INTRODUCTION
KEY OBJECTIVES

• Determine how Rockdale County Public Schools (RCPS) should proceed with planning for Fall 2020.

• Collect perspectives from RCPS stakeholders on preparations for reopening schools.

SURVEY ADMINISTRATION & SURVEY SAMPLE

• The survey was administered online in June-July 2020 using the Qualtrics platform.

• The analysis includes a total of 6,361 respondents following data cleaning.

• The data supplement includes the following segments: by Relationship to RCPS and by Staff Role.

RESPONDENT QUALIFICATIONS

• Must be an RCPS student (Grade 6 next year and above), parent, or staff member in the 2020-21 school year.
Sample sizes vary across questions as some questions only pertain to a subset of respondents.

Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

For full aggregate and segmented results, please consult the accompanying data supplement.

Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*).

After data collection, Hanover identified and removed low-quality respondents.

“Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
KEY FINDINGS
KEY FINDINGS: REFLECTIONS ON SCHOOL CLOSURES

Most respondents have had a fairly positive experience with extended independent learning, but there is some concern surrounding student engagement.

- Most respondents have had a fairly positive experience with extended independent learning.
  - 58% of all respondents describe students’ experience with extended independent learning as “somewhat” or “very positive.” Students (43%) are less likely than either staff (55%) or parents (63%) to describe students’ experience as positive.
  - 59% of parents and 66% of staff indicate that they have had a “positive” or “very positive” experience with extended independent learning.

- Students and parents are most satisfied with access to devices and support from teachers, and they are least satisfied with supports for special student populations and access to school/district services.
  - 74% of students and parents are “somewhat” or “completely satisfied” with support from teachers during extended independent learning, and 80% of students and parents are “somewhat” or “completely satisfied” with the access to devices they/their child received during extended independent learning.
  - 49% of students and parents are “somewhat” or “completely satisfied” with access to school and/or district services (e.g., speech therapy, counseling services) during extended independent learning, and 50% of students and parents are “somewhat” or “completely satisfied” with supports for special student populations (e.g., EL, special education) they/their child received during extended independent learning.

- Staff are most satisfied with staff collaboration and support from school leadership, and they are least satisfied with their students’ academic progress and engagement.
  - 82% of staff are “somewhat” or “completely satisfied” with support from school leadership during extended independent learning, and 85% are “somewhat” or “completely satisfied” with collaboration among staff during extended independent learning.
  - 43% of staff are “somewhat” or “completely satisfied” with student engagement during extended independent learning, and 45% of staff are “somewhat” or “completely satisfied” with their students’ academic progress during extended independent learning.

- Over half of all respondents indicate that one of the biggest challenges related to extended independent learning is student engagement (53%).
Most respondents favor hybrid instruction for fall 2020, and they support a variety of measures and precautions to ensure student and staff safety.

- **Hybrid instruction** (i.e., a mix of online and in-person instruction) is the most popular reopening strategy for fall 2020.
  - Nearly two-thirds (64%) of all respondents “somewhat” or “strongly support” hybrid instruction. This is higher than support for completely online/remote instruction (53%) and completely in-person instruction (45%).
  - At least half of students (56%), parents (65%), and staff (69%) “somewhat” or “strongly support” hybrid instruction.
  - Parents and staff are more likely than students to support completely online/remote learning. While 53% of staff and 58% of parents “somewhat” or “strongly support” completely online/remote learning, only 35% of students “somewhat” or “strongly support” it, and 44% of students “strongly oppose” completely online/remote learning.
  - While most students “somewhat” or “strongly support” completely in-person instruction (62%), less than half of parents (41%) and staff (43%) do.

- **Respondents are in favor of various safety precautions if school reopens in fall 2020.**
  - Nearly all respondents “somewhat” or “strongly support” access to temperature checks as determined appropriate (88%) and allowing students and instructional staff to continue extended independent learning for medical reasons (88%).
  - Most respondents “somewhat” or “strongly support” requiring students and staff to wear face coverings (70%), allowing students and instructional staff to continue extended independent learning for any reason (70%), and restructuring student schedules to support social distancing (76%).

- **A little under half of students/parents indicate that they/their child would use district-provided transportation if schools reopen in the fall.**
  - 63% of students and parents indicate that (prior to the pandemic) they planned on using school/district-provided transportation to get to and/or from school.
  - Now, only 43% of students and parents indicate that they plan on using school/district-provided transportation if schools have in-person instruction. 37% of respondents indicate that they would not use school/district-provided transportation and 20% are not sure.
KEY FINDINGS: ONLINE/REMOTE LEARNING

Students, parents, and staff are all concerned with how remote learning affects student engagement.

