

Insights from the Horace Mann Voice of the Educator Study – March 2021

# Closing the Learning Gap:

How frontline educators want to address lost learning due to COVID-19



# BACKGROUND

## About Horace Mann

Horace Mann Educators Corporation (NYSE: HMN) is the largest financial services company focused on providing America's educators and school employees with insurance and retirement solutions. Founded by Educators for Educators® in 1945, the company is headquartered in Springfield, Illinois. For more information, visit [horacemann.com](https://horacemann.com), or follow us @HoraceMann on Twitter and LinkedIn, and @HoraceMannInsurance on Facebook.

## Methodology

This research is based on a nationally representative survey of 941 U.S. educators, including public school K-12 teachers, administrators and support personnel. The survey was fielded by Horace Mann in February and March 2021. It gathered both quantitative and qualitative data about educators' emotions, preferences, experiences and needs. In addition, this paper presents federal and nonpartisan research firm data to provide context for the educators' responses.

## INTRODUCTION

The year 2020 was unlike any other for educators, students and parents. The ongoing COVID-19 pandemic forced a re-examination of how America provides K-12 education. It necessitated on-the-fly adjustments during the pandemic's onset in spring 2020 and tough longer-term decisions across the nation about how best to provide education in a variety of formats based on new medical information and the prevalence of local infections.

Today, the possibility of a 2021-2022 school year that looks more like the pre-pandemic environment is looking bright. As of mid-March, teachers were eligible for COVID-19 vaccines in all 50 states. The Centers for Disease Control lessened social distancing requirements to three feet from six feet for students in most classroom settings, a development largely expected to spur more schools to re-open. Several manufacturers are testing their vaccines on children and expect to release clinical trial results over the summer.

This is finally some good news for students' academic and social-emotional learning outlook after a rough year. The pandemic's effects on student learning have been profound. More than half of all educators surveyed by Horace Mann in February and March 2021 reported significant loss of academic learning and disruption to social-emotional learning when comparing their current students to those in previous years. When you add in educators who see some loss or disruption, the impact rises to an astonishing 97% and 96%, respectively. Educators' biggest concern about students is their mental health, closely followed by loss of learning. A widening gap between academically struggling and high-performing students is by far the top challenge in returning to "normal," according to nearly half of respondents.

Despite these challenges and concerns, 93% of educators expressed pride in how they've adapted to the changing educational environment, leveraged technology and changed their teaching approaches to facilitate remote learning. Educators continue to express enduring commitment to their students – and numerous ideas to help students catch up on their academic and social-emotional learning in the 2021-2022 school year. More than 50% recommend a narrower focus on grade-level standards to help ensure their students learn the most important concepts for their grade level, in addition to calls for less focus on standardized testing. Other solutions include more summer school (38%), bringing in additional paraprofessionals (34%) and more social-emotional learning support in their classrooms (30%).

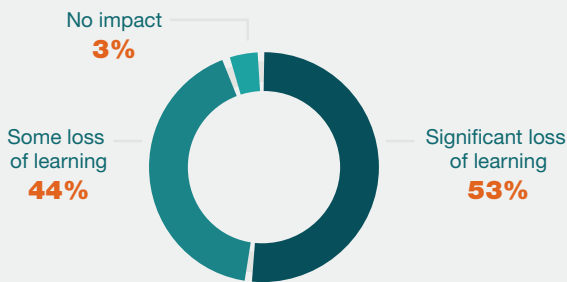
# WHERE –AND WHY– STUDENTS ARE STRUGGLING

Educators surveyed by Horace Mann overwhelmingly agreed the pandemic has had a negative impact on the academic and social progress of their students – as well as their mental health.

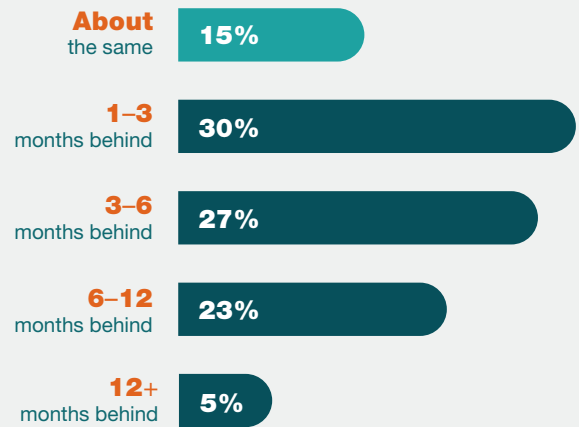
## Academic concerns

The Public Policy Institute of California analyzed the state’s data from the U.S. Census Bureau’s weekly Household Pulse Survey. They determined students received significantly less direct teacher instructional time in 2020 than during a typical school year and did not make up for the loss through independent time on educational activities.<sup>1</sup> The Horace Mann study affirms this dynamic is prevalent in schools across the country.

