Implementation of Title I/II-A Program Initiatives

State Survey

Spring 2022

Notice of Confidentiality

Paperwork Reduction Act of 1995

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 three sections: educator effectiveness; content standards and assessment; and accountability.

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

- **Your state's responses are critical to drawing lessons about the implementation of federal policies during the pandemic.** States receiving funds under 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 questions about this survey, please contact Kristina Rall of Mathematica at 202-264-3468 or TitleI_TitleII_study@mathematica-mpr.com.

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.

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 teachers' 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.

Students of color include people who are Asian-American, Black, Hispanic, Native American, or Pacific Islander.

Teacher preparation programs are ways to prepare people to become certified public school teachers.

- **Traditional preparation programs** are courses of study in colleges or universities that meet state-approved teacher preparation requirements for certification or licensure.

- **Alternative preparation programs** transition people who have already earned an undergraduate degree in another field to become licensed or certified teachers.

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

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Teacher Evaluation

1-1. **Does the state require, permit, or prohibit teacher evaluation results for this school year (2021–22) to be used to inform any of the following decisions? Please respond to the questions in this section based on the evaluation system that is used for the majority of teachers in your state during this school year (2021–22).**

		SELECT ONE RESPONSE IN EACH ROW		
TYPE OF DECISION		**REQUIRED**	**PERMITTED**	**PROHIBITED**
a	Determining annual salary increases or bonuses for high-performing teachers...	1	2	3
b.	Providing career advancement opportunities for high-performing teachers, such as teacher leadership roles............	1	2	3
c	Identifying low-performing teachers for coaching, mentoring, or peer assistance...	1	2	3
d.	Dismissing low-performing teachers or terminating employment for cause..	1	2	3

Recruiting, Hiring, and Retaining Effective Teachers

1-2. **What actions has your state taken to address issues of recruiting, hiring, or retaining effective teachers during this school year (2021–22) and including last summer (2021)?**

		SELECT ONE RESPONSE IN EACH ROW	
ACTION TAKEN		**YES**	**NO**
a.	Established financial incentives to recruit effective teachers.............................	1	0
b.	Provided written guidance, referrals to other sources of information, or targeted communication to districts on ways to recruit effective teachers.........	1	0
c.	Assisted districts to hire teachers earlier..	1	0
d.	Assisted districts to develop career ladders or teacher leadership roles to attract and retain effective teachers..	1	0
e.	Provided written guidance, referrals to other sources of information, or targeted communication to districts to improve teaching and learning environments in schools..	1	0
f.	Modified certification or licensure requirements..	1	0
g.	Other...	1	0
	*(Specify):*_____		

Comments to clarify (if needed):

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1-3. **Within the past 12 months, has the state assessed the effectiveness of any of its teacher preparation programs? Indicate whether the state assessed the effectiveness of traditional preparation programs or alternative preparation programs.**

Note: Select NA if your state does not have alternative preparation programs.

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

1-4. **Within the past 12 months, which of the following types of information did the state use to assess the effectiveness of any of its teacher preparation programs? Please indicate if each type of information has been used for assessing effectiveness of traditional preparation programs only, alternative preparation programs only, both traditional and alternative programs, or neither.**

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

1-5. **During this school year (2021–22), did your state require, fund, or offer a teacher residency program?**

TYPE OF TEACHER RESIDENCY PROGRAM	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state offers a teacher residency program..	1	0
b. The state provided funds to higher education institutions or other organizations to offer teacher residency programs....................................	1	0
c. Other...	1	0
(Specify): _____		

Teacher Professional Development

1-6. **During this school year (2021–22), did your state provide or fund professional development (PD) to teachers on the following topics? Indicate whether your state provided or funded PD on the topic for teachers in no schools/districts, some schools/districts, or all schools/districts.**

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED OR FUNDED PD ON TOPIC FOR:		
	NO SCHOOLS/ DISTRICTS	SOME SCHOOLS/ DISTRICTS	ALL SCHOOLS/ DISTRICTS
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	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. Addressing unconscious stereotyping (implicit bias)................	0	1	2
m. Instructional strategies to promote college and career readiness (e.g., credit recovery, dual-credit coursework)........	0	1	2
n. Active learning strategies..	0	1	2
o. Student behavior, discipline, and safety strategies.................	0	1	2
p. Improving instructional approaches to teaching specific	0	1	2

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| | SELECT ONE RESPONSE IN EACH ROW | | |
| | **STATE PROVIDED OR FUNDED PD ON TOPIC FOR:** | | |
PROFESSIONAL DEVELOPMENT (PD) TOPIC	**NO SCHOOLS/ DISTRICTS**	**SOME SCHOOLS/ DISTRICTS**	**ALL SCHOOLS/ DISTRICTS**
content areas...			
q. Improving classroom management or relationships with students...	0	1	2

1-7. Indicate the topic areas on which your state spent the most resources providing or funding professional development (PD) for teachers to schools and districts during this school year (2021–22).

> **Note:** The online form will display only those topics (rows) where the state answered "All schools/districts" or "Some schools/districts" in Q.1-6. The online form will allow states to select at most three topics across all items listed in Q.1-10.

PROFESSIONAL DEVELOPMENT (PD) TOPIC	SELECT UP TO 3 PD TOPICS ON WHICH YOUR STATE SPENT THE MOST RESOURCES
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 students with disabilities (SWDs)...	1
k. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care..	1
l. Addressing unconscious stereotyping (implicit bias)..	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

Access to Effective Teachers

1-8. **Within the past 12 months, has your state examined information about the distribution of teacher quality or effectiveness across schools or districts serving different student populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?**

1 ☐ Yes

0 ☐ No

Q.1-8 SKIP INSTRUCTION

States the respond "Yes" go to Q.1-9.

States that respond "No" skip to Section 2.

1-9. **If available, please provide a link to the state report on the distribution of teacher quality or effectiveness.**

Link: _____.

NA ☐ Not available

1-10. **Did the state use value added measures (VAMs) or student growth percentiles (SGPs) as part of its definition of teacher quality or effectiveness in this examination of the distribution of teachers?**

1 ☐ Yes

0 ☐ No

1-11. **According to your state's examination of the distribution of teacher quality or effectiveness, to what extent are there more effective teachers in schools or districts serving fewer low-income students or fewer students of color compared to districts serving more low-income students or more students of color?**

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

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Section 2. Content Standards and Assessment

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

- **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.

- **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.

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.

Individualized support includes targeted communications or customized resources for districts, 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 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; or unit, semester, or yearly planning guides.

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.

Learning targets are "I can" statements common in schools that use competency-based education, professional learning communities, or standards-based report cards. There can be multiple learning targets within a standard.