- **Student engagement** is the biggest concern related to fully online/remote instruction.
  - 43% of parents, 57% of staff, and 58% of students cite student engagement as being among their biggest concerns related to fully online/remote instruction.

- Apart from student engagement, **help on assignments**, **loneliness/social isolation**, and **quality of online instruction** are students’ biggest concerns related to fully online/remote instruction.
  - 45% of students cite help on assignments; 42% cite loneliness/social isolation; and 40% cite quality of online instruction.

- Apart from student engagement, quality of online instruction, help on assignments, and their child’s social/emotional wellbeing are parents’ biggest concerns related to fully online/remote instruction.
  - 40% of parents cite quality of online instruction; 39% cite help on assignments; and 29% cite their child's social-emotional wellbeing.

- Apart from student engagement, their ability to support special student populations, job security, and their work/home balance are staff members’ biggest concerns related to fully online/remote instruction.
  - 28% of staff cite their ability to support special student populations; 26% cite job security; and 21% cite work/home balance.
KEY FINDINGS: IN-PERSON INSTRUCTION AND HYBRID LEARNING

When it comes to in-person learning, most respondents are concerned with school cleanliness and ensuring social distancing practices. Not surprisingly, concerns surrounding hybrid learning reflect the concerns of in-person learning and online learning.

- **School cleanliness** (69%) and **ensuring social distancing guidelines are followed** (61%) are respondents’ biggest concerns related to a return to full in-person learning.
  - Students (66%) and parents (73%) are more concerned with **school cleanliness** than staff members (58%).
  - Parents (64%) and staff (69%) are more concerned with **ensuring that social distancing guidelines are being followed** than students (39%).
  - 17% of students do not have any concerns about in-person instruction.

- **Respondents’ concerns with hybrid instruction mirror their concerns with online learning and in-person learning (e.g., student engagement and school cleanliness).**
  - Students’ biggest concerns with hybrid instruction include **student engagement** (33%), **school cleanliness to prevent an outbreak** (28%), and **concerns about how students will be assigned to groups for in-person instruction** (27%).
  - Parents’ biggest concerns with hybrid instruction include **school cleanliness to prevent an outbreak** (41%), **ensuring social distancing guidelines are followed** (34%), and **concerns about how students will be assigned to groups for in-person instruction** (29%).
  - Staff members biggest concerns with hybrid instruction include **student engagement** (36%), **ensuring social distancing guidelines are followed** (35%), **school cleanliness to prevent an outbreak** (34%), and **concerns about how students will be assigned to groups for in-person instruction** (34%).
SECTION I: REFLECTIONS ON SCHOOL CLOSURES
Overall, how would you describe [your/your child's/your students'] experience with extended independent learning?

- Very Negative
- Somewhat Negative
- Neither Positive nor Negative
- Somewhat Positive
- Very Positive

n=5,757

0% 20% 40% 60% 80% 100%

Note: the question above was shown to students, parents, classroom teachers, and other instructional staff.

Overall, how would you describe your experience with extended independent learning?

- Very Negative
- Somewhat Negative
- Neither Positive nor Negative
- Somewhat Positive
- Very Positive

n=4,651

0% 20% 40% 60% 80% 100%

Note: the question above was shown to parents, classroom teachers, and other instructional staff.
# SATISFACTION WITH ASPECTS OF INDEPENDENT LEARNING

Reflecting on school closures and extended independent learning at the end of the last school year, how satisfied are you with the following?

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Completely Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neither Satisfied nor Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Completely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to devices (e.g., computer)</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
<td>20%</td>
<td>59%</td>
</tr>
<tr>
<td>Support from my/my child's teacher(s)</td>
<td>6%</td>
<td>10%</td>
<td>10%</td>
<td>27%</td>
<td>48%</td>
</tr>
<tr>
<td>My/My child's academic progress</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>Lessons (live-streamed or recorded)</td>
<td>9%</td>
<td>14%</td>
<td>13%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Supplemental learning material (e.g., videos)</td>
<td>7%</td>
<td>14%</td>
<td>16%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>School provided meals (n=2744)</td>
<td>8%</td>
<td>5%</td>
<td>24%</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Assignments (n=4445)</td>
<td>9%</td>
<td>16%</td>
<td>13%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>My/My child's level of engagement in extended independent learning</td>
<td>12%</td>
<td>19%</td>
<td>12%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>(n=4459)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical support (n=3887)</td>
<td>9%</td>
<td>13%</td>
<td>20%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>Supports for special student populations (e.g., EL, special education)</td>
<td>10%</td>
<td>10%</td>
<td>30%</td>
<td>19%</td>
<td>31%</td>
</tr>
<tr>
<td>(n=2130)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to school and/or district services (e.g., speech therapy, counseling services)</td>
<td>11%</td>
<td>13%</td>
<td>27%</td>
<td>19%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Note: the question above was shown to students and parents.
STAFF SATISFACTION WITH ASPECTS OF INDEPENDENT LEARNING

