

The Implementation of Title I and Title II-A Program Initiatives: Compendium of Survey Results From 2021-22

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October 2024

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Title I and Title II-A of the Elementary and Secondary Education Act (ESEA) collectively represent the largest ongoing federal investments to promote equitable access to high-quality schooling. The latest version of ESEA, the Every Student Succeeds Act of 2015 (ESSA), retained some of the principles of the prior law while offering some new flexibilities. For example, Title I renewed the prior law’s focus on measuring mastery of rigorous content standards for all students and broadened school accountability beyond academic proficiency to include achievement growth and state-selected school quality measures. In addition, Title II-A offered new flexibilities for defining and measuring educator quality and effectiveness and allowed states and districts to use Title II-A funds in new ways, such as to improve educator preparation programs and develop evaluation and support systems.

States were taking steps to fully implement ESSA in 2019-20¹ when the COVID-19 pandemic abruptly closed schools and prompted states to cancel spring 2020 student assessments, beginning a historic disruption to the U.S. educational system. Many schools operated remotely or offered hybrid instruction through most of 2020-21, and when nearly all schools reopened in 2021-22, student achievement had fallen across the country, with larger declines for Black and Hispanic students, for students in high-poverty schools, and for those whose school buildings were closed the longest.² Federal funding through the Coronavirus Aid, Relief, and Economic Security Act and the American Rescue Plan Act offered support for educational recovery. The 2021-22 school year also marked a return to the commitments of ESEA, including teaching to challenging academic content standards, assessing the progress of all students, measuring school performance to identify schools needing support, and strengthening educator effectiveness.

This compendium presents survey and other publicly available data collected for the U.S. Department of Education’s study of the implementation of Titles I and II-A of ESEA. The data tables within describe the implementation of policies and practices related to Title I and Title II-A during 2021-22. The data provide information about state content standards; the use of assessment results; measures to identify schools needing support; strategies to help students accelerate learning; and support for teacher effectiveness.

The tables in this compendium draw on data collected from April to December 2022 through surveys administered to state education agencies in all 50 states, the District of Columbia, and Puerto Rico, and to nationally representative samples of districts and schools. The surveys focused on the 2021-22 school year—when nearly all schools had reopened and were engaged in educational recovery.

Chapter 1 describes the technical methods underlying the data presented, including how the study team selected the sample, administered the surveys, and decided what statistical tests to use. Chapter 2 includes a comprehensive set of exhibits using the survey data. Chapter 3 includes the state, district, and school survey instruments and the public data collection form.

¹ ESSA implementation extended over several years, as state plans were approved in 2017 and 2018, and some states identified schools for support and improvement as late as 2020.

² Kuhfeld et al. (2022); Goldhaber et al. (2022).

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Chapter 1. Methodology

This chapter describes the data sources and statistical tests used for the exhibits presented in Chapter 2. The data provide a national picture of how states, districts, and schools implemented core policies and practices related to Title I and Title II-A of the Elementary and Secondary Education Act (ESEA) during the 2021-22 school year. These data encompass the final round of several rounds of data that have been collected over the past decade under the Implementation of Title I and Title II-A Program Initiative study (the [Title I/II-A study](#)). Although the data are not designed to produce causal inferences, nor to measure the effects of federal policies, they can help address the following questions:

- 1. What materials and resources did states and districts provide to support the implementation of content standards during the 2021-22 school year?** Did states and districts prioritize specific content standards or adapt instructional materials or supports to help accelerate learning following pandemic-related school closures? Did states and districts use the state’s English language proficiency standards to design instruction for English learners?
- 2. How did states, districts, and schools use assessment results in the 2021-22 school year?** To what extent did schools use results of state-mandated academic assessments to inform curriculum and instruction, guide school improvement efforts, and communicate with families? How did states and districts use English language proficiency assessments? For students graduating in 2022, what did states require in terms of exit exams and proficiency- or competency-based or coursework requirements?
- 3. What measures did states, districts, and schools use to assess school and student needs for support, and how have states modified their school performance systems post-pandemic?** What measures did states use to assess school quality and identify their lowest-performing schools in 2021-22? What changes did states make to their school performance systems post-pandemic? What data did states, districts, and schools have at the start of the 2021-22 school year to understand students’ needs following pandemic school disruptions, and how did they support students’ academic and mental health needs? How did states and districts support low-performing schools?
- 4. To what degree and in what areas did states, districts, and schools support teacher effectiveness in the 2021-22 school year?** What strategies did states and districts use to recruit, hire, and retain effective teachers? How did states, districts, and schools use professional development and other strategies to help teachers support educational equity and improve teacher effectiveness? Did states assess the effectiveness of teacher preparation programs, and if so, how? Did states and districts find equitable access to effective teachers for students from low-income households and students from different racial/ethnic groups?

Data Sources

The analyses conducted for the study primarily used data collected through a state survey, a district survey, and a school survey administered from April to December 2022. Some analyses used other data submitted to the U.S. Department of Education, and data from SEA websites and from approved waivers, amendments, and addenda to state plans required under the Every Student Succeeds Act (ESSA). These data sources are summarized in Exhibit 1.1 and additional details are provided in this chapter.

Exhibit 1.1. Summary of data sources

Data source	Sample	Number responding	Response rate	Data obtained
Data collected for this study				
State survey	State education agencies (SEAs) in all 50 states, District of Columbia, and Puerto Rico	51	98%	Policies and support for content standards, assessments, accountability, support for low-performing schools and student needs post-pandemic, and improving educator effectiveness
District survey	1,151 nationally-representative traditional public school districts and independent charter local education agencies in the 50 states, District of Columbia, and Puerto Rico ^a	1,017	89% ^b	Policies and practices for content standards and assessments, support for student needs post-pandemic, and improving educator effectiveness
School survey	1,723 nationally-representative sample of schools in the sampled districts ^a	933	55% ^b	Use of content standards and assessments, support for student needs post-pandemic, and improving educator effectiveness
Data gathered from state websites and state plans approved by U.S. Department of Education	SEAs in all 50 states, District of Columbia, and Puerto Rico	52	100%	Accountability policies; identifying low-performing schools
Data used for sampling and to construct subgroups				
U.S. Department of Education’s Common Core of Data (CCD) nonfiscal universe data	SEAs in all 50 states, District of Columbia, and Puerto Rico	52	100%	Student enrollment, percentage of students by group, grade span, region, urbanicity, Title I status
U.S. Department of Education’s ED <i>Facts</i> accountability data	SEAs in all 50 states, District of Columbia, Puerto Rico	52	100%	Schools identified for Comprehensive Support and Improvement (CSI)
U.S. Census Bureau Small Area Income and Poverty Estimates data (SAIPE) - school district estimates	Estimates for 12,999 geographically-based school districts in 50 states, District of Columbia, and Puerto Rico, of 17,125 in the sampling frame ^c	12,999	NA	Estimates of income and poverty for geographically-defined school districts in the sample

^a Four sampled districts and 39 sampled schools were ultimately not eligible for the survey, primarily because of closures.

^b The table presents unweighted response rates for the district and school surveys. The weighted district survey response rate was 88 percent and the weighted school survey response rate was 60 percent.

^c SAIPE does not cover districts without a geographic catchment area such as charter schools.

NA = not applicable. The SAIPE data provide model-based income and poverty estimates for all geographically-defined school districts based on county-level population and income estimates, federal tax information, and multi-year survey data. For more information see: <https://www.census.gov/programs-surveys/saipe/about.html>

Surveys

This section describes the process for developing the state, district, and school surveys; the state, district, and school sample design; survey administration and response rates; and district and school weighting procedures.

Development of State, District, and School Surveys

The state, district, and school surveys focused on policies and practices during the 2021-22 school year in four areas: (1) support for implementing state content standards; (2) use of assessment results; (3) measures of school quality, support for low-performing schools, and support for students' academic and mental health needs after pandemic-related school disruptions; and (4) improving educator effectiveness. Survey development was guided by the questions of interest listed at the beginning of this chapter, input from U.S. Department of Education staff, and feedback from pretests, described next.

Survey pretests. After the study team developed initial drafts of the survey instruments, it pretested them with SEA, district, and school staff.

- Three states pretested the state survey. Two of the states were small and one was medium-sized. No large states were willing to participate in the pretest. The pretest survey was sent to the state's Title I director, who enlisted additional SEA staff (for example, the Title II director) to complete survey sections on topics they were most familiar with.
- Four districts pretested the district survey. Pretest districts included small, medium, and large districts. The district survey was sent to the district superintendent or their designee. In some pretest districts, the directors of compliance, effectiveness, assessment, or institutional research contributed to completing the survey.
- Five schools pretested the school survey. Pretest schools included traditional and charter schools, Title I schools, and schools serving elementary, middle, and high school grades. The school survey was sent to the school principal or assistant principal.

The study team developed protocols to guide the debriefing sessions with pretest respondents. In addition to the survey content, the protocols focused respondent feedback on wording and clarity, information availability, and response burden. Survey pretesting helped ensure that question wording and terminology were clear and understandable among the majority of the survey pretest respondents. Timing was another concern—the study team aimed to keep the average survey completion time within targets (90 minutes for the state survey, 60 minutes for the district survey, and 30 minutes for the school survey). The study team revised the surveys based on feedback from the pretest debriefings and comments from U.S. Department of Education staff.

Sample Design for the State Survey

The state survey included all 50 states, the District of Columbia, and Puerto Rico. The study excluded other territories, the Bureau of Indian Education (BIE), and the Department of Defense Education Activity (DoDEA).³

Sample Design for the District Survey

The sample for the district survey was designed to be nationally representative of all districts in the 50 states, the District of Columbia, and Puerto Rico, consistent with the state survey universe.

