Implementation of Title I/II-A Program Initiatives

School 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 school 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).

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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 30 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.

- **Your school's responses are critical to drawing lessons about the implementation of ESEA.** Although your school's participation is voluntary, it is one of a small sample of schools selected for the study. As a principal, your perspective is particularly important for the 2021–22 school year given that the pandemic interrupted the usual functioning of the educational system and heightened the need to address educational equity.

- **The survey is important for understanding what is happening in 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 during the critical recovery period following the pandemic. The survey focuses on three core content areas: educator effectiveness; content standards and assessments; and accountability.

- **Schools will not be identified in reporting.** The reports prepared for the study and collaborating Department-funded studies will summarize findings across the set of schools and will not associate responses with a specific school 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.

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

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Start the Survey
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Section 1. Educator Effectiveness

Definitions for this section

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.

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.

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

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).

Teacher leader refers to regular classroom teachers responsible for their own classroom who take on additional administrative or support responsibilities in their school. They may or may not be compensated with a new job title, a reduction in their classroom teaching time, additional pay, or some combination of these items. They regularly engage in these administrative or support activities, in addition to their own classroom teaching.

1-1. **During this school year (2021–22) and including last summer (2021), how many of the following staff supported teachers at your school to improve their effectiveness? Please count staff in terms of full-time equivalents (FTE), including part-time staff and staff who were shared with other schools. For example, if a literacy coach divides time equally between your school and one other school, count the coach as 0.5 FTE**

TYPE OF STAFF	STAFF AVAILABLE (FTE)	NUMBER OF FULL-TIME STAFF WORKING EXCLUSIVELY AT THE SCHOOL
a. Instructional coach (e.g., literacy or math coaches)	#	#
b. Mentors for novice or struggling teachers	#	#
c. Professional development specialist	#	#

1-2. **Which topics did teachers receive professional development (PD) on during this school year (2021-22) and including last summer (2021), and on which topics did teachers receive the most hours of PD?**

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ALL THAT APPLY TOPICS	SELECT UP TO 5 TOPICS
a. Curricula, standards, and subject matter content	1	1
b. Teaching strategies for remote learning, including the use of education-based apps	1	1
c. Using adaptive education technologies to help students catch up or accelerate learning at school	1	1
d. Other specific strategies to help students catch up or accelerate learning (not focused on use of technology)	1	1
e. Supporting students' social, emotional, and mental health needs	1	1
f. Strategies to support physical distancing and other health or safety-related procedures	1	1
g. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	1	1
h. Engaging students and families	1	1
i. Specific ways to support English learners (ELs)	1	1
j. Specific ways to support students with disabilities (SWDs)	1	1
k. Specific ways to support students experiencing homeless, students in migrant families, or students in foster care	1	1
l. Addressing unconscious stereotyping (implicit bias)	1	1
m. Instructional strategies to promote college and career readiness (e.g., credit recovery, dual-credit coursework)	1	1
n. Active learning strategies	1	1
o. Student behavior, discipline, and safety strategies	1	1
p. Improving instructional approaches to teaching specific content areas	1	1
q. Improving classroom management or relationships with students	1	1

1-3. During the 2021–22 school year and including last summer (2021), for the top 5 topics on which teachers received the most hours of professional development (PD) selected in question 1-2, please indicate the <u>main type of support</u> that the school provided to teachers. *(Select one response.)*

    1 ☐ Resources available to teachers on-demand, asynchronously (e.g., video recordings)

    2 ☐ Stand-alone workshops (one-day or short-term)

    3 ☐ Intensive and sustained support in groups

    4 ☐ Intensive and sustained one-on-one support for individual teachers

1-4. To what extent were teachers at your school able to choose the content or focus of the professional development (PD) in which they participated during required hours during this school year (2021–22) and including last summer (2021)?

Note: Select <u>only</u> one response that best describes the amount of choice each group of teachers had in selecting professional development (PD) content/focus.

	SELECT ONE RESPONSE IN EACH ROW			
	TEACHERS CHOSE CONTENT/FOCUS OF ….			
GROUPS OF TEACHERS	ALL PD THEY PARTICIPATED IN	A LARGE PART OF PD THEY PARTICIPATED IN	A SMALL PART OF PD THEY PARTICIPATED IN	NONE OF PD THEY PARTICIPATED IN
a. Novice teachers	3	2	1	0
b. Struggling teachers	3	2	1	0
c. English learner specialists	3	2	1	0
d. Other teachers	3	2	1	0

1-5. During this school year (2021–22) and including last summer (2021), which three of the following practices or strategies have you prioritized the most for all teachers, novice teachers, and struggling teachers in your school?