Reflecting on school closures and extended independent learning at the end of the last school year, how satisfied are you with the following?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>完全是不满意</th>
<th>部分不满意</th>
<th>既不满意也不满意</th>
<th>部分满意</th>
<th>完全满意</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration among staff (n=1304)</td>
<td>5%</td>
<td>8%</td>
<td>30%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Support from school leadership (n=1306)</td>
<td>6%</td>
<td>10%</td>
<td>25%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Technical support (n=1278)</td>
<td>7%</td>
<td>9%</td>
<td>25%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>District guidance (n=1284)</td>
<td>13%</td>
<td>17%</td>
<td>31%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Professional development on distance learning** (n=1028)</td>
<td>5%</td>
<td>10%</td>
<td>19%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Sample lesson plans (n=960)</td>
<td>6%</td>
<td>11%</td>
<td>28%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>My students’ academic progress** (n=962)</td>
<td>9%</td>
<td>29%</td>
<td>17%</td>
<td>32%</td>
<td>12%</td>
</tr>
<tr>
<td>Student engagement** (n=1025)</td>
<td>13%</td>
<td>34%</td>
<td>10%</td>
<td>33%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: the question above was shown to staff. Two asterisks (**) indicate that the question was only shown to classroom teachers or other instructional staff.
BIGGEST CHALLENGES OF INDEPENDENT LEARNING

Which of the following were the biggest challenges related to extended independent learning? Please select up to five.

- My/My child's/Mystudents engagement in learning: 53%
- Time management: 40%
- My/My child's social-emotional health: 34%
- Work/life balance: 33%
- Homework help/tutoring: 32%
- Internet access or access to mobile hotspots: 14%
- Access to technology (e.g., computer): 10%
- Physical space to work/for school work: 10%
- Childcare: 9%
- Adapting materials for extended independent learning: 9%
- Access to food/meals: 3%
- Other: 9%
- None of the above: 15%

n=5,870
SECTION II: REOPENING SCENARIOS AND BUS SCHEDULE
To what extent do you support or oppose the following instructional strategies in Fall 2020?

(% "Somewhat Support" + % "Strongly Support")

- **Total (n=5,625-5,683)**
- **RCPS school staff member (1,293-1,307)**
- **Parent/Guardian of RCPS student (n=3,339-3,371)**
- **RCPS student (n=980-1,005)**

### Hybrid instruction (i.e., mix of online and in-person instruction) *

- **Total:** 64% (69% RCPS school staff, 65% Parent/Guardian, 56% RCPS student)
- **Parent/Guardian:** 65% (58% RCPS school staff, 56% RCPS student)

### Completely online/remote instruction *

- **Total:** 53% (58% Parent/Guardian, 53% RCPS school staff, 35% RCPS student)
- **Parent/Guardian:** 53% (58% RCPS school staff, 53% RCPS student)
- **RCPS student:** 35% (53% Parent/Guardian, 35% RCPS school staff)

### Completely in-person instruction *

- **Total:** 45% (43% RCPS school staff, 41% Parent/Guardian, 62% RCPS student)
- **Parent/Guardian:** 41% (43% RCPS school staff, 41% RCPS student)
- **RCPS student:** 62% (43% Parent/Guardian, 62% RCPS school staff)

Note: An asterisk (*) indicates at least one statistically significant difference between groups.
SAFETY PRECAUTIONS FOR SCHOOL REOPENING

If [your/your child's] school reopens in Fall 2020, to what extent would you support or oppose the following safety precautions?