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

State 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, did the state provide written guidance, individualized support, or group professional development to districts or schools on the following topics related to the ELA or math state content standards? If so, indicate the type(s) provided.**

| | SELECT ONE RESPONSE IN EACH ROW | | SELECT ALL THAT APPLY IN EACH ROW | | |
| | | | IF YES, WHICH TYPE? | | |
TOPICS	YES	NO	WRITTEN GUIDANCE	INDIVIDUAL-IZED SUPPORT	GROUP PROFESSIONAL DEVELOPMENT
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. Determine what content, topics, or skills should be prioritized for each grade or course..	1	0	3	2	1
c. Develop a blueprint, framework, or roadmap to prioritize the content.............	1	0	3	2	1
d. Plan professional development for teachers to support prioritizing content..	1	0	3	2	1
Design instruction					
e. Develop lesson plans that align to the state content standards	1	0	3	2	1
f. Incorporate academic or content vocabulary into instruction......................	1	0	3	2	1
g. Use the state content standards to differentiate instruction	1	0	3	2	1
h. Use the state's English language proficiency standards to design instruction for English learners................	1	0	3	2	1
Instructional materials or resources					
i. Select curricula that align to the state content standards	1	0	3	2	1
Evaluating processes					
j. Evaluate student work relative to the state content standards	1	0	3	2	1

State-Mandated Academic Assessments (ELA, Math and the English Language Proficiency (ELP))

2-2. **Did the state administer the same ELP assessment during the 2021–22 school year that it did in the 2018–19 school year?**

Note: Consider only the annual/summative ELP assessment administered to all English learners enrolled in grades K-12 and used to measure and monitor student progress in English.

1 ☐ Yes

0 ☐ No

☐ **N/A -** Check here if your state did not administer the ELP assessment

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Q.2-2 SKIP INSTRUCTION
States that answer "No" go to Q.2-3.
States that answer "Yes" skip to Q.2-4.
States that answer "N/A" skip to Q.2-5.
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2-3. **Indicate the most important factors the state considered when selecting the ELP assessment for the 2021–22 school year.**

FACTORS	SELECT UP TO 3 RESPONSES
a. The ELP assessment was previously used by the state as an interim academic assessment or other assessment used to monitor instruction..	1
b. The assessment's test security considerations..	1
c. The usability of the ELP assessment's results (e.g., the results are easily interpreted and create common understanding for stakeholders)...	1
d. The assessment's alignment to the English language proficiency standards.....................	1
e. The assessment's length...	
f. Estimated timeline for receiving the ELP assessment results...	1
g. The assessment(s) could be administered remotely via the internet or a web portal for students learning at home...	1
h. The assessment's accessibility or accommodations for students with disabilities	1
i. The assessment's software or design tools that mitigate barriers for students, e.g., touch screens, highlighting tools, common accessibility features	1
j. Something else..	1
*(Specify):*_____	

2-4. Other than determining the proficiency level of English learners 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 ELP assessment used to measure growth or English proficiency and not the initial screening assessment.

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 professional development 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 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... *(Specify):* _____	1

2-5. **During the 2021–22 school year, did the state provide written guidance, individualized support, or group professional development to districts or schools on the following topics related to using the results from the state-mandated academic assessments for ELA or math? If so, indicate the type(s) provided.**

☐ **N/A -** Check here if your state did not administer the state-mandated academic assessments in 2021

Note: States that select N/A skip to Q.2-6.

TOPICS	SELECT ON RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW IF YES, WHICH TYPE?		
	YES	**NO**	**WRITTEN GUIDANCE**	**INDIVIDUALIZED SUPPORT**	**GROUP PROFESSIONAL DEVELOPMENT**
a. How to use state-mandated academic assessment data to monitor individual student progress on key standards	1	0	3	2	1
b. How to use state-mandated academic assessment data to monitor progress of students with disabilities (SWD)	1	0	3	2	1
c. How to use state-mandated academic assessment data to monitor progress of English learners (EL)...	1	0	3	2	1
d. How to use state-mandated academic assessment data to set grade-level learning targets that align to the state content standards.........	1	0	3	2	1
e. How to use state-mandated academic assessment data to provide opportunities for families to be involved in students' academic progress...	1	0	3	2	1
f. Other.. (Specify):_____	1	0	3	2	1

2-6. **For this school year (2021–22), for typical 4th-grade and 8th-grade students, about how many hours did each student spend on all summative and interim assessments required by the state?**

Note: Enter the maximum time allowed for <u>all state-required assessments</u> **except** <u>the English language proficiency assessment</u> for each grade (not just ELA and math assessments). Include all state-required summative and interim assessments, <u>regardless of whether they are used for federal accountability or other purposes</u>. Your best estimate is fine. Enter N/A if your state does not require a particular assessment.

HOURS PER STUDENT SPENT TAKING ALL STATE REQUIRED ASSESSMENTS IN 2021-22	ENTER THE NUMBER OF HOURS PER STUDENT IN EACH ROW AND COLUMN			
	ALL SUMMATIVE ASSESSMENTS	INTERIM ASSESSMENT		
		BEGINNING OF YEAR	MIDDLE OF YEAR (OR EQUIVALENT)	END OF YEAR
a. 4th grade	_____	_____	_____	_____
b. 8th grade	_____	_____	_____	_____

2-7. **For students graduating in 2022 (current seniors), indicate the types of exams required in high school and if the exams are required for a standard or regular high school diploma. If your state requires end-of-course subject exams, list the subjects included in each type of exam.**

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

2-8. **For students graduating in 2022 (current seniors), does the state require students to meet proficiency- or competency-based high school graduation requirements?**

₁ ☐ Yes

₀ ☐ No

<table>
<tr><td>Q.2-8 SKIP INSTRUCTION</td></tr>
<tr><td>States that answer "Yes" go to Q.2-9.</td></tr>
<tr><td>States that answer "No" skip to Q.2-10.</td></tr>
</table>

2-9. **Do these proficiency- or competency-based high school graduation requirements replace or supplement years of coursework requirements for specific subjects?**

₁ ☐ Replace

₂ ☐ Supplement

2-10. **For students graduating in 2022 (current seniors), how many years of coursework in each of the following subjects does the state require for a standard or regular high school diploma?**

	SELECT ONE RESPONSE IN EACH ROW								
	YEARS OF COURSEWORK REQUIRED								
SUBJECTS	NONE	0.5	1	1.5	2	2.5	3	3.5	4
a. ELA..	0	0.5	1	1.5	2	2.5	3	3.5	4
b. Math..	0	0.5	1	1.5	2	2.5	3	3.5	4
c. Science (overall)..	0	0.5	1	1.5	2	2.5	3	3.5	4
d. Social Studies/History..............................	0	0.5	1	1.5	2	2.5	3	3.5	4