The district sampling frame. The study team received permission from the U.S. Department of Education, National Center for Education Statistics (NCES), to use the 2022 district frame for the National Assessment of Educational Progress (NAEP) as the starting frame for the data collection. The 2022 NAEP frame was based on the official 2019-20 NCES CCD district universe file, which excludes entities in the CCD such as intermediate units.⁴ The NAEP frame-building process filters out entities in the CCD that are not really districts. The study team processed this frame to subset out entities of less interest to the study (such as schools with only prekindergarten or kindergarten grades) and limited the frame to traditional public school districts and independent charter LEAs with at least one eligible school and at least one enrolled student. The processed NAEP frame was supplemented with district-level data on percentages of children in poverty from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program. The frame also included information obtained from *EDFacts* or state websites on whether the district had at least one school identified for Comprehensive Support and Improvement (CSI) under ESSA.⁵

Selection of the district sample. The study team selected a nationally representative sample of 1,151 districts using a stratified simple random sample approach. The strata were based on poverty level and district size. The study aimed to ensure that the sample included a sufficient number of districts with varying levels of poverty and enrollment levels to ensure national representativeness and because Titles I and II-A provide different amounts and types of support to districts based on poverty level, enrollment, and student performance. In addition, the sample needed to include enough high-poverty districts to ensure a sufficiently large sample of CSI schools, given the study's interest in addressing questions related to CSI schools nationwide.

The district sample size was set at a level sufficient to achieve the study's precision objectives for national estimates based on the survey data and power objectives to detect differences between groups of districts. The sample size supported a coefficient of variation (CV) of 3.85 percent for national estimates, while also achieving minimum detectable difference (MDD) in the range of 10 to 15 percent when comparing critical subgroups of

³ Other territories and DoDEA were excluded because they are not required to submit accountability data to the U.S. Department of Education's *EDFacts* reporting system (U.S. Department of Education, n.d.), and this information was used in the sample design. BIE was excluded because it is a federal agency, and therefore, some provisions of ESSA that are applicable to states do not similarly apply to the BIE. Instead, they are defined by an agreement between the Departments of the Interior and the Department of Education (Bureau of Indian Education [2020], p. 3).

⁴ Intermediate units provide support to school districts such as instructional materials but do not have students enrolled themselves. The website <https://www.iu5.org/> provides one illustrative example from Pennsylvania (Northwest Tri-County Intermediate Unit 5). Other states may have similar entities with different names, for example, county education offices in California and New Jersey, and Boards of Cooperative Educational Services (BOCES) in New York.

⁵ Westat prepared the 2019–20 CSI universe file for the Institute of Education Sciences (IES). For most states, the CSI school data come from *EDFacts*. However, for four states, the data come from the state's website. For one additional state, within sampled districts, the study team supplemented the list of CSI schools with information from the state's website.

districts.⁶ Based on the two earlier rounds of data collection and analyses under this study, this is an adequate degree of precision for a descriptive implementation study.⁷

District poverty-level strata (groups) were defined as the percentage of children in families below the poverty threshold in three categories: (1) high poverty (districts above the 75th percentile in poverty level), (2) medium poverty (districts between the 25th and 75th percentiles in poverty level), and (3) low poverty (districts below the 25th percentile in poverty level).⁸ District poverty level comes from the Census Bureau's SAIPE program. For districts not included in the SAIPE file, the study team used the percentage of students eligible for free or reduced-price lunch from the CCD for schools within the district as a proxy for the percentage of children in families below the poverty level.

⁶ A CV of 3.85 percent means that for a characteristic with a national mean percentage of 50 percent, the standard error will be 1.93 percent, resulting in a 95 percent confidence interval of [46.2 percent, 53.8 percent]. A 15 percent MDD means that a difference of 15 percentage points or greater can be detected with at least 80 percent probability using a two-sided test with 95 percent confidence.

⁷ For more information about the study's earlier rounds, see: (Troppe et al., 2017) and (Troppe et al., 2020).

⁸ Classifying high-poverty districts as those above the 75th percentile in poverty level follows the classification used in earlier rounds of the study's data collection. The percentiles are weighted percentiles, weighted by enrollment, so that for example the high poverty district represents 25% of enrollment, not 25% of districts with the highest poverty levels. The high-poverty stratum includes districts where child poverty rates were greater than 20.73 percent; the medium-poverty stratum included districts with child poverty rates of 8.57 percent up to 20.73 percent or missing rates; and the low-poverty stratum included districts with child poverty rates less than or equal to 8.57 percent.

Exhibit 1.2. District sample by primary poverty strata and district-size strata

Poverty stratum ¹	District-size stratum based on range of student enrollment	Number of districts in sampling frame	Frame enrollment (in 1000s)	Mean enrollment in stratum	Relative sampling rate	Expected sample size	Actual sample size	Actual sampling rate
High	1 to 500 (E1)	2,054	502	245	1	104	105	5.11%
High	501 to 1,500 (E2)	1,488	1,278	859	1.87	141.1	142	9.54%
High	1,501 to 5,000 (E3)	875	2,338	2,672	3.3	146.4	148	16.91%
High	5,001 to 15,000 (E4)	288	2,376	8,251	5.8	84.7	81	28.13%
High	15,001 to 50,000 (E5)	108	2,874	26,611	10.41	57	57	52.78%
High	50,001+ (E6/E7/E8)	19	2885	1,250,241	71.44	16.9	17	89.47%
High	Total	4,832	12,254		132.5	550	550	11.38%
Medium	1 to 500 (E1)	3,349	813	245	1	62.1	55	1.64%
Medium	501 to 1,500 (E2)	2,657	2,380	896	1.91	94.3	90	3.39%
Medium	1,501 to 5,000 (E3)	1,768	4,769	2,697	3.31	108.9	110	6.22%
Medium	5,001 to 15,000 (E4)	643	5,396	8,391	5.85	69.9	73	11.35%
Medium	15,001 to 50,000 (E5)	236	6,008	25,459	10.18	44.7	46	19.49%
Medium	50,001+ (E6/E7)	52	5,923	349,859	37.79	20.1	22	42.31%
Medium	Total	8,705	25,289		73.53	400	396	4.55%
Low	1 to 500 (E1)	933	231	248	1.01	17.6	23	2.47%
Low	501 to 1,500 (E2)	966	879	910	1.92	35	36	3.73%
Low	1,501 to 5,000 (E3)	1,129	3,241	2,871	3.42	72.6	75	6.64%
Low	5,001 to 15,000 (E4)	423	3,417	8,078	5.74	45.6	45	10.64%
Low	15,001 to 50,000 (E5)	115	2,886	25,097	10.11	21.9	21	18.26%
Low	50,001+ (E6/E7)	22	1,770	238,118	30.99	7.4	5	22.73%
Low	Total	3,588	12,425		65.06	200	205	5.71%
Total	Total	17,125	49,968		271.09	1,150	1151	6.72%

¹ High poverty = districts above the 75th percentile in poverty level; medium poverty = districts between the 25th and 75th percentiles in poverty level; low poverty = districts below the 25th percentile in poverty level.

Note: The largest size strata (E6, E7, E8) were combined in this exhibit for disclosure avoidance purposes.

Source: District sampling frame developed from the processed 2022 NAEP district frame.

Each poverty stratum was further stratified by district size (eight categories; with the largest size categories combined to avoid disclosure) for a total of 18 strata, with stratum sampling rates proportional to the square root of mean enrollment for each stratum (Exhibit 1.2).⁹ The study team oversampled high-poverty districts by a

⁹ This approach is similar to the district sample design for the 2014 round of this study. For that sample, the team used a ‘minimax’ approach that uses a stratified random sample of districts (equal probabilities within strata), with higher sampling rates proportional to the square root of mean district enrollment (within the stratum). This approach balances the need for precision for ‘unit-based’ national district estimates (where each district counts as one in the population) and the need for providing the school sample size in the next stages of the design. An allocation simply proportional to the number of districts would strongly favor the medium-poverty stratum, which has more than 50 percent of the districts. The study team used a similar minimax approach for the 2018 Title I/II-A district sample. See the study’s first report for more information:

<https://ies.ed.gov/ncee/pubs/20174014/>.

factor of 2.73 compared to medium-poverty districts and oversampled low-poverty districts by a factor of 1.02 compared to medium-poverty districts. Oversampling means that the sample includes a higher proportion of districts with particular characteristics than what would occur if the sample included the same percentage of these districts as that found in the population. Oversampling high-poverty districts facilitated the goal of having a large sample size of CSI schools.

Within these highest-level strata, the study team also implicitly stratified districts¹⁰ to improve the representativeness of the sample on the district characteristics listed below, that are of policy interest and hypothesized to be potentially related to varying district experiences. The highest-level stratifier within each of the three poverty strata is district CSI school status: district does not have a CSI school ('non-CSI districts') or district has at least one CSI school ('CSI districts'). Within CSI districts (within each poverty stratum), the sort ordering for systematic sampling is based on:

- Number of CSI schools (1, 2, 3, 4, 5 to 7, 8 to 10, 11 to 13, 14 or above¹¹)
- Urbanicity (urban, suburban, town, or rural)
- Census region (Northeast, South, Central, or West)
- Student enrollment

Within non-CSI districts (within each poverty stratum) the sort ordering for systematic sampling is based on:

- District-size strata
- Urbanicity (urban, suburban, town, or rural)
- Census region (Northeast, South, Central, or West)
- Student enrollment

Coordinating the Title I/II-A district sample with The Implementation of Key Federal Education Policies in the Wake of the Coronavirus Pandemic (the Coronavirus Pandemic study). This study administered a nationally representative survey of school districts in spring 2021 to examine how states and districts implemented key provisions of ESSA and used early federal COVID-19 relief funds¹² in the wake of the coronavirus pandemic. To maximize learning about the implementation of ESSA, the Title I/II-A district sample was selected to maximize overlap with the study sample for the Coronavirus Pandemic study. Doing so better enables the Title I/II-A study to examine changes in district policies and practices from 2021 to 2022. Maximizing

¹⁰ This implicit stratification determines the sort order for systematic sampling using the probabilities of selection. The highest levels in the implicit stratification hierarchy have the greatest control in sample sizes (that is, the smallest variation of sample size from target sample size).

¹¹ These cutoffs reflect the empirical distribution of CSI schools within CSI districts.

