

BACKGROUND

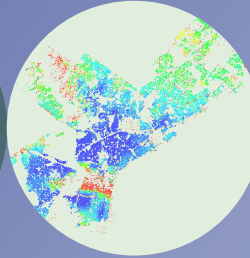
In March 2020, the novel coronavirus closed the doors of nearly every school in the United States. This unprecedented closure of schools nationwide prompted a national group of researchers to conduct interviews with 120 school leaders across the country, from urban New York City to rural Tennessee.

The interviews examined the most pressing issues faced by school leaders; challenges for students, families, and teachers; district crisis management and policy guidance; and the inequities exposed by the pandemic.

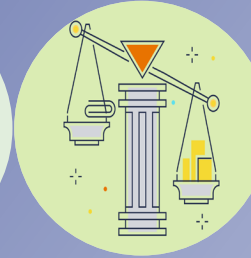
TYPES OF INEQUITY



DIGITAL



GEOGRAPHIC



ECONOMIC



RACIAL

RESEARCH QUESTIONS

1. How did school leaders describe the inequities revealed by the pandemic?
2. How did the pandemic exacerbate these inequities?
3. How did inequities differ across contexts?

BUILDING AND APPLYING A CODING STRUCTURE

The coding structure implemented for this study was derived from a literature review on structural inequity in the social sciences. The literature covered a wide variety of topics, from structural racism to standardized testing to intersectionality. When looking at articles that focused specifically on Covid, some of the most prominent barriers described were those that were digital. Based on this review, we developed a list of codes that we would apply to our data. The codes included digital, with subcodes for technology, internet, offline resources, and digital literacy; vital inequality, which focuses on physical and mental health and includes things like access to food; intersectionality; racial; legal/policy; political; social and cultural capital; economic; geographic; and existential, which involves personal dignity and respect.

CONCLUSION

School leaders described a host of inequities surfaced by the pandemic. The most common barriers were digital, from device availability to internet access to digital literacy. Respondents also described inequitable access to school services, including food and mental health. Structural disparities included policies, geographic differences, and unequal distribution of social capital. These are initial findings. *The study is not complete and further research and analysis is required in order to refine these findings regarding structural inequities surfaced in education during COVID-19.*

REFERENCES

[Leading in Crisis - Consortium for Policy Research in Education](#)

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METHODS

Data Collection

- Interviews with school leaders
- Interviewees coming from elementary, middle, and high schools
- School and district demographic data

Data Analysis

- Literature-based coding schema
- Data coding in Dedoose with merged site descriptors
- Second layer of coding specifically related to inequity