Section 3. Accountability

Definitions for this section
2021 state assessment is the statewide assessment of student achievement for the 2020–21 school year.
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.
Assessment participation rate is the percentage of students taking the assessment.
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.
Diagnostic assessments are low-stakes assessments designed to help teachers evaluate students' strengths and weaknesses compared to a grade or course's learning objectives.
Differentiate school performance means to use measures of school performance to rank schools or to categorize schools into lower- and higher-performing schools.
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.
Individual student achievement growth includes school value added, schoolwide mean or median student growth percentiles, schoolwide growth between grade levels on a vertical scale, or a schoolwide aggregate of student movement between assessment performance categories.
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.
Low-performing schools refers to schools in your state 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.
Professional development (PD) includes training, seminars, workshops, or courses or coaching in individualized, small, or large group settings intended to develop staff capacity in the topic area.
State funding includes all funding the state education agency sends to districts, not just Title I and Title II funding.
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 observations.
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 state that receive any amount of Title I, Part A funds, including those with targeted assistance and schoolwide Title I programs.

The State's Accountability System in 2021–22

Subgroups Used in School Accountability Systems in 2021–22: English Learners and Combined Subgroups

Questions in this section ask about student subgroups whose academic achievement will be measured using assessments taken in this school year (2021–22) in the statewide school accountability system.

3-1. **Is your state including <u>former</u> English learners (those who have exited English learner status by becoming proficient in English) in the English learner subgroup in measures of school performance for this school year (2021–22) in the state's accountability system?**

1 ☐ Yes, former English learners are included in the English learner subgroup

0 ☐ No, the state does not include former English learners in the English learner subgroup

Q.3-1 SKIP INSTRUCTION
States that answer "Yes" go to Q.3-2.
States that answer "No" skip to Q.3-3.

3-2. **For how many years after a student is no longer identified as an English learner does your state include former English learners in the English learner subgroup when measuring school performance?**

☐ Number of years former English learners are counted in the English learner subgroup

3-3. **For students assessed in 2021–22, is your state examining the school-level performance of any combined subgroups?**

1 ☐ Yes

0 ☐ No

Q.3-3 SKIP INSTRUCTION
States that answer "Yes" go to Q.3-4.
States that answer "No" skip to Q.3-8

3-4. **What groups are included in your state's combined subgroup(s)?**

Specify: _____

Note: The online survey will allow space for 2 definitions for different combined subgroups.

3-5. **Will the combined subgroup(s) be used for school ratings or reported in state report cards for 2021–22?**

USES FOR COMBINED SUBGROUPS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Used in school ratings..	1	0
b. Reported in state report cards...	1	0

> **Q.3-5 SKIP INSTRUCTION**
>
> States that answer "Yes" to "Used in school ratings" go to Q.3-6.
>
> States that answer "No" to "Used in school ratings" and "Yes" to "Reported in state report cards" skip to Q.3-7.
>
> States that answer "No" to both "Used in school ratings" and "Reported in state report cards" skip to Q.3-8.

3-6. **To assess school performance for state accountability this school year (2021–22), will your state use all of the individual subgroups for each school that meet minimum size requirements?**

1 ☐ Yes

0 ☐ No

> **Q.3-6 SKIP INSTRUCTION**
>
> States that answer "Yes" to Q.3-5b., "Reported in state report cards" go to Q.3-7.
>
> States that answer "No" to Q.3-5b., "Reported in state report cards" skip to Q.3-8.

3-7. **For school report cards this school year (2021–22), will your state report information for each school about the individual subgroups that meet minimum size requirements?**

1 ☐ Yes

0 ☐ No

3-8. **How does your state use information on a district's or school's interim measures of progress toward long-term goals?**

USE OF INTERIM PROGRESS TOWARD LONG-TERM GOALS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state translates statewide long-term and interim goals into school-level interim (annual) goals..	1	0
b. The school's interim measures of progress toward long-term goals factor into the accountability system..	1	0
c. The state identifies districts or schools that are not meeting interim (annual) measures of progress toward long-term goals as low-performing....	1	0
d. Other...	1	0
(Specify):_____		

Identifying Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) Schools

3-9.   When your state most recently identified **CSI**, **TSI**, or **ATSI** schools, what was the most current year of assessment data used in the calculations?

	SELECT ONE RESPONSE IN EACH ROW			
	MOST RECENT YEAR OF ASSESSMENT DATA USED TO IDENTIFY LOW-PERFORMING SCHOOLS			
SCHOOL TYPE	2016-17	2017-18	2018-19	2020-21
a. Comprehensive Support and Improvement (CSI)................	1	2	3	4
b. Targeted Support and Improvement (TSI)...........................	1	2	3	4
c. Additional Targeted Support and Improvement (ATSI)........	1	2	3	4

3-10. **Please provide a link to existing documentation on your state's criteria for identifying Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) schools and your state's criteria for CSI, TSI, and ATSI schools to exit each status in this school year (2021–22); or upload the documents if that is easier than providing a link.**

Link: _____

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

3-11. **Did your state REQUIRE districts to administer an interim academic assessment or a diagnostic assessment to determine students' academic needs at the beginning of this school year (2021–22)? Do NOT include the 2021 state assessment or regular screenings to identify students with disabilities or English Learners, if your state required them.**

	SELECT ONE RESPONSE IN EACH ROW	
DISTRICT DIAGNOSTIC ASSESSMENTS	YES	NO
a. The state required districts to administer an interim academic assessment or a diagnostic assessment in <u>all</u> schools..	1	0
b. The state required districts to administer an interim academic assessment or a diagnostic assessment in <u>some</u> schools..	1	0

Q.3-11 SKIP INSTRUCTION
States that answer "Yes" to "b. some schools" go to Q.3-12.
States that answer "Yes" to "a. all schools" skip to Q.3-13.
States that answer "No" to both a and b, skip to Q.3-14.

3-12. Which schools were REQUIRED to administer the district interim academic assessment or diagnostic assessment to determine students' academic needs at the beginning of this school year (2021–22)?

SCHOOL TYPE	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. CSI schools..	1	0
b. TSI and/or ATSI schools...	1	0
c. Title I schools...	1	0
d. Other types of schools...	1	0

(Specify): _____

3-13. In schools that were required to administer a district interim academic assessment or a diagnostic assessment at the beginning of this school year, did the state require schools to reach at least a 95 percent student participation rate on the assessment?

1 ☐ Yes

0 ☐ No

3-14. Which measures of elementary or middle school performance for the <u>last school year</u> (2020–21) does your state education agency have?

