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Implementation of Key Federal Education Policies in the Wake of the Coronavirus Pandemic

State Educational Agency Survey

2020-21



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. While individual states may be identified in reporting, individual respondents will not be identified. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). States receiving funds under the Elementary and Secondary Education Act (ESEA) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

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INTRODUCTION TO SURVEY

The U.S. Department of Education is examining the influence of the coronavirus pandemic on how states and districts implement key provisions of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), and use federal funds, including those provided specifically to help districts recover from the pandemic. The study includes surveys of officials from all state education agencies and from a nationally representative set of school district officials.

- **The survey may require more than one respondent, give the scope of topics.** There are four sections: school operations; support for schools; measuring student and school improvement; and federal funding. We expect that a state educational agency representative with broad knowledge of the state’s school system, such as the Deputy Superintendent or Chief of Staff, would be well suited to respond to Sections 1 through 3 of the survey on school operations, support for schools, and measuring student and school improvement. The state’s Chief Finance Officer would likely be the most appropriate respondent for Section 4 of the survey on use of federal funds.
- **States may be identified in reporting, but individual respondents will not be identified.**
- **Your state’s responses are critical to drawing lessons about the implementation of federal policies during the pandemic.** States receiving funds under the ESEA are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

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

[**Click the Next Button to
Start the Survey**](#)

Section 1. School Operations

Definitions for this section

Attendance can be measured using any method during periods of remote learning. It may include collecting data on participation such as students who log into online learning platforms, join live classes by video, submit online or paper assignments, or communicate with their teachers.

Periods of remote learning include periods of time when school buildings are closed for in-person instruction and when schools use a hybrid of in-person and remote learning. Hybrid in-person and remote learning occurs when groups of students receive in-person instruction in schools on alternating days or weeks, or with staggered start and end times to the school day.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

This section asks about the amount of instructional time required by your state, school closures, and remote learning during the 2020–21 school year.

1-1. Has your state reduced the minimum number of required instructional days or hours/minutes for this school year (2020-21) compared to the policy in place before the coronavirus pandemic?

Yes

No

Not applicable - state has no instructional time requirement, eliminated the requirement, or waived the requirement for all districts and schools for 2020–21

Q.1-1 SKIP INSTRUCTION

States that answer “Yes” to Q.1-1 go to Q.1-1a.

States that answer “No” to Q.1-1 skip to Q.1-2.

States that answer “Not applicable” to Q.1-1 skip to Q.1-3.

1-1a. By how many instructional days, hours, or minutes did your state reduce the minimum time requirement this school year (2020-21) compared to the policy in place before the coronavirus pandemic? (Select one response.)

Note: Fill in the number of instructional days, hours, or minutes most appropriate for your state's requirement. Please fill in requirements based on a school-year total and not minutes per quarter or semester.

Number of instructional days reduced over the school year

Number of instructional hours reduced over the school year

Number of instructional minutes reduced over the school year

1-2. Did your state grant waivers from the minimum instructional time requirement for this school year (2020-21)? (Select one response.)

State did not grant any instructional time waivers

State granted instructional time waivers to some districts or schools

Q.1-2 SKIP INSTRUCTION

States that answer "State granted instructional time waivers to some districts or schools" go to Q.1-2a.

States that answer "State did not grant any instructional time waivers" skip to O.1-3.

1.2a. How many districts received waivers from the minimum instructional time requirement for this school year (2020-21)? Please provide your best estimate.

Number of districts that received a waiver

1-3. How many total days, if any, did your state close school buildings statewide for in-person instruction in response to the coronavirus this school year (2020-21)?

Note: Count the total number of instructional days your state closed school buildings statewide for in-person instruction, with or without [remote learning](#), in response to the coronavirus. Do not include school closures due to other emergencies such as weather-related disruptions or for school holidays or break periods.

Number of total instructional days school buildings closed statewide for in-person instruction

1-4. This school year (2020-21), other than statewide closures, were individual districts permitted by your state to close school buildings for in-person instruction in response to the coronavirus?

Note: Only consider instances when a district is permitted to close school buildings for in-person instruction, with or without [remote learning](#), in response to the coronavirus.

Yes

No

Q.1-4 SKIP INSTRUCTION

States that answer “Yes” go to Q.1-4a.
States that answer “No” skip to Q.1-5.