	SELECT UP TO 3 ACTIVITIES IN EACH COLUMN		
PRACTICES OR STRATEGIES	ALL TEACHERS	NOVICE TEACHERS	STRUGGLING TEACHERS
a. Work with an instructional coach	1	1	1
b. Receive feedback from me or another administrator	1	1	1
c. Receive feedback on their teaching practices from colleagues	1	1	1
d. Plan lessons or courses with teachers of the same grade or subject	1	1	1
e. Discuss learning needs of individual students with colleagues	1	1	1
f. Learn from high-performing or highly rated teachers in your school or district	1	1	1
g. Co-planning or co-teaching with EL specialists	1	1	1

Teacher Leaders

1-6. **Please indicate how many staff at your school had the following roles during the 2021–22 school year:**

TYPE OF STAFF	NUMBER OF TEACHERS OR FULL-TIME EQUIVALENT SCHOOL-BASED STAFF WITH THIS ROLE ENTER "0" IF YOUR SCHOOL DID NOT HAVE THIS POSITION
a. Teacher leader whose main role was to provide individualized (one-on-one) coaching to teachers at your school	_____
b. Teacher leader whose main role was not to provide individualized (one-on-one) coaching to teachers at your school (such as induction mentors or teacher leaders providing support for school- or district-level professional development)...	_____
c. School-based staff who were not regular classroom teachers responsible for their own classroom and whose main role was to provide individualized (one-on-one) coaching to teachers at your school (such as an instructional specialist/coach, resource specialist/coach, curriculum specialist/coach, or data specialist/coach)...	_____

Q.1-6 SKIP INSTRUCTION

Schools that enter a value greater than "0" for item a, go to Q.1-7.

Schools that answer "0' for item a, skip to Section 2.

1-7. **Which teachers at your school did the teacher leaders provide individualized (one-on-one) coaching to during the 2021–22 school year?** *(Select all that apply.)*

1 ☐ First-year teachers

2 ☐ Early-career teachers (Second or third year of teaching)

3 ☐ Teachers new to the school

4 ☐ Teachers who would be receptive to or who requested additional coaching

5 ☐ Teachers implementing a new curriculum

6 ☐ Teachers in the same grade level

7 ☐ Teachers teaching the same subject

8 ☐ Teachers in the same grade level and same subject

9 ☐ Teachers with a certain number of years of teaching experience regardless of grade level or subject taught

10 ☐ Low-performing teachers

11 ☐ Teachers of low-performing students

12 ☐ English learner specialists

13 ☐ Special education teachers

14 ☐ Other teachers

(Specify): _____

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; 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; or (3) screening assessments used to identify developmental delays or newly enrolled students who may be English learners.

- **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.

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

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.

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

Prioritizing content is a process to identify the concepts, skills, or topics deemed most essential to a grade

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2-1. **Did your school administer state-mandated academic assessments for English language arts (ELA) and math for the 2020–21 school year? Indicate "yes" if your school administered the state-mandated academic assessments in ELA and math during the spring, summer, or fall of 2021.** (*Select one response.*)

    3 ☐ Yes, our school administered the state-mandated academic assessments for ELA and math during the spring 2021

    2 ☐ Yes, our school administered the state-mandated academic assessments for ELA and math during the summer 2021.

    1 ☐ Yes, our school administered the state-mandated academic assessments for ELA and math during the fall 2021.

    0 ☐ No, our school did not administer the state-mandated academic assessments for ELA and math during spring, summer, or fall 2021.

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

    1 ☐ Yes

    0 ☐ No

Q.2-2 SKIP INSTRUCTION

Schools that answer any of the "Yes" options to Q.2-1 and "no" to Q.2-2 receive Q.2-3a.

Schools that answer "no" to Q.2-1 and "yes" to Q.2-2 receive Q.2-3b.

> Schools that answer any of the "yes" options to Q.2-1 AND "yes" to Q.2-2 receive Q.2-3c.
>
> Schools that answer "no" to Q.2-1 AND "no" to Q.2-2 skip to Section 3.

2-3a. **During the 2021-22 school year and including last summer (2021), to what extent did you use the results of the state-mandated academic assessments from last year (administered in the spring, summer, or fall of 2021) in the following ways?**

USED STATE ASSESSMENT RESULTS TO…	SELECT ONE RESPONSE IN EACH ROW		
	USED RESULTS TO A LARGE EXTENT	USED RESULTS TO SOME EXTENT	DID NOT USE RESULTS FOR THIS PURPOSE
Inform curriculum and instruction			
a. Identify supports for teachers to improve instruction (e.g., professional development)	2	1	0
b. Identify curricular resources for students with disabilities	2	1	0
c. Identify curricular resources for English learners	2	1	0
d. Monitor subgroup progress, relative to state content standards	2	1	0
e. Identify concept or skill gaps relative to the state content standards	2	1	0
Guide school improvement efforts			
f. Set academic goals for the 2021-22 school year	2	1	0
g. Develop strategies to address the school's academic goals	2	1	0
h. Meet with teachers to set individual performance goals.	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
i. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
j. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
k. Discuss, with families, strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	2	1	0
Prioritize content and adapt instructional materials or supports			
l. Evaluate if existing instructional planning resources should prioritize certain content, topics, or skills over other content, topics, or skills	2	1	0
m. Develop a blueprint, framework, or roadmap to prioritize the content	2	1	0
n. Identify new instructional materials or supports that emphasize prioritized content	2	1	0
o. Inform what professional development is provided to teachers to support prioritizing content	2	1	0

2-3b. During the 2021-22 school year to what extent did you use the results of the district-required diagnostic assessment administered in the fall 2021 in the following ways?

