

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

# *Implementation of Title I and Title II-A Program Initiatives*

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## Survey of State Education Agencies

2017-2018



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### **Notice of Confidentiality**

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

## Introduction

The **Implementation of Title I and Title II-A Program Initiatives** study is examining the implementation of policies funded through the Elementary and Secondary Education Act (ESEA) at the state and district levels, in four core areas: school accountability (including turning around low-performing schools), teacher and leader effectiveness, state content standards, and student assessments. This survey will update information on implementation of the Title I and Title II provisions since the last surveys conducted in 2014. The survey also includes a section with questions on school choice to gain a better understanding of different types of school choice programs operating in your state. The study includes surveys of officials from all state education agencies and from a nationally representative sample of school district officials and is sponsored by the United States (U.S.) Department of Education, Institute of Education Sciences (IES).

- This survey includes four sections aligned with policies and practices in four core areas and a fifth section related to school choice. Given the scope of topics, the survey may require more than one respondent.
- Your state's responses are critical to drawing lessons about early implementation of the Every Student Succeeds Act (ESSA).
- States may be identified in reporting but individual respondents will not be identified.

The study, including this survey, is being conducted by Westat and its partner, Mathematica Policy Research.

## Section 1: School Accountability and Turning Around Low-Performing Schools

### State’s Long Term Goals for Academic Achievement, Graduation Rate, and English Language Proficiency

Questions in this section ask about your state’s long-term goals for academic achievement, graduation rate, and English language proficiency under the Every Student Succeeds Act (ESSA).

1-1. Which of the following describe your state’s long-term proficiency goals under the Every Student Succeeds Act (ESSA)? (If the state’s goals differ by grade level, please provide the long-term goals for grades 3-8.)

**SELECT ALL THAT APPLY**

a. That a specific percentage of students achieve proficiency in the long-term on the state ELA and Math assessment(s)..... 1

If you selected this goal, what percentage of all students will be proficient in the long-term?  
 ELA: \_\_\_\_\_ Math: \_\_\_\_\_

If you selected this goal, by what school year will the long-term goal be reached?  
 20\_\_\_\_ - 20\_\_\_\_\_

b. To reduce the number of students who are non-proficient on the state ELA and Math assessments in the long-term..... 2

If you selected this goal, by what percentage will the number of non-proficient students be reduced in the long-term?  
 ELA: \_\_\_\_\_ Math: \_\_\_\_\_

If you selected this goal, what percentage of all students will be proficient if the long-term goal is attained?  
 ELA: \_\_\_\_\_ Math: \_\_\_\_\_

If you selected this goal, by what school year will the long-term goal be reached?  
 20\_\_\_\_ - 20\_\_\_\_\_

c. Other long-term goal:..... 3

*Specify the overall goal:*\_\_\_\_\_

*Specify the long-term target proficiency rate for all students in ELA:*\_\_\_\_\_

*Specify the long-term target proficiency rate for all students in Math:*\_\_\_\_\_

If you selected this goal, by what school year will the long-term goal be reached?  
 20\_\_\_\_ - 20\_\_\_\_\_

1-2. Are the state’s long-term proficiency goals the same for all subgroups or do they vary for different subgroups?

**SELECT ONE RESPONSE**

- a. Long-term proficiency goals are the same for all subgroups.....1
- b. Long-term proficiency goals vary for different subgroups.....0

1-3. What are your state's long-term goals for 4-year adjusted cohort graduation rates under ESSA?

<p><b>SELECT ALL THAT APPLY</b></p>
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- |  |          |
|--|----------|
| <p>a. That a specific percentage of students graduate, based on the 4-year adjusted cohort graduation rate.....</p> <p>If you selected this goal, what percentage of all students will graduate?<br/>                 _____ PERCENT OF ALL STUDENTS WILL GRADUATE</p> <p>If you selected this goal, by what school year will the long-term goal be reached?<br/>                 20____ - 20____</p>   | <p>1</p> |
| <p>b. To reduce the percentage of students who do not graduate, based on the 4-year adjusted cohort graduation rate.....</p> <p>If you selected this goal, what is the percentage reduction in the share of students not graduating within 4 years?<br/>                 _____ PERCENT REDUCTION IN THE SHARE OF ALL STUDENTS NOT GRADUATING WITHIN 4 YEARS</p> <p>If you selected this goal, what percentage of all students will graduate by the target school year?<br/>                 _____ PERCENT OF ALL STUDENTS WILL GRADUATE</p> <p>If you selected this goal, by what school year will the long-term goal be reached?<br/>                 20____ - 20____</p> | <p>2</p> |
| <p>c. That the graduation rate increases by a specific percentage, based on the 4-year adjusted cohort graduation rate.....</p> <p>If you selected this goal, what is the percentage by which the graduation rate will increase for all students?<br/>                 _____ PERCENT INCREASE IN THE GRADUATION RATE FOR ALL STUDENTS</p> <p>If you selected this goal, what percentage of all students will graduate by the target school year?<br/>                 _____ PERCENT OF ALL STUDENTS WILL GRADUATE</p> <p>If you selected this goal, by what school year will the long-term goal be reached?<br/>                 20____ - 20____</p>                       | <p>3</p> |
| <p>d. Other.....</p> <p><i>Specify the goal:</i> _____</p> <p>If you selected this goal, what percentage of all students will graduate?<br/>                 _____ PERCENT OF ALL STUDENTS WILL GRADUATE</p> <p>If you selected this goal, by what school year will the long-term goal be reached?<br/>                 20____ - 20____</p>  | <p>4</p> |

**1-4. What are your state's long-term goals for student progress toward English language proficiency under ESSA?**

**Check box if not applicable – the state's long-term goal for English language proficiency has not been specified yet.**

**SELECT ALL  
THAT APPLY**

a. That English learners entering the state's schools achieve English language proficiency within a certain number of years.....	1
If you selected this goal, how many years do English learners have from initially entering the state's schools to achieve English language proficiency? _____ YEARS FROM ENTERING SCHOOL TO PROFICIENCY	
If you selected this goal, what percentage of all English learners entering the state's schools will achieve English language proficiency within that timeframe? _____ PERCENT	
b. That the percentage of English learners who are making progress toward English proficiency increases each year.....	2
If you selected this goal, what percentage of English learners must make progress toward English language proficiency in 2017–18? _____ PERCENT OF ENGLISH LEARNERS MUST MAKE PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY IN 2017–18	
If you selected this goal, how many years do English learners have from initially entering the state's schools to achieve English language proficiency? _____ YEARS FROM ENTERING SCHOOL TO PROFICIENCY	
c. Other..... Specify: _____	3

**1-5. Is your state including former English learners (those who have exited English learner status by becoming proficient in English) in the English learner subgroup in measures of school performance for this school year (2017–18) in the state's accountability system?**

**SELECT ONE RESPONSE**

- a. Yes, former English learners are included in the English learner subgroup.....1
- b. No, the state does not include former English learners in the English learner subgroup.....0 → **SKIP TO 1-7**

**1-6. For how many years after a student is no longer identified as an English learner does your state include former English learners in the English learner subgroup when measuring school performance?**

\_\_\_\_\_ NUMBER OF YEARS FORMER ENGLISH LEARNERS ARE COUNTED IN THE ENGLISH LEARNER SUBGROUP

## Measures Used in the State's Accountability System

Questions in this section ask about the measures from this school year (2017-18) that are being used to differentiate school performance under your state's accountability system.

**NOTE: Differentiate school performance** means to use measures of school performance to rank schools or to categorize schools into lower- and higher-performing schools.

1-7. Which measures based on assessments from this school year (2017-18) are used to differentiate school performance in your state's accountability system **for elementary and middle schools**? Include measures that are classified under ESSA as academic achievement indicators or other academic indicators. Measures of English language proficiency and school quality and student success will be asked about later.

	INDICATOR IN YOUR STATE?		IF YES, WHICH TYPE(S) OF MEASURE(S) ARE USED? SELECT ALL THAT APPLY IN EACH ROW			
	YES	NO	PERCENTAGE OF STUDENTS ACHIEVING A SINGLE THRESHOLD SCORE*	PERCENTAGE OF STUDENTS IN MULTIPLE ASSESSMENT CATEGORIES*	INDIVIDUAL STUDENT ACHIEVEMENT GROWTH***	ASSESSMENT PARTICIPATION RATE****
<b>ELEMENTARY/MIDDLE SCHOOLS</b>						
a. English language arts (ELA) assessment.....	1	0	1	2	3	4
b. Math assessment.....	1	0	1	2	3	4
c. Science assessment.....	1	0	1	2	3	4
d. Social Studies/History assessment.....	1	0	1	2	3	4
e. ACT assessments (ASPIRE, EXPLORE).....	1	0	1	2	3	4
f. Other..... (Specify)_____	1	0	1	2	3	4

\* **Percentage of students achieving a threshold score** is the percentage achieving proficiency or other state-specified threshold on the state assessment.

\*\* **Percentage of students in multiple assessment categories** is the percentage of students advanced and/or basic, in addition to percentage proficient, or the percentage achieving along particular scale or index scores.

\*\*\* **Individual student achievement growth for this question** may include student movement between performance categories, value added, student growth percentiles, or growth between grade levels on a vertical scale.

\*\*\*\* **Assessment participation rate** is the percentage of students taking the assessment.

1-8. Which measures based on assessments from this school year (2017–18) are used to differentiate school performance in your state’s accountability system for high schools? Include measures that are classified under ESSA as academic achievement indicators or other academic indicators. Measures of English language proficiency and school quality and student success will be asked about later.

	INDICATOR IN YOUR STATE?		IF YES, WHICH TYPE(S) OF MEASURE(S) ARE USED?*			
	YES	NO	PERCENTAGE OF STUDENTS ACHIEVING A SINGLE THRESHOLD SCORE*	PERCENTAGE OF STUDENTS IN MULTIPLE ASSESSMENT CATEGORIES**	INDIVIDUAL STUDENT ACHIEVEMENT GROWTH***	ASSESSMENT PARTICIPATION RATE****
<b>HIGH SCHOOLS</b>						
a. Comprehensive exam.....	1	0	1	2	3	4
b. High school exit exam.....	1	0	1	2	3	4
c. ELA assessment.....	1	0	1	2	3	4
d. Math assessment.....	1	0	1	2	3	4
e. Science assessment.....	1	0	1	2	3	4
f. Social Studies/History assessment.....	1	0	1	2	3	4
g. ACT assessments (ASPIRE, ACT, WorkKeys).....	1	0	1	2	3	4
h. SAT or PSAT exam.....	1	0	1	2	NA	4
i. Advanced Placement exam.....	1	0	1	2	NA	4
j. International Baccalaureate exam.....	1	0	1	2	NA	4
k. Other.....	1	0	1	2	3	4
(Specify)_____						

\* **Percentage of students achieving a threshold score** is the percentage achieving proficiency or other state-specified threshold on the state assessment.

\*\* **Percentage of students in multiple assessment categories** is the percentage of students advanced and/or basic, in addition to percentage proficient, or the percentage achieving along particular scale or index scores.

\*\*\* **Individual student achievement growth for this question** may include student movement between performance categories, value added, student growth percentiles, or growth between grade levels on a vertical scale.

\*\*\*\* **Assessment participation rate** is the percentage of students taking the assessment.

1-9. Which measures of student achievement growth from this school year (2017-18) are used for reading and math achievement in your state's accountability system for elementary and middle schools?

Check box if not applicable - student achievement growth is not used in the state's accountability system for elementary and middle schools.

SELECT ALL THAT APPLY

- a. Movement to a higher performance category, for example, from basic to proficient.....1
- b. Value added growth measure.....2
- c. Student growth percentile.....3
- d. Growth from one grade level to another measured on a vertical scale.....4
- e. Improvement from one cohort of students to the next cohort in the same grades .....5
- f. Percentage of students with achievement growth at or above targets for attaining proficiency goals.....6

1-10. Which measures of student achievement growth from this school year (2017-18) are used for reading and math achievement in your state's accountability system for high schools?

Check box if not applicable - student achievement growth is not used in the state's accountability system for high schools.

SELECT ALL THAT APPLY

- a. Movement to a higher performance category, for example, from basic to proficient.....1
- b. Value added growth measure.....2
- c. Student growth percentile.....3
- d. Growth from one grade level to another measured on a vertical scale.....4
- e. Improvement from one cohort of students to the next cohort in the same grades.....5
- f. Percentage of students with achievement growth at or above targets for attaining proficiency goals.....6

1-11 Which of the following measures from this school year (2017-18) are used as part of the English language proficiency indicator to differentiate school performance in your state's accountability system?

