

Impact of the Coronavirus (COVID-19)

Pandemic on Public and Private Elementary and Secondary
Education in the United States (Preliminary Data):

First Look

February 2022
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Impact of the Coronavirus (COVID-19) Pandemic on Public and Private Elementary and Secondary Education in the United States (Preliminary Data):

**Results from the 2020–21 National Teacher and Principal Survey
(NTPS)**

First Look

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Introduction

The 2020–21 National Teacher and Principal Survey (NTPS)¹ is a national survey of public² and private³ K–12 schools, principals, and teachers. Data were collected in the 50 states and the District of Columbia. NTPS collects data on core topics, including teacher and principal training, classes taught, school characteristics, and backgrounds of teachers and principals. In addition to these core topics, the 2020–21 NTPS collected data on the impact of the COVID-19 pandemic on education during the 2019–20 school year. NTPS is developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education. Data were collected by the U.S. Census Bureau from October 2020 through August 2021.

NTPS collects data to provide a detailed picture of U.S. elementary and secondary schools and their staff. These data are collected through school, principal, and teacher surveys. Data can be linked through all three surveys. This report provides basic findings from the COVID-19 questions asked as part of the NTPS public and private school, principal, and teacher surveys. Preliminary data used to generate estimates for this First Look report will not be released. The full 2020–21 data files will be released in summer 2022. The released data will be imputed before undergoing perturbation and will include final weights. Findings are based on preliminary data in order to provide critical and timely data on the impact of COVID-19 on schools, principals, and teachers in the spring of 2020. COVID-19 topics covered in the survey include the following:

- Changes to instruction: classes normally taught in person canceled, moved to distance-learning format online or using paper materials sent home with students;
- Real-time interactions: use of video or audio calls for scheduled real-time lessons, sessions with groups of students to provide support, scheduled one-on-one sessions with individual students, scheduled office hours, unscheduled sessions;
- Support and resources: extent to which principals and teachers agreed or disagreed that they had the support and resources needed to be effective as a principal or teacher at their school;
- Computer distribution: student access to computers or digital devices before and during the COVID-19 pandemic, either for school use or to take home; and
- Internet access: ways in which schools helped students who had no internet access at home such as working with internet providers, sending home hotspots, etc.

When the COVID-19 questions were added to the 2020–21 NTPS in the summer of 2020, schools and school systems were operating under a great deal of uncertainty. The pandemic had started just a few months before and health and education experts were still determining how to safely educate students. Debates were occurring about how and if to open schools and how to effectively deliver education if remote learning was still needed. Schools and school systems were also thinking through how best to use recently provided funds coming from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to support the education of their students. These issues, and guidance from a wide range of education experts, were the basis for the COVID-19 questions in the survey.

The 2020–21 NTPS is based on a sample of public and private schools. The principals of these schools and samples of teachers in each of the schools were then interviewed. Findings in this report are based on data provided by approximately 9,920 traditional public and public charter school principals, 3,000 private school principals, 68,300 public school teachers, and 8,000 private school teachers sampled for the survey.

¹ NTPS is a redesign of the Schools and Staffing Survey (SASS). NTPS was introduced in the 2015–16 school year.

² Public schools include traditional public and public charter schools.

³ While SASS included principals and teachers from both public and private sector schools, the 2015–16 administration of NTPS only included educators in the public sector.

The selected findings shown in the section below are drawn from detailed estimate tables in Appendix A, which also includes standard error tables. Appendix B describes how NTPS was designed and conducted and includes the references section for this report. Appendix C defines the variables used in this report.

Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented. They do not account for all possible relationships. The variables in this report are just a few of the several hundred that will be available in the full 2020–21 NTPS data files to be released in summer 2022.

For readers interested in appendices with estimate and standard error tables, definitions of terms used in the findings and tables, and additional information about the survey from which the findings are drawn, please see the "View full report" link at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022019>.

More information about NTPS can be found at <https://nces.ed.gov/surveys/ntps/>.

Selected Findings

- During the COVID-19 pandemic in the spring of 2020, seventy-seven percent of public schools reported moving classes to online distance-learning formats. Distance learning could include self-paced or real-time learning. Private schools reported using this option at a lower rate (73 percent). A higher percentage of private schools reported moving classes to a distance-learning format using paper materials sent home with students (48 percent) than public schools (41 percent) (tables A-1 and A-2).
- Eighty-three (83) percent of public school teachers reported that all or some of their classes normally taught in person were moved to online distance-learning formats during the COVID-19 pandemic in the spring of 2020 (table A-3). Public school teachers in cities and suburbs (86 and 87 percent) reported such shifts at higher rates than those in towns and rural areas (75 and 77 percent).
- Sixty-three (63) percent of private school teachers, during the COVID-19 pandemic in the spring of 2020, reported using scheduled real-time lessons that allowed students to ask questions through a video or audio call. This was higher compared to 47 percent of public school teachers (tables A-5 and A-6).
- Teachers were asked about the types of real-time interactions they had with their students during the COVID-19 pandemic in the spring of 2020 (table A-5). Teachers in public charter schools reported using four types of interactions at higher rates than traditional public school teachers, for example, using real-time audio or video lessons during which students could ask questions (55 percent vs. 46 percent). Public charter school teachers also held scheduled sessions with groups of students to provide support, held scheduled one-on-one sessions with individual students, and held scheduled office hours with students at higher rates than their traditional public school counterparts.
- Sixty-one (61) percent of private school teachers reported that they had real-time interactions with over three-quarters of their students during the COVID-19 pandemic in the spring of 2020. This was about twice the rate of public school teachers (32 percent) (tables A-7 and A-8). Public school teachers reported having no real-time interactions with their students (13 percent) at a higher rate than private school teachers (9 percent).
- During the COVID-19 pandemic in the spring of 2020, private school principals *somewhat or strongly agreed* that they had the support and resources they needed to be effective at a higher rate than public school principals (78 versus 74 percent) (tables A-9 and A-10). In addition, a higher percentage of private school principals *strongly agreed* (36 percent vs. 29 percent). Looking at public school principals in different regions of the country, those in the South *strongly agreed* at a higher rate (32 percent) than their counterparts in other regions (27 to 28 percent).
- During the COVID-19 pandemic in the spring of 2020, seventy-six percent of private school teachers *somewhat or strongly agreed* that they had the support and resources they needed to be effective compared to 61 percent of public school teachers (tables A-11 and A-12). Private school teachers *strongly agreed* (37 percent) at about twice the rate of public school teachers (17 percent). Among public school teachers, those in public charter schools *strongly agreed* at a higher rate than those in traditional public schools (25 percent vs. 17 percent) (table A-11).
- *Before* the COVID-19 pandemic in the 2019–20 school year, public school principals reported that the schools assigned a computer or digital device that each student could take home at a higher rate than private school principals (23 percent vs. 14 percent) (tables A-13 and A-14). *During* the COVID-19 pandemic in the spring of 2020, public school principals also reported assigning computers or digital devices to all students to take home at a higher rate than private school principals (45 vs. 20 percent).

- During the COVID-19 pandemic in the spring of 2020, a higher percentage of private school than public school principals reported that all students in their school had home internet access (58 percent vs. 44 percent) (tables A-15 and A-16). Public school principals reported taking various steps to help students access the Internet at home at higher rates than private school principals. For example, 61 percent of public school principals responded that their school sent hotspots or other devices to students at home compared to 9 percent of private school principals. Public school principals also reported working with internet providers to help students access the Internet at home and offering spaces where students could safely access free Wi-Fi at higher rates than private school principals.
- About half of public school principals in city and suburban schools (52 and 49 percent, respectively) reported that their school worked with internet providers to help students access the Internet at home. This was higher than public school principals in town and rural schools (42 and 36 percent, respectively). Public school principals in city and suburban schools (75 and 69 percent, respectively) also reported that their school sent home hotspots or other internet devices at higher rates than those in town and rural schools (both 49 percent). Public school principals in town and rural schools reported offering spaces where students could access free Wi-Fi at higher rates (47 and 46 percent, respectively) than those in city and suburban schools (30 and 27 percent, respectively) (table A-15).

Appendix A: Estimate and Standard Error Tables

Table A-1. CHANGES TO INSTRUCTION: Percentage of public schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
All public schools	9	77	41	9	3
School classification					
Traditional public	9	77	41	9	3
Charter school	8	82	38	9	4
Community type					
City	10	84	37	6	2
Suburban	8	84	32	9	2
Town	10	70	46	10	3
Rural	9	67	51	11	4
Region					
Northeast	6	84	33	11	1 !
Midwest	10	76	40	10	4
South	10	73	44	9	3
West	8	80	43	6	2
School level					
Primary	10	76	47	9	2
Middle	8	80	30	11	2
High	7	81	30	8	2
Combined	10	72	43	10	8

See notes at end of table.

Table A-1. CHANGES TO INSTRUCTION: Percentage of public schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
Student enrollment					
Less than 200	8	69	47	10	5
200-499	10	76	45	9	2
500-749	9	80	37	10	3
750-999	9	84	33	9	2
1,000 or more	7	84	27	8	4
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	8	87	32	9	2
35-49	7	76	39	12	3
50-74	7	80	44	8	2
75 or more	11	72	48	9	2

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

NOTE: Results may not sum to 100 because respondents could select more than one way in which the coronavirus pandemic affected instruction.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public Schools (preliminary data)," 2020-21.

