RAND AMERICAN SCHOOL DISTRICT PANEL
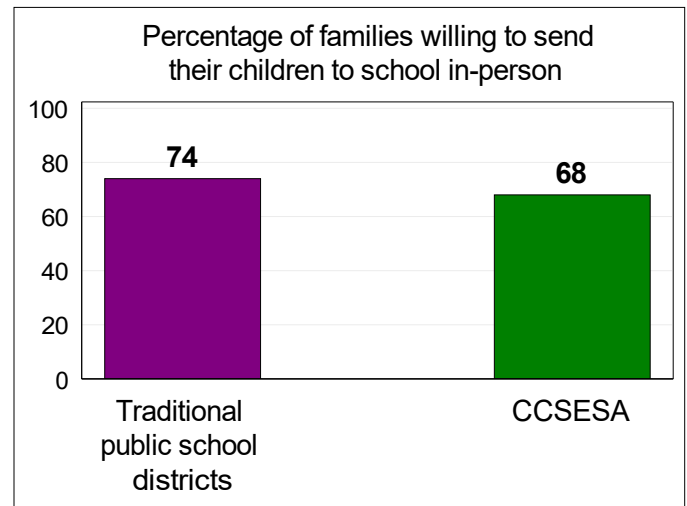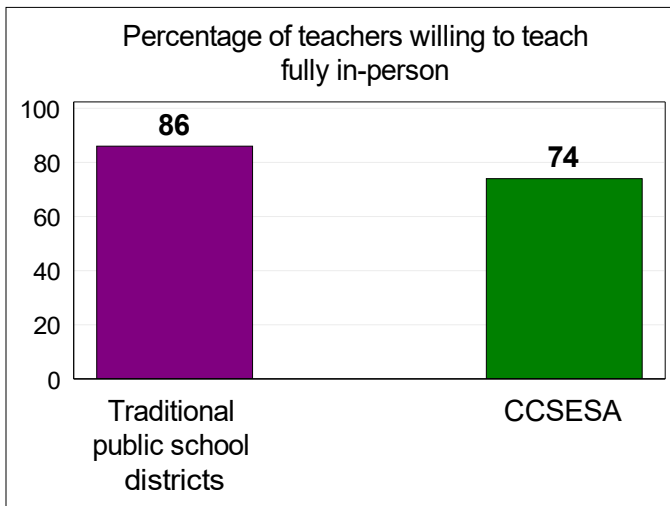
Winter 2021 Survey Results for CCSESA

This report provides responses to the ASDP winter survey, fielded January 21 through March 5, 2021. We created this report exclusively for your organization's use.

How to read this report

- In the pages that follow, we list the results for every close-ended question on the winter 2021 survey.

- We weighted the results to be nationally representative of U.S. school districts.

- Throughout this report, the term "Traditional public school districts" includes responses from all traditional public school districts that took the survey; it does not include responses from CMOs.

- In addition to weighted national results, you will see results for California. A total of 77 school districts in California responded to the survey. Note that the ASDP sample was created to be nationally representative; results at other levels of aggregation are not representative.

Selected highlights

A total of 434 district leaders took the winter 2021 survey, including 400 from traditional public school districts and 34 from charter management organizations. These graphs illustrate two key findings from the survey. To read our complete analysis, visit https://www.americanschooldistrictpanel.org.

Percentage of teachers willing to teach fully in-person

- Traditional public school districts: 86
- CCSESA: 74

Percentage of families willing to send their children to school in-person

- Traditional public school districts: 74
- CCSESA: 68

Section 1. Winter 2021 Survey Questions

We posed the following 29 questions about six topic areas on the winter 2021 survey. Click on any of the table titles in the list below to jump to the corresponding survey results.

Mode of schooling, student attendance, and student performance this school year (2020-2021)

Changes to scheduling, instruction, partnerships, and staff this school year (2020-2021)

COVID-19 testing and vaccines

Staffing shortages this school year (2020-2021) and next

19. To what extent does your [district/CMO] have a shortage of qualified teachers for 2020-21?

20. To what extent does your [district/CMO] have a shortage of qualified substitute teachers for 2020-21?

21. To what extent does your [district/CMO] have a shortage of central office staff for 2020-21?

22. Has your [district/CMO] re-assigned central office staff to classrooms to cover teacher shortages in 2020-2021?

23. Looking ahead to 2021-2022, about which staff categories, if any, do you have great concern about shortages?

24. Looking ahead to 2021-2022, how likely do you think it is that your [district/CMO] will need to furlough or layoff teachers?

