assessment data as part of their COVID-19 response, compared with 37 percent of all districts. [\[CRPE\]](#)

Synthesis: Standardized testing is changing due to the pandemic.

- The College Board announced that the general SAT exam would no longer contain an optional essay section and subject-matter tests will cease in the United States. [\[NY Times\]](#)
- The University of California announced it will end the use of SAT and ACT in admissions. [\[NY Times\]](#)
- The NAEP 2021 administration has been postponed until 2022. [\[Reuters\]](#)

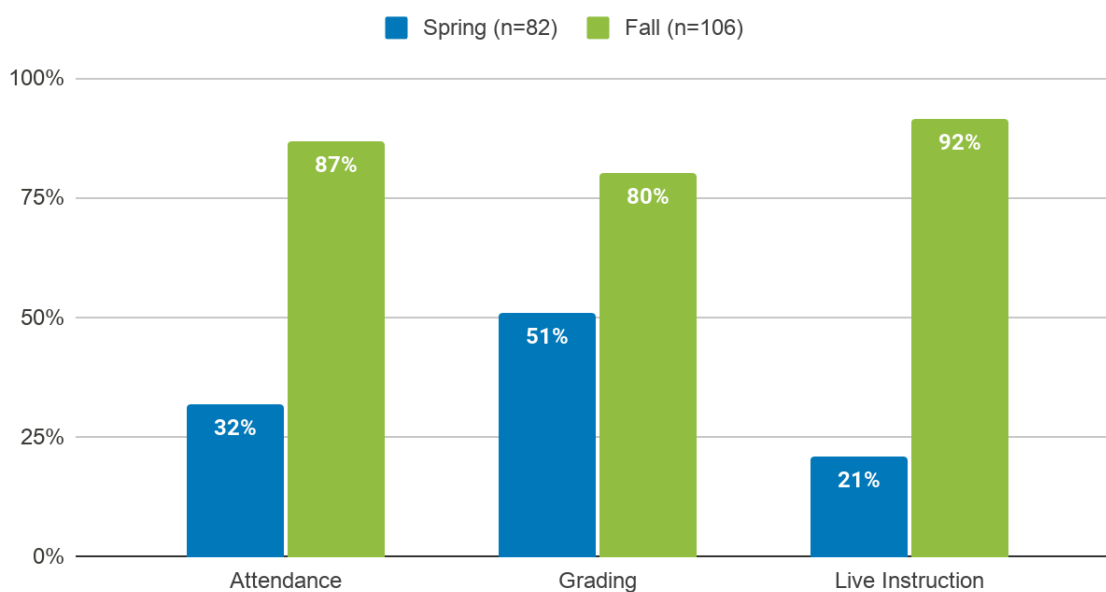
Attendance, Grading and Feedback During COVID

Synthesis: More districts grading student work and tracking attendance in Fall 2020 than they were in Spring 2020.

Key evidence:

- As of December 2020, districts have reported spikes in the number of failing grades given by teachers this fall, evidence that the learning losses are continuing. The sharpest increases have been for Black and Latino students, students experiencing poverty, students with disabilities and students learning English. Montgomery County Public Schools in Maryland reported that 36 percent of 9th grade students who are experiencing poverty failed English in Fall 2020, compared to 6 percent in Fall 2019 [[Washington Post](#)].
- 59 percent of teachers stated they are assigning letter grades during Fall 2020, compared to 35 percent in spring 2020. Secondary teachers were more likely to assign letter grades than elementary teachers, 75 percent at secondary level compared to 41 percent at elementary level [[RAND](#)].
- Middle and high school students in Fairfax County, VA saw an 83 percent increase in Fs during Fall 2020, compared to fall 2019 (from 6 percent of all grades received to 11 percent). Middle school students accounted for a larger percentage increase in Fs received, with a 300 percent increase year-over-year [[Washington Post](#)].

Changes to district practices, Spring Vs Fall



[CRPE](#)

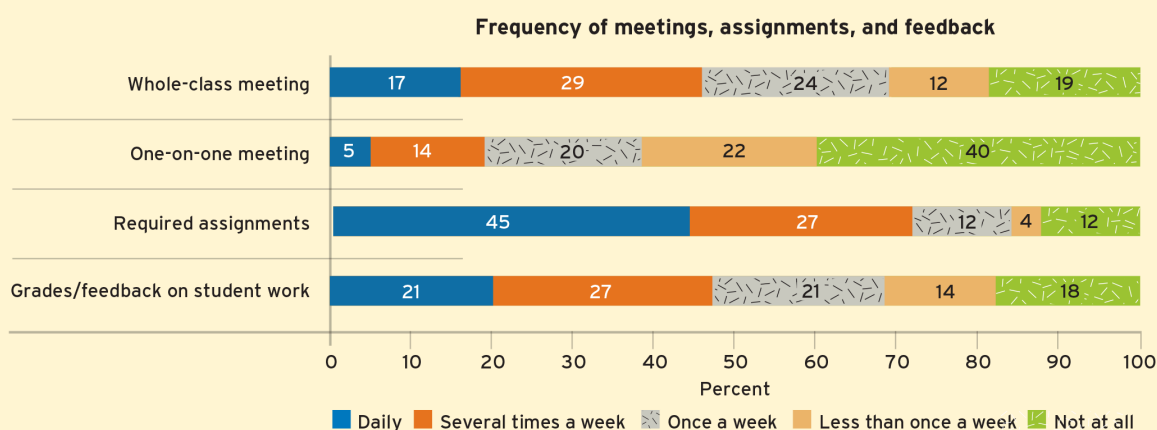
Synthesis: Most students did not receive traditional letter grades for academic work during Spring 2020 closures.

Key Evidence:

- In a scan of 250 districts in Spring 2020, 62 percent of schools had district policies indicating that student distance learning assignments would be graded. 50 percent of grades were based on completion alone; 50 percent were based on performance. 22 percent of districts implemented a pass/fail policy to replace traditional letter grades. More than 1/5th implemented a policy that student grades can only go up. [AEI]
- 35 percent of teachers reported giving students letter grades in Spring 2020. 31 percent report giving students pass/fail grades [RAND]
- 64 percent of teachers reported that there were “no consequences” for students who failed to meet standards during Spring 2020. [EdWorkingPapers]

Intensity of instructional activity varied (Figure 3)

According to parents, the frequency with which students met with their teachers in whole-class and individual settings varied widely, as did the frequency with which students were required to complete assignments and received grades or other forms of feedback on their work. For example, the parents of 21% of students reported that their child received grades or feedback daily, while the parents of 18% reported no grades or feedback at all.



QUESTIONS: In a typical week during the closure, how often has this child's school or teachers...

- met with the whole class by video, telephone, or in another way?
- met with your child one-on-one by video, telephone, or in another way?
- assigned work that is required?
- provided grades or other feedback on completed assignments?

[Education Next](#)

Synthesis: States and districts have taken an ad-hoc approach to collecting and reporting attendance data during COVID.

Key Evidence:

- In Fall 2020 in Connecticut students are counted as being “in attendance” if their total time spent in either synchronous classes/meetings, time logged in electronic systems or assignment completion is equal to at least half of the school day. [\[Education Dive\]](#)
- In Fall 2020 in D.C., students must do at least one activity per day in Canvas between 6 am and 11:59 pm (logging in, clicking on a link, opening a course or working on an assignment), to be marked as present. [\[Education Dive\]](#)
- In Fall 2020 in Ohio schools use assignment completion as a metric for attendance. So, if a student turns in a project, such as a diorama, that was expected to take eight hours, that counts toward eight hours of attendance. [\[Education Dive\]](#)

Synthesis: Schools did not consistently require participation during Spring 2020 school closures

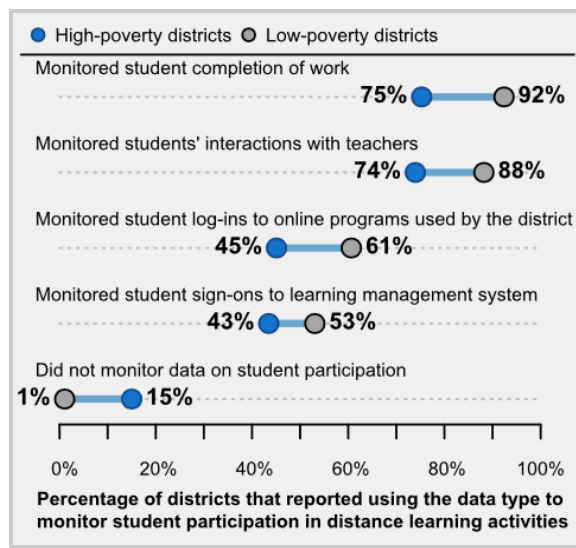
Key Evidence:

- In a scan of 250 districts in Spring 2020, roughly 32 percent of all schools expected student participation, and just 11 percent expressed no expectations of participation. [\[AEI\]](#)
- In Spring 2020 26 percent of teachers reported having no live (i.e., synchronous) meetings with students via phone or video. 39 percent reported having synchronous meetings monthly or weekly, and 23 percent meet synchronously a few times per week. 12 percent meet daily. [\[RAND\]](#)
- Low poverty districts were more likely to monitor student completion of work, log-ins to programs, log-ins to LMS, and participation than high poverty districts. [\[AIR\]](#)

Synthesis: Students did not consistently receive feedback during Spring 2020 school closures

Key Evidence:

- In a survey of 80 districts, only 55 percent report they expect teachers to give feedback on student work in a remote setting for Fall 2020. [\[CRPE\]](#)
- In Spring 2020, 32 percent of teachers report giving daily feedback on their students' work. 29 percent report giving feedback a few times per week, 31 percent weekly. 17 percent report monitoring completion but not providing feedback. [\[RAND\]](#)
- In September 2020, 60 percent of elementary school teachers reported that their biggest challenge is adequately assessing student progress [\[Talking Points\]](#).



[AIR](#)

Learning During COVID and Loss Projections

Learning Loss Assessments

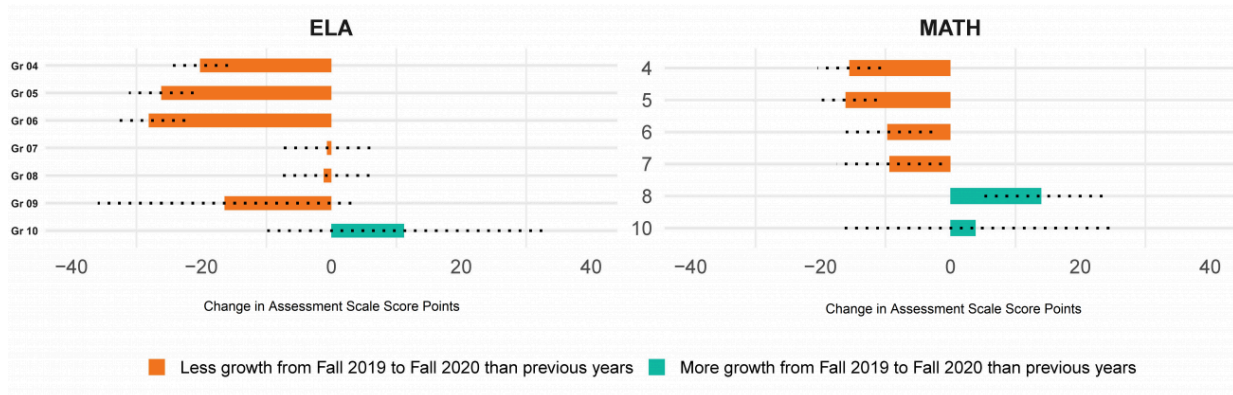
Synthesis: While all students are suffering, those who came into the pandemic with the fewest academic opportunities are on track to exit with the greatest learning loss.

Key Evidence

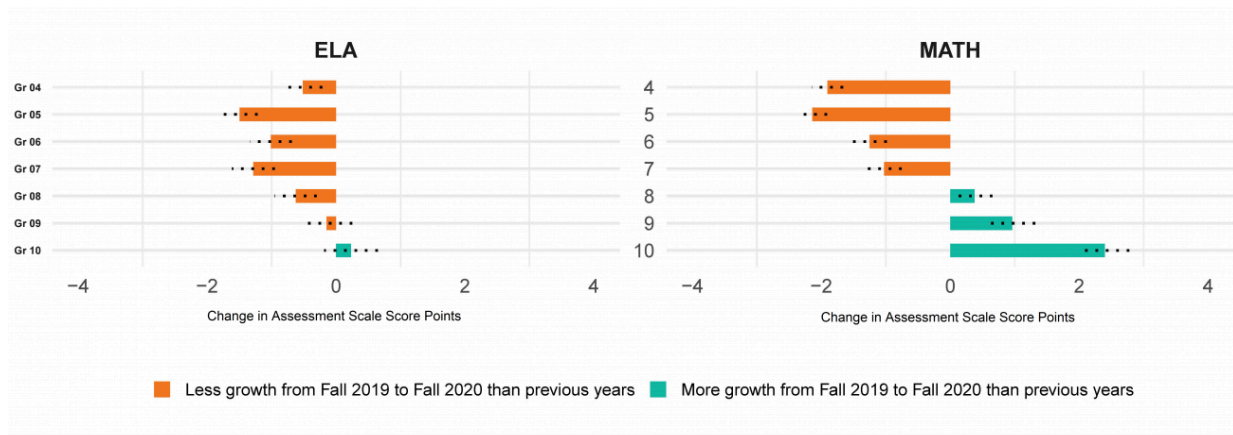
- By the end of June 2021, students are likely to lose an average of five to nine months of learning. [\[McKinsey\]](#)
- Students of color could be six to 12 months behind, compared with four to eight months behind, by then end of June 2021. [\[McKinsey\]](#)
- Average achievement on the Ohio Third-Grade English Language Arts (ELA) assessment decreased equivalent to one-third of a year's worth of learning. Black students experienced test score declines that were nearly 50% larger than white students—for a total decline of approximately one-half of a year's worth of learning. The scores of economically disadvantaged students also fell more than scores of students not identified as such. [\[OSU\]](#)
- A network of California districts known as CORE analyzed fall assessment results for students in 18 districts. Fifth graders in the California sample of 50,000 students lost roughly two points on NWEA's Measures of Academic Progress, or MAP, assessment in reading and math, while in a typical year, they would have gained 10 points. The scores of disadvantaged fourth-graders grew at a slower rate in English language arts, while peers from wealthier families gained more than they would have in a typical year. [\[PACE\]](#)

Synthesis: A study published January 25 on learning assessments in California reveals that younger students, and those who are ELLs or experiencing poverty are likely to experience more learning loss this year than others.

- A study published January 25 on learning loss In California, shows significant learning loss in Math and English Language Arts, based onMAP and STAR assessments.[[PACE](#)]
- The cancellation of state tests in Spring 2020 resulted in very limited performance data to understand student progress. [[PACE](#)]



[[California: STAR Assessment of Math and English Language Arts Progress, PACE](#)]



[[California: MAP Assessment of Math and English Language Arts Progress, PACE](#)]

Evidence of the rise in failing grades is emerging nationwide, reflecting the toll that remote schooling is taking on children. Districts with higher proportions of students of color and students experiencing poverty are more likely to teach students remotely, where failing grades are more prevalent.

- 61% of parents saying the possibility that students will fall behind without in-person instruction is a key consideration for school reopening. ([Pew](#))
- A recent WSJ article summarizes the results from NWEA and Renaissance Fall 2020 analyses. [[WSJ](#)]
- By the end of June 2021, students are likely to lose five to nine months of learning. [[McKinsey](#)]
- Students of color could be six to 12 months behind, compared with four to eight months behind, by the end of June 2021. [[McKinsey](#)]
- Student *participation* in online math coursework decreased 7.7% between January 2020 and January 2021. [[Opportunity Insights, Harvard](#)]
- Student *progress* in online math coursework increased 9.2% between January 2020 and January 2021. [[Opportunity Insights, Harvard](#)]

- In the fall quarter, student participation in online math coursework decreased by 11 percent this fall compared with participation prior to the pandemic. Among low-income students, the drop is 16 percent, while participation by high-income students decreased by just 2 percent. [McKinsey]

Forty thousand high school students in the Los Angeles Unified School District are at risk of not graduating — including 6,000 this year — according to a new analysis that tracks the effects of school closures on students in the nation's second largest district. [The74]

- Grades in middle and high school have dropped most among Black and Hispanic students, who make up over 80 percent of the district's almost 600,000 students. And only 2 percent of English learners and 9 percent of students with disabilities are on grade level in reading at those grades, according to student performance data presented to the Los Angeles school board.

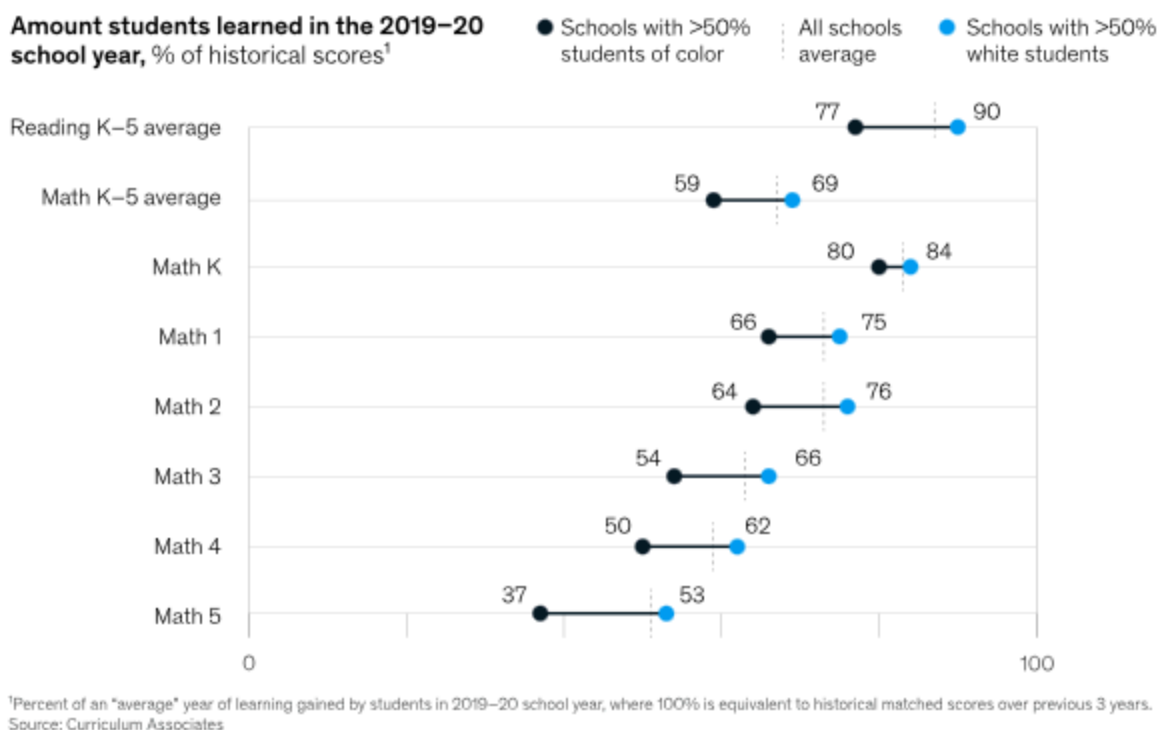
Synthesis: Early reports demonstrate more learning loss in mathematics compared to reading, and more severe learning loss for younger students and students of color. However, fall 2020 assessment results, administered in person or remotely, may not be capturing a significant portion of the student population. Student groups especially vulnerable to the impacts of the pandemic are more likely to be missing from the data.

Key Evidence

- In the United States, as of January 17 2021, total student participation in online math coursework decreased by 7.7% compared to January 2020. [Opportunity Insights, Harvard]
- In the United States, as of January 17 2021, total student progress in online math coursework increased by 9.2% compared to January 2020. [Opportunity Insights, Harvard]
- In the fall quarter, student participation in online math coursework decreased by 11 percent this fall compared with participation prior to the pandemic. Among low-income students, the drop is 16 percent, while participation by high-income students decreased by just 2 percent. [McKinsey]
- McKinsey analyzed assessment data from the Curriculum Associates i-Ready platform and found that students in their sample learned **only 67 percent of the math and 87 percent of the reading** that grade-level peers would typically have learned by the fall. [McKinsey]
 - On average, students lost the equivalent of **three months of learning in mathematics and one-and-a-half months of learning in reading**.
 - The learning loss was **especially acute in schools that predominantly serve students of color**, where scores were 59 percent of the historical average in math and 77 percent in reading.
- NWEA, an assessment provider, reports that in fall of 2020, also reported that students in grades 3–8 experienced **learning loss at a higher rate in math compared to reading** on their MAP tests, the leading NWEA assessment. [NWEA]
 - Students performed similarly in reading to same-grade students in Fall 2019, but about **5 to 10 percentile points lower** in math.
 - Most students made some learning gains in both reading and math since the COVID-19 pandemic started. However, gains in math were lower on average in Fall 2020 than prior years.
- Another analysis found even **more severe learning loss** in math and reading than the MAP test data shows, especially for **Black, Latino, English Language Learners, and younger students**. [Renaissance]
 - Younger students had the largest decrease in growth in math (20 point

- decrease), compared to a 5 point decrease for 8th graders.
- Black students experienced larger decreases in growth. In math, Black students' growth was 19 points lower than 2019 baseline expectations for all students and reading growth was 11 points lower.
 - In December, a study of 30,000 students in DC's district and charter schools found that these students lost four months of learning in math and one month in reading. [\[EmpowerK12\]](#)
 - In November, the Los Angeles superintendent, Austin Beutner, said the district had seen a 15 percent increase in D's and F's among high school students this school year compared with the last, and a 10 percent drop in reading proficiency among elementary school students. The district announced in December that it would defer any F grades until the end of January. [\[NYTimes\]](#)

Most students are falling behind, but students of color are faring worse.