USED DISTRICT ASSESSMENT RESULTS TO…	SELECT ONE RESPONSE IN EACH ROW		
	USED RESULTS TO A LARGE EXTENT	USED RESULTS TO SOME EXTENT	DID NOT USE RESULTS FOR THIS PURPOSE
Inform curriculum and instruction			
a. Identify supports for teachers to improve instruction (e.g., professional development)	2	1	0
b. Identify curricular resources for students with disabilities	2	1	0
c. Identify curricular resources for English learners	2	1	0
d. Monitor subgroup progress, relative to state content standards	2	1	0
e. Identify concept or skill gaps relative to the state content standards	2	1	0
Guide school improvement efforts			
f. Set academic goals for the 2021-22 school year	2	1	0
g. Develop strategies to address the school's academic goals	2	1	0
h. Meet with teachers to set individual performance goals.	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
i. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
j. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
k. Discuss, with families, strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	2	1	0
Prioritize content and adapt instructional materials or supports			
l. Evaluate if existing instructional planning resources should prioritize certain content, topics, or skills over other content, topics, or skills	2	1	0
m. Develop a blueprint, framework, or roadmap to prioritize the content	2	1	0
n. Identify new instructional materials or supports that emphasize prioritized content	2	1	0
o. Inform what professional development is provided to teachers to support prioritizing content	2	1	0

2-3c.   During the 2021-22 school year to what extent did you use the results of the state-mandated academic assessments <u>and</u> district-required diagnostic assessment in the following ways?

USED ASSESSMENT RESULTS TO…	SELECT ONE RESPONSE IN EACH ROW		
	USED RESULTS TO A LARGE EXTENT	USED RESULTS TO SOME EXTENT	DID NOT USE RESULTS FOR THIS PURPOSE
Inform curriculum and instruction			
a. Identify supports for teachers to improve instruction (e.g., professional development)	2	1	0
b. Identify curricular resources for students with disabilities	2	1	0
c. Identify curricular resources for English learners	2	1	0
d. Monitor subgroup progress, relative to state content standards	2	1	0
e. Identify concept or skill gaps relative to the state content standards	2	1	0
Guide school improvement efforts			
f. Set academic goals for the 2021-22 school year	2	1	0
g. Develop strategies to address the school's academic goals	2	1	0
h. Meet with teachers to set individual performance goals.	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
i. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
j. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
k. Discuss, with families, strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	2	1	0
Prioritize content and adapt instructional materials or supports			
l. Evaluate if existing instructional planning resources should prioritize certain content, topics, or skills over other content, topics, or skills	2	1	0
m. Develop a blueprint, framework, or roadmap to prioritize the content	2	1	0
n. Identify new instructional materials or supports that emphasize prioritized content	2	1	0
o. Inform what professional development is provided to teachers support prioritizing content	2	1	0

Section 3. Accountability

Definitions in this section

Achievement growth for school accountability can be measured by value added or student growth percentiles.

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.

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.

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

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

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.

School Identification in 2021–22

Under ESSA, states are identifying schools for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI). The next section asks about your school's identification status.

3-1. **Is your school currently (school year 2021–22) in any of the school improvement categories for your state's accountability system?**

SCHOOL IMPROVEMENT CATEGORIES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive Support and Improvement (CSI)...	1	0
b. Targeted Support and Improvement (TSI)...	1	0
c. Additional Targeted Support and Improvement (ATSI)...	1	0

> **Q.3-1 SKIP INSTRUCTION**
> Schools that answer "Yes" to any item, skip to Q.3-2.
> Schools that answer "No" to all items, skip to Q.3-3.

3-2. **Which of the following accountability indicators contributed to your school's current classification for support and improvement?**

ACCOUNTABILITY INDICATORS	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NOT SURE
a. Student achievement levels in reading/English language arts	1	0	DK
b. Student achievement levels in mathematics	1	0	DK
c. Student achievement growth in reading/English language arts	1	0	DK
d. Student achievement growth in mathematics	1	0	DK
e. Low graduation rate	1	0	DK
f. Low subgroup achievement in reading/English language arts	1	0	DK
g. Low subgroup achievement in mathematics	1	0	DK
h. Low subgroup achievement growth in reading/English language arts	1	0	DK
i. Low subgroup achievement growth in mathematics	1	0	DK
j. English language proficiency	1	0	DK
k. Chronic absenteeism	1	0	DK
l. School climate / conditions for learning / student engagement	1	0	DK
m. College and career readiness measure	1	0	DK
n. Other	1	0	DK
(Specify):			

3-3. **Did either of the following subgroups lead to your school's current classification for support and improvement?**

		SELECT ONE RESPONSE IN EACH ROW		
SUBGROUPS		**YES**	**NO**	**NOT SURE**
a	Students with disabilities...	1	0	DK
b.	English learners...	1	0	DK

Measures of Student Achievement and School Quality and How They are Informing Decisions in 2021–22

3-4. **Other than the 2021 state assessment and regular screening to identify students with disabilities and English-learners, did your school administer any other diagnostic assessment to determine students' academic needs at the beginning of this school year (2021–22)?**

1 ☐ Yes

0 ☐ No

3-5. **What measures did you have available from last school year (2020–21) or the beginning of the current school year to inform plans to help students catch up on or accelerate learning this school year (2021–22)? Which measures did you use most to inform these plans?**

	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHICH MEASURES WERE MOST IMPORTANT TO INFORM INTERVENTIONS AND SUPPORT FOR STUDENTS?
	WAS THIS MEASURE AVAILABLE?		
MEASURES	**YES**	**NO**	**SELECT UP TO 5 RESPONSES**
Achievement			
a. Students' scores on state academic content assessments given in calendar year 2021	1	0	1
b. Students' scores on diagnostic assessments (other than the state assessments) given in fall of 2021 or earlier	1	0	1
c. Students' scores on English language proficiency assessments through 2021	1	0	1
d. Students' final grades and course completion for the 2020–21 school year	1	0	1
e. Another assessment *(Specify):*	1	0	1

