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Implementation of

Title I/II-A Program Initiatives

District Survey

Spring 2022



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 by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. Reports will summarize findings across the sample and will not associate responses with specific district or individual. 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). Districts receiving funds under Title I or Title II-A of 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)).

Paperwork Reduction Act of 1995

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 60 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.

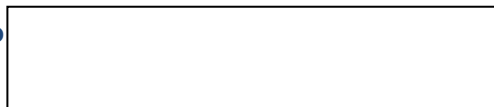
INTRODUCTION TO SURVEY

The U.S. Department of Education is examining the implementation of policies and practices promoted by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). Promoting equal access to high-quality schooling is a central goal of federal education policy. The Title I and Title II-A programs further this goal by providing funds to help schools and districts better serve low-income students and improve teacher and principal quality. The information from this survey is critical to the Department’s ability to improve federal programs and support states, districts, and schools, particularly during this critical period of recovery from the pandemic. The study includes surveys of officials from all 50 states, the District of Columbia, and Puerto Rico, and from a nationally representative set of school districts and schools.

- **The survey may require more than one respondent, given the scope of topics.** There are four sections: educator effectiveness, content standards and assessments, accountability, and school choice. There also is a preliminary set of questions on the number and types of schools in the districts. If appropriate, the survey may be completed by more than one respondent.
- **Districts will not be identified in reporting.** The reports prepared for the study and collaborating Department-funded studies will summarize findings across the set of districts and will not associate responses with a specific district or individual (see Notice of Confidentiality on cover). The Department’s Institute of Education Sciences (IES) will keep all data collected from this survey confidential. There are no foreseeable risks with participating in the survey, and your district will be able to use the information in the reports to compare your district’s strategies and policies to those reported in aggregate by other districts across the nation.
- **Your district’s responses are critical for understanding what is happening in districts and schools across the country.** The survey will provide a national picture of the implementation of policies and practices promoted by Title I and Title II-A. Districts receiving funds under Title I or Title II-A of 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)).

The study, including this survey, is being conducted by Westat and its partner, Mathematica. For any questions about the study, email Title-IIStudy@westat.com or call 855-780-0647.

**Click the Next Button to
Start the Survey**



**Preliminary Questions on the Number and Types of Schools in the District:
MUST BE COMPLETED FIRST**

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, schools with graduation rates below 67 percent, and schools with chronically underperforming subgroups, as defined under ESEA for federal accountability.

Low-performing schools refers to schools in your district that have been formally identified as low-performing based on low achievement, low graduation rates, and/or low growth in student achievement, including any schools identified as eligible for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), or otherwise identified by your state's accountability system as low performing.

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

Title I schools refer to schools in your district that receive any amount of Title I, Part A funds, including 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.

Some questions in this survey vary depending on the number of schools the district operates and whether it has Title I schools or low-performing schools. Please review the definitions and respond to the questions below so that your district receives the appropriate survey questions.

The responses to these questions are so critical to survey navigation that they will be locked once saved. If you need to change the response at a later point, you will need to contact the Title I/II study help desk to request that the questions be unlocked for changes.

0-1. How many schools does your district operate this school year (2021-22)?

Number of **schools** in the district

0-2. How many schools in your district received Title I, Part A funds this school year (2021-22)? If you are unsure, please consult your district's contact for Federal Programs.

Note: *If none of the schools in your district received Title I, Part A funds this year, enter "0."*

Number of **Title I schools** in the district

0-3. How many low-performing schools does your district have this school year (2021-22)? Please note that low-performing schools may have been identified in 2019 or earlier.

Note: *If none of the schools in your district is low performing, enter "0."*

Number of low-performing schools in the district

Q.0-3 SKIP INSTRUCTION

Districts that answer "0" skip to the end of this section

Districts that answer >0 go to Q.0-4.

0-4. How many of your district's low-performing schools are designated as Comprehensive Support and Improvement (CSI) schools? *If you are unsure, please consult your district's contact for Federal Programs. Please note that CSI schools may have been identified in 2019 or earlier.*

Number of CSI schools in the district

0-5. How many of your district's low-performing schools are designated as Targeted Support and Improvement (TSI) schools? *If you are unsure, please consult your district's contact for Federal Programs. Please note that TSI schools may have been identified in 2019 or earlier.*

Number of TSI schools in the district

0-6. How many of your district's low-performing schools are designated as Additional Targeted Support and Improvement (ATSI) schools? *If you are unsure, please consult your district's contact for Federal Programs. Please note that ATSI schools may have been identified in 2019 or earlier.*

Number of ATSI schools in the district

Section 1. Educator Effectiveness

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.

Coaching includes observing a class, providing feedback, and other types of instructional support such as co-teaching, modeling a practice, and providing resources to support a teacher’s instruction.

Collaborative learning is when teachers ask students to work in small groups to learn from each other.

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

A **Grow Your Own program** is a program designed to recruit and train individuals from the community to be teachers who may not have considered teaching as a profession.

An **instructional coach** provides intensive support to teachers to help them improve instructional practice. For this survey, instructional coaches do not include mentors exclusively assigned to help new teachers or to assist struggling teachers placed in a peer assistance program.

Intensive and sustained support for teachers goes beyond short-term workshops to pursue a professional development topic more deeply. For example, professional development that begins during a summer session and is continued over the course of the school year would be intensive and sustained.

Low-performing schools refers to schools in your district that have been formally identified as low-performing based on low achievement, low graduation rates, and/or low growth in student achievement, including any schools identified as eligible for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), or otherwise identified by your state’s accountability system as low performing.

Novice teachers are those in their first or second year of teaching.

People of color include people who are Asian, Black or African-American, non-Hispanic; Hispanic or Latino; American Indian or Alaska native; or Native Hawaiian or other Pacific Islander..

Personalized instruction is when learning experiences are tailored to students’ individual needs, skills, and interests.

Professional development (PD) includes training, seminars, workshops, courses, or coaching in individualized or 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).

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 commonly used at the teacher and school levels:

- **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.
- **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.

Targeted Support and Improvement (TSI) schools are those with one or more consistently underperforming subgroups, as defined for federal accountability under the Elementary and Secondary Education Act.

Teacher academies are an alternate institution for training educators, outside the typical pathway of education schools.

Teacher residency programs are apprenticeship programs that provide an alternative pathway to the teaching profession. Residents combine academic coursework with a yearlong internship under the guidance of an experienced teacher who mentors them. Residents are subsequently expected to be hired for full time employment in the same district.

Professional Development

1-1. During this school year (2021-22) and including last summer (2021), how many days of professional development (PD) are required for teachers?

