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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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is XXXX-XXXX. The approximate time required to complete the survey is estimated to be 45 minutes including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

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 educational agencies and from a nationally representative set of school districts.

- **The survey may require more than one respondent, given 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 Financial 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.** Reports for this study and for collaborating studies funded by the Department will be published following the Notice of Confidentiality on the cover. While individual states may be identified in reporting, reports will not associate responses with a specific individual, and individual respondents will not be identified. There are no foreseeable risks with participating in the survey, and your state will be able to use the information in the reports to compare its strategies and policies to those reported by other states across the nation.

- **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. For questions about this survey, please contact Kristina Rall of Mathematica at 202-264-3468 or krall@mathematica-mpr.com.

Click the Next Button to Start the Survey

Section 1. School Operations

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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 instruction that is both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets, pre-recorded videos, or self-guided online lessons).

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

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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, waived, or eliminated, 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?**

   2 ☐   Yes, the state reduced the minimum instructional time requirement for the 2020–21 school year

   1 ☐   Yes, the state waived or eliminated the minimum instructional time requirement for the 2020–21 school year

   0 ☐   No

   NA ☐   Not applicable – state has no instructional time requirement

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Q.1-1 SKIP INSTRUCTION

States that answer "Yes, the state reduced" to Q.1-1 go to Q.1-1a.
States that answer "Yes, the state waived or eliminated" to Q.1-1 skip to Q.1-2
States that answer "No" to Q.1-1 skip to Q.1-3.
States that answer "Not applicable" to Q.1-1 skip to Q.1-3.

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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.)

1 ☐ State did not grant any instructional time waivers

2 ☐ 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 Q.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.

1 ☐ Yes

0 ☐ 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 subgroup achievement at very low levels, comparable to overall achievement in the bottom 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 Tier 1 or 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 instruction that is both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets, pre-recorded videos, or self-guided online lessons).

Targeted Support and Improvement (TSI) schools are those with one or more consistently underperforming subgroups, as defined under ESEA federal accountability.

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. Teaching strategies for remote learning...	1	0	DK
c. Strategies to support remote learning for students with limited internet access...	1	0	DK
d. Specific strategies to help students catch up or accelerate learning.............	1	0	DK
e. Supporting students' social, emotional, and mental health needs.................	1	0	DK
f. Strategies to support physical distancing and other health or safety-related procedures...	1	0	DK
g. Engaging students and families..	1	0	DK
h. Specific ways to support English learners (ELs)...............................	1	0	DK
i. Specific ways to support students with disabilities (SWDs)..........................	1	0	DK
j. Specific ways to support students experiencing homelessness, students in migrant families, or 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 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)?** *(Select up to three.)*

TOPIC	SELECT UP TO 3 RESPONSES TOPICS ON WHICH YOUR STATE SPENT THE MOST TIME AND RESOURCES
a. Curricula, standards, and subject matter content...	1
b. Teaching strategies for remote learning...	1
c. Strategies to support remote learning for students with limited internet access...................	1
d. Specific strategies to help students catch up or accelerate learning......................................	1
e. Supporting students' social, emotional, and mental health needs...	1
f. Strategies to support physical distancing and other health or safety-related procedure........	1
g. Engaging students and families...	1
h. Specific ways to support English learners (ELs)...	1
i. Specific ways to support students with disabilities (SWDs)..	1
j. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care...	1

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.**

	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED OR ARRANGED FOR PD ON TOPIC FOR:		
PROFESSIONAL DEVELOPMENT (PD) TOPIC	**NO SCHOOLS/ DISTRICTS**	**SOME SCHOOLS/ DISTRICTS**	**ALL SCHOOLS/ DISTRICTS**
a. Curricula, standards, and subject matter content...................	1	2	3
b. Teaching strategies for remote learning	1	2	3
c. Strategies to support remote learning for students with limited internet access...	1	2	3
d. Specific strategies to help students catch up or accelerate learning...	1	2	3
e. Supporting students' social, emotional, and mental health needs...	1	2	3
f. Strategies to support physical distancing and other health or safety-related procedures..	1	2	3
g. Engaging students and families...	1	2	3
h. Specific ways to support English learners (ELs).....................	1	2	3
i. Specific ways to support students with disabilities (SWDs)......	1	2	3
j. Specific ways to support students experiencing homelessness, students in migrant families, or 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. Teaching strategies for remote learning.............	1	0	1	2	3 _____
c. Strategies to support remote learning for students with limited internet access.................	1	0	1	2	3 _____
d. Specific strategies to help students catch up or accelerate learning..	1	0	1	2	3 _____
e. Supporting students' social, emotional, and mental health needs..	1	0	1	2	3 _____
f. Strategies to support physical distancing and other health or safety-related procedures...........	1	0	1	2	3 _____
g. Engaging students and families.........................	1	0	1	2	3 _____
h. Specific ways to support English learners (ELs). .	1	0	1	2	3 _____
i. Specific ways to support students with disabilities (SWDs)...	1	0	1	2	3 _____
j. Specific ways to support students experiencing homelessness, students in migrant families, or 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?**