¹² The district survey included questions about receipt and use of CARES Act funds. The CARES Act was enacted in March 2020 and included the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief fund, the Coronavirus Relief Fund, and the Education Stabilization Fund Rethink K-12 Education Models grants. The state survey included questions about the amount the SEA reserved from the ESSER allocations under the CARES Act, the Coronavirus Response and Relief Supplemental Appropriations Act, and the American Rescue Plan Act. The state survey also asked how the state ESSER reserve funds under the CARES Act were distributed across various activities.

overlap was done by adjusting the probabilities of selection depending on whether the district was sampled into the 2021 Coronavirus Pandemic study district sample.¹³

Sample Design for the School Survey

The goals of school sampling were to (1) select schools within the sampled districts; (2) obtain an oversample of CSI schools to support greater precision in comparing estimated results for CSI compared to non-CSI schools; (3) yield a sample that is representative of schools nationally by poverty level, Title I status, and school level (elementary, middle, and high schools), and (4) is efficient and limits overall study burden and costs. The sample for the school survey was designed to be nationally representative of all schools in the 50 states, the District of Columbia, and Puerto Rico. This was a two-phase sample design: the schools within the selected districts became the sampling frame for the school sample, and a stratified random sample of schools was drawn from this frame.

School sampling frame. The study team received permission from NCES to use the 2022 school frame for the NAEP as the starting frame for the data collection. The 2022 NAEP frame was based on the official 2019–20 NCES CCD school universe file. The study team processed this frame to remove schools that were of less interest for the purposes of this survey, including schools with only prekindergarten or kindergarten grades, and schools with no current enrollment. The school frame was also limited to schools in the 1,151 districts selected for the district survey. The school frame was supplemented with the schools' CSI status.¹⁴

Selection of the school sample. The study team selected a nationally representative sample of 1,723 schools using a stratified simple random sample approach. The school sample size was selected to achieve precision objectives of a CV of 3.46 percent for national school-level estimates.¹⁵ The frame was stratified by school CSI status and by district poverty-level stratum. Most, but not all, of the sampled traditional public school districts and charters had one or more schools sampled for the study. The school sample consists of 688 CSI schools and 1,035 non-CSI schools. As CSI schools are a small portion of the school frame (5,644 schools), this is a considerable oversampling of CSI schools, which is intended to improve precision of comparisons between CSI and non-CSI schools.¹⁶

¹³ Maximizing overlap between the Title I/II-A study and the Coronavirus Pandemic study started with the unconditional probabilities of selection determined by the Title I/II-A district sample design, but was then conditioned on whether the district was sampled into the 2021 Coronavirus Pandemic study district sample. Compared to the 2021 Coronavirus Pandemic district sample, the Uses of Federal Education Funds district sample included 10 extra districts sampled with certainty. When maximizing the overlap of the Title I/II-A district sample and the 2021 Coronavirus Pandemic district sample, these 10 districts were included. All of the probabilities of selection were defined so that when taking the expectation over all possible samples from district studies, the unconditional probabilities for the Title I/II-A sample would be as specified in the sampling design above. See, for example, Ernst and Paben (2002) for a discussion of this theory and further references.

¹⁴ Westat prepared the 2019–20 CSI universe file for IES. For most states, the CSI school data come from *EDFacts*. However, for four states, the data come from the state's website. For one additional state, within sampled districts, the study team supplemented the list of CSI schools with information from the state's website.

¹⁵ A CV of 3.46 percent means that for a characteristic with a national mean percentage of 50 percent, the standard error will be 1.73 percent, resulting in a 95 percent confidence interval of [46.6 percent, 53.4 percent]. Based on the two earlier rounds of data collection and analyses under this study, this is an adequate degree of precision for a descriptive implementation study.

¹⁶ The goal, consistent with what was deemed adequate precision from the earlier rounds of data collection in this descriptive implementation study, was that the CV for CSI schools was no greater than 10 percent and that for the comparison of CSI and non-CSI schools, there would be 80 percent power to detect a 10 percent difference between these subgroups, assuming null percentages of 50 percent for each of these subgroups.

Exhibit 1.3 presents a breakdown of school-size strata within the six strata determined by CSI status and district poverty strata. Note that the aggregate sampling rates for the three district poverty strata within CSI status are in the ratios 2.73, 1.0, 1.02 (the actual sampling rates are shown in the exhibit), paralleling the sampling rates for districts in the district stratification. The relative sampling rate for CSI versus non-CSI schools is 8.1 (equal across the three poverty strata), to provide the required oversampling of CSI schools to achieve the goals of the study.

Exhibit 1.3. School sample by CSI status and district primary poverty strata

CSI status	District poverty stratum ¹	Number of schools in the sampling frame	Actual school sample size	Actual school sampling rate ²
non-CSI	High	22,649	507	2.24%
non-CSI	Medium	44,206	364	0.82%
non-CSI	Low	19,887	164	0.82%
non-CSI	Total	86,742	1,035	1.19%
CSI	High	2,795	482	17.25%
CSI	Medium	2,558	185	7.23%
CSI	Low	291	21	7.22%
CSI	Total	5,644	688	12.19%
Total	Total	92,386	1,723	1.87%

¹High poverty = districts above the 75th percentile in poverty level; medium poverty = districts between the 25th and 75th percentiles in poverty level; low poverty = districts below the 25th percentile in poverty level.

²The school sampling rate is the percentage of schools selected from each stratum in the sampling frame.

As stated above, the sample is a two-phase sample. All schools within the 1,151 sampled districts were listed and sorted by CSI/non-CSI status. There was further implicit stratification (systematic sampling using a sort order) within the two major strata of CSI and non-CSI to improve the representativeness of the sample. The sort order within CSI schools was determined by:

- State group, where state group is defined based on the percentage of schools that are CSI (less than 5 percent; 5 percent to 10 percent, greater than 10 percent). Note that most states are in the first category, and only a few are in the last. The study team considered this variable so the design would incorporate the variation in this state policy decision.
- Sampled district
- Grade span (elementary, middle, high, other)

Within non-CSI schools, the sort ordering for systematic sampling was by sampled district, and within district, by Title I/non-Title I status and grade span, using a serpentine sort. Most districts had zero, one, or two non-CSI schools sampled, given that 1,035 non-CSI sampled schools are spread (as much as possible) over 1,151 sampled districts, so there was no scope for more than a limited implicit stratification. The study team selected both non-CSI and CSI schools within CSI districts, though the CSI schools in these districts were sampled at much higher rates. The study achieved a nationally representative sample of non-CSI schools by making sure non-CSI schools had a chance of being selected in all sampled districts.

Survey Administration and Response Rates for the State, District, and School Surveys

Web-based survey instruments. The study team developed web-based state, district, and school surveys. The introduction to each survey informed respondents about the topics covered in the survey, including educator effectiveness, content standards and assessments, and accountability. The introductions for the state and district

surveys indicated that more than one respondent from each state or district might need to complete survey items given the scope of the topics.

The design of the web-based surveys allowed respondents to navigate directly to the section of questions for which they had the most knowledge. The web surveys ensured appropriate skips and wording displays based on a respondent's answers and included edit checks to ensure consistent responses across questions.

Preliminary questions on the district and school surveys were used for navigating later sections of the survey. For example, preliminary questions on the number and types of schools in the district were used to navigate through questions on how districts supported low-performing schools. Preliminary questions on the school survey on grades offered and type of school helped to navigate through questions that applied to specific school levels. Another preliminary question on the school survey confirmed the principal at the sampled school received the survey.

Survey administration. State survey administration began in April 2022 with a notification letter from the study's project officer at the U.S. Department of Education to the chief state school officers (CSSOs) and the Title I directors of all 50 states, the District of Columbia, and Puerto Rico explaining the importance of the study and asking for their state's participation in the study. The letter listed districts in the state that were selected for the study and asked the CSSO and the Title I director to encourage those districts to participate. The letter was followed by an email from the study team containing a link to the state's survey. The study team followed up with respondents by email and telephone, including emails from the study's project officer. State survey administration ended in December 2022.

The district and school survey administration began in late March 2022 when the study team sent a notification letter to the superintendent or chief administrator for each selected district alerting them to forthcoming survey invitation letters. In April 2022, districts received a survey invitation email containing the survey link, which was shareable. Follow-up was conducted by email, telephone, and Priority Mail for nonrespondents and included emails from the study's project officer and state departments of education. District survey administration ended in October 2022.

Schools received a survey invitation email in late March 2022 containing the survey link, which was shareable. Follow-up was conducted by email, telephone, and Priority Mail for nonrespondents and included a hard copy of the survey and emails from the study's project officer and state departments of education.¹⁷ School survey administration ended in October 2022.

A shortened version of the school web-based survey was administered to a subset of schools. This survey was administered to schools in single-school districts where both the district and school were selected for the study surveys. To ease respondent burden, the shortened school survey did not include questions that had an

¹⁷ The study team also reached back out to respondents who completed the school survey but did not answer part of survey questions 1-1 or 1-2. Question 1-1 asked respondents whether teachers received professional development (PD) on a set of topics (in the first column) and on which five topics teachers received the most hours of PD (in the second column). Question 1-2 asked respondents to rank the most common way in which the school provided PD to the teachers for those five topics selected in the second column of question 1-1. During data collection, the study team discovered that respondents who did not answer column 2 of Question 1-1 were not prompted for a response and therefore skipped Question 1-2. The study team added a prompt for completion of Question 1-1, column 2, to the ongoing online survey and reached out to school respondents who had completed the survey but had not responded to column 2 of Question 1-1 and Question 1-2. The study team recontacted 327 schools, and 171 provided responses.

equivalent question in the district survey. For these schools, the district responses to the equivalent question were attributed to the school.¹⁸

Response rates. A total of 51 state entities completed the state survey, for a response rate of 98 percent. A total of 1,017 of the eligible districts¹⁹ responded to the web-based survey for an unweighted response rate of 89 percent and a weighted response rate of 88 percent. A total of 933 eligible schools responded to the web-based survey, for an unweighted response rate of 55 percent and a weighted response rate of 60 percent.²⁰

Survey Weights

No sampling weights were needed for the state data because the survey was sent to all states, the District of Columbia, and Puerto Rico, and all but one state entity responded to the survey.