Table A-2. CHANGES TO INSTRUCTION: Percentage of private schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
All private schools	10	73	48	10	5
School classification					
Catholic	8	84	44	8	3
Other religious	11	64	52	12	6
Nonsectarian	11	78	45	11	6
Community type					
City	9	79	44	13	4
Suburban	9	79	42	9	6
Town	10 !	64	60	6 !	6 !
Rural	14	59	60	12	6
Region					
Northeast	11	73	38	13	4
Midwest	8	71	55	10	5
South	9	73	46	9	8
West	13	78	52	11	3 !
School level					
Elementary	11	72	54	10	5
Secondary	6	77	16	11	8
Combined	9	74	48	10	6
Student enrollment					
Less than 200	11	70	53	11	6
200-499	8	84	39	7	3 !
500-749	3 !	76	14	18	7 !
750 or more	‡	74	30	20 !	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

NOTE: Results may not sum to 100 because respondents could select more than one way in which the coronavirus pandemic affected instruction.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private Schools (preliminary data)," 2020-21.

Table A-3. CHANGES TO INSTRUCTION: Percentage of public school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
All public schools	10	83	31	8	2
School classification					
Traditional public	10	83	31	8	1
Charter school	7	84	29	7	5
Community type					
City	10	86	26	7	2
Suburban	8	87	24	8	1
Town	13	75	41	9	2
Rural	12	77	41	9	2
Region					
Northeast	6	88	24	8	1
Midwest	10	83	32	9	1
South	12	79	34	8	2
West	10	86	31	7	1
School level					
Primary	12	79	39	9	2
Middle	9	87	24	7	1
High	8	88	21	7	1
Combined	10	77	34	8	5

See notes at end of table.

Table A-3. CHANGES TO INSTRUCTION: Percentage of public school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
Student enrollment					
Less than 200	13	73	42	10	3
200-499	12	79	39	9	2
500-749	11	83	32	8	1
750-999	9	85	28	7	1
1,000 or more	7	89	17	7	2
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	8	87	22	8	1
35-49	9	83	32	9	1
50-74	11	81	35	7	2
75 or more	13	79	38	7	2

NOTE: Results may not sum to 100 because respondents could select more than one way in which the coronavirus pandemic affected instruction. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020–21.

Table A-4. CHANGES TO INSTRUCTION: Percentage of private school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
All private schools	7	81	27	9	3
School classification					
Catholic	7	81	26	9	3
Other religious	8	78	31	8	3
Nonsectarian	7	83	24	8	3
Community type					
City	6	83	25	8	3
Suburban	7	83	26	9	2
Town	12	71	37	6!	5!
Rural	9	73	30	10	5
Region					
Northeast	5	82	21	10	4
Midwest	8	77	31	10	3
South	8	81	28	7	3
West	7	84	27	8	3!
School level					
Elementary	8	76	40	10	3
Secondary	6	88	13	7	2
Combined	7	79	25	8	4
Student enrollment					
Less than 200	10	73	38	10	4
200-499	6	82	26	9	3
500-749	6	89	17	6	3!
750 or more	4	89	8	8	2!

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

NOTE: Results may not sum to 100 because respondents could select more than one way in which the coronavirus pandemic affected instruction. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-5. REAL-TIME INTERACTIONS: Percentage of public school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
All public schools	47	50	37	49	32	13
School classification						
Traditional public	46	50	37	48	32	13
Charter school	55	53	43	51	34	9
Community type						
City	54	50	37	50	32	11
Suburban	50	52	39	51	31	11
Town	36	47	35	46	34	16
Rural	39	47	35	46	34	15
Region						
Northeast	51	53	43	51	32	9
Midwest	43	52	38	50	35	12
South	43	45	32	44	30	16
West	54	52	39	53	34	11
School level						
Primary	46	52	37	44	29	13
Middle	46	50	36	55	35	12
High	48	45	37	54	36	13
Combined	48	47	40	48	37	13

See notes at end of table.

Table A-5. REAL-TIME INTERACTIONS: Percentage of public school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
Student enrollment						
Less than 200	41	46	40	43	37	15
200-499	44	51	37	45	31	13
500-749	47	51	36	48	31	12
750-999	49	50	37	51	33	13
1,000 or more	50	47	37	55	35	12
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	50	53	41	53	32	10
35-49	45	51	38	50	34	12
50-74	43	48	35	47	33	14
75 or more	46	47	33	44	31	15

NOTE: Results may not sum to 100 because respondents could select more than one type of real-time interaction. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020–21.

Table A-6. REAL-TIME INTERACTIONS: Percentage of private school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
All private schools	63	48	39	41	31	9
School classification						
Catholic	57	46	33	41	26	12
Other religious	60	49	39	37	33	9
Nonsectarian	73	48	49	46	35	6
Community type						
City	65	47	39	43	29	8
Suburban	67	49	40	41	31	8
Town	38	48	34	36	32	18
Rural	58	47	43	38	35	11
Region						
Northeast	72	48	44	38	30	7
Midwest	51	49	38	41	32	13
South	61	46	35	39	28	9
West	73	48	45	49	34	7
School level						
Elementary	58	49	39	35	28	12
Secondary	69	45	38	49	31	7
Combined	63	49	41	40	34	8
Student enrollment						
Less than 200	56	46	42	32	30	12
200-499	64	50	36	41	30	9
500-749	68	48	41	54	31	6
750 or more	73	47	37	55	34	6

NOTE: Results may not sum to 100 because respondents could select more than one type of real-time interaction. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-7. REAL-TIME INTERACTIONS: Percentage of public school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
All public schools	13	22	16	18	32
School classification					
Traditional public	13	22	16	18	32
Charter school	9	20	14	17	40
Community type					
City	11	22	16	18	33
Suburban	11	21	15	18	36
Town	16	25	17	17	25
Rural	15	23	16	17	29
Region					
Northeast	9	20	15	18	37
Midwest	12	22	15	18	32
South	16	24	17	17	26
West	11	20	14	17	38
School level					
Primary	13	17	15	19	37
Middle	12	26	18	18	26
High	13	28	16	15	27
Combined	13	22	14	18	33

See notes at end of table.

Table A-7. REAL-TIME INTERACTIONS: Percentage of public school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
Student enrollment					
Less than 200	15	21	14	17	33
200-499	13	20	16	18	33
500-749	12	21	15	18	33
750-999	13	23	16	18	30
1,000 or more	12	27	16	16	29
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	10	19	13	17	41
35-49	12	22	16	19	31
50-74	14	24	17	18	27
75 or more	15	24	18	18	25

NOTE: Results may not sum to 100 because of rounding. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020–21.

Table A-8. REAL-TIME INTERACTIONS: Percentage of private school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
All private schools	9	12	7	10	61
School classification					
Catholic	12	13	8	10	57
Other religious	9	13	7	10	61
Nonsectarian	6	9	7	10	68
Community type					
City	8	13	8	10	61
Suburban	8	11	6	11	65
Town	18	13	11	11	47
Rural	11	12	7	9	61
Region					
Northeast	7	10	6	10	67
Midwest	13	14	8	10	55
South	9	13	8	9	61
West	7	10	6	11	66
School level					
Elementary	12	12	6	9	61
Secondary	7	13	8	10	62
Combined	8	11	8	11	62
Student enrollment					
Less than 200	12	11	7	11	58
200-499	8	14	7	9	61
500-749	6	13	7	10	64
750 or more	6	10	7	8	69

NOTE: Results may not sum to 100 because of rounding. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-9. PRINCIPAL SUPPORT AND RESOURCES: Percentage of public school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All public schools	10	16	45	29	26	74
School classification						
Traditional public	10	16	45	29	26	74
Charter school	12	16	42	30	28	72
Community type						
City	11	16	44	30	27	73
Suburban	9	14	47	30	23	77
Town	12	17	47	25	29	71
Rural	9	18	44	29	27	73
Region						
Northeast	10	14	49	27	24	76
Midwest	11	19	43	27	30	70
South	9	14	44	32	23	77
West	11	16	45	28	27	73
School level						
Primary	10	16	46	28	26	74
Middle	9	16	45	31	25	75
High	10	16	46	28	25	75
Combined	11	15	41	33	26	74

See notes at end of table.

Table A-9. PRINCIPAL SUPPORT AND RESOURCES: Percentage of public school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
Student enrollment						
Less than 200	11	17	42	30	28	72
200-499	10	16	47	27	27	73
500-749	10	14	46	31	24	76
750-999	8	17	44	30	26	74
1,000 or more	9	15	44	31	25	75
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	9	15	47	30	23	77
35-49	10	19	44	26	30	70
50-74	10	17	41	32	27	73
75 or more	10	14	46	29	25	75

NOTE: Results may not sum to 100 because of rounding. Principals who were not at the same school in the 2019-20 and 2020-21 school years are excluded from the reported results. The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-10. PRINCIPAL SUPPORT AND RESOURCES: Percentage of private school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All private schools	10	12	43	36	22	78
School classification						
Catholic	10	16	49	25	26	74
Other religious	9	9	43	40	18	82
Nonsectarian	11	13	35	41	23	77
Community type						
City	9	14	42	35	23	77
Suburban	9	11	43	38	20	80
Town	12	9!	46	33	21	79
Rural	10	12	42	36	23	77
Region						
Northeast	12	10	36	42	21	79
Midwest	10	14	52	24	24	76
South	9	11	38	42	20	80
West	7	12	45	35	20	80
School level						
Elementary	10	13	50	26	23	77
Secondary	7	14	40	39	21	79
Combined	11	8	31	51	19	81
Student enrollment						
Less than 200	11	12	44	33	23	77
200-499	8	12	41	39	20	80
500-749	4!	8!	44	44	11	89
750 or more	6!	9!	21	64	15	85

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

NOTE: Results may not sum to 100 because of rounding. Principals who were not at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results. The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020–21.