- Strongly Oppose
- Somewhat Oppose
- Neither Support nor Oppose
- Somewhat Support
- Strongly Support

Access to temperature checks as determined appropriate (n=5598)
- Strongly Oppose: 5%
- Somewhat Oppose: 13%
- Neither Support nor Oppose: 75%

Allowing students and instructional staff to continue extended independent learning for any reason (n=5547)
- Strongly Oppose: 11%
- Somewhat Oppose: 10%
- Neither Support nor Oppose: 21%
- Somewhat Support: 49%

Restructuring student schedules to support social distancing (e.g., rotating recess, lunch times) (n=5569)
- Strongly Oppose: 10%
- Somewhat Oppose: 6%
- Neither Support nor Oppose: 20%
- Somewhat Support: 56%

Requiring students and staff to wear face coverings (n=5583)
- Strongly Oppose: 13%
- Somewhat Oppose: 9%
- Neither Support nor Oppose: 16%
- Somewhat Support: 54%

If [your/your child's] school reopens in Fall 2020, to what extent would you support or oppose the following safety precautions?
Prior to the COVID-19 pandemic, was it [your/your child's] plan to use school- or district-provided transportation in Fall 2020 to get to and/or from school?

- Yes: 63%
- No: 29%
- Unsure: 8%

If [you/your child's] school has in-person instruction in Fall 2020, would [you/your child] use school- or district-provided transportation to get to and/or from school?

- Yes: 43%
- No: 37%
- Unsure: 20%

Note: The above questions were shown to students and parents.
SECTION III: ONLINE/REMOTE LEARNING
Which of the following are your biggest concerns related to fully online/remote instruction? Please select up to five options.

- My engagement in learning: 58%
- Help on assignments: 45%
- Loneliness/Social isolation: 42%
- Quality of online instruction: 40%
- My mental and emotional health (e.g., stress, anxiety): 39%
- Availability of extra-curricular activities: 34%
- My social-emotional wellbeing: 28%
- Quality of course materials: 22%
- Technology support: 14%
- My physical health: 14%
- Physical space for schoolwork: 9%
- Internet access: 9%
- Supports for special student populations**: 4%
- Access to school supplies (e.g., pencils, paper): 3%
- Access to food/meals: 1%
- Other: 2%
- None, I do not have any concerns about online/remote learning: 11%

n=964
Note: The question above was shown to students. Two asterisks (**) indicate that the selection option was only shown to respondents who are members of a special student population.
Which of the following are your biggest concerns related to fully online/remote instruction? Please select up to five options.

- My child's engagement in learning: 43%
- Quality of online instruction: 40%
- Help on assignments: 39%
- My child's social-emotional wellbeing: 29%
- Quality of course materials: 27%
- Loneliness/Social isolation: 27%
- My work/home balance: 26%
- My ability to support my child's remote learning: 25%
- My child's mental and emotional health (e.g., stress, anxiety): 24%
- Availability of extra-curricular activities: 20%
- Technology support: 12%
- Supports for special student populations: 10%
- Childcare: 8%
- My child's physical health: 6%
- Internet access: 5%
- Physical space for my child to do schoolwork: 3%
- My child's access to food/meals: 2%
- Access to school supplies (e.g., pencils, paper): 2%
- Other: 3%
- None, I do not have any concerns about online/remote learning: 13%
STAFF CONCERNS WITH ONLINE/REMOTE LEARNING

Which of the following are your biggest concerns related to fully online/remote instruction? Please select up to five options.

- My students' engagement in learning**: 57%
- My ability to support special student populations**: 28%
- Job security: 26%
- My work/home balance: 21%
- My mental and emotional health (e.g., stress, anxiety): 20%
- Quality of course materials**: 18%
- Internet access: 17%
- Technology support: 16%
- My ability to provide guidance/feedback on assignments**: 15%
- Loneliness/Social isolation: 13%
- Support from my school and/or district: 13%
- My social-emotional wellbeing: 11%
- Access to school supplies (e.g., pencils, paper)**: 10%
- Childcare: 9%
- My ability to provide online instruction**: 9%
- Access to professional learning: 6%
- My physical health: 6%
- Physical space to work: 5%
- Other: 9%

None, I do not have any concerns about online/remote learning: 12%

Note: The question above was shown to staff. Two asterisks (**) indicate that the selection option was only shown to classroom teachers or other instructional staff. Three asterisks (***) indicate that the selection option was only shown to classroom teachers or other instructional staff who work with special student populations.
SECTION IV: IN-PERSON INSTRUCTION
Which of the following are your biggest concerns related to fully in-person instruction? Please select up to three options.