Note: If your state's ELA and math assessments were administered in the summer or fall of 2021, please include them as measures from 2020–21.

MEASURES FOR ELEMENTARY/MIDDLE	SELECT ONE RESPONSE IN EACH ROW		
	SEA HAS 2020–21 DATA FOR NEARLY ALL SCHOOLS (95% OR MORE) STATEWIDE	SEA HAS 2020–21 DATA FOR SOME SCHOOLS (LESS THAN 95 PERCENT OF SCHOOLS)	DATA WERE NOT COLLECTED IN 2020–21
a. ELA and math assessment..	1	2	3
b. Science assessment..	1	2	3
c. Social Studies/History/Civics assessment.............................	1	2	3
d. English language proficiency assessment.............................	1	2	3
e. Student attendance rate or chronic absenteeism rate..........	1	2	3
f. Suspension rates..	1	2	3
g. Early warning indicator (this may combine information on participation and/or performance in core courses, attendance, and/or disciplinary incidents)...	1	2	3
h. Student survey of school climate or student engagement....	1	2	3
i. Assessments of students' social-emotional competencies or skills.............	1	2	3

3-15. Which measures of high school performance for the <u>last school year</u> (2020–21) does your state agency have?

Note: If your state's ELA and math assessments were administered in the summer or fall of 2021, please include them as measures from 2020–21.

MEASURES FOR HIGH SCHOOL	SELECT ONE RESPONSE IN EACH ROW		
	SEA HAS 2020–21 DATA FOR NEARLY ALL SCHOOLS (95% OR MORE) STATEWIDE	SEA HAS 2020–21 DATA FOR SOME SCHOOLS (LESS THAN 95 PERCENT OF SCHOOLS)	DATA WERE NOT COLLECTED IN 2020–21
High school assessments			
a. ELA and math assessment	1	2	3
b. Science assessment	1	2	3
c. Social Studies/History/Civics assessment	1	2	3
d. English language proficiency assessment	1	2	3
Quality of school experiences			
e. Student survey of school climate or student engagement	1	2	3
f. Assessments of students' social-emotional competencies or skills	1	2	3
g. Early warning / on track to graduate index (this may combine information on participation and/or performance in core courses, attendance, and/or disciplinary incidents)	1	2	3
h. Student attendance rate or chronic absenteeism	1	2	3
i. Suspension rates	1	2	3
Co-curricular learning or work experience			
j. Work-based learning experiences (including CTE courses)	1	2	3
Participation in or performance on college or career readiness exams			
k. ACT assessments (ASPIRE, Pre-ACT, ACT, WorkKeys), SAT, or PSAT exam	1	2	3
Participation in or performance on post high school credential			
l. Advanced Placement or International Baccalaureate exam	1	2	3
m. Early college credit	1	2	3
n. Industry-recognized credential	1	2	3
o. Dual enrollment courses (including CTE programs of study)	1	2	3
High school and post-high school transitions			
p. 4-, 5-, or 6-year adjusted cohort graduation rate	1	2	3
q. Postsecondary education enrollment (including college enrollment)	1	2	3

3-16. **Thinking about the measures available from last school year (2020–21) or the beginning of this school year (2021–22), to what extent did your state use these measures to determine which districts and/or schools were in need of more resources (technical assistance or state funding) to help students catch up on or accelerate learning and to help address students' social-emotional or mental health needs?**

Note: Items a and b will be dropped if Q.3-14a = 3. Item e will be dropped if Q.3-14e = 3. Item c will be dropped if Q.3-15p = 3.

MEASURE	MEASURE NOT AVAILABLE	SELECT ONE RESPONSE IN EACH ROW		
		NOT USED	SOME USE	MAJOR USE
a. Scores on the 2021 state academic assessments given in spring or fall of 2021........	NA	0	1	2
b. The percentage of students in the district or school who did not take the 2021 state academic assessments......................................	NA	0	1	2
c. Graduation rates in 2020-21..............................	NA	0	1	2
d. High school course completion or course failure rates in 2020-21..	NA	0	1	2
e. Attendance or chronic absenteeism data in 2020–21..	NA	0	1	2
f. Early warning indicator or on track to graduate index...	NA	0	1	2
g. School enrollment levels in 2020-21 compared to prior years...	NA	0	1	2
h. School or district poverty rates or Title I status...	NA	0	1	2
i. Community COVID-19 cases, death rates, and/or economic impact.....................................	NA	0	1	2
j. Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity).......	NA	0	1	2
k. An assessment of students' access to technological devices and the internet in 2020-21...	NA	0	1	2
l. Student surveys of school climate or student engagement...	NA	0	1	2
m. Assessment(s) of students' social-emotional competencies or skills...	NA	0	1	2
n. Suspension rates...	NA	0	1	2
o. Information on students needing food, housing, health care, or other supports............................	NA	0	1	2
p. Another measure...	NA	0	1	2
*(Specify):*_____				

3-17. Were your state's ELA and Math assessments different in 2021 from those administered in spring 2019 in any of the following ways?

ASSESSMENT CHARACTERISTICS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The assessment was shortened for 2021..	1	0
b. ELA and math assessments were administered in alternate grade levels..	1	0
c. Students could take assessments from home..	1	0
d. Assessment was administered in the fall..	1	0
e. Longer assessment window..	1	0
f. Districts could choose whether to administer assessments in the spring or fall..	1	0
g. Districts could choose not to administer the state ELA or math assessments..	1	0
h. Assessment participation rate below 95 percent	1	0
i. New items were added to or existing items were removed from the list of approved assessment accommodations for ELs................................	1	0
j. State assessments could be administered remotely...............................	1	0
k. Other assessment characteristic	1	0
(Specify):_____		

Q.3-17 SKIP INSTRUCTION
States that answer "Yes" to any item go to Q.3-18.
States that answer "No" to all items skip to Q.3-19.

3-18. To what extent did the changes to your state's 2020–21 state academic assessments that you identified in the previous question (3-17) affect your state's ability to understand the learning progress and needs for support for student subgroups in the state this school year (2021–22)? *(Select one response.)*

0 ☐ No effect

1 ☐ Small effect

2 ☐ Substantial effect

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Support for School Improvement and Student Outcomes in 2021–22

The next questions ask about your state's approach to supporting districts and schools for this school year
(2021–22) so that schools could help students catch up on or accelerate learning.