Note: Please add full and half days together, for example 6 days would be 6.0; while 4 full days and 3 half days would be 5.5. Please round to the nearest half day. Your best estimate is fine.

_____ . _____ Total number of required days

1-2. During this school year (2021-22), did your district provide or arrange for PD on the following topics? Indicate whether the district provided PD on the topics for teachers in no schools, some schools, or all schools.

Note: Districts with only one school should select either “No schools” or “All schools.”

PD TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT PROVIDED PD ON TOPIC FOR:		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Curricula, standards, and subject matter content.....0.		1	2
b. Teaching strategies for remote learning, including the use of education-based apps.....0.		1	2
c. Using adaptive education technologies to help students catch up or accelerate learning at school.....0.		1	2
d. Other specific strategies to help students catch up or accelerate learning (e.g., tutoring to individual students or small groups of students, extending learning time).....0.		1	2
e. Supporting students’ social, emotional, and mental health needs.....0.		1	2
f. Strategies to support physical distancing and other health or safety-related procedures.....0.		1	2
g. Instruction that recognizes students’ cultural backgrounds and experiences (culturally responsive teaching).....0	0	1	2
h. Engaging students and families.....0.		1	2
i. Specific ways to support English learners (ELs).....0.		1	2
j. Specific ways to support students with disabilities (SWDs).....0.		1	2
k. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care.....0.		1	2
l. Creating safe and supporting learning environments.....0.		1	2
m. Active learning strategies..... 0	0	1	2
n. Student behavior, discipline, and safety strategies..... 0	0	1	2
o. Improving instructional approaches to teaching specific content areas.....0.		1	2
p. Improving classroom management or relationships with students.....0.		1	2

1-3. Indicate the topics on which your district provided the most hours of PD to the MOST teachers during this school year (2021–22), including last summer (2021).

Skip instruction: The online form will allow districts to select at most three topics across all items listed.

PD TOPIC	SELECT UP TO 3 RESPONSES
a. Curricula, standards, and subject matter content.....	1
b. Teaching strategies for remote learning , including the use of education-based apps.....	1
c. Using adaptive education technologies to help students catch up or accelerate learning at school.....	1
d. Other specific strategies to help students catch up or accelerate learning (not focused on use of technology).....	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. Instruction that recognizes students’ cultural backgrounds and experiences (culturally responsive teaching).....	1
h. Engaging students and families.....	1
i. Specific ways to support English learners (ELs).....	1
j. Specific ways to support SWDs	1
k. Specific ways to support students experiencing homeless, students in migrant families, or students in foster care.....	1
l. Creating safe and supportive learning environments.....	1
m. Instructional strategies to promote college and career readiness (e.g., credit recovery, dual-credit coursework)	1
n. Active learning strategies.....	1
o. Student behavior, discipline, and safety strategies.....	1
p. Improving instructional approaches to teaching specific content areas.....	1
q. Improving classroom management or relationships with students.....	1

1-4. During this school year (2021–22), including last summer (2021), on which of the following topics did your district provide general education teachers with PD to help SWDs succeed in general education settings?

Note: Districts with only one school should select either “No schools” or “All schools.”

TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Collaborative learning	0	1	2
b. Co-teaching of a special education teacher and a general education teacher.....	0	1	2
c. Personalized instruction for SWDs.....	0	1	2

1-5. During this school year (2021-22), including last summer (2021), on which of the following topics did your district provide general education teachers with PD help English learners succeed?

Note: Districts with only one school should select either “No schools” or “All schools.”

TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	NO SCHOOLS	SOME SCHOOLS	ALL SCHOOLS
a. Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.....0.....	0	1	2
b. Integrating oral and written English language instruction into content area teaching.....0.....	0	1	2
c. Providing regular, structured opportunities for English learners (ELs) to develop oral and written language skills.....0.....	0	1	2
d. Providing small group instructional intervention to students struggling in areas of literacy and English language development.....0.....	0	1	2
e. Co-teaching or collaboration between an EL teacher and a general education teacher.....0.....	0	1	2

1-6. During this school year (2021-22), including last summer (2021), were any of the following staff assigned to schools to support the improvement of teacher effectiveness?

Skip instruction: The online survey will only display the Title I schools and CSI/other low-performing schools columns based on the district’s response to the preliminary questions.

TYPE OF STAFF	SELECT ONE RESPONSE IN EACH ROW					
	ASSIGNED ONLY TO CSI SCHOOLS	ASSIGNED ONLY TO ONLY LOW-PERFORMING SCHOOLS (INCLUDING CSI AND OTHER LOW-PERFORMING SCHOOLS)	ASSIGNED ONLY TO TITLE I SCHOOLS	ASSIGNED TO ALL SCHOOLS	OTHER (SPECIFY)	NOT USED
a. A full- or part-time instructional coach (e.g., literacy or math coaches).....1.....2.....3.....	1	2	3	4	5 _____	0
b. Full- or part-time mentors for novice or struggling teachers.....1.....2.....3.....	1	2	3	4	5 _____	0
c. A full- or part-time PD specialist.....1.....2.....3.....	1	2	3	4	5 _____	0

Q.1-6 SKIP INSTRUCTION
Districts that do NOT answer “Not used” to item a, go to Q.1-7 and receive item a.

Districts that do NOT answer “Not used” to item c, go to Q.1-7 and receive item b.
 Districts that answer “Not used” to items a AND c skip to Q.1-8.

1-7. Is each instructional coach or PD specialist assigned to one school or do these staff serve multiple schools?

TYPE OF STAFF	SELECT ONE RESPONSE IN EACH ROW		
	EACH STAFF SERVES ONE SCHOOL	EACH STAFF SERVES MULTIPLE SCHOOLS	BOTH, SOME STAFF SERVE ONE SCHOOL AND SOME STAFF SERVE MULTIPLE SCHOOLS
a. A full- or part-time instructional coach.....1.....		2	3
b. A full- or part-time PD specialist.....1.....		2	3

1-8. Please indicate the types of PD and support your district provided to teachers and the most common type of support provided.

TYPE OF SUPPORT	SELECT ALL THAT APPLY	SELECT ONE RESPONSE
	SUPPORTS PROVIDED TO TEACHERS	MOST COMMON SUPPORT PROVIDED TO TEACHERS
a. Resources available to teachers on-demand, asynchronously (e.g., video recordings).....	1	1
b. Stand-alone workshops (one-day or short-term).....	1	1
c. Intensive and sustained support in groups.....	1	1
d. Intensive and sustained one-on-one support for individual teachers...	1	1
e. Some other method..... (Specify): _____	1	1

Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your district during this school year (2021-22). Please respond to the questions in this section based on the evaluation system that is used for the majority of teachers in your district during this school year (2021-22).