1-4a. Other than statewide closures, approximately how many districts closed school buildings *districtwide* for in-person instruction in response to the coronavirus at any point during this school year (2020-21)? Please provide your best estimate.

Note: Only consider instances when a district closed school buildings districtwide for in-person instruction, with or without [remote learning](#), in response to the coronavirus. Do not include school closures due to other emergencies such as weather-related disruptions or for school holidays or break periods.

Number of districts that closed school buildings districtwide for in-person instruction

NA My state does not track this information

1-5. For this school year (2020-21), did your state require or recommend an approach for schools and districts to count [remote learning](#) hours toward your state’s instructional time requirements? (Select one response.)

For example, states may provide guidance on how to count asynchronous [remote learning](#) time toward instructional time requirements.

1 Yes, the state **requires** schools and districts to follow a state-defined approach

2 Yes, the state **recommends** schools and districts follow a state-defined approach

0 No, the state does not require or recommend a state-defined approach

NA Not applicable - no [remote learning](#)

1-6. For this school year (2020-21), did your state require attendance tracking during periods of [remote learning](#)?

1 Yes

0 No

NA Not applicable - no [remote learning](#)

Q.1-6 SKIP INSTRUCTION

States that answer “Yes” or “No” go to Q.1-7.
States that answer “Not applicable” skip to Q.2-1.

1-7. For this school year (2020-21), did your state specify a definition or standard for what constitutes attendance during a day of [remote learning](#)?

1 Yes

0 No, the state allows schools and districts to determine what constitutes attendance

Section 2. Supports for Schools

Definitions for this section

Additional Targeted Support and Improvement (ATSI) schools are those with subgroups performing at or below the lowest 5 percent of all Title I schools as defined under ESEA for federal accountability.

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under ESEA for federal accountability.

ESSA Tiers 1 and 2 evidence comes from studies using a well-implemented experimental or quasi-experimental design.

ESSA Tier 3 evidence comes from a well-implemented, correlational study that statistically controls for selection bias.

ESSA Tier 4 evidence based on high-quality research that the intervention is likely to improve student outcomes and an effort to study the effects of the intervention is underway.

Professional development (PD) includes training, seminars, workshops, or courses in large or small group settings intended to develop staff capacity to perform in the topic area.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

Targeted in another way includes other groups of schools targeted by your state. Examples include schools targeted by grade level (e.g., middle schools only); specific geographic areas; high share of special populations (e.g., English learners, students with disabilities); or experiencing other specific needs or changes (e.g., significant staff turnover).

Targeted Support and Improvement (TSI) schools are those with consistently underperforming subgroups as defined by the State in its consolidated State plan for ESEA federal accountability.

Technical assistance includes any guidance or best practices resources your state developed or distributed, referrals to other sources of information, and targeted communications or consultations with staff at individual schools or groups of schools to provide advice. It does not include professional development or training.

Title I schools include those with targeted assistance and schoolwide Title I programs.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The first set of questions asks about the kinds of support your state provided to districts and schools this school year (2020-21).

2-1. Has your state developed any new or updated guidance documents or resource materials on the following topics for use this school year (2020-21)?

TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Curricula, standards, and subject matter content.....	1	0	DK
b. Remote learning strategies	1	0	DK
c. Specific strategies to help students catch up or accelerate learning	1	0	DK
d. Supporting students' social, emotional, and mental health needs	1	0	DK
e. Strategies to support physical distancing and other health or safety-related procedures	1	0	DK
f. Engaging students and families.....	1	0	DK
g. Specific ways to support English learners (ELs).....	1	0	DK
h. Specific ways to support students with disabilities (SWDs).....	1	0	DK
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	0	DK

Q.2-1 and Q.2-1a INSTRUCTION

Each item in Q.2-1 where the state answers “Yes,” the item will appear in Q.2-1a. Note: The online form will allow respondents to select at most three topics across all topics listed in Q.2-1a.

2-1a. Indicate the three topics of new or updated guidance documents or resource materials on which your state spent the most staff time and resources this school year (2020-21)?