3-19. **During this school year (2021–22) and including last summer (2021), did your state provide support (guidance, technical assistance, or professional development (PD)) to districts and schools on any of the following strategies to help students catch up on or accelerate learning? If yes, what type of support was provided?**

	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY	
			IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED?	
STRATEGY	YES	NO	GUIDANCE DOCUMENTS	TA OR PD
Instructional strategies				
a. Teach less content, focusing on the most important knowledge and skills needed for each grade level or course	1	0	1	2
b. Repeat more material or content from the student's previous grade than usual	1	0	1	2
c. Provide more math or English language arts (ELA) instruction than usual (e.g., "double-dosing" with two periods of math or ELA)	1	0	1	2
d. Assign students to multiple classes with the same set of peers (small learning communities)	1	0	1	2
e. Purposefully assign students to at least one of the same teachers as last year (teacher looping)	1	0	1	2
Provide individualized or small group instruction				
f. Provide tutoring in groups of five or more students	1	0	1	2
g. Provide tutoring in groups of one to four students	1	0	1	2
h. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	1	0	1	2
Offer a longer school day or school year				
i. Offer after- or before-school programs that provide supplemental academic instruction	1	0	1	2
j. Offer a longer school day (more than the typical 7 hours)	1	0	1	2
k. Offer a longer school year (more than the typical 180 days)	1	0	1	2
l. Offer summer school or a summer learning program	1	0	1	2
Family engagement strategies				
m. Re-engage students who dropped out or lost contact with school by using family engagement	1	0	1	2

	STRATEGY	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY	
				IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED?	
		YES	NO	GUIDANCE DOCUMENTS	TA OR PD
	liaisons or individual outreach				
n.	Work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1	0	1	2
o.	Provide training to principals and teachers on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management, using culturally-sensitive communication, offering flexible meeting times and a variety of communication modes	1	0	1	2
Credit recovery or course progression strategies					
p.	Offer credit recovery programs during the school year	1	0	1	2
q.	Offer competency-based learning for students	1	0	1	2
r.	Offer dual-enrollment or dual-credit coursework for high school students	1	0	1	2

Q.3-19 SKIP INSTRUCTION

States that answer "Yes" to more than 5 items go to Q.3-20.

States that answer "Yes" to 5 or fewer items skip to Q.3-21.

3-20. **Thinking about the strategies to help students catch up on or accelerate learning that your state supported this school year (2021–22), which strategies did your state prioritize by providing the greatest amount of support (guidance, technical assistance, or professional development) to districts and schools?**

Note: Items will appear below if the respondent selected "Yes" for that item in Q.3-19.

	STRATEGY	SELECT UP TO 5 RESPONSES
Instructional strategies		
a.	Teach less content, focusing on the most important knowledge and skills needed for each grade level or course..	1
b.	Repeat more material or content from the student's previous grade than usual....................	1
c.	Provide more math or English language arts (ELA) instruction than usual (e.g., "double-dosing" with two periods of math or ELA)	1
d.	Assign students to multiple classes with the same set of peers (small learning communities)...	1
e.	Purposefully assign students to at least one of the same teachers as last year (teacher looping)...	1
Provide individualized or small group instruction		
f.	Provide tutoring to groups of five or more students...	1

STRATEGY	SELECT UP TO 5 RESPONSES
g. Provide tutoring to groups of one to four students..	1
h. 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	
i. Offer after- or before-school programs that provide supplemental academic instruction.......	1
j. Offer a longer school day (more than the typical 7 hours)..	1
k. Offer a longer school year (more than the typical 180 days)...	1
l. Offer summer school or a summer learning program..	1
Family engagement strategies	
m. Re-engage students who dropped out or lost contact with school by using family engagement liaisons or individual outreach...	1
n. Work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1
o. Provide training to principals and teachers on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management, using culturally-sensitive communication, or offering flexible meeting times and a variety of communication modes...	1
Credit recovery or course progression strategies	
p. Offer credit recovery programs during the school year..	1
q. Offer competency-based learning for students..	1
r. Offer dual-enrollment or dual-credit coursework for high school students..............................	1

3-21. Considering the strategies that your state prioritized to catch up or accelerate learning, did your state require or recommend that districts or schools provide greater support to particular student subgroups? *(Select one response.)*

2 ☐ The state required or recommended that districts or schools implement strategies equally across all student subgroups

1 ☐ The state required or recommended that districts or schools prioritize particular student subgroups when implementing strategies

0 ☐ The state did not recommend or require either approach

> **Q.3-21 SKIP INSTRUCTION**
>
> States that answer "The state required or recommended that districts or schools prioritize particular student subgroups when implementing strategies" go to Q.3-22.
>
> States that answer "The state required or recommended that districts or school implement strategies equally across all student subgroups" or "The state did not recommend or require either approach" skip to Q.3-23.

3-22. On which student groups did your state require or recommend placing priority for strategies to catch up on or accelerate learning?

GROUPS OF STUDENTS	SELECT ALL THAT APPLY
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 with high levels of absenteeism in 2020-21...	1
f. Students experiencing homelessness, students in migrant families, or students in foster care..	1
g. Academically at-risk students.. *(Specify how state defines these students)*_____	1
h. Other category of students.. *(Specify how state defines these students)*_____	1

3-23. During this school year (2021–22) and including last summer (2021), did your state <u>require</u> CSI schools to implement any of the state's priority strategies (from Q. 3-20 or Q. 3-19) to help students catch up on or accelerate learning?

    1 ☐ Yes

    0 ☐ No

3-24. During this school year (2021–22) and including last summer (2021), did your state provide CSI schools or low-performing schools in general with more support (technical assistance or professional development) than other schools to implement strategies to help students catch up on or accelerate learning? *(Select one response.)*

    2 ☐ We provided more support to CSI schools compared to other schools

    1 ☐ We provided more support to low-performing schools in general (including but not limited to CSI schools) compared to other schools

    0 ☐ We provided support to schools in the state based on other considerations

> **Q.3-24 SKIP INSTRUCTION**
>
> States that answer "We provide more support to CSI schools" or "We provide more support to low-performing schools in general (not just CSI schools)" go to Q.3-25.
>
> States that answer "We provided support to schools in the state based on other considerations" skip to Q.3-26.

3-25. For which strategies did your state <u>provide</u> CSI schools or low-performing schools with more support (technical assistance, or professional development)?