**Educators' assessment of impact of COVID-19 on academic learning**



**Educators' assessment of students' academic progress vs. previous years**



More than half of educators (53%) reported a “significant” loss in students’ academic learning, and another 44% of educators agree there is “some” loss. More high school educators saw a significant loss of learning than those teaching younger students. Educators in low-income/Title I schools reported significant impact 17% more often than their counterparts in non-Title I schools. When comparing their current students to those in previous years, 59% of educators in low-income schools reported learning losses of more than three months, versus 46% of educators in other schools.

## Top challenge to ‘return to normal’ in education



By a sizeable margin, educators see a widening gap between academically struggling and high-performing students as the top challenge to returning to a “normal” school environment. This assessment of the learning gap is backed up by other recent studies:

- Bellwether Education Partners, a nonprofit focused on underserved students, estimated in October 2020 that as many as three million children in the United States have missed *all* formal education, in-person or virtual, since March 2020. This estimate includes students with disabilities, English learners, students in foster care, migrants and homeless children. “It is well known that many students lack the devices and Wi-Fi access to fully participate in virtual instruction,” the organization pointed out.<sup>2</sup>
- As early as May 2020, Annenberg Brown University academicians<sup>3</sup> projected students would return in fall 2020 with just 63% to 68% of learning gains in reading relative to a typical school year and 37% to 50% of learning gains in math. However, they estimated some students would not lose ground due to COVID-19 school closures, predicting the top third of students could make gains in reading.
- In June 2020, McKinsey estimated the impact of school closures on children to be an average learning loss of seven months – “but black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. We estimate that this would exacerbate existing achievement gaps by 15 to 20 percent.”<sup>4</sup> Low-income and minority children are more likely to be learning remotely and less likely to have appropriate technology and home environments for independent study compared with their wealthier peers. Children with disabilities and those learning English also have struggled in the absence of in-class instruction.



**I work with low-achieving students who have poor support at home and low motivation themselves. The lack of flow and consistency in their learning just exacerbates their learning and achievement issues.**

– Elementary school teacher, age 57, rural South Dakota



Learning disruption can have real, measurable consequences for the country. The Federal Reserve Bank of San Francisco estimated pandemic-related economic disruptions may increase the number of high school dropouts by about 4% over 10 years, resulting in a measurable economic impact over time.<sup>5</sup>

Some educators are already seeing the beginning of that trend. One high school teacher said their school has multiple seniors who have been largely absent this year and are in danger of failing. “They are working outside of the home and helping their families make ends meet. Some have been sick or lost loved ones to COVID. It’s hard to focus on learning,” they said.


## Social, emotional and mental health concerns

“Social-emotional learning,” or SEL, is another issue that can have a significant impact but rarely shows up by that name on a report card. Schools are a primary setting for children to learn the elements of SEL – self-awareness, self-management, social awareness, relationship skills and responsible decision-making – by interacting with their teachers and fellow students. Research shows that SEL enhances achievement by an average of 11 percentile points, fosters positive social behavior such as sharing and empathy, improves student attitudes toward school, and reduces student depression and stress.<sup>6</sup>

“SEL is key to successful student performance, especially in preschool and elementary school,” reports the National Education Foundation.<sup>7</sup> However, remote learning makes it that much harder for children to build and practice interpersonal relationships – especially when remote learning often consists of fewer hours than a pre-COVID in-person school day. Even when students return to in-person learning, SEL is reduced by physical distancing requirements, masks, plexiglass shields and restrictions on interactions during lunch and recess.