1-9. During this school year (2021-22), did the district use value added measures (VAMs) or student growth percentiles (SGPs) as a source of information on teacher performance for teacher evaluations?

- 1 Yes
- 0 No

1-10. Will the district use the evaluation results for teachers for this school year (2021-22) to inform any of the following decisions?

TYPE OF DECISION	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Determining annual salary increases or bonuses for high-performing teachers.....	1	0
b. Providing career advancement opportunities for high-performing teachers, such as teacher leadership roles.....	1	0
c. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	0
d. Dismissing low-performing teachers or terminating employment for cause.....		

Recruiting, Hiring, and Retaining Effective Teachers

1-11. What actions has your district taken to address issues of recruiting, hiring, or retaining effective teachers during the 2021-22 school year, including last summer (2021)?

ACTION TAKEN	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Offering more compensation for qualified or effective teachers.....	1	0
b. Providing loan repayment assistance or tuition reimbursement to teachers.....	1	0
c. Developing career ladders or teacher leadership roles to attract and retain teachers.....	1	0
d. Allowing some schools to begin the hiring process earlier.....	1	0
e. Increasing external recruitment activities such as hosting open houses and job fairs.....	1	0
f. Improving teaching and learning environments (e.g., lower teaching loads, smaller classes, more resources, or improved facility quality).....	1	0
g. Offering more PD for teachers.....	1	0
h. Recruiting or hiring teachers from non-traditional providers (e.g., Teach for America).....	1	0
i. Other..... (Specify): _____	1	0

1-12. For this school year (2021-22), did your district hire at least one full-time teacher from the following programs? If yes, were any of them **teachers of color?**

NA **N/A** - District did not hire any full-time teachers for the 2021–22 school year.

Skip Instruction: (1) Districts that answer N/A skip to Q.1-13. **(2)** Districts that select “Yes” to an item see column about hiring teachers of color.

PROGRAM OR STRATEGY	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	HIRED AT LEAST ONE FULL-TIME TEACHER		IF YES, HIRED AT LEAST ONE FULL-TIME TEACHER OF COLOR	
	YES	NO	YES	NO
a. A Grow Your Own program	1	0	1	0
b. Alternative Certification programs (e.g., Teacher for America, Urban Teachers, The New Teacher Project, other AmeriCorps programs)	1	0	1	0
c. Teacher academies	1	0	1	0
d. Teacher residency programs	1	0	1	0
e. Other..... (Specify): _____	1	0	1	0

Q.1-12 SKIP INSTRUCTION
 Districts that answer “Yes” for Q.1-12d “teacher residency programs” go to Q.1-13.
 Districts that answer “No” for Q.1-12d “teacher residency programs” skip to Q.1-14.

1-13. During this school year (2021-22), did your district offer a **teacher residency program through any of the following means?**

PROGRAM	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. A program created by the state and available to all districts in the state.....	1	0
b. A program created by your district or available to a limited number of districts....	1	0
c. Other	1	0
(Specify): _____		

1-14. Did your district use strategies to increase the racial or ethnic diversity of the teacher workforce during the 2021-22 school year, including last summer (2021)?

- 1 Yes
- 0 No

Q.1-14 SKIP INSTRUCTION
 Districts that answer “Yes” go to Q.1-15.

Districts that answer "No" skip to Q.1-16.

1-15. Which strategies did your district use to increase the racial or ethnic diversity of the teacher workforce during the 2021-22 school year, including last summer (2021), and which were the three primary strategies?

STRATEGIES USED	SELECT ALL THAT APPLY	SELECT UP TO 3
	STRATEGIES	TOP THREE STRATEGIES
a. Set a goal to increase the racial or ethnic diversity of the educator workforce.....	1	0
b. Developed a task force, advisory group, or role within the district to examine, create, and monitor strategies to increase the racial or ethnic diversity of the workforce.....	1	0
c. Invested in Grow Your Own programs to increase the racial or ethnic diversity of the workforce.....	1	0
d. Partnered with teacher preparation programs to ensure targeted recruitment and hiring.....	1	0
e. Invested in cultural competence and anti-bias trainings for hiring managers and school leaders.....	1	0
f. Invested in teacher academies or teacher residencies to support and prepare candidates of color	1	0
g. Invested in opportunities for teachers of color to grow and develop in their abilities and qualification for leadership roles, including targeted PD and cohort models.....	1	0
h. Other..... (Specify): _____	1	0

Access to Effective Teachers

1-16. Within the past 12 months, has your district examined information about the distribution of teacher quality or effectiveness across schools in your district serving different student populations (such as high-poverty schools compared with low-poverty schools)?

1 Yes

0 No

Q.1-16 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.1-17.
 Districts that answer “No” skip to end of section 1.

1-17. According to your district’s examination of the distribution of teacher quality or effectiveness, did low-income students or **students of color tend to have teachers who are more effective, equally effective, or less effective than the teachers that other students had?**

SELECT ONE RESPONSE IN EACH ROW				
STUDENT GROUP	TENDED TO HAVE TEACHERS WHO ARE MORE EFFECTIVE	TENDED TO HAVE TEACHERS WHO ARE EQUALLY EFFECTIVE	TENDED TO HAVE TEACHERS WHO ARE LESS EFFECTIVE	DID NOT EXAMINE THIS GROUP
a. Low-income students	1	2	3	0
b. Students of color	1	2	3	0

Section 2. Content Standards and Assessments

Definitions for this section

Academic assessments include summative, performance-based, or interim assessments. For the purposes of the questions in this section, academic assessments are valid and reliable measures of the content area; and do **not** include (1) teacher-developed, ad-hoc classroom assessments used as part of daily instruction; (2) diagnostic assessments used to identify students with disabilities (SWDs); or (3) screening assessments used to identify developmental delays or newly enrolled students who may be English learners (ELs).

- **State-mandated academic assessments**, for the purposes of this section, are those required for federal accountability purposes and 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.

Academic or content vocabulary refers to lists of words or phrases commonly used in educational texts. Academic vocabulary is a list of words or phrases found in instructional materials regardless of the content area (e.g., analysis, comparison, discussion), whereas content vocabulary is a list of words or phrases specific to a given content area.

A **digital coach** provides intensive, on-site support to teachers to help them improve instructional practice by incorporating technology. Examples of support include identifying apps for content area-specific requests, guiding use of new software or web-based programs, or facilitating remote instruction. For the purposes of this survey, digital coaches do not include mentors exclusively assigned to help new teachers or to assist struggling teachers placed in a peer assistance program.

Diagnostic assessments are low-stakes -assessments designed to help teachers evaluate students' strengths and weaknesses compared to a grade or course's learning objectives.

