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Summary of COVID-19 Surveys

Numerous state agencies, national organizations, advocacy groups, and school districts engaged with stakeholders through a variety of surveys to seek stakeholder perspectives on student engagement, online learning, and high school graduation during the COVID-19 school closures. The instruments provide information, feedback, and summarize perceptions on the current educational landscape broadly framed through the questions shown below.

1. What are the services are schools and school districts providing to students and families during the COVID-19 school closures and what services are families seeking?
2. Are students, families, and stakeholders receiving the high quality services necessary to maintain adequate levels of learning for students, especially for students who are English learners, who receive special education services, and those from lower income households?
3. What are the perceptions of the current graduation pathway options, suggestions for changes, perceived barriers, perceptions on equitable access, and should other pathway options should be developed?

Every student is experiencing the impact of the coronavirus through the combination of school closures, threats to health, and social isolation to differing degrees. The COVID-19 school closures caused substantial disruptions to most students' education this semester and impacts to the education of many students could extend well into the future. Underserved students (e.g. those who come from low-income families and or self-identify their race/ethnicity as other than White) face numerous structural barriers to educational success and those barriers are amplified or compounded because of the COVID-19 school closures.

The COVID-19 crisis has exposed some old truths. Where you live and what school you attend has profound impacts on what students can expect to get out of public education. Some students get instruction from teachers while others don't; some students choose from a multitude of personalized learning pathways while others get packets of worksheets. The result is widening inequities among students attending different schools and districts. In practice, this means that many of the students who were already behind will fall even farther behind.

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Table 1: summary of selected surveys conducted by various organizations on student and parent perceptions of student learning at the time of COVID-19 school closures.

Source Agency or Organization	Respondents	Notable Findings
ParentsTogether	1,594 parents Nationally via Facebook Messenger	The results reveal disparities in the success of remote learning depending on family income, and show that remote learning is jeopardizing the education of our most vulnerable students. • Students from homes with incomes of <$25,000/year are ten times more likely (38% vs. 3.7%) to be doing little to no remote learning than peers from homes making >$100,000/year. • Students from low-income homes are five times more likely (11% vs. 2%) to go to a school not offering distance learning materials or activities. • 13 percent of those from low-income homes have either no device or no internet, compared to one percent of families with incomes >$50,000/year. • 39 percent of parents whose kids should be receiving individualized support say they are not receiving any support at all. • Children with IEPs are twice as likely as their non-IEP peers to be doing little or no remote learning (35% vs. 17%). • Parents are twice as likely to report that distance learning is going poorly for their children with an IEP as compared to parents of children without an IEP (40% vs. 19%).
Schoolhouse Washington	McKinney Vento liaisons from 74 WA school districts	• Aside from food assistance, 78 percent of respondents cited access to mobile hotspots/internet access as the single greatest need of highly mobile students or students experiencing homelessness. • 74 percent of liaisons representing highly mobile students or students experiencing homelessness cited access to devices (e.g. tablets) as one of the greatest learning needs of students. • 47 percent of those surveyed indicated that students were receiving teaching support, homework, and curriculum packets in support of distance learning.
Prichard Committee Kentucky	Student Social Media, 9,500 responses	Student mental health is generally lower and students find online learning a generally negative experience. Analyses are pending. • Student mental health (depression, communication with friends is not happening the same way, feelings of isolation), more grateful feelings, more outside time. • Overall, students are dissatisfied with distance learning and do not find it meaningful. • Wi-Fi access is a barrier. Quite a few students are having issues with access to technology as whole.
OSPI	School District Administrators,	• 29 and 16 percent of districts have not provided educators or students (respectively) with options for accessing internet connectivity.

Source Agency or Organization	Respondents	Notable Findings
	response rate is 73-84% depending on response week	• Regarding challenges in providing online services, 23 percent of districts cite inadequate or inequitable broadband access or connectivity, 16 percent of districts cite meeting the needs of special populations of students, and 11 percent of districts cite providing educators with adequate training. • A high percentage of districts are supporting HS seniors in varying ways to ensure graduation requirements are met.
Education Trust	881 parents of students in WA public schools	Parents are very concerned about their child falling behind academically because of not being in school. There are large gaps between what parents want and what is currently available to them during school closures. • Non-college parents, parents of color, and parents in the Vancouver and Yakima regions were particularly concerned. • Higher concerns from parents of high school students on the topics of falling behind and being on-track to graduate. • Parents were concerned about students' lack of stimulation while at home and about their children's mental well-being. • Higher levels of stress were noted for parents of students with an IEP and in households with income less than $50,000/year.
Center for Educational Effectiveness	8,435 WA respondents	Limited and high level data is not readily accessible. • Currently, 65 percent of students generally feel supported which is down from 82 percent six weeks prior. • Currently, 68 percent of students feel as though they are provided direction on how to use learning resources, which is down from 82 percent six weeks prior. • Currently, students, parents, and educators are less worried about COVID-19 as compared to six weeks prior.
Pew Research Center	National sample of 4,917 parent panelists from a pool of 23,440 candidates	Lower income parents are most concerned about their children falling behind amid COVID-19 school closures. • 83 percent of parents (regardless of income level) are somewhat/very satisfied with the way their children's school is handling remote learning. • Parents earning lower incomes are more likely to be somewhat/very concerned about their children falling behind in school as a result if school closures (76 percent vs. 57 percent), as compared to middle and upper income earning parents.