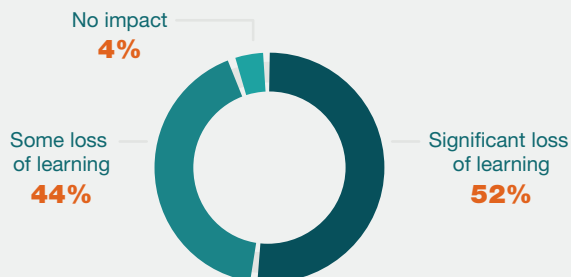
**“ My kindergarten students are all sitting at their tables instead of coming to the carpet to learn. They aren’t able to interact much with their peers. ”**

– Kindergarten teacher, age 25, rural North Carolina

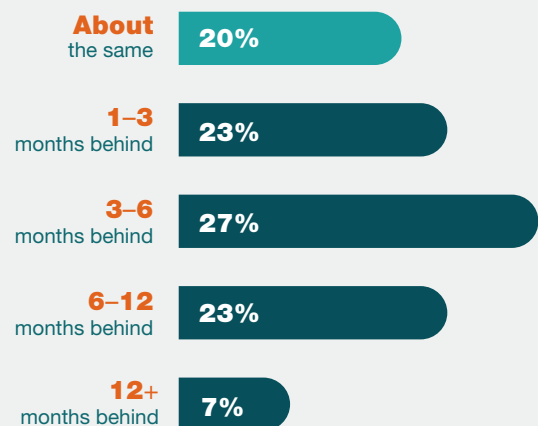


In the Horace Mann study, educators widely agreed on SEL concerns. About 52% reported significant disruption to social-emotional learning due to the pandemic. Another 44% agreed there has been some disruption. A majority (57%) of educators estimated their students are behind by more than three months in their social-emotional progress.

### Educators' assessment of impact of COVID-19 on social-emotion learning



### Educators' assessment of students' social-emotional progress vs. previous years



The study also showed the pandemic has elevated SEL as a meaningful concern in older students. Significant disruption was more widely reported by high school educators, followed by middle school respondents, and was less reported among elementary school educators. This is likely due to many schools across the country prioritizing in-person learning for the youngest students, coupled with the availability of more established online curriculum options for high school and middle school studies.



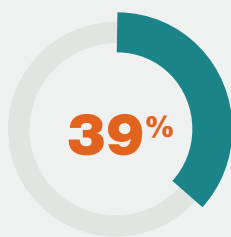
**My mental health has been a significant struggle, and I have a strong support system and a fully developed nervous system – so I worry about the toll on my students.**

– Middle school teacher, age 29, city in Massachusetts

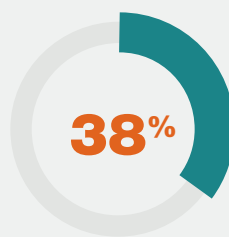


When asked to choose a single top concern about their students, a nearly even percentage of educators cited either loss of learning (38%) or mental health (39%). This is not surprising, given that “Schools have long served as the de facto mental health system for many children and adolescents,” according to researchers publishing in JAMA Pediatrics. The researchers noted school closures may be especially disruptive for children from lower-income families, who are disproportionately likely to receive mental health services exclusively from schools.<sup>8</sup> Among all adolescents who used any mental health services in the year, 57% received some school-based mental health services, based on an analysis of National Survey of Drug Use and Health 2012 to 2015 data.<sup>9</sup> While telemed services may have replaced some in-person counseling, many educators surveyed by Horace Mann noted obstacles, including increased counseling staff workloads as students and their families deal with a multitude of added stresses due to the pandemic.

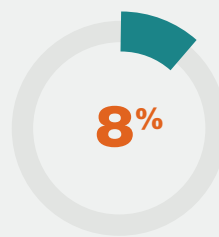
### Educators' top concern for students



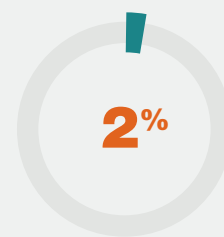
Mental health



Loss of learning



Loss of childhood



Nutrition



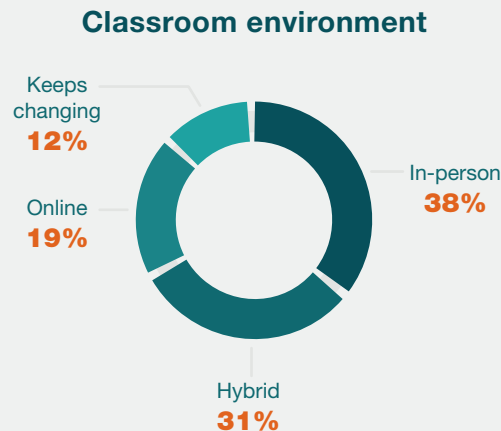
**At this point, a year into this pandemic, we meet the standard of long-term exposure to trauma for all our students. I am concerned about the long-term effects of this on their well-being now and in the future.**