	SELECT ALL THAT APPLY IN EACH ROW		
	STATE PROVIDED OR ARRANGED FOR PD ON THE TOPIC FOR:		
PROFESSIONAL DEVELOPMENT (PD) TOPIC	**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. Teaching strategies for remote learning................................	1	2	3 _____
c. Strategies to support remote learning for students with limited internet access	1	2	3 _____
d. Specific strategies to help students catch up or accelerate learning..	1	2	3 _____
e. Supporting students' social, emotional, and mental health needs..	1	2	3 _____
f. Strategies to support physical distancing and other health or safety-related procedures..	1	2	3 _____
g. Engaging students and families..	1	2	3 _____
h. Specific ways to support English learners (ELs)......................	1	2	3 _____
i. Specific ways to support students with disabilities (SWDs).....	1	2	3 _____
j. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care..........	1	2	3 _____

2-5. **Indicate the 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).** *(Select up to three)*

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT UP TO 3 PD TOPICS ON WHICH YOUR STATE SPENT THE MOST TIME AND RESOURCES
a. Curricula, standards, and subject matter content..	1
b. Teaching strategies for remote learning...	1
c. Strategies to support remote learning for students with limited internet access................	1
d. Specific strategies to help students catch up or accelerate learning..................................	1
e. Supporting students' social, emotional, and mental health needs......................................	1
f. Strategies to support physical distancing and other health or safety-related procedures…	1
g. Engaging students and families...	1
h. Specific ways to supporting English learners (ELs)...	1
i. Specific ways to support students with disabilities (SWDs)...	1
j. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care..	1

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

1 ☐ Yes

0 ☐ No

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?**

　₁ ☐　Yes → Please provide a link to the list if publicly available: _____

　₀ ☐　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. Has high-quality research showing that the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (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 subgroup achievement at very low levels, comparable to overall achievement in the bottom 5 percent of all Title I schools as defined under ESEA for federal accountability.

Assessments provide teachers and schools with information about students' current mastery of grade-level knowledge and skills in English language arts (ELA) or math. For the purposes of the questions in this section, assessments are valid and reliable measures of the content; and are not teacher-developed, formative, or ad-hoc classroom assessments used as part of daily instruction.

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.

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 instruction that is both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets, pre-recorded videos, or self-guided on-line lessons).

State's federal accountability system as described in your state's accountability plan required under ESEA 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.

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 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 using assessments that are valid, reliable measures of students' mastery of grade-level knowledge and skills in English language arts (ELA) or math.

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

2 ☐ Yes, state required districts to administer an assessment in <u>all</u> schools

1 ☐ Yes, state required districts to administer an assessment in <u>some</u> schools

0 ☐ No, the state did not require districts to administer an assessment

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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 the 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
(Specify): _____		

3-3. **In schools that were required to administer an assessment at the beginning of this school year, was the assessment required of all students or specific groups of students?** *(Select one response.)*

1 ☐ Assessment was required of **all students**

0 ☐ 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 groups 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...	1	0
*(Specify grade levels: PK K 1 2 3 4 5 6 7 8 9 10 11 12)*_____		
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. Students experiencing homelessness, students in migrant families, or students in foster care...	1	0
g. Academically at-risk students..	1	0
*(Specify how district defines these students)*_____		
h. Other category of students..	1	0
*(Specify how district defines these students)*_____		

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 measures included in the School Quality and Student Success indicator (e.g., school climate measures, attendance, or post-secondary 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

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

CHANGE FOR 2020−21	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NOT APPLICABLE
a. We used a shorter version of the state assessment (i.e., the assessment had fewer items)...	1	2	NA
b. We used an assessment with fewer constructed-response or performance-based items..	1	2	NA
c. We moved from one end-of-year summative assessment to a series of interim assessments during the course of the academic year that result in a single summative score...	1	2	NA
d. We allowed some or all students to take state assessments from home.......	1	2	NA
e. We allowed districts to administer state assessments in summer or fall 2021..	1	2	NA