McKinsey
& Company

[\[McKinsey, December 8, 2020\]](#)

Early reports demonstrate more learning loss in mathematics compared to reading, and more severe learning loss for younger students and students of color. However, fall 2020 assessment results, administered in person or remotely, may not be capturing a significant portion of the student population. Student groups especially vulnerable to the impacts of the pandemic are more likely to be missing from the data.

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grade-level peers would typically have learned by the fall. [McKinsey]

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 - Black students experienced larger decreases in growth. In math, Black students' growth was 19 points lower than 2019 baseline expectations for all students and reading growth was 11 points lower.

A new learning loss (“unfinished learning”) analysis from Curriculum Associates on Winter 2021 data is consistent with what have been found previously: students proficiency is lower this year compared to prior years, the unfinished learning is greater for students in earlier grades, and that it is greater for students in schools serving majority Black and Latino students and students from lower-income zip codes. [Curriculum Associates]

- In reading, there is a greater amount of unfinished learning at each grade level, particularly in Grades 1, 2, and 3. The percentage of students who are ready for grade-level work (Early On Grade Level or above) has decreased during the 2020–2021 school year relative to the historical average across all grades.
- In mathematics, there is a greater amount of unfinished learning across all grades. The percentage of students who are ready for grade-level work (Early On Grade Level or above) has decreased during the 2020–2021 school year relative to the historical average across all grades. Elementary Grades 1–5 and early middle school, Grade 6, show the greatest amount of unfinished learning.
- There is a larger increase in unfinished learning in Reading for students in schools serving a majority of Black students (11 percentage points) and Latino students (9 percentage points) compared to students in schools serving a majority of White students (5 percentage points).
- There is a larger increase in unfinished learning in Math for students in schools serving a majority of Black students (14 percentage points) and Latino students (10 percentage points) compared to students in schools serving a majority of White students (5 percentage points).

Synthesis: English Language Learners are experiencing some of the worst impacts of the pandemic.

- Parts of [Virginia](#), [California](#) and [Maryland](#) are beginning to see E.L.L. students fall more behind than their peers, according to early fall data from each school district. In [Connecticut](#), attendance is becoming a larger issue for English learners, who were second only to homeless students in their drop in attendance in virtual and in-person classes. [NYTimes]

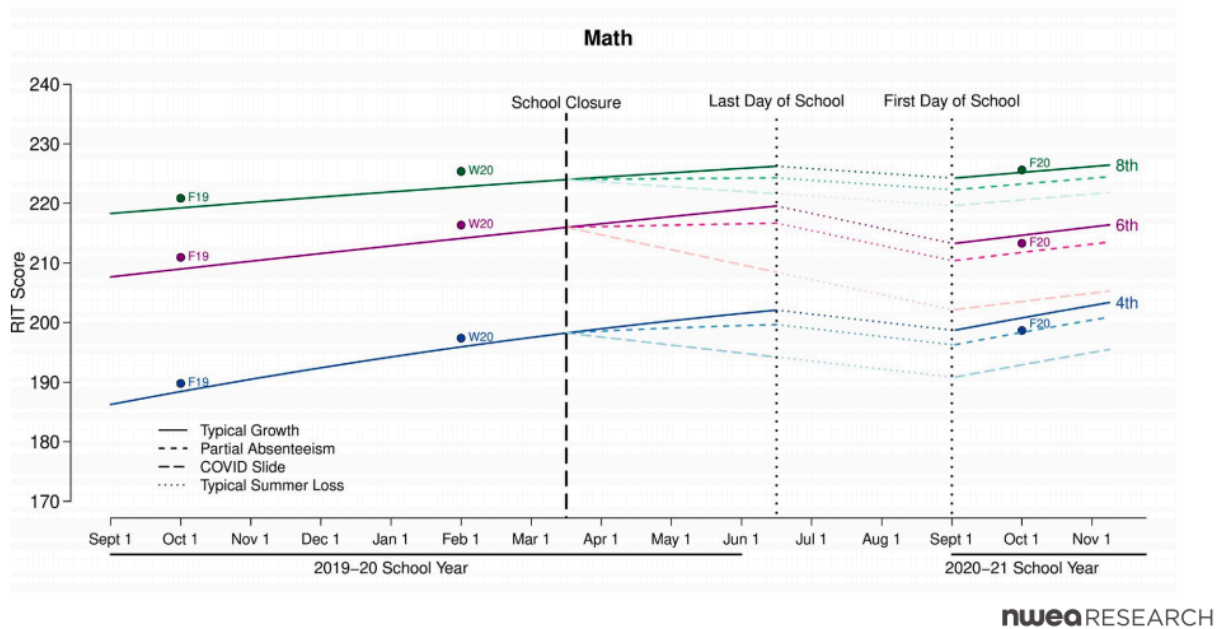
Synthesis: The first national assessment of learning loss in Fall 2020 (the MAP test) shows less severe learning loss than originally projected in reading. However, researchers are concerned that the many missing students were left out of this assessment.

Key Evidence:

- In Fall 2020, in almost all grades, most students made some learning gains in both reading and math since the COVID started.

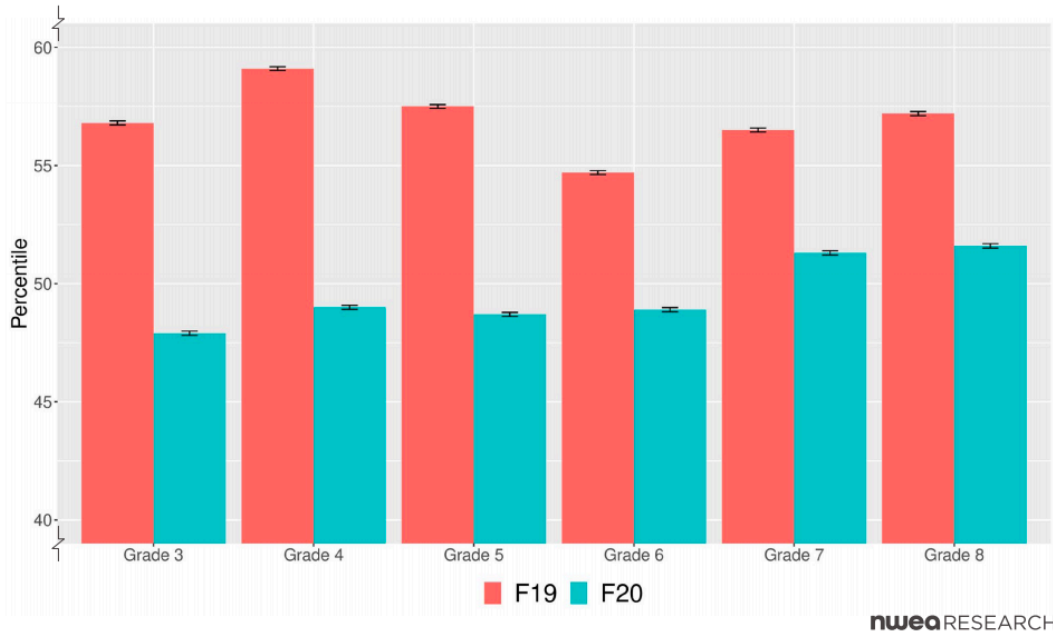
- Fall 2020 achievement levels in reading were similar to Fall 2019, but achievement levels in math were 5 to 10 percentage points lower [NWEA].
- In Fall 2020, learning loss for lower grades (e.g., 4th grade) falls below expected growth projections, but above COVID slide projections. Older students (e.g. 8th grade) achievement scores in math fell at or above typical growth projections [NWEA].
- Around 800,000 students who took the test in Fall 2019 did not take the test again in Fall 2020 (5.2 million students tested in 2019 vs. 4.4 million in 2020). Students who did not take the MAP test in 2020 are likely to be students who performed lower in 2019, Black or Latino students, or students experiencing poverty [NPR and NWEA].
- Some students took the test in person, and others took it at home. Results suggest that the remote testing experience is consistent with in person testing for students in grades 3–8, but may qualitatively differ for the youngest students.

Learning Gains for 4.4 Million Students in Grades 3-8 | MAP Growth Test



Spring Projections: [NWEA](#) | Fall Projections: [NWEA](#)

MAP Growth achievement percentiles in math by grade level in fall 2019 and fall 2020



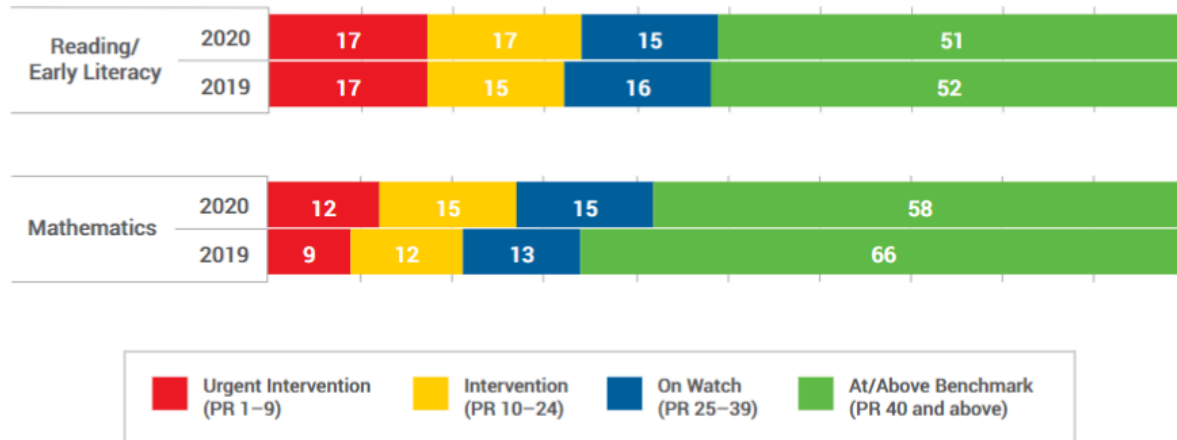
[NWEA](#)

Synthesis: Other preliminary data sources and reporting demonstrate more severe learning loss in math and reading than the MAP test shows, especially for Black, Latino ELL and younger students.

Key Evidence (general):

- McKinsey analyzed data from Curriculum Associates i-Ready platform and found that students in their sample learned only 67 percent of the math and 87 percent of the reading that grade-level peers would typically have learned by the fall. On average, that means students lost the equivalent of three months of learning in mathematics and one-and-a-half months of learning in reading.³ The learning loss was especially acute in schools that predominantly serve students of color,⁴ where scores were 59 percent of the historical average in math and 77 percent in reading [[McKinsey](#)]
- Data from a sample of 5 million students in grades 1–8 from all 50 states from the STAR assessment show that In Fall 2020, student growth in math was, on average, 15 points lower than the 2019 baseline expectations. Younger students (e.g. 4th grade) had the largest decrease in growth in math (20 point decrease), compared to a 5 point decrease for 8th graders [[Renaissance](#)].
- Fall 2020 data from Curriculum Associates suggests that students lost more ground in Math than in Reading during COVID closures. Typically, 19 percent of second graders show up in the Fall at least two grade levels below in reading. In 2020, that rose to 25 percent, six percentage points higher than the historical average. The data also show that a full 30 percent of second graders are two or more grade levels below in math, 10 percentage points higher than the historical average. [[Curriculum Associates](#)]

Figure 1. Percentage of students in MTSS risk categories: Fall 2019 versus Fall 2020

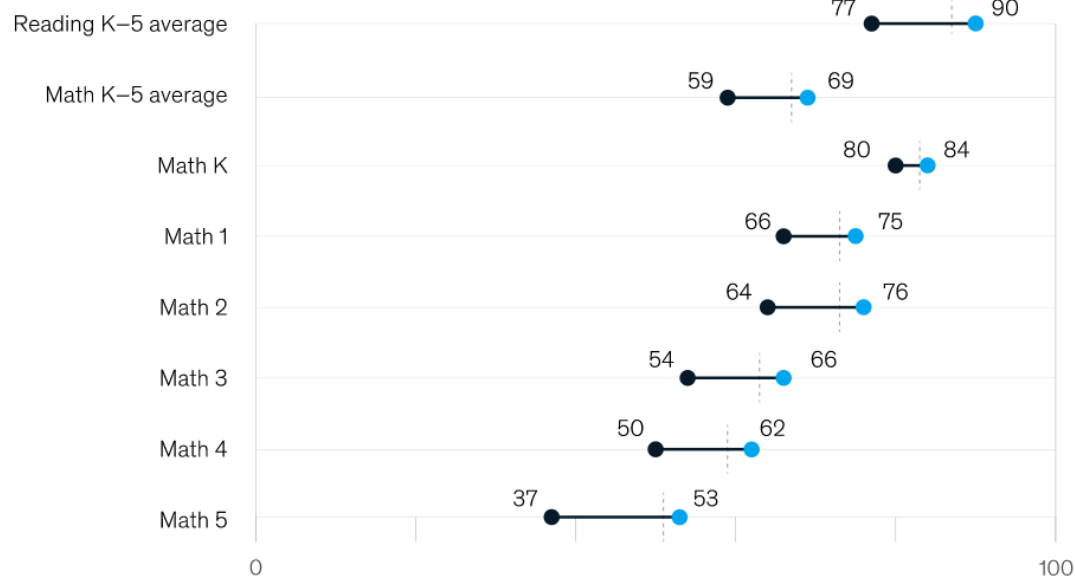


Renaissance

Most students are falling behind, but students of color are faring worse.

Amount students learned in the 2019–20 school year, % of historical scores¹

● Schools with >50% students of color All schools average ● Schools with >50% white students



¹Percent of an “average” year of learning gained by students in 2019–20 school year, where 100% is equivalent to historical matched scores over previous 3 years.
Source: Curriculum Associates

[McKinsey]

Percent Change in Student Math Progress*

In the United States, as of November 22, 2020, total student progress in online math coursework **increased** by 0.8% compared to January 2020.

[The Opportunity Tracker](#)**Key Evidence (students experiencing poverty):**

- As of October 2020 students from low income ZIP codes **progress** in online math coursework decreased by **7 percent** compared to a .8 percent increase in January 2020. This is a slight improvement over the decrease in May which was **11 percent**. [[The Opportunity Tracker](#)]
- More students in higher minority and higher poverty schools tend to be two or more grade levels below this Fall than their peers in lower minority, lower poverty schools. [[Curriculum Associates](#)]

Key Evidence (Black, Latino and ELL students):

- McKinsey analyzed data from Curriculum Associates i-Ready platform and found that students in their sample learned only 67 percent of the math and 87 percent of the reading that grade-level peers would typically have learned by the fall. On average, that means students lost the equivalent of three months of learning in mathematics and one-and-a-half months of learning in reading.³ The learning loss was especially acute in schools that predominantly serve students of color,⁴ where scores were 59 percent of the historical average in math and 77 percent in reading [[McKinsey](#)]
- Black students experienced larger decreases in growth. In Math, Black students' growth was 19 points lower than 2019 baseline expectations for all students and reading growth was 11 points lower [[Renaissance](#)].
- November 2020 learning loss data from Fairfax County, VA, showed 35 percent of all students in the district underperforming in math, and is even higher for ELL students at 47 percent. [[Washington Post](#)].
- Fall 2020 data from Dallas ISD demonstrate that half of students experienced learning loss in math and nearly a third slipped in reading. The results highlighted the vast disparities between Black students and the rest of the district. In math, the percentages of Black students reaching the "meets grade level" projections ranged from 7.5 percent (in fourth grade) to 17.9 percent (in eighth grade) compared with a range of 41.8 percent to 61.2 percent for white students in the district [[Dallas News](#)].
- DC Public Schools released data on literacy learning loss comparing literacy achievement rates at the beginning of the 2019 school year versus the 2020 school year. At the beginning of the current academic year, the number of Black children who met the

literacy benchmarks dropped by 14 percentage points, to 31 percent. Latino students dropped 12 percentage points, from 42 percent of students passing the exam to 30 percent. For White students, it dropped six percentage points, to 67 percent [[Washington Post](#)].

Synthesis: Students who took diagnostic assessments at home in the Fall actually showed an improvement over previous years

Key Evidence:

- Data from Curriculum Associates suggest that students in grades 1 through 5 who sat for assessments in math and reading at-home this Fall markedly outperformed both their peers who returned to school, and historic trends. [[Curriculum Associates](#)]
- Whether these students learned more than others while at home — or whether they received extra support from parents or others — remains unanswered by the data. The data likely reflect the beneficial impact of testing at home, even for low-stakes, diagnostic assessments. [[Curriculum Associates](#)]

Synthesis: Parents, teachers principals also predict learning loss will be greater in math, STEM and for students experiencing poverty

Key Evidence:

- In an October survey, 65 percent of households reported being concerned that their child is behind where they need to be academically [[USC](#)]
- Parents believe their children will need the most help with math (36 percent) as compared to English (31 percent) and History (18 percent) in the coming school year [[AEI](#)]
- In October, 33 percent of teachers serving students experiencing poverty stated that their students were less prepared for this school year compared to last. Only 16 percent of teachers in higher-income schools said the same [[RAND](#)].
- Many STEM subjects require hands-on learning that was not readily available during distance learning. Over 30 percent of principals indicated a major need for support around opportunities to engage in hands-on learning with this spiking to 45 percent for high poverty students compared to 29 percent for low poverty students. [[RAND](#)]

Synthesis: Previous research on virtual learning show negative effects for learning gains.

Key Evidence:

- A study comparing Indiana children in grades 3 through 8 who switched from brick-and-mortar to virtual schooling “experienced large, negative effects in math and [English/language arts] that were sustained across time”. [[JAMA](#)]
- Distance learning approaches do not work for younger students. [[JAMA](#)]

Synthesis: Learning loss will have an impact on future earnings and the economy.

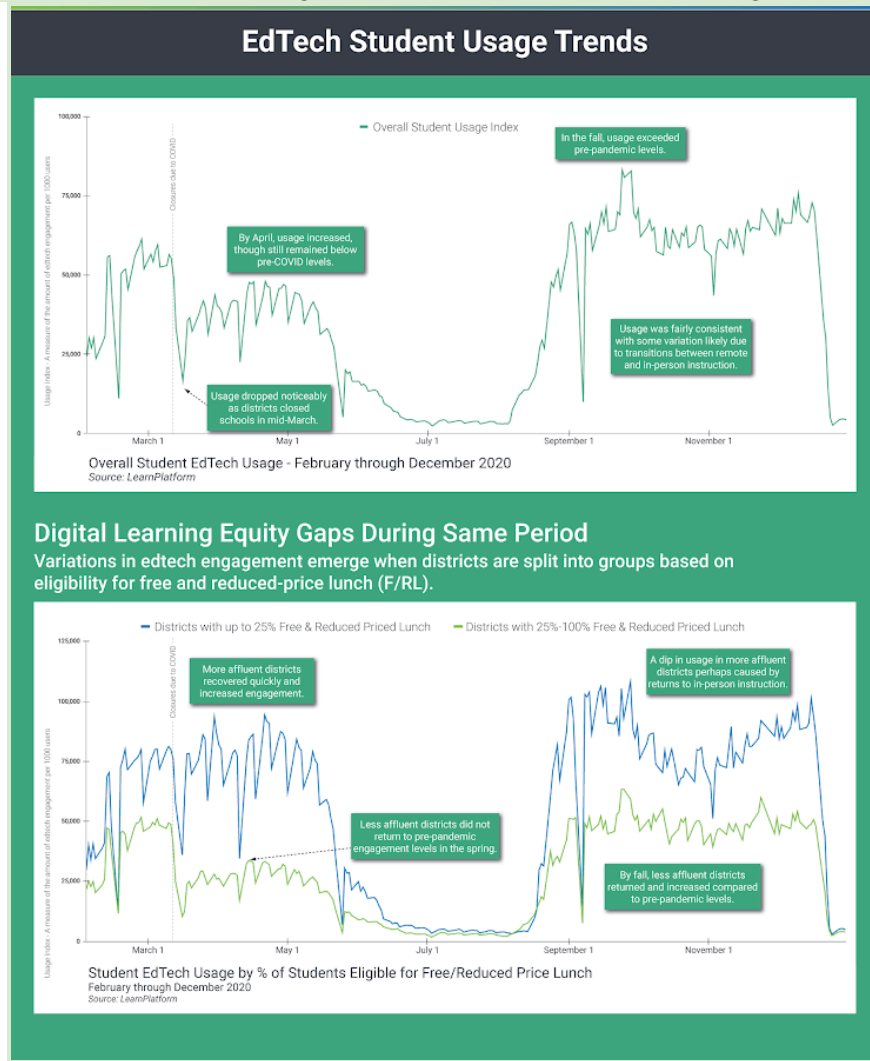
Key Evidence:

- November 2020 research suggests students have lost a median of 54 days of instruction due to COVID resulting in a mean loss of 0.31 years of final educational attainment for boys and 0.21 years for girls. [[JAMA](#)]

- Research from the Organisation for Economic Co-operation and Development on the economics of education shows that each additional year of schooling increases life income by an average of 7.5-10 percent, and a loss of one-third of a year in effective learning for just the students affected by the closures of early 2020 will, by historical data, lower a country's GDP by an average of 1.5 percent over the remainder of the century. [OECD]

Digital Divide

Synthesis: Teachers and students are less likely to use education technology products where higher proportions of students are eligible for free- or reduced-lunch programs. [LearnPlatform]



[LearnPlatform]



[[LearnPlatform](https://www.learnplatform.com)]

Synthesis: Despite measures taken by schools and districts to distribute devices and connect students with the internet, racial and geographic gaps remain.