- School cleanliness to prevent an outbreak: 69%
- Ensuring social distancing guidelines are followed: 61%
- Ensuring students and staff wear face coverings: 46%
- Time and resources required to clean schools thoroughly: 35%
- Transportation safety (e.g., ability to maintain social distancing): 27%
- Transportation logistics (e.g., ability to get to/from school site): 8%
- Other: 5%
- None, I do not have any concerns about in-person instruction: 9%
STUDENT CONCERNS WITH HYBRID INSTRUCTION

Which of the following are your biggest concerns related to hybrid instruction (i.e., mix of online and in-person instruction)? Please select up to five options.

- My engagement in learning: 33%
- School cleanliness to prevent an outbreak: 28%
- Concerns about student groups for in-person instruction: 27%
- Quality of online instruction: 23%
- Availability of extra-curricular activities: 21%
- Help on assignments: 21%
- Ensuring students and staff wear face coverings: 20%
- Ensuring social distancing guidelines are followed: 19%
- My mental and emotional health (e.g., stress, anxiety): 19%
- Loneliness/Social isolation: 17%
- Time and resources required to clean schools thoroughly: 17%
- My social-emotional wellbeing: 14%
- Ensuring equity of in-person instruction: 13%
- Transportation safety (e.g., ability to maintain social distancing): 12%
- Course offerings: 12%
- Quality of course materials: 10%
- Transportation logistics (e.g., ability to get to/from school site): 8%
- My physical health: 8%
- Technology support: 7%
- Internet access: 6%
- Physical space for schoolwork: 6%
- Access to school supplies (e.g., pencils, paper): 3%
- Supports for special student populations: 2%
- Access to food/meals: 2%
- Other: 1%
- None, I do not have any concerns about hybrid instruction: 15%
PARENT CONCERNS WITH HYBRID INSTRUCTION

Which of the following are your biggest concerns related to hybrid instruction (i.e., mix of online and in-person instruction)? Please select up to five options.

- School cleanliness to prevent an outbreak
- Ensuring social distancing guidelines are followed
- Concerns about student groups for in-person instruction***
- Ensuring students and staff wear face coverings
- My child's engagement in learning
- Quality of online instruction
- Time and resources required to clean schools thoroughly
- Help on assignments
- My work/home balance
- My ability to support my child's remote learning
- Transportation safety (e.g., ability to maintain social distancing)
- Ensuring equity of in-person instruction
- Quality of course materials
- My child's mental and emotional health (e.g., stress, anxiety)
- My child's physical health
- My child's social-emotional wellbeing
- Loneliness/Social isolation
- Availability of extra-curricular activities
- Course offerings
- Transportation logistics (e.g., ability to get to/from school site)
- Childcare
- Supports for special student populations**
- Technology support
- Physical space for my child to do schoolwork
- Internet access
- My child's access to food/meals
- Access to school supplies (e.g., pencils, paper)
- Other
- None, I do not have any concerns about hybrid instruction.

n=3,289

Note: The question above was shown to parents. Two asterisks (**) indicate that the selection option was only shown to respondents who are parents of child enrolled in a special student program. Three asterisks (***)) indicate that this selection option has been abbreviated from “Concerns about how students will be assigned to groups for in-person instruction.”
Which of the following are your biggest concerns related to hybrid instruction (i.e., mix of online and in-person instruction)? Please select up to five options.

- My students’ engagement in learning†
- Ensuring social distancing guidelines are followed
- School cleanliness to prevent an outbreak
- Concerns about student groups for in-person instruction***
- Ensuring students and staff wear face coverings
- Time and resources required to clean schools thoroughly
- Ensuring equity of in-person instruction
- My ability to support special student populations**
- Job security
- Transportation safety (e.g., ability to maintain social distancing)
- My physical health
- My work/home balance
- Childcare
- Internet access
- My mental and emotional health (e.g., stress, anxiety)
- Technology support
- Transportation logistics (e.g., ability to get to/from school site)
- Quality of course materials†
- My ability to provide guidance/feedback on assignments†
- My ability to provide online instruction†
- Support from my school and/or district
- Support from my school and/or district
- Loneliness/Social isolation
- Physical space to work
- My social-emotional wellbeing
- Course offerings
- Access to school supplies (e.g., pencils, paper)†
- Access to professional learning
- Access to professional learning
- Other
- None, I do not have any concerns about hybrid instruction.

n=1,308

Note: The question above was shown to staff. A dagger (†) indicates that the selection option was only shown to classroom teachers and other instructional staff. Two asterisks (**) indicate that the selection option was only shown to instructional staff that teach special student populations. Three asterisks (***') indicate that this selection option has been abbreviated from “Concerns about how students will be assigned to groups for in-person instruction.”
RESPONDENT CHARACTERISTICS
COVID-19 EXPERIENCE

Has a member of your household experienced any of the following since the start of the COVID-19 pandemic? Please select all that apply.