TOPIC	SELECT ONE RESPONSE IN EACH ROW	
	TOPIC AMONG THE TOP THREE?	
	YES	NO
a. Curricula, standards, and subject matter content	1	0
b. Remote learning strategies	1	0
c. Specific strategies to help students catch up or accelerate learning.....	1	0
d. Supporting students' social, emotional, and mental health needs.....	1	0
e. Strategies to support physical distancing and other health or safety-related procedure	1	0
f. Engaging students and families	1	0
g. Specific ways to support English learners (ELs)	1	0
h. Specific ways to support students with disabilities (SWDs).....	1	0
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care	1	0

2-2. During this school year (2020-21), did your state provide or arrange for professional development (PD) on the following topics? Indicate whether your state provided or arranged for PD on the topic for no schools/districts, some schools/districts, or all schools/districts.

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED OR ARRANGED FOR PD ON TOPIC FOR:		
	NO SCHOOLS/ DISTRICTS	SOME SCHOOLS/ DISTRICTS	ALL SCHOOLS/ DISTRICTS
a. Curricula, standards, and subject matter content	1	2	3
b. Remote learning strategies	1	2	3
c. Specific strategies to help students catch up or accelerate learning ..	1	2	3
d. Supporting students' social, emotional, and mental health needs.....	1	2	3
e. Strategies to support physical distancing and other health or safety-related procedures	1	2	3
f. Engaging students and families	1	2	3
g. Specific ways to support English learners (ELs)	1	2	3
h. Specific ways to support students with disabilities (SWDs)	1	2	3
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)..	1	2	3

Q.2-2 SKIP INSTRUCTION

For each item in Q.2-2 where the state answers “All schools/districts,” the item will appear in Q.2-3.

For each item in Q.2-2 where the state answers “Some schools/districts,” the item will appear in Q.2-4.

2-3. Did your state provide or arrange for the same number of hours of professional development (PD) on the topic for all schools/districts? If not, identify the types of schools/districts where the state provided or arranged for more hours of PD on the topic.

TOPIC	DID STATE PROVIDE OR ARRANGE FOR SAME NUMBER OF HOURS OF PD ON TOPIC ACROSS ALL SCHOOLS/DISTRICTS?		IF NO, FOR WHICH SCHOOLS/DISTRICTS DID YOUR STATE PROVIDE OR ARRANGE FOR MORE HOURS OF PD? (SELECT ALL THAT APPLY IN EACH ROW)		
	YES	NO	CSI SCHOOLS/DISTRICTS WITH A CSI SCHOOL	TITLE I SCHOOLS/DISTRICTS	OTHER TYPES OF SCHOOLS/DISTRICTS (SPECIFY)
a. Curricula, standards, and subject matter content	1	0	1	2	3 _____
b. Remote learning strategies	1	0	1	2	3 _____
c. Specific strategies to help students catch up or accelerate learning.....	1	0	1	2	3 _____
d. Supporting students’ social, emotional, and mental health needs	1	0	1	2	3 _____
e. Strategies to support physical distancing and other health or safety-related procedures.....	1	0	1	2	3 _____
f. Engaging students and families	1	0	1	2	3 _____
g. Specific ways to support English learners (ELs)	1	0	1	2	3 _____
h. Specific ways to support students with disabilities (SWDs).....	1	0	1	2	3 _____
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care).....	1	0	1	2	3 _____

2-4. For which schools/districts did your state provide or arrange for PD on the topic?

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ALL THAT APPLY IN EACH ROW		
	STATE PROVIDED OR ARRANGED FOR PD ON THE TOPIC FOR:		
	CSI SCHOOLS/ DISTRICTS WITH A CSI SCHOOL	TITLE I SCHOOLS/ DISTRICTS	OTHER TYPES OF SCHOOLS/ DISTRICTS (SPECIFY)
a. Curricula, standards, and subject matter content	1	2	3 _____
b. Remote learning strategies	1	2	3 _____
c. Specific strategies to help students catch up or accelerate learning ..	1	2	3 _____
d. Supporting students' social, emotional, and mental health needs.....	1	2	3 _____
e. Strategies to support physical distancing and other health or safety-related procedures	1	2	3 _____
f. Engaging students and families	1	2	3 _____
g. Specific ways to support English learners (ELs)	1	2	3 _____
h. Specific ways to support students with disabilities (SWDs)	1	2	3 _____
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	2	3 _____

Q.2-5 INSTRUCTION

Q.2-5 will list all items from Q.2-2 where the state answered
“All schools/districts” or “Some schools/districts.”

2-5. Indicate the top three topic areas on which your state spent the most time and resources providing or arranging for professional development (PD) to schools and districts during this school year (2020-21).