MEASURES	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHICH MEASURES WERE MOST IMPORTANT TO INFORM INTERVENTIONS AND SUPPORT FOR STUDENTS? SELECT UP TO 5
	WAS THIS MEASURE AVAILABLE?		
	YES	NO	
Other measures			
f. Student attendance or chronic absenteeism from 2020–21	1	0	1
g. Early warning indicator or on-track to graduate index			1
h. Student surveys of school climate or student engagement from 2020–21	1	0	1
i. Assessments of students' social-emotional competencies or skills from 2020–21	1	0	1
j. Information on students needing food, housing, health care, or other non-academic supports	1	0	1
k. Information on students' experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	1	0	1
l. Students' access to technological devices and the internet in 2020–21	1	0	1
m. Another measure (Specify):	1	0	1

Instructional Strategies to Help Students Catch Up On or Accelerate Learning in 2021–22

3-6. **During this school year (2021–22), did your school implement any of the following instructional strategies or teacher professional development (PD) for core academic subjects (math, ELA, science, and social studies) to help students catch up on or accelerate learning?**

INSTRUCTIONAL STRATEGIES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course..	1	0
b. Teach material from prior grade levels at the beginning of the year, focusing mainly on content that was not previously taught or that students were struggling with..	1	0
c. Teach material from prior grade levels "just-in-time" throughout the year, focusing mainly on the most critical aspects needed at the moment for students to proceed with the current grade-level content..	1	0
d. Provide more math or English language arts (ELA) instruction than usual (e.g., "double-dosing" with two periods of math or ELA)	1	0

INSTRUCTIONAL STRATEGIES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
e. Offer extra or non-standard support to English learners to enable access to content (for example, using the student's home language more often than is typical or pairing reclassified ELs with current ELs for bilingual peer tutoring)........	1	0
f. Assign students to multiple classes with the same set of peers (small learning communities)...	1	0
g. Purposefully assign students to at least one of the same teachers as last year (teacher looping)..	1	0
h. Provide time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies..	1	0
i. Provide time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year.................	1	0
j. Professional development (PD) on new strategies for accelerating student learning through classroom instruction..	1	0

3-7. **During this school year (2021–22), did your school 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	
	USED THE STRATEGY THIS YEAR?	
	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 during the school day for students with academic need to receive additional individual or small group instruction from their teachers..........................	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...	1	0
f. Offer a longer school day that is mandatory for all students (more than the typical 7 hours)...	1	0
g. Offer a longer school year that is mandatory for all students (more than the typical 180 days)..	1	0
h. Offer summer school or a summer learning program in 2021....................................	1	0

3-8. **During this school year (2021–22), did your school use any of the following family engagement strategies?**

	SELECT ONE RESPONSE IN EACH ROW	
FAMILY ENGAGEMENT STRATEGIES	**YES**	**NO**
a. School staff re-engage students who dropped out or lost contact with school by conducting individual outreach..	1	0
b. School 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. Teachers communicate with individual families by telephone, email, or a meeting regarding their own student's progress	1	0
e. The school communicates with families of English learners in their home language.............	1	0
f. The school offers families access to data on their student's daily performance and attendance (e.g., online student portal)..	1	0
g. The school sends parents messages daily (for example, by text or mail) about their student's school absences..	1	0
h. The school offers parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1	0
i. Teachers provide opportunities for families to be involved in students' academic progress (e.g., provide books for parents to read with children, share ideas about near-term academic goals that parents can encourage children to meet, suggest ways parents can help students establish good work habits and time management)................................	1	0

Q.3-8 SKIP INSTRUCTION

Schools that have high school principals go to Q.3-9.

Schools that do not have high school principals skip to Q.3-10.

3-9. **During this school year (2021–22), did your school use any of the following credit recovery or course progression strategies?**

	SELECT ONE RESPONSE IN EACH ROW	
CREDIT RECOVERY OR COURSE PROGRESSION STRATEGIES	**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** to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)...	1	0

3-10. **Below is a list of strategies that you indicated are being implemented in your school this year (2021–22) to help students catch up on or accelerate learning. Which strategies are most critical to your school's efforts to help students catch up on or accelerate learning?**

Note: The list below will only include the strategies where the school answered "Yes" in Q.3-6 through Q.3-9.