– Middle school psychologist, age 60, suburban Pennsylvania



## How educators deliver learning in a variety of settings

Only 38% of educators surveyed by Horace Mann in February and March 2021 were teaching in person. The remaining 62% were teaching solely online, in a hybrid learning environment or in one that “keeps changing.” Numerous educators stressed the time and quality challenges of simultaneously teaching remote and in-school students. (“It is impossible to teach both roomies and Zoomies!” wrote one teacher.)



The majority of educators surveyed said people in their communities recognize that all or most teachers are working more than they did a year ago as a result. Fortunately, most educators also believe both parents and students recognize their worth. Some 67% agreed parents support how teachers have adapted their practices to accommodate the current learning environment. High school educators felt the least valued and supported, while elementary school educators consistently provided the most positive responses of the three educational levels.

Furthermore, 93% of educators are proud of how they have adapted their teaching this year to a virtual learning environment and/or socially distanced in-person education. The evidence shows that educators did indeed reinvent their model for teaching and supporting students and parents. To facilitate class discussions, screen sharing, online assignments and one-on-one meetings with students and parents, educators reported more intensive use of new technologies – including Zoom, Canvas learning management software, Screencastify for screen recording, Bitmoji Classroom and Google Meet – as well as their district’s existing systems (e.g., Google Classroom). Educators also credited their virtual learning successes to better communication with students and parents, as well as increased collaboration with colleagues.

“

**I have learned many tech tools this year. I’ve adjusted how I take attendance, give assignments, accept assignments, design lessons, communicate with my students and provide tutoring, and almost everything else!**

– High school teacher, age 45, rural Texas





While this type of flexibility has been necessary during the ongoing pandemic, it has not been easy. Some 58% of educators say they are overly stressed at work, and another 64% report above-normal levels of emotional and physical fatigue. Despite these ongoing on-the-job stresses, 44% of educators surveyed said their districts had not provided any resources for their employees' mental health during the pandemic. Telemed was the most widely reported option among those educators whose districts offered mental health services.

## SOLVING FOR THE CHALLENGES AHEAD

### Challenges shift after a year of pandemic schooling

After a year of cycling between remote, hybrid and in-person learning, educators report that technology obstacles are, relatively, under control. The top challenges for educators now revolve around getting back to in-person learning and providing social interaction for students. Many educators said it was difficult to engage remote learners, especially those who are checked out mentally – or even physically.

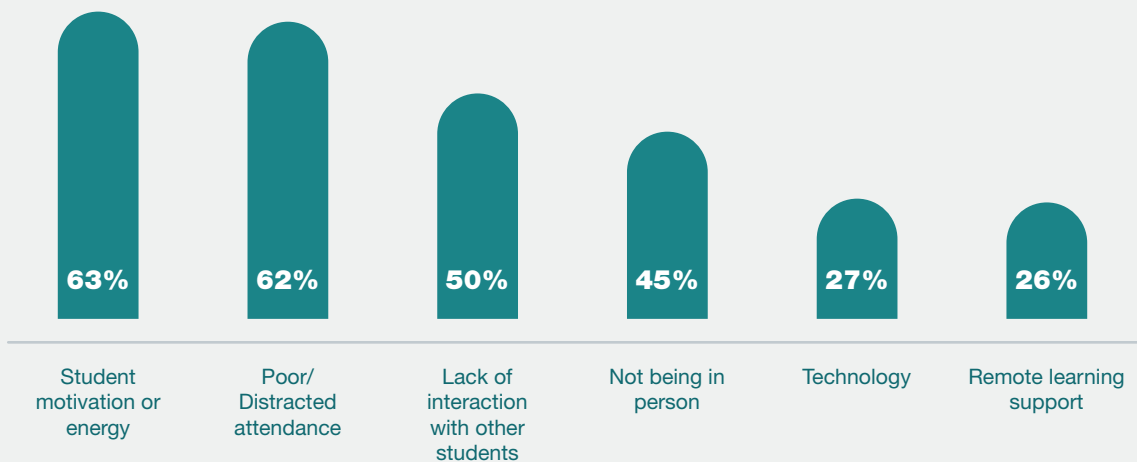


**We took it for granted that sitting in a seat and following a teacher's words, directions, and actions all school day for nine months of the year was a given for students. We may have broken this. Students today are unable to stay seated, unable to focus attention, unable to take things seriously that we need them to take seriously.**