SELECT ALL THAT APPLY

- a. The percentage of English learners who make progress toward English proficiency.....1
- b. The percentage of English learners who achieve English language proficiency.....2
- c. Other measure of English language proficiency.....3



(Specify) \_\_\_\_\_

**1-12 Which of the following measures of school quality or student success from this school year (2017–18) are used to differentiate school performance in your state's accountability system? (This question does not include performance on student assessments because that is addressed in prior questions 1-7 and 1-8.)**

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

**ELEMENTARY/MIDDLE SCHOOLS**

a. Student attendance rate.....	1	0
b. Chronic absenteeism rate.....	1	0
c. Participation or performance in courses without state assessments (e.g., arts, physical education, world language).....	1	0
d. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents).....	1	0
e. School climate.....	1	0
f. Student engagement.....	1	0
g. Student social-emotional learning.....	1	0
h. Other elementary/middle school measure.....	1	0
(Specify) _____		

**HIGH SCHOOLS**

i. Student attendance rate.....	1	0
j. Chronic absenteeism rate.....	1	0
k. Dropout rate.....	1	0
l. Participation or performance in courses without state assessments (e.g., arts, physical education, world language).....	1	0
m. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents).....	1	0
n. College and career readiness (including participation or performance on AP, IB, dual/concurrent/early college coursework, career technical education pathways or certificates).....	1	0
o. Postsecondary enrollment/outcomes (including college enrollment and/or persistence).....	1	0
p. Postsecondary employment and/or military enrollment.....	1	0
q. School climate.....	1	0
r. Student engagement.....	1	0
s. Student social-emotional learning.....	1	0
t. Other high school measure.....	1	0
(Specify) _____		

### State Performance Categories for Schools and How Measures are Combined

For questions 1-13 through 1-16, please think about the state accountability system that applies to school performance measured using assessments taken in this school year (2017-18).

1-13. How many school performance ratings are defined in your state's school accountability system?

(For example, A/B/C/D/F ratings would be 5 performance ratings)

*(Enter the number)*

\_\_\_\_\_ NUMBER OF RATINGS

1-14. Does your state combine the indicators of school performance into a single summative index to rank schools and then assign an overall rating?

SELECT ONE RESPONSE

a. Yes, all indicators are combined into a single summative index to assign school ratings.....1

b. No, the state does not use the indicator scores to produce a single summative index to assign school ratings.....0

1-15. Does your state provide schools with a rating on each indicator in the accountability system, for example, on academic indicators and on school quality or student success indicators (sometimes referred to as a dashboard approach)?

SELECT ONE RESPONSE

a. Yes, the state rates schools on each indicator used in the state's accountability system.....1

b. No, the state does not rate schools on each indicator used in the state's accountability system.....0

1-16. What percentage of a school’s annual rating using data from this school year (2017-18) will be based on student achievement (achievement scores or proficiency), on student achievement growth, and on school quality or student success measures?

*Please consider the school ratings that are based on state assessments taken in 2017-18 (and prior years if they are also used for that rating).*

Check box if not applicable - the state does not create a single rating score for schools

ENTER THE PERCENTAGE WEIGHTS FOR EACH ROW			
PERCENTAGE OF SCHOOL’S ANNUAL RATING: ELEMENTARY AND MIDDLE SCHOOLS	DON’T KNOW	PERCENTAGE OF SCHOOL’S ANNUAL RATING: HIGH SCHOOLS	DON’T KNOW
a. Percentage weight for student achievement levels or proficiency..... %	DK	_____ %	DK
b. Percentage weight for student achievement growth..... %	DK	_____ %	DK
c. Percentage weight for the school quality or student success indicator(s)..... %	DK	_____ %	DK

**Subgroups Used in School Accountability Systems**

The next questions are about student subgroups whose academic achievement will be measured using assessments taken in this school year (2017–18) in the statewide school accountability system.

1-17. For the 2017–18 school year assessments, what is the minimum number of students in a school that could constitute a subgroup whose achievement is monitored against state targets for student performance?

*If this number depends on the size of the school, please provide the number for a school with 600 students.*

- a. \_\_\_\_\_ Minimum subgroup size used for *achievement measures* such as math or reading proficiency in school accountability based on the 2017–18 state assessments
- b. \_\_\_\_\_ Minimum subgroup size used for *English language proficiency measures* in school accountability based on the 2017–18 state assessments
- c. \_\_\_\_\_ Other minimum subgroup size or check  NA if no other minimum subgroup  
(Specify how used): \_\_\_\_\_ )

**1-18. For the 2017-18 school year assessments, what is the minimum number of students in a school that could constitute a subgroup whose achievement is reported on the annual school report card?**

\_\_\_\_\_ Minimum subgroup size used for achievement measures such as math or reading proficiency on the annual school report card based on the 2017-18 state assessments

**1-19. For students assessed in 2017-18, is your state examining the school-level performance of subgroups other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners)?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. For the statewide accountability system.....	1	0
b. For reporting on schools.....	1	0

IF NO TO BOTH A AND B, SKIP TO 1-21.

**1-20. For students assessed in spring 2017-18, which additional subgroups is the state using?**

ADDITIONAL SUBGROUPS	SELECT ALL THAT APPLY IN EACH ROW	
	FOR STATEWIDE ACCOUNTABILITY	FOR SCHOOL REPORT CARDS
a. Homeless children.....	1	2
b. Migrant students.....	1	2
c. Children in foster care.....	1	2
d. Children whose parents are on active military duty.....	1	2
e. Girls and boys.....	1	2
f. Combined subgroup.....	1	2
(Specify combined subgroup): _____		
(Specify another combined subgroup, if applicable): _____		
g. Other subgroup.....	1	2
(Specify): _____		
Other subgroup _____	1	2
(Specify): _____		



### Incorporating Student Testing Opt-Outs in Accountability Systems

The next question asks about how the state is dealing with low student participation on state assessments in this school year (2017–18).

1-21. How will the state’s accountability system address schools with less than 95 percent student participation in this school year (2017–18) on mandatory state assessments?

*(If the response to opt-outs increases each year, please indicate the response in the first year in which participation falls below 95 percent.)*

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Schools must create an improvement plan to increase testing participation.....	1	0
b. A school’s overall summative rating will decline or the school will be ineligible to receive the highest rating.....	1	0
c. Eligible students who do not take the exam will receive a score of zero for the purposes of accountability.....	1	0
d. Eligible students who do not take the exam will be scored as not proficient for the purposes of accountability.....	1	0
e. The schools will be monitored and assisted in increasing test participation in the following year.....	1	0
f. Other.....	1	0
<i>(Specify):</i> _____		

### Reporting School-Level Per-Pupil Expenditures

The next questions address the ESSA requirement to report per-pupil expenditures by school.

1-22. For which school year will your state’s district and/or school report cards report per-pupil expenditures for the first time?

SELECT ONE RESPONSE

Before 2017–18.....	1
2017–18.....	2
2018–19.....	3
2019–20.....	4

1-23. Does your state currently have expenditure data for individual schools?

SELECT ONE RESPONSE

- Yes..... 1
- No..... 0

1-24. How does your state (or will your state) obtain expenditure data for individual schools?

SELECT ALL THAT APPLY

- Consolidate information already in existing state data systems..... 1
- Develop a new state financial management system..... 2
- Request electronic data on school-level spending from districts..... 3
- Survey districts on the level of spending at the school level..... 4
- Some other approach..... 5
- (Specify): \_\_\_\_\_

### Identifying Comprehensive Support, Targeted Support, and Additional Targeted Support Schools

Under ESSA, states are identifying schools for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement. The following sections refer to those schools as Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools.

**1-25. What is your state’s timetable for identifying the first group of Title I Comprehensive Support, Title I Targeted Support, and Title I Additional Targeted Support schools and for planning and implementing interventions in those schools?**

SELECT ONE RESPONSE IN EACH ROW			
School Year			
2016-17	2017-18	2018-19	2019-20

**Title I Comprehensive Support Schools**

a. The latest year of state assessment data used to identify the first group of Comprehensive Support schools .....	1	2	3	4
b. The school year in which initial school improvement plans will be developed for the first group of Comprehensive Support schools .....	1	2	3	4
c. The school year in which school improvement plans will initially be implemented for the first group of Comprehensive Support schools .....	1	2	3	4

**Title I Targeted Support Schools**

d. The latest year of state assessment data used to identify the first group of Targeted Support schools .....	1	2	3	4
e. The school year in which initial school improvement plans will be developed for the first group of Targeted Support schools .....	1	2	3	4
f. The school year in which school improvement plans will initially be implemented for the first group of Targeted Support schools .....	1	2	3	4

**Title I Additional Targeted Support Schools**

g. The latest year of state assessment data used to identify the first group of Additional Targeted Support schools .....	1	2	3	4
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**1-26. In the initial year in which your state identifies the first group of Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools, has your state identified (or will your state identify) any Non-Title I schools in these categories?**

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. Non-Title I Comprehensive Support schools.....	1	0
b. Non-Title I Targeted Support schools.....	1	0
c. Non-Title I Additional Targeted Support schools.....	1	0





1-27. How often does your state plan to identify Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools?

	SELECT ONE RESPONSE IN EACH ROW		
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS
a. Comprehensive Support schools.....	1	2	3
b. Targeted Support schools.....	1	2	3
c. Additional Targeted Support schools.....	1	2	3

1-28. What is the number of schools in your state receiving Title I, Part A funds during this school year (2017-18)?

\_\_\_\_\_ Title I schools in the state

1-29. For this question we are interested in the number of Title I Comprehensive Support schools that were identified in 2017-18.

*(Note: Provide the total number of Title I Comprehensive Support schools and the number of Title I Comprehensive Support schools in each category. Schools may be counted in more than one category.)*

If your state did not identify Title I Comprehensive Support schools in 2017-18, check this box and skip to 1-30.

**NUMBER OF TITLE I  
COMPREHENSIVE  
SUPPORT SCHOOLS**

**Total number of Title I Comprehensive Support Schools**

a. In total, how many Title I schools have been identified as Comprehensive Support schools in 2017-18?..... \_\_\_\_\_

**Categories of Title I Comprehensive Support Schools**

b. How many Title I schools were identified as Comprehensive Support schools because they were in the lowest 5 percent of Title I schools according to the state's accountability system?..... \_\_\_\_\_

c. How many Title I schools were identified as Comprehensive Support schools because they were high schools with graduation rates below 67 percent?..... \_\_\_\_\_

d. How many Title I schools were identified as Comprehensive Support schools because they were chronically low-performing targeted support (or former Focus) schools?..... \_\_\_\_\_

e. How many Title I schools were identified as Comprehensive Support schools for other reasons?..... \_\_\_\_\_  
 (Specify): \_\_\_\_\_



**Continuing Interventions in Schools Identified Prior to ESSA**

1-30. During this school year (2017–18), has the state required interventions to continue in schools previously identified in any of the following categories?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

**The state has required interventions to continue in previously identified:**

a. Priority schools (as defined under ESEA flexibility).....	1	0
b. Schools that received School Improvement Grants (SIG schools).....	1	0
c. Schools in Restructuring or Corrective Action (as defined under NCLB).....	1	0
d. Schools identified as lowest-performing under a state accountability system distinct from ESSA.....	1	0

### Interventions in Lowest-Performing Title I Schools

The next questions ask about interventions that are being implemented during this school year (2017–18) in your state’s lowest-performing Title I schools. Your state’s lowest-performing Title I schools during this school year (2017–18) could include previously-identified Priority schools (as defined under ESEA flexibility) or schools previously identified in restructuring or corrective action (as defined under NCLB), schools receiving School Improvement Grants (SIG), schools identified for comprehensive support (as defined under ESSA), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

1-31. How many lowest-performing Title I schools in the state are operating under alternative management during this school year (2017–18) as part of a school improvement effort?

These might include schools that were transferred to state control, converted to charter schools, or turned over to external school management organizations. Include schools that were turned over to alternative management in earlier years, if they remained under that management in 2017–18.

*(Enter the number of Title I schools for each category. If “none” enter 0.)*

*Check this box if some schools fit more than one of these categories. Please count schools in each relevant category, so for example, if a school is converted to a charter school and in a statewide accountability district, count that school in both rows A and B. However, please count each school once in the total (row D).*

	NUMBER OF LOWEST- PERFORMING TITLE I SCHOOLS	DON'T KNOW
a. Direct state control or statewide accountability district.....	_____	DK
b. Converted to charter school.....	_____	DK
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	DK
d. TOTAL LOWEST-PERFORMING TITLE I SCHOOLS UNDER ALTERNATIVE MANAGEMENT.....	_____	DK

**IF YOUR STATE REQUIRED THAT LOWEST-PERFORMING SCHOOLS IMPLEMENT INTERVENTIONS IN 2017–18, REGARDLESS OF HOW THOSE SCHOOLS ARE LABELED OR IDENTIFIED, PROCEED TO THE NEXT QUESTIONS ABOUT THE STATE’S LOWEST-PERFORMING SCHOOLS.**

**IF LOWEST-PERFORMING SCHOOLS OF ANY TYPE IN YOUR STATE ARE NOT REQUIRED TO IMPLEMENT INTERVENTIONS IN 2017–18, SKIP TO QUESTION 1-43.**

The next questions ask about interventions in the state’s lowest-performing Title I schools – however the state defines lowest-performing – during this school year (2017–18).