Key Evidence

- As of January 19, 2021, up to 16 million students in the U.S. are without access to the technology they need to participate in distance learning. Up to 400,000 teachers lack adequate internet access for teaching remotely. [[Common Sense Media](#)]
- As of January 19, 2021, 18% of White, 26% of Latinx, 30% of Black, and 35% of Native American students reported lacking adequate internet access. [[Common Sense Media](#)]
- As of January 19, 2021, students in 21% of urban, 25% of suburban, and 37% of rural households report lacking adequate internet access. [[Common Sense Media](#)]
- The October US Census Bureau Household Pulse Survey shows that 91 percent of households with K–12 students always or usually have access to a device for learning and internet access.
- Although gaps have narrowed since the spring, Black and Hispanic households

are still three to four percentage points less likely than white households to have reliable access to devices, and three to six percentage points less likely to have reliable access to the internet. [McKinsey]

- As of February 12, 90% of kids from households earning at least \$200,000 annually indicated that they always had *internet access* for educational purposes, compared with 55 percent of students from households earning less than \$25,000 a year. [EdWeek]
- As of February 12, 92% of students from households earning \$200,000 or more indicated there was always a *computer available* for educational purposes, compared with 61% from households earning less than \$25,000. [EdWeek]

Synthesis: Some states have been more aggressive in dealing with the Digital Divide than others.

Key Evidence

- Connecticut announced that it had achieved near universal access for both device distribution and connectivity—a significant achievement in a state where 40 percent of households in some cities lack home access, according to census data. Funded primarily by about \$43 million in CARES Act stimulus funding, diverted both to school districts to pay for devices and to local internet service providers. In March, a local nonprofit, Partnership for Connecticut, spent \$24 million to buy laptops. In some areas, local philanthropy groups stepped up to pay for internet connectivity as well. [EdSurge]
- In all, the state has distributed about 140,000 devices—many of them Chromebooks—and 44,000 home internet connections, negotiating discounts with five ISPs, with most connections costing the state between \$10 to \$20 a month. [EdSurge]

Synthesis: Reliable computer devices or internet access is a problem across all 50 states. Although gaps have narrowed since the spring, Black and Hispanic households are still three to four percentage points less likely than white households to have reliable access to devices, and three to six percentage points less likely to have reliable access to the internet

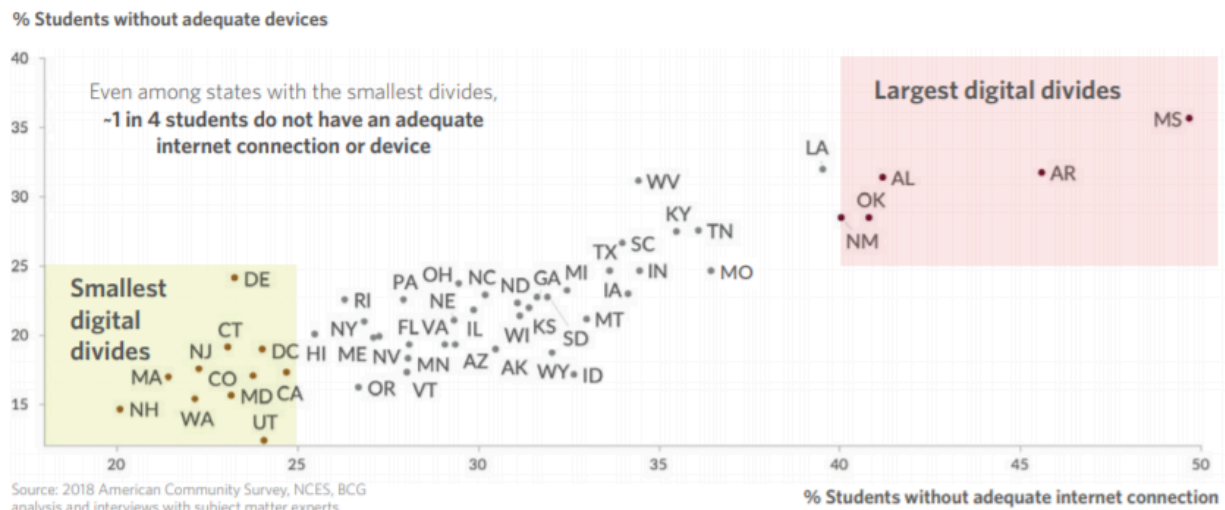
Key Evidence

- The October US Census Bureau Household Pulse Survey shows that 91 percent of households with K–12 students always or usually have access to a device for learning and internet access. Although gaps have narrowed since the spring, Black and Hispanic households are still three to four percentage points less likely than white households to have reliable access to devices, and three to six percentage points less likely to have reliable access to the internet
- 8 percent of households with children, or 4.4 million households, had a computer available sometimes, rarely, or never. In households where a computer was always available, 60 percent received devices from the child’s school or school district. [USA Facts/Census]
- 7 percent of households with children, or 3.7 million households, had internet available sometimes, rarely, or never. In households where internet was always available for online learning, 2.4 percent of households received internet access from the child’s school or school district. [USA Facts/Census]

- In two August surveys, 27 percent of teens said internet access will be a major challenge to virtual schooling [[Common Sense Media](#) and [Morning Consult](#)]
- According to a June 2020 survey 20 percent of teachers reported challenges related to technology, including students' lack of access to the internet, lack of access to devices, and students' or families' challenges with using technology [[RAND](#)]
- According to a November survey by TNTP, only half of teachers agreed that students have access to the necessary technology to complete their schoolwork; even fewer know how to help their students resolve technology problems.

Figure 5: A major digital divide persists in all 50 states

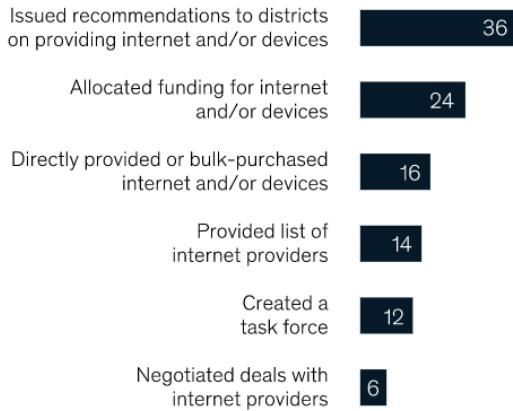
Percent of students in households without devices and adequate internet connectivity, by state



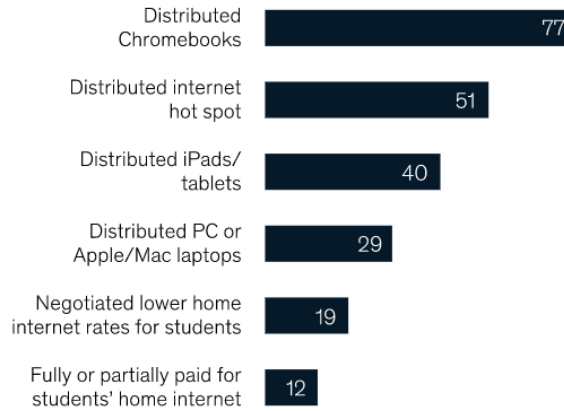
Source: [CommonSense Media](#)

States and districts mobilized to equip students for remote learning.

States' actions to improve access,¹ %



Districts' actions to improve access,² %



¹Center for Reinventing Public Education (CRPE) Response Database; summary of qualitative responses.

²Education Week Market Brief, nationally representative survey of 242 district leaders, 251 school principals, July 2020. Conducted by the Education Week Research Center. Source: CRPE; Education Week Market Brief

Source: [McKinsey](#)

Synthesis: Reliable computer devices or internet access is less available to students who are Black, Latino and experiencing poverty, meaning that for those students without access, school effectively ended in March 2020. The percentage of students without reliable computer devices or internet access has improved from spring to fall but are still less available to students who are Black, Latino, and experiencing poverty.

Key Evidence:

- According to 2018 data, 26 percent of Latinx, 30 percent of Black, and 35 percent of Native American student households lack adequate home internet access compared to 18 percent of White households [[CommonSense Media](#)]
 - According to data from PRB from 2018, 34 percent of Latinx, 36 percent of Black, and 50 percent of Native American student households lack computers, high speed internet access, or both compared to 20 percent of White households. Across all races, students experiencing poverty lacked computers, high speed internet access, or both at a higher rate, 50 percent of Latinx, 53 percent of Black, 69 percent of Native American households compared to 41 percent of White households [[PRB](#)].
- As of October 2020 9.1 percent of Latino and 10.5 percent of Black households with children lack consistent computer access vs. 6.7 percent of white households. [[Census](#)]
- As of October 2020 7.9 percent of Latino and 10.8 percent of Black households with children lack consistent internet access vs. 4.7 percent of white households. [[Census](#)]
- In an October 2020 survey, 39 percent of low-income households (income less than \$25,000/year) said their child has no internet access, or internet access that

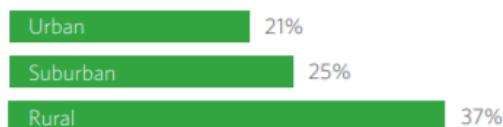
drops frequently compared to 15 percent of parents with incomes of \$75,000-\$149,000 [[USC](#)].

- As of Fall 2020, Black and Hispanic students are still less likely to have computers and Internet access, though wide gaps seen in the spring on this point have narrowed. In the spring, 79 percent of Black students had a device for school. 89 percent of Black students had a device for school in the fall. This was still less than the 93 percent of White students who had devices in the fall [[Washington Post](#)].
- Data from Spring 2020 showed that in schools serving predominantly Black and Latino students just 60 to 70 percent were able to log in regularly compared to 90 percent of high-income students. [[McKinsey](#)]
- In Spring 2020, districts with 40 percent or higher percentages of Black and Latino students saw online engagement drop by 74 percentage points at the initiation of school closures compared to a 51 percentage point drop among districts with fewer than 40 percent Black and Latino students. [[LearnPlatform](#)]
- As of May 2020, students from low income ZIP codes **participation** in online math coursework decreased by **42 percent** compared to early January 2020. By November the decrease was **14 percent** compared to January 2020. [[The Opportunity Tracker](#)]

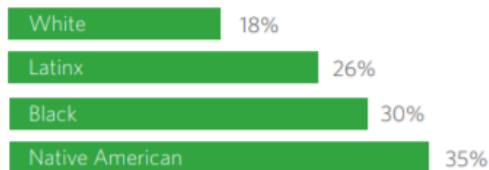
The digital divide is a major problem across all 50 states

% OF STUDENTS WITHOUT ADEQUATE CONNECTIVITY

by geography



by race/ethnicity



Even in states with the smallest divides, **-1 IN 4 STUDENTS** still lack adequate internet



For states with the largest divides, **-HALF OF STUDENTS** lack adequate internet



Furthermore, up to **400,000 TEACHERS** can't teach because of lack of internet

Source: [CommonSense Media](#)

Synthesis: Schools and districts have provided more technology assistance since closures began in March 2020, but it has not been enough to meet student needs

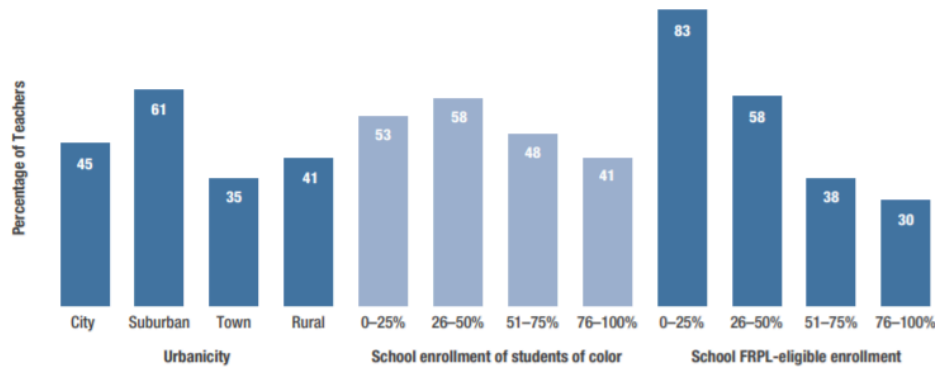
Key Evidence:

- According to an October 2020 survey, 41 percent of households said their school district did not provide internet access (thought wifi or hotspots) and 14 percent said the school district did not provide a computer [[USC](#)]. That is down from July when 46 percent of parents said internet was not offered and 30 percent said laptops were not offered [[AEI](#)]

- In an August survey, about a third of students and teachers report feeling that their schools have not given them the technology tools they need to succeed in a virtual environment [PDK International]
- In Spring 2020 principals in high-poverty districts are nearly twice as likely as those in low-poverty districts to report that internet and technology access for students was an area with a “major or very major need for additional support” from their school systems. Similar divides affect districts serving higher concentrations of students of color. [RAND]

Teachers in Higher-Poverty Schools Were More Likely to Indicate That Their Students Did Not Have Access to the Internet at Home

Percentages of Teachers Estimating That All or Nearly All of Their Students Had Access to the Internet at Home, by School Subgroup



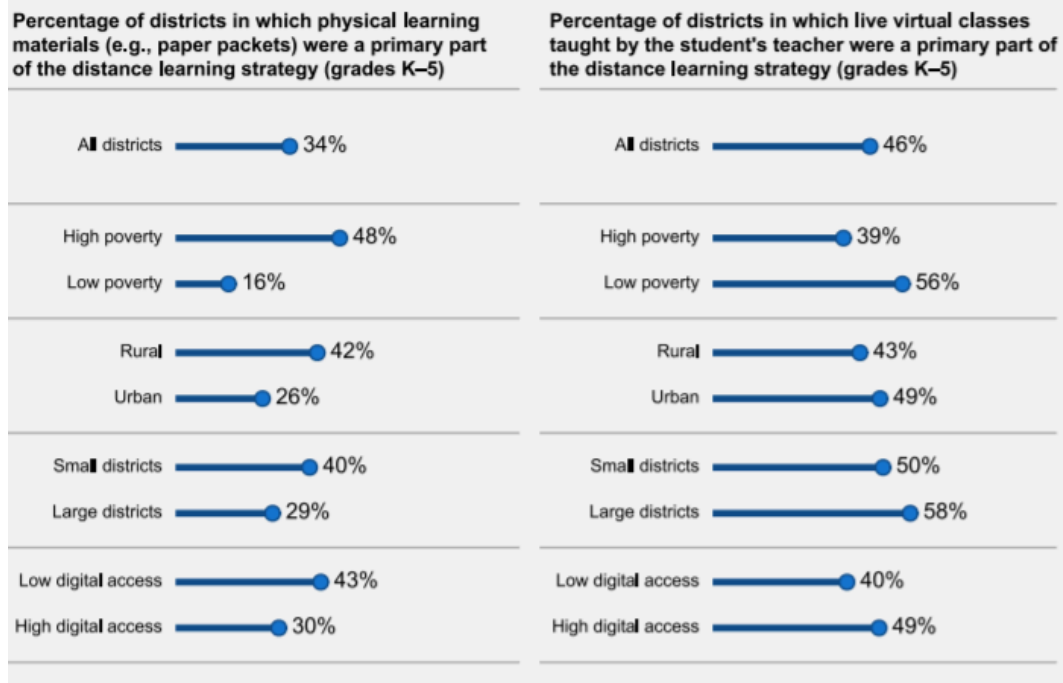
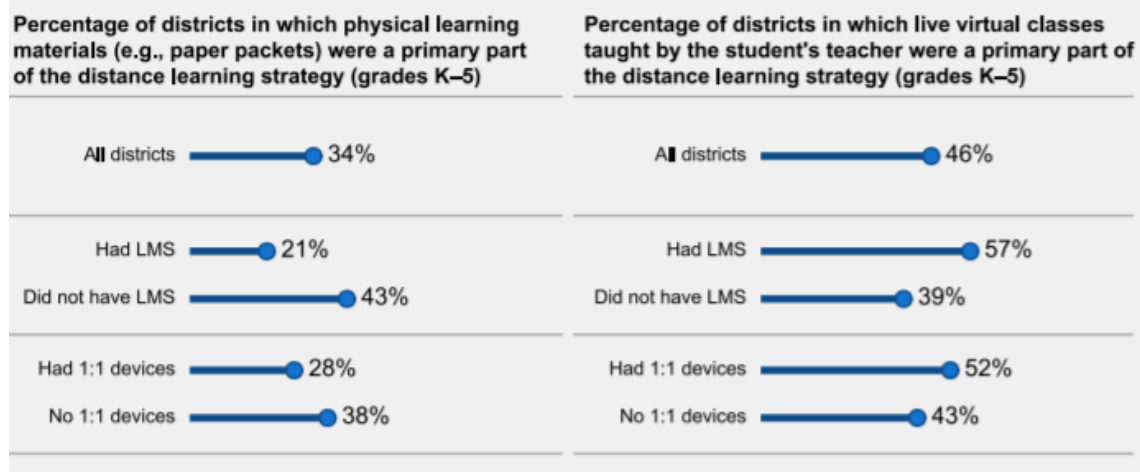
[RAND](#)

“One other overwhelming worry I have is the lack of internet availability. Many of my scholars live on a reservation where internet is not readily accessible. It will be a challenge if these scholars can't make it into the school. Learning can continue, but we are really counting on the parents to step up and be parents. I worry most about the scholars who don't have good parental support.” [T2T]

Synthesis: Virtual instructional activities were more widely available for high-income students and for students in districts that had a Learning Management System (LMS) pre-COVID

Key Evidence:

- Schools in high-poverty districts were less likely to get internet/device support and online platforms, and more likely to get instructional packets than those in low-poverty districts in Spring 2020. [AEI]

Figure 3. The instructional activities emphasized in a district's strategy for delivering distance learning, by district community characteristics[AIR](#)**Figure 5. The instructional activities emphasized in a district's strategy for delivering distance learning, by district technology infrastructure**[AIR](#)

Missing/Lost Students

Synthesis: Data from Fall, 2020 shows that chronic student absence is increasing in-person and in remote learning environments, but policies on remote attendance vary which makes it difficult to track student engagement. [\[WSJ\]](#)

Key Evidence:

- **Alaska:** Remote learners must log in to class at least once every two weeks to remain enrolled. [\[WSJ\]](#)
- **California:** Attendance tracks daily participation in virtual assignments or live interaction with a teacher or school staff. The chronic absence rate across 33 of the analyzed districts in California more than doubled for sixth and seventh-graders to 16.1% and 21.7%, respectively. Across all grades, absentee rates jumped the most among Black and Latino students in December, increasing to 30% and 21%, up from 18.4% and 12.8% respectively, from the same time a year earlier. [\[WSJ\]](#)
- **Connecticut:** Remote students are considered present if time spent on activities such as assignments and virtual classes totals at least half of the school day. [\[WSJ\]](#)
- **Mississippi:** Schools are allowed to reduce instructional day to 240 minutes, down from 330. High-school students aren't required to log in for a specific number of minutes to be considered present. [\[WSJ\]](#)
- **Pennsylvania:** Students must log in, be active in class, and submit class work. State doesn't specify how long students must be logged in. [\[WSJ\]](#)
- **At Providence Public Schools in Rhode Island,** where 30% of the district's 22,600 students opted to stay remote in the fall, students learning remotely routinely attended class less often, especially younger students, and received a larger number of poor grades for incomplete classwork, said district superintendent Harrison Peters. Daily attendance for all students, both in-person and remote, is at about 81%, 10 percentage points lower than last year. [\[WSJ\]](#)
- Daily school attendance in some districts across the U.S. has dropped by an average of 2.3% this academic year compared to 2019, according to data from PowerSchool, a company that helps track grades and attendance of 2700 districts. [\[WSJ\]](#)
- Limited data from some states and districts shows that students learning remotely—especially students of color, special needs and elementary school students—were attending school less often compared with their in-school classmates. [\[WSJ\]](#)
- Attendance fell in 75% of the districts as the year wore on, dropping by 1.5% on average each month, data show. [\[S&IA\]](#)
- Daily school attendance in some districts across the U.S. has dropped by an average of 2.3% this academic year compared to 2019, according to data from PowerSchool, a company that helps track grades and attendance of 2700 districts. [\[WSJ\]](#)
 - Daily attendance rate is also not measured uniformly across place and learning modality, complicating this measurement. In Alaska, students in distance learning only need to engage with their school at least once every two weeks to maintain enrollment status. California students need to show some kind of daily participation while Connecticut students need to spend enough time in class or doing homework that amounts to at least half the school day. [\[WSJ\]](#)
- Limited data from some states and districts shows that students learning remotely—especially students of color, special needs and elementary school students—were attending school less often compared with their in-school classmates. [\[WSJ\]](#)
- Attendance fell in 75% of the districts as the year wore on, dropping by 1.5% on average each month, data show. [\[WSJ\]](#)

Synthesis: Parents are removing students from the public school system in response to virtual education.