Student enrollment for the school year (2020-2021)

25. Comparing your [district/CMO]'s enrollments in October 2020 to those in October 2019, how has your overall enrollment changed?

26. To what extent are the following reasons for the decline in enrollment?

District expenditures this school year (2020-2021)

27. How has your [district/CMO]'s expenditures changed from last school year (2019-2020) to this school year (2020-2021)?

28. Looking ahead, how do you expect your [district/CMO]'s expenditures to change from this school year (2020-2021) to next school year (2021-2022)?

29. What categories of expenditures have your [district/CMO] reduced, if any, in 2020-2021 to cover COVID-related costs? COVID-related costs include costs for adjustments to the physical school buildings (e.g., HVAC upgrades), additional IT costs, signage and communications, data collection and reporting, and personal protective equipment (PPE).

Section 2. Survey Results

Mode of schooling, student attendance, and student performance this school year (2020-2021)

1. Which of the following most closely reflects how instruction is offered to the majority of your elementary school-age students as of the date you are taking this survey?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Fully remote instruction, where a large majority or all students are offered at least one synchronous class 4-5 days per week	14	50
Fully remote instruction, where a large majority or all students are offered less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	0	1
Hybrid model where students are offered some in-person instruction and some remote instruction	42	23
Fully in-person instruction offered each school day for the majority, if not all, students	42	19
N/A - My district does not serve elementary school-age students	2	7

2. Which of the following most closely reflects how instruction is offered to the majority of your secondary school-age students as of the date you are taking this survey?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Fully remote instruction, where a large majority or all students are offered at least one synchronous class 4-5 days per week	13	39
Fully remote instruction, where a large majority or all students are offered less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	1	2
Hybrid model where students are offered some in-person instruction and some remote instruction	44	24
Fully in-person instruction offered each school day for the majority, if not all, students	34	10
N/A - My district does not serve secondary school-age students	7	25

3. Approximately what percentage of your teachers do you estimate are willing to teach fully in-person (with available measures in place such as masks, cohorting of students to the degree possible, improvements to air filters, and school cleaning procedures), as of the date you are taking this survey?

	Weighted Percentage	
	Traditional public school districts	CCSESA
% of teachers	86	74

4. Approximately what percentage of your students' families are willing to send their students to fully in-person school (with available measures in place such as masks, cohorting of students to the degree possible, improvements to air filters, and school cleaning procedures), as of the date you are taking this survey?

	Weighted Percentage	
	Traditional public school districts	CCSESA
% of students' families	74	68

5. To what extent are the following barriers to offering in-person instruction this school year?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Teacher or union safety concerns		
Not a barrier	32	16
A minor barrier	38	26
A major barrier	30	58
Parent safety concerns		
Not a barrier	19	26
A minor barrier	64	56
A major barrier	16	18
Cost of meeting health and safety requirements		
Not a barrier	35	33
A minor barrier	44	40
A major barrier	21	27
Inconsistent or unclear guidance about school operations from state and/or federal agencies		
Not a barrier	24	10
A minor barrier	36	27
A major barrier	40	64
Other		
Not a barrier	17	8
A minor barrier	29	38
A major barrier	54	55

6. How do most schools in your District/CMO define attendance for elementary school-age students in 2020-2021?

	Weighted Percentage	
	Traditional public school districts	CCSESA
At least one interaction between a teacher and a student or guardian per day	33	55
At least once per day sign-in on a form by students or guardian	7	0
Submission of a daily assignment	6	3
Submission of a set number of assignments each week	4	2
Evidence the student has logged onto school site or learning management system at least once each day	19	9
Evidence the student has logged in at least once per week	0	0
Evidence the student has logged in at least 3-4 days per week	1	0
At least once per day participation in a synchronous class	10	14
Participation in all assigned, synchronous classes for that day	13	14
Other	7	2