> **Note:** Only strategies with "Yes" response in Q.3-19 will be listed below

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		NO ADDITIONAL TA OR PD ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
	STATE PROVIDED MORE SUPPORT (TA OR PD) TO:		
	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
Instructional strategies			
a. Teach less content, focusing on the most important knowledge and skills needed for each grade level or course	1	2	0
b. Repeat more material or content from the student's previous grade than usual	1	2	0
c. Provide more math or English language arts (ELA) instruction than usual (e.g., "double-dosing" with two periods of math or ELA)	1	2	0
d. Assign students to multiple classes with the same set of peers (small learning communities)	1	2	0
e. Purposefully assign students to at least one of the same teachers as last year (teacher looping)	1	2	0
Provide individualized or small group instruction			
f. Provide tutoring to groups of one to four students	1	2	0
g. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	1	2	0
Offer a longer school day or school year			
h. Offer after- or before-school programs that provide supplemental academic instruction	1	2	0
i. Offer a longer school day (more than the typical 7 hours)	1	2	0
j. Offer a longer school year (more than the typical 180 days)	1	2	0
k. Offer summer school or a summer learning program	1	2	0
Family engagement strategies			
l. Re-engage students who dropped out or lost contact with school by using family engagement liaisons or individual outreach	1	2	0
m. Work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1	2	0
n. Provide training to principals and teachers on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management, or using culturally-sensitive communication,	1	2	0
Credit recovery or course progression			

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	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED MORE SUPPORT (TA OR PD) TO:		NO ADDITIONAL TA OR PD ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
STRATEGY	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
strategies			
o. Offer credit recovery programs during the school year...	1	2	0
p. Offer competency-based learning for students.................	1	2	0
q. Offer dual-enrollment or dual-credit coursework for high school students..	1	2	0

3-26. Did your state provide **CSI schools** or **low-performing schools** in general with more **state funding** than other schools for any of the following strategies to help students catch up on or accelerate learning?

> **Note:** Only strategies with "Yes" response in Q.3-19 will be listed below

	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED MORE **STATE FUNDING** TO:		NO ADDITIONAL **STATE FUNDING** BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
STRATEGY	**CSI SCHOOLS**	**LOW-PERFORMING SCHOOLS** GENERALLY	
Provide individualized or small group instruction			
a. Provide tutoring to groups of one to four students..	1	2	0
b. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)..................................	1	2	0
Offer a longer school day or school year			
c. Offer a longer school day (more than the typical 7 hours)...	1	2	0
d. Offer a longer school year (more than the typical 180 days)...	1	2	0
e. Offer summer school or a summer learning program..	1	2	0

3-27. During this school year (2021–22) and including last summer (2021), did your state provide support (guidance, technical assistance, or **professional development (PD)**) to districts and schools on any of the following strategies to address students' social-emotional or mental health needs? If yes, what type of support was provided?

	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW	
			IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED?	
STRATEGY	YES	NO	GUIDANCE	TECHNICAL ASSISTANCE OR **PROFESSIONAL DEVELOPMENT**
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	1	2
b. Offer schoolwide social-emotional learning (SEL), positive school climate and/or bullying prevention programs...................................	1	0	1	2
c. Provide training to school staff on recognizing student mental and behavioral health issues...........	1	0	1	2
d. Provide training to school staff on practices	1	0	1	2

| STRATEGY | SELECT ONE RESPONSE IN EACH ROW | | SELECT ALL THAT APPLY IN EACH ROW | |
| | | | IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED? | |
	YES	NO	GUIDANCE	TECHNICAL ASSISTANCE OR PROFESSIONAL DEVELOPMENT
that are trauma-informed				
e. Conduct a needs assessment of students needing food, housing, health care, or other supports...1...............0			1	2

3-28. During this school year (2021–22) and including last summer (2021), did your state provide CSI or low-performing schools in general with more support (technical assistance or professional development) than other schools to address students' social-emotional or mental health needs compared with other schools in your state? *(Select one response.)*

2 ☐ We provided more support to CSI schools compared to other schools

1 ☐ We provided more support to low-performing schools in general (including but not limited to CSI schools) compared to other schools

0 ☐ We provided support to schools in the state based on other considerations

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Q.3-28 SKIP INSTRUCTION

States that answer "We provided more support to CSI schools" or "We provided more support to low-performing schools in general" go to Q.3-29.

States that answer "We provided support to schools in the state based on other considerations" skip to Q.3-30.

3-29. During this school year (2021–22) and including last summer (2021), for which strategies did your state provide CSI schools or low-performing schools with more support (technical assistance or professional development)?

Note: The online survey will only include strategies in Q.3-27 marked as "Yes" and where state provides "TA/PD."

	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED MORE SUPPORT (TA OR PD) TO:		NO ADDITIONAL TA OR PD ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
STRATEGY	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
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	2	0
b. Offer schoolwide social-emotional learning (SEL), positive school climate and/or bullying prevention programs	1	2	0
c. Provide training to school staff on recognizing student mental and behavioral health issues	1	2	0
d. Provide training to school staff to use practices that are trauma-informed	1	2	0
e. Conduct a needs assessment of students needing food, housing, health care, or other supports	1	2	0

Support for Internet Connections

3-30. What actions has your state taken in this school year 2021–22 to address technology challenges?

ACTIONS	SELECT ONE RESPONSE IN EACH ROW	
	YES	**NO**
a. Offer incentives to broadband suppliers to expand in rural or under-connected areas.	1	0
b. Offer grants to expand broadband in rural or under-connected areas..........................	1	0
c. Require broadband suppliers to expand in rural or under-connected areas.................	1	0
d. Enable schools to obtain internet access for free or at low cost..................................	1	0
e. Enable low-income families to obtain internet access for free or at low cost...............	1	0
f. Other..	1	0

(Specify): _____

Strategies to Improve Student Outcomes in CSI Schools in 2021-22

3-31. How often did your state use the following strategies to promote the use of evidence-based models, interventions, or strategies to improve student outcomes in CSI schools during this school year (2021–22)?

Note: For items d and e only, the next row will display requesting the state provide the link to the publicly available information.

STATE STRATEGIES TO PROMOTE THE USE OF EVIDENCE-BASED INTERVENTIONS IN CSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	NEVER OR RARELY USED THIS STRATEGY	**SOMETIMES USED THIS STRATEGY**	**USUALLY OR ALWAYS USED THIS STRATEGY**
a. The state refers district and school leaders to publications and products produced by the U.S. Department of Education's What Works Clearinghouse, the Regional Educational Laboratories, or the Regional Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance	0	2	3
b. The state links district and school leaders with staff from the U.S. Department of Education's Regional Educational Laboratories or the Regional Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance	0	2	3
c. The state refers district and school leaders to publications and products produced by Evidence for ESSA or other evidence clearinghouses to obtain information on evidence-based models, interventions, or strategies to improve student performance	0	2	3