1-32. Thinking about the state’s lowest-performing Title I schools that were implementing interventions during this school year (2017–18), what interventions, if any, did the state require during this school year (2017–18)?

Interventions	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	REQUIRED	NOT REQUIRED
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance.....	1	0
b. School improvement plans were required to be available to the public.....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance.....	1	0
d. Schools or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance.....	1	0
e. Districts must offer students in a low-performing school the option to attend a different school (school choice).....	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
g. Schools must work with an outside organization offering managers and coaches to support rapid school improvement.....	1	0
h. Schools must implement interventions selected from a list of evidence-based programs and models identified by the state.....	1	0
i. Schools must participate in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance.....	1	0
j. Schools must join a state-operated school improvement district.....	1	0
k. Schools must take some other action..... (Specify): _____	1	0

1-33. Are all, some, or none of the lowest-performing Title I schools in the state implementing the following academic and structural changes during this school year (2017-18)?

School academic and structural changes	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0

1-34. In how many lowest-performing Title I schools did improvement efforts involve major staffing changes immediately prior to the start of this school year (2017-18), that is, during the summer of 2017?

*Enter the number of lowest-performing Title I schools in which the principal was replaced or in which half or more of the teaching staff was replaced immediately before the start of the 2017-18 school year as part of the school improvement plan.*

	NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS	NONE	DON'T KNOW
a. Principal replaced.....	_____	0	DK
b. Half or more of the teaching staff replaced.....	_____	0	DK

1-35. Do the state’s current teacher assignment laws or policies for lowest-performing Title I schools in 2017–18 permit any of the following?

	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Financial incentives for teachers to begin or continue to work in the state's lowest-performing Title I schools.....	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the lowest-performing Title I schools.....	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the lowest-performing Title I schools.....	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions.....	1	0
e. School discretion or authority to decide which staff to hire for the lowest-performing Title I schools.....	1	0
f. Exemptions from teacher tenure rules that affect placement in or removal from the lowest-performing Title I schools.....	1	0
(Specify): _____		



**1-36. How is your state promoting the use of evidence-based models, interventions, or strategies by lowest-performing Title I schools implementing interventions during this school year (2017-18)?**

	SELECT ONE RESPONSE IN EACH ROW		
	STATE SUPPORT FOR THE USE OF EVIDENCE-BASED STRATEGIES		
	YES	NO	NA
a. The state provided district and school leaders with information about evidence-based models, interventions, or strategies to improve student performance.....	1	0	
b. The state provided a list of vetted partners that district and school leaders could engage to implement approved evidence-based strategies.....	1	0	
c. The state linked district and school leaders with staff from the U.S. Department of Education's Regional Educational Laboratories or Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
d. The state referred district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
e. District applications for school improvement funds must describe the evidence base for proposed interventions, or they receive competitive preference for describing such evidence.....	1	0	NA
f. District applications for school improvement funds must include plans for evaluating the effectiveness of interventions, or they receive competitive preference for evaluation plans.....	1	0	NA
g. Something else..... (Specify): _____	1	0	

### Support and Resources for Lowest Performing Title I Schools

1-37. During this school year (2017–18), which of the following organizational or administrative structures are in place in your state to support school improvement efforts?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State staff or office whose sole responsibility is to support school improvement.....	1	0
b. Regional staff or office, serving multiple districts, whose sole responsibility is to support school improvement.....	1	0
c. Contracts with external consultants to support school improvement.....	1	0
d. State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with English learners.....	1	0
e. State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with students with disabilities.....	1	0
f. Monitoring or reporting requirements specifically for lowest-performing schools.....	1	0
g. Something else..... (Specify): _____	1	0

1-38. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to principals in lowest-performing Title I schools, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST- PERFORMING TITLE I SCHOOLS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0
d. Topic(s) chosen by the district or school.....	1	0
e. Some other topic.....	1	0

(Specify): \_\_\_\_\_

1-39. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what **additional professional development or technical assistance** has the state provided to **teachers** in lowest-performing Title I schools, **beyond what is available to any Title I school?**

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0
e. Topic(s) chosen by the district or school.....	1	0
f. Some other topic.....	1	0

(Specify): \_\_\_\_\_

1-40. During this school year (2017–18), what **additional** resources did the state provide to lowest-performing Title I schools, **beyond what is available to any Title I school?**

	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan.....	1	0
b. Additional resources to be used to reduce class sizes or to maintain low class sizes.....	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year) or to maintain extended day or extended school year schedules.....	1	0
d. Additional resources for other purposes.....	1	0

(Specify): \_\_\_\_\_

## Monitoring and Support for Lowest-Performing Title I Schools

We would like to learn more about how your state plans to monitor the activities and progress of lowest-performing Title I schools during this school year (2017–18).

1-41. Please identify the entity with the largest role in each activity below to support and improve lowest-performing Title I schools in your state during this school year (2017–18). We have specified the role we are asking about for each activity in parentheses.

*Note: If this varies for different lowest-performing schools, please think about the response relevant to the largest number of lowest-performing schools.*

	SELECT ONE RESPONSE IN EACH ROW				
	THE SCHOOL	THE DISTRICT	A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	THE STATE EDUCATION AGENCY	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work).....	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority)	1	2	3	4	NA
c. Deciding to replace the principal (entity with the most decision-making authority)	1	2	3	4	NA
d. Establishing timetables for implementing interventions (entity with the most decision-making authority).....	1	2	3	4	NA
e. Providing technical assistance to the school in implementing interventions (entity doing the most work).....	1	2	3	4	NA
f. Monitoring the implementation of interventions (entity with the most responsibility for monitoring).....	1	2	3	4	NA
g. Monitoring the school's progress toward improvement targets (entity with the most responsibility for monitoring).....	1	2	3	4	NA
h. Setting exit criteria for schools in this category (entity with the most decision-making authority).....	1	2	3	4	NA
i. Deciding to close the school (entity with the most decision-making authority).....	1	2	3	4	NA

1-42. During this school year (2017-18), which of the following strategies are used for supporting and monitoring the lowest-performing Title I schools in your state and, for each strategy, how often is it used?

LOWEST-PERFORMING TITLE I SCHOOLS	USED FOR SUPPORTING AND MONITORING IN YOUR STATE?		IF YES, HOW OFTEN USED FOR EACH LOWEST PERFORMING TITLE I SCHOOL? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community.....	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Create networks of schools that work together to support school improvement.....	1	0	1	2	3	4	_____
f. Other..... (Specify):_____	1	0	1	2	3	4	_____

### Targeted Support and Additional Targeted Support Schools

Under ESSA, states are identifying schools with low subgroup achievement for targeted support and improvement. The next three questions refer to those schools as Targeted Support and Additional Targeted Support schools.

1-43. How will the state identify the Targeted Support schools? (Exclude Additional Targeted Support schools in this response.)

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Schools with the largest within-school subgroup achievement gaps.....	1	0
b. Schools with a consistently under-performing subgroup.....	1	0
c. Schools with a subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools.....	1	0
d. Some other method..... (Specify):_____	1	0

1-44. During this school year (2017-18), how many Title I and non-Title I schools are identified as Targeted Support schools and how many are identified as Additional Targeted Support schools (items A and B)?

Check box if any schools are included as both Targeted Support and Additional Targeted Support schools.

In item C, provide the total unduplicated number of Targeted Support and Additional Targeted Support schools.

If your state had no Targeted Support schools or no Additional Targeted Support schools in 2017-18, enter 0 for that item.

	NUMBER OF TITLE I SCHOOLS	NUMBER OF NON-TITLE I SCHOOLS
a. Targeted Support schools.....	_____	_____
b. Additional Targeted Support schools.....	_____	_____
c. TOTAL: Targeted Support and Additional Targeted Support schools.....	_____	_____

1-45. During this school year (2017-18), has the state continued to implement interventions in Title I schools previously identified as Focus schools (as defined under ESEA flexibility)?

SELECT ONE RESPONSE

- Yes..... 1
- No..... 0
- The state never identified Focus schools.....NA

**Interventions in Title I Schools with Low-Performing Subgroups**

The next questions ask about interventions during this school year (2017-18) in schools that are not the state’s lowest-performing schools, but have been identified because of low-performing subgroups or subgroup achievement gaps. These schools include Targeted Support and/or Additional Targeted Support schools identified under ESSA or previously-identified Focus schools as defined under ESEA flexibility. We refer to these schools as “schools with low-performing subgroups.”

**IF YOUR STATE IS NOT REQUIRING INTERVENTIONS IN PREVIOUSLY-IDENTIFIED FOCUS SCHOOLS OR IN TARGETED SUPPORT SCHOOLS THIS SCHOOL YEAR, SKIP TO QUESTION 1-55.**

1-46. Does the state require any interventions or changes to be made in Title I schools with low-performing subgroups during this school year (2017-18)?

SELECT ONE RESPONSE

**TITLE I  
SCHOOLS WITH LOW-  
PERFORMING SUBGROUPS**

- a. State requires specific interventions/changes in Title I schools with low-performing subgroups..... 1
- b. State leaves interventions/changes in Title I schools with low-performing subgroups to local discretion with state approval..... 2
- c. State leaves interventions/changes in Title I schools with low-performing subgroups completely to local discretion..... 3

1-47. For Title I schools with low-performing subgroups, what interventions, if any, did the state require during this school year (2017-18)?

Interventions for Title I schools with low-performing subgroups	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	REQUIRED	NOT REQUIRED
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance.....	1	0
b. School improvement plans were required to be available to the public.....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance.....	1	0
d. Schools or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance.....	1	0
e. Districts must offer students in a school with low-performing subgroups the option to attend a different school (school choice).....	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services)...	1	0
g. Schools must implement interventions selected from a list of evidence-based programs and models identified by the state	1	0
h. Schools must take some other action..... (Specify): _____	1	0

1-48. Are all, some, or none of the Title I schools with low-performing subgroups in the state implementing the following academic and structural changes during this school year (2017-18)?

School academic and structural changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0



**1-49. How is the state promoting the use of evidence-based models, interventions, or strategies by Title I schools with low-performing subgroups implementing intervention strategies during this school year (2017-18)?**

	SELECT ONE RESPONSE IN EACH ROW		
	STATE SUPPORT FOR THE USE OF EVIDENCE-BASED STRATEGIES		
	YES	NO	NA
a. The state provided district and school leaders with information about evidence-based models, interventions, or strategies to improve student performance.....	1	0	
b. The state provided a list of vetted partners that district and school leaders could engage to implement approved evidence-based strategies.....	1	0	
c. The state linked district and school leaders with staff from the U.S. Department of Education’s Regional Educational Laboratories or Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
d. The state referred district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
e. District applications for school improvement funds must describe the evidence base for proposed interventions, or they receive competitive preference for describing such evidence.....	1	0	NA
f. District applications for school improvement funds must include plans for evaluating the effectiveness of interventions, or they receive competitive preference for evaluation plans.....	1	0	NA
g. Something else..... (Specify): _____	1	0	

### Support and Resources for Title I Schools with Low-Performing Subgroups

1-50. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to principals in Title I schools with low-performing subgroups, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0
d. Topic(s) chosen by the district or school.....	1	0
e. Some other topic..... (Specify):_____	1	0

1-51. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to teachers in Title I schools with low-performing subgroups, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0
e. Topic(s) chosen by the district or school.....	1	0
f. Some other topic..... (Specify):_____	1	0

1-52. During this school year (2017-18), what additional resources did the state provide to Title I schools with low-performing subgroups, beyond what is available to any Title I school?

	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan.....	1	0
b. Additional resources to be used to reduce class sizes or to maintain low class sizes.....	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year) or to maintain extended day or extended school year schedules.....	1	0
d. Additional resources for other purposes..... (Specify): _____	1	0

### Monitoring and Support for Title I Schools with Low-Performing Subgroups

We would like to learn more about how your state plans to monitor the activities and progress of Title I schools with low-performing subgroups during this school year (2017–18).

1-53. Please identify the entity with the largest role in each of the activities below to support and improve Title I schools with low-performing subgroups in your state in 2017–18. We have specified the role we are asking about for each activity in parentheses.