Table A-11. TEACHER SUPPORT AND RESOURCES: Percentage of public school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All public schools	16	23	44	17	39	61
School classification						
Traditional public	16	23	44	17	39	61
Charter school	15	19	41	25	34	66
Community type						
City	17	23	43	17	40	60
Suburban	16	23	45	16	39	61
Town	15	23	44	18	38	62
Rural	15	22	46	18	37	63
Region						
Northeast	16	23	46	15	39	61
Midwest	15	23	46	17	37	63
South	17	22	43	19	38	62
West	17	23	43	16	40	60
School level						
Primary	17	23	44	15	40	60
Middle	16	22	45	18	38	62
High	14	22	45	19	37	63
Combined	15	19	43	23	34	66

See notes at end of table.

Table A-11. TEACHER SUPPORT AND RESOURCES: Percentage of public school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
Student enrollment						
Less than 200	16	21	41	21	38	62
200-499	17	23	45	16	40	60
500-749	15	23	45	16	38	62
750-999	16	23	43	18	39	61
1,000 or more	16	22	45	18	37	63
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	14	23	45	18	37	63
35-49	16	23	45	17	39	61
50-74	17	21	46	16	38	62
75 or more	17	23	43	17	41	59

NOTE: Results may not sum to 100 because of rounding. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results. The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020–21.

Table A-12. TEACHER SUPPORT AND RESOURCES: Percentage of private school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All private schools	10	14	39	37	24	76
School classification						
Catholic	10	17	43	31	26	74
Other religious	10	12	36	42	22	78
Nonsectarian	10	13	38	40	23	77
Community type						
City	10	14	38	38	23	77
Suburban	10	15	41	34	25	75
Town	8!	17	40	36	25	75
Rural	8	14	37	41	22	78
Region						
Northeast	10	15	42	33	25	75
Midwest	9	18	43	30	27	73
South	10	12	35	42	23	77
West	10	11	39	40	21	79
School level						
Elementary	9	17	43	31	26	74
Secondary	9	13	39	38	23	77
Combined	11	12	34	43	22	78
Student enrollment						
Less than 200	11	17	41	32	27	73
200-499	9	14	40	37	23	77
500-749	8	14	37	42	21	79
750 or more	10	9	35	45	19	81

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

NOTE: Results may not sum to 100 because of rounding. Teachers who did not teach at the same school in the 2019–20 and 2020–21 school years are excluded from the reported results. The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-13. COMPUTER DISTRIBUTION: Percentage of public school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
All public schools	26	23	51	45	39	16
School classification						
Traditional public	25	23	51	46	37	17
Charter school	29	20	51	39	50	11
Community type						
City	26	20	53	47	42	11
Suburban	24	25	52	45	45	10
Town	27	22	52	44	33	22
Rural	27	24	49	44	32	24
Region						
Northeast	25	23	52	47	46	7
Midwest	24	31	44	53	30	17
South	22	19	59	34	41	25
West	32	20	48	51	39	10
School level						
Primary	31	12	57	40	41	19
Middle	21	38	40	54	33	13
High	14	39	47	50	37	13
Combined	24	32	44	47	37	17

See notes at end of table.

Table A-13. COMPUTER DISTRIBUTION: Percentage of public school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
Student enrollment						
Less than 200	32	22	47	45	33	22
200-499	28	18	53	44	38	18
500-749	25	23	51	45	41	14
750-999	19	31	50	48	41	11
1,000 or more	8	40	52	49	42	9
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	21	28	51	48	43	8
35-49	20	28	52	46	40	13
50-74	27	22	50	46	38	16
75 or more	30	18	52	44	33	23

NOTE: Results may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-14. COMPUTER DISTRIBUTION: Percentage of private school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
All private schools	20	14	66	20	47	34
School classification						
Catholic	22	20	58	24	60	16
Other religious	18	12	71	17	42	41
Nonsectarian	21	13	67	21	38	41
Community type						
City	20	16	64	23	50	27
Suburban	20	17	63	20	52	28
Town	25	8	67	20	40	40
Rural	14	11	74	14	34	52
Region						
Northeast	23	12	65	20	48	32
Midwest	23	17	60	25	51	23
South	15	13	72	15	40	45
West	20	15	65	21	49	30
School level						
Elementary	24	11	65	20	53	28
Secondary	17	27	56	30	35	35
Combined	13	15	73	15	41	43
Student enrollment						
Less than 200	21	9	69	16	44	39
200-499	19	22	59	25	57	18
500-749	8 !	43	50	41	39	20
750 or more	8 !	47	45	34	27	38

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

NOTE: Results may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020-21.

Table A-15. INTERNET ACCESS: Percentage of public school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
All public schools	4	45	61	37	11	11
School classification						
Traditional public	3	45	62	38	11	12
Charter school	10	47	59	25	9	7
Community type						
City	2	52	75	30	7	6
Suburban	6	49	69	27	6	7
Town	1	42	49	47	14	17
Rural	3	36	49	46	17	18
Region						
Northeast	7	51	65	22	7	6
Midwest	3	48	59	36	11	11
South	2	36	57	43	14	16
West	4	50	68	37	9	8
School level						
Primary	4	44	61	34	10	12
Middle	2	49	66	37	10	11
High	2	45	64	43	11	9
Combined	6	42	52	35	15	13

See notes at end of table.

Table A-15. INTERNET ACCESS: Percentage of public school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
Student enrollment						
Less than 200	6	38	51	36	15	16
200-499	3	44	58	38	11	12
500-749	3	47	66	34	10	9
750-999	3	50	71	34	8	8
1,000 or more	3	54	73	39	6	6
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	8	49	67	31	5	5
35-49	2	47	60	41	10	12
50-74	2	48	61	44	12	12
75 or more	1	41	60	35	14	16

NOTE: Results may not sum to 100 because respondents could choose more than one way of helping students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-16. INTERNET ACCESS: Percentage of private school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
All private schools	58	11	9	8	10	17
School classification						
Catholic	58	15	11	8	10	13
Other religious	56	9	7	9	11	21
Nonsectarian	62	11	12	7	10	13
Community type						
City	62	13	12	8	9	11
Suburban	62	12	10	6	10	14
Town	49	10	7!	12	13	25
Rural	50	7	6	11	12	26
Region						
Northeast	56	14	10	4	14	14
Midwest	53	14	11	10	10	18
South	62	8	7	9	9	19
West	61	10	12	8	10	13
School level						
Elementary	61	10	7	5	9	18
Secondary	56	17	17	13	9	11
Combined	54	10	10	11	12	18
Student enrollment						
Less than 200	58	10	7	8	11	20
200-499	60	15	12	10	9	9
500-749	64	13	17	6	4!	10!
750 or more	42	16	33	11	‡	7!

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

NOTE: Results may not sum to 100 because respondents could choose more than one way of helping students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020-21.

Table A-S1. CHANGES TO INSTRUCTION: Standard errors for Table A-1: Percentage of public schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
All public schools	0.4	0.6	0.7	0.4	0.3
School classification					
Traditional public	0.4	0.6	0.8	0.4	0.3
Charter school	1.1	1.4	1.8	1.1	0.6
Community type					
City	0.9	1.0	1.4	0.6	0.3
Suburban	0.7	0.9	1.2	0.7	0.3
Town	1.0	1.6	1.8	1.0	0.6
Rural	0.8	1.3	1.4	0.9	0.6
Region					
Northeast	0.7	1.3	1.6	1.1	0.4
Midwest	0.9	1.2	1.5	0.9	0.6
South	0.7	1.1	1.2	0.7	0.5
West	0.8	1.3	1.5	0.7	0.4
School level					
Primary	0.6	0.8	1.1	0.6	0.3
Middle	0.9	1.4	1.5	1.1	0.5
High	0.8	1.3	1.3	0.8	0.4
Combined	1.3	2.2	2.3	1.4	1.4

See notes at end of table.

Table A-S1. CHANGES TO INSTRUCTION: Standard errors for Table A-1: Percentage of public schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
Student enrollment					
Less than 200	1.0	2.2	2.3	1.4	1.0
200-499	0.6	0.9	1.2	0.7	0.3
500-749	0.9	1.1	1.4	0.8	0.6
750-999	1.2	1.6	1.7	1.2	0.4
1,000 or more	0.9	1.4	1.5	0.9	0.8
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.9	1.1	1.4	0.9	0.4
35-49	1.2	1.7	1.9	1.2	0.6
50-74	0.9	1.5	1.7	1.1	0.6
75 or more	0.7	1.1	1.3	0.7	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public Schools (preliminary data)," 2020-21.

Table A-S2. CHANGES TO INSTRUCTION: Standard errors for Table A-2: Percentage of private schools reporting how the COVID-19 pandemic affected instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some classes were canceled	All or some classes were moved to a distance-learning format using online resources	All or some classes were moved to a distance-learning format using paper materials	Instruction changed in some other way	No change
All private schools	0.9	1.4	1.5	1.0	0.7
School classification					
Catholic	1.4	2.0	2.8	1.4	0.9
Other religious	1.5	2.3	2.4	1.7	1.2
Nonsectarian	1.7	2.4	3.2	1.8	1.5
Community type					
City	1.5	2.3	2.4	1.5	1.0
Suburban	1.4	1.9	2.3	1.4	1.3
Town	3.1	4.5	4.5	2.1	2.6
Rural	3.0	3.3	3.6	2.6	1.7
Region					
Northeast	2.4	2.9	3.1	2.4	1.1
Midwest	1.7	2.5	2.9	1.7	1.3
South	1.5	2.2	2.7	1.4	1.6
West	2.1	3.9	3.2	2.2	1.0
School level					
Elementary	1.4	1.9	2.2	1.5	1.0
Secondary	1.2	2.5	1.9	1.7	1.8
Combined	1.3	1.9	2.3	1.4	1.2
Student enrollment					
Less than 200	1.2	1.7	1.9	1.2	0.9
200-499	1.3	1.9	2.9	1.4	0.9
500-749	1.3	4.4	3.6	4.1	2.9
750 or more	†	7.6	7.7	7.6	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private Schools (preliminary data)," 2020–21.