STATE STRATEGIES TO PROMOTE THE USE OF EVIDENCE-BASED INTERVENTIONS IN CSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	NEVER OR RARELY USED THIS STRATEGY	SOMETIMES USED THIS STRATEGY	USUALLY OR ALWAYS USED THIS STRATEGY
d. The state provides district and school leaders with a list of evidence-based models, interventions, or strategies to improve student performance Please provide a link to the list if publicly available: _____	0	2	3
e. The state provides a list of vetted partners that district and school leaders can engage to implement approved evidence-based strategies Please provide a link to the list if publicly available: _____	0	2	3
f. The state provides or funds staff (state education agency staff or external consultants) who support evidence-based school improvement but do not represent particular models or strategies	0	2	3
g. The state engages CSI school and district leaders in communities of practice to support implementing approved evidence-based strategies	0	2	3
h. The state disseminates summaries of best practices, success stories, implementation guides, and research findings from districts or schools using evidence-based strategies	0	2	3
i. Something else *(Specify):* _____	0	2	3

3-32. **In the past five years (since 2017), has your state commissioned or conducted research on the effectiveness of models, interventions, or strategies to improve student outcomes in CSI schools?** *(Select one response.)*

2 ☐ Yes, and the results are publicly available here _____

1 ☐ Yes, but the results are not yet available

0 ☐ No

Q.3-32 SKIP INSTRUCTION

States that answer "Sometimes used" or "Usually or always used" to Q.3-31d, go to Q.3-33.

States that answer "Never or rarely used" to Q.3-31d, skip to Q.3-38.

3-33. **You responded in 3-31(d) that your state provides a list of evidence-based models, interventions, or strategies to districts with CSI schools and school leaders. To what extent did your state consider the following criteria in choosing what to include on the list of models, interventions, and strategies to improve student outcomes?**

	SELECT ONE RESPONSE IN EACH ROW		
CRITERIA FOR INCLUSION	NOT CONSIDERED	CONSIDERED WITH SOME WEIGHT	A MAJOR CONSIDERATION
a. Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)	0	1	2
b. Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)	0	1	2
c. Has high-quality research showing that the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (meets ESSA Tier 4 evidence)	0	1	2
d. Evidence of effectiveness that meets other evidence criteria	0	1	2
e. Alignment with the state's academic content standards	0	1	2
f. Availability of aligned assessments to monitor student progress and/or attainment	0	1	2
g. Alignment with equity goals (e.g., implementing restorative justice practices, interventions with culturally-responsive curricula)	0	1	2
h. Cost-effectiveness of the model, intervention, or strategy	0	1	2
i. Ease of implementation of the model, intervention, or strategy	0	1	2
j. Recommendations from staff in schools that have used the strategy or popularity of the strategy in the state	0	1	2

Q.3-33 SKIP INSTRUCTION

States that answer "A major consideration" to four or more items go to Q.3-34. Only those items identified as a "A major consideration" will appear in Q.3-34.

States that answer "A major consideration" for three or fewer items skip to Q.3-35.

3-34. **What were the three most important criteria for choosing what to include on the list of models, interventions, and strategies to improve student outcomes?**

> **Note:** The online survey will allow states to select at most three criteria across all items listed.
> The online survey will randomize the order of items a through j

CRITERIA FOR INCLUSION	SELECT UP TO 3 RESPONSES
a. Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)......................................	1
b. Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)...	1
c. Has high-quality research showing that the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (meets ESSA Tier 4 evidence)	1
d. Evidence of effectiveness that meets other evidence criteria............................	1
e. Alignment with the state's academic content standards....................................	1
f. Availability of aligned assessments to monitor student progress and/or attainment...	1
g. Alignment with equity goals (e.g., implementing restorative justice practices, interventions with culturally-responsive curricula)...	1
h. Cost-effectiveness of the model, intervention, or strategy.................................	1
i. Ease of implementation of the model, intervention, or strategy........................	1
j. Recommendations from staff in schools that have used the strategy or popularity of the strategy in the state..	1

3-35. **To what extent did your state consider any of these sources of information to determine that the models, interventions, and strategies on your state's list have evidence of effectiveness?**

INFORMATION SOURCE	SELECT ONE RESPONSE IN EACH ROW		
	NOT CONSIDERED	CONSIDERED WITH SOME WEIGHT	A MAJOR CONSIDERATION
a. Research published by independent organizations or universities	0	1	2
b. Information provided by the program's developer or vendor	0	1	2
c. Recommendations from other states, or from schools and districts within the state	0	1	2
d. The What Works Clearinghouse	0	1	2
e. Evidence for ESSA, or other organization that rates evidence	0	1	2
f. Information from a U.S. Department of Education Comprehensive Center	0	1	2
g. Information from a U.S. Department of Education Regional Educational Laboratory	0	1	2
h. Another source	0	1	2

(Specify): _____

Q.3-35 SKIP INSTRUCTION

States that answer "A major consideration" to four or more items go to Q.3-36. Only those items identified as a "A major consideration" will appear in Q.3-36.

States that answer "A major consideration" for three or fewer items skip to Q.3-37.

3-36. What were the most important sources of information for your state's list of models, interventions, and strategies?

> **Note:** The online survey will allow states to select at most three topics across all items listed. The online survey will randomize the order of items a through g; item h will always be last.

INFORMATION SOURCE	SELECT UP TO 3 RESPONSES
a. Research published by independent organizations or universities...............................	1
b. Information provided by the program's developer or vendor.......................................	1
c. Recommendations from other states, or from schools and districts within the state...	1
d. The What Works Clearinghouse...	1
e. Evidence for ESSA or other organization that rates evidence.....................................	1
f. Information from a U.S. Department of Education Comprehensive Center...................	1
g. Information from a U.S. Department of Education Regional Educational Laboratory....	1
h. Another source..	1

(Specify): _____

3-37. During the 2021–22 school year, are any of the following types of schools required to select at least one strategy to improve student academic achievement from your state's list of evidence-based models, interventions, or strategies?

SCHOOLS THAT MUST SELECT FROM STATE'S LIST	SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED
a. CSI schools..	1	0
b. TSI schools..	1	0
c. ATSI schools..	1	0
d. Another type of school..	1	0

(Specify): _____

3-38. Did your state require CSI schools to implement an evidence-based whole school improvement model during the 2021–22 school year?

1 ☐ Yes

0 ☐ No

Q.3-38 SKIP INSTRUCTION

States that answer "Yes" go to Q.3-39.
States that answer "No" skip to Q.3-40.