*NOTE: If this varies for different schools with low-performing subgroups, please think about the response relevant to the largest number of schools with low-performing subgroups.*

	SELECT ONE RESPONSE IN EACH ROW				
	THE SCHOOL	THE DISTRICT	A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	THE STATE EDUCATION AGENCY	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work) .....	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority) .....	1	2	3	4	NA
c. Establishing timetables for implementing interventions (entity with the most decision-making authority) .....	1	2	3	4	NA
d. Providing technical assistance to the school in implementing interventions (entity doing the most work) .....	1	2	3	4	NA
e. Monitoring the implementation of interventions (entity with the most responsibility for monitoring) .....	1	2	3	4	NA
f. Monitoring the school’s progress toward improvement targets (entity with the most responsibility for monitoring) .....	1	2	3	4	NA
g. Setting exit criteria for schools in this category (entity with the most decision-	1	2	3	4	NA

SELECT ONE RESPONSE IN EACH ROW				
THE SCHOOL	THE DISTRICT	A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	THE STATE EDUCATION AGENCY	NOT APPLICABLE

making authority)

.....

1-54. During this school year (2017-18), which of the following strategies are used for supporting and monitoring the Title I schools with low-performing subgroups in your state and, for each strategy, how often is it used?

TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	USED FOR SUPPORTING AND MONITORING IN YOUR STATE?		IF YES, HOW OFTEN USED FOR EACH TITLE I SCHOOL WITH LOW-PERFORMING SUBGROUPS? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences...	1	0	1	2	3	4	_____
c. Discussions with parents/ community.....	1	0	1	2	3	4	_____
d. Analysis of student data..	1	0	1	2	3	4	_____
e. Create networks of schools that work together to support school improvement.....	1	0	1	2	3	4	_____
f. Other..... (Specify):_____	1	0	1	2	3	4	_____

**NOTE: The next two questions ask about state staff support for Title I lowest-performing schools and Title I schools with low-performing subgroups.**

**1-55. During this school year (2017-18), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its lowest-performing Title I schools and Title I schools with low-performing subgroups and their districts?**

*(Enter the number of FTE staff or select "none." If "none", skip the next question.)*

\_\_\_\_\_ NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING LOWEST-PERFORMING TITLE I SCHOOLS OR TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS →

NONE.....0

**SKIP TO TEXT BEFORE 1-57**

**1-56. How many lowest-performing Title I schools and Title I schools with low-performing subgroups, in total, are being served by those state staff or state-funded consultants?**

*Enter the number of schools. If "none," enter 0.*

\_\_\_\_\_ NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS SERVED

\_\_\_\_\_ NUMBER OF TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS SERVED (ENTER ZERO IF STAFF OR CONSULTANTS SERVE ONLY TITLE I LOWEST-PERFORMING SCHOOLS.)

### Support for Title I Schools that Missed Performance Targets in 2016-17

The next questions ask about Title I schools in your state that are NOT lowest-performing schools or schools with low-performing subgroups.

- 1-57. Excluding lowest-performing schools or schools with low-performing subgroups, did your state hold other Title I schools accountable for meeting any state targets for student performance on state assessments taken in the last school year (2016-17)?

*NOTE: The policies may be directed toward all schools or just Title I schools. We focus specifically on the schools that have not already been identified as lowest-performing or with low-performing subgroups.*

SELECT ONE RESPONSE

- Yes.....1  
No.....0 → SKIP TO 1-61

- 1-58. Excluding lowest-performing schools or schools with low-performing subgroups, did any school in your state fall short of state targets for school performance on state assessments taken in the previous school year (2016-17)?

SELECT ONE RESPONSE

- Yes.....1  
No.....0 → SKIP TO 1-61

- 1-59. Excluding lowest-performing schools and schools with low-performing subgroups, did your state require Title I schools falling short of state targets for student performance on state assessments taken in 2016-17 to take any action during this school year (2017-18)?

SELECT ONE RESPONSE

- a. Yes, all schools falling short of state targets for student performance were required to take action..... 1
- b. Some schools falling short of state targets for student performance were required to take action..... 2  
(Specify):\_\_\_\_\_
- c. No, schools falling short of state targets for student performance were not required to take action..... 3 → IF NO, SKIP TO 1-62
- d. No, there were no state targets for student performance in 2016-17..... 4 → IF NO, SKIP TO 1-62



1-60. For Title I schools that did not meet state targets for student performance on state assessments taken in 2016-17 (excluding lowest-performing schools and schools with low-performing subgroups), what interventions, if any, did the state require during this school year (2017-18)?

	SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED
<b>Interventions for Title I schools falling short of student performance targets (excluding lowest-performing schools and schools with low-performing subgroups)</b>		
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance.....	1	0
b. School improvement plans were required to be available to the public.....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance.....	1	0
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance.....	1	0
e. Districts must offer students the option to attend a different school (school choice) because of the low performance of the students' school.....	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
g. Schools must take some other action.....	1	0
(Specify): _____		

1-61. During this school year (2017-18), how did the state monitor Title I schools that did not meet state targets for student performance (excluding lowest-performing schools and schools with low-performing subgroups) on state assessments taken in 2016-17?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The State Education Agency reviewed and provided feedback on the school improvement plan.....	1	0
b. The school improvement plan had to be approved by the State Education Agency.....	1	0
c. The State Education Agency monitored the thoroughness of district oversight of schools as appropriate to the performance category of those schools.....	1	0
d. The State Education Agency conducted monitoring visits to all schools in this performance category.....	1	0
e. The State Education Agency conducted monitoring visits to a sample of schools in this performance category.....	1	0
If you indicated "yes" for item "e", what percentage of schools in this performance category received monitoring visits? _____ PERCENT		

**Concluding Question**

1-62. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2017-18)?

	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Communicating to districts, schools, and parents about the state's school accountability system under ESSA.....	1	2	3
b. Measuring school quality or student progress as part of the state's school accountability system under ESSA.....	1	2	3
c. Implementing the state's new accountability system under ESSA.....	1	2	3
d. Supporting districts and/or schools in the process of turning around lowest-performing schools.....	1	2	3
e. Monitoring districts and/or schools with lowest-performing schools or schools with low-performing subgroups.....	1	2	3
f. Providing support to districts with schools that are neither lowest-performing nor highest-performing	1	2	3
g. Reporting per-pupil expenditures at the school level.....	1	2	3
h. Some other type of expertise.....	1	2	3

(Specify): \_\_\_\_\_

**Comments to clarify (if needed):**

**Thank you for completing this survey section.**

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

## Section 2. Improving Teacher and Leader Effectiveness

### DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

**Summative assessments** are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

**Standardized assessments** are assessments consistently administered and scored for all students in the same grades and subjects, districtwide or statewide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

**Student achievement growth** is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on state summative assessments or other standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are student achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

### Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your state during this school year (2017-18). Please respond to the questions in this section based on the evaluation system that is used for the majority of teachers in your state during this school year (2017-18).

2-1. During this school year (2017-18), which of the following statements best describes the state’s requirements and regulations related to teacher evaluation?

SELECT ONE RESPONSE

Districts in your state are required to use a uniform evaluation model prescribed by the state (note that a uniform evaluation model is one where all school districts are required to use the same observation rubric, student achievement measures, and minimum number of observations).....1

Districts in your state are required to adopt the state model for evaluating teachers if they cannot meet or surpass state expectations, sometimes referred to as the state default model.....2

Districts in your state may adopt but are not required to adopt the state model for evaluating teachers, sometimes referred to as the state exemplar model.....3

Districts are permitted to select their own teacher evaluation models as long as they comply with state statutes and rules.....4

2-2. During this school year (2017-18), do state regulations stipulate a specific number of rating levels or a minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall teacher performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE RESPONSE

Yes, districts must use a specific or minimum number of rating categories for teacher evaluation.....1

Specify specific or minimum number of rating categories \_\_\_\_\_

No, there is no specific or minimum number of rating categories that districts must use for teacher evaluation.....0

The next two questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using value added measures (VAMs), student growth percentiles (SGPs), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

2-3. During this school year (2017-18), does your state require that student achievement growth be used as one component of the performance evaluation for some, all, or no teachers? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.

*(Note: In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of Art, Music, Physical Education, and special populations, such as English learners or students with disabilities.)*

SELECT ONE RESPONSE

The state requires student achievement growth to be included as an evaluation component for some but not all teachers.....1

The state requires student achievement growth to be included as an evaluation component for all teachers across all grades (K-12), all subjects, and special education.....2

The state does not require student achievement growth to be included in teacher evaluations, but local districts may choose to include it.....3

The state does not permit student achievement growth to be included in the evaluations of any teachers.....4

2-4. During this school year (2017–18), does the state require any of the following sources of information on teacher performance (other than student achievement growth) be used in teacher evaluations for some or all teachers?

(In the response options below “fulfills a required choice” means that the state required districts to select one of a number of options. For example, the state could require either classroom observations made by school administrators or observations made by other staff.)

Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate teacher performance and skip to 2-5.

	SELECT ONE RESPONSE IN EACH ROW			
	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR TEACHER EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator.....	1	2	3	4
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	2	3	4
c. Classroom observations conducted by the principal or other school administrator not using a standardized rubric or checklist.....	1	2	3	4
d. Teacher self-assessment.....	1	2	3	4
e. Portfolios or other artifacts of teacher professional practice.....	1	2	3	4
f. Assessments by a peer or mentor teacher that are <u>not</u> based on a teacher professional practice rubric...	1	2	3	4
g. Student work samples.....	1	2	3	4
h. Student surveys or other student feedback.....	1	2	3	4
i. Parent surveys or other parent feedback.....	1	2	3	4
j. Something else.....	1	2	3	4
(Specify): _____				



2-5. During this school year (2017–18), how frequently does your state require an evaluation for the following types of teachers?

*(If various evaluation components (e.g., observations, student growth measures) occur at different frequencies, select the frequency associated with the teacher’s summative evaluation.)*

Check box and skip to 2-6 if the state leaves the number of required evaluations up to the district.

	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better.....	0	1	2	3	4
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent).....	0	1	2	3	4
c. Probationary or non-tenured teachers.....	0	1	2	3	4

2-6. During the 2017–18 school year, how many formal observations does your state require must be completed during the evaluation period or cycle for each of the following types of teachers?

*(Enter the number in each row. Enter “0” if your state does not have a required number of observations. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist Include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation.*

*If the number of observations varies for teachers in a particular row (e.g., varies by teaching experience) enter the number of observations that applies to the largest group of teachers in that row.)*

	NUMBER OF FORMAL OBSERVATIONS REQUIRED
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better.....	_____
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent).....	_____
c. Probationary or non-tenured teachers.....	_____

### Uses of Teacher Evaluation Results

2-7. Does the state require, recommend (but not require), permit, or prohibit teacher evaluation results for this year (2017-18) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW				
REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA

**Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher professional development:**

a. Planning professional development for individual teachers.....	1	2	3	4	
b. Development of performance improvement plans for low-performing teachers.....	1	2	3	4	
c. Setting goals for student achievement growth for the next school year.....	1	2	3	4	
d. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	2	3	4	

**Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher career advancement:**

e. Recognizing high-performing teachers.....	1	2	3	4	
f. Determining annual salary increases.....	1	2	3	4	
g. Determining bonuses or performance-based compensation other than salary increases.....	1	2	3	4	
h. Granting tenure or similar job protection.....	1	2	3	4	NA
i. Career advancement opportunities, such as teacher leadership roles.....	1	2	3	4	
j. Determining eligibility to transfer to other schools.....	1	2	3	4	

**For low-performing teachers, evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about:**

k. Loss of tenure or similar job protection.....	1	2	3	4	NA
l. Sequencing potential layoffs if the district needs to reduce staff.....	1	2	3	4	
m. Dismissal or terminating employment for cause.....	1	2	3	4	

### Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your state during this school year (2017–18). Please respond to the questions in this section based on the evaluation system that is used for the majority of principals in your state during this school year (2017–18).

2-8. During this school year (2017–18), which of the following statements best describes the state’s requirements and regulations related to principal evaluation?

SELECT ONE RESPONSE

Districts in your state are required to use a uniform evaluation model prescribed by the state (*note that a uniform evaluation model is one where all school districts are required to use the same observation rubric, student outcome measures, and minimum number of observations*).....1

Districts in your state are required to adopt the state model for evaluating principals if they cannot meet or surpass state expectations, sometimes referred to as the state default model.....2

Districts in your state may adopt but are not required to adopt the state model for evaluating principals, sometimes referred to as the state exemplar model.....3

Districts are permitted to select their own principal evaluation models as long as they comply with state statutes and rules.....4

2-9. During this school year (2017–18), do state regulations stipulate a specific number of rating levels or a required minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall principal performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE RESPONSE

Yes, districts must use a specific or minimum number of rating categories for principal evaluation.....1

Specify specific or minimum number of rating categories \_\_\_\_\_

No, there is no specific or minimum number of rating categories that districts must use for principal evaluation.....0

2-10. During this school year (2017–18), does the state require any student outcomes for use in principal evaluations for elementary, middle school, or high school principals?

- Check box if your state has no legislation or regulations about using student outcomes to evaluate principal performance and skip to 2-11.