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

Individualized support includes targeted communications or customized resources for principals or teachers. Individualized support can include providing background information, building capacity, or brainstorming solutions. Individualized support may be accomplished via coaching, resource lists to access deeper information or related guidance such as links to affiliated partners, conference proceedings, libraries, or other collections.

Instructional materials or supports are designed to augment instructional planning resources. Instructional materials or supports can include textbooks or workbooks (consumable/non-consumable), novels; periodicals; video documentaries; etc.

Instructional planning resources are provided by the SEA, LEA, or Charter Management Organization (CMO)/Charter School to schools and teachers with the purpose of standardizing instruction from classroom to classroom and school to school. Instructional planning resources can include an adopted and aligned curriculum; curriculum maps; pacing guides; assessment blueprints or frameworks; unit, semester, or yearly planning guides.

Prioritizing content is a process to identify the concepts, skills, or topics deemed most essential and emphasized over other concepts, skills or topics for the grade and content. Prioritizing content does not eliminate concepts, skills or topics from the curriculum. Instead, concepts, skills or topics are ranked in terms of the emphasis teachers will consider when planning instruction.

Written guidance includes resources developed by the state or district and distributed to schools. For the purposes of this survey, written guidance builds competence and capacity in topics or policy that address specific aspects of state or federal legislation. Examples include fact sheets or FAQs; tools to help with meeting compliance requirements or implementing research-based strategies such as templates, frameworks, protocols, or rubrics.

District Supports for Using State Content Standards, State English Language Proficiency Standards, or [State Mandated Academic Assessments](#)

2-1. During the 2021–22 school year and including last summer (2021), did the district provide [written guidance](#), [individualized support](#), or [group professional development \(group PD\)](#) to schools on the following topics related to the ELA or math state content standards or the English language proficiency (ELP) standards? If so, indicate the type(s) provided.

TOPICS	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHICH TYPE? SELECT ALL THAT APPLY IN EACH ROW		
	YES	NO	WRITTEN GUIDANCE	INDIVIDUALIZED SUPPORT	GROUP PD
Prioritize content and adapt instructional materials or supports					
a. Evaluate if existing instructional planning resources should prioritize certain content , topics, or skills over other content, topics, or skills	1	0	3	2	1
b. Develop a blueprint, framework, or roadmap to prioritize the content	1	0	3	2	1
c. Identify new instructional materials or supports that emphasize prioritized content.....1.		0	3	2	1
d. Determine what information is provided to teachers to support prioritizing content	1	0	3	2	1
e. Prioritize instruction to focus on missed skills or concepts from the previous grade or course	1	0	3	2	1
f. Prioritize instruction to focus on essential content for the current grade or course	1	0	3	2	1
g. Prioritize instruction to focus on high-leverage skills necessary for the next grade or course	1	0	3	2	1
Design instruction					
h. Develop lesson plans that align to the state content standards1.		0	3	2	1
i. Incorporate academic or content vocabulary into instruction.....1.		0	3	2	1
j. Use the state content standards to differentiate instruction1.		0	3	2	1
k. Use the state’s English language proficiency (ELP) standards to design instruction for English learners (ELs).....1.		0	3	2	1

TOPICS	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHICH TYPE? SELECT ALL THAT APPLY IN EACH ROW		
	YES	NO	WRITTEN GUIDANCE	INDIVIDUALIZED SUPPORT	GROUP PD
Instructional materials or resources					
l. Select curricula that align to the state content standards1.	0		3	2	1
Evaluate processes					
m. Evaluate student work relative to the state content standards1.	0		3	2	1

State-Mandated English Language Proficiency (ELP) Assessments

2-2. Other than determining the proficiency level of English learners (ELs) or for federal accountability purposes, indicate how the results of the 2020-21 ELP assessments were primarily used for this school year (2021-22).

Note: Consider only the annual/summative English language proficiency (ELP) assessment used to measure growth or English proficiency and not the initial screening assessment.

N/A - Check here if your district did not administer the English language proficiency (ELP) assessment during 2020-2021

Q.2-2 SKIP INSTRUCTION
Districts that answer N/A skip to Q.2-3.

USE OF ELP ASSESSMENT RESULTS	SELECT UP TO 3 RESPONSES
a. To track overall school performance.....	1
b. To identify areas of improvement.....	1
c. To evaluate instructional programs, i.e., measuring program effectiveness.....	1
d. To inform individualized supports or group PD offerings such as identifying specific content or skills where teachers need assistance or support.....	1
e. To provide information to teachers about their students’ progress.....	1
f. To provide information to parents about their children or the schools, or to students about their own progress.....	1
g. To understand the effectiveness of various English learner (EL) program models (e.g., dual immersion, English as a second language).....	1
h. To inform staffing decisions (i.e., hiring and placement).....	1
i. Something else..... <i>(Specify):</i> _____	1

Use of State- or District- Mandated Academic Assessments

2-3. Did your district administer state-mandated academic assessments for ELA and math for the 2020-21 school year?

ASSESSMENTS	SELECT ONE RESPONSE IN EACH ROW			
	SPRING 2021	SUMMER 2021	FALL 2021	NOT ADMINISTERED
a. ELA.....3.....2.....			1	0
b. Math.....3.....2.....			1	0

2-4. Other than regular screening to identify students with disabilities (SWDs) and English-learners (ELs), did your district administer a diagnostic assessment in fall 2021 to determine students' academic needs at the beginning of this school year (2021-22)?

- 1 Yes
- 0 No

Q.2-4 SKIP INSTRUCTION

Districts that answer "Yes" go to Q.2-5.
 Districts that answer "No" skip to Section 3.

2-5. Estimate the overall student participation rate for the required diagnostic assessment administered in fall 2021.

_____ %

Section 3. Accountability

Definitions in this section

Academic assessments include summative, performance-based, or interim assessments. For the purposes of the questions in this section, academic assessments are valid and reliable measures of the content area; and do **not** include (1) teacher-developed, ad-hoc classroom assessments used as part of daily instruction; (2) diagnostic assessments used to identify students with disabilities (SWDs); or (3) screening assessments used to identify developmental delays or newly enrolled students who may be English learners (ELs).

State-mandated academic assessments, for the purposes of this section, are those required for federal accountability purposes and 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

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. ATSI schools may have been identified in 2019 or earlier.

College and career pathway programs align high school courses, local employment and internships, technical education, and career counseling for several selected career paths to help high school students identify paths toward industry-relevant certification, future education, and productive careers in expanding local industries.

Competency-based learning is an approach that allows students to gain course credit by demonstrating mastery of knowledge and skills or by completing project-based work, without meeting instructional time requirements.