District survey weights. The study team produced two sets of analysis and replicate weights²¹ for the district data. The first is a set of “unit-based” district weights that represent all eligible school districts, with each district counted as one in the population. Percentage estimates using the unit-based weights can be interpreted as the percentage of districts with a particular characteristic. The second is a set of “enrollment-based” district weights that represent all eligible school districts, with each district weighted by the number of enrolled students within the district. Percentage estimates using the enrollment-based weights can be interpreted as the percentage of enrolled students who are in districts with a particular characteristic, which for some questions, such as the percentage of students experiencing a program implemented schoolwide, may be a policy relevant way to present the information. Creating these district weights involved the following three steps:

- 1. Base weights.** The first step in generating analysis weights is creating the base weights. The unit-based district base weight is equal to the inverse of the district’s probability of selection.²² The aggregate of these base weights is an unbiased estimate of the total number of districts. The enrollment-based district base weight is equal to the district’s student enrollment divided by the district’s probability of selection. The aggregate of the enrollment-based base weights is an unbiased estimate of the total number of students.
- 2. Replicate base weights.** The study team relied on replication methods and generated district replicate base weights using the jackknife replication method (in particular a method called JK2, following the NAEP procedures).²³ Both the unit-based and enrollment-based replicate base weights were generated by

¹⁸ Thirteen questions in the full school survey were in part or in total not included in the shortened school survey and were populated from the district survey. These were questions 0-4, 1-1, 1-2, 3-4, 3-5, 3-7, 3-8, 3-9, 3-10, 3-16, 3-19, 3-20, and 3-25.

¹⁹ Four of the 1,151 selected districts were ultimately not eligible for the survey because of closures or mergers.

²⁰ Thirty-nine of the 1,723 selected schools were ultimately not eligible for the survey, primarily because of closures. Forty-nine schools responded to the shortened school survey that was administered to selected schools in single-school districts. Of those, 46 had a completed district survey. These 49 schools represent 5 percent of schools in the final sample (weighted).

²¹ Replicate weights are used for producing standard errors. Although analysis weights alone produce approximately unbiased percentage point estimates, applying appropriate variance estimation techniques is needed to produce approximately unbiased estimates of the standard errors for the purposes of inference (see, for example, Valliant et al. [2013]).

²² One district was selected with certainty. Its district base weight was set to 1, as were each of the replicate weights (to indicate that it does not contribute to the variance of estimates).

²³ Jackknife replication provides a system of weights based on the systematic deletion of sample units, with correspondent reweighting of the remaining units (simulating a slightly smaller sample). Replicate estimates are computed from each of these alternative set of weights. The sum of squares of replicate estimates from the main estimate, suitably adjusted by an

separating the districts into district strata based on the sort order used in the district sampling process. Finite population corrections²⁴ were also incorporated into the replicate weights, following a procedure developed for the NAEP.²⁵

- 3. District-level nonresponse adjustments to the base and replicate base weights.** Nonresponse adjustments were computed to account for the 12 percent (weighted) of sampled districts that did not complete the survey. Nonresponse adjustments adjust the base and replicate base weights for respondents so that they can better represent both respondents and nonrespondents.

The study team investigated patterns of nonresponse rates across key district characteristics, including an analysis of nonresponse rates for the interaction of characteristics. Significant differences in the likelihood of response were found by district size, urbanicity, and census region within the poverty strata. No significant differences were found for the interactions.

As the pattern of nonresponse was relatively simple, adjustments for the patterns of district-level nonresponse were done in a single step. The base weights and the replicate base weights for the responding and ineligible districts were adjusted (or raked) to match population totals (called control totals) for cells in several dimensions.²⁶ The population totals were generated from the sampling frame. Separate control totals were created for the unit- and enrollment-based weights.

The adjustments were fully nested within the three cells defined by the primary strata of poverty status (high, medium, and low). Within these three primary stratification cells, the raking dimensions used were:²⁷

- District size class (used as sampling strata)
- Urbanicity (urban, suburban, town, or rural)
- Census region (Northeast, South, Central, or West)

The final adjusted nonresponse weights were computed by taking the unit-based and enrollment-based base weights and base replicate weights and carrying them through the iterative process so that the final analysis and replicate weights simultaneously match the control totals. This is known as iterative proportional fitting in which the weights are aligned for each dimension in sequence so that the weighted totals equal the frame totals for each level of each dimension simultaneously. Note that the same unit- (enrollment-) control totals were used to adjust unit-based (enrollment-based) base weights and to adjust unit-based (enrollment-based) replicate base weights.

School survey weights. As with the district survey weights, the study team produced two sets of analysis and replicate weights for the school data. The first is a set of unit-based school weights that represent all eligible schools, with each eligible school counted as one in the population. The second is a set of enrollment-based school weights that represent all eligible schools in the population weighted by the number of enrolled students. Estimates using the enrollment-based weights estimate the percentage of enrolled students who are in schools with a particular characteristic. Creating these school weights also involved three steps:

appropriate factor, can then provide an accurate estimate of the sampling variance. For more information, see Johnson & Rust (1992).

²⁴ Finite population corrections are reductions in variance occurring when samples are a large fraction of the population.

²⁵ Rizzo & Rust (2011).

²⁶ See, for example, Valliant et al. (2013), Section 14.2.

²⁷ Cells were collapsed when the sample sizes were too small (that is, less than 10).

1. **School base weights.** The unit-based school base weight is equal to the inverse of the school's probability of selection. The aggregate of these base weights is an unbiased estimate of the total number of schools. The enrollment-based base weight is equal to the school's student enrollment divided by the school probability of selection. The aggregate of the enrollment-based base weights is an unbiased estimate of the total number of students.
2. **School replicate base weights.** For both unit-based and enrollment-based weights, replicate base weights are generated using the jackknife replication method by separating the schools into district strata based on the sort order used in the district sampling process. Note that the district sampling process is used, as districts are the first stage of selection, and replicate weights are generally based primarily on the first stage of selection (as is done in the NAEP, for example, but also in most multi-stage surveys).²⁸ The study team also incorporated school-level finite population corrections into the replicate weights, following a procedure developed for the NAEP.²⁹
3. **School-level nonresponse adjustments of base and replicate base weights.** Nonresponse adjustments were computed to account for 40 percent (weighted) of eligible schools that did not complete the survey. Nonresponse adjustments adjust the weights for respondents so that they can better represent both respondents and nonrespondents.

The study team investigated patterns of nonresponse rates across key school and district characteristics, including an analysis of nonresponse rates for the interaction of characteristics. Significant differences in the likelihood of response were found by school span and school size, urbanicity, school Title I/non-Title I status, and Census Region, within the school CSI status and district poverty strata. No significant differences were found for interactions other than between school span and school size.

As the pattern of nonresponse was reasonably simple, adjustments for the patterns of school-level nonresponse were done in a single step with calibration adjustments. This limits the nonresponse adjustment to the dimensions described below. The base weights and the replicate base weights for the responding and ineligible schools were raked to match control totals for cells in several dimensions. The population totals were generated from the school sampling frame.

The base weights and the replicate base weights for the responding and ineligible schools were adjusted to match frame control totals for cells in several dimensions.³⁰ Separate control totals were created for the unit- and enrollment-based weights. These adjustments were fully nested within five cells defined by the school CSI status and district poverty status, both part of the sampling stratification for schools. The five cells are low-district poverty, medium-district poverty, and high-district poverty CSI schools, and low/medium-district poverty and high-poverty non-CSI schools. The study team collapsed low- and medium-district poverty strata non-CSI schools into a single cell because of small numbers. Within these five primary stratification cells, the dimensions used were:³¹

- School span (primary, middle, high, combined) and school size within school span³²
- Census region (Northeast, South, Central, or West)

²⁸ See, for example, Valliant et al. (2013), Chapter 15.

²⁹ Rizzo & Rust (2011).

³⁰ See, for example, Valliant et al. (2013), Section 14.2.

³¹ Cells were collapsed when the sample sizes were too small (that is, less than 10).

³² Three school size cells are determined by 33rd and 67th percentiles within the school span category at the frame-count level.

- Urbanicity (urban, suburban, town, or rural)
- Title I/non-Title I status

The final calibrated nonresponse weights were computed by taking the unit-based and enrollment-based base weights and base replicate weights and carrying them through an iterative proportional raking process so that the final analysis and replicate weights simultaneously match the control totals. Note that the same unit- (enrollment-) control totals were used to adjust unit- (enrollment-) base and to adjust unit- (enrollment-) replicate base weights.

Item-Level Nonresponse Bias Analyses

Response rates for the individual district and school survey items exceeded 85 percent (after accounting for skip patterns that induce an expected nonresponse) for the vast majority of items. The study team conducted an item-level nonresponse bias analysis for 4 district survey items (from selected columns of question 1-9) and 22 school survey items (from question 1-2 and selected rows and columns for questions 3-19 and 3-24) that had item response rates lower than 85 percent.

For the analysis, benchmark frame variables (district and school characteristics) were used to evaluate whether item respondents differ from item nonrespondents based on these characteristics. As a reminder, the benchmark frame characteristics included census region, charter status, CSI status, district size, percentage of child poverty and percentage of free and reduced-price lunch status, Title I status, urbanicity, percentage minorities, enrollment, Title III and Title IV status, among others.

The weighted unit-based respondent percentages for these benchmark frame characteristics were compared to the corresponding percentages for item respondents alone, computing the replicate variances of differences. A total of 140 differences in characteristics were calculated for each district variable and 322 differences in characteristics for each school variable. The study team noted where there were statistically significant differences, as well as nominally large percentage differences exceeding 5 percentage points.

Items flagged as potentially exhibiting nonresponse bias were those that met the following threshold: items that had 10 percent or more of either (1) differences significant at the 5 percent level or (2) differences exceeding 5 percentage points in absolute magnitude. The team set a threshold of 10 percent as being more than might legitimately be expected from mere randomness (at least 14 of the 140 items for the district questionnaire items, and at least 32 of the 322 items for the school questionnaire items) For example, even in a situation with zero nonresponse bias, approximately 5 percent of comparisons for an item will be significant at the 5 percent level entirely by chance, so that low percentages such as 5 percent, 6 percent, or 7 percent might not justify concern.

The overall analysis findings were mixed. For the items from school question 3-19, differences in the characteristics of responding schools and the full population of schools did not exceed the study's threshold for potential bias. Thus, this did not suggest that the estimates for the item differed significantly from the full population percentage.

The other 22 items (all four district questionnaire items, and 18 of the school-level questionnaire items) exceeded the study's threshold for potential bias. This did suggest the possibility that the estimates differed significantly from the full population percentages.