SELECT ONE RESPONSE IN EACH ROW				
	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Student outcomes for elementary and middle school principals.....	1	2	3	4
b. Student outcomes for high school principals .....	1	2	3	4

2-11. During this school year (2017–18), how frequently does your state require an evaluation for the following types of principals?

*(If various evaluation components (e.g., observations, student achievement measures) occur at different frequencies, select the frequency associated with the principal’s summative evaluation.)*

- Check box and skip to 2-12 if the state leaves the number of required evaluations up to the district.

SELECT ONE RESPONSE IN EACH ROW					
FREQUENCY OF EVALUATIONS					
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Principals whose previous performance was rated effective, satisfactory, proficient, or better.....	0	1	2	3	4
b. Principals whose previous performance was rated unsatisfactory (or the equivalent).....	0	1	2	3	4

### Monitoring District Teacher Evaluation

2-12. During this school year (2017-18), what information does the state require districts to submit in order to monitor implementation of teacher evaluation practices according to state requirements and regulations?

*(Note that submission includes requiring districts to enter the information into a state data system that the state uses for monitoring purposes.)*

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The district's plans for evaluating teachers, including information about any measures that are selected by districts.....	1	0
b. Periodic reports about the number of teachers observed or rated over a specific time period.....	1	0
c. Periodic reports about meeting other milestones or progress indicators (such as the number of teachers who participated in a discussion of the past year's performance by a specific date).....	1	0
d. Plans describing what will be done to improve the performance of teachers identified as ineffective, low-performing, or unsatisfactory.....	1	0
e. Periodic reports on the number or percentage of teachers identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated.....	1	0
f. Reports on the number or percentage of teachers whose performance evaluation included a measure of student achievement growth.....	1	0
g. Plans for using evaluation results in hiring/placement/promotion decisions....	1	0
h. Other..... <i>(Specify):</i> _____	1	0

**Educator Distribution**

2-13. Within the past 12 months, has your state examined information about the distribution of teacher quality or effectiveness across schools or districts serving different student populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE RESPONSE

Yes, conducted by a contractor hired by the State Education Agency.....1

Yes, conducted by State Education Agency staff.....2

No.....0

→ SKIP TO 2-16

2-14. What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teacher evaluation ratings.....	1	0
b. Teacher effectiveness as measured by value added measures (VAMs) or student growth percentiles (SGPs).....	1	0
c. Teacher effectiveness as measured by student learning objective (SLOs) or student growth objectives (SGOs).....	1	0
d. Teacher experience.....	1	0
e. Teacher certification.....	1	0
f. Teacher education (e.g., proportion of teachers with master’s degrees).....	1	0
g. Assignment of teachers to grades or classes outside of their field of certification.....	1	0
h. Other.....	1	0
(Specify): _____		

**2-15. What actions has your state taken to address any inequities found in teacher quality or effectiveness?**

**Check box if not applicable - Analysis found no substantial inequities in teacher quality or effectiveness and skip to 2-16.**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State provided findings about inequities to school districts and/or the public.	1	0
b. State required school districts to develop a plan for addressing inequities.....	1	0
c. State established financial incentives to encourage qualified or effective teachers to move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
d. State provided assistance or support (other than financial incentives) to districts on ways to recruit higher quality/more effective teachers to the schools with lower quality/less effective teachers.....	1	0
e. State provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective teachers.....	1	0
f. State encouraged the development of career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers.....	1	0
g. State has provided assistance or support to improve teaching and learning environments at schools with lower levels of teacher quality or effectiveness	1	0
h. Other..... (Specify): _____	1	0
i. State has not taken action to address inequities in access to effective teachers.....	1	0

**Educator Preparation**

**2-16. Within the past 12 months, has the state assessed the effectiveness of any of its teacher preparation programs? Indicate whether the state assessed the effectiveness of traditional preparation programs or alternative preparation programs. (Select NA if your state does not have alternative preparation programs.)**

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Traditional programs.....	1	0	
b. Alternative programs.....	1	0	NA

**IF NO OR NA ANSWERED TO BOTH ITEMS IN 2-16 SKIP TO 2-18.**

**2-17. Within the past 12 months, which of the following types of information did the state use to assess the effectiveness of any of its teacher preparation programs? Please indicate if each type of information has been used for assessing effectiveness of traditional preparation programs only, alternative preparation programs only, both traditional and alternative programs, or neither.**

	SELECT ONE RESPONSE IN EACH ROW			
	TRADITIONAL ONLY	ALTERNATIVE ONLY	BOTH TRADITIONAL AND ALTERNATIVE	NEITHER
a. The percentage of the program's graduates who earn certification.....	1	2	3	0
b. The percentage of the program's graduates placed in teaching jobs.....	1	2	3	0
c. Rates of retention in the profession of the program's graduates.....	1	2	3	0
d. Teacher evaluation ratings of teachers who graduated from each program.....	1	2	3	0
e. Value added measures (VAMs) or student growth percentiles (SGPs) for teachers who graduated from each program.....	1	2	3	0
f. Classroom observation ratings for teachers who graduated from each program.....	1	2	3	0
g. Qualitative program reviews.....	1	2	3	0
h. Feedback from principals, other school staff, or human resources staff on credentialed teachers from each program.....	1	2	3	0
i. Something else..... (Specify): _____	1	2	3	0

**2-18. Within the past 12 months, has your state reported information about the effectiveness of the teachers they prepared to the schools of education or alternative preparation programs that the teachers attended or to the public using information listed in question 2-17?**

*(Select NA if your state did not have alternative preparation programs.)*

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. State reported information about effectiveness to schools of education.....	1	0	
b. State reported information about effectiveness of schools of education to the public.....	1	0	
c. State reported information about effectiveness to alternative preparation	1	0	NA



SELECT ONE RESPONSE IN EACH ROW		
YES	NO	NA

programs.....			
d. State reported information about effectiveness of alternative preparation programs to the public.....	1	0	NA

2-19. Since the 2013–14 school year, has your state modified its standards for teacher licensing or certification?

SELECT ONE RESPONSE

Yes.....	1
No.....	0

2-20. Since the 2013–14 school year, have any of the following changes been made to the standards for teacher licensing or certification?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. Additional pre-service clinical experience required.....	1	0
b. Broadened the grade or subject spans for specific licenses or certifications to allow teachers to teach more grades/subjects with a single license.....	1	0
c. Additional pre-service coursework required.....	1	0
d. Increased the rigor of licensure testing or performance assessment.....	1	0
e. Raised cut points required to pass licensure tests.....	1	0
f. Lowered cut points required to pass licensure tests.....	1	0
g. Changes to make it easier/quicker for teachers with licenses in other states to obtain licensure/certification in your state.....	1	0
h. Other .....	1	0
(Specify): _____		

2-21. During this school year (2017–18), did your state work with a consortium of other states to develop compatible standards on teacher licensing and certification that would facilitate reciprocal licensing?

SELECT ONE RESPONSE

Yes.....	1
No.....	0

2-22. During this school year (2017–18), has your state developed or supported teacher, principal, or school leader academies?

*(Note that academies are preparation programs designed to fill positions in schools with high-needs populations that can be independent of traditional university-based preparation programs. These programs include clinical preparation and awards a certificate of completion after candidates demonstrate effectiveness. Completion of the program would lead to*

*licensure.)*

**SELECT ONE RESPONSE**

- Yes, for teachers.....1
- Yes, for principals or other school leaders.....2
- Yes, for both teachers and principals or other school leaders.....3
- No.....0

2-23 During this school year (2017–18), has your state developed or supported teacher residency programs?

*Note that teacher residency programs are school-based teacher preparation programs that provide a prospective teacher not only with coursework but also with significant experience teaching alongside an experienced teacher for a least one academic year.*

SELECT ONE RESPONSE

Yes..... 1

No.....0

**Uses of Title II, Part A Funds for Teacher and Leader Development**

2-24. During this school year (2017–18), what percentage of the Title II, Part A funds allotted to your state education agency (SEA) (i.e., the 5 percent state set aside) were used for following activities?

*(Select NA if the SEA does not support the activity. Enter zero if the SEA supports the activity but it is not funded with SEA’s Title II, Part A funds. Otherwise, enter the percentage of the SEA’s Title II, Part A funds used for the activity. The sum of rows a-g should equal 100%. Your best estimate is fine.)*

	ENTER PERCENTAGE	
	SEA DOES NOT SUPPORT THIS ACTIVITY WITH TITLE II, PART A FUNDS	PERCENTAGE OF SEA’S TITLE II, PART A FUNDS
a. Administering class size reduction or providing districts with assistance with class size reduction.....	NA	%
b. Supporting/improving principal effectiveness (including principal preparation, hiring and placement, evaluation, professional development, and/or compensation).....	NA	%
<b>c. Supporting/improving teacher effectiveness</b>		
d. Developing or administering teacher certification/licensure.....	NA	%
e. Developing or administering programs to recruit, hire, place, or retain teachers, including differentiated or performance-based compensation systems, or strategies to improve equitable access to effective teachers.....	NA	%
f. Developing or administering teacher professional development and support (including coaching and professional learning communities) or assisting districts to do so.....	NA	%
g. Developing or administering teacher evaluation systems, or assisting districts to do so....	NA	%
h. All other activities funded with the SEA’s Title II, Part A funds.....		%
i. TOTAL.....		100%

Comments to clarify (if needed):

**Thank you for completing this survey section.**

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

### Section 3. State Content Standards

**DEFINITIONS FOR USE THROUGHOUT THIS SECTION:**

**Summative assessments** are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

**Diagnostic assessments** are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

This section includes questions about your state's content standards; the materials, professional development, and resources your state has provided to support implementation of those standards; and state high school graduation requirements. In addition, the section includes questions on your state's support of strategies to help students transition from one grade level to the next, and support of services, programs, and educational options to decrease the risk of students dropping out.

3-1. Since April 2014, has your state legislature, state education department, or state board of education made major, minor, or no changes to state content standards in the following subjects?

	SELECT ONE RESPONSE IN EACH ROW		
	STATE MADE MAJOR CHANGES TO STANDARDS	STATE MADE MINOR CHANGES TO STANDARDS	STATE HAS NOT CHANGED STANDARDS
a. English language arts (ELA).....	2	1	0
b. Math.....	2	1	0
c. Science.....	2	1	0
d. Social studies.....	2	1	0

3-2. During this school year (2017-18), are districts required to fully implement curricula aligned with the state content standards in some or all grades in the following subjects?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELA.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social studies.....	1	0

3-3. Since April 2014, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised English Language proficiency standards for English learners (ELs)?

SELECT ONE RESPONSE

Yes.....1  
No.....0

Next we would like to ask you about your state’s requirements for high school graduation.

3-4. For students graduating in 2018 (current seniors), does the state require students to meet proficiency- or competency-based high school graduation requirements?

*(Proficiency- or competency-based high school graduation requirements require students to demonstrate mastery or proficiency of particular material or a subject to earn a diploma. For example, students may be required to demonstrate proficiency in writing through their performance on an assessment or through a portfolio of work to earn a diploma. Importantly, proficiency- or competency-based high school graduation requirements are not based on “seat time” (i.e., time required to complete a course). These requirements may replace or supplement years of coursework graduation requirements.)*

SELECT ONE RESPONSE

Yes.....1  
No.....0 → SKIP TO 3-6

3-5. Do these proficiency- or competency-based requirements replace or supplement years of coursework requirements for specific subjects?

SELECT ONE RESPONSE

Replace.....1  
Supplement.....2

3-6. For students graduating in 2018 (current seniors), how many years of coursework in each of the following subjects does the state require for a standard or regular high school diploma?

(Use the other rows as needed to list other coursework requirements, including requirements across subjects such as one year of Art or Foreign Language.)

	SELECT ONE RESPONSE IN EACH ROW									
	YEARS OF COURSEWORK REQUIRED									
	NONE	0.5	1	1.5	2	2.5	3	3.5	4	
a. ELA.....	0	0.5	1	1.5	2	2.5	3	3.5	4	
b. Math.....	0	0.5	1	1.5	2	2.5	3	3.5	4	
c. Science (overall).....	0	0.5	1	1.5	2	2.5	3	3.5	4	
d. Social Studies/History.....	0	0.5	1	1.5	2	2.5	3	3.5	4	
e. World/Foreign Language.....	0	0.5	1	1.5	2	2.5	3	3.5	4	
f. Arts (Music, Drama, Fine Arts, other arts)...	0	0.5	1	1.5	2	2.5	3	3.5	4	
g. Physical Education.....	0	0.5	1	1.5	2	2.5	3	3.5	4	
h. Electives .....	0	0.5	1	1.5	2	2.5	3	3.5	4	
i. Other..... (Specify):_____	0	0.5	1	1.5	2	2.5	3	3.5	4	
j. Other..... (Specify):_____	0	0.5	1	1.5	2	2.5	3	3.5	4	
k. Other..... (Specify):_____	0	0.5	1	1.5	2	2.5	3	3.5	4	

3-7 For students graduating in 2018 (current seniors), please indicate the specific Math courses that are required for a standard or regular high school diploma (if specified in state requirements).