Table A-S3. CHANGES TO INSTRUCTION: Standard errors for Table A-3: Percentage of public school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
All public schools	0.3	0.3	0.4	0.2	0.1
School classification					
Traditional public	0.3	0.3	0.4	0.2	0.1
Charter school	0.7	0.9	1.1	0.7	0.5
Community type					
City	0.5	0.6	0.7	0.4	0.2
Suburban	0.4	0.5	0.6	0.4	0.2
Town	0.7	0.9	1.1	0.6	0.3
Rural	0.6	0.7	0.9	0.5	0.2
Region					
Northeast	0.5	0.6	0.8	0.5	0.2
Midwest	0.5	0.7	0.8	0.5	0.2
South	0.5	0.6	0.7	0.4	0.2
West	0.5	0.6	0.8	0.4	0.2
School level					
Primary	0.4	0.5	0.6	0.4	0.2
Middle	0.5	0.6	0.8	0.5	0.2
High	0.4	0.5	0.6	0.4	0.2
Combined	0.9	1.2	1.3	0.8	0.6

See notes at end of table.

Table A-S3. CHANGES TO INSTRUCTION: Standard errors for Table A-3: Percentage of public school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
Student enrollment					
Less than 200	1.1	1.5	1.6	1.0	0.5
200-499	0.5	0.6	0.7	0.4	0.2
500-749	0.5	0.6	0.8	0.5	0.2
750-999	0.7	0.8	1.0	0.6	0.3
1,000 or more	0.4	0.5	0.6	0.4	0.2
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.4	0.5	0.7	0.4	0.2
35-49	0.6	0.8	1.0	0.6	0.2
50-74	0.6	0.7	0.9	0.5	0.2
75 or more	0.5	0.6	0.8	0.4	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020-21.

Table A-S4. CHANGES TO INSTRUCTION: Standard errors for Table A-4: Percentage of private school teachers who reported how the COVID-19 pandemic affected how they delivered instruction, by selected school characteristics: Spring 2020

Selected school characteristic	All or some of my classes normally taught in person at the school were canceled	All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time	All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students	All or some of my classes normally taught in person changed in some other way	No change
All private schools	0.6	0.9	1.0	0.7	0.4
School classification					
Catholic	1.0	1.6	1.8	1.2	0.6
Other religious	1.2	1.8	2.0	1.2	0.8
Nonsectarian	1.0	1.5	1.7	1.1	0.7
Community type					
City	0.9	1.4	1.6	1.0	0.6
Suburban	0.9	1.4	1.7	1.1	0.6
Town	3.1	4.3	4.6	2.3	2.0
Rural	1.8	2.8	2.9	1.9	1.4
Region					
Northeast	1.0	1.8	1.9	1.4	0.9
Midwest	1.4	2.0	2.2	1.5	0.9
South	1.1	1.6	1.8	1.1	0.7
West	1.4	2.1	2.5	1.5	0.9
School level					
Elementary	1.3	2.0	2.3	1.4	0.8
Secondary	0.8	1.1	1.2	0.9	0.5
Combined	1.1	1.8	1.9	1.2	0.8
Student enrollment					
Less than 200	1.2	1.8	2.0	1.2	0.8
200-499	1.0	1.5	1.8	1.2	0.7
500-749	1.4	1.8	2.2	1.4	0.9
750 or more	1.1	1.8	1.6	1.6	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-S5. REAL-TIME INTERACTIONS: Standard errors for Table A-5: Percentage of public school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
All public schools	0.4	0.4	0.4	0.4	0.4	0.3
School classification						
Traditional public	0.4	0.4	0.4	0.4	0.4	0.3
Charter school	1.3	1.3	1.2	1.3	1.2	0.7
Community type						
City	0.8	0.8	0.8	0.8	0.7	0.5
Suburban	0.7	0.7	0.7	0.7	0.6	0.4
Town	1.0	1.1	1.0	1.1	1.0	0.8
Rural	0.9	0.9	0.8	0.9	0.8	0.6
Region						
Northeast	0.9	0.9	0.9	0.9	0.9	0.5
Midwest	0.9	0.9	0.9	0.9	0.9	0.6
South	0.7	0.7	0.7	0.7	0.7	0.5
West	0.8	0.8	0.8	0.8	0.8	0.5
School level						
Primary	0.6	0.6	0.6	0.6	0.6	0.4
Middle	0.9	0.9	0.9	0.9	0.9	0.6
High	0.8	0.7	0.7	0.7	0.7	0.5
Combined	1.4	1.4	1.4	1.4	1.4	1.0

See notes at end of table.

Table A-S5. REAL-TIME INTERACTIONS: Standard errors for Table A-5: Percentage of public school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
Student enrollment						
Less than 200	1.6	1.7	1.6	1.6	1.6	1.2
200-499	0.7	0.7	0.7	0.7	0.7	0.5
500-749	0.8	0.9	0.8	0.9	0.8	0.6
750-999	1.2	1.2	1.1	1.2	1.1	0.8
1,000 or more	0.8	0.8	0.8	0.8	0.8	0.6
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.8	0.8	0.8	0.8	0.8	0.5
35-49	1.1	1.1	1.1	1.1	1.0	0.7
50-74	0.9	1.0	0.9	1.0	0.9	0.7
75 or more	0.8	0.8	0.7	0.8	0.7	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020-21.

Table A-S6. REAL-TIME INTERACTIONS: Standard errors for Table A-6: Percentage of private school teachers who reported the kinds of real-time interactions they had with their students at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call	I held scheduled sessions with groups of students to provide support through a video or audio call	I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call	I held scheduled office hours where students could ask questions through a video or audio call	I had unscheduled sessions with students as needed through a video or audio call	I had no real-time interactions with students during the coronavirus pandemic in the 2019-20 school year
All private schools	1.1	1.2	1.2	1.2	1.1	0.7
School classification						
Catholic	2.0	2.0	1.9	2.0	1.8	1.3
Other religious	2.1	2.2	2.1	2.1	2.0	1.3
Nonsectarian	1.8	2.0	2.0	2.0	1.9	0.9
Community type						
City	1.8	1.9	1.8	1.8	1.7	1.0
Suburban	1.8	1.9	1.8	1.9	1.7	1.0
Town	4.7	4.8	4.5	4.6	4.5	3.7
Rural	3.2	3.2	3.2	3.1	3.1	2.0
Region						
Northeast	2.1	2.3	2.3	2.3	2.2	1.2
Midwest	2.5	2.5	2.4	2.4	2.3	1.6
South	2.0	2.1	2.0	2.0	1.9	1.2
West	2.5	2.8	2.8	2.8	2.6	1.4
School level						
Elementary	2.4	2.4	2.3	2.3	2.1	1.6
Secondary	1.6	1.7	1.7	1.7	1.6	0.9
Combined	2.1	2.2	2.2	2.2	2.1	1.2
Student enrollment						
Less than 200	2.1	2.1	2.0	1.9	1.9	1.4
200-499	2.0	2.0	2.0	2.0	1.9	1.1
500-749	2.8	3.0	2.9	2.9	2.7	1.5
750 or more	2.5	2.9	2.8	2.8	2.7	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-S7. REAL-TIME INTERACTIONS: Standard errors for Table A-7: Percentage of public school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
All public schools	0.3	0.3	0.3	0.3	0.4
School classification					
Traditional public	0.3	0.4	0.3	0.3	0.4
Charter school	0.7	1.0	0.9	0.9	1.2
Community type					
City	0.5	0.7	0.6	0.6	0.8
Suburban	0.4	0.6	0.5	0.5	0.7
Town	0.8	0.9	0.8	0.8	0.9
Rural	0.6	0.7	0.6	0.7	0.8
Region					
Northeast	0.5	0.7	0.7	0.7	0.9
Midwest	0.6	0.8	0.6	0.7	0.8
South	0.5	0.6	0.5	0.5	0.6
West	0.5	0.7	0.6	0.6	0.8
School level					
Primary	0.4	0.5	0.5	0.5	0.6
Middle	0.6	0.8	0.7	0.7	0.8
High	0.5	0.7	0.6	0.5	0.7
Combined	1.0	1.2	1.0	1.1	1.3

See notes at end of table.

Table A-S7. REAL-TIME INTERACTIONS: Standard errors for Table A-7: Percentage of public school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
Student enrollment					
Less than 200	1.2	1.3	1.1	1.2	1.5
200-499	0.5	0.6	0.5	0.6	0.7
500-749	0.6	0.7	0.6	0.7	0.8
750-999	0.8	1.0	0.8	0.9	1.1
1,000 or more	0.5	0.7	0.6	0.6	0.8
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.5	0.6	0.5	0.6	0.8
35-49	0.7	0.9	0.8	0.8	1.0
50-74	0.7	0.8	0.7	0.7	0.8
75 or more	0.6	0.7	0.6	0.6	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020-21.