Missing data were not imputed (for example, where a missing response is filled in using model-based methods) or otherwise adjusted (for example re-weighted). Instead, the tables in this compendium that contain the 26

survey items with a response rate less than 85 percent include a table note. The note alerts the reader that the item-response rate is below 85 percent, indicates whether the results of the nonresponse bias analysis suggests potential bias, states that the data have not been imputed or otherwise adjusted, and, for those items where the analysis suggests the potential for bias, that the item be interpreted with caution.

Other Data

As noted in Exhibit 1.1, the study team relied on additional data from other sources primarily for sampling and constructing subgroups including:

- **The NCES 2019-20 CCD.** The study team used the district and school universe data to define subgroups of districts by size (based on student enrollment), urbanicity, student minority quartile, and census region and to define subgroups of schools by grade span and Title I status.
- **The U.S. Census Bureau's SAIPE 2019 school district estimates.** The study team used the SAIPE percentages of children in families experiencing poverty to determine district poverty level for most districts. As noted earlier, poverty data were imputed for some districts not included in SAIPE.
- **EDFacts and SEA website data.** The study team used these two data sources to identify CSI schools. For most states, the CSI school data come from the Department's EDFacts database, which is based on annual reporting by state agencies. Because of reporting issues noted by the Department's EDFacts personnel, the data come directly from the state's own website for four states. Similarly for one additional state, within sampled districts, the study team supplemented the EDFacts list of CSI schools with information directly from the state's website. The school-level CSI information was used as a school characteristic and to create an indicator of whether a district had at least one CSI school, for sampling and analytic purposes.

The study team also collected publicly available data on state accountability policies, including information about measures states used for school accountability, identifying low-performing schools, and exiting schools from low-performing status in 2021-22. The study team consulted two sources of data:

- **U.S. Department of Education, Office of Elementary and Secondary Education records of ESSA state plans, amendments and addenda to state plans, and waivers of ESEA provisions in 2020-2022.** The study team used these sources as the most current documents on the states' accountability policies.
- **SEA websites.** The study team reviewed information on SEA websites to supplement the ESSA plan documents, as the plans could, in some instances, be unclear about details on the accountability measures. Annual school report cards and explanations for the public about the state's school accountability system could often fill in crucial details.

To collect the state accountability policy data, the study team created a form identifying the policy data required. Four members of the study team searched for the data and completed web-based forms for each state. A senior member of the study team oversaw data collection and discussed coding decisions and data definitions at regular intervals during coding. The senior study team member and coders conducted quality checks of the data. SEA staff did not verify the data.

Statistical Tests

The study team conducted statistical tests to examine differences between subgroups of districts and schools to provide a broader understanding of how Title I and Title II-A policies are implemented across types of districts and schools. This section describes the statistical tests for differences in the district and school data by subgroups

of interest. Statistical tests show how likely it is to observe a pattern by chance when there really is no pattern. Therefore, if a statistically significant pattern is observed, it suggests the pattern is not likely an artifact of random sampling error. Statistical testing was not used to examine the state data because the survey was administered to all states, the District of Columbia, and Puerto Rico, and state-level nonresponse was very limited. As a result, there is no sampling error, and only a limited possibility of nonresponse bias.

The study team ran statistical tests to compare districts or schools defined by certain characteristics. The study compared districts defined by:

- District poverty level because Title I is specifically intended to ameliorate the effects of poverty on local funding constraints and educational opportunity.
- District size because it may be related to district capacity to develop and implement programs.
- District urbanicity because of the relationships between educational opportunity and rural isolation and the concentration of poverty in urban schools.

The study compared schools defined by:

- School grade span (high school, middle, and elementary grades) because the implementation of state content standards and aligned assessments as well as accountability measures and approaches to improving student outcomes likely differ by grade level.
- School Title I status because the focus of Title I funds and requirements is to influence state and district policy to improve equitable access to educational opportunities.
- School CSI status because federal policy encourages districts to focus on these lowest-performing schools to bring about improvements.

The statistical tests were run using the replicate weights, which measure correctly the variance generated from sampling error. Statistical tests were conducted by testing the null hypothesis of no difference in a particular percentage of interest between two subgroups. To test this null hypothesis, the study calculated the difference in weighted percentages divided by the replicate standard error for this difference and computed a two-sided p -value (assuming a t -distribution with degrees of freedom equal to the number of replicate weights).³³ This procedure correctly accounts for the covariance that may exist between the domain means. The data exhibits note where statistical differences between subgroups were statistically significant at the standard $p < .05$ level.

³³ Note that as all of the analyses are exploratory, there is no correction in the p -values for multiple comparisons.

Chapter 2. Compendium of Data Tables

Overview

This chapter presents data from the 2021-22 surveys of SEAs, districts, and schools and information on state accountability policies obtained from public sources. Where applicable, the school data are disaggregated by Title I status or by whether the school was identified for CSI, with statistically significant differences noted.

The exhibits cover all questions in each survey except for the preliminary questions in the district and school surveys that were used for survey navigation purposes. Each exhibit has a source note that identifies the survey question(s) covered. Readers are encouraged to review the survey instruments in Chapter 3 to fully understand the question wording.

The exhibits also cover information collected from public data sources on state accountability policies. Exhibits based on publicly available state data have a source note that identifies the item from the public data form. The public data collection form is included in Chapter 3.

The chapter groups exhibits by major content area and by subtopic. The major content areas are (1) content standards and assessments, (2) accountability and support for schools and students, and (3) support for teacher effectiveness. The subtopics for each major content area are identified at the start of exhibits in that group. Readers are encouraged to review the table of contents and list of exhibits for this chapter to quickly identify the page number of exhibits related to particular subtopics of interest.

Section 2.4 of this chapter includes the standard errors for estimates from the district and school data. Each exhibit in Sections 2.1 through 2.3 with district or school data includes a note that directs the reader to the Section 2.4 exhibit with the corresponding standard errors for the estimates.

2.1 Content standards and assessments

Guidance Related to State Content Standards

Exhibit 2.1.1 Number of states that provided guidance to districts or schools on topics related to English language arts or math state content standards or English language proficiency standards during the 2021-22 school year, by type and topic of guidance

Topic	Number of states that provided:			
	Any type of guidance	Written guidance	Individualized support	Group professional development
Prioritizing content and adapting instructional materials or supports				
Determine what content, topics, or skills should be prioritized for each grade or course (prioritizing content)	38	25	18	28
Identify or develop new or adapted instructional materials to support prioritizing content, topics, or skills	25	19	11	18
Plan what information is provided to teachers to support prioritizing content	33	20	14	20
Designing instruction				
Develop lesson plans that align to the state content standards	25	15	9	15
Incorporate academic or content vocabulary into instruction	35	23	12	22
Use the state content standards to differentiate instruction	39	23	13	26
Use the state's English language proficiency standards to design instruction for English learners	44	27	20	34
Instructional materials or resources				
Select curricula that align to the state content standards	30	26	16	20
Evaluating processes				
Evaluate student work relative to the state content standards	27	12	13	22
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Any type of guidance includes written guidance, individualized support, and group professional development. Columns may sum to more than the total number of states responding because the survey item asked states to select all that apply for each row.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-1).

Exhibit 2.1.2 Percentage of districts that provided guidance to schools on topics related to English language arts or math state content standards or English language proficiency standards in 2021-22, by type and topic of guidance

Topic	Percent of districts that provided:			
	Any type of guidance	Written guidance	Individualized support	Group professional development
Prioritizing content and adapting instructional materials or supports				
Prioritize instruction to focus on missed skills or concepts from the previous grade or course	81	30	47	64
Prioritize instruction to focus on essential content for the current grade or course	90	33	49	75
Prioritize instruction to focus on high-leverage skills necessary for the next grade or course	65	25	34	53
Designing instruction				
Develop lesson plans that align to the state content standards	80	34	42	60
Incorporate academic or content vocabulary into instruction	74	29	39	56
Use the state content standards to differentiate instruction	80	32	41	63
Use the state’s English language proficiency standards to design instruction for English learners	61	23	36	39
Instructional planning resources				
Select curricula that align to the state content standards	83	40	39	65
Evaluating processes				
Evaluate student work relative to the state content standards	77	29	44	58
Number of districts represented				17,021
Number of districts responding				1,017

Notes: The exhibit is based on 17,021 districts (1,017 unweighted). Any type of guidance includes written guidance, individualized support, and group professional development. Columns may sum to more than 100 percent because the survey item asked districts to select all that apply for each row. The standard errors for the district estimates are presented in Exhibit 2.4.S1.1.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 2-1).

High School Graduation Requirements

Exhibit 2.1.3 Number of states that required coursework in specific subjects for a standard regular high school diploma and the average number of years of coursework required

Subject	Number of states	Average number of years required ¹
English language arts	49	3.9
Math	49	3.3
Science (overall)	49	2.9
Social Studies/History	49	3.0
Number of states responding		51

¹ Among states requiring a minimum number of years of coursework in the subject.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. One state provided a response of “none” for all four of the subjects, one state provided a response of “none” for three of the four subjects, and one state provided a response of “none” for one of the subjects.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-10).

Exhibit 2.1.4 Number of states that required students to meet proficiency- or competency-based high school graduation requirements and whether they replace or supplement years of coursework requirements for specific subjects

High school graduation requirements	Number of states
Required students to meet proficiency- or competency-based graduation requirements	
Replace coursework requirements	13
Supplement coursework requirements	0
Did not require students to meet proficiency- or competency-based graduation requirements	
	13
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 2-8 and 2-9).

Exhibit 2.1.5 Number of states with an exam requirement for a standard or regular high school diploma for students graduating in 2022

Exam and requirement	Number of states
End-of-course/grade subject tests	
Student must pass exam(s)	5
Students must take exam(s) but those not passing may earn a standard/regular diploma in other ways	6
Students must take exam(s) but no threshold score required	2
A college entrance exam (SAT or ACT)	
Student must pass exam(s)	0
Students must take exam(s) but those not passing may earn a standard/regular diploma in other ways	3
Students must take exam(s) but no threshold score required	16
Comprehensive, exit, or grade-specific exam	
Student must pass exam(s)	3
Students must take exam(s) but those not passing may earn a standard/regular diploma in other ways	4
Students must take exam(s) but no threshold score required	3
Other required exam	
Student must pass exam(s)	1
Students must take exam(s) but those not passing may earn a standard/regular diploma in other ways	1
Students must take exam(s) but no threshold score required	3
State did not require any exam or test	2
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Six states did not answer one or more subquestions and have partial data for these items. Other includes career readiness assessment and PSAT.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-7).