(Select "No" for the courses listed if particular Math courses are not specified in state requirements for a standard or regular high school diploma.)

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Algebra I.....	1	0
b. Geometry.....	1	0
c. Algebra II.....	1	0
d. Pre-Calculus.....	1	0
e. Calculus I.....	1	0
f. Other.....	1	0

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

(Specify): \_\_\_\_\_

3-8. Next, think about the graduation requirements for the incoming **freshman** class (students who will enter high school in fall 2018) compared to the graduation requirements for this year's **senior** class (students who entered high school in fall 2014).

In what ways are your state's course requirements for a standard or regular high school diploma for the incoming freshman class different than they are for this year's seniors? That is, compared to this year's seniors, are any of the following different for the incoming freshman class, and in what ways?

	SELECT ONE RESPONSE IN EACH ROW			
	GRADUATION REQUIREMENT S HAVE INCREASED	GRADUATION REQUIREMENT S HAVE DECREASED	GRADUATION REQUIREMENTS HAVE NOT CHANGED	REQUIREMENT NOT APPLICABLE
a. Required years of ELA.....	2	1	0	NA
b. Required years of Math.....	2	1	0	NA
c. Required years of Science (overall).....	2	1	0	NA
d. Required years of Social Studies/History..	2	1	0	NA
e. Specific required courses in Math.....	2	1	0	NA
f. Specific required courses in Science.....	2	1	0	NA
g. Specific academic domains or subjects with proficiency-or competency-based requirements.....	2	1	0	NA
h. Other course requirements.....	2	1	0	NA

(Specify): \_\_\_\_\_

3-9. During this school year (2017-18), what type of flexibility does the state give districts in setting graduation requirements for a standard or regular high school diploma?

Check box if all districts in the state must use the same graduation requirements for a standard or regular high school diploma and skip to 3-10.

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. Districts may set graduation requirements that exceed those set by the state.....	1	0
b. Districts may set graduation requirements but those requirements must be selected from a list of state-identified requirements.....	1	0



SELECT ONE RESPONSE IN EACH ROW	
YES	NO

c. Districts are given other flexibility in setting graduation requirements..... (Specify): _____	1	0
---	---	---

3-10. Which of the following strategies does your state currently use to evaluate how well the current state content standards prepare students for college and/or careers?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Track employment rates of students after graduation.....	1	0
b. Track enrollment in postsecondary education (two- and four-year programs).....	1	0
c. Track rates at which postsecondary students take remedial courses.....	1	0
d. Track postsecondary persistence rates (two- and four-year programs).....	1	0
e. Track students' postsecondary degree attainment within specified time since enrollment (two- and four-year programs).....	1	0
f. Confirm that the content standards are aligned with entrance requirements for credit-bearing coursework in the state's public institutions of higher education.....	1	0
g. Confirm that the content standards are aligned with relevant state career and technical education standards.....	1	0
h. Something else..... (Specify): _____	1	0

Next we would like to ask you about materials, training, and resources for district administrators, school leaders, and teachers to help them implement the current state content standards for English Language Arts (ELA) or Math.

3-11. During this school year (2017-18), which of the following materials has the state made available to help district administrators, school leaders, and teachers understand the current state content standards for English Language Arts (ELA) or Math and/or change curriculum and instruction based on these standards?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

**Materials to help align curriculum and instruction with the content standards**

a. Documents showing alignment between the previous state content standards and the current state content standards.....	1	0
b. Documents showing alignment between required state summative assessments and the current state content standards such as blueprints.....	1	0
c. Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks.....	1	0
d. A state-developed model curriculum for ELA or Math instruction for each grade level or course.....	1	0
e. Sample lesson plans consistent with the current state content standards.....	1	0
f. Examples or videos of instruction consistent with the current state content standards.....	1	0
g. Sample student work.....	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0
i. Banks of diagnostic assessment items aligned with the current state content standards....	1	0
j. Textbooks or other instructional materials aligned with the current state content standards.....	1	0

**Materials to facilitate instruction for special populations**

k. Documents showing alignment between the current state content standards and the state's English Language Proficiency standards.....	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the current state content standards.....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards.....	1	0

**Other materials**

n. Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards.....	1	0
o. Something else.....	1	0

(Specify): \_\_\_\_\_

**3-12. During this school year (2017-18) and including last summer (2017), has the state funded or provided professional development on the following topics related to the current state content standards in English Language Arts (ELA) or Math?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required.....	1	0
b. Instructional strategies consistent with the current state content standards, such as model lessons or designing student work.....	1	0
c. Adapting instruction to help English learners meet the current state content standards.....	1	0
d. Adapting instruction to help students with disabilities meet the current state content standards.....	1	0
e. Using student assessment data to improve instruction.....	1	0
f. Monitoring alignment of instruction with the current state content standards, such as the use of observation protocols.....	1	0

**3-13. During this school year (2017-18), in which of the following ways does the state monitor the implementation of the current state content standards for English Language Arts (ELA) or Math?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State requires districts to provide evidence of curriculum revisions.....	1	0
b. State requires districts to use a state model curriculum.....	1	0
c. State staff conduct visits or observations in districts.....	1	0
d. State reviews the district and school results of statewide student assessments that are aligned with the current state content standards.....	1	0
e. State requires teacher evaluations to include evidence of teaching approaches consistent with the current state content standards.....	1	0
f. State requires principal evaluations to include evidence that the current state content standards have been implemented in their schools.....	1	0
g. Other.....	1	0
(Specify): _____		

3-14. During this school year (2017-18), has your state provided funding to support access for K-12 students to any of the following:

*(Select yes only if the state provides funding specifically for the course or support listed.)*

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. On-line academic courses that are not otherwise available in a student's home school, including advanced courses, college-level courses, and career and technical education courses.....	1	0
b. Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses.....	1	0
c. Credit recovery courses that can help students who have failed a course obtain a high school diploma.....	1	0
d. Academic tutoring outside school hours to help struggling students.....	1	0
e. Other support for academic instruction or student academic support beyond what the student's home school can provide.....	1	0
(Specify): _____		

The next set of questions ask about state supports to help students transition from one grade level to the next and reduce the risk of students dropping out. Please reference the following definitions as you answer questions 3-15 through 3-17.

**Definitions for items 3-15 to 3-17:**

- **Accelerated credit accumulation** provides students with opportunities to fulfill credits in an expedited way so they can “catch up” with their same-age peers.
- **Adult advocate** is a trained individual whose primary task is to help students get back on track for graduation. The advocate provides individualized support to students, serving as a student’s “go-to person” within the school, and acting as a liaison among students, their families, and school staff. Advocates may be school staff or not employed by the district.
- **Alternative schools and programs** are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).
- **Credit recovery courses/programs** are opportunities allowing students to recover course credits from classes they have missed or failed.
- **Decelerated curriculum** refers to a curriculum that is spread over a longer period of time than a regular course. An example of a decelerated curriculum is an Algebra 1 course that is spread over two years or two class periods for an entire year. This definition applies to any curriculum that is decelerated specifically to meet the needs of students who may be at risk of failing a course.
- **Guided study hall/academic support period** is typically for students who are struggling academically. Teachers assist students by helping them manage their time and their assignments, and either provide or get them the academic support/tutoring that they need to complete homework and be successful in their classes. Teachers may also provide academic support in specific academic areas such as Math, Reading, or Social Studies.
- A **remediation class** is any class intended to bring students who are academically below grade level up to proficiency.
- **Smaller learning communities**, sometimes referred to as schools-within-a school, are smaller, more learning-centered units (communities) within a larger school environment, created with the goals of increasing student engagement and teacher involvement.
- **Summer bridge programs**, also known as summer transition academies, are programs designed to provide assistance to students before transitioning from one instructional level school to another (e.g., from middle school to high school). These programs may include, but are not limited to, providing academic support, remedial opportunities, study skills, and opportunities to connect to teachers or peers at the new school.
- **Transition-year academies** are smaller learning communities that serve all students in a specific grade and focus on the particular needs of students as they start middle school or high school.
- **Transitional 9th grade** is a program that allows students who struggled academically in 8th grade to repeat 8th grade in a high school setting.

3-15. During this school year (2017–18), has the state provided or funded technical assistance or training to support any of the following strategies to help students transition from elementary to middle school or from middle to high school?

*(Include assistance and training funded from any public source, as long as it is specifically intended for the purpose of assisting student transitions.)*

	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED OR FUNDED TA OR TRAINING	
	YES	NO
a. Summer bridge program (may also be known as summer transition academies).....	1	0
b. Student-to-student mentoring.....	1	0
c. Adult mentors.....	1	0
d. Advisory program or period to teach organizational or study skills.....	1	0
e. Advisory program or period to teach social/emotional skills such as responsible decision making, self-awareness, social awareness, or relationship skills.....	1	0
f. Orientation events for students and their families at the new school.....	1	0
g. Visits to the new school during the last year in the current school.....	1	0
h. Teaching students about new expectations in the next school setting during the last year in the current school.....	1	0
i. Individualized education or career plan for each student.....	1	0
j. Transition-year academies.....	1	0
k. Other.....	1	0
(Specify):_____		

**3-16. During this school year (2017-18), has the state provided or funded technical assistance or training to support any of the following services or programs that serve students at risk of dropping out?**

*(Include assistance and training funded from any public source, as long as it is specifically intended for the purpose of serving students at risk of dropping out.)*

	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED OR FUNDED TA OR TRAINING	
	YES	NO
a. Tutoring for students at risk of dropping out.....	1	0
b. Summer school to prevent grade retention.....	1	0
c. Remediation classes.....	1	0
d. Guided study hall/academic support period for students at risk of dropping out.....	1	0
e. Alternative schools or programs for students at risk of dropping out.....	1	0
f. Transitional 9 <sup>th</sup> grade.....	1	0
g. In-school counseling.....	1	0
h. Decelerated curriculum for any course.....	1	0
i. Accelerated credit accumulation.....	1	0
j. Credit recovery courses/programs.....	1	0
k. Smaller class size for students at risk of dropping out.....	1	0
i. Smaller learning communities within the school (sometimes referred to as schools- within-a-school).....	1	0
m. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes) for students at risk of dropping out.....	1	0
n. Adult advocates.....	1	0
o. Other.....	1	0
<i>(Specify):</i> _____		



3-17. During this school year (2017-18), does the state require or recommend that districts offer the following educational options as a strategy to decrease the risk of students dropping out?

(Select require or recommend only if one purpose of the educational option is to decrease the risk of students dropping out.)

	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRE	RECOMMEND	NOT REQUIRED OR RECOMMENDED
a. Career and technical education (CTE)	1	2	0
b. Work-based learning (e.g., internships/apprenticeships).....	1	2	0
c. Dual enrollment in postsecondary courses with a career/technical focus.....	1	2	0
d. Dual enrollment in postsecondary courses with an academic focus (e.g., English, Math, foreign languages).....	1	2	0
e. Advanced Placement or other advanced-level coursework to connect school work with college	1	2	0
f. Alternative schools or programs.....	1	2	0
g. Online programs.....	1	2	0
h. Other..... (Specify) _____	1	2	0

Comments to clarify (if needed):

**Thank you for completing this survey section.**

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

**Section 4. Assessments**

**DEFINITIONS FOR USE THROUGHOUT THIS SECTION:**

**Summative assessments** are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

**Student achievement growth** is the change in student achievement for an individual student between two or more points in time. Value added measures (VAMs) or student growth percentiles (SGPs) apply complex statistical methods to calculate achievement growth for a teacher's own students based on state summative assessments or other standardized assessments. VAMs and SGPs can also be calculated for

This section begins with a few questions about the 2016–17 school year related to time students spent taking required summative assessments and the extent of testing opt-outs. The section then turns to the 2017–18 school year and asks about the assessments your state requires districts to administer, any recent changes in those assessments, testing limits, and accommodations for assessments. The section also includes questions on availability and use of a state longitudinal data system, and a few questions on the existence and the contents of an Early Warning System to help identify students at risk of dropping out.

4-1. **During last school year (2016-17), for typical 4th- and 8th-grade students, about how many hours did each student spend on all summative assessments required by the state?**

*(Enter the maximum time allowed for all state-required summative assessments for each grade. Include all state-required summative assessments, regardless of whether they are used for federal accountability or other purposes. Your best estimate is fine.)*

Hours students spent taking all state-required summative assessments in 2016–17 in:

**ENTER THE NUMBER OF HOURS FOR EACH ROW**

- a. 4th grade..... \_\_\_\_\_
- b. 8th grade..... \_\_\_\_\_

4-2. **During last school year (2016-17), what percentage of students in tested grades in your state opted out of state summative assessments in ELA and Math in spring 2017?**

\_\_\_\_\_ PERCENT OF OPT-OUT STUDENTS IN ELA

\_\_\_\_\_ PERCENT OF OPT-OUT STUDENTS IN MATH

4-3. How did your state define student opt out when thinking about the percentage for question 4-2?