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. Use of state assessment results to determine whether a student can graduate from high school..	1	0
b. Other changes to high school graduation requirements....................	1	0
c. Use of state assessment results to determine grade retention	1	0
d. Other changes in standards for grade retention................................	1	0
e. Use of state assessment results in course grades..............................	1	0
f. Other changes in standards for course grades..................................	1	0
g. Other changes..	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. Understanding general district/schools performance	1	2	3	4
c. Developing or monitoring district or school improvement plans	1	2	3	4
d. Allocating additional resources to districts to implement district or school improvement plans	1	2	3	4
e. Implementing or expanding remote learning options for districts, schools, or families	1	2	3	4
f. Evaluating teacher performance	1	2	3	4
g. Evaluating the effectiveness of interventions	1	2	3	4
h. Reviewing the state's academic content or achievement standards	1	2	3	4
i. Evaluating attendance definitions or criteria	1	2	3	4
j. Determining professional development (PD) or technical assistance needs	1	2	3	4

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

ASSESSMENT	SELECT ONE RESPONSE IN EACH ROW			
	ALL DISTRICTS REQUIRED TO ADMINISTER IN PERSON, IN SCHOOL FOR ALL STUDENTS	ALL DISTRICTS REQUIRED TO ADMINISTER REMOTELY FOR ALL STUDENTS	ALL DISTRICTS REQUIRED TO OFFER A MIX OF IN PERSON, IN SCHOOL AND REMOTE ADMINISTRATIONS	STATE DID NOT SET REQUIREMENT FOR ADMINISTRATION
GRADE 4				
e. ELA……………………………………………3	3	3	NA
f. Math……………………………………………1	2	3	NA
g. English language proficiency (ELP) assessment…………………………………1	2	3	NA
GRADE 8				
h. ELA……………………………………………1	2	3	NA
i. Math……………………………………………1	2	3	NA
j. ELP assessment…………………………………1	2	3	NA
High school grade or course chosen for your state's federal accountability system				
k. ELA……………………………………………1	2	3	NA
l. Math……………………………………………1	2	3	NA
m. ELP assessment…………………………………1	2	3	NA

Section 4. Federal Funding

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Definitions for this section

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 instruction that is both synchronous (simultaneous, such as in a teleconference or a phone call) and asynchronous (non-simultaneous, such as via email or paper packets, pre-recorded videos, or self-guided on-line lessons).

Three laws referred to in this section provided federal assistance to reduce the public health and economic impacts of the coronavirus pandemic:

- **The Coronavirus Aid Relief and Economic Security (CARES) Act**, enacted in March 2020.
- **The Coronavirus Response and Relief Supplemental Appropriations Act**, enacted in December 2020.
- **The American Rescue Plan Act**, enacted in March 2021.

The Elementary and Secondary School Emergency Relief (ESSER) Fund 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.

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The questions in this section ask about the ways in which your state allocated funding for the Education Stabilization Fund (ESF), including funds initially provided under the Coronavirus Aid Relief and Economic Security (CARES) Act in March 2020 as well as additional funding provided by the Coronavirus Response and Relief Supplemental Appropriations Act in December 2020 and the American Rescue Plan Act in March 2021. Please respond to the questions in this section based on actions your state has taken since receiving ESF funds. The state's Chief Financial Officer would likely be the most appropriate respondent for Section 4 of the survey on use of federal funds.

4-1. **The 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 reserved. You may estimate if you do not have exact figures.**

> **Note:** We will pre-populate the total allocation from an extant source.

Federal ESSER funds allocation for [STATE] based on March 2020 funding:	**[$xxx,xxx,xxx]**
a. Amount of SEA reserve from March 2020 funding...	$
Federal ESSER funds allocation for [STATE] based on December 2020 funding:	**[$xxx,xxx,xxx]**
b. Amount of SEA reserve from December 2020 funding....................................	$
Federal ESSER funds allocation for [STATE] based on March 2021 funding:	**[$xxx,xxx,xxx]**
c. Amount of SEA reserve from March 2021 funding...	$

- Check here if your state has not determined its SEA reserve amount from the March 2021 funding

4-2. **Please estimate the approximate percentage of the state's March 2020 ESSER reserve funds allocated for each of the activities or purposes listed below. Please account for funds allocated through March 31, 2021.**

ACTIVITY		Percent
a.	Improving school capacity for and student access to remote learning through hardware, software, and connectivity...	
b.	Developing and disseminating information on instructional strategies and best practices for remote learning, including through training and professional development for teachers and other staff.................................	
c.	Promoting parent awareness of how they can support their children's participation in remote learning..	
d.	Minimizing the spread of infectious disease through providing sanitation supplies, personal protective equipment, and training for school and district staff...	
e.	Other emergency needs as determined by the SEA to address issues responding to the coronavirus	
f.	Administrative costs..	
g.	Additional funds allocated to LEAs from the state-reserved funds................	
h.	State-reserved funds not yet allocated to a specific state activity.................	

THANK YOU FOR COMPLETING THIS SURVEY.