Assessments: Test Administration

Exhibit 2.1.6 Percentage of schools and districts that administered assessments for the 2020-21 school year, by type of assessment and date of administration

Type of assessment and date of administration	Percent of schools	Percent of districts
State-mandated academic assessments		
English language arts		
Spring 2021	80	83
Summer or fall 2021	10	8
Not administered	11	9
Math		
Spring 2021	79	83
Summer or fall 2021	10	8
Not administered	11	10
District diagnostic assessments		
Administered in fall 2021	82	86
Average district-estimated overall student participation rate for the assessment ¹	n.a.	89
Not administered	18	14
Administration of state or district assessments		
State-mandated academic assessments only	16	12
District diagnostic assessments only	9	8
Both state-mandated and district diagnostic assessments	73	78
No state-mandated academic or district diagnostic assessments	2	2
Number of schools/districts represented	90,040	17,021
Number of schools/districts responding	933	1,017

n.a. = not applicable; question not asked on the school survey.

¹ Among districts that administered a diagnostic assessment.

Notes: For English language arts, rows for summer and fall 2021 were combined for disclosure avoidance. The question about district diagnostic assessments is about diagnostic assessments other than regular screenings to identify students with disabilities and English learners. District diagnostic assessments were administered to determine students' academic needs at the beginning of the 2021-22 school year. The 4 schools (representing 276 schools) that administered district diagnostic assessments and did not respond to school question 2-1 about state-mandated academic assessments were counted as administering district diagnostic assessments only. The standard errors for the district and school estimates are presented in Exhibit 2.4.S1.2.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 2-3, 2-4, and 2-5) and the 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 2-1 and 2-2).

Exhibit 2.1.7 Number of states that administered the same English language proficiency (ELP) assessment during the 2021-22 school year as in the 2018-19 school year, and the primary factors considered when selecting the ELP for the 2021-22 school year

ELP assessment	Number of states
Administered the same ELP assessment	49
Did not administer the same ELP assessment	1
Primary factors considered for selecting a different ELP assessment:	
The ELP was previously used by the state as an interim academic assessment or other assessment used to monitor instruction	0
The assessment’s test security considerations	0
The usability of the ELP assessment’s results	1
The assessment’s alignment to the ELP standards	1
The assessment’s length	0
Estimated timeline for receiving the ELP assessment results	1
The assessment(s) could be administered remotely via the internet or a web portal for students learning at home	0
The assessment’s accessibility or accommodations for students with disabilities	0
The assessment’s software or design tools that mitigate barriers for students	0
Something else	0
Number of states responding	50

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. One of the 51 responding states did not administer the ELP assessment during 2021-22. States that selected a different assessment could select up to three primary factors.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 2-2 and 2-3).

Assessments: Time Spent on Assessments

Exhibit 2.1.8 Average and median hours that typical 4th- and 8th-grade students spent on all summative and interim academic assessments required by the state during the 2021-22 school year, by timing and grade

Timing of summative assessment	Average hours per student in:		Median hours per student in:	
	4th grade	8th grade	4th grade	8th grade
All summative assessments	5.7	7.4	4.4	6.6
All interim assessments	1.6	2.2	0	0
Beginning of year	0.4	0.4	0	0
Middle of year (or equivalent)	0.1	0.1	0	0
End of year	1.2	1.7	0	0
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Two states that responded to the SEA survey did not provide hours students spent on summative assessments (top row). States entered the total estimated hours per student during the 2021-22 school year for all state-required assessments (excluding English language proficiency assessments), regardless of whether the assessments are used for federal accountability or other purposes. State responses are weighted by the number of students enrolled. The weighted median time on summative assessments equals 4.4 hours per student in 4th grade because states that included an estimated 33 percent of 4th-grade students responded with 4.2 or fewer hours on all summative assessments and states that included an estimated 55 percent of 4th-grade students responded with 4.5 or fewer hours on all summative assessments. The weighted median time on summative assessments equals 6.6 hours per student in 8th grade because states that included an estimated 43 percent of 8th-grade students responded with 6.5 or fewer hours on all summative assessments and states that included an estimated 57 percent of 8th-grade students responded with 6.75 or fewer hours on all summative assessments.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-6).

Assessments: Use of Assessments

Exhibit 2.1.9 Number of states that provided guidance to districts or schools on using results from state-mandated academic assessments for English language arts or math during the 2021-22 school year, by type and topic of guidance

Topic	Number of states that provided:			
	Any type of guidance	Written guidance	Individualized support	Group professional development
How to use state-mandated academic assessment data to monitor individual student progress on key standards	34	19	12	20
How to use state-mandated academic assessment data to monitor progress of students with disabilities	33	21	12	18
How to use state-mandated academic assessment data to monitor progress of English learners	36	23	12	20
How to use state-mandated academic assessment data to set grade-level learning targets that align to the state content standards	24	16	7	16
How to use state-mandated academic assessment data to provide opportunities for families to be involved in students' academic progress.	29	22	8	10
Other	3	2	0	1
Number of states responding				47

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Exhibit is based on 47 states that administered state-mandated assessments in spring 2021, summer 2021, or fall 2021. Any type of guidance includes written guidance, individualized support, and group professional development. Columns may sum to more than the total number of states responding because the survey item asked states to select all that apply for each row. "Other" includes how to adjust to curriculum implementation, and how to interpret information on summative score reports.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-5 and 2-5a).

Exhibit 2.1.10 Percentage of schools that used results from state-mandated academic assessments or district-required diagnostic assessments, among schools that administered either, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	42	48	9
Identify curricular resources for students with disabilities	25	53	22
Identify curricular resources for English learners	23	42	35
Monitor subgroup progress, relative to state content standards	50	42	8
Identify concept or skill gaps relative to the state content standards	62	34	3
Determine whether to prioritize certain content, topics, or skills over others	54	40	7
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	63	32	5
Develop strategies to address the school's academic goals	61	34	5
Meet with teachers to set individual performance goals	40	42	18
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	40	47	14
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	38	50	12
Discuss with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	32	56	12
Number of schools represented			87,863
Number of schools responding			916

Notes: Exhibit is based on 87,863 schools (98 percent, 916 unweighted) that administered a state-mandated academic assessment for English language arts or math for the 2020-21 school year or administered a district-required assessment. Columns may not sum to 100 percent due to rounding. The standard errors for the school estimates are presented in Exhibit 2.4.S1.3.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 2-1, 2-2, 2-3a, 2-3b, and 2-3c).

Exhibit 2.1.11 Percentage of schools that used results from either state-mandated academic assessments or district-required diagnostic assessments during the 2021-22 school year, among schools that administered both, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	44	47	8
Identify curricular resources for students with disabilities	27	52	21
Identify curricular resources for English learners	24	42	34
Monitor subgroup progress, relative to state content standards	52	41	7
Identify concept or skill gaps relative to the state content standards	65	32	3
Determine whether to prioritize certain content, topics, or skills over others	56	38	6
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	67	29	4
Develop strategies to address the school's academic goals	65	31	4
Meet with teachers to set individual performance goals	43	41	17
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	42	48	10
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	40	50	11
Discuss with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	34	56	10
Number of schools represented			65,860
Number of schools responding			693

Notes: Exhibit is based on 65,860 schools (75 percent, 693 unweighted) that administered state-mandated academic assessments for English language arts or math for the 2020-21 school year as well as a district-required assessment. The standard errors for the school estimates are presented in Exhibit 2.4.S1.4.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 2-1, 2-2, and 2-3c).

Exhibit 2.1.12 Percentage of schools that used results from state-mandated academic assessments during the 2021-22 school year, among schools that only administered state-mandated academic assessments, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	30	57	14
Identify curricular resources for students with disabilities	16	52	32
Identify curricular resources for English learners	14!	40	46
Monitor subgroup progress, relative to state content standards	29	56	16
Identify concept or skill gaps relative to the state content standards	38	55	7!
Determine whether to prioritize certain content, topics, or skills over others	36	51	12
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	50	38	12
Develop strategies to address the school's academic goals	46	44	10
Meet with teachers to set individual performance goals	30	44	26
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	33	39	28
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	23	53	24
Discuss with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	21	54	25
Number of schools represented			14,243
Number of schools responding			145

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Exhibit is based on 14,243 schools (16 percent, 145 unweighted) that administered state-mandated academic assessments for English language arts or math for the 2020-21 school year and did not administer a district-required assessment. The standard errors for the school estimates are presented in Exhibit 2.4.S1.5.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 2-1, 2-2, and 2-3a).

Exhibit 2.1.13 Percentage of schools that used results from district-required diagnostic assessments during the 2021-22 school year, among schools that only administered the district-required assessments, by use

Use	School used results to:	
	A large extent	Some extent
Inform curriculum and instruction		
Identify supports for teachers to improve instruction (e.g., professional development)	55	45
Identify curricular resources for students with disabilities	29	71
Identify curricular resources for English learners	34	66
Monitor subgroup progress, relative to state content standards	69	31
Identify concept or skill gaps relative to the state content standards	81	19
Determine whether to prioritize certain content, topics, or skills over others	66	34
Guide school improvement efforts		
Set academic goals for the 2021-22 school year	52	48
Develop strategies to address the school's academic goals	63	37
Meet with teachers to set individual performance goals	39	61
Communicate with families (including with parents, grandparents, or guardians)		
Discuss school- or grade-level performance, relative to state academic standards, with families	39	61
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	52	48
Discuss with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	43	57
Number of schools represented		7,655
Number of schools responding		76

Notes: Exhibit is based on 7,655 schools (9 percent, 76 unweighted) that administered a district-required assessment for the 2021-22 school year and did not administer a state-mandated academic assessment for English language arts or math and reported using the results from district-required diagnostic assessments to a large extent or some extent. For disclosure avoidance, the exhibit excludes schools that reported results were not used for the stated purpose. The exhibit includes 4 schools (276 schools represented) that administered district-required diagnostic assessments and did not respond to school question 2-1 about state-mandated academic assessments. The standard errors for the school estimates are presented in Exhibit 2.4.S1.6.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 2-1, 2-2, and 2-3b).