Opt-out students for the purposes of question 4-2 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students who did not participate in the state summative assessments because a parent requested an opt out.....	1	0
b. Students who did not participate in the state summative assessments for illness or medical emergency.....	1	0
c. Students who did not participate in the state summative assessments for other reasons.....	1	0
(Specify) _____		

4-4. How did your state define the denominator when thinking about the percentage for question 4-2?

Students in the denominator for question 4-2 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. All students enrolled in tested grades.....	1	0
b. 95% of students enrolled in tested grades.....	1	0
c. Something else.....		
(Specify): _____	1	0

4-5. **During this school year (2017-18), is your state responding to previous parent/student decisions to opt out of state summative assessments in the following ways?**

*(Answer yes only if the strategy is used to respond to opt outs.)*

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state is reducing the number of required state summative assessments.....	1	0
b. The state is shortening the required state summative assessments.....	1	0
c. The state is removing time limits for students to complete the required state summative assessments.....	1	0
d. The state is modifying the content of the required state summative assessments.....	1	0
e. The state began using a college entrance exam (SAT or ACT) for its high school assessment.....	1	0
f. The state is asking districts and schools to find ways to reduce opt-out.....	1	0
g. The state is focusing efforts on schools and districts with opt-out rates that put them at risk of falling below testing 95 percent of students.....	1	0
h. The state is engaging in a public information campaign to inform parents about the importance of state assessments.....	1	0
i. The state is increasing the involvement of teachers in the development of required state summative assessments.....	1	0
j. Other.....	1	0

(Specify): \_\_\_\_\_

The next questions ask about assessments for this school year (2017-18) including state exam requirements for a standard or regular high school diploma (not a GED).

4-6. For this school year (2017-18), did your state require districts to assess children’s academic readiness at kindergarten entry? By kindergarten entry assessment, we mean any test, survey, observation, or formal collection of quantitative data about the child’s development and achievement at about the time of kindergarten entry.

SELECT ONE RESPONSE

Yes..... 1

No.....0

4-7. Has your state developed (or made available) an assessment or battery of assessments that districts can use to assess children at kindergarten entry?

SELECT ONE RESPONSE

Yes..... 1

No.....0

4-8. During this school year (2017-18), what subjects are assessed using summative assessments statewide and in which grades between kindergarten and grade 8?

		SELECT ALL GRADES THAT APPLY IN EACH ROW OR SELECT "0" IF THERE IS NO STATE ASSESSMENT IN ANY OF THE GRADES									
		GRADE LEVEL									NO STATE ASSESSMENT IN ANY OF THESE GRADE LEVELS
a.	English language arts (ELA).....	K	1	2	3	4	5	6	7	8	0
b.	Math.....	K	1	2	3	4	5	6	7	8	0
c.	Science.....	K	1	2	3	4	5	6	7	8	0
d.	Social Studies.....	K	1	2	3	4	5	6	7	8	0

4-9. For students graduating in 2018 (current seniors), indicate the types of exams required in high school, whether the exams are required for a standard or regular high school diploma, and list the subjects included in each type of exam.

Type of High School Exam	SELECT ONE RESPONSE IN EACH ROW			
	STUDENTS MUST PASS EXAM(S)	STUDENTS MUST TAKE EXAM(S) BUT THOSE NOT PASSING MAY EARN A STANDARD/REGULAR DIPLOMA IN OTHER WAYS	STUDENTS MUST TAKE EXAM(S) BUT NO THRESHOLD SCORE REQUIRED	THIS EXAM IS NOT REQUIRED
a. End-of-course subject tests..... What subject tests are used for graduation purposes? (List those subjects) _____	3	2	1	0
b. A college entrance exam (SAT or ACT).....	3	2	1	0
c. Comprehensive exam, exit exam, or grade specific exam.....	3	2	1	0
d. Other..... (Specify): _____	3	2	1	0

4-10. For students graduating in 2018 (current seniors), do state requirements for a standard or regular high school diploma (not a GED) include any of the following non-course-unit form of student achievement evidence?

Requirements for a Standard or Regular High School Diploma	SELECT ONE RESPONSE IN EACH ROW			
	REQUIRED FOR ALL STUDENTS	AVAILABLE OPTION FOR ANY STUDENT	AVAILABLE OPTION FOR ELIGIBLE STUDENTS WITH DISABILITIES OR ENGLISH LEARNERS	NOT AN OPTION FOR ANY STUDENT
a. Alternative state assessment or the use of substitute scores from another assessment.....	3	2	1	0
b. Portfolio of coursework or end-of-course project(s).....	3	2	1	0
c. Individual waivers or appeals of exit exam requirements.....	3	2	1	0
d. Other..... (Specify): _____	3	2	1	0





**4-11. What question formats are used in your state summative assessments for 2017–18 in each content area from kindergarten through grade 8 and for high school end-of-course and exit exams? Four formats are defined below. (In each row, select the grades in which that particular question format was used or select “NA (Not Applicable)” if this type of format is not used at any grade level in the designated subject.)**

**TYPES OF QUESTIONS-RESPONSES:**

- **Single-step selected-response (multiple choice):** Includes questions in which students select from one set of response choices (for example, multiple choice or true-false)
- **Multiple-step selected-response:** Includes multiple choice questions that build on one another. Students select a response to the first question and the next question builds on that response. May involve scaffolding across these opportunities (for example, identify the theme of a passage, then identify two pieces of evidence from the passage for that theme)
- **Short constructed-response or grid-in:** Includes fill in the blank, or writing from one word to a few sentences in response to a prompt or single-step math or science item. Some math or science items require students to calculate an answer and then use a number grid to indicate that answer
- **Extended constructed-response:** Includes essay questions or questions where two or more paragraphs are written in response to a prompt or a multi-step show-your-work math or science item

SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW		
GRADE LEVEL - K THROUGH 8TH	HIGH SCHOOL	NA

**English language arts (ELA)**

a. Single-step selected-response (multiple choice)....	K	1	2	3	4	5	6	7	8	HS	NA
b. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	NA
c. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	NA
d. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	NA

**Math**

e. Single-step selected-response (multiple choice)....	K	1	2	3	4	5	6	7	8	HS	NA
f. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	NA
g. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	NA
h. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	NA

**Science**

i. Single-step selected-response (multiple choice) .	K	1	2	3	4	5	6	7	8	HS	NA
j. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	NA
k. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	NA
l. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	NA

**Social Studies**

m. Single-step selected-response (multiple choice) .	K	1	2	3	4	5	6	7	8	HS	NA
n. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	NA
o. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8	HS	NA
p. Extended constructed-response.....	K	1	2	3	4	5	6	7	8	HS	NA

4-12. Which, if any, of the following summative assessments will your state require districts to use (in grades 3–8 and in high school) in 2017–18 to gauge student achievement in ELA and/or Math for federal accountability purposes?

(Select “NA” (Not Applicable) if this assessment is not required in any of grades 3–8 or high school in ELA and Math.)

	SELECT ALL APPLICABLE GRADE LEVELS AND SUBJECTS IN EACH ROW				
	GRADES 3–8		HIGH SCHOOL		NA
	ELA	Math	ELA	Math	
<b>Consortium-based assessments</b>					
a. Assessments based entirely on the Smarter Balanced Assessment Consortium (Smarter Balanced) assessment items.....	1	2	3	4	NA
b. Assessments using a mix of assessment items from the Smarter Balanced assessment and other sources.....	1	2	3	4	NA
c. Assessments based entirely on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment items.....	1	2	3	4	NA
d. Assessments using a mix of assessment items from the PARCC assessment and other sources.....	1	2	3	4	NA
e. Assessments using newly developed items from a multistate agreement <i>other than Smarter Balanced or PARCC</i> .....	1	2	3	4	NA
<b>ACT or SAT assessments</b>					
f. ACT Aspire.....	1	2	3	4	NA
g. ACT WorkKeys.....			3	4	NA
h. ACT College Readiness Test.....			3	4	NA
i. SAT College Entrance Examination.....			3	4	NA
<b>Other assessments</b>					
j. End-of-grade or end-of-course assessments designed exclusively for our state.....	1	2	3	4	NA
k. Other end-of-grade or end-of-course assessments (such as an off-the-shelf assessment).....	1	2	3	4	NA
l. Other summative assessment..... (Specify):_____	1	2	3	4	NA

4-13. Which, if any, of the following alternate assessments will your state require districts to use (in grades 3-8 and in high school) in 2017-18 to gauge student achievement in ELA and/or Math for students with significant cognitive disabilities?

(Select "NA" (Not Applicable) for rows a-c if the assessment is not required for students with significant cognitive disabilities in any of grades 3-8 or high school in ELA and Math).

	SELECT ALL APPLICABLE GRADE LEVELS AND SUBJECTS IN EACH ROW				
	GRADES 3-8		HIGH SCHOOL		NA
	ELA	Math	ELA	Math	
a. Alternate assessments for students with significant cognitive disabilities developed by the National Center and State Collaborative (NCSC).....	1	2	3	4	NA
b. Alternate assessments for students with significant cognitive disabilities developed by the Dynamic Learning Maps (DLM) consortium...	1	2	3	4	NA
c. Our state's own alternate assessments for students with significant cognitive disabilities.....	1	2	3	4	NA
d. No alternate assessment required.....	1	2	3	4	

4-14. During this school year (2017-18), will the required state summative assessments in grades 3-8 and high school include computer adaptive testing?

(Computer adaptive testing (CAT) is a computer-based test where the computer adjusts the level of difficulty of assessment items given based on the test taker's responses. CAT is different from a computer-based test that replicates a paper and pencil assessment on a computer.)

Computer adaptive testing in summative assessments for:	SELECT ALL APPLICABLE GRADE LEVELS IN EACH ROW			
	GRADES 3-8		HIGH SCHOOL	
	YES	NO	YES	NO
a. English language arts (ELA).....	1	0	1	0
b. Math.....	1	0	1	0

4-15. During this school year (2017-18), will your state require districts to administer multiple, statewide interim assessments instead of a single summative assessment to gauge student achievement in any grade or subject?

SELECT ONE RESPONSE

- Yes.....1
- No.....0

4-16. During this school year (2017-18), has the state allowed districts to use a nationally recognized, but locally selected high school assessment such as the ACT or SAT in lieu of the state-required high school assessment for federal accountability purposes?

SELECT ONE RESPONSE

- Yes.....1
  - No.....0 →
- .....SKIP TO 4-18

4-17. Enter the name(s) of the assessment(s) districts are allowed to use in lieu of the state-required high school assessment for federal accountability purposes this school year (2017-18).

\_\_\_\_\_

4-18. In this school year (2017-18), were there state-specified limits on the amount of time students should spend on all summative assessments given by the state and by local districts and schools?

*(Note that "state-specified limits" are cumulative time limits on testing overall rather than time limits for students to complete individual assessments.)*

SELECT ONE RESPONSE

- Yes. In 2017-18, there were state-specified maximum time limits that could be used for summative assessments.....1
- No. In 2017-18, schools and districts had discretion to determine the amount of time spent on summative assessments beyond those required by the state.....0 → SKIP TO 4-20

4-19. Enter the state-specified limit on the time spent on all summative assessments as a percentage of instructional hours this school year 2017-18) for all students and by student grade (if applicable).

*(Note that "state-specified limits" are cumulative time limits on testing overall rather than time limits for students to complete individual assessments. Select NA if there is no limit for all students or for a particular grade level)*

Student grade level	ENTER ONE RESPONSE PER ROW	
	TESTING LIMIT AS A PERCENTAGE OF INSTRUCTIONAL HOURS	NOT APPLICABLE
a. All students.....	_____	NA
b. Grade 3.....	_____	NA
c. Grade 4.....	_____	NA
d. Grade 5.....	_____	NA
e. Grade 6.....	_____	NA
f. Grade 7.....	_____	NA
g. Grade 8.....	_____	NA
h. High school.....	_____	NA

4-20. On approximately what date (month and year) did the state deliver to districts the results of the spring 2017 state summative assessments for their students?

\_\_\_\_\_ (MM/YYYY)

Next we'd like you to think about your policies for state summative assessments for English learners and students with disabilities.

4-21. Which statement(s) below describe accommodations for state summative assessments that your state allows for English learners (ELs) in the content areas of English language arts (ELA) and/or Math?