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ONE RESPONSE IN EACH ROW	
	TOPIC AMONG THE TOP THREE?	
	YES	NO
a. Curricula, standards, and subject matter content	1	0
b. Remote learning strategies	1	0
c. Specific strategies to help students catch up or accelerate learning.....	1	0
d. Supporting students’ social, emotional, and mental health needs.....	1	0
e. Strategies to support physical distancing and other health or safety-related procedures.....	1	0
f. Engaging students and families	1	0
g. Specific ways to supporting English learners (ELs).....	1	0
h. Specific ways to support students with disabilities (SWDs).....	1	0
i. Specific ways to support other students with special needs (e.g., homeless students, migrant students, students in foster care)	1	0

2-6. Has your state provided access to curricula or other instructional materials for use in remote learning?

- 1 Yes
- 0 No

Q.2-6 SKIP INSTRUCTION

States that answer “Yes” go to Q.2-6a.
States that answer “No” skip to Q.2-7.

2-6a. Are the curricula or other instructional materials for use in remote learning that your state provided required or optional for this school year (2020-21)? (Select one response.)

- 1 Required
- 2 Optional
- 3 Both, some are required and some are optional

The next set of questions asks about how your state supports schools and districts in identifying and implementing evidence-based models, interventions, or strategies to improve student learning.

2-7. To what extent does your state use the following strategies to promote the use of evidence-based models, interventions, or strategies to improve student achievement during this school year (2020-21)?

STATE STRATEGIES TO PROMOTE THE USE OF EVIDENCE-BASED INTERVENTIONS	SELECT ONE RESPONSE IN EACH ROW			
	DID NOT USE THIS STRATEGY	USED THIS STRATEGY ALONG WITH OTHER STRATEGIES EQUALLY	USED THIS STRATEGY MORE EXTENSIVELY THAN OTHER STRATEGIES	THIS WAS THE PRIMARY STRATEGY FOR PROMOTING EVIDENCE USE
a. The state refers district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or another organization that rates evidence to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	2	3	4
b. The state links 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	2	3	4
c. The state provides district and school leaders with information about evidence-based models, interventions, or strategies to improve student performance	1	2	3	4
d. The state provides a list of vetted partners that district and school leaders can engage to implement approved evidence-based strategies.....	1	2	3	4
e. The state requires districts to describe the evidence base for proposed interventions in applications for school improvement funds or districts receive competitive preference for describing such evidence	1	2	3	4
f. The state requires districts to include plans for evaluating the effectiveness of interventions in applications for school improvement funds or districts receive competitive preference for evaluation plans.....	1	2	3	4
g. Something else..... (Specify): _____	1	2	3	4

2-8. Has your state developed a list of approved evidence-based models, interventions, or strategies for any schools and districts to improve student achievement?

- Yes
- No

Q.2-8 SKIP INSTRUCTION
 States that answer “Yes” go to Q.2-9.
 States that answer “No” skip to Q.3-1.

2-9. To what extent did your state consider the following criteria in choosing what to include on the list of approved models, interventions, and strategies to improve student achievement?

CRITERIA FOR INCLUSION	SELECT ONE RESPONSE IN EACH ROW				
	NOT CONSIDERED	CONSIDERED WITH MINIMAL WEIGHT	CONSIDERED WITH EQUAL WEIGHT	CONSIDERED, WITH MORE WEIGHT	REQUIRED
a. Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)	1	2	3	4	5
b. Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)	1	2	3	4	5
c. High-quality research shows that the intervention is likely to improve student outcomes and a study is planned or underway to examine the effects of the strategy (meets ESSA Tier 4 evidence)	1	2	3	4	5
d. Evidence of effectiveness that meets other evidence criteria	1	2	3	4	5
e. Instructional design of the program (structure and sequencing, support materials, skills targeted)	1	2	3	4	5
f. Alignment with the state’s academic content standards	1	2	3	4	5
g. Availability of aligned assessments to monitor student progress and/or attainment	1	2	3	4	5
h. Alignment with school or district identified needs	1	2	3	4	5

2-10. To what extent did your state consider any of these sources of information to determine that the models, interventions, and strategies on the state’s approved list have evidence of effectiveness?