Comprehensive Support and Improvement (CSI) schools are those in the bottom 5 percent of all Title I schools, schools with graduation rates below 67 percent, and schools with chronically underperforming subgroups, as defined under ESEA for federal accountability. CSI schools may have been identified in 2019 or earlier.

Diagnostic assessments are low-stakes assessments designed to help teachers evaluate students' strengths and weaknesses compared to a grade or course's learning objectives.

Early warning indicator or on-track to graduate index uses individual student data on performance in core courses, attendance, and/or disciplinary incidents to yield indicators of whether the student is on track for grade progression or for graduation.

Interim academic assessments are generally district- or school-level assessments administered at set periods of time throughout the school year, e.g., beginning, middle, or end 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 large-scale state-mandated assessments, 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.

Other low-performing schools refers to schools in your districts that have been formally identified as low-performing based on low achievement, low graduation rates, and/or low growth in student achievement by your state's accountability system outside of the schools identified as eligible for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI).

Paraprofessional refers to school staff members (such as teaching assistants), service program fellows (such as AmeriCorps fellows), or community organization staff.

People of color include people who are Asian; Black or African-American, non-Hispanic; Hispanic or Latino; American Indian or Alaska native; or Native Hawaiian or other Pacific Islander.

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

Student engagement is the intensity of students' interest in school activities and learning, their effort toward learning in school, or their investment or commitment to school. It could be measured by student surveys, attendance, extracurricular participation, and/or observation.

Targeted Support and Improvement (TSI) schools are those with one or more consistently underperforming subgroups, as defined under ESEA for federal accountability. TSI schools may have been identified in 2019 or earlier.

Technical assistance includes any guidance or best practices resources your district 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 refer to schools in your district that receive any amount of Title I, Part A funds, including those with targeted assistance and schoolwide Title I programs.

Whole school improvement models include strategies to change organization of the school, the structure of the school day, and the development of leaders and staff that all center on improved instruction, curriculum, and academic and nonacademic support for all students.

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

Measures of Student Achievement and School Quality and How they are Informing Decisions in 2021-22

3-1. What measures from last school year (2020-21) or the beginning of this school year (2021-22) did your district have available to plan and target academic interventions and support to schools and students to help students catch up on or accelerate learning this school year? To what extent did the district use each measure to plan and target support?

Skip instruction: The online survey will display rows a through e based on the district’s responses to questions on the administration of state-mandated assessments, English language proficiency (ELP), and district diagnostic assessments in section 2.

MEASURES	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		
	WAS THIS MEASURE AVAILABLE?		IF YES, TO WHAT EXTENT WAS THIS MEASURE USED TO PLAN AND TARGET ACADEMIC INTERVENTIONS AND SUPPORT TO SCHOOLS AND STUDENTS?		
	YES	NO	NOT USED	SOME USE	MAJOR USE
Achievement Measures					
a. Students’ scores on state-mandated academic assessments given in calendar year 2021.....	1	0	0	1	2
b. Student achievement growth on state-mandated academic assessments through 2021.....	1	0	0	1	2
c. Students’ scores on state English language proficiency (ELP) assessments given in calendar year 2021.....	1	0	0	1	2
d. Student achievement growth on state English language proficiency (ELP) assessments through 2021.....	1	0	0	1	2
e. Students’ scores on district interim academic assessments or diagnostic assessments given in fall of 2021.....	1	0	0	1	2
f. Student achievement growth on district interim academic assessments or diagnostic assessments through spring or fall of 2021.....	1	0	0	1	2
g. Students’ final grades and course completion rates for the 2020-21 school year.....	1	0	0	1	2
h. Graduation rate for 2020-21.....	1	0	0	1	2
i. Another assessment..... (Specify): _____	1	0	0	1	2
Other Measures					

MEASURES	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		
	WAS THIS MEASURE AVAILABLE?		IF YES, TO WHAT EXTENT WAS THIS MEASURE USED TO PLAN AND TARGET ACADEMIC INTERVENTIONS AND SUPPORT TO SCHOOLS AND STUDENTS?		
	YES	NO	NOT USED	SOME USE	MAJOR USE
j. Student attendance or chronic absenteeism from 2020-21.....	1.....	0.....	0..	1	2
k. Early warning indicator or on-track to graduate index	1.....	0.....	0..	1	2
l. Student surveys of school climate or student engagement from 2020-21.....	1.....	0.....	0..	1	2
m. Assessments of students’ social-emotional competencies or skills from 2020-21.....	1.....	0.....	0..	1	2
n. School poverty rates.....	1.....	0.....	0..	1	2
o. Community COVID-19 cases, death rates, and/or economic impact in a school’s community.....	1.....	0.....	0..	1	2
p. Students’ access to technological devices and the internet in 2020-21.....	1.....	0.....	0..	1	2
q. Another measure..... (Specify): _____	1.....	0.....	0..	1	2

3-2. During this school year (2021-22) and the previous summer, did schools in your district use any of the following individualized instructional strategies or extra learning time to help students catch up on or accelerate learning?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
Provide individualized or small group instruction		
a. Provide tutoring to groups of five or more students.....	1	0
b. Provide tutoring to groups of one to four students.....	1	0
c. Dedicate additional time for teachers to provide individual or small group instruction during the school day.....	1	0
d. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools).....	1	0
Offer a longer school day or school year		
e. Offer voluntary after- or before-school programs that provide supplemental academic instruction.....	0	1
f. Offer a longer school day that is mandatory for all students (more than the typical 7 hours).....	0	1
g. Offer a longer school year that is mandatory for all students (more than the typical 180 days).....	0	1
h. Offer summer school or a summer learning program in 2021.....	0	1

3-3. During this school year (2021-22), did schools in your district implement any of the following family engagement strategies?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach	1	0
b. School or district staff work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school.....	1	0
c. Teachers conduct home visits.....	1	0
d. District communicates with families of English learners (ELs) in their home language	1	0
e. Schools offer parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors.....	1	0
f. Principals and teachers receive training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	1	0

3-4. During this school year (2021-22), did high schools in your district implement any of the following credit recovery or course progression strategies to help students catch up on or accelerate learning?

NA **N/A** - Check here if the district does not operate any schools that include grades 10, 11, or 12.

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Provide credit recovery programs during the school year.....	1	0
b. Provide competency-based learning for students.....	1	0
c. Provide college and career pathway programs	1	0
d. Provide expanded access (compared to last school year) to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement, or International Baccalaureate courses).....	1	0

3-5. In previous questions, you responded that your district is implementing these strategies to help students catch up on or accelerate learning in this school year (2021-22) (see list below). Which strategies are most critical to your district’s efforts to help students catch up on or accelerate learning?