- Reduced work hours: 30%
- Reduced salary: 14%
- Furlough: 12%
- Layoff: 11%
- Time off to take care of children: 11%
- Time off due illness (COVID-19 related or other): 4%
- Time off to take care of sick family member: 3%
- Other: 3%
- None of the above: 38%

n=3,243

Note: The above question was shown to parents. The selection option “Prefer not to respond” is not included in the graph above.
Who would be your child’s primary caregiver throughout the day should online/remote instruction continue in the fall?

- Parent/Guardian: 67%
- Family or family friend: 10%
- Sibling: 4%
- Nanny or babysitter: 1%
- Parent/Guardian of child’s friend or classmate: 1%
- Other: 8%
- None of the above: 6%

n= 3,254

Note: The above question was shown to parents. The selection option “Prefer not to respond” is not included in the graph above.
**GRADE LEVEL**

What will [your/your child's] grade level be at the start of the next school year (i.e., The 2020-21 school year)?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>2%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>5%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>5%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>6%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>6%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>7%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>9%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>9%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>13%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>12%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>12%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>12%</td>
</tr>
</tbody>
</table>

Note: The above question was shown to students and parents.

What grade level(s) do you expect to [teach/primarily work with] in the fall (i.e., The 2020-21 school year)?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>13%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>23%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>23%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>23%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>13%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>14%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>14%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>19%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>22%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>21%</td>
</tr>
</tbody>
</table>

Note: The above question was shown to staff.
[Will you participate in/Will your child participate in/Will you teach or work with] any of the following [student populations or] programs in the next school year? Please select all that apply.

- RCPS school staff member (n=1148)
- Parent/Guardian of RCPS student (n=3673)
- RCPS Student (n=1,227)

- Gifted and Talented: 34% (staff), 19% (parents), 29% (students)
- Special Education: 52% (staff), 10% (parents), 1% (students)
- English Learner (EL): 35% (staff), 5% (parents), 2% (students)
- None of the above: 67% (staff), 29% (parents), 68% (students)
### RESPONDENT CHARACTERISTICS

#### Number of Children** (n=3,673)

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 child</td>
<td>49%</td>
</tr>
<tr>
<td>2 children</td>
<td>35%</td>
</tr>
<tr>
<td>3 children</td>
<td>12%</td>
</tr>
<tr>
<td>4 children</td>
<td>4%</td>
</tr>
<tr>
<td>5 children or more</td>
<td>1%</td>
</tr>
</tbody>
</table>

#### Current Employment Status** (n=3,258)

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time outside the home</td>
<td>45%</td>
</tr>
<tr>
<td>Full-time working from home</td>
<td>24%</td>
</tr>
<tr>
<td>Part-time outside the home</td>
<td>4%</td>
</tr>
<tr>
<td>Part-time working from home</td>
<td>3%</td>
</tr>
<tr>
<td>Not currently working</td>
<td>14%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>9%</td>
</tr>
</tbody>
</table>

#### Annual Household Income** (n=3,250)

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 to $24,999</td>
<td>10%</td>
</tr>
<tr>
<td>$25,000 to $49,999</td>
<td>21%</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>15%</td>
</tr>
<tr>
<td>$75,000 to $99,999</td>
<td>9%</td>
</tr>
<tr>
<td>$100,000 to $124,999</td>
<td>8%</td>
</tr>
<tr>
<td>$125,000 to $149,999</td>
<td>4%</td>
</tr>
<tr>
<td>$150,000 to $174,999</td>
<td>3%</td>
</tr>
<tr>
<td>$175,000 to $199,999</td>
<td>2%</td>
</tr>
<tr>
<td>$200,000+</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>25%</td>
</tr>
</tbody>
</table>

#### Gender (n=5,430)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12%</td>
</tr>
<tr>
<td>Female</td>
<td>80%</td>
</tr>
<tr>
<td>Other/Non-Binary</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### Are you Hispanic? (n=5,426)

<table>
<thead>
<tr>
<th>Hispanic Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7%</td>
</tr>
<tr>
<td>No</td>
<td>78%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>15%</td>
</tr>
</tbody>
</table>

#### Ethnicity (n=225)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
<td>23%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Note: One asterisk (*) signifies that the question was shown to staff, and two asterisks (**) indicate that the question was shown to parents.*
Thank you.

CONTACT
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