Key Evidence:

- 9,000 students exited the public school system this year as parents sought alternatives to virtual education. [\[NYTimes\]](#)

There is an increase in parents homeschooling or signing their children up for private schools. However, we hypothesize that poor and minority children often have no choice but to attend remote classrooms. These results

need to be confirmed by administrative data collected by the U.S. Department of Education on school enrollments by sector, but they may be an early indicator of small but important changes in enrollment patterns during the pandemic. [\[Education Next\]](#)

- The Providence school district in Rhode Island employs a technology service called Kinvo to text parents when students fail to sign into class. It sent 3.1 million texts between September and December, three times as many transmitted during the same period in 2019. [\[WSJ\]](#)
- 9,000 students exited the public school system this year as parents sought alternatives to virtual education. [\[NYTimes\]](#)
- Parents of low-income students and parents of Black and Hispanic students are far more likely to report that their child is fully remote.
- While district enrollments have fallen, enrollments in other sectors appear to have increased.
 - 10% of students new to a private school and 14% of students new to a charter school are said by their parents to have switched due to dissatisfaction with their prior schools' responses to COVID.
 - According to parents, nearly half (48%) of the children who are being taught at home this year were not homeschooled the previous year. Of these, the parents of 61% say that dissatisfaction with the previous school's response to Covid was a factor in their decision to change.
-

Synthesis: Some students have not engaged in learning or had contact with their teachers/principals/school since March 2020. Those students are more likely to be students experiencing poverty, ELL students, or students with disabilities.

Key Evidence:

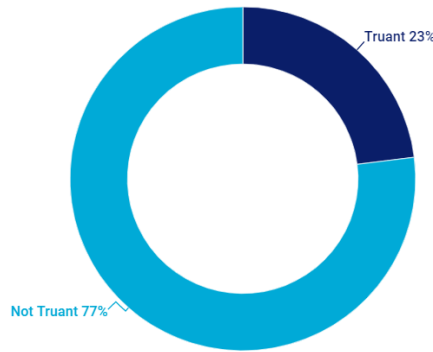
- In Fall 2020, research estimated that between 1 to 3 million students have not attended school since pre-shutdown in March 2020. The demographics of the 3 million students missing are disproportionately made up of students with disabilities, English language learners, and students experiencing homelessness and living in foster homes. [\[Bellwether Education\]](#)
- Across 78 of the largest districts, enrollment data shows more than 240,000 students unaccounted for [\[CBS News\]](#).
- As of October 2020, teachers reported being able to contact 4 out of every 5 students, with higher contact rates for in-person as opposed to hybrid or remote instruction. Elementary teachers were able to contact more students than secondary [\[RAND\]](#).
- This is an improvement from Spring 2020 when 45 percent of teachers and 21 percent of school leaders reported not being able to contact at least some of their students since school closures began [\[RAND\]](#), parents of 40 percent of students report that their child had no one-on-one contact with teachers. [\[Education Next\]](#) and 41 percent of students said they haven't attended an online class since March 2020 [\[Common Sense Media\]](#)
- In Spring 2020 less than half (49 percent) of teachers at high poverty schools reported being able to contact all or almost all of their students and/or families, as compared to 62 percent of teachers at low poverty schools. [\[RAND\]](#)
- More than half the teachers said one to five of their students are essentially truant, 9 percent said six to 10 students haven't attended class, and 8 percent put 11 or more students in that category. [\[The74\]](#)

What percentage of your students are essentially "truant" during the coronavirus closures (MIA, not logging in, not making contact with you, etc.)?

April 8, 2020

April 23, 2020

May 7, 2020



**Results show responses from teachers.*

EdWeek Survey

A high percentage of teachers report **missing students and inability to contact them or their families** in Fall 2020. [\[RAND\]](#)

- In Fall 2020, research estimated that between 1 to 3 million students have not attended school since pre-shutdown in March 2020. The demographics of the 3 million students missing are disproportionately made up of students with disabilities, English language learners, and students experiencing homelessness and living in foster homes. [\[Bellwether Education\]](#)
- Forty-two percent of teachers say their students are 'typically present'. This percentage falls to 30 for schools with greater than 50 percent Black or Latino students. [\[RAND\]](#)
- Teachers reported being able to contact 4 out of every 5 students, with higher contact rates for in-person as opposed to hybrid or remote instruction. Elementary teachers were able to contact more students than secondary. [\[RAND\]](#)
- This is an improvement from Spring 2020 when 45 percent of teachers and 21 percent of school leaders reported not being able to contact at least some of their students since school closures began. [\[RAND\]](#)

Student Mobility

- Compared to mid-October, the percentage of parents saying their child is in the same school as last spring has fallen from 61 to 54 percent. The percentage of families who changed schools because they moved is about the same — 4.8 percent in October and 4.2 percent now. [\[The74\]](#)
- Seventy percent of teachers, out of a sample of over 1,800, have had new students enter their classrooms in the past two months. Fourteen percent said 11 or more new students — close to half of the class for teachers in some schools — had joined them. [\[The74\]](#)
- Forty percent of teachers in the survey said they've had students leave their classrooms in the past two months. [\[The74\]](#)

Absenteeism

Synthesis: Students are more likely to be absent from class during COVID

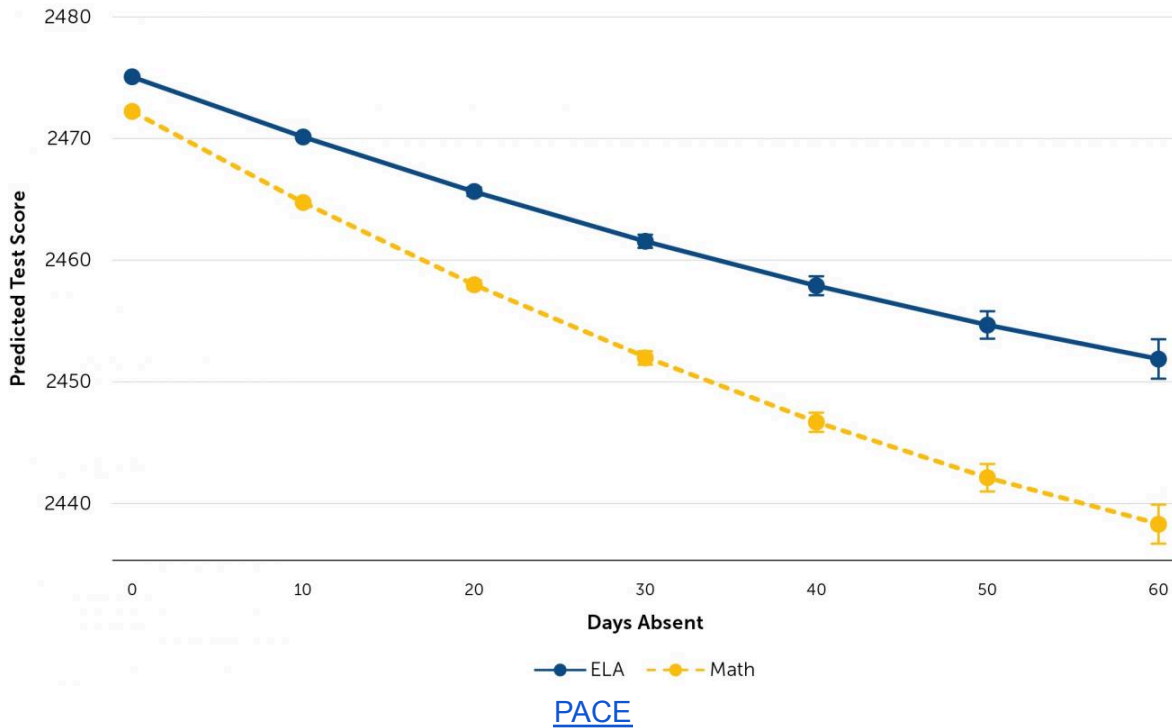
Key evidence:

- Nearly a quarter of Boston public high school students did not log into classes on any given day this fall as schools remain closed and course failure rates rise, according to school data released Saturday that paints a worrisome picture of academic disengagement. [[Boston Globe](#)]
- As of October 2020, in-person teachers said 91 percent of their students were present every day, hybrid teachers reported 85 percent of their students attended daily, teachers who were fully remote estimated 84 percent attended daily [[RAND](#)]
- Eleven districts in California are seeing an 89 percent surge in chronic absenteeism among students in elementary grades compared to last year at this time, meaning nearly one in five students has missed 10 percent of school so far this year [[74 Million](#)]
 - Highest increases are occurring in the transition years of grades six through nine and in second through fourth grade [[74 Million](#)]
 - The increases are highest among Black and Latino students, reinforcing that remote learning has disproportionately hurt students of color [[74 Million](#)]

Synthesis: Previous research suggests that absenteeism has a clear negative effect on test scores

Key Evidence:

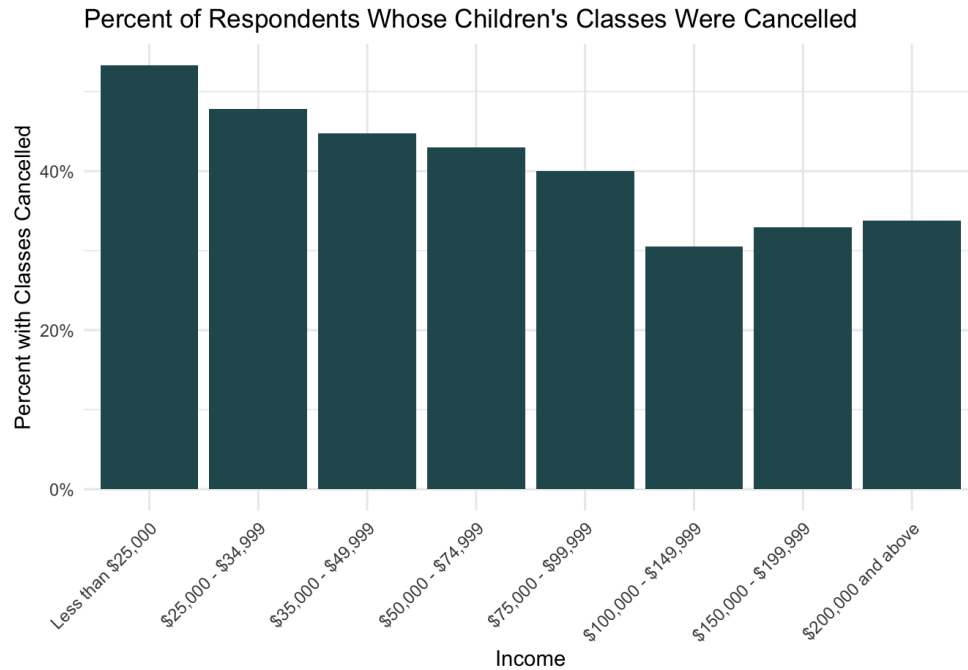
- Studying the impact of absenteeism on test scores is challenging because unobserved factors could affect both absenteeism and student outcomes. Especially during COVID absenteeism could be a result of lack of access to technology, caring for a sick relative, the need to seek employment to subsidize lost family income, or other factors.
- Absences affect test scores differently depending on the school level: academic loss due to extended absences is felt more heavily by middle school students. [[PACE](#)]
- In both elementary and middle school, the decline in test scores due to prolonged absenteeism is steeper in mathematics than ELA. [[PACE](#)]
- Absences hurt the academic achievement of free and reduced price lunch, english language learners and students with disabilities more than other students. [[PACE](#)]
- Absences hurt SEL development for all student subgroups and harm social awareness (SA), self-efficacy (SE) more or less equally across subgroups. [[PACE](#)]



Synthesis: Class cancellations have been more common for Black and Latino students, as well as students experiencing poverty.

Key evidence:

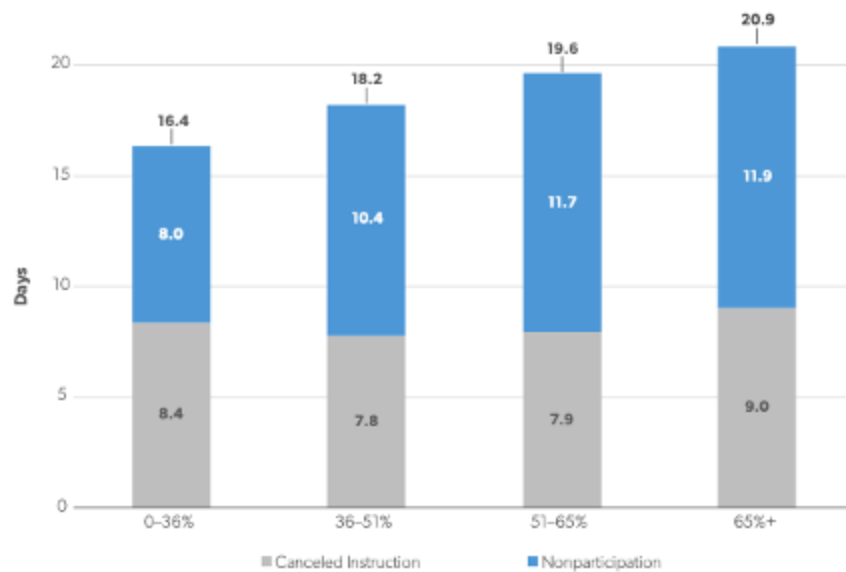
- Children from low-income households were more likely to have classes cancelled than their wealthier counterparts in Fall 2020. In 39 percent of households with incomes under \$25,000, children experienced cancelled classes. When household income was \$200,000 and above only 18 percent had classes cancelled. [[USA Facts/Census](#)]
- Black and Latino families were more likely to report that their children's classes were cancelled due to Spring 2020 COVID closures. Over 50 percent of adults in households with children whose income is less than \$25k and in a household with children report their children's classes were cancelled. [[Urban Institute/Census](#)]
- Students experiencing high levels of poverty average 20.9 days of missing instruction (or 12 percent of the average 180-day school year) during Spring 2020: 9 days from canceled instruction and 11.9 days from nonparticipation (missing/lost students). [[AEI](#)]



Source: U.S. Census

****Note: this is not household level but adult level**** [[Census Pulse Survey](#)]

Figure 1. Instructional Days Lost to Closures and Nonparticipation, by District Poverty



Source: Author's calculations using C-ERLS and Education Week Research Center survey data.

[[AEI](#)]

Student Engagement

- Based on a survey of LA educators, the vast majority of teachers (94%) report low student engagement as a serious obstacle to effectively implementing distance learning this school year. [[E4E](#)]

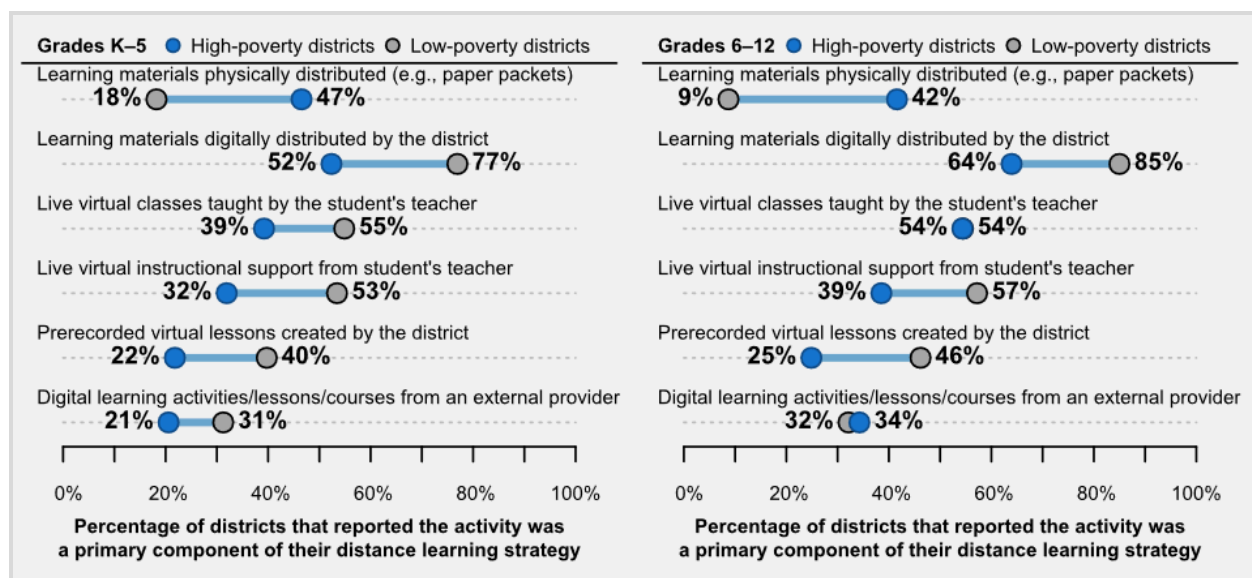
Access to Teachers

Synthesis: Students have had less access to teachers during COVID, but evidence suggests that interaction between teachers and students has improved this fall.

[AIR](#)

Key Evidence:

- In November 2020, 66 percent of teachers in all-remote districts say they interact with the majority of their students at least once per day, up from less than 40 percent during the spring lockdown [[EdWeek](#)].
- 10 percent of teachers in all-remote districts say they have had no interaction with most of their students, up from 4 percent in April [[EdWeek](#)].
- In October 2020, 64 percent of households with children enrolled in private or public schools have contact with a teacher at least four days a week. 11 percent report having no live contact with a teacher during the previous seven days [[USA Facts/Census](#)]
- In an August 2020 survey, almost a third of teens (32 percent) cite lack of access to teachers as a major academic challenge. [[Common Sense Media](#)]
- In a June 2020 survey, nearly one in four teens say they're connecting with their teachers less than once a week. 41 percent of students haven't attended an online or virtual class since in-person school was canceled in March 2020. [[Common Sense Media](#)]
- In Spring 2020, parents of just 19 percent of students report individual contact with teachers by video, phone, or some other way multiple times a week [[Education Next](#)]



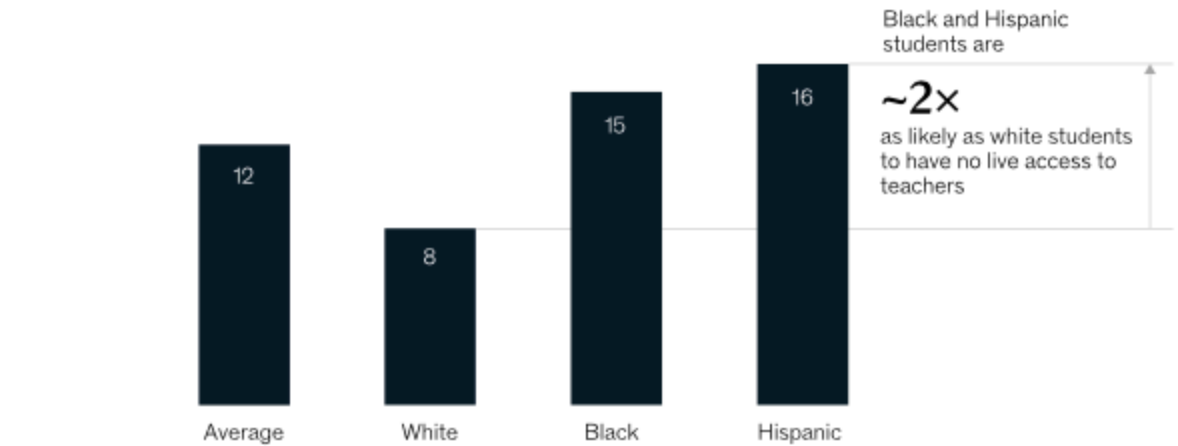
Synthesis: Students who are Black and experiencing poverty received even less teacher engagement than their peers during COVID.