Table A-S8. REAL-TIME INTERACTIONS: Standard errors for Table A-8: Percentage of private school teachers who reported the proportion of students at their school that they had any real-time interaction with during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Teacher had no real-time interactions with students	1 to 25% of students with whom teachers had real-time interaction	26 to 50% of students with whom teachers had real-time interaction	51 to 75% of students with whom teachers had real-time interaction	76 to 100% of students with whom teachers had real-time interaction
All private schools	0.7	0.8	0.6	0.7	1.1
School classification					
Catholic	1.3	1.4	1.1	1.2	2.0
Other religious	1.2	1.5	1.1	1.3	2.1
Nonsectarian	0.9	1.1	1.0	1.2	1.9
Community type					
City	1.0	1.3	1.0	1.1	1.8
Suburban	1.0	1.2	0.9	1.2	1.8
Town	3.7	3.2	3.0	3.0	4.8
Rural	2.0	2.1	1.6	1.8	3.1
Region					
Northeast	1.2	1.4	1.1	1.4	2.2
Midwest	1.6	1.7	1.3	1.5	2.4
South	1.2	1.4	1.1	1.2	2.0
West	1.4	1.7	1.3	1.8	2.6
School level					
Elementary	1.6	1.6	1.1	1.4	2.3
Secondary	0.9	1.2	0.9	1.0	1.7
Combined	1.2	1.3	1.2	1.4	2.1
Student enrollment					
Less than 200	1.3	1.3	1.1	1.3	2.0
200-499	1.1	1.4	1.1	1.2	2.0
500-749	1.4	2.0	1.5	1.8	2.8
750 or more	1.4	1.7	1.4	1.6	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020-21.

Table A-S9. PRINCIPAL SUPPORT AND RESOURCES: Standard errors for Table A-9: Percentage of public school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All public schools	0.5	0.5	0.8	0.8	0.7	0.7
School classification						
Traditional public	0.5	0.6	0.9	0.8	0.7	0.7
Charter school	1.3	1.3	2.0	1.7	1.7	1.7
Community type						
City	0.9	1.0	1.5	1.3	1.3	1.3
Suburban	0.8	0.8	1.5	1.4	1.1	1.1
Town	1.3	1.3	2.0	1.6	1.7	1.7
Rural	0.9	1.2	1.4	1.4	1.3	1.3
Region						
Northeast	1.2	1.2	1.9	1.7	1.6	1.6
Midwest	0.9	1.2	1.6	1.4	1.3	1.3
South	0.8	0.9	1.3	1.1	1.2	1.2
West	1.0	1.1	1.9	1.5	1.4	1.4
School level						
Primary	0.7	0.8	1.1	1.0	1.0	1.0
Middle	1.0	1.5	1.7	1.6	1.8	1.8
High	0.9	1.2	1.7	1.5	1.4	1.4
Combined	1.9	1.9	2.3	2.5	2.3	2.3

See notes at end of table.

Table A-S9. PRINCIPAL SUPPORT AND RESOURCES: Standard errors for Table A-9: Percentage of public school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
Student enrollment						
Less than 200	1.6	1.7	2.3	2.3	2.2	2.2
200-499	0.8	0.9	1.4	1.2	1.2	1.2
500-749	0.9	1.0	1.6	1.4	1.3	1.3
750-999	1.2	1.8	2.3	2.1	2.1	2.1
1,000 or more	1.0	1.3	1.7	1.7	1.5	1.5
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.9	1.2	1.7	1.7	1.4	1.4
35-49	1.3	1.4	2.1	1.7	1.9	1.9
50-74	1.2	1.4	1.8	1.8	1.6	1.6
75 or more	0.8	0.9	1.4	1.2	1.2	1.2

NOTE: The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-S10. PRINCIPAL SUPPORT AND RESOURCES: Standard errors for Table A-10: Percentage of private school principals who reported the extent to which they agreed with having the support and resources they needed to be effective as the principal of their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All private schools	0.9	1.0	1.5	1.4	1.3	1.3
School classification						
Catholic	1.8	2.3	2.8	2.5	2.7	2.7
Other religious	1.5	1.3	2.4	2.6	2.0	2.0
Nonsectarian	1.8	1.9	2.9	2.9	2.3	2.3
Community type						
City	1.5	1.7	2.7	2.3	2.0	2.0
Suburban	1.5	1.8	2.6	2.5	2.1	2.1
Town	3.3	2.8	4.9	4.5	4.4	4.4
Rural	2.8	2.6	3.9	4.3	3.6	3.6
Region						
Northeast	2.3	2.0	3.2	3.2	2.5	2.5
Midwest	1.9	2.3	3.4	2.7	3.0	3.0
South	1.6	1.5	2.5	2.5	2.1	2.1
West	2.1	2.9	4.3	3.6	3.3	3.3
School level						
Elementary	1.4	1.7	2.5	2.1	2.1	2.1
Secondary	1.6	2.2	3.3	3.2	2.6	2.6
Combined	1.7	1.5	2.3	2.7	2.0	2.0
Student enrollment						
Less than 200	1.3	1.4	2.0	1.9	1.8	1.8
200-499	1.4	1.7	2.7	2.5	2.1	2.1
500-749	1.8	2.8	5.4	5.4	3.2	3.2
750 or more	2.1	2.8	4.6	5.8	3.2	3.2

NOTE: The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020-21.

Table A-S11. TEACHER SUPPORT AND RESOURCES: Standard errors for Table A-11: Percentage of public school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All public schools	0.3	0.3	0.4	0.3	0.4	0.4
School classification						
Traditional public	0.3	0.4	0.4	0.3	0.4	0.4
Charter school	0.9	1.0	1.2	1.1	1.2	1.2
Community type						
City	0.6	0.7	0.8	0.6	0.8	0.8
Suburban	0.5	0.6	0.7	0.5	0.7	0.7
Town	0.8	0.9	1.1	0.8	1.0	1.0
Rural	0.6	0.7	0.9	0.7	0.8	0.8
Region						
Northeast	0.7	0.8	0.9	0.7	0.9	0.9
Midwest	0.6	0.8	0.9	0.7	0.9	0.9
South	0.5	0.6	0.7	0.5	0.7	0.7
West	0.6	0.7	0.8	0.6	0.8	0.8
School level						
Primary	0.5	0.5	0.6	0.5	0.6	0.6
Middle	0.7	0.8	0.9	0.7	0.9	0.9
High	0.5	0.6	0.7	0.6	0.7	0.7
Combined	1.0	1.1	1.4	1.2	1.3	1.3

See notes at end of table.

Table A-S11. TEACHER SUPPORT AND RESOURCES: Standard errors for Table A-11: Percentage of public school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
Student enrollment						
Less than 200	1.2	1.3	1.6	1.3	1.6	1.6
200-499	0.5	0.6	0.7	0.5	0.7	0.7
500-749	0.6	0.7	0.8	0.6	0.8	0.8
750-999	0.8	1.0	1.1	0.9	1.1	1.1
1,000 or more	0.6	0.7	0.8	0.6	0.8	0.8
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.6	0.7	0.8	0.6	0.8	0.8
35-49	0.8	0.9	1.1	0.8	1.0	1.0
50-74	0.7	0.8	0.9	0.7	0.9	0.9
75 or more	0.6	0.7	0.8	0.6	0.8	0.8

NOTE: The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teachers (preliminary data)," 2020-21.

Table A-S12. TEACHER SUPPORT AND RESOURCES: Standard errors for Table A-12: Percentage of private school teachers who reported the extent to which they agreed with having the support and resources they needed to be effective as a teacher at their school during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Level of agreement				Agree or disagree	
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly or somewhat disagree	Strongly or somewhat agree
All private schools	0.7	0.8	1.2	1.1	1.0	1.0
School classification						
Catholic	1.2	1.5	2.0	1.9	1.8	1.8
Other religious	1.3	1.4	2.1	2.1	1.8	1.8
Nonsectarian	1.2	1.3	1.9	1.9	1.7	1.7
Community type						
City	1.1	1.3	1.8	1.8	1.6	1.6
Suburban	1.1	1.3	1.8	1.8	1.6	1.6
Town	2.6	3.6	4.7	4.6	4.1	4.1
Rural	1.8	2.2	3.1	3.1	2.6	2.6
Region						
Northeast	1.4	1.7	2.3	2.2	2.0	2.0
Midwest	1.4	1.9	2.4	2.2	2.2	2.2
South	1.2	1.4	2.0	2.0	1.7	1.7
West	1.7	1.7	2.7	2.7	2.3	2.3
School level						
Elementary	1.4	1.8	2.4	2.2	2.1	2.1
Secondary	1.0	1.2	1.7	1.7	1.5	1.5
Combined	1.3	1.4	2.1	2.2	1.8	1.8
Student enrollment						
Less than 200	1.3	1.5	2.0	1.9	1.8	1.8
200-499	1.2	1.4	2.0	2.0	1.7	1.7
500-749	1.6	2.0	2.8	2.9	2.4	2.4
750 or more	1.7	1.6	2.7	2.8	2.3	2.3

NOTE: The original response options in the questionnaire are "Strongly disagree," "Somewhat disagree," "Somewhat agree," and "Strongly agree". The results for "Disagree" in the table are the combined percentages for "Strongly disagree" and "Somewhat disagree;" the results for "Agree" are the combined percentages for "Strongly agree" and "Somewhat agree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teachers (preliminary data)," 2020–21.