INFORMATION SOURCE	SELECT ONE RESPONSE IN EACH ROW				
	DID NOT CONSIDER THIS SOURCE	CONSIDERED WITH MINIMAL WEIGHT	CONSIDERED WITH EQUAL WEIGHT	CONSIDERED WITH MORE WEIGHT	THIS WAS THE PRIMARY SOURCE OF INFORMATION
a. Research published by third-party organizations that evaluate programs or by college/university researchers.....	1	2	3	4	5
b. Information provided by the program’s developer or vendor	1	2	3	4	5
c. Recommendations from other states, or from schools and districts within the state.....	1	2	3	4	5
d. The What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence	1	2	3	4	5
e. Information from a U.S. Department of Education Comprehensive Center	1	2	3	4	5
f. Information from a U.S. Department of Education Regional Educational Laboratory.....	1	2	3	4	5
g. Another source	1	2	3	4	5
(Specify): _____					

2-11. Are any of the following types of schools (and their districts) required to select strategies to improve student academic achievement from your state’s list of approved evidence-based models, interventions, or strategies?

SCHOOLS THAT MUST SELECT FROM STATE-APPROVED LIST	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. All schools.....	1	0
b. CSI schools.....	1	0
c. TSI and/or ATSI schools	1	0
d. Title I schools	1	0
e. Another type of school	1	0
(Specify): _____		

Q.2-11 SKIP INSTRUCTION

States that select “Yes” for all schools, skip to Section 3.
(Q.2-11 rows b, c, d, and e will be grayed out.)

Otherwise states respond to rows b through e.

Section 3. Measuring Student and School Improvement

Definitions for this section

Additional Targeted Support and Improvement (ATSI) schools are those with subgroups performing at or below the lowest 5 percent of all Title I schools as defined under ESEA for federal accountability.

Attendance can be measured using any method during periods of remote learning. It may include collecting data on participation such as students who log into online learning platforms, join live classes by video, submit online or paper assignments, or communicate with their teachers.

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent, as defined under ESEA for federal accountability.

Content refers to courses offered and assessed at the school level.

Grade retention refers to repeating the current grade in the next school year.

High school graduation requirements refers to accumulating the minimum number of course credits in prescribed courses, demonstrating academic proficiency in required content, and meeting other requirements to earn a standard or regular high school diploma.

Interim assessments are generally school or district-level assessments administered at the beginning or middle of instruction. Results can be aggregated across students, administration windows, or concepts. Information gained can be used to predict a student's ability to succeed on a large scale summative assessment, evaluate a program or pedagogy, or identify gaps in a student's knowledge and adjust instruction. Interim assessments are also known as "benchmark," "predictive," or "through" assessments. Interim assessments do not include any assessments typically administered by specially trained education personnel to identify students as English Learners or students with disabilities.

Remote learning is a method of instruction in which teachers and students are in different locations and interact through internet-based or non-internet-based mechanisms. It may include both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets) interaction.

State's federal accountability system as described in your state's accountability plan required under the *Every Student Succeeds Act* and approved by the U.S. Secretary of Education.

Summative assessments are state-mandated tests required for accountability purposes 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.

Targeted Support and Improvement (TSI) schools are those with consistently underperforming subgroups as defined by the State in its consolidated State plan for ESEA for federal accountability.

Title I schools includes those with targeted assistance and schoolwide Title I programs.

These definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The first set of questions asks about administering and using interim and summative assessments.

3-1. Other than regular screening to identify students with disabilities and English-learners, did your state REQUIRE districts to administer an interim assessment to determine students’ academic needs at the beginning of this school year (2020–21)?

- Yes, state required districts to administer an interim assessment in all schools
- Yes, state required districts to administer an interim assessment in some schools
- No, the state did not require districts to administer an interim assessment

Q.3-1 SKIP INSTRUCTION

States that answer “No” skip to Q.3-5.
 States that answer “Yes, all schools” skip to Q.3-3.
 States that answer “Yes, some schools” go to Q.3-2.

3-2. Which schools were REQUIRED to administer an interim assessment to determine students’ academic needs at the beginning of this school year (2020–21)?

SCHOOL TYPE	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. CSI schools	1	0
b. TSI and/or ATSI schools	1	0
c. Title I schools	1	0
d. Other types of schools	1	0
<i>(Specify):</i> _____		

3-3. In schools that were required to administer an interim assessment, was the assessment required of all students or specific groups of students? (Select one response.)