3-39. **In this school year (2021–22), which evidence-based whole school improvement model(s) fulfills your state's requirement for CSI schools?**

EVIDENCE-BASED WHOLE SCHOOL IMPROVEMENT MODELS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Success for All..	1	0
b. Institute for Student Achievement (ISA)...	1	0
c. Positive Action...	1	0
d. Talent Development Middle Grades Program (TDMGP).................................	1	0
e. Building Assets, Reducing Risks (BARR) model..	1	0
f. Other evidence-based whole school improvement model..............................	1	0

(Specify): _____

Resources and Supports for School Improvement in CSI Schools in 2021–22

3-40. **When thinking about support (technical assistance, or professional development (PD)) your state provided on school improvement topics to CSI schools and districts this school year (2021–22), which of the following best describes the support CSI schools and districts received compared to other schools in your state?** *(Select one response.)*

1 ☐ The state provided *more* support to CSI schools compared to other schools in the state

2 ☐ The state provided more support to low-performing schools in general (including but not limited to CSI schools) compared to other schools in the state

3 ☐ The state provided support to schools in the state based on other considerations

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Q.3-40 SKIP INSTRUCTION

States that answer "The state provided more support to CSI schools" or "The state provided more support to low-performing schools" go to Q.3-41.

States that answer "The state provided support to schools in the state based on other considerations" skip to Q.3-43.

3-41. **During this school year (2021–22) and including last summer (2021), did your state provide any of the following supports to CSI schools or low-performing schools in general on any school improvement topics, <u>beyond what is available to other schools</u>?**

> **Note:** States will only be able to select one instance of group training and one instance of individualized TA for each row. States cannot select "did not provide," and also select group training or individualized TA.

SCHOOL IMPROVEMENT TOPICS	SELECT ALL THAT APPLY				
	SUPPORTS PROVIDED TO CSI SCHOOLS BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS:		SUPPORTS PROVIDED TO LOW-PERFORMING SCHOOLS GENERALLY BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS:		DID NOT PROVIDE ADDITIONAL SUPPORTS ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
	GROUP TRAINING	INDIVIDUAL-IZED TA	GROUP TRAINING	INDIVIDUAL-IZED TA	
a. Conducting needs assessments	4	3	2	1	0
b. Identifying evidence-based models, interventions, and strategies	4	3	2	1	0
c. Aligning school improvement strategies to school-based equity goals	4	3	2	1	0
d. Implementing evidence-based models, interventions, and strategies with fidelity	4	3	2	1	0
e. Partnering with external partners or vendors to implement school improvement interventions	4	3	2	1	0
f. Implementing continuous improvement strategies	4	3	2	1	0
g. Implementing effective instructional strategies specifically for ELs	4	3	2	1	0
h. Evaluating the evidence-based models, interventions, and strategies	4	3	2	1	0
i. Budgeting effectively	4	3	2	1	0
j. Acting as instructional leaders	4	3	2	1	0
k. Recruiting and retaining more effective teachers	4	3	2	1	0
l. Developing more effective teachers	4	3	2	1	0
m. Some other topic	4	3	2	1	0

(Specify): _____

Q.3-41 SKIP INSTRUCTION

For each item where the state answers "Group training" or "Individualized TA," for CSI schools or for low-performing schools generally, the item will appear in Q.3-42.

States that answer "Group training" or "Individualized TA" for three or fewer items will skip to Q.3-43.

States that answer "Did not provide" to all items, skip to Q.3-43.

3-42. **Which school improvement topics were most heavily emphasized in the additional supports your state provided to CSI schools in 2021–22?**

Note: The online survey will allow states to select at most three topics across all items listed. The online survey will randomize the order of items a through l; item m will always be last.

SCHOOL IMPROVEMENT TOPICS	SELECT UP TO 3 RESPONSES
a. Conducting needs assessments...	1
b. Identifying evidence-based models and interventions...................................	1
c. Aligning school improvement strategies to school-based equity goals..........	1
d. Implementing evidence-based models, interventions, and strategies with fidelity	1
e. Partnering with external partners or vendors to implement school improvement interventions...	1
f. Implementing effective continuous improvement strategies..........................	1
g. Implementing effective instructional strategies specifically for ELs..............	1
h. Evaluating the evidence-based models, interventions, and strategies..........	1
i Budgeting effectively..	1
j. Acting as instructional leaders..	1
k. Recruiting and retaining more effective teachers...	1
l. Developing more effective teachers..	1
m. Some other topic... *(Specify)*: _____	1

Per-pupil School Expenditure Data

3-43. **Since 2017, has your state released to the public data on per-pupil school expenditures for all schools?**

   1 ☐ Yes

   0 ☐ No

3-44. **Has your state examined information about the distribution of per-pupil school expenditures across schools or districts serving different student populations (e.g., high-poverty schools compared with low-poverty schools) within the past 5 years (since 2017)?**

   1 ☐ Yes

   0 ☐ No

Q.3-44 SKIP INSTRUCTION
States that answer "Yes" go to Q.3-45.
States that answer "No" skip to End of survey.

3-45. **In the past five years (since 2017), did your state examine per-pupil school expenditures using any of the following types of comparisons across schools? If yes, did your state find meaningful differences?**

	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	DID STATE MAKE THE COMPARISON?		IF YES, DID STATE FIND MEANINGFUL DIFFERENCES?	
COMPARISONS	**YES**	**NO**	**YES**	**NO**
a. Comparisons of school spending across schools within a 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 across the state	1	0	1	0
d. Comparisons of spending in schools serving different geographic areas that face differences in market salaries or other costs	1	0	1	0
e. Comparisons of spending in schools serving different percentages of students who are English learners	1	0	1	0
f. Comparisons of spending in schools serving different percentages of students from economically disadvantaged families	1	0	1	0
g. Comparisons of spending in schools serving high percentages of students from different racial/ethnic groups	1	0	1	0
h. Comparisons of spending in schools serving different percentages of students with disabilities	1	0	1	0
i. Comparisons of spending in schools serving	1	0	1	0

	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	DID STATE MAKE THE COMPARISON?		IF YES, DID STATE FIND MEANINGFUL DIFFERENCES?	
COMPARISONS	YES	NO	YES	NO
higher proportions of students experiencing homelessness, students in migrant families, or students in foster care compared to other schools				

3-46. **Are the results of these examinations of per-pupil school expenditures (over the past five years) 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

3-47. **In the past five years (since 2017), how has your state used the information from examining differences in per-pupil school expenditures?**

> **Note:** this question will go to all states that analyzed expenditure data, whether or not they say they found differences.

INFORMATION USES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State developed guidance to address spending inequities....................................	1	0
b. State created forums for schools and/or the public to discuss inequities................	1	0
c. State developed alternative funding formulas that address inequities...................	1	0
d. State invested new funding to address inequities found..	1	0
e. State provided districts or schools with information about schools with high outcomes and low costs..	1	0
f. State provided districts or schools with findings about school spending and enrollment..	1	0
g. State provided districts or schools with findings about school spending and teacher-salary levels..	1	0
h. Other..	1	0
*(Specify):*_____		