Skip instruction: The online survey will display in the list below only the strategies district identified in Q.3-2, Q.3-3, and Q.3-4.

STRATEGIES THE DISTRICT IS IMPLEMENTING	SELECT UP TO 3 RESPONSES
Provide individualized or small group instruction	
a. Provide tutoring to groups of five or more students.....	1
b. Provide tutoring to groups of one to four students.....	1
c. Dedicate additional time for teachers to provide individual or small group instruction during the school day.....	1
d. Offer small class sizes (fewer than 20 students in elementary and middle schools; fewer than 25 students in high schools).....	1
Offer a longer school day or school year	
e. Offer voluntary after- or before-school programs that provide supplemental academic instruction.....	1
f. Offer a longer school day that is mandatory for all students (more than the typical 7 hours).....	1
g. Offer a longer school year that is mandatory for all students (more than the typical 180 days).....	1
h. Offer summer school or a summer learning program in 2021.....	1
Family engagement strategies	
i. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach.....	1
j. School or district staff work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school.....	1
k. Teachers conduct home visits	1
l. District communicates with families of English learners (ELs) in their home language	1

STRATEGIES THE DISTRICT IS IMPLEMENTING	SELECT UP TO 3 RESPONSES
m. Schools offer parents and caregivers the option of participating remotely in family engagement events or meetings with teachers or student support specialists/counselors.....	1
n. Principals and teachers receive training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	1
Credit recovery or course progression strategies	
o. Provide credit recovery programs during the school year.....	1
p. Provide competency-based learning for students.....	1
q. Provide college and career pathway programs	1
r. Provide expanded access (compared to last school year) to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement, or International Baccalaureate courses).....	1

Q.3-5 SKIP INSTRUCTION

Districts that answer “Yes” to Q.3-2 item “a. Provide tutoring to groups of five or more students” or “b. Provide tutoring to groups of one to four students” go to Q.3-6 and display row a.

Districts that answer “Yes” to Q.3-2 item “h. Offer summer school or a summer learning program in 2021,” go to Q.3-6 and display row b.

Otherwise, skip to Q.3-14.

3-6. For strategies listed below that were implemented to catch up on or accelerate learning in your district during this school year (2021-22), at which school levels were they implemented?

STRATEGY	SELECT ALL THAT APPLY IN EACH ROW		
	DISTRICT IMPLEMENTED STRATEGY IN:		
	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
a. Provide tutoring to groups of students	1	2	3
b. Offer summer school or a summer learning program	1	2	3

Q.3-6 SKIP INSTRUCTION

Districts that answer “Yes” to Q.3-2 item “a. Provide tutoring to groups of five or more students” or “b. Provide tutoring to groups of one to four students” go to Q.3-7.

Otherwise skip to Q.3-8.

3-7. Thinking about tutoring programs across all grade levels that your district provides to help students catch up on or accelerate learning this school year (2021-22), what is the professional background, training, and support provided to most of your district’s tutors?

BACKGROUND, TRAINING, AND SUPPORT FOR TUTORS	PROVIDE RESPONSE IN EACH ROW
---	-------------------------------------

- a. Approximately what percentage of tutors are **paraprofessionals** or current or former teachers?..... _____ percent
- b. Approximately what percentage of tutors are unpaid volunteers?..... _____ percent
- c. How many hours of training did most tutors receive? (Your best guess is fine.)..... _____ hours
- d. Did tutors working with English learners (ELs) receive any specific training on working with English learners (ELs)?..... 1 Yes 0 No

Q.3-7 SKIP INSTRUCTION

Districts that answer “Elementary school” or “Middle school” to Q.3-6 item “b. Offer summer school or a summer learning program” go to Q.3-8.

Districts that answer “no” to Q.3-2 item “h. Offer summer school or a summer learning program” or only “High school” to Q.3-6 item “b. Offer summer school or a summer learning program” skip to Q.3-14.

3-8. Thinking now about your district’s programs last summer (2021) for elementary and/or middle school students, for how long did most students attend the summer program?

___ Number of weeks

3-9. Did most students in your summer 2021 programs for elementary and/or middle school students attend full day or part day? (Select one response.)

1 Full day

2 Part day

3-10. Thinking back to summer programs offered by your district to elementary and/or middle school students in 2021, how often did most students in your district’s summer programs experience the following features?

FEATURES OF ELEMENTARY AND MIDDLE SCHOOL SUMMER PROGRAMS	SELECT ONE RESPONSE IN EACH ROW		
	MOST DAYS	OCCASIONALLY	NOT OFFERED OR NOT APPLICABLE
a. Offered classroom instruction by teachers or paraprofessionals.....	2	1	0
b. Offered one-on-one or small group tutoring by teachers, paraprofessionals, or instructional aides.....	2	1	0
c. Used the same curricula, books, and materials as used during the school year.....	2	1	0
d. Offered instruction differentiated by student skill level...	2	1	0
e. English learners (ELs) were offered instruction in English language development.....	2	1	0
f. Students practiced a skill in a real-life way, such as to solve a real problem or undertake tasks found in jobs or daily life.....	2	1	0
g. Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations.....	2	1	0
h. Students engaged in experiential group learning experiences.....	2	1	0
i. Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts.....	2	1	0

3-11. What proportion of elementary and middle school students in your district enrolled in summer programs last summer (2021)?

Note: Please provide your best estimate of the percentage of elementary and/or middle school students districtwide who enrolled in programs.

DK Don't know - Enrollment records are not kept or readily accessible

- 1 0% to 20%
- 2 21% to 40%
- 3 41% to 60%
- 4 61% to 80%
- 5 81% to 100%

3-12. Last summer (2021), did your district offer summer programs, equally to all student groups or did particular student groups receive priority for any of these strategies?

- 1 Programs offered with priority to some student groups
- 2 Programs offered equally across all student groups

Q.3-12 SKIP INSTRUCTION

Districts that answer "Programs offered with priority to some student groups" go to Q.3-13.

Districts that answer "Programs offered equally across all student groups" skip to Q.3-14.

3-13. Please select up to 3 student groups that were given highest priority for summer programs last summer (2021)?

GROUPS OF STUDENTS	SELECT UP TO 3 RESPONSES
	SUMMER PROGRAMS
a. Students with disabilities (SWDs).....	1
b. English learners (ELs).....	1
c. Economically disadvantaged students.....	1
d. Students with no or limited access to technology (devices or internet connection).....	1
e. Students experiencing homelessness, students in migrant families, or students in foster care.....	1
f. Students with low attendance in 2020–21.....	1
g. Students with behavioral or mental health needs.....	1
h. Academically at-risk students..... (Specify how district defines these students).....	1 1
i. Other category of students..... (Specify how district defines these students)_____	1

3-14. What measures from last school year (2020-21) or the beginning of this year did your district use to plan interventions to address students’ social-emotional or mental health needs for this school year (2021-22)?