Table A-S13. COMPUTER DISTRIBUTION: Standard errors for Table A-13: Percentage of public school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
All public schools	0.6	0.6	0.7	0.7	0.7	0.6
School classification						
Traditional public	0.7	0.6	0.7	0.7	0.7	0.6
Charter school	1.8	1.4	1.8	1.8	1.9	1.2
Community type						
City	1.2	1.0	1.4	1.3	1.2	0.8
Suburban	1.1	0.9	1.2	1.2	1.3	0.8
Town	1.7	1.4	1.7	1.8	1.7	1.6
Rural	1.1	1.1	1.3	1.4	1.3	1.3
Region						
Northeast	1.4	1.2	1.7	1.7	1.7	0.9
Midwest	1.2	1.3	1.3	1.5	1.3	1.1
South	0.9	0.9	1.1	1.1	1.2	1.1
West	1.5	1.1	1.6	1.4	1.3	0.9
School level						
Primary	1.0	0.6	1.0	0.9	1.0	0.8
Middle	1.2	1.5	1.7	1.5	1.5	1.1
High	1.1	1.3	1.4	1.5	1.5	1.1
Combined	2.2	2.3	2.3	2.2	2.3	1.8

See notes at end of table.

Table A-S13. COMPUTER DISTRIBUTION: Standard errors for Table A-13: Percentage of public school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
Student enrollment						
Less than 200	1.8	1.7	2.1	2.3	2.0	1.7
200-499	1.0	0.8	1.1	1.1	1.0	0.9
500-749	1.2	1.1	1.4	1.4	1.4	0.9
750-999	1.5	1.9	2.1	2.1	2.0	1.4
1,000 or more	1.0	1.6	1.6	1.6	1.7	1.0
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1.3	1.3	1.4	1.5	1.5	0.9
35-49	1.5	1.6	1.9	2.1	1.8	1.4
50-74	1.6	1.4	1.7	1.8	1.6	1.3
75 or more	1.2	0.9	1.3	1.3	1.2	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-S14. COMPUTER DISTRIBUTION: Standard errors for Table A-14: Percentage of private school principals who reported whether their school assigned a computer or digital device to each student *before* the COVID-19 pandemic and whether they distributed computers or digital devices to students to take home *during* the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	Before coronavirus pandemic			During coronavirus pandemic		
	Yes, for use at school only	Yes, that students were allowed to take home	No	Yes, we distributed computers or digital devices to all students to take home	Yes, we distributed computers or digital devices to students who did not have access to one at home	No, we did not distribute any computers or digital devices to any students to take home
All private schools	1.3	1.0	1.4	1.2	1.4	1.5
School classification						
Catholic	2.5	1.9	2.9	2.1	2.6	1.9
Other religious	1.8	1.4	2.1	1.9	2.3	2.4
Nonsectarian	2.1	1.5	2.3	2.1	2.3	2.5
Community type						
City	2.1	1.6	2.4	2.0	2.4	2.4
Suburban	2.0	1.8	2.4	1.8	2.3	2.1
Town	4.6	2.2	5.0	4.5	5.0	4.5
Rural	2.8	2.2	3.1	2.8	3.7	4.1
Region						
Northeast	3.0	1.7	3.2	2.3	2.9	2.8
Midwest	2.6	2.2	2.7	2.8	2.9	3.2
South	1.9	1.4	2.3	1.5	2.5	2.4
West	3.3	2.1	3.3	2.9	3.4	3.2
School level						
Elementary	2.1	1.4	2.2	1.8	2.0	2.0
Secondary	2.2	2.1	2.9	2.5	2.7	2.8
Combined	1.6	1.5	2.1	1.5	2.3	2.5
Student enrollment						
Less than 200	1.6	1.1	1.6	1.4	1.7	1.8
200-499	2.0	1.9	2.5	2.1	2.4	1.9
500-749	2.5	4.7	5.0	4.7	4.8	3.4
750 or more	2.6	6.1	6.8	5.2	4.6	7.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020-21.

Table A-S15. INTERNET ACCESS: Standard errors for Table A-15: Percentage of public school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
All public schools	0.3	0.7	0.8	0.7	0.5	0.5
School classification						
Traditional public	0.3	0.7	0.8	0.7	0.5	0.5
Charter school	1.2	1.6	1.7	1.7	1.1	0.8
Community type						
City	0.4	1.2	1.1	1.2	0.6	0.7
Suburban	0.6	1.3	1.2	1.1	0.6	0.6
Town	0.3	1.9	1.7	1.8	1.3	1.4
Rural	0.6	1.3	1.5	1.4	1.1	1.1
Region						
Northeast	0.8	1.7	1.6	1.3	0.8	0.8
Midwest	0.6	1.4	1.4	1.3	1.0	1.0
South	0.3	1.0	1.3	1.2	0.8	0.9
West	0.7	1.6	1.5	1.4	0.9	0.8
School level						
Primary	0.4	1.0	1.0	1.0	0.6	0.7
Middle	0.5	1.6	1.8	1.6	1.0	1.2
High	0.4	1.5	1.4	1.5	0.9	0.8
Combined	1.0	2.4	2.4	2.4	1.8	1.7

See notes at end of table.

Table A-S15. INTERNET ACCESS: Standard errors for Table A-15: Percentage of public school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020—Continued

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
Student enrollment						
Less than 200	1.0	2.1	2.3	2.0	1.7	1.7
200-499	0.4	1.0	1.2	1.1	0.6	0.7
500-749	0.5	1.4	1.2	1.3	0.8	0.8
750-999	0.7	2.1	1.8	1.9	1.1	1.1
1,000 or more	0.6	1.7	1.4	1.4	0.8	0.7
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1.0	1.6	1.3	1.5	0.6	0.6
35-49	0.5	1.8	1.8	1.7	1.0	1.3
50-74	0.4	1.7	1.7	1.8	1.3	1.2
75 or more	0.3	1.1	1.3	1.1	0.8	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principals (preliminary data)," 2020-21.

Table A-S16. INTERNET ACCESS: Standard errors for Table A-16: Percentage of private school principals who reported how their school helped students who had no internet access at home during the COVID-19 pandemic, by selected school characteristics: Spring 2020

Selected school characteristic	All of the students at this school already had internet access	We worked with internet providers to help students access the internet at home	We sent home hotspots or other devices to help students access the internet at home	We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)	Other	We did not take any steps to help students access the internet
All private schools	1.6	0.8	0.8	0.8	1.0	1.4
School classification						
Catholic	2.7	1.8	1.6	1.4	1.8	1.9
Other religious	2.5	1.3	1.2	1.3	1.6	2.4
Nonsectarian	2.6	1.5	1.6	1.4	1.6	2.1
Community type						
City	2.5	1.5	1.3	1.2	1.3	1.8
Suburban	2.4	1.6	1.3	1.1	1.6	1.9
Town	5.5	2.6	2.7	3.2	3.5	4.2
Rural	3.8	1.7	1.8	2.4	3.1	3.9
Region						
Northeast	3.3	1.9	1.7	1.0	2.5	2.3
Midwest	2.9	1.9	1.7	1.6	2.1	2.9
South	2.7	1.4	1.2	1.5	1.3	2.4
West	4.1	1.9	2.3	1.9	2.7	2.6
School level						
Elementary	2.3	1.3	1.2	1.0	1.5	2.0
Secondary	2.8	2.1	1.8	1.7	1.9	2.0
Combined	2.6	1.4	1.4	1.5	1.6	2.2
Student enrollment						
Less than 200	1.9	1.0	1.0	1.0	1.3	1.8
200-499	2.5	2.0	1.6	1.4	1.5	1.4
500-749	4.5	3.2	3.1	1.8	1.7	3.2
750 or more	6.1	3.3	5.3	3.0	†	3.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principals (preliminary data)," 2020-21.

Appendix B: Methodology and Technical Notes

Overview of the NTPS Teacher, School, and Principal COVID-19 Survey

The National Teacher and Principal Survey (NTPS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education and data are collected by the U.S. Census Bureau. NTPS is a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia and is designed to produce state-level estimates for public schools, principals, and teachers. NTPS is a redesign of the Schools and Staffing Survey, which NCES conducted from 1987 to 2011. The NTPS was first conducted during the 2015–16 school year, and 2020–21 is the third NTPS collection. In addition to data collection on topics that include teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor force, the 2020–21 NTPS collected data on the impact of the COVID-19 pandemic on public and private schools, teachers, and students during the 2019–20 school year. Given the start date for the 2020–21 NTPS, the length of the data collection window, and predictions about the 2020–21 school year, the COVID-19-related questions focused on how schools adapted to the COVID-19 pandemic during the spring of 2019–20.

The 2020–21 NTPS consisted of questionnaires for six types of respondents: public schools, private schools, public school principals, private school principals, public school teachers, and private school teachers. The information can be linked across schools, principals, and teachers by each sector (public and private). Separate 2020–21 data files for each type of respondent by sector (public school, private school, public school teacher, private school teacher, public school principal, and private school principal) are planned for release in the summer of 2022. For the content of the questionnaires, see <https://nces.ed.gov/surveys/ntps/question2021.asp>.

NTPS was designed to produce national, regional, and state estimates for public elementary and secondary schools (including public charter schools) and the teachers and principals at those schools. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels because private schools were selected for sampling by affiliation strata and region rather than by state. Additionally, the teacher survey was designed to produce national estimates for teachers by subject matter taught. Preliminary data were used to generate estimates for the COVID-19 First Look report. The data included in the full file release will be imputed before undergoing perturbation and will include final weights.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (forthcoming) or the *User's Manual for the 2020–21 National Teacher and Principal Survey* (forthcoming). To access additional general information on NTPS or for electronic copies of the questionnaires, go to the NTPS home page (<https://nces.ed.gov/surveys/ntps>).