- Interim assessment was required of **all students**
- Interim assessment was required of **some students**

Q.3-3 SKIP INSTRUCTION

States that answer “all students” skip to Q. 3-5.
 States that answer “some students” go to Q. 3-4.

3-4. For which group of students were schools REQUIRED to administer an assessment at the beginning of this school year (2020-21)?

GROUPS OF STUDENTS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students in specific grade levels..... <i>(Specify grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12)</i> _____	1	0
b. Students with disabilities (SWDs)	1	0
c. English learners (ELs)	1	0
d. Economically disadvantaged students.....	1	0
e. Students with no or limited access to technology (devices or internet connection).....	1	0
f. Homeless students, migrant students, or students in foster care	1	0
g. Academically at-risk students..... <i>(Specify how district defines these students)</i> _____	1	0
h. Other category of students..... <i>(Specify how district defines these students)</i> _____	1	0

The next set of questions asks about how your state is assessing student achievement and measuring and monitoring school improvement during the 2020-21 school year.

3-5. How, if at all, has your state changed the measures used in the state’s federal accountability system for this school year (2020-21), compared with measures used before the coronavirus pandemic (2018-19)?

TYPE OF MEASURE	SELECT ONE RESPONSE IN EACH ROW			
	INCREASED	DID NOT CHANGE	DECREASED	NOT APPLICABLE
a. Number of times state summative assessments are administered	1	2	3	NA
b. Number of subjects tested other than math and English language arts (ELA)	1	2	3	NA
c. Number of grades tested other than grades 3-8 and once in high school	1	2	3	NA
d. The minimum score students need to achieve on the state assessment to be identified as proficient in ELA or math	1	2	3	NA
e. Number of indicators other than academic achievement (e.g., school climate measures, attendance, or postsecondary outcomes).....	1	2	3	NA
f. Threshold for the number of days absent or percentage of days absent for a student to be counted as chronically absent	1	2	3	NA
g. The minimum subgroup size (e.g., “minimum n-size”)	1	2	3	NA

3-6. Has your state changed any state summative assessment used for federal accountability in the following ways for this school year (2020–21), compared with state summative assessments used before the coronavirus pandemic (2018-19)?

CHANGE FOR 2020–21	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. We used an assessment with fewer items	1	2
b. We used an assessment with fewer constructed-response or performance-based items	1	2
c. We moved the assessment from a paper and pencil to a computer/online format	1	2
d. We moved from one end-of-year summative assessment to a series of interim assessments	1	2
e. We allowed some or all students to take state assessments from home	1	2

3-7. For this school year (2020-21), did your state specify and require changes to the criteria for the following student attainment or progress measures?

ATTAINMENT OR PROGRESS MEASURES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Grade retention standards	1	0
b. Course grading policies	1	0
c. High school graduation requirements	1	0
d. Other attainment or progress measure	1	0
(Please specify): _____		

3-8. To what extent did NOT having statewide **summative assessment** data from last year (2019-20), due to the coronavirus pandemic, affect your state’s ability to conduct the following functions and processes this school year (2020-21)?

FUNCTIONS/PROCESSES	SELECT ONE RESPONSE IN EACH ROW			
	NO EFFECT/ STATE ASSESSMENTS NOT USED FOR THIS PURPOSE	SMALL EFFECT	MODERATE EFFECT	SUBSTANTIAL EFFECT
a. Calculating indicators used in the state’s federal accountability system.....	1	2	3	4
b. Determining overall school academic achievement performance	1	2	3	4
c. Identifying CSI, TSI, and ATSI schools	1	2	3	4
d. Developing or monitoring district or school improvement plans	1	2	3	4
e. Allocating additional resources to districts to implement district or school improvement plans	1	2	3	4
f. Implementing or expanding remote learning options for districts, schools, or families	1	2	3	4
g. Evaluating teacher performance	1	2	3	4
h. Evaluating the effectiveness of interventions	1	2	3	4
i. Reviewing the state’s academic content or achievement standards	1	2	3	4
j. Evaluating attendance definitions or criteria	1	2	3	4
k. Determining professional development (PD) or technical assistance needs.....	1	2	3	4

3-9. How will (or did) your state administer mandated **summative assessments** in English language arts (ELA) and math this school year (2020-21) for students in the following grades?