– Elementary school teacher, age 42, suburban Ohio

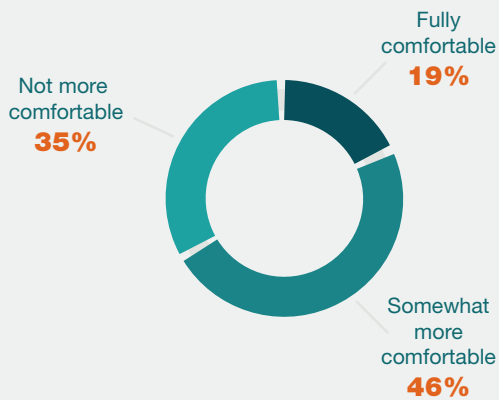


### Top challenges to student learning in current environment

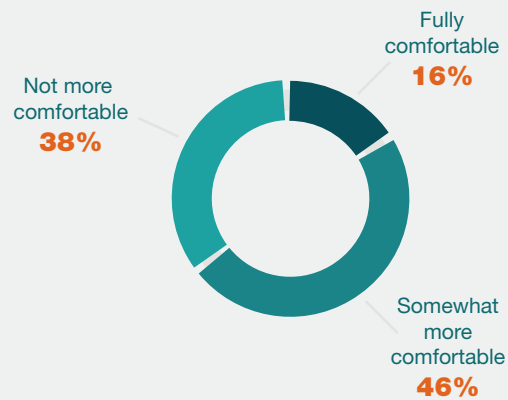


A return to in-person learning, driven by vaccine availability, will help immensely to get students back on track, teachers report. However, they remain concerned about risks to their own health. Nearly 80% of educators experienced a COVID-19 outbreak in their building in the past year, with the disruption ranging from minimal to significant. At the time of the Horace Mann survey, about one-third of educator respondents had received at least one vaccine dose. But both those with the vaccine and without are concerned about returning to full classroom teaching. Fewer than one in five expect to feel “fully comfortable” with in-person instruction post-vaccine. The data underscores expectations that a “return to normal” will be more gradual than simply getting everyone physically back into their classrooms.

### Comfort level working in person (of those vaccinated)



### Expected comfort level after vaccination (of those not vaccinated yet)



## Helping students catch up

As they look forward to the 2021-2022 school year, educators surveyed by Horace Mann had a wealth of ideas to help their students catch up. A total of 53% recommend a narrower focus on grade-level standards for next year. This can help ensure students learn the most important concepts for their grade level, even if they also need to review foundational concepts from the previous year. More than 38% of educators forecast summer school for more students, and 31% expect more students will need to repeat a grade. Some 34% of educators called for additional paraprofessionals and 30% advocated for SEL support to address issues that are likely to have been exacerbated by COVID-19.

### What will it take to help students catch up?

Narrower focus in grade-level standards

**53%**

Summer school for more students

**38%**

More paraprofessionals

**34%**

Repeat grade for more students

**31%**



SEL support

**30%**



Increase curriculum next year

**16%**



More IEPs & 504 plans

**7%**

Other recommendations to help school districts succeed in the upcoming school year included:

- Getting all children back into the classroom for in-person instruction
- Longer summer school sessions
- Full school hours during the year
- Tutors, in-class aides and/or after-school support to help address individual students' specific needs
- More intensive instruction focused on the basics of reading, writing and math
- Regular SEL lessons by teachers or social workers
- Reinstating after-school activities to facilitate social interaction among students

A group of educators pleaded for fewer or no standardized tests so both students and teachers can focus on key skills rather than test preparation.



“

**Place less emphasis on high-stakes testing outcomes and more emphasis on growth model and progress. All students will be behind for a significant while, but if allowed, we can teach students on their gaps rather than throwing new grade-level material at them when they are missing foundational pieces.**

– Middle school teacher, age 45, rural Oklahoma

### **CASE STUDY: A framework for social-emotional learning**

As students in Springfield Public School District 186 returned to classrooms almost a year after the COVID-19 pandemic forced closures, it was clear returning students had a new need. Being away from their peers and in a remote learning environment had slowed their social-emotional learning (SEL) progression.