(If ELs are given an accommodation for either ELA or Math, or only in certain grades, mark "Yes." If ELs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations → SKIP TO 4-23

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELs are given the same assessments as other general education students, but they may be <b>given extra time</b> .....	1	0
b. ELs are given the same assessments as other general education students, but <b>the assessment may be read aloud to the student in English (by an adult or using computer technology)</b> .....	1	0
c. ELs are given the same assessments as other general education students, but an <b>adult may translate the instructions into the student's primary language</b> .....	1	0
d. ELs are given the same assessments as other general education students, but an <b>adult may translate the reading passages into the student's primary language</b> .....	1	0
e. ELs are given the same assessments as other general education students, but an <b>adult may translate the entire assessment into the student's primary language</b> .....	1	0
f. ELs are given the same assessments as other general education students, but the <b>assessment booklet (or online version) can be provided in the student's primary language</b> .....	1	0
g. ELs are given the same assessments as other general education students, but they can <b>use a dual-language dictionary</b> during the assessment.....	1	0
h. ELs are given an <b>alternate assessment</b> .....	1	0
i. Other..... (Specify): _____	1	0

**4-22. What criteria were used to determine whether English learners (ELs) should be provided with an accommodation for state summative assessments or an alternate assessment?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Beyond a particular grade level, ELs are given the same assessments as other general education students, without any accommodations (if yes, specify grade level____).....	1	0
b. Once ELs have been assessed using an accommodation or alternate assessment for the maximum number of years allowed, they are given the same assessments as other general education students, without any accommodations (if yes, specify number of years____).....	1	0
c. Once ELs meet or exceed a threshold score on an English language proficiency assessment, they are given the same assessments as other general education students, without any accommodations.....	1	0
d. School districts must assess certain ELs using either an accommodation or an alternate assessment.....	1	0
e. School districts determine whether or not to use an accommodation or an alternate assessment for ELs.....	1	0
f. Other..... (Specify):_____	1	0

**4-23. Which, if any, of the following English Language Proficiency assessments will your state require or recommend for use in this school year (2017-18) (in any grade level) for English learners (ELs)?**

	SELECT ONE RESPONSE IN EACH ROW		
	ASSESSMENT IS:		
	REQUIRED	RECOMMENDED	NOT REQUIRED OR RECOMMENDED
a. The ACCESS for ELLs test by the World Class Instructional Design and Assessment (WIDA) Consortium.....	2	1	0
b. The English Language Proficiency assessment developed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. .	2	1	0
c. The LAS (Language Assessment Scales) Links.....	2	1	0
d. IDEA Language Proficiency Tests (IPT) – English.....	2	1	0
e. Our state's own English Language Proficiency assessment.....	2	1	0
f. The Alternate ACCESS for ELLs with significant cognitive disabilities by the WIDA consortium.....	2	1	0
g. Other.....	2	1	0

SELECT ONE RESPONSE IN EACH ROW		
ASSESSMENT IS:		
REQUIRED	RECOMMENDED	NOT REQUIRED OR RECOMMENDED

(Specify) \_\_\_\_\_

4-24. Does your state have statewide criteria for exiting students from the English learner status that are required for all districts?

SELECT ONE RESPONSE

Yes.....1

No.....0 → SKIP TO 4-26

4-25. During this school year (2017-18), what types of criteria are required by the state for exit from English learner status?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. State English language proficiency assessment scores.....	1	0
b. State academic content assessment score(s).....	1	0
c. Local English language proficiency assessment (not state test).....	1	0
d. Local academic content assessment score(s).....	1	0
e. Academic grades/classwork.....	1	0
f. Local review committee recommendation.....	1	0
g. Teacher input.....	1	0
h. Parental consultation.....	1	0
i. Other.....	1	0

(Specify): \_\_\_\_\_

4-26. In what ways, if any, does the state allow districts flexibility in determining English learner exit criteria?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

a. Districts have flexibility in choosing an English language proficiency assessment.....	1	0
b. Districts have flexibility to set cutoff scores for English language proficiency assessments.....	1	0
c. Districts have flexibility to set cutoff scores for content assessments for English learners.....	1	0
d. Districts have flexibility to include additional exit criteria other than assessment	1	0



SELECT ONE RESPONSE IN EACH ROW	
YES	NO

scores.....

e. Other.....

(Specify):\_\_\_\_\_

1

0

4-27. Thinking about the administration of state summative assessments to students with disabilities (SWDs), which statement(s) below describe accommodations for summative assessments or alternate assessments that your state allows for SWDs in the content areas of English Language Arts (ELA) and Math?

(If SWDs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations → SKIP TO 4-28

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. SWDs are given the same assessments as other general education students, but they may be <b>given flexibility in timing or scheduling</b> (for example, extended time, breaks, different time of day).....	1	0
b. SWDs are given the same assessments as other general education students, but <b>they may be presented differently</b> (for example, an adult may read the entire test or reading passages aloud, directions may be repeated, may be presented in Braille).....	1	0
c. SWDs are given the same assessments as other general education students, but they <b>may respond in a different manner</b> (for example, an adult may serve as a scribe, or they may use speech-to-text).....	1	0
d. SWDs are given the same assessments as other general education students, but they <b>may use equipment or materials to assist them</b> (for example, a calculator, math tables, manipulatives, or hardware or software accessibility features for computer-based tests)..	1	0
e. SWDs are given the same assessments as other general education students, but in a <b>different setting</b> (for example, in a separate room or study carrel, or in a small group setting).....	1	0
f. SWDs may be given an <b>alternate assessment based on alternate</b> state achievement standards (known as 1% tests for students with significant cognitive disabilities).....	1	0
g. SWDs may be assessed by <b>submitting a portfolio</b> of their work.....	1	0
h. SWDs may be assessed by a <b>task-based performance assessment</b> .....	1	0
i. Other..... (Specify): _____	1	0

**State Longitudinal Data System**

**4-28. Does your state currently have a statewide longitudinal data system that includes a consistent identifier for each student in the state and individual student records that can track student achievement and other education data across districts and over time?**

**SELECT ONE RESPONSE**

Yes.....1

No.....0 →

4-29. During this school year (2017–18), what information is available in the state’s student-level longitudinal data system?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

**Academic Achievement Data**

a. State summative assessment scores for each student.....	1	0
b. Courses taken and grades received for each high school student.....	1	0
c. Advanced Placement test scores or college entrance exam scores for each high school student.....	1	0
d. Readiness for grade promotion or graduation (“on track” measures) for each student.....	1	0

**Demographics, Behavior, or Other Personal Data**

e. Attendance for each student.....	1	0
f. Behavior/discipline information for each student.....	1	0
g. Demographic information for each student.....	1	0
h. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes).....	1	0

**Early Childhood Education Data**

i. Data on individual students linked from state or local early childhood education program systems, such as pre-kindergarten or Head Start programs.....	1	0
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**Postsecondary or Workforce Data**

j. Linked data for individual students who enroll in state postsecondary institutions.....	1	0
k. Linked data on individual students from state workforce or unemployment insurance systems.....	1	0

**Teacher Data**

l. Teacher identifiers that indicate, for each student, the teacher(s) responsible for each grade and course.....	1	0
m. Information on the individual student’s teacher of record that links to a state database on individual teachers.....	1	0
n. Other..... (Specify): _____	1	0

4-30. For which of the following purposes are data in the state’s student-level longitudinal data system currently used by state-level staff?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. To track overall school performance and identify areas for improvement.....	1	0
b. To monitor the progress of key subgroups (e.g., English learners, students with disabilities, race/ethnicity) .....	1	0
c. To evaluate instructional programs such as measuring program effectiveness.....	1	0
d. To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support.....	1	0
e. To inform resource allocation such as which schools and students receive which programs or which staff work with which students.....	1	0
f. To provide information to teachers about their students’ progress.....	1	0
g. To provide information to parents (or students) about the school or their children..... (or themselves)		0
h. To track students’ postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state....	1	0
i. To identify districts or schools with high rates of students at risk of dropping out. .	1	0
j. Something else.....	1	0

(Specify): \_\_\_\_\_

4-31. During this school year (2017–18), does your state have an Early Warning system to help districts and schools identify individual students who may be at risk for dropping out?

*(Note: Early Warning Systems are student-level databases with indicators that may help a district or school identify students who may be at risk for dropping out of school. These databases may also be known as an early warning indicator system, early warning intervention and monitoring system, or early indication tool.)*

SELECT ONE RESPONSE

Yes.....1

No.....0 → SKIP TO 4-34

4-32. During this school year (2017-18), what indicators are included in the Early Warning System to help districts or schools identify students who may be at risk of dropping out?

Early Warning System (EWS) Indicators	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Achievement on state summative assessments.....	1	0
b. Courses taken and grades received.....	1	0
c. Attendance.....	1	0
d. Behavior/discipline information.....	1	0
e. Readiness for grade promotion or graduation ("on track" measures).....	1	0
f. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes).....	1	0
g. Other indicators..... (Specify):_____	1	0

4-33. During this school year (2017-18), has the state provided or funded the following types of assistance to help districts or schools use the Early Warning System?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Training in how to use the Early Warning System.....	1	0
b. Ongoing technical assistance in using the Early Warning System.....	1	0
c. A data dashboard or other user interface to assist districts or schools in accessing the data more easily.....	1	0

4-34. During this school year (2017–18), what information has the state provided to districts from the state’s student-level longitudinal data system?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state.....	1	0
b. Student achievement growth reports on individual <u>schools</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
c. Student achievement growth reports on individual <u>teachers</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
d. Student achievement growth reports on different <u>subgroups</u> of students using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
e. Postsecondary outcomes associated with districts and schools.....	1	0

4-35. During this school year (2017–18), did the state provide any of the following funding, materials, or technical assistance to help district administrators, school leaders, and teachers use data to improve instruction?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Funding for or direct provision of student-level data management systems.....	1	0
b. Access by district administrators and school leaders to a statewide student-level data system.....	1	0
c. Materials or documents for district administrators and school leaders on the use of data for school improvement plans.....	1	0
d. Materials or documents for school leaders and teachers on the use of data for instructional planning or improvement.....	1	0
e. Technical assistance and/or support on hardware or software issues, such as making technical systems or computer networks experts available to districts.....	1	0
n. Other.....	1	0

(Specify): \_\_\_\_\_

Comments to clarify (if needed):

**Thank you for completing this survey section.**

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position



## Section 5: School Choice

This section asks about school choice programs that are operating in your state, including scholarship, voucher, or education savings account programs, inter-district choice programs, and on-line public or charter schools.

5-1. Does your state operate any programs that provide public funds that students can use to attend a private school of their choice? These programs are sometimes called scholarship programs, voucher programs, or education savings accounts.

SELECT ONE RESPONSE

Yes.....1

No.....0

5-2. How many publicly funded private school choice programs are operating in your state?

\_\_\_\_\_ NUMBER OF PROGRAMS → IF ENTERED 0 SKIP TO 5-4.

5-3. For each of these programs operating in your state, please list the program(s) and indicate:

- the number of students participating in 2017-18
- whether the program is available to all students or only to students meeting specific eligibility criteria
- for programs with eligibility criteria, indicate the criteria used for students' initial year of eligibility (if that differs from continuing eligibility)

PROGRAM NAME	NUMBER OF STUDENTS PARTICIPATING IN 2017-18?	IS PROGRAM AVAILABLE TO ALL STUDENTS OR ONLY TO STUDENTS MEETING SPECIFIC ELIGIBILITY CRITERIA?		INDICATE ELIGIBILITY CRITERIA STUDENTS MUST MEET TO PARTICIPATE (USE CRITERIA FOR STUDENTS' INITIAL YEAR OF ELIGIBILITY IF THAT DIFFERS FROM CONTINUING ELIGIBILITY) SELECT ALL THAT APPLY					
		AVAILABLE TO ALL STUDENTS	AVAILABLE TO STUDENTS MEETING ELIGIBILITY CRITERIA	LOW-INCOME STUDENTS	SPECIFY INCOME LIMIT AS PERCENTAGE OF FEDERAL POVERTY GUIDELINES	SPECIAL NEEDS STUDENTS	STUDENTS ATTENDING LOW-PERFORM-ING SCHOOLS	STUDENTS IN A PARTICULAR GEO-GRAPHIC AREA	OTHER GROUP(S) OF STUDENTS (SPECIFY)
_____	_____	1	2	1	___	2	3	4	5_____
_____	_____	1	2	1	___	2	3	4	5_____
_____	_____	1	2	1	___	2	3	4	5_____
_____	_____	1	2	1	___	2	3	4	5_____
_____	_____	1	2	1	___	2	3	4	5_____

5-4. Do state laws and policies allow inter-district choice, under which students can attend public schools in a different school district than the one in which they reside?

SELECT ONE RESPONSE

Yes.....1

No.....0

5-5. Are there any on-line public schools (including on-line charter schools) operating in your state?

SELECT ONE RESPONSE

Yes.....1

No.....0

→ SKIP TO END

5-6. How many students in the state are enrolled in on-line public schools?

\_\_\_\_\_ NUMBER OF STUDENTS

DON'T KNOW

**Thank you for completing this survey section.**

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position