Key evidence:

- A December report stated that Black and Latino students are 2x as likely as white students to have received no live contact with teachers over the previous week and are 3-6 percent less likely to be receiving consistent live instruction [[McKinsey](#)].
- In November 2020, 69 percent of teachers who interact with students daily in districts where students of color comprise 75 percent or more of the enrollment, compared with 86 percent in districts that are 90 percent or more white [[EdWeek](#)].
- Schools in high-poverty districts were less likely to get one-on-one contact with teachers in Spring 2020 [[AEI](#)]. In high-poverty schools teachers report that only 50 percent of students regularly engage in remote learning, whereas their counterparts at low-poverty schools report 75 percent of students regularly engage [[Upbeat](#)].
- The most affluent districts were more than twice as likely as the districts with the highest concentrations of low-income students to require at least some teachers to provide live, real-time instruction. [[CRPE](#)]
- In schools where a majority of students are Black, teachers report that 45 percent of students regularly engage in remote learning; at schools that enroll fewer than 10 percent of Black students, teachers report that 72 percent of students regularly engage in remote learning [[Upbeat](#)]

Black and Hispanic students are twice as likely as white students to have no live access to teachers.

Students who have no live interaction with teachers this fall (in person, by phone, or by video), %

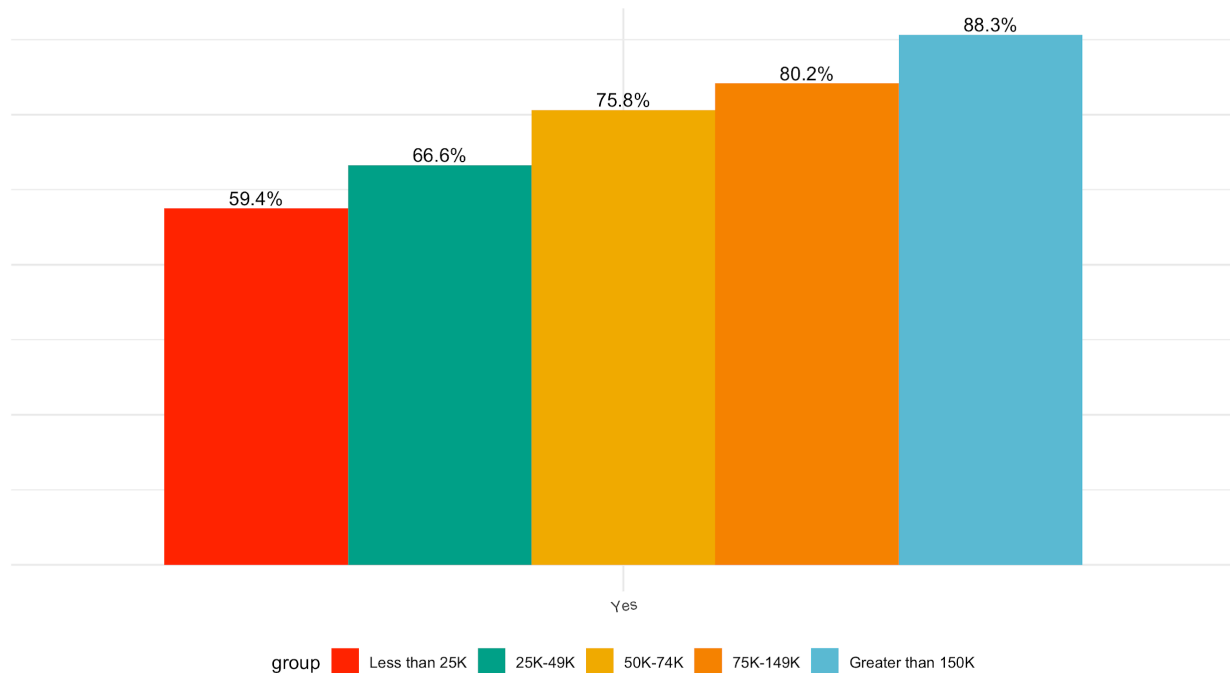


Source: "Table 3: Computer and internet availability in households with children in public or private school, by select characteristics," US Census Bureau Household Pulse Survey, October 2020, census.gov

McKinsey
& Company

[\[McKinsey, December 8, 2020\]](#)

Proportion of children who have interacted with teachers by Zoom, phone, etc.



Source: USC

[USC](#)

Instructional Hours During COVID

Synthesis: Throughout Spring 2020 and into Fall 2020 students are spending less time in class and on schoolwork during COVID

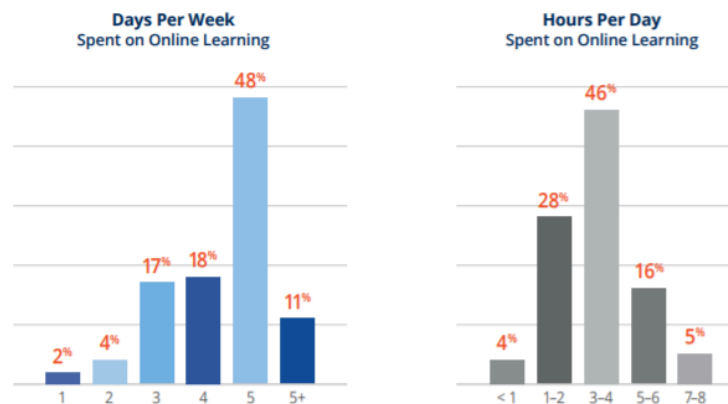
Key evidence:

- In October 2020, most of the teachers, principals, and district leaders say students are receiving at least 4 hours daily of live, synchronous instruction. However, 1 in 5 say students receive less than 2 hours of live, synchronous learning each day. And only 3 percent say they get 7 hours or more. [EdWeek]
- In a June 2020 survey, 32 percent of students surveyed say they had two or less hours of online learning per day. [APA]
- In Spring 2020, 29 percent of districts expected students to spend less than 2 hours on instructional activities per day. 15 percent of districts expected 4 or more hours per day [AIR]
- In Spring 2020, 75 percent of students report spending between 1 and 4 hours on school activities during a typical day—far less time than a regular school day [APA]

Spring 2020

Showing up to learn, but fewer hours per day

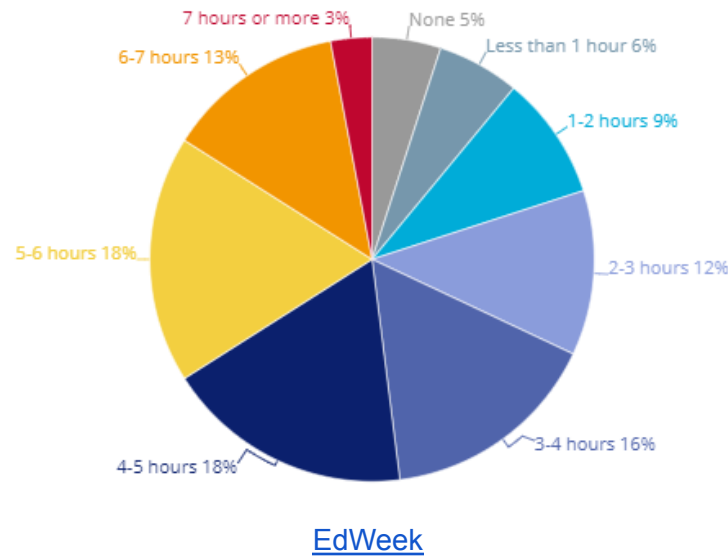
Although just over half of students report participating in online learning or working on assignments five or more days a week, **three-quarters** report spending between **1 and 4 hours** on these activities during a typical day—far less time than a regular school day.⁵



[APA](#)

Fall 2020

On days they are participating in live, remote instruction, approximately how many total hours per day of live, synchronous instruction do your students receive?



In the spring, most schools offered both packets and asynchronous platforms, while 44 percent were in districts that had synchronous platforms available. Nearly all schools had asynchronous or synchronous instruction available at fall reopening. However, even in the Fall, **students are spending less time in class and on schoolwork during COVID.** [\[AEI\]](#)

- Fifty-three percent of teachers state that they've covered half or less of the curriculum compared to what was covered last year. [\[RAND\]](#)
- Most of the teachers, principals, and district leaders involved in full-time remote learning or a mix of remote and in-person instruction say students are receiving at least four hours daily of live, synchronous instruction on days they're not at school. However, 1 in 5 say students receive less than two hours of live, synchronous learning each day, and only 3 percent say they get seven hours or more. [\[EdWeek\]](#)
- A parent survey conducted Nov-Dec 2020 indicated that 49% of students in hybrid models are at school just one or two days a week, 31% attend for three or four days, and 20% attend all five days. [\[EducationNext\]](#)
- As of January 23, less than one-third of students in the US have the option of attending school every day. [\[Economist\]](#)
- Based on parent reports, public district schools were significantly less likely to provide in-person education compared to private schools in January. Forty-three percent of district school parents indicated their children's schools were offering remote learning only, compared to 18 percent of private school parents. [\[EdChoice\]](#)
 - Private school and traditional homeschool parents are much more positive about their children's progress compared to district school parents.

Synthesis: Older students and students in districts that has a widely used LMS system pre-COVID were more likely to have more instructional hours

Key evidence:

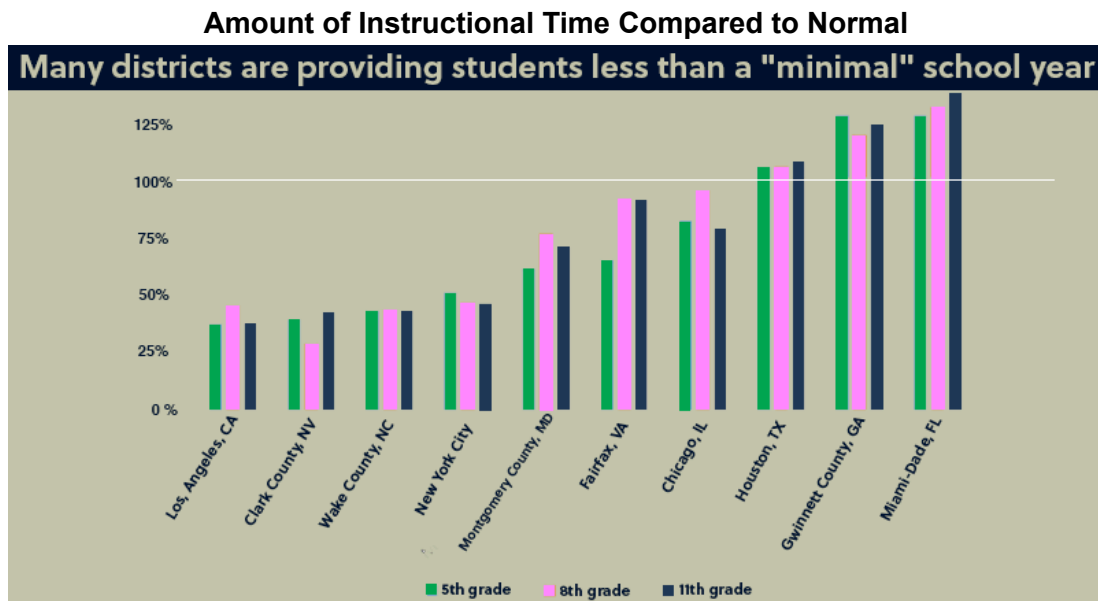
- In Fall 2020 27 percent of high school teachers and principals say their students get 6 or more hours daily of live, synchronous instruction vs. 22 percent of middle school educators and 9 percent of elementary school principals and teachers. [\[EdWeek\]](#)

- In Fall 2020 educators whose schools are offering hybrid learning are roughly twice as likely to be offering 6 or more hours daily of live, synchronous instruction (20 percent) vs. educators whose schools are only providing remote instruction (10 percent). [\[EdWeek\]](#)
- In Spring 2020 districts that widely used an LMS (e.g., Google Classroom, Schoology, or Canvas) before the pandemic expected more hours of instructional activities than districts that did not widely use an LMS [\[AIR\]](#)

Synthesis: In the 2020-2021 school year, students may be learning less than the minimal requirement of the state.

Key Evidence:

- States set minimum hour requirements for instructional time throughout a school year. COVID time expectations are generally lower than daily instructional hours required by states under normal circumstances (5 hours of instruction per day on average) [\[AIR\]](#)
- Schools have reduced the hours of live remote instruction to avoid Zoom fatigue amongst students and teachers. In many large districts, which are fully remote, students will be falling short of the minimum required hours to complete the school year. [\[74 million\]](#)
- For example, Los Angeles, Clark County, Wake County and New York City all plan to deliver less than half of a normal school year's worth of instruction for students of all ages. That translates into 433 lost hours for a fifth-grader in New York City and 558 hours in Los Angeles. Depending on the length of a school day, these losses are the equivalent of 60 to 100 days of lost learning time. [\[74 million\]](#)

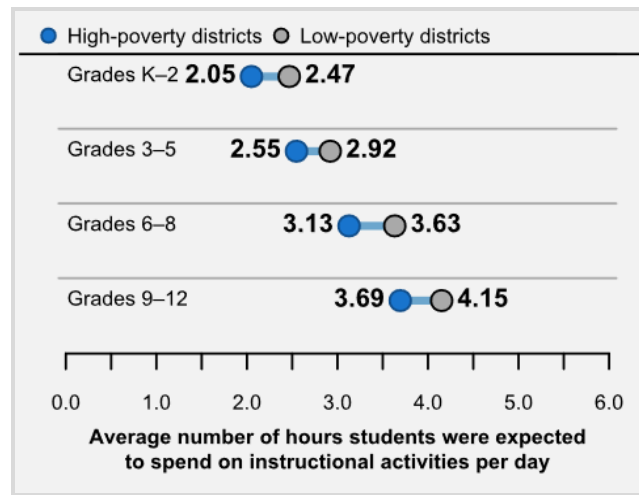


[\[74 million\]](#)

Synthesis: Students experiencing poverty received less online instructional time than their peers in during COVID

Key evidence:

- In the two weeks before the December holiday break, 6.3 million survey respondents said children in their households had no live contact with their teachers in the preceding week. The impact was greatest in households earning \$25,000 or less, the lowest income bracket, where nearly 1.4 million respondents said there was no contact; fewer than 300,000 respondents in the highest income bracket, households earning \$200,000 or more, said the same. [[NYTimes](#)]
- In October 2020, 72 percent of households earning more than \$200,000 received online instruction, compared with 61 percent of households earning less than \$25,000. [[USA Facts/Census](#)]
- In Spring 2020 in grades K-2, students in low-poverty districts were expected to spend an average of 2.5 hours per day on instructional activities, while students in high-poverty districts were expected to spend 2.1 hours [[AIR](#)]
- In Spring 2020 in grades 9-12, students in low-poverty districts were expected to spend an average of 4.2 hours per day on instructional activities, while students in high-poverty districts were expected to spend 3.7 hours. [[AIR](#)]
- In Spring 2020 51 percent of teachers in high-poverty schools reported that most of their students participated daily in distance learning, in comparison with 84 percent of teachers in affluent schools. [[EdWorkingPapers](#)]



[AIR](#)

Synthesis: Students experiencing poverty are likely receiving lower-quality of instruction.

Key Evidence:

- Across 250 districts, 52 percent of schools in higher-poverty districts were identified as perfunctory, meaning their instruction relied heavily on packets or their website stated that participation was not required, attendance would not be taken, or work would not be graded. [[AEI](#)]

Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

- 33 percent of schools in high-poverty districts offered synchronous instruction, the most effective instruction type, during Spring 2020, compared to 49 percent of schools in low-poverty districts. [AEI]

Table 3. Composite Measure of Districts' Remote Platform by Districts' Student Composition

District Composition		Composite		
		Perfunctory	Moderate	Ambitious
Poverty	High	52%*	36%	12%*
	Low	35%	41%	23%
Absolute Achievement	High	31%**	43%	26%**
	Low	50%	36%	14%
Minority	High	40%	43%	17%
	Low	41%	38%	21%
Achievement Growth	High	35%	39%	26%
	Low	41%	38%	21%

Note: †p < 0.10, *p < 0.05, **p < 0.01, ***p < 0.001.

Source: Author's calculations using data from C-ERLS Wave 6, May 29, 2020; Common Core of Data, 2017–18; and Educational Opportunity Project at Stanford University, 2009–16, <https://edopportunity.org/>.

[AEI](#)

Access to New Instructional Materials

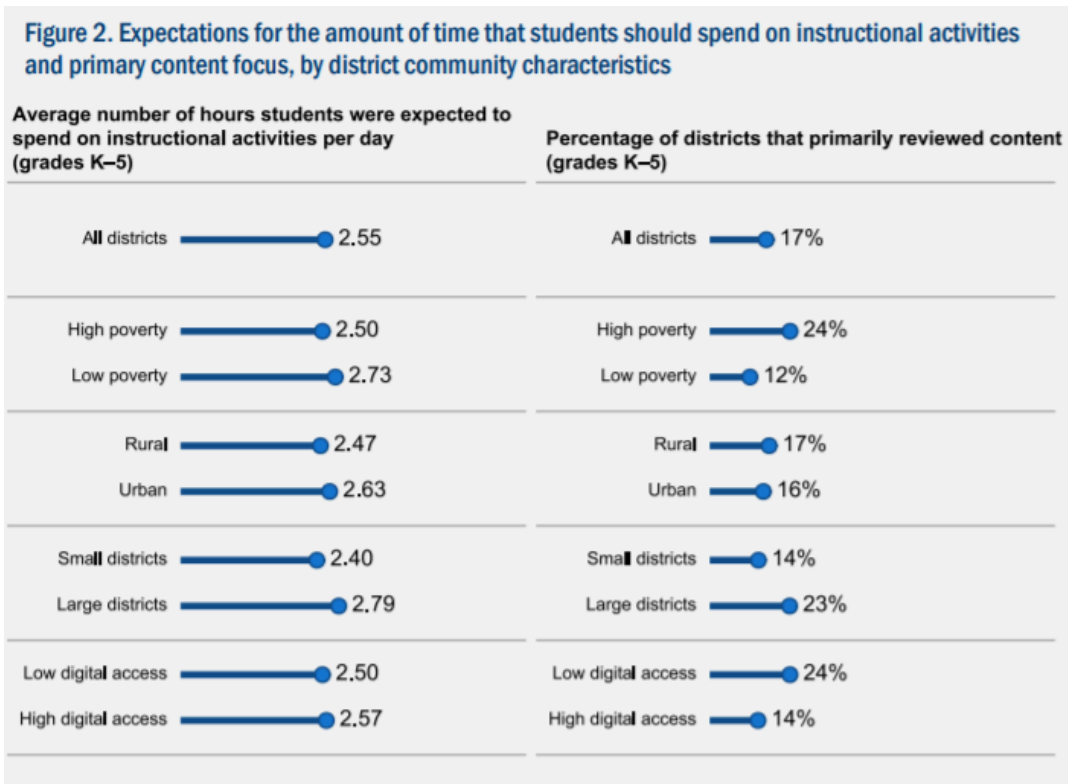
See related data note: [Disparities in Educational Experiences during COVID-19](#)

Synthesis: Teachers are spending less time covering new material during COVID

Key Evidence:

- In October 2020, 19 percent of teachers said that they had covered nearly all or all of the curriculum content that they would have covered by this time last school year. 56 percent of teachers indicated covering half or less of the curriculum content they had covered by this time last year [RAND].

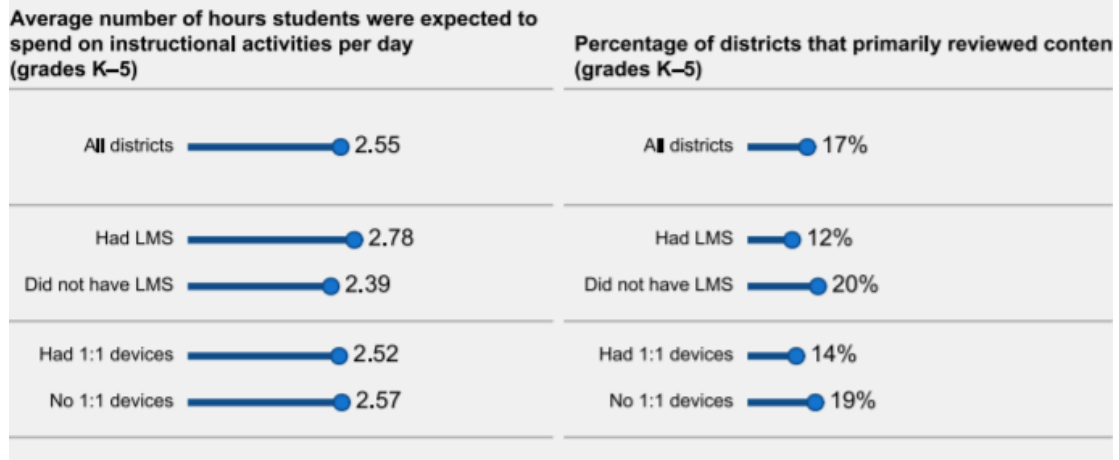
Spring 2020 Snapshot

[AIR](#)

Synthesis: Districts that widely used an learning management system (LMS) pre-COVID were less likely to focus primarily on reviewing prior content in Spring 2020 than districts that did not

Key Evidence:

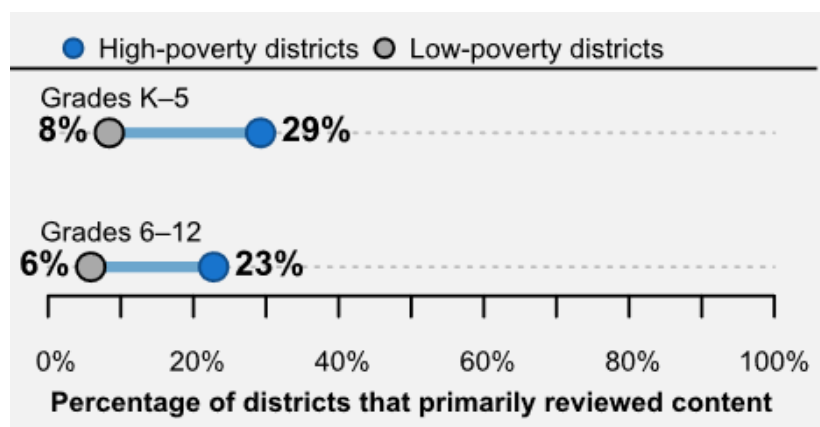
- Districts that widely used an LMS (e.g., Google Classroom, Schoology, or Canvas) before the pandemic were less likely to focus primarily on reviewing prior content in Spring 2020 than districts that did not widely use an LMS [\[AIR\]](#)

Figure 4. Expectations for the amount of time that students should spend on instructional activities and primary content focus, by district technology infrastructure[AIR](#)

Synthesis: Black and Latino students, as well as students experiencing poverty were **less** likely to learn new material during COVID.