With funding from the Horace Mann Educators Foundation, the district will provide Second Step, a web-based social-emotional learning program, to all of the district's elementary and middle school classrooms. The web-based program covers concepts such as goal setting, emotion management and problem solving. The digital format facilitates consistency from classroom to classroom and easily scales across schools and districts.

“Teaching concepts, vocabulary and activities associated with social-emotional learning will help our students to be more engaged with school,” said Superintendent Jennifer Gill. “This is especially critical as students navigate the transition back to in-school learning from a remote learning environment.”

## How to best support educators working to close learning gaps

In talking about the upcoming 2021-2022 school year, many educators praised their districts for being highly supportive and appreciative. (“I don't really know what more they could do to support us through this pandemic,” was a typical comment.) However, other educators pleaded with their districts to provide more. For example:

- **Be as transparent as possible about actions to adjust practices and improve academic and social-emotional learning.** States, cities and districts continue to adjust their policies and practices in response to the pandemic. Educators in our survey repeatedly expressed thanks for being informed in advance about changes and being asked for their opinions – or stated their frustrations with a lack of information, control and/or the appropriate technology tools to teach in a virtual world.
- **Involve teachers more in workplace decisions such as curriculum or class size, especially now.** More than three-quarters of teachers stated concerns about a lack of input into their curriculum, class size and similar issues. Especially in the current environment, frontline educators are the experts on the issues students are facing and which solutions are most likely to help. Their input will be incredibly valuable to inform how to move forward successfully.
- **Support educators' mental health.** Educators working in districts with mental health services expressed appreciation for those resources. This is an area where additional resources could make a substantial impact, given 44% of educators surveyed worked in a district that did not provide mental health services during the pandemic. In addition, districts that now provide mental health services should periodically review them to adjust scope and options as needed. Just as flight attendants say before their passenger jet takes off, “Be sure to secure your own oxygen mask over your nose and mouth before assisting others,” educators cannot help their students as effectively when they're overwhelmed and struggling themselves.

## CONCLUSION

Our country has a monumental educational challenge ahead. In the current school year, teachers are working longer and harder than ever before to practice their profession in socially distanced in-person, hybrid or fully remote settings; keep their students' learning at grade-appropriate levels while compensating for the pandemic-dictated environment; and foster social-emotional learning under substandard conditions.

Educators have a vital role to play in meeting the needs of our communities. Producing educated workers, collaborative community members and engaged citizens is largely dependent on a successful public education system. While teachers' expertise is crucial now, it will be even more instrumental as the United States climbs out of the immediate pandemic crisis. A lot has changed over the past year. Returning to a full-time in-person classroom environment will bring new challenges in preparing students for the future. Teachers who have been on the front lines for the past year have critical insight into how to meet the unique needs of these students during the 2021-2022 school year and beyond.

"I am concerned that my students will lose their love of learning," said a 29-year-old high school teacher. "The pandemic has taught them many new skills on being adaptable and coping with loss and grief. What I am concerned about is that they lose their curiosity and creativity in the learning process. Creativity cannot be fostered in a fear environment. They can't think creatively and spontaneously while in a state of grief, loss and uncertainty. What we need to do is hold space for their feelings, give them some grace and the tools they need to navigate the world right now."

The same approach can be used for anyone who went through a year of a global pandemic and is now trying to plan for when life picks up again – that is, all of us.



**We will all have to work together to regain lost learning – that means dedication from students, parents, teachers, and administrators. It must be a united team effort.**

– High school teacher, age 51, rural Ohio



## FOOTNOTES

1. Education Week, How Much Real Learning Time Are Students Losing During the Pandemic?, February 2021
2. Bellwether Education Partners, Missing in the Margins: Estimating the Scale of the COVID-19 Education Crisis, October 2020
3. Annenberg Brown University, Projecting the potential impacts of COVID-19 school closures on academic achievement, May 2020
4. McKinsey & Co., COVID-19 and student learning in the United States: The hurt could last a lifetime, June 2020
5. Federal Reserve Bank of San Francisco, Future Output Loss from COVID-19 School Closures, February 2021
6. Edutopia, Why Social and Emotional Learning is Essential for Students, February 2016
7. National Education Foundation, Social-Emotional Learning Should Be Priority During COVID-19 Crisis, April 2020
8. JAMA Pediatrics, Coronavirus Disease (COVID-19) and Mental Health of Children and Adolescents, April 2020
9. Edutopia, Covid-19's Impact on Students' Academic and Mental Well-Being, June 2020

## APPENDIX: HORACE MANN VOICE OF THE EDUCATOR STUDY

Key findings from a nationally representative survey of 941 U.S. educators fielded in February and March 2021. Respondents included public school K-12 teachers, administrators and support personnel.