STRATEGIES	SELECT UP TO 5 STRATEGIES
Instructional strategies	
a. Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course..	1
b. Teach material from prior grade levels at the beginning of the year, focusing mainly on content that was not previously taught or that students were struggling with......................	1
c. Teach material from prior grade levels "just-in-time" throughout the year, focusing mainly on the most critical aspects needed at the moment for students to proceed with the current grade-level content...	1
d. Provide more math or English language arts (ELA) instruction than usual (e.g., "double-dosing" with two periods of math or ELA)	1
e. Offer extra or non-standard support to English learners to enable access to content (for example, using the student's home language more often than is typical or pairing reclassified ELs with current ELs for bilingual peer tutoring)......................................	1
f. Assign students to multiple classes with the same set of peers (small learning communities)...	1
g. Purposefully assign students to at least one of the same teachers as last year (teacher looping)..	1
h. Provide time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies..	1
i. Provide time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year.......................................	1
j. Professional development (PD) on new strategies for accelerating student learning through classroom instruction..	1
Provide individualized or small group instruction	
k. Provide tutoring to groups of five or more students..	1
l. Provide tutoring to groups of one to four students...	1
m. Dedicate additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers...........................	1
n. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)...	1
Offer a longer school day or school year	
o. Offer voluntary after- or before-school programs that provide supplemental academic instruction..	1
p. Offer a longer school day that is mandatory for all students (more than the typical 7 hours)...	1
q. Offer a longer school year that is mandatory for all students (more than the typical 180 days)...	1
r. Offer summer school or a summer learning program in 2021......................................	1
Family engagement strategies	
s. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach..	1
t. 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
u. Teachers conduct home visits..	1
v. Teachers communicate with individual families by telephone, email, or a meeting regarding their own student's progress	1
w. The school communicates with families of English learners in their home language	1
x. The school offers families access to data on their student's daily performance and	1

STRATEGIES	SELECT UP TO 5 STRATEGIES
attendance (e.g., online student portal)...	
y. The school sends parents messages daily (for example, by text or mail) about their student's school absences...	1
z. Teachers offer families flexible meeting times and use families' preferred communication mode (e.g., email, text, telephone, on-line meeting, in-person meeting)..	1
aa. The school offers parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or support specialists/counselors.....................	1
bb. Teachers provide opportunities for families to be involved in students' academic progress (e.g., provide books for parents to read with children, share ideas about near-term academic goals that parents can encourage children to meet, suggest ways parents can help students establish good work habits and time management)......................	1
Credit recovery or course progression strategies	
cc. Provide credit recovery programs during the school year...	1
dd. Provide competency-based learning for students...	1
ee. Provide college and career pathway programs..	1
ff. Provide expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, advanced placement or international baccalaureate courses)...	1

Q.3-10 SKIP INSTRUCTION

Schools that answer "Yes" to Q.3-7 item "a. Provide tutoring to groups of five or more students" or "Yes" to Q.3-7 item "b. Provide tutoring to groups of one to four students" go to Q.3-11.

Schools that answer "No" to Q.3-7 item "a. Provide tutoring to groups of five or more students" and "No" to Q.3-7 item "b. Provide tutoring to groups of one to four students" skip to Q.3-14 skip instruction.

3-11. **Thinking about tutoring programs offered this school year (2021–22) to help students catch up on or accelerate learning, what is the experience of most students who receive tutoring?**

FEATURES OF TUTORING	PROVIDE RESPONSE IN EACH ROW
a. How long did most tutoring sessions last?	_____ minutes
b. How frequently did most students meet with their tutors?	_____ times per week or _____ times per month
c. How many months did tutoring last for most students?	_____ months
d. Typically, how many students were assigned to a given tutoring session (student-tutor ratio)?	_____ students
e. [ANSWER ONLY IF ITEM d < = 1] Do any tutoring groups have 2 or more students?	☐ Yes ☐ No
f. When did tutoring occur for most students?	☐ During the regular school day or ☐ Outside the regular school day

3-12. **How would you describe students' access to tutoring this school year (2021–22)?** *(Select one response.)*

Note: Please respond thinking about the main approach, for most tutors and most students.

₁ ☐ All students in this school can receive tutoring, but they can choose whether to participate

₂ ☐ All students in this school are required to participate in tutoring

₃ ☐ Students struggling in particular subjects are directly offered tutoring, but they can choose whether to participate

₄ ☐ Students struggling in particular subjects are required to participate in tutoring

3-13. **How do most tutors access data on the student's progress and achievement in the classes or subjects for which they are providing tutoring this school year (2021–22)?**

ₙₐ ☐ **NA –** Tutors do not have access to student data on performance in class.

Note: Schools that select NA skip to Q.3-14.

TUTORS' ACCESS TO STUDENT DATA	SELECT ONE REPONSE IN EACH ROW	
	YES	NO
a. Tutors have access to the student data system to check in on student progress….	1	0
b. Tutors are provided data on student progress in relevant classes at least once per month…………………………………………………………………………………	1	0
c. Tutors review student data when they meet with the teacher………………………….	1	0
d. Tutors have access to data on student progress through some other means……….	1	0
(Specify):_____		

3-14. **What materials (e.g., curriculum, books, and instructional materials) do most tutors use for their lessons this school year (2021–22)?** *(Select one response.)*

Note: Please respond thinking about the main approach, for most tutors and most students.

1 ☐ The same materials used in the students' regular classroom instruction or in the students' support services

2 ☐ Materials created for or provided by a tutoring program

3 ☐ Materials selected by individual tutors based on their students' needs

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Q.3-14 SKIP INSTRUCTION

Schools that answer "Yes" to Q.3-7 item "e. Offer voluntary after- or before-school programs that provide supplemental academic instruction" OR item "f. Offer a longer school day that is mandatory for all students" OR item "g. Offer a longer school year that is mandatory for all students" go to Q.3-15.

Otherwise, schools skip to Q.3-16.