Source Agency or Organization	Respondents	Notable Findings
		• Parents with lower incomes are more likely to report that their children have received little or no instruction from their school since it closed (31 percent vs. 13-18 percent) as compared to middle and upper income earning parents.
Education Week	Unspecified number of responses from teachers	COVID-19 school closures forced students and teachers into remote learning and survey responses indicate that the children with the greatest need are getting the least support. • Since schools closed, 37 percent of teachers said they have interacted with their students daily or more. • 82 percent of teachers confirm that their students' current level of engagement is lower their engagement level prior to the school closures. • Since the school closures, 71 percent of teachers report that they spend less time on instruction, 69 percent spend less time presenting new content, and 59 percent spend more time on reviewing material already taught. • Before the closures, all students spent six hours per day learning. After the closures, students at low poverty schools (<25% FRL) spend three hours per day learning, and students at high poverty schools (>75% FRL) spent two hours per day learning.
Common Sense Media	849 teens (13 to 17 years old), national sample, closed April 1	• Hispanic students (70 percent) and Black students (66 percent) were worried about keeping up with schoolwork as compared to 49 percent of White students. • 28 percent of students report connecting with their teacher less than once a week. • 53 percent of students reported they attended an online or virtual class.
Learning Heroes	3,645 parents across nation, offered in English and Spanish	COVID-19 closures resulted in parents being activated to redefine relationships between schools and homes that is expected to extend into the next school year. • 95 percent of parents have heard from their child's teacher in some way, but only 33 percent report that they have regular access to their child's teacher. • 30 to 40 percent of parents report that they received key learning resources including: daily/weekly expectations, video lessons, electronic class materials, online guidance resources, regular access to teachers, and personal technology. Only 10 to 25 percent of parents report that they received personalized learning resources. • There are large gaps between what parents think would be most helpful and what parents actually receive. 80 percent of parents find texts and telephone calls most effective but only 25-30 percent of teachers are using those modes of contact.

Source Agency or Organization	Respondents	Notable Findings
Olympia School District	902 students and 1,744 parents	• 40 percent of students rate their overall experience with distance learning as Good, Very Good, or Excellent. • 41 percent of students rate the quality of online learning resources as Good, Very Good, or Excellent. • 70 to 75 percent of parents want more teacher-student and teacher-parent online interactions
SBE – Strobel Consulting	1,908 survey respondents and 47 focus group participants	• Many stakeholders indicated they felt uninformed about the various graduation pathway options and subsequently there is a great need for additional communication, for all stakeholders, regarding the graduation pathway options, especially in respect to the CTE pathway. • Overwhelmingly, both adults (parents, educators, community members, etc.) and students expressed positive attitudes towards the availability of multiple pathway options for graduating. • In order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services and other marginalized populations, there needs to be pathway options that focus on employability, skills needed to live independently and where math and English proficiency is demonstrated in an applied way. • The majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school. • Capstone Project/Portfolio/Body of Evidence Pathway – A number of survey respondents and focus group participants indicated there is a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment.
Active Minds	3,239 HS and college student respondents, national sample	High school students are mostly hopeful about their future, but face challenges during the time of COVID-19 school closures. • 55 percent of high school students surveyed do not know where to go to get help for their mental health. • 71 percent of high school students report difficulty in focusing on school work with at home distractions. • 77 percent of high school students are hopeful or extremely hopeful about achieving school-related goals and future job prospects.
EdChoice	510 parents of school aged children	• 68 percent confirmed that their children's school communicated a coronavirus preparedness plan. • 68 percent of parents are somewhat/very concerned about their children missing instruction time. • 66 percent of parents are somewhat/very concerned about their children being exposed to coronavirus at school.

Source Agency or Organization	Respondents	Notable Findings
		• 71 percent of parents and 67 percent of teachers claim to be somewhat/very prepared to facilitate online instruction for their school aged children or students.
RNL	2,689 High School Counselors, national sample	• 100 percent of high school juniors are concerned that pass/fail grading will have an effect on college admission • 97 percent of high school counselors claim to be communicating with parents and students regularly via email, approximately 50 to 60 communicating by phone, 14 to 25 percent via text messages, and 15 to 20 percent vial social media.
ACT	13,000 college bound high school students from 2020 ACT registrations	• Nearly all respondents reported receiving some instruction from at least some of their teachers and 76 percent of students received online instruction as compared to receiving printed materials. • Students of color (23 percent) and students whose parents did not attend college (24 percent) were more likely to say that they needed help learning the content their teachers were asking of them than White students (16 percent) • 19 percent of students had only a smartphone to complete their online schoolwork and 11 percent of those students had to share that smartphone with other household members. • 23 percent of students with access to a desktop, laptop, or tablet had to share access to the device with one or more household members.
American Institutes for Research (AIR)	Recently Launched	Results Pending The survey will be sent to school districts in every U.S. state and Washington, D.C. across the country, and will gather information in six key areas. • Timing of school closures due to COVID-19, • Distance learning approaches and challenges, • Supporting students with disabilities and English learners, • District policies and requirements, such as grading and graduation, • Staffing and human resources, and • Health, well-being and safety.
Stand for Children	Student Voice Survey, Recently Launched	Results Pending
Washington School Public Relations Assoc.	Annual Family Survey, 2020	Results Pending

Source Agency or Organization	Respondents	Notable Findings
	Survey Not yet Launched	
The Root of Us	Student, Parent, & Staff Survey, Just Launched	Results Pending
Black Education Strategy Roundtable	Student, Parent, & Staff Survey, Just Launched	Survey closed May 22, Data Pending Link to the Root of Us Survey