7. How do most schools in your District/CMO define attendance for secondary school-age students in 2020-2021?

	Weighted Percentage	
	Traditional public school districts	CCSESA
At least one interaction between a teacher and a student or guardian per day	30	50
At least once per day sign-in on a form by students or guardian	6	0
Submission of a daily assignment	7	1
Submission of a set number of assignments each week	5	2
Evidence the student has logged onto school site or learning management system at least once each day	17	11
Evidence the student has logged in at least once per week	1	0
Evidence the student has logged in at least 3-4 days per week	3	1
At least once per day participation in a synchronous class	3	5
Participation in all assigned, synchronous classes for that day	19	26
Other	9	3

8. When your students started school in fall 2020, how far behind were students in reading compared to where they were at the start of fall 2019?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Much farther behind than in fall 2019	10	12
Somewhat farther behind than in fall 2019	66	62
About the same as in fall 2019	22	22
Somewhat farther ahead than in fall 2019	2	4
Much farther ahead than in fall 2019	0	0

9. When your students started school in fall 2020, how far behind were students in math compared to where they were at the start of fall 2019?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Much farther behind than in fall 2019	19	18
Somewhat farther behind than in fall 2019	61	59
About the same as in fall 2019	18	19
Somewhat farther ahead than in fall 2019	2	2
Much farther ahead than in fall 2019	0	2

10. When your students started school in fall 2020, how far behind socially and emotionally were students compared to where they were at the start of fall 2019?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Much farther behind than in fall 2019	20	21
Somewhat farther behind than in fall 2019	57	46
About the same as in fall 2019	22	28
Somewhat farther ahead than in fall 2019	1	4
Much farther ahead than in fall 2019	1	1

11. In which of the following grade bands have students taken a standardized assessment (e.g., the MAP, i-Ready) district-wide in 2020-2021 to measure their performance in either math or reading or both?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - No grade level of students district-wide have taken a standardized math or reading assessment thus far in 2020-2021	19	22
One or more grade levels in grades K-5	80	78
One or more grade levels in grades 6-8	70	68
One or more grade levels in grades 9-12	40	23

Changes to scheduling, instruction, partnerships, and staff this school year (2020-2021)

12. Which of the following changes to the school schedule or calendar have any one or more of your schools adopted for this school year (2020-2021)?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - We haven't enacted any substantive change to our school schedule or calendar	32	28
Adopted block scheduling	13	23
Adopted year-round calendar	0	0
Added Saturday school	3	6
Increased the number of days of school in the year	6	2
Increased instructional minutes for at least some courses	8	0
Lengthened the school day	6	1
Shortened the school day	28	46
Decreased instructional minutes for at least some courses	16	17
Decreased the number of days of school in the year	18	0
Cut some non-core courses to focus on core academic courses (i.e., math, ELA, science, social studies)	13	16
Other	13	19

13. Which of the following changes to instructional programming have any one or more of your schools adopted for this school year (2020-2021)?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - We haven't enacted any substantive change to the content of our schools' instructional programming	5	2
Adopted new online-accessible curriculum or instructional materials	71	76
Delayed the use of planned new curriculum or instructional materials	20	25
Adopted a new learning management system	27	16
Added software, courses, or coursework (whether online or in-person) to review previously taught content or catch students up to grade level	61	69
Added or increased social and emotional learning programming or minutes	55	62
Decreased class sizes	37	27
Increased class sizes	1	0
Grouped students by ability level	3	5
Offered online course credit recovery	37	27
Offered one-on-one or small group tutoring (whether virtual or in-person)	56	69
Provided professional development to teachers about how to remediate learning required for students to perform grade-level work	47	47
Reduced number of elective courses to increase staff or resources for core academic courses	13	20
Changed grading policy to assign students incompletes rather than failing grades to avoid students having to retake the entire course	27	32
Other	6	1

14. Which of the following changes to partnerships and services have any one or more of your schools adopted for 2020-2021?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - We haven't enacted any substantive change to the partnerships our schools have	39	39
Partnered with an outside organization to provide childcare for families (whether teachers or others) during work hours	15	20
Partnered with an outside organization to provide in-person supervision of students who join online courses during the day	10	11
Partnered with one or more online providers to provide virtual instruction (e.g., tutoring or leading full-size classrooms)	27	16
Partnered with before- or after-school providers to provide in-person homework or other academic support	11	19
Partnered with social service agencies or contractors to provide additional services like mental health or medical services or COVID-19 testing	38	45
Other	5	6