3-15. **Thinking about your school's extended learning time other than summer learning (such as voluntary after- or before-school programs offering academic instruction, a longer school day that is mandatory for all students, or a longer school year that is mandatory for all students), how often did these extended learning time periods this school year (2021–22) include the following features?**

	SELECT ONE REPONSE IN EACH ROW		
FEATURES OF EXTENDED LEARNING TIME	**MOST DAYS**	**OCCASIONALLY**	**NOT OFFERED OR NOT APPLICABLE**
a. Offered classroom instruction by teachers or paraprofessionals	2	1	0
b. Offered tutoring in groups of one to four students by teachers, paraprofessionals, or instructional aides	2	1	0
c. Used the same curricula, books, and instructional materials as used in the students' classes	2	1	0
d. Offered instruction differentiated by student skill level	2	1	0
e. English learners 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

Q.3-15 SKIP INSTRUCTION

Schools that answer "Yes" to either Q.3-7 item "a. Provide tutoring to groups of five or more students" or "b. Provide tutoring to groups of one

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3-16. **What proportion of students in your school enrolled in the following programs this school year (2021–22) and last summer (2021)?**

Note: The online survey will display only programs reported in Q.3-7 for grade levels offered at your school. Schools that answer "Don't know" for a program will not be asked to provide a percentage.

	SELECT ONE RESPONSE IN EACH ROW					
PROGRAMS	DON'T KNOW – ENROLLMENT RECORDS ARE NOT KEPT OR READILY ACCESSIBLE	PERCENTAGE OF STUDENTS SCHOOLWIDE WHO ENROLLED IN PROGRAMS				
		0% to 20%	21% to 40%	41% to 60%	61% to 80%	81% to 100%
K-8 students						
a. Summer programs	DK	1	2	3	4	5
b. Tutoring	DK	1	2	3	4	5
c. Extended learning time during the school year	DK	1	2	3	4	5
High school students						
d. Tutoring	DK	1	2	3	4	5

3-17. **During this school year (2021–22) and including last summer (2021), did your school offer tutoring or extended learning time (e.g., before- or after-school programs) equally to all student groups or did particular student groups receive priority for any of these strategies?**

Note: The online survey will display only programs offered at the school.

	SELECT ONE REPONSE IN EACH ROW		
PROGRAMS	PROGRAM OFFERED EQUALLY ACROSS ALL STUDENT GROUPS	PROGRAM OFFERED WITH PRIORITY TO SOME STUDENT GROUPS	NOT SURE
a. Tutoring	2	1	DK
b. Extended learning time	2	1	DK

Q.3-17 SKIP INSTRUCTION

Schools that answer "Program offered equally across all student groups" <u>or</u> "Not sure" to both items a and b, skip to Q.3-19.

Otherwise, go to Q.3-18.

3-18. **Which student groups were given priority in each program this school year (2021–22) and last summer (2021)?**

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

Strategies for Supporting Students' Social-Emotional or Mental Health Needs In 2021–22

3-19.   To what extent did your school use measures from last school year (2020–21) or the beginning of the current school year to inform schoolwide social-emotional learning (SEL) interventions and/or direct support to students' social-emotional or mental health needs for this school year (2021–22)?

MEASURES FOR PLANNING INTERVENTIONS AND ALLOCATING RESOURCES	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHICH MEASURES WERE MOST IMPORTANT TO INFORM INTERVENTIONS AND SUPPORT FOR STUDENTS?
	WAS THIS MEASURE AVAILABLE?		SELECT UP TO THREE RESPONSES
	YES	NO	
a. Student surveys of school climate or student engagement from 2020–21	1	0	1
b. Assessment(s) of students' social-emotional competencies or skills from 2020–21	1	0	1
c. Summary data from mental health screening for students in your school	1	0	1
d. Student attendance or chronic absenteeism data from 2020–21	1	0	1
e. Information on students' experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	1	0	1
f. Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	1	0	1
g. Discipline data (e.g., in- or out-of-school suspensions)	1	0	1
h. Information on students needing food, housing, health care, or other supports	1	0	1
i. Another measure

(Specify): | 1 | 0 | 1 |

3-20. **During this school year (2021–22), did your school use any of the following strategies to address students' social-emotional or mental health needs?**

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	USED THIS STRATEGY IN 2021–22	
	YES	NO
a. Provide training to school staff on recognizing student mental and behavioral health issues, such as stress and depression	1	0
b. Provide training to school staff to use practices that are trauma-informed	1	0
c. Provided training to school staff on restorative classroom management practices or other alternatives to punitive practices (e.g., suspensions, expulsions)	1	0
d. Offer mental health and wellness support programs for school staff	1	0
e. 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
f. Provide training and oversight of student peer advisors to provide student mentoring and support	1	0
g. Offer schoolwide social-emotional learning (SEL) programs for students	1	0
h. Offer schoolwide positive school climate and/or bullying prevention programs	1	0
i. Conduct a needs assessment of students needing food, housing, health care, or other non-academic supports	1	0

Services and Practices

3-21. **During the 2021–22 school year, did your school provide the following services or use the following practices? The services could be provided by the school or by a community-based organization who partnered with the school.**

SERVICES/PRACTICES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Provided afterschool programs that offered a combination of academic support and enrichment activities such as art, music, etc.	1	0
b. Used curriculum that included real-world learning opportunities such as work-based learning, internships, and project-based learning with connections to the local community	1	0
c. Had a family engagement specialist or family outreach worker at the school	1	0
d. Provided opportunities for parents and other family members to participate in school decision-making **other than** filling out a yearly survey (for example, collaborative meetings to consider decisions about hiring, scheduling, or curriculum)	1	0
e. Provided parent/family learning opportunities such as adult English classes, digital literacy, or orientations to community services		
f. Provided opportunities for families and community members to use school facilities during and/or after the school day (for example, use of the school library	1	0