MEASURES	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		
	WAS THIS MEASURE AVAILABLE?		IF YES, TO WHAT EXTENT WAS THIS MEASURE USED TO PLAN INTERVENTIONS?		
	YES	NO	NOT USED	SOME USE	MAJOR USE
a. Student surveys of school climate or student engagement from 2020-21.....1.....0.....	0	1	2		
b. Assessment(s) of students’ social-emotional competencies or skills from 2020-21.....1.....0.....	0	1	2		
c. Student attendance or chronic absenteeism data from 2020-21.....1.....0.....	0	1	2		
d. School poverty rates.....1.....0.....	0	1	2		
e. Community COVID-19 cases, death rates, and/or economic impact.....1.....0.....	0	1	2		
f. Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity).....1.....0.....	0	1	2		
g. Discipline data (e.g., in- or out-of-school suspension rates).....1.....0.....	0	1	2		
h. Information on students needing food, housing, health care, or other supports.....1.....0.....	0	1	2		
i. Another measure.....1.....0..... (Specify): _____	0	1	2		

3-15. During this school year (2021-22), did your district implement any of the following strategies to address students’ social-emotional or mental health needs?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	USED STRATEGY IN 2021-22	
	YES	NO
a. Provide student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers).....	1	0
b. Offer schoolwide social-emotional learning (SEL) programs for students.....	1	0
c. Offer schoolwide positive school climate and/or bullying prevention programs.....	1	0
d. Provide training to school staff on recognizing student mental and behavioral health issues, such as stress and depression.....	1	0
e. Provide training to school staff to use practices that are trauma-informed.....	1	0
f. Offer mental health and wellness support programs for school staff.....	1	0
g. Provide training and oversight of student peer advisors to provide student mentoring and support.....	1	0
h. Conduct a needs assessment of students needing food, housing, health care, or other supports.....	1	0
i. Use mentors to connect with students and offer a relationship with a caring adult.....	1	0

Q.3-15 SKIP INSTRUCTION
 Districts that answer “Yes” to any item go to Q.3-16.
 Districts that answer “No” to all items skip to Q.3-17.

3-16. In the previous question, you responded that your district is implementing these strategies to address students’ social-emotional or mental health needs this school year (2021-22). Which strategies are most crucial to your district’s efforts to address students’ social-emotional or mental health needs this year?

Skip instruction: The online survey will display only strategies district identified in Q.3-15.

STRATEGY	SELECT UP TO 3 RESPONSES
a. Provide student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers).....	1
b. Offer schoolwide social-emotional learning (SEL) programs for students.....	1
c. Offer schoolwide positive school climate and/or bullying prevention programs.....	1
d. Provide tools and/or training to school staff on recognizing student mental and behavioral health issues, such as stress or depression.....	1
e. Provide training to school staff to use practices that are trauma-informed.....	1
f. Offer mental health and wellness support programs for school staff.....	1
g. Provide training and oversight of student peer advisors to provide student mentoring and support.....	1

STRATEGY	SELECT UP TO 3 RESPONSES
h. Conduct a needs assessment of students needing food, housing, health care, or other supports.....	1
i. Use mentors to connect with students and offer a relationship with a caring adult....	1

3-17. Did your district use online technologies for various purposes during the current school year (2021-22)?

TECHNOLOGY AND USES	SELECT ONE RESPONSE IN EACH ROW	
	USED THIS YEAR (2021-22)	
	YES	NO
a. Technology that translates communications with families of English learners (ELs)...	1	0
b. Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia).....	1	0
c. Online learning platform to manage homework assignments.....	1	0
d. One-to-one laptop policy that ensures every student has a laptop or tablet computer	1	0
e. Video recordings of the teacher’s instruction that students can view outside class time.....	1	0
f. Video recordings of classroom instruction that administrators or instructional leaders can use asynchronously for observing teaching.....	1	0
g. Professional development (PD) for teachers on integrating technology into instruction.....	1	0
h. Online PD for teachers	1	0

3-18. During this school year (2021-22) and last summer (2021), did school or district staff receive technical assistance (TA) on any of the following topics related to identifying and implementing evidence-based models, interventions, and strategies? On which topics did staff receive the most hours of TA?

POTENTIAL TOPICS FOR TA	SELECT ONE RESPONSE IN EACH ROW		MOST HOURS OF TA
	YES	NO	SELECT UP TO 3 TOPICS
a. Aligning school improvement strategies to school-based equity goals	1	0	1
b. Identifying evidence-based models, interventions, and strategies in areas the school needs to improve.....	1	0	1
c. Identifying evidence-based models, interventions, and strategies specifically designed to support English learners (ELs).....	1	0	1
d. Implementing evidence-based models, interventions, and strategies with fidelity	1	0	1
e. Implementing continuous improvement strategies.....	1	0	1
f. Evaluating the evidence-based models, interventions, and strategies.....	1	0	1

3-19. Did CSI schools in your district implement any of the following evidence-based whole school improvement models this school year (2021-22)?

EVIDENCE-BASED WHOLE SCHOOL IMPROVEMENT MODELS	SELECT ONE RESPONSE IN EACH ROW		
	ALL CSI SCHOOLS	SOME CSI SCHOOLS	NO CSI SCHOOLS
a. Success for All.....	2	1	0
b. Institute for Student Achievement (ISA).....	2	1	0
c. Positive Action.....	2	1	0
d. Talent Development Middle Grades Program (TDMGP).....	2	1	0
e. Building Assets, Reducing Risks (BARR) model.....	2	1	0
f. Multi-tiered systems of support.....			
g. Other	2	1	0
(Specify): _____			

Q.3-19 SKIP INSTRUCTION

District receives these questions if they have CSI schools and non-CSI schools (more than 1 school).

If $Q.0-1 > 1$, and $Q.0-4 > 0$, and $Q.0-4 < Q.0-1$, district receives these questions. Otherwise, district skips out of these two questions.

If district has CSI and only other low-performing, non-CSI schools (i.e., if $Q.0-3 > Q.0-4$), delete "that are or are not low-performing" from the question stem. District receives Q.3-20 a and c, and Q.3-21 a, c, and d (but not Q.3-20 b and Q.3-21 d).

If district has CSI schools and only other non-low performing schools (but no other low-performing schools - i.e., if $Q.0-3 < Q.0-1$), district receives response options a and c for Q.3-20 but not b, and response options a, c, and d for Q.3-21, but not b.