CONTENT/SUBJECT	SELECT ONE RESPONSE IN EACH ROW		
	IN PERSON, IN SCHOOL FOR ALL STUDENTS	REMOTE FOR ALL STUDENTS	HYBRID APPROACH: IN PERSON, IN SCHOOL FOR SOME AND REMOTE FOR OTHER STUDENTS
GRADE 4			
a. ELA.....	1	2	3
b. Math	1	2	3
GRADE 8			
c. ELA.....	1	2	3
d. Math	1	2	3
High school grade or course chosen for your state's federal accountability system			
e. ELA.....	1	2	3
f. Math	1	2	3

Section 4. Federal Funding

Definitions for this section

The Coronavirus Aid Relief and Economic Security (CARES) Act provides federal assistance to reduce the public health and economic impacts of the coronavirus pandemic. Key sections of the CARES Act include:

The Governor’s Emergency Education Relief (GEER) Fund, which could provide funding for state education agencies (SEAs) and local education agencies (LEAs) if the Governor chose to do so.

The Elementary and Secondary School Emergency Relief (ESSER) Fund that provided funding for state education agencies (SEAs) and local education agencies (LEAs) through a formula.

The definitions also are available to respondents by hovering over the words that appear in blue text in the survey.

The questions in this section, ask about the ways in which your state allocated funding under the Coronavirus Aid Relief and Economic Security (CARES) Act Education Stabilization Fund (ESF). Please respond to the questions in this section based on actions your state has taken since receiving ESF funds, including any funding received during the 2019-20 school year or the summer of 2020. The state’s Chief Finance Officer would likely be the most appropriate respondent for Section 4 of the survey on use of federal funds.

- 4-1. **The 2020 Elementary and Secondary School Emergency Relief (ESSER) Fund allows state education agencies (SEAs) to reserve up to 10 percent in an SEA reserve. Please provide the dollar amount that was allocated to the SEA reserve. You may estimate if you do not have exact figures. [Note: We will pre-populate the total allocation from an extant source.]**

Maximum federal ESSER funds allocation for [STATE]:	[\$xxx,xxx,xxx]
ACTIVITY	AMOUNT
Amount of SEA reserve	\$

Q.4-1 SKIP INSTRUCTION

States that enter an amount > 0 go to Q.4-2.
States that enter “0” skip to Q.4-3.

4-2. Please indicate how the SEA allocated the ESSER state reserve funds.

ACTIVITY	AMOUNT
a. Improving technological capacity and access - including hardware and software, connectivity, and instructional expertise	\$
b. Revising curricula or instructional strategies, distributing best practices and innovations to support remote learning.....	\$
c. Promoting parent awareness of and efforts to support remote learning.....	\$
d. Adapting school facilities or schedules in response to the coronavirus.....	\$
e. Other emergency needs as determined by the SEA to address issues responding to the coronavirus	\$
f. Administrative costs.....	\$
g. Funds allocated directly to LEAs in excess of the required minimum 90 percent of total grant funds.....	\$

4-3. Were funds from your state’s Governor’s Emergency Education Relief (GEER) Fund allocated to school districts serving kindergarten-grade 12?

- Yes
- No

Q. 4-3 SKIP INSTRUCTION
 States that answer “Yes” go to Q.4-4.
 States that answer “No” skip to end of survey.

4-4. When distributing funds from the GEER Fund, which criteria did the state use to determine the local educational agencies that are most significantly impacted by the coronavirus? Which three criteria were given the greatest weight (if at least three criteria were used)?

CRITERIA	USED TO DETERMINE LEAs MOST IMPACTED		THREE CRITERIA GIVEN GREATEST WEIGHT IN DETERMINING IMPACT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Extent of access to the technology infrastructure and tools required for distance education (e.g., broadband access and the availability of needed devices)	1	0	1	0
b. Percentage of families served by the LEA with incomes below the poverty line	1	0	1	0
c. Percentage of students in an LEA that represent historically underserved populations (e.g., students with disabilities, English learners, students experiencing homelessness) .	1	0	1	0
d. Financial capacity of an LEA to respond to the impact of the coronavirus, including the amount of assistance provided to the entity through other ESF programs	1	0	1	0
e. Unemployment data for the geographic area in which the LEA is located.....	1	0	1	0
f. Extent to which the LEA is located in a geographic area in which a significant number or percentage of individuals have tested positive for COVID-19	1	0	1	0
g. Other..... (Please describe): _____	1	0	1	0

THANK YOU FOR COMPLETING THIS SURVEY.