SERVICES/PRACTICES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
or gym)...		
g. Had a school-based health center..1..	1	0
h. Provided access to healthcare coverage (for example, helped families enroll in healthcare programs for which they qualified or held events to help families obtain healthcare coverage)..1..	1	0
i. Provided access to dental care (for example, provided free or subsidized dental care at the school or helped students and families to obtain dental care).........................1..	1	0
j. Provided counseling or other mental health support..1..	1	0
k. Provided nutrition support (for example, had a food pantry at the school or partnered with a food bank to deliver weekly produce boxes for families to pick up at the school). Do **not** count free and reduced-price breakfast and lunch programs..1..	1	0
l. Had a staff member at the school whose key role included developing partnerships with community organizations and connecting students and families to services ....1..	1	0
m. Provided case management or coordination of services to link individual students and families with providers who could serve their needs....................................1..	1	0
n. Assessed family and student assets and needs, including students' non-academic needs...1..	1	0
o. Had an advisory board or local decision-making committee that included parents, teachers, students, and community members..1..	1	0
p. Had a specific lead partner organization or agency that provided services to students at the school...1..	1	0
q. Centralized and shared information about services with students, families, and staff (for example, provided a local service directory or a weekly email about available services)..1..	1	0
r. Monitored and tracked data on (1) which students received which services, and (2) student progress..1..	1	0

3-22. **During the 2021–22 school year, did you use the following practices to support students and communicate about the school?**

PRACTICES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Referred to your school as a "community school" in communications with students, families, community members, and other external audiences............................1..	1	0
b. Used the term "community school" to describe the purpose of school initiatives or activities in internal discussions with school leadership, teachers, or other internal staff...1..	1	0
c. Used the term "community school' as part of the school's full name................................1..	1	0
d. Had a community school coordinator/director/manager working at the school...................1..	1	0

Identifying and Selecting Evidence-based Practices

3-23. **To what extent did your school consider information from the following sources to decide which <u>new, evidence-based </u>models, interventions, or strategies to implement for this school year (2021–22)?**

NA ☐   **N/A – your school did not choose a new evidence-based model to use this school year.**

> **Note:** Schools that answer "N/A" skip to Q.3-24.

INFORMATION SOURCE	SELECT ONE RESPONSE IN EACH ROW		
	NOT CONSIDERED	CONSIDERED WITH SOME WEIGHT	A MAJOR CONSIDERATION
a. School's needs assessment	1	2	3
b. Publications and products from the U.S. Department of Education's What Works Clearinghouse, the Regional Educational Laboratories, or the Regional Comprehensive Centers	1	2	3
c. Publications and products from Evidence for ESSA or other evidence clearinghouses	1	2	3
d. A list of evidence-based models, interventions, or strategies provided by the state	1	2	3
e. Guidance or advice from the state education department staff or an external consultant funded by the state who supports evidence-based school improvement but does not represent particular models or strategies	1	2	3
f. A list of vendors approved by the state who can help implement state-approved evidence-based practices	1	2	3
g. Information provided by the selected intervention's developer or vendor	1	2	3
h. Recommendations from colleagues in other schools or districts	1	2	3
i. Information from the state on best practices or research findings from other schools that have implemented the strategies to improve student outcomes	1	2	3
j. Information from the district's research/evaluation office	1	2	3
k. Research published by independent organizations or universities	1	2	3
l. Information from education administrators' professional associations	1	2	3
m. Other source *(Specify):*	1	2	3

3-24. During this school year (2021–22) and including last summer (2020), did you receive training or technical assistance or support on any of the following topics? Did you receive links to web resources or training videos, receive group training, or receive individualized technical assistance?

On which topics did you receive the most hours of training or TA?

SCHOOL IMPROVEMENT TOPICS	SELECT ALL THAT APPLY IN EACH ROW				SELECT UP TO 5 TOPICS
	NO SUPPORT ON THIS TOPIC	PROVIDED LINKS TO WEB RESOURCES OR TRAINING VIDEOS	GROUP TRAINING	INDIVIDUALIZED TA	MOST HOURS OF TRAINING OR TA
a. Conducting school improvement needs assessments	0	1	2	3	1
b. Identifying evidence-based models, interventions, and strategies	0	1	2	3	1
c. Implementing evidence-based models, interventions, and strategies with fidelity	0	1	2	3	1
d. Implementing effective instructional strategies specifically for English Learners	0	1	2	3	1
e. Aligning school improvement strategies to school-based equity goals					
f. Evaluating the evidence-based models, interventions, and strategies	0	1	2	3	1
g. Implementing effective continuous improvement strategies	0	1	2	3	1
h. Budgeting effectively	0	1	2	3	1
i. Providing instructional leadership	0	1	2	3	1
j. Scheduling staff and students effectively					
k. Recruiting and retaining more effective teachers	0	1	2	3	1
l. Developing more effective teachers	0	1	2	3	1
m. Supporting students' social, emotional, and mental	0	1	2	3	1

| SCHOOL IMPROVEMENT TOPICS | SELECT ALL THAT APPLY IN EACH ROW | | | | SELECT UP TO 5 TOPICS |
	NO SUPPORT ON THIS TOPIC	PROVIDED LINKS TO WEB RESOURCES OR TRAINING VIDEOS	GROUP TRAINING	INDIVIDUALIZED TA	MOST HOURS OF TRAINING OR TA
health needs					
n. Engaging with families or communities	0	1	2	3	1
o. Some other topic (Specify):	0	1	2	3	1