Key Evidence:

- In Spring 2020, 77 percent of the children of White respondents encountered mostly new instructional content rather than reviewing what they had already learned, compared to only about 67 percent of the children of Black respondents and 72 percent of the children of Latino respondents [EdWeek]
- In Spring 2020, teachers of majority students of color report focusing on review more than teachers of majority white students with 48 percent reporting mostly or all review compared to 44 percent, respectively. [RAND]
- In Spring 2020, about 80 percent of students in the top quartile of household income received mostly new content compared to only 64 percent of students in the lowest quartile [EdWeek]
- In Spring 2020, teachers of high poverty students report focusing on review more than teachers of low poverty students with 55 percent reporting mostly or all review compared to 43 percent, respectively. [RAND]



[AIR](#)

Access to Tutors

Synthesis: The majority of parents have already hired or are considering hiring a tutor or joining a learning pod to help with learning during COVID.

Key evidence:

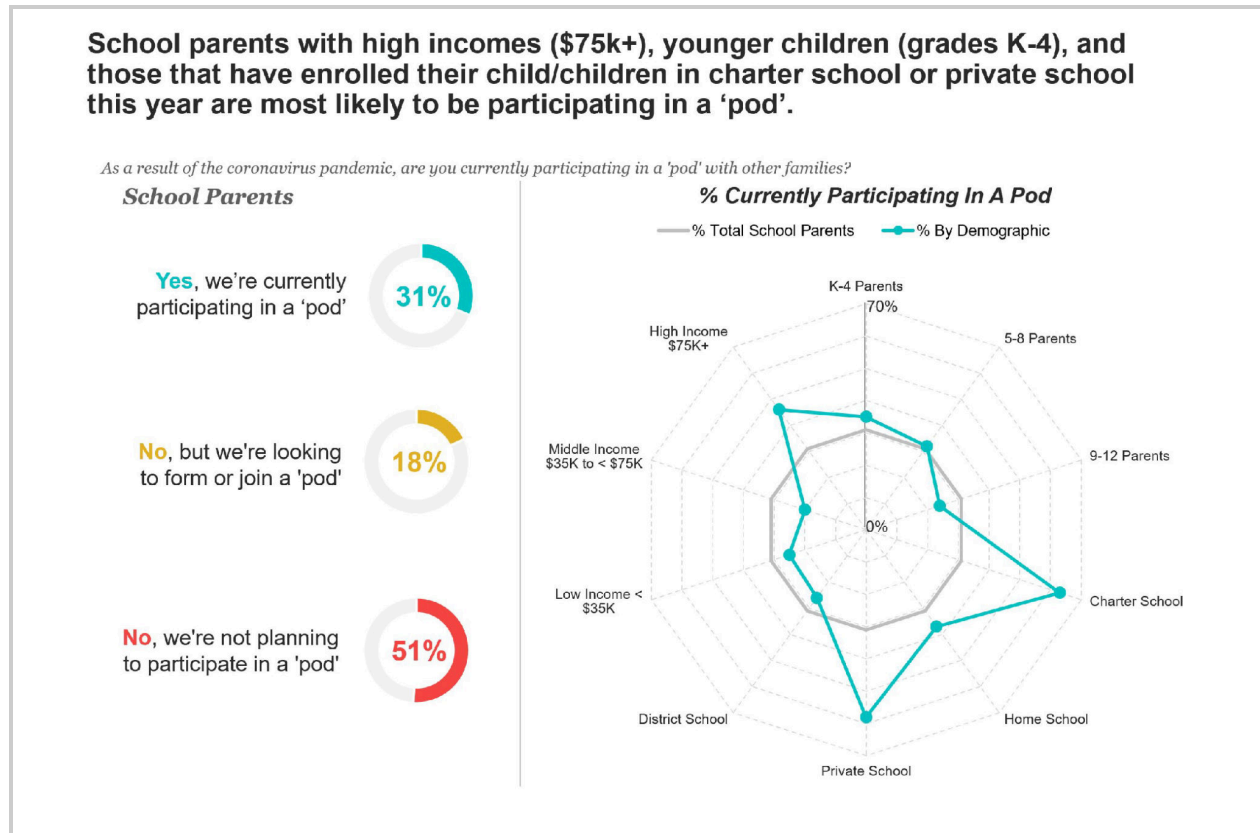
- In an October 2020 survey, 17 percent of households said they already acquired one-on-one tutoring to help their child's learning [[USC](#)]
- In an October 2020 survey, 57 percent of households said they are likely or very likely to hire a tutor for support outside of school hours [[EdChoice](#)].
- In September 2020, 31 percent of parents said they are participating in a pod. Of that group, 85 percent of parents said they used pods as a supplement to regular schooling as opposed to replacing their children's usual schooling option. An additional 18 percent of parents said they were not yet in a pod but were looking to join or form one. [[EdChoice](#)].
- As of October 2020, the vast majority of parents with children in "pandemic pods" (or learning pods) are using those pods to supplement regular schooling as opposed to a complete substitute for regular school or virtual learning. [[EdChoice](#)].
- In an October survey, 24 percent of households said their child's school provided tutoring or small group instruction to help their child catch up, while 15 percent said their school did not provide tutoring but it is needed. [[USC](#)]

Synthesis: Students experiencing poverty have less access to private tutors and "tutoring pods" than their peers further expanding inequities to education.

Key evidence:

- Upper-income parents are the most likely to say they have hired someone to provide additional instruction or resources (19 percent vs. 7 percent of middle-income and 8 percent of lower-income parents). [[PEW](#)]
- In an October survey, 24 percent of white, 20 percent of Black and 37 percent of Latino parents said their child's school provided tutoring, yet that is not enough to meet the need: 13 percent of white, 23 percent of Black and 16 percent of Latino parents said it was not provided but is needed [[USC](#)]

- According to an August 2020 survey, households with an income of over \$100k are two thirds as likely as households with an income under \$50k to hire a private tutor [[Morning Consult](#)], however in an October survey families with lower incomes were just as likely to reporting hiring a tutor higher income families (20 percent) [[USC](#)]



[EdChoice](#)

"Hiring a tutor is expensive, even if it's divvied up between a couple of families. Upper middle-class families can afford that, but most inner-city, lower-income families can't afford an extra \$200 to \$300 a week. You're talking anywhere between \$800 and \$1,200 a month — that's some people's rent." [[NYTimes](#)]

Postsecondary Pathways: College & Career

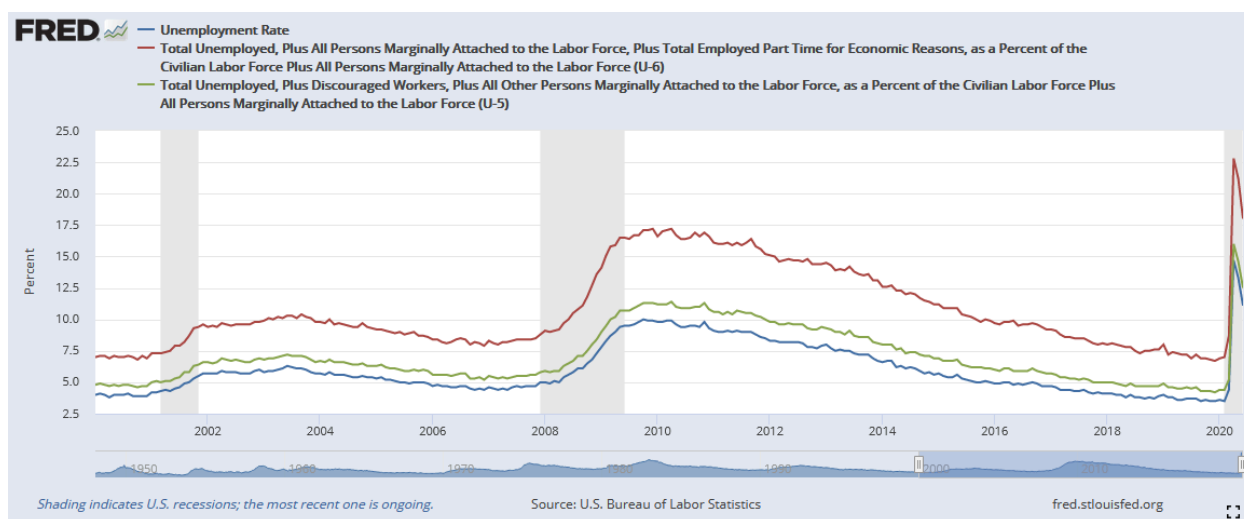
Employment

Synthesis: It will be harder for young people to find employment in 2020 and in the years to come.

Key Evidence:

Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

- Young Americans were most affected by the recent layoffs with more than 25 percent of people under 25 losing their jobs. [BLS]
- Unemployment has risen from 3.5 percent in February to 14 percent in April (highest point since the Great Depression), back down to 7 percent in October 2020. [BLS data and FRED]
- Younger workers make up 24 percent of employment in higher-risk industries overall. Higher-risk industries also employ slightly more women than men. [Pew]



Synthesis: Young people are working multiple jobs to make ends meet

Key Evidence:

- As of August 2020, 33 percent percent of young people are working more than one job in 2020 — up from 23 percent in 2019. The most pronounced increases were among young white males (34 percent in 2020 vs. 17 percent in 2019), among Black females (36 percent in 2020 vs. 24 percent in 2019), and among Latina females (38 percent in 2020 vs. 22 percent in 2019). [Goodwin Simon]

Synthesis: Young people will face more uncertainty about their future than in previous years.

Key Evidence:

- In an August 2020 survey, 27 percent of young people reported feeling very clear about their future job or career goals compared to 43 percent of respondents overall in 2019. [Goodwin Simon]
- The drop is most precipitous among Black female respondents (22 percentage points lower in 2020 than in 2019) and Hispanic female respondents (18 percentage points lower in 2020 than in 2019). [Goodwin Simon]
- Just one-fourth (27 percent) of student respondents overall reported feeling very clear about their future job or career goals—a significant decline from 2019 (43 percent). The drop was greatest among Black female respondents (22 percentage points lower in 2020 than in 2019) and Hispanic female respondents (18 percentage points lower in 2020 than in 2019). [Equitable Futures]

Synthesis: COVID-19 has disproportionately impacted the employment of young Black women as compared to their peers

Key Evidence:

- As of August 2020, approximately twice as many (16 percent) young Black women report they have lost an internship, apprenticeship, or similar learning opportunity due to COVID, compared to young Black males (7 percent), young Latino females (9 percent), young Latino males (7 percent), young white females (4 percent), and young white males (7 percent). [[Goodwin Simon](#)]
- Black youth were at least 7 percentage points more likely than other young people to say that the pandemic was causing a “moderate” or “very significant” economic impact. [[CIRCLE](#)]
- Women accounted for 54 percent of pandemic-related job losses in the U.S., although they are only 46 percent of the workforce. [[McKinsey](#)]
- Women are three times as likely as men to have left their job because of child-care issues during the pandemic. [[Census](#)]

College Application

- For the first time, the Common Application that allows students to apply to multiple institutions at the same time added an optional space so students can explain in 250 words or less the pandemic’s impact. [[AP](#)]
- More than 1,600 institutions have made it optional for students to submit admissions test scores in an acknowledgement of cancelled testing sessions. [[AP](#)]

College Enrollment

See related data note: [High School Classes of 2020 & 2021: Facts](#)

Synthesis: College enrollment is down from previous years, and plans on where to attend have changed.

Key Evidence:

- Through January 15, 2021, 33.9% of the high school class of 2021 has completed FAFSA. There have been 1,278,016 completions nationally, a -10.1% change compared to last academic year. [[From Your Future](#)]
- Through January 15, 2021, 33.9% of the high school class of 2021 has completed FAFSA. There have been 1,278,016 completions nationally, a -10.1% change compared to last academic year. [From Your Future]
- Overall postsecondary enrollments declined 2.5 percent in fall 2020, nearly twice the rate of enrollment decline reported in fall 2019. Undergraduate enrollment was the primary driver for this decline, decreasing 3.6 percent or over 560,200 students from 2019. [NSC Researcher]
- Public college enrollment (two-year and four-year combined), which enrolls 7 out of 10 postsecondary students, declined by 4 percent or nearly 530,000 students this fall, mainly due to decreases at public two-year institutions. [NSC Researcher]
- There was a 13.1 percent drop in freshman enrollment (or over 327,500 students) from last fall. Sharp declines at public two-year institutions (over

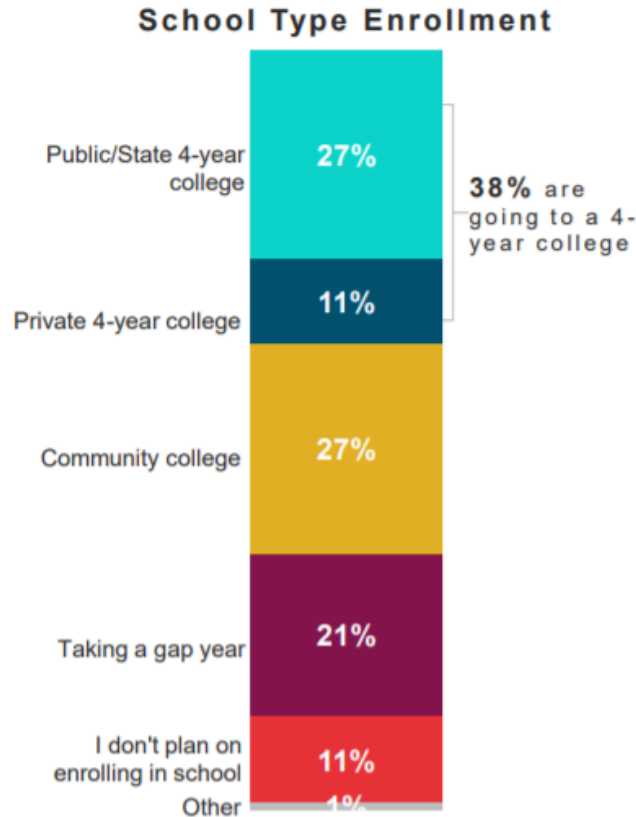
Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

207,200 students, 21% decrease) contributed the most to the decline, falling at a rate almost 20 times higher than the prior year's decline (pre-pandemic). [NSC Researcher]

- As of November 2020, applications for federal financial aid are down 16.8 percent compared to last year. Common Application submissions were also down this year. The drop in Common Applications was larger from Hispanic and students experiencing poverty and first generation college students [[Form Your Future](#) and [Washington Post](#)].
- Undergraduate enrollment is down 4.4 percent compared to enrollment last year. Community colleges have seen the largest drop in enrollment, down 9.4 percent over last year. [[National Student Clearinghouse](#)]
- Intentions about **where** to enroll have shifted compared to pre-COVID. Trade schools, online-only college programs, and community colleges have seen the largest increases in expected likelihood to enroll. [[Strada](#)]
- In a June 2020 survey of 5-12th grade students, 62 percent of students said they expect to attend a 4-year college, 10 percent said they expect to attend a 2-year college, 3 percent said they expect to work full time, 2 percent said they expect to attend a trade or technical school, and 2 percent said they expect to join the military, and 16 percent said they aren't sure what they'll do. [[Youth Truth](#)]

Data on early-decision applications this month showed **fewer students preparing a FAFSA and applying to college**, especially from high minority and low-income families. [[NYTimes](#)]

- As of the last week of November, 24.3 percent of the high school class of 2021 has completed a FAFSA, a 16.8 percent decrease compared to last year. In high minority schools, the decrease from last year is 22.3 percent. [[FAFSA](#)]
- The Common App found the number of unique applicants has decreased 4 percent this year. This decline was greater among first-generation and fee waiver-eligible applicants, which each saw about a 10 percent decline in applicant volume. [[ABCNews](#)]

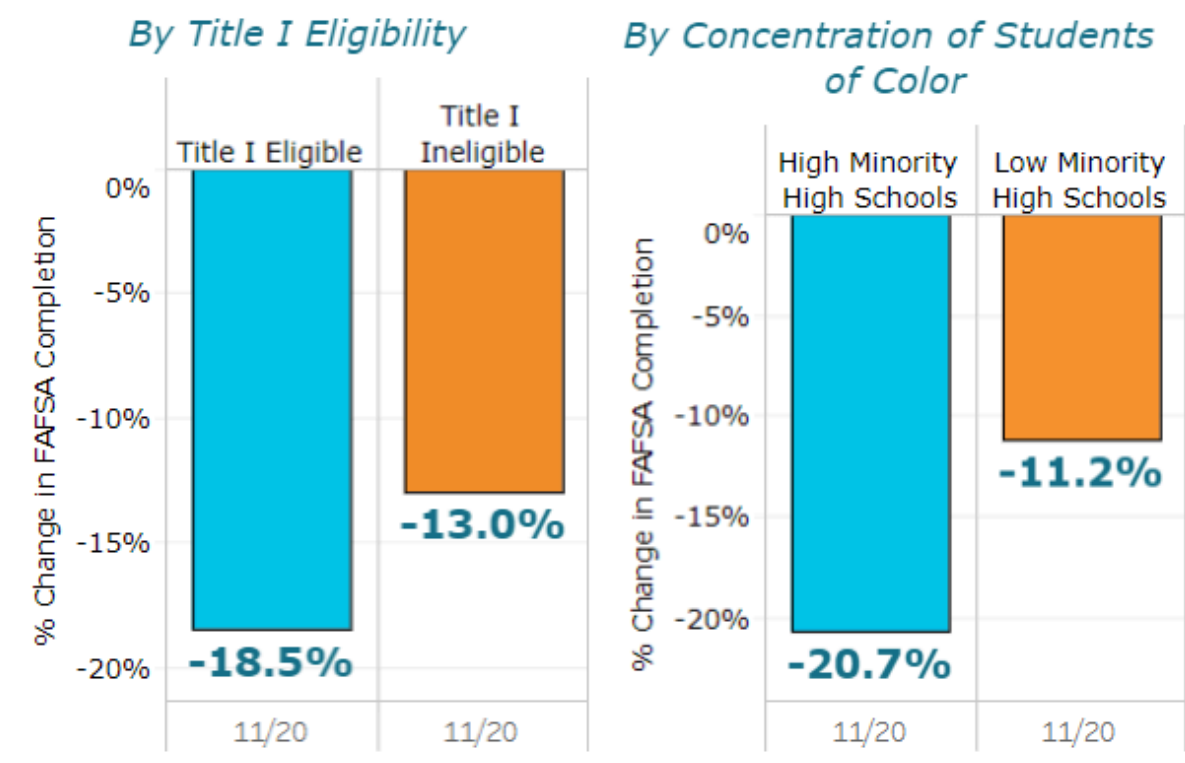


[Morning Consult](#)

Synthesis: Students who are Black, female, and experiencing poverty may be less likely to enroll in college in 2020-2021 and beyond.

Key Evidence:

- Title I-eligible public high schools (with higher concentrations of students from low-income backgrounds) had FAFSA completion declines of 18.5 percent compared to those of non-Title I-eligible schools (13 percent). [\[NCAN\]](#)
- As of August 2020, 28 percent of youth respondents who reported thinking college is worth it [prior to the COVID outbreak] but now think it not worth it [\[Goodwin Simon\]](#)
- The largest declines in 2020 are among Black female respondents (57 percent report college is or would be worth it in 2020 compared to 78 percent in 2019) and white female respondents (61 percent in 2020 compared to 75 percent in 2019). [\[Goodwin Simon\]](#)

[NCAN FAFSA Tracker](#)

Sharp declines in community college enrollment are being driven by disappearing male students. [\[The74\]](#)

- Through January 15, 2021, 33.9% of the high school class of 2021 has completed FAFSA. There have been 1,278,016 completions nationally, a -10.1% change compared to last academic year. [\[From Your Future\]](#)

Synthesis: Rising high school seniors are concerned with how they will pay for college and choose a college remotely in light of COVID.