Sampling Frames and Sample Selection

Public schools: The starting point for the 2020–21 NTPS public school sampling frame was the 2018–19 Common Core of Data (CCD) Nonfiscal School Universe data files.⁴ The sampling frame was adjusted from the CCD to fit the definition of a school eligible for NTPS. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or

⁴For more information about CCD, see <https://nces.ed.gov/ccd/>.

more buildings apart from a private home. It was possible for two or more schools to share the same building; in that case, they were treated as different schools if they had different administrators (i.e., principal or school head). This definition is unchanged from the Schools and Staffing Survey (SASS).

The 2020–21 NTPS universe of schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, and CCD schools that do not offer teacher-provided instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-funded (BIE) schools are eligible for NTPS, these schools were not oversampled and the data do not support separate BIE estimates.

For a detailed list of frame modifications, see the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (forthcoming). The 2020–21 NTPS public school sampling frame consisted of about 87,960 traditional public schools and 8,520 public charter schools after the addition, collapse, or deletion of school records as needed.

NTPS uses a systematic probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school (for an explanation of PPS sampling, see Cochran 1977). Schools were oversampled based on the following characteristics:

- school grade level (primary, middle, high, combined);
- state;
- poverty status (low, high);
- enrollment (less than 100, 100–199, 200–499, 500–749, 750–999, and 1,000 or more);
- collapsed urbanicity (city, suburban, town, rural); and
- charter status.

Prior to sampling, schools were sorted by the following:

- smaller states (those with large standard errors within each region);
- charter status;
- combined grade status;
- small school status;
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- the number of FTE teachers.

These sampling procedures resulted in a total public school sample of about 8,370 traditional public schools and 1,550 public charter schools.

Private schools: Most of the NTPS private school sample comes from a list frame, which is constructed by matching various sources of private school lists at a national level. The 2020–21 NTPS private school frame was based on the 2017–18 Private School Universe Survey (PSS) list frame and the certainty area frame, which consist of schools found via area sampling in the eight certainty Primary Sampling Units (PSUs) included in the

2015–16 PSS. In order to provide coverage of private schools founded since 2016 and to improve coverage of private schools existing in 2016, the Census Bureau collected membership lists during the summer of 2016 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. To meet the NTPS definition of a school, the school had to offer at least one of grades 1–12 or comparable ungraded levels and employ at least one part-time teacher. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on the private school association membership lists and the state lists were compared to those on the 2015–16 PSS list frame. Any school that did not match to the 2015–16 PSS list frame was added to the existing 2017–18 PSS list frame. After these changes, the private school sampling frame consisted of about 23,250 private schools.

The NTPS private school sample that is drawn from the list frame is a systematic probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school. However, some types of schools were oversampled by being placed into domains for oversampling. The domains were defined by:

- affiliation strata (Catholic, Baptist/Seventh Day Adventist, Lutheran/Jewish/other religious, nonreligious regular, and nonreligious special education or special emphasis);
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- Census region (Northeast, Midwest, South, and West).

Prior to sampling, schools were sorted by the following:

- three-level affiliation (Catholic, non-Catholic religious, nonreligious);
- three-level school span (elementary, secondary, combined);
- four-level Census region (Northeast, South, Midwest, West);
- four-level urbanicity (city, suburb, town, rural);
- eleven-level affiliation (includes 3 strata for Catholic [parochial, diocesan, and private]; Baptist; Jewish; Lutheran; Seventh-day Adventist; other religious; and 3 strata for nonsectarian [regular, special emphasis, and special education]);
- five-level school size (enrollment <100, 100–199, 200–499, 500–749, 750+);
- state;
- highest grade;
- twelve-level urbanicity (large city, medium-sized city, small city, etc.);
- zip code;
- school enrollment; and
- personal identification number (PIN).

In addition to the list frame, NTPS uses an area frame to improve coverage; as a result, of the 3,000 private schools sampled for the 2020–21 NTPS, about 2,750 were from the list frame and about 250 were from the area frame. The area frame serves as coverage improvement, since the list frame is believed to yield under-coverage of private schools.

Teachers. Teachers were defined as staff members who teach regularly scheduled classes to students in any of grades K–12. Teacher Listing Forms (TLFs) (i.e., teacher rosters) were collected from sampled schools, by mail and online. Teacher lists were also purchased from an external vendor. Some schools received a prepopulated TLF, based on vendor data, and were asked to update or correct the lists. The goal was to increase the accuracy of the vendor lists while reducing respondent burden. When a school did not return either a blank or prepopulated TLF, teacher names were obtained by researching school websites or using vendor data. Along with the names and e-mail addresses of teachers, sampled schools were asked to provide information about each teacher's subject matter taught (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other).

Sampling was done on an ongoing basis throughout the roster collection period. Prior to allocating teachers to sampling strata, the Census Bureau first allocated an overall number of teachers to be selected. The maximum number of sampled teachers per school was set at 20 in order to avoid overburdening a school by sampling too large a proportion of its teachers. An average of seven to nine teachers were selected per public school, depending on the school's grade range, school size, urbanicity, and poverty status. For private schools, an average of two to four teachers per school were selected, depending on affiliation, school size, and region. Within each sampled school (both public and private), teachers were stratified by subject, as follows: math, science, English/language arts, social studies, and everything else. No oversampling by subject was performed. Teachers within a school domain and teacher stratum were sorted by the subject matter taught and the teacher line number code. The teacher line number is a unique number assigned to identify the individual within the teacher list. Within each teacher stratum in each school, teachers were selected systematically with equal probability.

For 85 percent of eligible public schools and 72 percent of eligible private schools, teacher lists were obtained from either the school, a clerical operation, or a list purchased from a vendor. The remaining 15 percent of eligible public schools and 28 percent of eligible private schools did not provide teacher lists to use for sampling teachers. Teacher Listing Forms were collected from schools in the 2020–21 NTPS public and private schools sampling frame.

Principals. The principal or school head of each sampled school was selected. About 12,920 school principals were sampled (8,370 traditional public school principals, 1,550 public charter school principals, and 3,000 private school principals).

Data Collection Procedures

In 2020–21, NTPS employed a combined mail-based and internet survey approach, with subsequent telephone follow-up. Data collection included the Teacher Listing Form (TLF), the Principal Questionnaire, the School Questionnaire, and the Teacher Questionnaire.

In preparation for school-, principal-, and teacher-level data collection, advance screener letters were mailed to the sampled schools in July 2020 to verify their addresses. Initial school packages were mailed in October 2020.⁵ Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the Teacher Listing Form if the school had not already provided an electronic teacher list. Initial teacher packages were mailed in November 2020. Telephone center staff made follow-up calls to survey coordinators to remind them to have staff complete and return all forms. Data collection ended in August 2021.

⁵ The NTPS school package contained a letter to the principal or survey coordinator, a sealed envelope containing a letter with login information for the Teacher Listing Form, a sealed envelope containing a letter with login information for the Principal Questionnaire, and a sealed envelope containing a letter with login information for the School Questionnaire.

One of the main goals of the data collection plan for the 2020–21 NTPS was to target the schools that presented a challenge to data collection during previous administrations of SASS and NTPS. During the sampling stage, certain types of schools with historically low response rates were identified as well as schools with a potentially large impact on weighting. These schools were then placed on a priority track for data collection with additional strategies to improve response.

Contact strategies that were more proactive were employed during the early phases of data collection of the 2020–21 NTPS to mitigate potential low response rates for these cases, such as a monetary incentive to boost overall teacher response. The data collection procedures also used survey coordinators to improve response. The role of the survey coordinator was to be the primary contact person at the school. A survey coordinator's duties included facilitating data collection by passing out questionnaires to the appropriate staff, reminding the staff to complete their questionnaires, and collecting the questionnaires to return. The data collection follow-up strategies for schools with a survey coordinator were different from those for schools without a survey coordinator, with more proactive approaches taken for those schools without a survey coordinator.

The Web was the primary mode of data collection for all questionnaire types for the 2020–21 NTPS. Paper questionnaires were introduced in later mailings, with some exceptions for the TLF.

Data Processing and Imputation

The Census Bureau checked returned questionnaires, keyed the data, and implemented quality control procedures. Questionnaires that had a preliminary classification of a complete interview were put through a series of computer edits consisting of a range check, a consistency edit,⁶ a blanking edit,⁷ and a logic edit.⁸ After these edits were implemented and reviewed by analysts, the records were put through another edit to determine whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview. Because supporting data will not be released for this preliminary First Look, the report presents unperturbed data. Presenting preliminary summary tables with rounded data will not identify respondents. The data indicate that item nonresponse rates are low for each of the COVID-19 survey items, and the final data files to be released in 2022 will be imputed before undergoing perturbation.

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. Table B-1 summarizes the weighted unit response rates for public and private schools, public and private school principals, and public and private school teachers.

Overall response rate. The overall response rate represents the response rate to the survey, taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the TLF and the Teacher Questionnaire. The weighted overall response rate was 54 percent for public school teachers and 46 percent for private school teachers.

⁶ The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

⁷ Blanking edits deleted answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

⁸ Data were added to questionnaire records during the logic edits, which used other information on the same questionnaire or from other related data sources to fill in some items that had missing or incomplete data.

Table B-1. Weighted unit and overall response rates, by survey: Spring 2020

Survey	Unit response rate (percent)	Overall response rate (percent) ¹
Public Schools	66	†
Private Schools	61	†
Public School Principals	68	†
Private School Principals	62	†
Public School Teacher Listing Form	86	†
Private School Teacher Listing Form	75	†
Public School Teachers	63	54
Private School Teachers	61	46

† Not applicable.