3-25. Did your school use technology for the following purposes this school year (2021–22)?

| TECHNOLOGY AND USES | SELECT ONE RESPONSE IN EACH ROW | |
| | SCHOOL USED THIS YEAR (2021–22) | |
	YES	NO
a. Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia)..	1	0
b. Online learning platform to manage homework assignments..	1	0
c. Video recordings of classroom instruction that administrators or instructional leaders can use asynchronously for observing teaching..	1	0
d. Video recordings of the teacher's instruction that students can view outside class time..	1	0
e. Technology that teachers integrate into instruction to allow students to explore, learn, and create..	1	0
f. Online professional development (PD) for teachers on a variety of topics...........................	1	0
g. Technology that translates communications with families of English learners...................	1	0
h. Other remote learning or engagement practices.. (Specify): _____	1	0

> **Q.3-25 SKIP INSTRUCTION**
>
> Schools that include grade 4 or grade 5, go to Q.3-26.
> Schools that do not include grade 4 or grade 5, skip to section 4.

Departmentalized Instruction

The next questions ask about fourth and fifth grade instruction in your school.

3-26. **During this school year (2021—22), did your school provide departmentalized instruction (where teachers teach multiple classes of different students in one or more core academic subjects) in 4th or 5th grade?** *(Select one response.)*

0 ☐ No

1 ☐ Yes, in 4th grade only

2 ☐ Yes, in 5th grade only

3 ☐ Yes, in both 4th and 5th grade

Q.3-26 SKIP INSTRUCTION
Schools that answer "Yes" go to Q.3-27.
Schools that answer "No" skip to section 4.

3-27. **During this school year (2021—22), for your students who received departmentalized instruction, how many teachers did the typical [GRADE LEVEL(S)] student have for the four core academic subjects—math, ELA, science, and social studies?**

Note: This question will display only grade level(s) identified in Q.3-26.

	SELECT ONE RESPONSE IN EACH ROW			
GRADE LEVEL	**1 teacher**	**2 teachers**	**3 teachers**	**4 or more teachers**
a. 4th grade student	1	2	3	4
b. 5th grade student	1	2	3	4

3-28. **During this school year (2021–22), for your *math* teachers who used departmentalized instruction in [GRADE LEVEL(S)], how many subjects did they teach of the four core academic subjects—math, ELA, science, and social studies?**

Note: Please include math as one of the core academic subjects in your count.

Note: This question will show only grade level(s) identified in Q.3-26.

	SELECT ONE RESPONSE IN EACH ROW			
GRADE LEVEL FOR MATH INSTRUCTION	**1 subject**	**2 subjects**	**3 subjects**	**4 subjects**
a. 4th grade teacher	1	2	3	4
b. 5th grade teacher	1	2	3	4

3-29. **During this school year (2021—22), for your *ELA* teachers who used departmentalized instruction in [GRADE LEVEL(S)], how many subjects did they teach of the four core academic subjects—math, ELA, science, and social studies?**

Note: Please include ELA as one of the core academic subjects in your count.

Note: This question will show only grade level(s) identified in Q.3-26.

	SELECT ONE RESPONSE IN EACH ROW			
GRADE LEVEL FOR ELA INSTRUCTION	**1 subject**	**2 subjects**	**3 subjects**	**4 subjects**
a. 4th grade teacher	1	2	3	4
b. 5th grade teacher	1	2	3	4

3-30. **Based on your experience using departmentalized instruction, please select up to three of the most important factor(s) for principals to consider when assigning teachers to core academic subjects in [GRADE LEVEL(S)].**

Note: Select 1, 2, or 3 of the most important factor(s) when assigning teachers to core academic subjects.

ASSIGNMENT FACTORS	SELECT UP TO 3 RESPONSES
a. Teachers' certifications to teach certain core academic subjects...	1
b. Subject(s) teachers taught in prior years	1
c. Teachers' preferences for teaching a certain core academic subject.......................................	1
d. Teachers' ratings from state or district effectiveness measures based on student achievement (e.g. student achievement growth, value added, or proficiency levels)...............	1
e. Observations of teachers' classroom practices..	1
f. Teacher team dynamics (teacher's fit within the grade-level team or subject-specific team)..	1
g. Teacher-student rapport (teacher's personality and ability to build relationships with students)...	1
h. Teachers' classroom management skills..	1
i. Other most important factor for assigning teachers *(please specify)*.......................................	1
(*Specify*): _____	

Section 4. Background

4-1. **During this school year (2021–22), do any of these describe the management of your school?**

MANGEMENT	SELECT ONE RESPONSE IN EACH ROW	
MANAGEMENT	**YES**	**NO**
a. The school is part of a special statewide accountability district............................	1	0
b. The school is a charter school..	1	0
c. The school is managed by a school management organization, either for-profit or nonprofit	1	0

4-2. **Did the school receive Title I funds for this school year (2021–22)?** *(Select one response.)*

1 ☐ Yes

0 ☐ No

DK ☐ Don't know

Thank you for completing the survey.