15. Which of the following changes to school staffing have any one or more of your schools adopted for 2020-2021?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - We haven't enacted any substantive change to our school staffing levels	35	30
Furloughed or laid off teachers	1	1
Furloughed or laid off paraprofessionals	8	14
Furloughed or laid off specialists who offer push-in or pull-out instruction	2	0
Furloughed or laid off service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)	4	1
Furloughed or laid off school administrators (e.g., assistant principals, deans, secretaries)	3	1
Furloughed or laid off staff who address students' physical health and safety (e.g., nurses, physical education teachers)	0	0
Furloughed or laid off staff who address students' mental health (e.g., social workers, school psychologists, guidance counselors)	0	0
Hired additional teachers	27	36
Hired additional paraprofessionals	28	33
Hired additional specialists to offer push-in or pull-out instruction	7	5
Hired additional service workers (e.g., janitors, bus drivers, cafeteria workers, security staff)	23	22
Hired additional school administrators (e.g., assistant principals, deans, secretaries)	1	0
Hired additional staff who address students' physical health and safety (e.g., nurses, physical education teachers)	20	10
Hired additional staff who address students' mental health (e.g., social workers, school psychologists, guidance counselors)	21	22
Other	8	7

COVID-19 testing and vaccines

16. Do one or more of your schools directly administer COVID-19 tests (not just symptom screener questions) to at least some students or staff?

	Weighted Percentage	
	Traditional public school districts	CCSESA
No	70	62
Yes, to staff only	14	34
Yes, to students only	0	0
Yes, to staff and students	16	4

17. What percentage of your teachers do you estimate are willing to get the COVID-19 vaccine?

	Weighted Percentage	
	Traditional public school districts	CCSESA
% of teachers	72	69

18. What percentage of your students' families do you estimate would support their children being vaccinated for COVID-19 once a vaccine for children is available?

	Weighted Percentage	
	Traditional public school districts	CCSESA
% of students' families	62	56

Staffing shortages this school year (2020-2021) and next

19. To what extent does your District/CMO have a shortage of qualified teachers for 2020-21?

	Weighted Percentage	
	Traditional public school districts	CCSESA
No shortage	35	47
Slight shortage	41	37
Moderate shortage	16	10
Considerable shortage	8	7

20. To what extent does your District/CMO have a shortage of qualified substitute teachers for 2020-21?

	Weighted Percentage	
	Traditional public school districts	CCSESA
No shortage	6	10
Slight shortage	16	28
Moderate shortage	27	26
Considerable shortage	51	37

21. To what extent does your District/CMO have a shortage of central office staff for 2020-21?

	Weighted Percentage	
	Traditional public school districts	CCSESA
No shortage	76	76
Slight shortage	18	21
Moderate shortage	3	1
Considerable shortage	3	2

22. Has your District/CMO re-assigned central office staff to classrooms to cover teacher shortages in 2020-2021?

	Weighted Percentage	
	Traditional public school districts	CCSESA
No	72	71
Yes	16	28
Other	12	1

23. Looking ahead to 2021-2022, about which staff categories, if any, do you have great concern about shortages?

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - I do not have great concern about staff shortages in any of these categories	5	9
Certified math teachers	59	34
Certified ELA teachers	26	11
Certified science teachers	49	30
Certified social studies teachers	10	2
Certified teachers of self-contained classrooms	26	25
Certified special education teachers	57	42
Substitute teachers	74	74
School administrators	8	5
Cafeteria workers	17	21
Bus drivers	57	24
Building maintenance staff	12	7
Janitorial staff	29	20
Student support staff (social workers, psychologists, guidance counselors)	26	16
Central district office administrators	5	2
Other	9	4

24. Looking ahead to 2021-2022, how likely do you think it is that your District/CMO will need to furlough or layoff teachers?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Highly unlikely	59	72
Somewhat unlikely	17	8
Somewhat likely	8	6
Highly likely	7	3
Unsure; don't know	9	12

Student enrollment for the school year (2020-2021)

25. Comparing your district's enrollments in October 2020 to those in October 2019, how has your overall enrollment changed?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Declined by more than 5%	27	42
Declined between 1% and 5%	38	25
About the same (including declined or increased by less than 1%)	13	9
Increased between 1% and 5%	13	9
Increased by more than 5%	9	15

NOTE: Respondents were asked to indicate the change in total number of enrolled students. The ranges represent the percentage change given responses and the enrollment levels from 2019-2020 CCD data.