¹ Weighted Teacher Questionnaire response rate times the weighted Teacher Listing Form response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files (preliminary data)," 2020–21.

Unit nonresponse bias analysis. Since this report release includes preliminary data, nonresponse bias analysis was not conducted. The analysis will be conducted after the final weights are computed and will be included in the full data release in the summer of 2022.

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. For all respondents (public and private schools, principals, and teachers) all survey items in this report had a response rate greater than 85 percent.

For further information on item response rates and bias analysis, see the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (forthcoming).

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight is used as the starting point. In most cases, this base weight is the simple reciprocal of the unit's probability of selection on the frame (the initial base weight); in other cases, adjustments are made to this frame base weight to reflect multiple chances of selection from the frame or other situations, such as subsampling. For NTPS, the base weight for teacher sampling is generated by taking the base weight for school sampling (representing the reciprocal of the probability of selection of the school) and multiplying this by the reciprocal of the probability of selection of the teacher within the school (from the TLF). Teacher samples are only drawn from schools for which a TLF is obtained.

The preliminary estimates presented in this report were generated by using only base-weighted data. Weights with all standard adjustments will be included in the final data for the published traditional First Look report; nonresponse bias analysis will be conducted after the final weights are computed.

For the 2017–18 NTPS report, point estimates for key characteristics (i.e., for public schools, these included charter status, enrollment, student race/ethnicity, free or reduced-price lunch (FRPL) status, locale, student-to-teacher ratio, grade level, region, number of teachers, Title I status, and state; for private schools, this included affiliation, enrollment, locale, grade level, region, and number of teachers) differed by a median of about 0.18 to 0.25 for public sector respondents and 0.6 to 1.2 percentage points for private sector respondents when using final weights compared to base weights only. For the survey estimates presented in this preliminary report, these possible changes are considered an acceptable tradeoff for the types of questions asked and the timely reporting of data about the impact of the COVID-19 pandemic on public and private schools and teachers during the 2019–20 school year.

Variance Estimation

In surveys with complex sample designs, such as NTPS, direct estimates of sampling errors that assume a simple random sample typically underestimate the variability in the estimates. The NTPS sample design and estimation include procedures that deviate from the assumption of simple random sampling, such as sampling with differential probabilities.

For school and principal results, the NTPS First Look report uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The NTPS school and principal data include a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for NTPS respondents are ABRPWT1–ABRPWT200 for principals and SBRPWT1–SBRPWT200 for schools.

For teacher results, jackknife replication methods could not be employed due to do the expedited schedule for the First Look report. However, a reasonable alternative was implemented based on the application of a root design effect (DEFT) to standard errors produced via simple random sampling (SRS). For more on the design effect statistic, see Kish 1965 and Kish and Frankel 1974.

In order to determine the appropriate DEFT to use, the NTPS 2017–18 teacher data were evaluated. Specifically, standard errors based on SRS methods were computed and compared to the reported standard errors based on jackknifing replication methods. A representative question from the 2017–18 survey (teachers' highest degree) was evaluated because it had a representative range of percentages. The formula for computing the DEFT appears below.

$$DEFT = \frac{JK SE}{\sqrt{\frac{P*(100-P)}{N}}}$$

Where *JK SE* = Jackknife standard error, *P* = Percent response, and

N = sample size of responding teachers

The evaluation was done separately for public and private school teachers and for subgroups, including community type, grade level, and student enrollment. In total, DEFTs were evaluated for 72 and 44 subgroup percentages for public and private schools, respectively. An examination of the range of DEFTs showed that the distribution was reasonably narrow and therefore a constant DEFT should be employed across all percentages. The median and 75th percentiles of the DEFT that were considered for public and private school teachers appear in table B-2.

Table B-2. Median and 75th percentile estimates of Root Design Effect (DEFT) for public and private school teachers: 2017-18

School type	Median	75th percentile
All schools	1.45	1.54
Public schools	1.49	1.57
Private schools	1.40	1.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files," 2017-18.

In order to be more conservative in reporting statistical inference outcomes, the 75th percentile was chosen. Therefore, reported standard errors in the First Look report include the application of a factor of 1.57 (public school teachers) and 1.48 (private school teachers) to the standard errors computed via simple random sampling. Note that complete jackknife standard errors will be provided in the final NTPS report.

Reliability of Data

A survey estimate is subject to two types of errors: nonsampling and sampling. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. Sampling errors result from the collection of data from a sample of the population rather than from the full target population, and estimates of the magnitude of sampling error for NTPS data can be derived or calculated. Because of both types of errors, the survey estimates may differ from the values that would be obtained from the target population by using the same questionnaire, instructions, and telephone interviewers.

References

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Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with "S" and are followed by four digits are survey variables that come from items on the public and private school questionnaires. Variable names that begin with "A" and are followed by four digits come from items on the public school principal and private school principal questionnaires, and variable names that begin with "T" and are followed by four digits come from items on the public and private school teacher questionnaires. The variables without the letter plus four-digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Impact of the COVID-19 Pandemic on Public and Private Elementary and Secondary Education in the United States (Preliminary Data): Results from National Teacher and Principal Survey* report: Spring 2020

Variable	Variable name in data files
Charter school identifier ¹	CHARFLAG
Coronavirus pandemic affect instruction, no change	S1900
Coronavirus pandemic affect instruction, classes canceled	S1901
Coronavirus pandemic affect instruction, online	S1902
Coronavirus pandemic affect instruction, paper	S1903
Coronavirus pandemic affect instruction, other	S1904
Coronavirus pandemic delivered instructions, no change	T1901
Coronavirus pandemic delivered instructions, classes canceled	T1902
Coronavirus pandemic delivered instructions, online	T1903
Coronavirus pandemic delivered instructions, paper	T1904
Coronavirus pandemic delivered instructions, other	T1905
Coronavirus pandemic interactions, no real-time interactions	T1907
Coronavirus pandemic interactions, scheduled lessons	T1908
Coronavirus pandemic interactions, scheduled group sessions	T1909
Coronavirus pandemic interactions, one-on-one meetings	T1910
Coronavirus pandemic interactions, office hours	T1911
Coronavirus pandemic interactions, unscheduled sessions	T1912
Coronavirus pandemic no internet access at home, all had access	A1904
Coronavirus pandemic no internet access at home, internet providers	A1905
Coronavirus pandemic no internet access at home, hotspots	A1906
Coronavirus pandemic no internet access at home, school parking lot/buses	A1907
Coronavirus pandemic no internet access at home, no help	1908
Coronavirus pandemic no internet access at home, other	A1909
Coronavirus pandemic, real-time interaction percentage	T1913
Digital device assigned before coronavirus pandemic	A1902
Digital devices distributed during coronavirus pandemic	A1903

See notes at end of table.

Table C-1. Variables used in the *Impact of the COVID-19 Pandemic on Public and Private Elementary and Secondary Education in the United States (Preliminary Data): Results from National Teacher and Principal Survey report: Spring 2020—Continued*

Variable	Variable name in data files
Four-category school level ¹	SCHLEV_4CAT
Four-level Census region ¹	REGION
Percentage of students in the school approved for the National School Lunch Program ¹	NSLAPP_S
Principal agrees/disagrees they had coronavirus pandemic support and resources	A1901
School locale ¹	SLOCP12
Teacher agrees/disagrees they had coronavirus pandemic support and resources	T1906
Three-category private school typology ¹	RELIG
Three-category school level ¹	SCHLEV_3CAT
Total number of K–12 and ungraded students ¹	ENRK12UG

¹ The definition for this variable can be found below.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files, Public School Teacher and Private School Teacher Data Files, and Public School Principal and Private School Principal Data Files," 2020–21.

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulation. CHARFLAG is based on S0500 from the Public School Data File.

Four-category school level (SCHLEV_4CAT): Taken from the Public School Data File, SCHLEV_4CAT is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

Four-level Census region (REGION): Four regions define by the U.S. Census bureau as Northeast, South, Midwest, West.

Percentage of students in the school approved for the National School Lunch Program (NSLAPP_S): Taken from the Public School and Private School Data Files, NSLAPP_S is a continuous variable for the percentage of K–12 students (S0427) approved for the National School Lunch Program, among schools that participated in the National School Lunch Program (NSLP) (S0409=1). For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. Schools that did not participate in the NSLP have valid skip values but were categorized as having no approved students for the purposes of this report.

School locale (SLOCP12): SLOCP12 is a twelve-category urban-centric school locale code that is updated annually using Census and geographic data. The urban-centric locale code system classifies territories into four major types: city, suburban, town, and rural. Each type consists of three subcategories: For city and suburb, these are gradations of size: large, midsize, and small. Town and rural areas are distinguished by their distance from an urbanized area as fringe, distant, or remote.

Three-category private school typology (RELIG): Taken from the Private School Data File, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0186–S0297): Catholic, Other religious, or Nonsectarian.

Three-category school level (SCHLEV_3CAT): Taken from Private School Data File, SCHLEVEL_3CAT is a three-category variable based on grades reported by the school: elementary, secondary, and combined. Elementary schools are those with any of grades K–6 and none of grades 9–12. Secondary schools have any of grades 7–12 and none of grades K–6. Combined schools are those schools with grade levels in both elementary and secondary grade levels, or with all students in ungraded classrooms.

Total number of K-12 and ungraded students (ENRK12UG): Taken from the Public School and Private School Data Files, ENRK12UG is a continuous variable based on the number of K–12 and ungraded students enrolled in the school (S0115 for public and S0115 subtract by S0151 for private).