### Overall, how much has the pandemic impacted student learning?

	Frequency	Percent
No impact	20	2.7
Some loss of learning	332	44.4
Significant loss of learning	396	52.9
Total	748	100.0
Did not answer	193	
	941	

### How has the pandemic impacted social and emotional learning (SEL)?

	Frequency	Percent
No disruption	31	4.1
Some disruption	330	43.9
Significant disruption	391	52.0
Total	752	100.0
Did not answer	189	
	941	

### What is your biggest concern for students now?

	Frequency	Percent
No concerns	19	2.5
Loss of learning	281	37.7
Mental health	290	38.9
Nutrition	12	1.6
Loss of childhood	57	7.6
Other (please specify)	87	11.7
Total	746	100.0
Did not answer	195	
	941	

### What do you think will be the top challenge to 'return to normal'?

	Frequency	Percent
All students behind academically	61	8.4
Bigger gap between academically strong and struggling students	343	47.1
All students behind socially and emotionally	67	9.2
Bigger gap in students' social and emotional maturity	63	8.6
Return to structured classroom setting every day	149	20.4
Other (please specify)	46	6.3
Total	729	100.0
Did not answer	212	
	941	

### Are you proud of how you've adapted your teaching this year?

	Frequency	Percent
Yes	509	93.1
No	38	6.9
Total	547	100.0
Did not answer	394	
	941	

### Looking to the 2021-2022 school year, what will it take to get students caught up? Select all that apply.

	Responses	Percent
Nothing new needed	55	7.6
Summer school for more students	277	38.2
Repeat grade for more students	226	31.1
Increased curriculum next year	117	16.1
Narrower focus in grade-level standards next year	387	53.3
More IEPs, 504s, etc.	53	7.3
More paraprofessionals	243	33.5
SEL support	220	30.3
Can't catch up	94	12.9
Number of respondents	726	



### How do your current students compare to previous years' in terms of academic progress?

	Frequency	Percent
About the same	113	15.3
Behind 1-3 months	223	30.3
Behind 3-6 months	195	26.5
Behind 6-12 months	166	22.5
Behind more than 12 months	40	5.4
Total	737	100.0
Did not answer	204	
	941	

### How do your current students compare to previous years' in terms of social and emotional learning progress?

	Frequency	Percent
About the same	145	19.7
Behind 1-3 months	173	23.5
Behind 3-6 months	200	27.2
Behind 6-12 months	170	23.1
Behind more than 12 months	48	6.5
Total	736	100.0
Did not answer	205	
	941	

### How are you currently teaching?

	Frequency	Percent
In person	283	37.6
Hybrid	230	30.5
Online	145	19.3
Keeps changing	93	12.4
Not working	2	.3
Total	753	100.0
Did not answer	188	
	941	

**What do people in your community think about how teachers' work level has changed in the last year?**

	<b>Frequency</b>	<b>Percent</b>
All teachers are working more	184	24.6
Most teachers are working more	263	35.2
Teachers are working about the same	93	12.4
Most teachers are working less	151	20.2
All teachers are working less	56	7.5
Total	747	100.0
Did not answer	194	
	941	

**How have parents responded to how you've adapted your teaching?**

	<b>Frequency</b>	<b>Percent</b>
Very supportive	170	31.1
Somewhat supportive	197	36.1
Neutral	119	21.8
Somewhat critical	45	8.2
Very critical	15	2.7
Total	546	100.0
Did not answer	395	
	941	

**Using a scale of 1-10, how would you rate your current level of stress at work?**

	<b>Frequency</b>	<b>Percent</b>
1 Negative outlook / needs to improve	93	10.7
2	73	8.4
3	123	14.2
4	105	12.1
5	107	12.3
6	66	7.6
7	94	10.8
8	86	9.9
9	56	6.5
10 Positive outlook	65	7.5
Total	868	100.0
Did not answer	73	
	941	