Exhibit 2.1.14 **Number of states and percentage of districts that used the results of the 2020-21 English language proficiency (ELP) assessment in the following primary ways**

Use of ELP assessment results	Primary (top three) reported uses of assessment results:	
	Number of states	Percent of districts
Track overall school performance	24	31
Identify areas of improvement	10	44
Evaluate instructional programs (i.e., measuring program effectiveness)	9	25
Inform individualized supports or group professional development offerings such as identifying specific content or skills where teachers need assistance or support	10	21
Provide information to teachers about their students' progress	41	48
Provide information to parents about their children or the schools, or to students about their own progress	32	33
Understand the effectiveness of various English learner program models (e.g., dual immersion, English as a second language)	7	11
Inform staffing decisions (i.e., hiring and placement)	4	6
Something else ¹	3	1!
Number of districts represented		17,021
Number of states or districts responding	50	1,017

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹ Does not include the use of ELP assessments for determining the proficiency level of English learner students or for federal accountability.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 50 of the 52 entities responded. The survey question asked about the top three uses of the ELP assessment results. One state did not administer ELP assessments during the 2021-22 school year. One state that did administer such assessments did not respond to the question about use of ELP assessment results. Something else includes providing technical supports to districts. The standard errors for the district estimates are presented in Exhibit 2.4.S1.7.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 2-4) and the 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 2-2).

Kindergarten Readiness Assessments

Exhibit 2.1.15 **Number of states that required districts to assess academic readiness at kindergarten entry and the number that developed assessments districts can use to assess children at kindergarten entry**

Academic readiness at kindergarten entry	Number of states
Required districts to assess	30
Developed assessment(s) districts can use to assess	31
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 2-11 and 2-12).

2.2. Accountability and support for schools and students

Measures used in school accountability systems in 2021-22

Exhibit 2.2.1 Number of states using measures based on assessments from the 2021-22 school year to differentiate school performance in state accountability systems

Measures	Number of states that included this measure	Number of states that used:				
		Percentage of students achieving a single threshold score	Percentage of students in multiple assessment categories	Individual student achievement growth	Change in school-level average score	Average scale score
Elementary/Middle School						
ELA and math assessments	52	27	22	39	4	6
Other subjects	13	5	6	3	0	2
High School						
ELA and math assessments	52	28	21	20	3	6
Other subjects	7	1	4	2	0	2
Number of states						52

ELA = English language arts.

Notes: Other elementary/middle school subjects include science and other core subjects. Other high school subjects include social studies and science. Percentage of students achieving a single threshold score includes states that use proficiency or another single threshold to measure students meeting or not meeting a single target level as a performance measure. Percentage of students in multiple assessment categories includes states that assign points for students that achieve multiple achievement categories—for example, by using the achievement index or scale scores to assign points or by assigning different points for the percentage of students achieving basic, proficient, advanced, or other similar achievement score categories. Individual student achievement growth includes states that use value-added or student growth percentiles as a student achievement measure, or schoolwide growth between grade levels on a vertical scale, or a schoolwide aggregate of student movement between assessment performance categories. Changes in school-level average score includes states that compare one year’s school average achievement score to the next year’s school average achievement score (thus comparing two cohorts of students). The average scale score is the school’s average assessment score.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-1).

Exhibit 2.2.2 Number of states using individual student achievement growth and the assessment base year used to compare to the 2022 assessment

Base year	Number of states
States using individual student achievement growth as a school performance measure	39
Assessment growth base year for 2022 measure:	
2021	32
2019	9
Number of states	51

Notes: Two states used both 2019 and 2021 as the base year to calculate student growth, so these states appear on both the 2021 and 2019 rows. Information was not available for one state.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-2).

Exhibit 2.2.3 Number of states using four-year graduation rates and longer graduation rate measures for the 2021-22 school year to differentiate school performance in state accountability systems

Measures	Number of states
Four-year adjusted cohort graduation rate	52
Five-year adjusted cohort graduation rate	26
Six-year adjusted cohort graduation rate	12
Other measure based on graduation rate	7
Number of states	52

Notes: “Other measures” include the seven-year adjusted cohort graduation rate, an indicator based on the number of students graduating in five, six, or seven years, an indicator for dropouts who obtain the GED before their 22nd birthday, and an indicator for students still enrolled after five years.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-3).

Exhibit 2.2.4 Number of states using measures based on the English language proficiency (ELP) assessment for the 2021-22 school year to differentiate school performance in state accountability systems

Measures	Number of states
The percentage of English learners who are on track to achieve ELP within the state’s timeline	39
The percentage of English learners who improve performance levels toward ELP	5
Mean or median student growth percentile for ELP	8
Value-added growth in ELP	1
Other measure of ELP	4
Number of states	52

Notes: States may appear in more than one category of this exhibit. “Other measures” include a schoolwide average percentage year-to-year growth in ELP, the percentage of students achieving ELP, a combination of ELP rates and participation by English learner students in ELP assessments and content area assessments, and the percentage of students in multiple assessment growth categories.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-4).

Exhibit 2.2.5 Number of states using measures of school quality or student success for elementary and middle schools for the 2021-22 school year to differentiate school performance in state accountability systems

Measures	Number of states
Science assessment	17
Social Studies/History/Civics assessment	8
Subgroup gap reduction	5
Additional Math and English language arts achievement criteria	11
ACT assessments (ASPIRE)	1
Student attendance rate	3
Chronic absenteeism rate	32
Suspension or expulsion rates	3
Participation or performance in courses without statewide assessments	3
On track to graduate index	3
School climate	8
Student engagement	6
Assessments of students' social-emotional competencies or skills ¹	0
Other elementary/middle school measure	10
Number of states	52

¹ No state explicitly identified social-emotional competencies or skills as an accountability measure. But such competencies and skills might be included among the constructs assessed in school climate surveys.

Notes: Subgroup gap reduction includes closing subgroup achievement or opportunity gaps. Additional Math and English language arts achievement criteria include passing state assessments for specific grade levels, reading/literacy at grade level, increasing the percentage of high-achieving students, and reducing the percentage of low-achieving students. Participation or performance in courses without statewide assessments includes the arts, physical education, and world language. On track to graduate indexes may include measures of participation or performance in core courses, attendance, and disciplinary incidents. “Other measures” include student reenrollment rates, health and fitness standards, participation in assessments, and teacher chronic absenteeism.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-5).

Exhibit 2.2.6 **Number of states using measures of school quality or student success for high schools for the 2021-22 school year to differentiate school performance in state accountability systems**

Measures	Number of states that used this measure
High school assessments	
Science assessment	17
Social Studies/History/Civics assessment	6
Subgroup gap reduction	2
Additional Math and ELA achievement criteria	6
Performance on other assessments	10
Quality of school experiences	
School climate	8
Student engagement	4
Assessments of students' social-emotional competencies or skills ¹	0
Participation or performance in courses without statewide assessments	3
On track to graduate index	7
Student attendance rate	4
Chronic absenteeism rate	28
Suspension or expulsion rates	2
Coursework-related measures	6
Cocurricular learning, work, or leadership experience	
Work-based learning experiences (including CTE courses)	9
Part-time or summer employment	0
Leadership in cocurricular activities	0
Community service	2
Participation in or performance on college or career readiness exams	
ACT assessments (ASPIRE, Pre-ACT, ACT, WorkKeys)	20
SAT or PSAT exam	11
Other state-developed assessment for postsecondary placement	6
Participation in or performance on post high school credential	
Advanced Placement or International Baccalaureate course enrollment, exam participation, or class credit	20
Advanced Placement or International Baccalaureate—minimum exam score	19
Early college credit	18
Industry-recognized credential	16
Dual enrollment course enrollment, offering, or class credit (including CTE programs of study)	24
Certifications	12
High school and post-high school transitions	
Four-, five-, or six-year adjusted cohort graduation rate	2
Postsecondary education enrollment (including college enrollment post-high school)	3
Postsecondary education outcomes (including college persistence or degree attainment)	1
Postsecondary employment	1
Postsecondary military enrollment	3
Other high school measure	12
Number of states	52

ELA = English language arts; CTE = career and technical education.

¹No state explicitly identified social-emotional competencies or skills as an accountability measure. But such competencies and skills might be included among the constructs assessed in school climate surveys.

Notes: “Subgroup gap reduction” includes closing subgroup achievement or opportunity gaps. “Additional Math and ELA achievement criteria” include improvement from nonproficiency, exceeding expectations, and improvement from the lowest performance level. “Performance on other assessments” includes the Armed Services Vocational Aptitude Battery and the test of adult basic education. “Participation or performance in courses without statewide assessments” includes the arts, physical education, and world language. “On track to graduate indexes” may include measures of participation or performance in core courses, attendance, and disciplinary incidents. “Coursework-related measures” include grade point average, grades, credits, and passing math courses. “Certifications” include vocational, career readiness, state scholars, and college- and career-ready diplomas. “Other high school measures” include student reenrollment rates, health and fitness standards, participation in assessments, teacher chronic absenteeism, and extracurricular or cocurricular participation.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-6).

Exhibit 2.2.7 **Number of states using measures of school quality or student success to form a state-defined indicator of college and career readiness for high schools for the 2021–22 school year as part of state accountability systems**

Measures used for college and career readiness indicator	Number of states
High school assessments	
Science assessment	0
Social Studies/History/Civics assessment	0
Subgroup gap reduction	0
Additional Math and ELA achievement criteria	1
Performance on other assessments	9
Quality of school experiences	
School climate	0
Student engagement	0
Assessments of students' social-emotional competencies or skills ¹	0
Participation or performance in courses without statewide assessments	0
On track to graduate index	1
Student attendance rate	1
Chronic absenteeism rate	0
Suspension or expulsion rates	0
Coursework-related measures	4
Cocurricular learning, work, or leadership experience	
Work-based learning experiences (including CTE courses)	8
Part-time or summer employment	0
Leadership in cocurricular activities	0
Community service	0
Participation in or performance on college or career readiness exams	
ACT assessments (ASPIRE, Pre-ACT, ACT, WorkKeys)	16
SAT or PSAT exam	11
Other state-developed assessment for postsecondary placement	4
Participation in or performance on post-high school credential	
Advanced Placement or International Baccalaureate course enrollment, exam participation, or class credit	9
Advanced Placement or International Baccalaureate—minimum exam score	14
Early college credit	13
Industry-recognized credential	14
Dual enrollment course enrollment, offering, or class credit (including CTE programs of study)	18
Certifications	10
High school and post-high school transitions	
Four-, five-, or six-year adjusted cohort graduation rate	0
Postsecondary education enrollment (including college enrollment after high school)	1
Postsecondary education outcomes (including college persistence or degree attainment)	1
Postsecondary employment	1
Postsecondary military enrollment	3
Other high school measure	2
Number of states	24

ELA = English language arts; CTE = career and technical education.