Key evidence:

- Three in five rising seniors say an in-person experience with a prospective school has “a lot of” or “critical” importance. Less than 5 percent say it plays no role at all. 8 percent feel they **do not** need additional touring or information sessions to apply. 39 percent say they need information but will wait until on-campus options become available [\[Carnegie Darlet\]](#)
- More than half of students say they are more concerned about paying for college since the outbreak. This concern is higher among women, Latinx, and students in low-SES homes, who already had the highest concern levels [\[Carnegie Darlet\]](#)

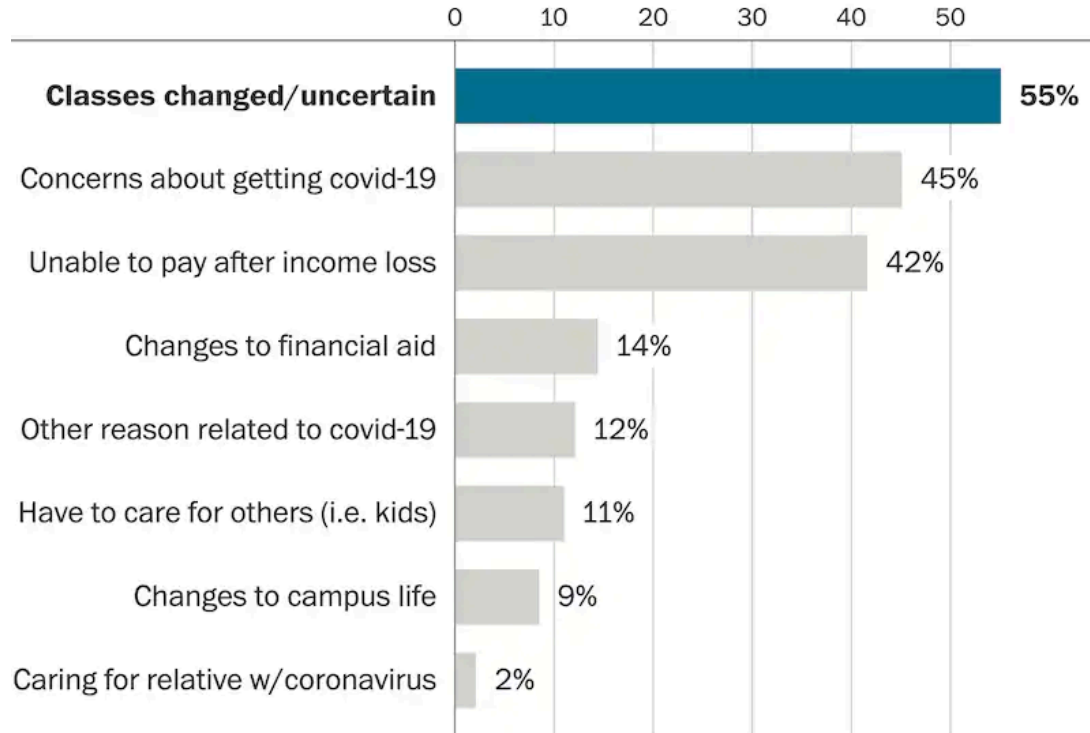
Synthesis: Concerns over COVID and online learning is in part driving enrollment decisions.

Key Evidence:

- As of May 2020, 33 percent of high school seniors said they are likely to defer or cancel an admission offer that is conditional on attending an all-online college in the fall [\[IHE\]](#)
- The vast majority of high school seniors (95 percent) said a move to online coursework, even partially, requires at least some change to the cost of attendance. [\[IHE\]](#)

Why students aren't taking classes this fall

A U.S. Census survey of households with college students revealed that many dropped out of school this fall because they didn't want to take virtual classes, they were concerned about catching covid-19, or the family lost a job and income.



Note: Households could indicate multiple reasons for dropping out.

Source: U.S. Census Household Pulse Survey (Aug. 19-31)

HEATHER LONG/THE WASHINGTON POST

[Census Pulse Survey Data](#)

Synthesis: Rising high school seniors distance from home measures in college choice and preference for in person learning have not changed.

Key evidence:

- Distance from home measures in college choice have returned to pre-COVID-19 levels. 53 percent of students say the ideal institution would be in their hometown or within about 150 miles of home. 18 percent want to go beyond their immediate region, and 10 percent want to go across the nation. There are few demographic differences on this response from 2019. [\[Carnegie Darlet\]](#)
- Only 11 percent of students are strongly considering or prefer courses online. More than a quarter will not consider online education at all. These numbers are similar to pre-COVID-19 data. When students were asked the effect of the outbreak on their opinion, half said their interest in online courses had actually

dropped. The experience of online coursework for many high school students has increased desire for a traditional in person college experience. [[Carnegie Darlet](#)].

College Matriculation and Time to Degree

Synthesis: Most students enrolled in college are continuing to pursue their degree, despite COVID disruptions.

Key Evidence:

- In a Spring 2020 survey, ~75 percent of non-graduating students said they are highly likely to re-enroll in the fall semester, though many indicated uncertainty about how their timeline for graduating might be affected by the pandemic. [[Ithaka S+R](#)]
- The latest data shows that COVID does not appear to have had any major effect on students' enrollment statuses during Spring 2020, regardless of demographic characteristics or institution types [[NSC Research Center](#)]
- In 2018 and 2019, leaves of absence taking effect during the spring term accounted for 0.026 percent of all enrollees. The number almost doubled to 0.045 percent in 2020 (about 6,400 students). Notably, Black and Latino students leave of absence rates were higher than their white and Asian counterparts [[NSC Research Center](#)]

Care-Taking Responsibilities

Synthesis: Many young people, and a disproportionate share of Black and Hispanic young people, are helping with household responsibilities or care-taking during COVID

Key Evidence:

- Among young people who left their jobs due to coronavirus-related issues, 62 percent report having to help with household responsibilities at home as a very (33 percent) or somewhat (29 percent) important factor in their decision. [[Goodwin Simon](#)]
- 34 percent of Black and Latina females, 36 percent of Latino males and 32 percent of Black males care for a younger sibling, cousin or other younger family member at home in contrast to 26 percent and 27 percent of white females and white males respectively. [[Goodwin Simon](#)]
- 14 percent of young people are helping to care for someone older than themselves in their household. [[Goodwin Simon](#)]

Systemic Racism in K-12 Education

Student and Parent Perspective on Racism in Schools

Synthesis: Almost half of parents, and the majority of parents of color are worried about racism in schools and want schools to take action.

Key Evidence:

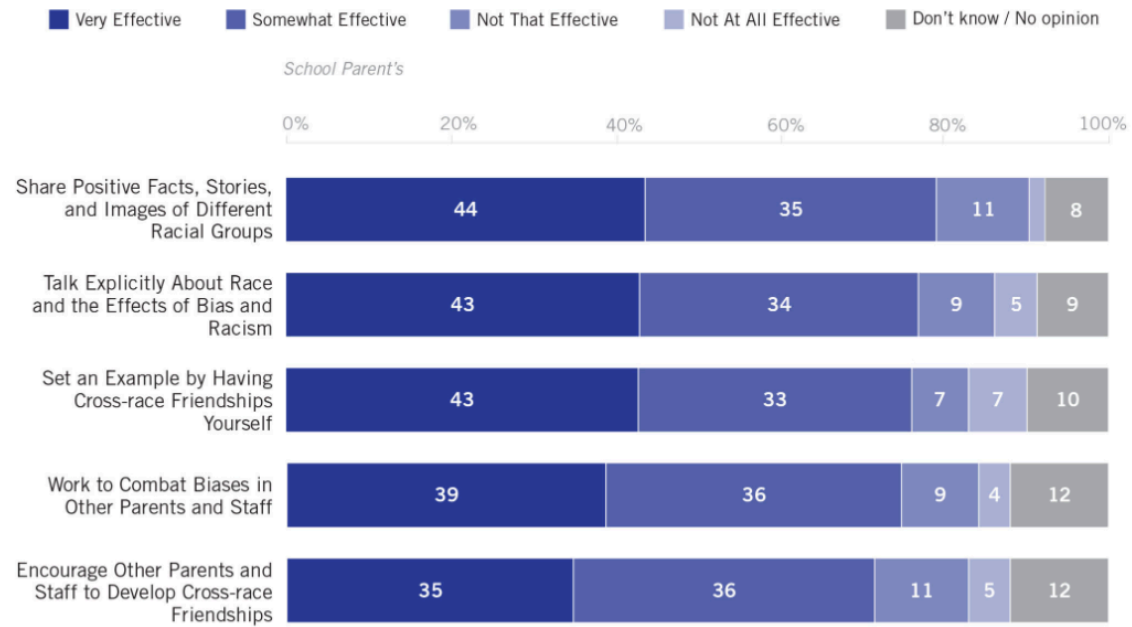
Students

- Parents (in general) want schools to incorporate cultural awareness and implicit bias training for school staff (73 percent), trauma-informed guidance counselors (72 percent), and culturally inclusive curriculum (70 percent) [AEI]
- As of July 2020, 68 percent of parents support discussing racial discrimination in school and 75 percent of parents had talked to their children in the past two weeks. However only 37 percent had made an effort to read more about racism related topics themselves and only 11 percent had purchased book about racism [USC]
- 40 percent of all parents are worried about their children facing racism and discrimination in school. 63 percent of parents of color worry a lot about their children being affected by racist comments or actions from other students, 49 percent say the same about school staff [AEI]
- 75 percent of parents believe that it is important their child's school hires and retains educators of color. 31 percent of parents say that their school's leadership talks little to none about issues of racial injustice [Education Trust].

Teachers

- In LAUSD, only 36% of teachers report receiving guidance or materials about race relations from their school or district leaders, and just 29% of teachers report their union provided them with guidance or materials. [E4E]
- in LAUSD, half of the teachers report they had conversations with their colleagues about whether or how to address issues of race relations in the classroom (52%), with 56% reporting they talked to their students and 44% reporting they provided students with materials about race relations. [E4E]
- In an August 2020 survey, 47 percent of teachers report seeking professional development on issues of racial justice after the killing of George Floyd and the subsequent protests. [PDK International]

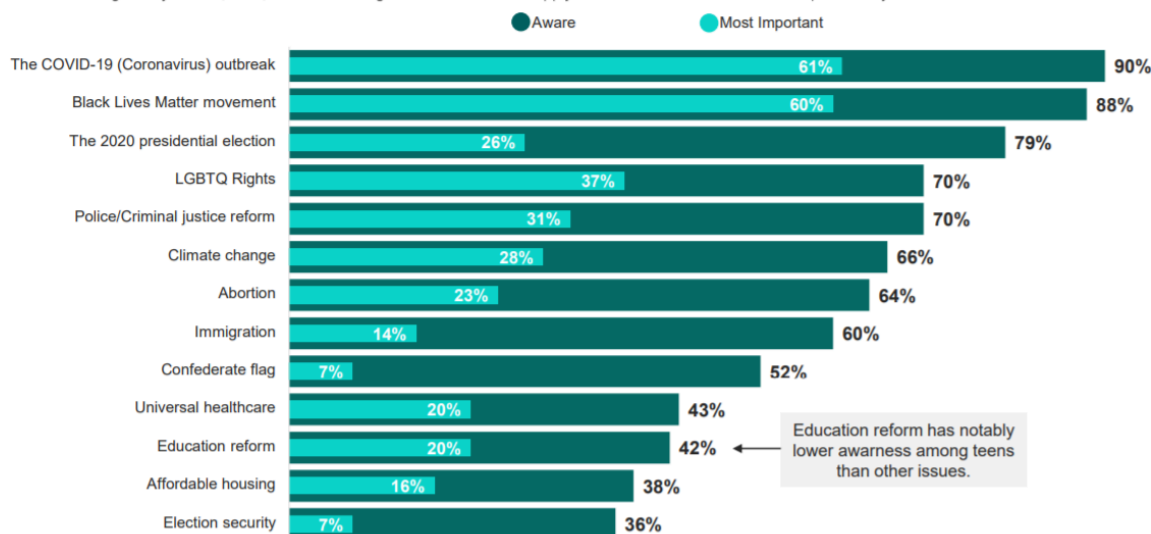
How effective would the following actions be in addressing and reducing racial bias in your child's school?



Source: [EdChoice](#)

The coronavirus outbreak and Black Lives Matter movement have the highest awareness and are by far the most important issues to teens right now. This is likely tied to the recent and heavy news coverage of both issues.

Which of the following have you read, seen, heard something about? Select all that apply. Which of these issues are most important to you? Select three.



Morning Consult

Synthesis: Superintendents believe conversations on race are important but do not feel prepared to have them.

Key Evidence:

- 90 percent of school superintendents say conversations about race and equity are either extremely or very important. Only 21 percent said they were “very well prepared” for that responsibility [[Education Drive](#)].
- 65.8 percent of Black superintendents believe conversations about race are extremely important, compared to 36.6 percent of White superintendents [[Education Drive](#)]. *This data comes from AASA, The School Superintendents Association’s 2020 Decennial Study. All findings will be released in January 2021.*

Racial Disparities in Discipline and K-12 Workforce

Synthesis: Racial disparities in school discipline cause life-long impacts on students.

Key Evidence:

- Black students account for 15.5 percent of all public school students, but represent about 39 percent of students suspended from school—an overrepresentation of about 23 percentage points [[GAO](#)]. For example, a [2018 New York Times investigation](#) found that Black students in Minnesota are suspended at 8 times the rate of white ones.

- Research has shown that students who experience discipline that removes them from the classroom are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system [GAO]
- 55 percent of parents of color worry about their children facing discriminatory police actions at school [AEI]

Synthesis: The current K-12 public school workforce and curriculum is not reflective of the student population.

Key Evidence:

- In an October survey, only 11 percent of households say their school recently provided resources about racial justice (e.g., anti-racism resources, racial healing practices) [USC]
- 80 percent of public school teachers are white [NCES] however, less than half of public school students are white, 15 percent are Black, and 26 percent are Latino [NCES].
- 74 percent of parents of color want schools to increase the racial diversity of school boards, administrators, teachers and staff [AEI]
- Black history is typically taught in schools through the prism of victimization and oppression instead of persistence and resistance. Curriculum is presented from that of the dominant white culture and it's not inclusive of people of color. [ABC News].
- Though slavery is taught in history classes, only 8 percent of high school seniors could identify slavery as the central cause of the Civil War [Southern Poverty Law Center (SPLC)]
- Experts agree that anti-racism education is critical, however it is not mandated in all schools, it is not tested on standardized tests and it does not fall under federal guidelines. [ABC News].
- Women of color represent almost 13 percent of all female superintendents, and men of color represent 7 percent of all male superintendents [[Education Drive]. *This data comes from AASA, The School Superintendents Association's 2020 Decennial Study. All findings will be released in January 2021.*

Additional Considerations

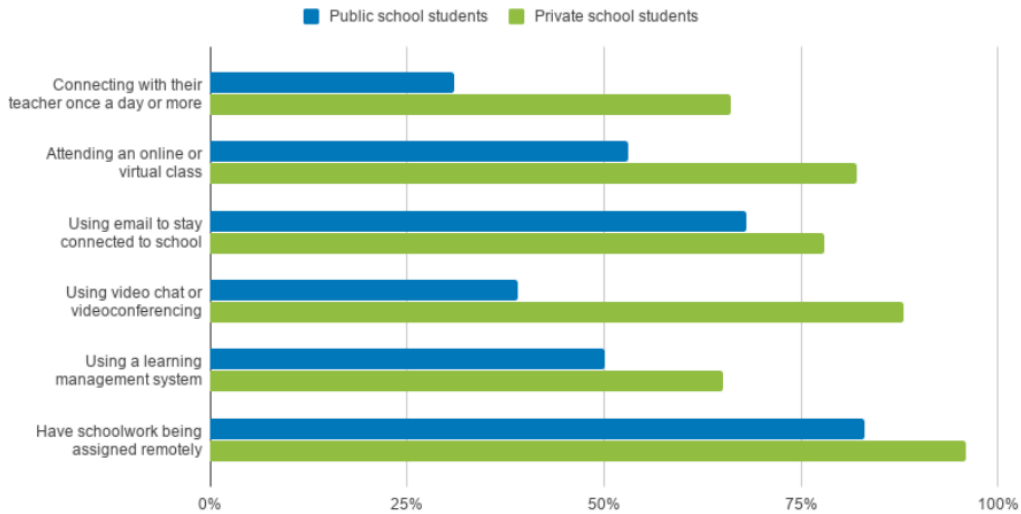
Private/Charters Schools

Synthesis: Private school students (who are predominately white) had more access to learning than public school students (who are 50 percent students of color).

Key Evidence:

- Twice as many private school teens (66 percent as compared to 31 percent) say they are connecting with their teachers once a day or more. And twice as many (88 percent compared to 39 percent) say they are using video chat or video conferencing [CommonSense Media]
- In fall 2015, 69 percent of all private elementary and secondary students were White, 9 percent were Black, 10 percent were Latino. In comparison, 50 percent of traditional public school students in fall 2015 were White, 15 percent were Black, 26 percent were Latino [NCES].

Percent of teens who report doing each of the following while in-person school activities are canceled



Source: Common Sense Media teen survey.

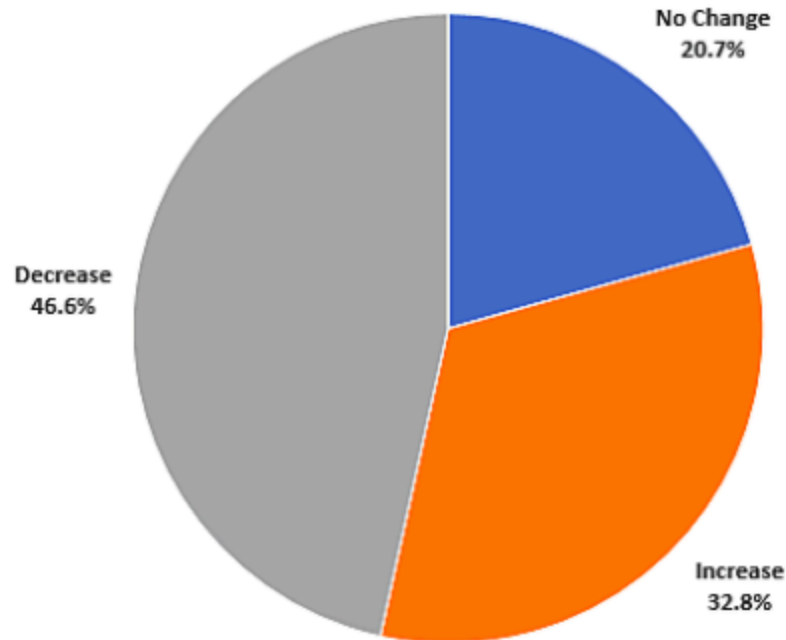
[CommonSense Media](https://www.commonsensemedia.org)

Synthesis: Private schools are seeing a decrease in enrollment due to COVID-19.