**Using a scale of 1-10, how would you rate your current level of emotional or physical fatigue?**

	<b>Frequency</b>	<b>Percent</b>
1 Negative outlook / needs to improve	108	12.4
2	107	12.3
3	123	14.2
4	107	12.3
5	114	13.1
6	57	6.6
7	78	9.0
8	81	9.3
9	47	5.4
10 Positive outlook	47	5.4
Total	869	100.0
Did not answer	72	
	941	

### Has your district provided resources for employees' mental health during the pandemic?

	Frequency	Percent
None	303	44.2
Yes, via telemed	176	25.7
Yes, in-person	21	3.1
Yes, telemed and in-person	62	9.0
Yes, other	124	18.1
Total	686	100.0
Did not answer	255	
	941	

### What are the top challenges to student learning? Choose up to 3.

	Responses	Percent
Not being in person	337	45.1
Technology	200	26.8
Remote learning support	196	26.2
Lack of interaction with other students	371	49.7
Poor / distracted attendance	465	62.2
Student motivation or energy	471	63.1
Other	60	8.0
Number of respondents	747	

### Have you experienced COVID-19 outbreaks in your school building?

	Frequency	Percent
Yes	600	79.5
No	155	20.5
Total	755	100.0
Did not answer	186	
	941	

**If yes: To what degree have outbreaks disrupted student learning where YOU work?**

	<b>Frequency</b>	<b>Percent</b>
No disruption	89	13.4
Some disruption	343	51.5
Significant disruption	202	30.3
No outbreaks yet	32	4.8
Total	666	100.0

**Have you received at least one dose of the COVID-19 vaccine?**

	<b>Frequency</b>	<b>Percent</b>
Yes	235	33.4
No	469	66.6
Total	704	100.0
Did not answer	237	
	941	

**If yes: Do you feel more comfortable working in-person since you've received the vaccine?**

	<b>Frequency</b>	<b>Percent</b>
No, not really	81	34.6
Yes, somewhat more comfortable	109	46.6
Yes, fully comfortable	44	18.8
Total	234	100.0

**If no: Will you feel more comfortable at work after you receive the vaccine?**

	<b>Frequency</b>	<b>Percent</b>
No, not really	175	37.9
Yes, somewhat more comfortable	213	46.1
Yes, fully comfortable	74	16.0
Total	462	100.0

**How concerned are you with teachers becoming less involved in workplace decisions such as curriculum or class size?**

	<b>Frequency</b>	<b>Percent</b>
Not at all concerned	53	6.6
Slightly concerned	116	14.5
Moderately concerned	199	24.9
Very concerned	226	28.3
Extremely concerned	204	25.6
Total	798	100.0
Did not answer	143	
	941	

## RESULTS BY TYPE OF SCHOOL

### Overall, how much has the pandemic impacted student learning?

	Percent			
	Elementary	Middle	High	Total
No impact	2.7	3.1	1.7	2.7
Some loss of learning	45.6	46.3	41.1	44.4
Significant loss of learning	51.8	50.6	57.2	52.9
	100.0	100.0	100.0	100.0

### How has the pandemic impacted social and emotional learning (SEL)?

	Percent			
	Elementary	Middle	High	Total
No disruption	5.6	4.9	1.7	4.1
Some disruption	47.8	43.6	38.5	43.9
Significant disruption	46.6	51.5	59.8	52.0
	100.0	100.0	100.0	100.0

### How have parents responded to how you've adapted your teaching?

	Percent			
	Elementary	Middle	High	Total
Very supportive	42.9	23.3	20.3	31.1
Somewhat supportive	30.8	45.8	36.2	36.1
Neutral	17.0	19.2	30.5	21.8
Somewhat critical	7.7	6.7	10.2	8.2
Very critical	1.6	5.0	2.8	2.7
	100.0	100.0	100.0	100.0

### Overall, how much has the pandemic impacted student learning?

	Percent		
	Title I school	Non-Title I school	Total
No impact	2.5	2.7	2.6
Some loss of learning	38.5	55.1	44.4
Significant loss of learning	58.9	42.2	53.0
	100.0	100.0	100.0

### How do your current students compare to previous years' in terms of academic progress?

	Percent		
	Title I school	Non-Title I school	Total
About the same	12.1	20.8	15.2
Behind 1-3 months	29.1	33.2	30.5
Behind 3-6 months	26.3	26.3	26.3
Behind 6-12 months	25.3	17.4	22.5
Behind more than 12 months	7.2	2.3	5.5
	100.0	100.0	100.0