

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.