If district has CSI schools, other low-performing schools, and non-low-performing schools (i.e., $Q.0-3 > 1$, $Q.0-3 > Q.0-4$, and $Q.0-1 > Q.0-3$), then district receives all response options.

3-20. When thinking about the amount of support (guidance, technical assistance, PD) that your district provided to CSI schools this school year (2021-22), which of the following best describes the amount of support CSI schools received compared to other schools in your district that are and are not low-performing schools generally? (Select one response.)

- 3 CSI schools received *more* support than other schools in the district
- 2 CSI schools received the *same or similar* support as other low-performing schools in the district, but *more* than supports received by schools in the district that are not low-performing
- 1 CSI schools received the *same or similar* support as other schools in the district

3-21. When thinking about the topics covered in the support (guidance, technical assistance, or PD) that your district provided to CSI schools this school year (2021-22), which of the following best describes the topics covered in CSI schools compared to other schools in your districts? (Select one response.)

- 3 All schools in the district received support that focused on the *same or similar* topics
- 2 All low-performing schools, including CSI schools, received support that focused on the *same or similar* topics, but these topics were *different* from those provided to other schools in the district
- 1 All CSI schools received support that focused on the *same or similar* topics, but these topics were *different* from those provided to other schools in the district
- 0 CSI schools received support on *different* topics

Per-pupil expenditures in district schools

3-22. Has your district examined information about the distribution of per-pupil school expenditures across schools serving different student populations (for example, schools with different percentages of English learners (ELs)) within the past 5 years (since 2017)?

- 1 Yes
- 0 No

Q.3-22 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.3-23.

Districts that answer “No” skip to end of Section 3.

3-23. In the past five years (since 2017) did your district examine per-pupil school expenditures using any of the following types of comparisons across schools?

COMPARISONS	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	DID DISTRICT MAKE THE COMPARISON?		IF YES, DID DISTRICT FIND MEANINGFUL DIFFERENCES?	
	YES	NO	YES	NO
a. Comparisons of school spending across schools within your district.....	1	0	1	0
b. Comparisons of school spending with school performance or student outcomes data.....	1	0	1	0
c. Comparisons of spending in schools serving similar student populations in your district.....	1	0	1	0
d. Comparisons of spending in schools serving different percentages of students who are English learners (ELs).....	1	0	1	0
e. Comparisons of spending in schools serving different percentages of students from economically disadvantaged families.....	1	0	1	0
f. Comparisons of spending in schools serving high percentages of students from different racial/ethnic groups.....	1	0	1	0
g. Comparisons of spending in schools serving different percentages of SWDs.....	1	0	1	0
h. Comparisons of spending in schools serving higher proportions of	1	0	1	0

SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
DID DISTRICT MAKE THE COMPARISON?		IF YES, DID DISTRICT FIND MEANINGFUL DIFFERENCES?	
YES	NO	YES	NO

COMPARISONS

students experiencing homelessness, students in migrant families, or students in foster care compared to other schools.....

3-24. Are the results of these examinations of per-pupil school expenditures available to the public (or will they be made available)? If yes, where are they published or when will they be available? (Select one response.)

2 Yes, results are published and available here: _____

1 Yes, results will be available to the public
 → When do you expect the results to be available? _____ (MM/YYYY)

0 No

3-25. In the past five years (since 2017), how has your district used the information from examining school expenditures?

INFORMATION USES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. District developed a plan to address spending differences.....	1	0
b. District created forums for schools and/or the public to discuss inequities	1	0
c. District invested funding to address inequities found.....	1	0
d. District provided schools with information about schools with high student achievement growth and low costs.....	1	0
e. District used findings to evaluate which schools to expand and which to close.....	1	0
f. District used findings to further examine teacher-salary levels and teacher placement policies.....	1	0
g. District used findings to advocate for changes to the state’s funding formulas.....	1	0
h. Other.....	1	0
(Specify): _____		

3-26. To what extent do any of the following conditions currently pose a challenge for your district to examine per-pupil school-level expenditures?

CONDITIONS	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Availability of per-pupil school-level expenditure information.....	1	2	3
b. Accessibility or usability of the information (e.g., spending data is in a format you can use to make	1	2	3

CONDITIONS	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
comparisons between schools in your district).....			
c. Ability to make reliable comparisons with the information.....1.....		2	3
d. Staff with expertise analyzing school expenditure data.....1.....		2	3
e. Time or resources to spend reviewing the information1.....		2	3
f. Other challenges.....1.....		2	3
(Specify): _____			

Section 4. School Choice

Definitions for this section

An **inter-district choice program** allows students residing in your district to attend public schools in a different district and allows students residing in other school districts to attend public schools in your district.

This definition also is available to respondents by hovering over the words that appear in blue text in the survey.

This section asks about school choice programs that might be operating in your district.

Q.4-0 SKIP INSTRUCTION

Districts with more than one school go to Q.4-1.

Districts with only one school skip to Q.4-1 skip instruction.

4-1. During last school year (2020-21), did your district allocate funding to schools based on a per-pupil formula that gives additional weight to economically or otherwise disadvantaged students? (Select one response.)

1 Yes

0 No

DK Don't know

Q.4-1 SKIP INSTRUCTION

Charter LEAs will skip to the end of section 4.

Otherwise, districts go to Q.4-2.

4-2. During this school year (2021-22), were there students residing in your district who...

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Enrolled in charter schools?.....1.....	0		DK
b. Enrolled in magnet schools or magnet programs in your district?.....1.....	0		DK
c. Enrolled in schools through an inter-district choice program ?.....1.....	0		DK
d. Enrolled full-time in online public schools (including online charter schools)?.....1.....	0		DK

4-3. During this school year (2021-22), do any schools in your district offer any of the following forms of open enrollment to students who live within district boundaries but outside that school's residential zone?

OPEN ENROLLMENT APPROACHES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Some or all schools in the district offer open enrollment without neighborhood	1	0

OPEN ENROLLMENT APPROACHES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
preference.....		
b. Students who live in the district but outside a school’s residential zone can attend only if space permits	1	0
c. Other..... (Specify): _____	1	0

Q.4-3 SKIP INSTRUCTION

Districts that did not select ‘yes’ for any of rows 4-3a through 4-3c will skip to the end of section 4.

Otherwise, districts go to Q.4-4.

4-4. During this school year (2021-22), in open-enrollment district schools that have excess demand (more students applying than space available), are any of the following methods used to determine which applicants are given the seats?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Seats are allocated on a first-come, first served basis.....	1	0
b. Seats are allocated by lottery	1	0
c. Seats are allocated based on an application process that determines which students are the best fit for the school.....	1	0
d. Another method..... (Specify): _____	1	0