Key Evidence:

- 46.6 percent of private schools reported that their enrollment decreased during the 2019-2020 and the start of the 2020-2021 school year. Schools averaged a 6 percent loss in students but numbers ranged from an increase of 75 students to a loss of 100 students. [\[CATO\]](#)
- 116 private schools have closed for the 2020-2021 school year. [\[CATO\]](#)

Share of Private Schools Reporting Increased, Decreased, or Unchanged Enrollment between 2019-20 and New School Year, Pre-K Students Not Included



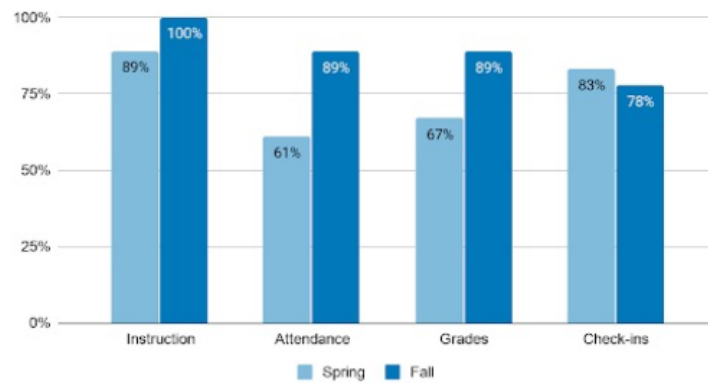
[CATO]

Synthesis: During Spring 2020 closures, students in charter school received more new content and teacher engagement than students in public schools

Key Evidence:

- Students in private or charter schools (87 percent) were more likely to receive instruction that introduced new content as opposed to reviewing what they had already learned than students in public schools (72 percent). [Education Next]
- Parents of nearly 70 percent of private-school students and 62 percent of charter school students say such meetings took place daily or several times a week, compared to parents of only 43 percent of district students [Education Next]
- Parents of 60 percent of charter school students say teachers graded assignments or gave other feedback daily or several times a week, compared to only 46 percent of district students [Education Next]

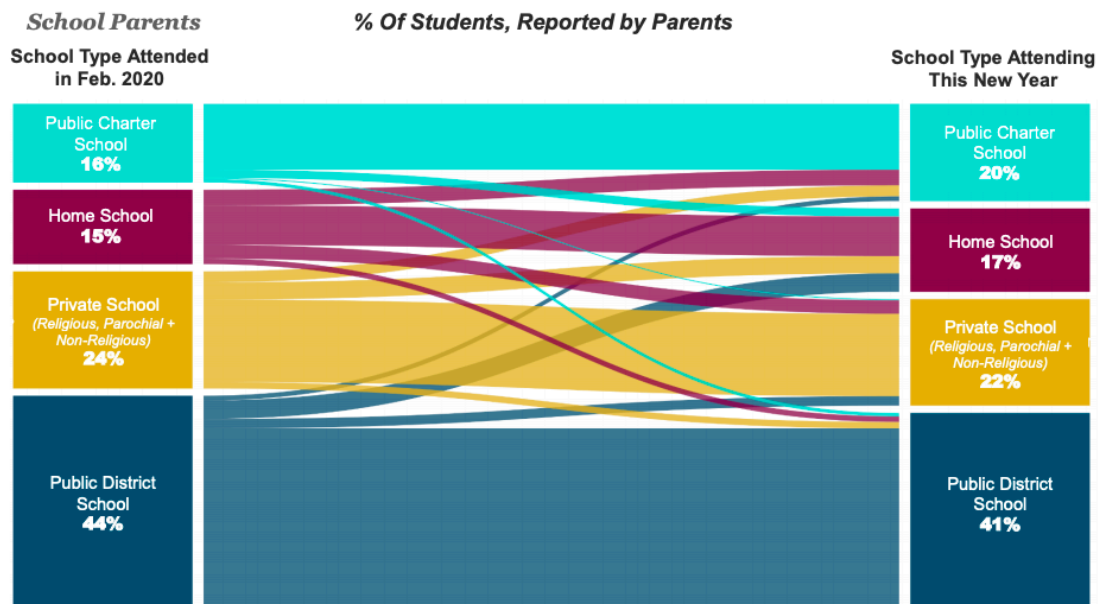
Features of CMO Remote Learning Plans, Spring vs. Fall



[74Million]

Synthesis: Charter schools have seen a slight increase in student enrollment during the 2020-2021 school year.

- 20 percent of students, as reported by parents, are enrolled in charter schools for the 2020-2021 school year, compared to 16 percent in February 2020. [EdChoice]



[EdChoice]

Synthesis: Private and public charter school parents are more positive about their children's progress in school during the pandemic than public district school parents.

Key Evidence

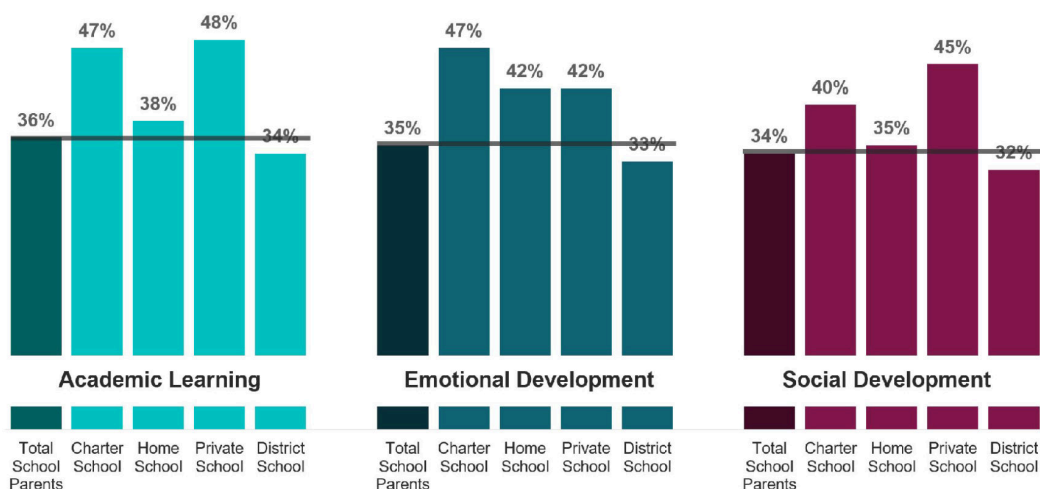
Questions? Email andrew.corcoran@gatesfoundation.org and isabella.velasquez@gatesfoundation.org

- Nearly half of private and public charter school parents are very positive about their children's academic learning. [EdChoice]
- In emotional development, 47 percent of public charter school parents and 42 percent of private school parents rate their children's progress as very good compared to 33 percent in public schools. [EdChoice]
- Social development received the most even responses of the three categories of development, but private and public charter school parents remained the most positive about their children's development at 45 and 40 percent, respectively. [EdChoice]

Parents of children enrolled in private and charter schools score their child's learning and development progress this year higher than those with children enrolled in public district school.

How do you feel your child/children is/are progressing on the following this school year?

% Very Well



[EdChoice](#)

Indigenous Students

See related data note: [The History of the Bureau of Indian Education & the Impact of COVID](#)

Synthesis: COVID is disproportionately impacting indigenous students living on Indian reservations given pre-existing housing and health care inequities and lack of access to stable internet.

Key evidence:

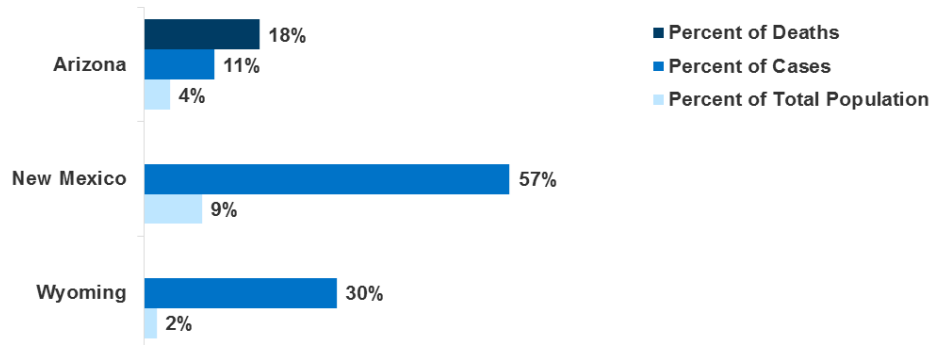
- As of March 23, [all 185 Bureau of Indian Education \(BIE\) Schools are closed](#), impacting approximately 41,000 students.
- In 2018, 35 percent of Native Americans living on tribal lands lacked broadband service compared to 8 percent of Americans overall [GAO]. For example, Navajo Nation has the highest rates of students without internet or computer access at 70 percent [Urban Institute].

- As of June 2020, American Indian or Alaska Native persons have a hospitalization rate approximately 5 times that of non-Hispanic white persons. [CDC]. Navajo Nation has the highest per capita rate of COVID infections in the U.S. [The Hill].
- Reservation homes are more likely to lack complete plumbing and overcrowding in Native homes is also common as many are multi-generational, both of which make social distancing and hand-washing less accessible [CDC] and [Vox]
- Changes in postsecondary and dropout rates are highest for [indigenous students](#).

Figure 1

Data Point to Stark Impacts of COVID-19 for American Indian and Alaska Native People in Some States

American Indians and Alaska Natives as a Share of Confirmed Coronavirus Cases, Deaths, and Total Population in Select States, as of May 11, 2020



SOURCE: KFF, "COVID-19: Confirmed Cases & Deaths by Race/Ethnicity as of May 11, 2020", <https://www.kff.org/coronavirus-covid-19/issue-brief/state-data-and-policy-actions-to-address-coronavirus/>



[Kaiser Family Foundation](#)

Early Education

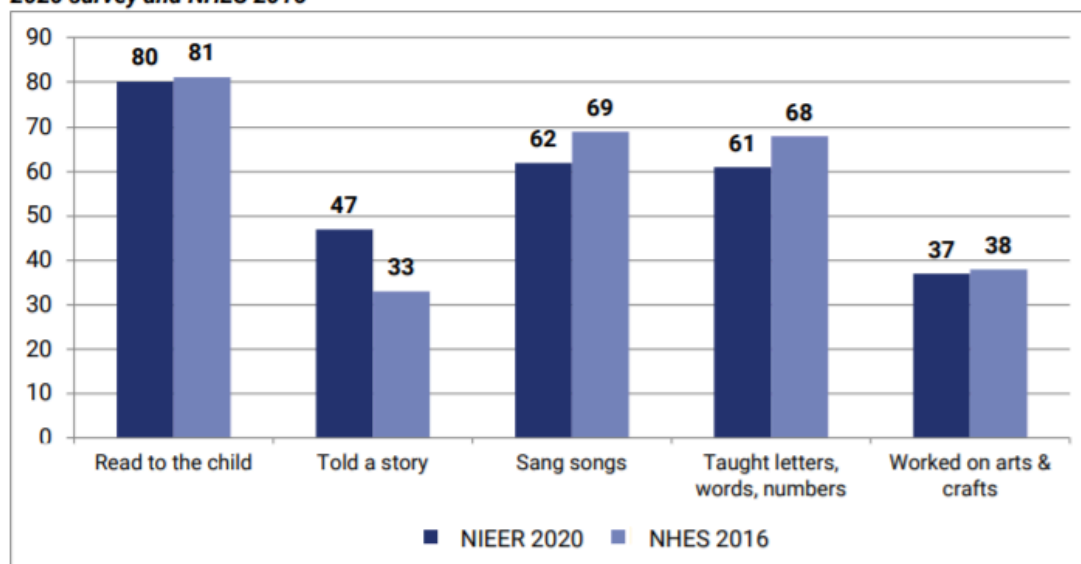
Synthesis: Pre-K students experienced aries school and parental engagement during COVID Pre-K closures

Key Evidence:

- 30 percent of 3-to-5-year-olds attended an early learning program during the pandemic — down from 60 percent normally — based largely on efforts by preschool programs to connect with families remotely. Only 8 percent continued to attend a program in person [The 74]
- Nearly three-quarters (74 percent) of children attending preschool programs had their programs closed as a result of the pandemic, program closure was less likely for 3-year-old children [NIEER]
- Preschool programs that closed classrooms continued to provide meals to 23 percent of children [NIEER]

- Parents were able to provide more engagement in some activities and less in others: the frequency of engaging in reading and in arts and crafts were nearly identical to 2016, while reported frequencies of teaching activities and singing were lower than before the pandemic and storytelling was higher [NIEER]

Figure 2. Percentage of children ages 3-5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week: comparison of NIEER 2020 survey and NHES 2016



[NIEER](#)

Students experiencing homelessness

Synthesis: In 2020-2021 school year, fewer students were reported as experiencing homelessness. While identification of students experiencing homelessness is down, the number of students experiencing homelessness has increased due to COVID-19. Remote learning is believed to be the main cause.

Key Evidence:

- A survey across 49 states found there was a 28 percent decrease in the number of identified homeless students in the fall of 2020 compared to the fall of 2019. This equates to more than 420,000 students [Schoolhouse Connection].
- In the same survey, of the liaisons who indicated that homeless student identification was lower this year, 69.7 percent stated that the primary reason was "Inability to identify families/youth due to distance learning/school building closure." [Schoolhouse Connection]

"We are operating remotely due to COVID-19, as a result we do not have students in our buildings. We are not identifying students in buildings as we need to be. The

shelters/agencies are not seeing the turnover in families, and this has cut down on our new referrals as well.”- [Schoolhouse Connection]

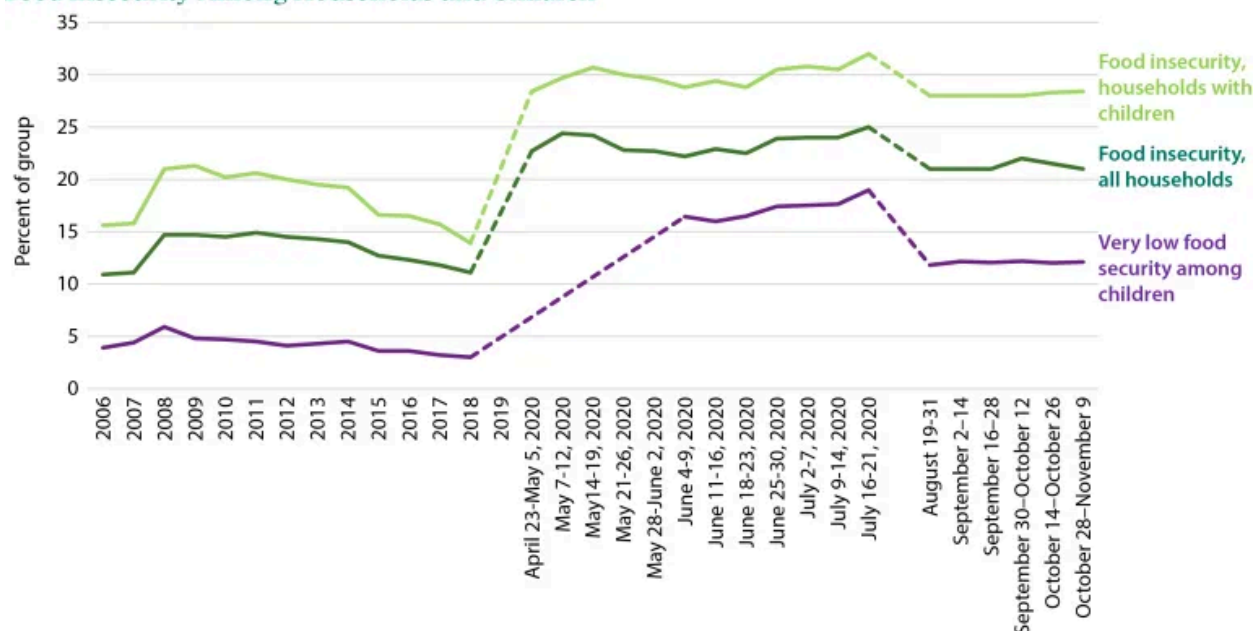
Food Insecurity

Synthesis: Food insecurity is on the rise, though better now than it was in summer 2020, with Black and Latino children are facing higher rates. Food insecurity has historically impacted ability to engage and progress in academic learning.

Key Evidence:

- 1 in 5 families surveyed in September said that the children in their homes did not have enough food and the family did not have the means to get more food [NPR].
- Food insecurity rates have declined since summer: the share of parents reported that their children did not have enough to eat dropped from 17 percent in June to 12 percent in October likely due to income support remaining from federal fiscal support packages passed earlier in 2020, declining unemployment, and some children returning to school, expanding the reach of school meal programs [Brookings]
- In October 2020, 33 percent of households with children making less than \$25,000 a year, 25 percent of households with incomes between \$25,000-\$50,000 and 13 percent of families with incomes between \$50,000- \$75,000 reported low food security. [Brookings]
- About 30 percent of Black households with children and 25 percent Latino households with children did not have sufficient food due to a lack of resources in June 2020, while white households with children reported a child food insecurity rate just under 10 percent. [The Brookings Institution]
- Food insecurity has been worse for Black and Latino families [Urban Institute/Census] and is associated with lower math achievement/progress in kindergartners, lower math and reading gains from kindergarten to 3rd grade, and lower math scores and higher likelihood of repeating a grade among children ages 6-11. [USDA]

FIGURE 1.

Food Insecurity Among Households and Children

Source: U.S. Census Bureau (Household Pulse Survey) 2020b; Current Population Survey Food Security Supplement 2006-2018; Schanzenback and Tornøh 2020.
 Note: Food insecurity measures assess whether households have enough money for adequate food consumption. For additional details, see the technical appendix to Bauer et al. 2020.
 Updated November 26th, 2020: Incorporated additional multipliers for the sufficiency to security conversion, so that respondents with children are using different multipliers than respondents overall. In effect, food insecurity rates for respondents overall have changed.

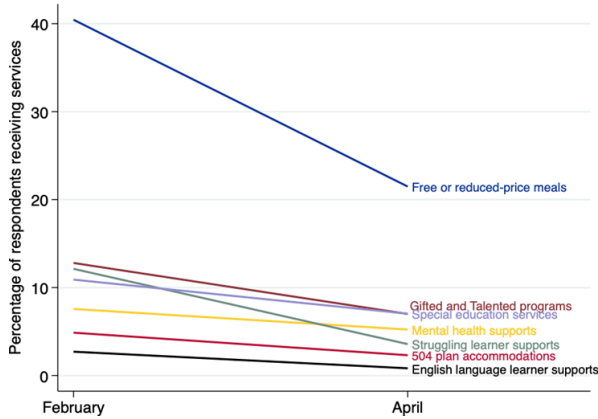
[The Brookings Institution](#)

- In December, the Urban Institute reported 40 percent of Black families with school-age children were food insecure in September, compared to 15 percent of white families. Meanwhile, nearly two thirds of all families reported that their children were not receiving meals from schools. [\[Urban Institute\]](#)
- Houston, Los Angeles, Chicago, and New York City did tend to prioritize placing sites in neighborhoods with more families of color. All four districts placed significantly more meal sites in high-poverty areas. All except Chicago had significantly more sites in neighborhoods with larger minority populations. [\[Civil Eats\]](#)
- The vast majority of rural school districts in the sample continued to provide meals, but the frequency, distribution model, and communication about meal service varied greatly from district to district. [\[Tisch\]](#)

Synthesis: Students and families received inconsistent and overall less support for food services as a result of school closures.

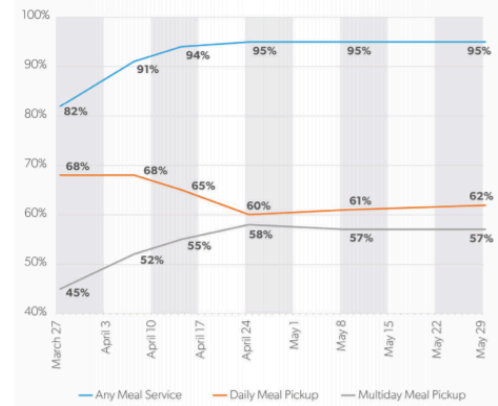
Key Evidence:

- Compared to February 2020, just prior to COVID-19 related school closures, 47 percent of students who were receiving free and reduced prices meals did not receive support during COVID [\[USC\]](#).
- In Spring 2020, in a scan of 250 districts, 62 percent of schools were in districts providing daily meal pickup services, and 57 percent were allowing students to pick up food for multiple days (up to one week) at once by April 2020 [\[AEI\]](#).
- In Spring 2020, when most schools were closed, only 60 percent of eligible families still managed to find access to affordable meals [\[Urban Institute\]](#)



[USC](#)

Figure 5. Share of Schools Providing Meal Services to Students, March–May 2020



[AEI](#)

Synthesis: School meal programs lost funding during the 2019-2020 school year and anticipate continued financial losses in the 2020-2021 school year.

Key Evidence:

- A survey released in September found that 54 percent of school meal programs experienced a financial loss in the 2019-2020 school year. The total amount lost is estimated to be \$485 million [[School Nutrition Association](#)].
- 62 percent of meal programs anticipate continued financial losses in the 2020-2021 school year [[School Nutrition Association](#)].
- School meal programs are funded through cafeteria sales and federal reimbursements and, generally, do not receive funding through the school budget [[School Nutrition Association](#)].
- Decreased cafeteria sales and increased costs for PPE materials and supplies for meals to-go, have led to meal programs needing to rely on reserve funds to finish the school year [[School Nutrition Association](#)].

Data Notes Listing

Title	Date
Enrollment Drops and Missing Students	11/10/20
Assessment and Accountability	11/2/20
Learning Loss and COVID-19	10/26/20
The Digital Divide and COVID	10/19/20
The History of the Bureau of Indian Education & the Impact of COVID	10/12/20
Parents and COVID	10/5/20
Unpacking Student Perceptions During COVID	9/28/20

What We Know about School Reopening (September 2020)	9/21/20
Parent Mental Health	9/7/20
COVID and Student-Teacher Relationships	8/31/20
The COVID Slide	8/17/20
Teacher Credentials and Education, Employment, and Well-Being	8/10/20
K-12 Funding for the 2020-2021 School Year	8/3/20
What's the deal with 40 percent and COVID?	7/29/20
Girls and the Pandemic	7/26/20
What We Know About K-12 School Reopening (July 2020)	7/20/20
SEL Priorities of Teachers, School Leaders, Parents, and Students	7/7/20
Lessons Learned from Other Crises and Natural Disasters	6/30/20
Childhood Trauma, Resilience, and COVID	6/16/20
Learning Loss and COVID-19	6/22/20
High School Classes of 2020 & 2021	6/15/20
Teacher Digital Learning Expectations, Realities, and Needed Supports	6/8/20
District Summer Response to COVID-19	6/1/20
Disparities in Educational Experiences	5/25/20
What We're Learning Blog Post	5/18/20