26. To what extent are the following reasons for the decline in enrollment?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Families opting out of public schools into private schools		
Not a reason for enrollment decline	40	37
A minor reason for enrollment decline	48	43
A major reason for enrollment decline	12	20
Families holding their child back from starting public preschool or kindergarten (i.e., redshirting)		
Not a reason for enrollment decline	33	45
A minor reason for enrollment decline	37	29
A major reason for enrollment decline	29	26
Families opting out of traditional public schools into charter schools		
Not a reason for enrollment decline	60	39
A minor reason for enrollment decline	31	46
A major reason for enrollment decline	9	15
Families opting out of charter schools into traditional public schools		
Not a reason for enrollment decline	N/A	N/A
A minor reason for enrollment decline	N/A	N/A
A major reason for enrollment decline	N/A	N/A
Families opting out of public schools into home schools (e.g., learning pods; individual home schooling)		
Not a reason for enrollment decline	16	22
A minor reason for enrollment decline	63	64
A major reason for enrollment decline	21	14
Families moving out of your district at a greater rate than families are moving in		
Not a reason for enrollment decline	51	30
A minor reason for enrollment decline	28	30
A major reason for enrollment decline	22	40
Demographic changes such that households with children are aging out of PK-12		
Not a reason for enrollment decline	63	61
A minor reason for enrollment decline	26	14
A major reason for enrollment decline	10	25
Other		
Not a reason for enrollment decline	37	48
A minor reason for enrollment decline	38	51
A major reason for enrollment decline	25	2

District expenditures this school year (2020-2021)

27. How has your District's/CMO's expenditures changed from last school year (2019-2020) to this school year (2020-2021)?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Shrank by more than 20%	0	0
Shrank by 16-20%	2	2
Shrank by 11-15%	4	1
Shrank by 5-10%	12	19
Stayed about the same (including shrank or grew by less than 5%)	32	11
Grew by 5-10%	23	23
Grew by 11-15%	17	26
Grew by 16-20%	7	14
Grew by more than 20%	3	4

28. Looking ahead, how do you expect your District/CMO's expenditures to change from this school year (2020-2021) to next school year (2021-2022)?

	Weighted Percentage	
	Traditional public school districts	CCSESA
Shrink by more than 20%	0	3
Shrink by 16-20%	1	1
Shrink by 11-15%	3	6
Shrink by 5-10%	7	4
Stay about the same (including shrink or grow by less than 5%)	34	17
Grow by 5-10%	33	41
Grow by 11-15%	14	20
Grow by 16-20%	6	8
Grow by more than 20%	0	0

29. What categories of expenditures have your District/CMO reduced, if any, in 2020-2021 to cover COVID-related costs? COVID-related costs include costs for adjustments to the physical school buildings (e.g., HVAC upgrades), additional IT costs, signage and communications, data collection and reporting, and personal protective equipment (PPE).

	Weighted Percentage	
	Traditional public school districts	CCSESA
N/A - We've not cut any category of costs to accommodate COVID-related costs	43	29
Salaries and/or benefits for school-based staff	8	8
Salaries and/or benefits for central district office administrators	5	4
Number of school teachers	9	9
Number of school classified staff (aides, athletic staff, instructional assistants, non-certified supervisors and administrators)	14	29
Number of school administrators	3	3
Number of central district office administrators	7	7
Building operations and maintenance (utilities, cleaning and janitorial services, roads and grounds)	23	26
Capital outlay (equipment replacement, facilities acquisition & construction)	21	29
Books and supplies (curricula materials, classroom materials)	18	21
Student assessments	3	5
Student transportation	19	21
Student support services (social work, speech pathology, psychological services)	7	5
Food services	9	5
Instructional staff training	11	13
Instructional technology	7	3
Other	7	2