¹No state explicitly identified social-emotional competencies or skills as an accountability measure. But such competencies and skills might be included among the constructs assessed in school climate surveys.

Notes: The exhibit includes indicators used for a composite college- and career-readiness measure in the 24 states that use this measure of school quality and student success. “Subgroup gap reduction” includes closing subgroup achievement or opportunity gaps. “Additional Math and ELA achievement criteria” include improvement from nonproficiency, exceeding expectations, and improvement from the lowest performance level. “Performance on other assessments” includes the Armed Services Vocational Aptitude Battery and the test of adult basic education. “Participation or performance in courses without statewide assessments” includes the arts, physical education, and world language. “On track to graduate indexes” may include measures of participation or performance in core courses, attendance, and disciplinary incidents. “Coursework-related measures” include grade point average, grades, credits, and passing math courses. “Certifications” include vocational, career readiness, state scholars, and college- and career-ready diplomas. “Other high school measures” include student reenrollment rates, health and fitness standards, participation in assessments, teacher chronic absenteeism, and extracurricular or cocurricular participation.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-6).

Exhibit 2.2.8 Number of states that used a school climate, student engagement, or student social-emotional learning measures for the 2021–22 school year to differentiate school performance in state accountability systems

Data sources	Number of states
Used school climate measure	9
Survey (e.g., school climate surveys)	8
Chronic absenteeism rate	1
Suspension or expulsion rate	0
Used student engagement measure	6
Survey (e.g., school engagement surveys)	3
Observations (e.g., observation of student engagement)	0
Chronic absenteeism rate	3
Student participation in extracurricular activities	0
Other measure	1
Used student social-emotional learning measure¹	0
Number of states	52

¹No state explicitly identified social-emotional competencies or skills as an accountability measure, but such competencies and skills might be included among the constructs assessed in school climate surveys.

Notes: “Other measures” include on track to graduate indexes.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-7, 3P-8, and 3P-9).

Exhibit 2.2.9 **Number of states that used measures based on surveys of school climate, student engagement, or social-emotional learning for the 2021-22 school year to differentiate school performance in state accountability systems, and the groups surveyed**

Survey topics	Number of states that used this survey	Number of states that asked:		
		Students to complete the survey	School staff to complete the survey	Parents to complete the survey
School climate	8	7	5	1
Student engagement	3	2	0	0
Social-emotional learning ¹	0	0	0	0
Number of states				11

¹No state explicitly identified social-emotional competencies or skills as an accountability measure. But such competencies and skills might be included among the constructs assessed in school climate surveys.

Notes: Eleven states used a survey measure of school climate or student engagement as a measure of school performance in state accountability systems.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-10).

Exhibit 2.2.10 **Number of states that used weights to create a single school accountability rating or score for the 2021-22 school year and the weight assigned to each measure, by school level**

Measure	Number of states	
	Elementary and middle schools	High schools
Used weights to determine a single school accountability rating	41	41
Percentage weight for student achievement levels or proficiency		
0 percent	0	0
1-20 percent	2	9
21-40 percent	29	26
41-60 percent	6	3
>60 percent	3	2
Percentage weight for student achievement growth		
0 percent	4	24
1-20 percent	2	5
21-40 percent	27	11
41-60 percent	7	0
>60 percent	0	0
Percentage weight for the progress toward English language proficiency indicators		
0 percent	2	2
1-20 percent	36	37
21-40 percent	2	1
41-60 percent	0	0
>60 percent	0	0
Percentage weight for the school quality or student success indicators		
0 percent	0	0
1-20 percent	28	17
21-40 percent	11	19
41-60 percent	1	5
>60 percent	0	0
Percentage weight for the high school graduation indicators		
0 percent	40	0
1-20 percent	0	25
21-40 percent	0	12
41-60 percent	0	4
>60 percent	0	0
Number of states	52	52

Notes: Two states assigned no weight to the English language proficiency indicator because progress toward English language proficiency was included in the state's growth measure.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-12).

Exhibit 2.2.11 Number of states with temporary or permanent changes to measures in their accountability systems in 2022 compared with 2019

Measure	Number of states with:	
	Temporary changes	Permanent changes
Any change to their accountability system	39	23
Measures based on student achievement or proficiency rates	12	7
Measures based on student achievement growth	20	6
Measures based on graduation rates	5	6
Measures based on English language proficiency rates	7	9
Measures based on school quality or student success	19	13
Minimum number of students in subgroups whose achievement is monitored against state targets	2	4
Minimum number of students in subgroups whose achievement is reported on the annual school report card	1	0
Including former English learners in the English learner subgroup	0	1
Identifying CSI, TSI, and ATSI Schools	27	14
Exit Criteria for CSI, TSI, and ATSI Schools	34	12
Other change	9	10
Number of states		52

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. “Other changes” include adjusting weights in summative accountability measures, omitting 2020 assessment data from school exit criteria from low-performing status, adding a school climate survey to accountability determinations, and changes to English language proficiency goals and indicators. Temporary changes were identified by U.S. Department of Education addendum approval letters in 2020 or later. Permanent changes were identified by U.S. Department of Education amendment approval letters in 2020 or later.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-13).

Subgroups used in school accountability systems in 2021-22

Exhibit 2.2.12 **Number of states by the minimum number of students in a school that could constitute a subgroup whose achievement is monitored for school performance in 2021-22 or is reported on state report cards**

Subgroup sizes	Number of states
Minimum subgroup size used for achievement measures such as math or reading in school accountability	
10	16
11-15	6
16-20	17
>20	11
Minimum subgroup size used for English language proficiency measures in school accountability	
10	16
11-15	6
16-20	17
>20	11
Minimum subgroup size used for achievement measures such as math or reading proficiency on the annual school report card	
5	3
10	35
11-15	5
16-20	7
>20	2
Number of states	50

Notes: Two states are omitted from this exhibit because they use a minimum subgroup size for achievement and English language proficiency in school accountability that is defined over three years of data: 25 students over three years (Vermont) and 20 students over three years (Washington).

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-14 and 3P-15).

Exhibit 2.2.13 **Number of states that included former English learners (ELs) in the EL subgroup in measures of school performance for 2021-22 and the number of years former ELs were included**

State inclusion of former ELs	Number of states
States including former ELs with the EL subgroup in school performance	35
Number of years former EL students were included with the EL subgroup	
1	0
2	9
3	1
4+	25
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-1 and 3-2).

Exhibit 2.2.14 **Number of states that examined school-level performance for 2021-22 of any combined subgroups and the groups included in combined subgroups**

State inclusion of combined subgroups	Number of states
States that examined school-level performance of combined subgroups	11
Among states that combined subgroups, the groups included:	
Underserved racial/ethnic subgroups (including various nonwhite racial/ethnic subgroups)	5
High needs subgroups (including English learners, students with disabilities, economically disadvantaged)	5
Other combined subgroups	1
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-3, 3-4).

Exhibit 2.2.15 **Number of states that used combined subgroups in school ratings and school report cards, 2021-22**

State inclusion of combined subgroups	Number of states
States that examined school-level performance of combined subgroups	11
Used combined subgroups for school ratings	11
Assessed school performance using all the individual subgroups for each school that met minimum size requirements	11
Used combined subgroups for report cards	8
Included on school report cards information for each school about the individual subgroups that met minimum size requirements	8
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-3, 3-5, 3-6, 3-7).

States' long-term goals for achievement, graduation rates, and English language proficiency in 2021-22

Exhibit 2.2.16 **Number of states that changed long-term goals for academic achievement, graduation rate, or English language proficiency since the state's Every Student Succeeds Act plan was approved in 2018**

Long-term goals	Number of states
Changed long-term goals since Every Student Succeeds Act plan was originally approved	37
Number of states	52

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-16).

Exhibit 2.2.17 **Number of states that expressed long-term goals as proficiency rates and the number of years used to define long-term goal**

Long-term goals	Number of states
States that express long-term goals for student achievement as proficiency rates	47
0-5 years	0
6-10 years	23
11-15 years	18
>15 years	6
Number of states	47

Notes: One state used an average of 2019 and 2021 as the baseline; this was coded as a 2021 baseline for analysis. Five states did not express long-term goals for achievement in terms of proficiency rates to be achieved by a specific date.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (items 3P-17 and 3P-18).

Exhibit 2.2.18 Number of states by the type of long-term goal for English language proficiency

Long-term goals	Number of states
Percentage of English learners making expected progress toward English language proficiency	47
Percentage of English learners achieving English language proficiency	5
Number of states	52

Notes: The goal rates relative to baseline rates are the difference between the state’s long-term goal rate and the baseline proficiency rate (provided in the Every Student Succeeds Act state plan).

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-22).

Exhibit 2.2.19 States’ long-term goals for the percentage of students proficient and graduating: baseline and long-term goals, implied annual increase required, and the number of years to reach long-term goals, 2021-22

Long-term goals	Median baseline rate	Median long-term goal rate	Median annual increase	Median number of years to reach long-term goal
Academic achievement				
Proficiency goal for academic achievement in English language arts	49.5	74.0	2.1	11
Proficiency goal for academic achievement in math	41.8	73.0	2.3	11
Graduation rate				
Four-year adjusted cohort graduation goal	84.0	90.0	0.6	10
English language proficiency				
English language proficiency goal	45.0	70.2	2.3	10
Number of states				50

Notes: The annual increase is the difference between the state’s long-term goal rate and the baseline rate divided by the number of years between the baseline year and the year the long-term goal must be reached (calculated by the study team from information in the Every Student Succeeds Act state plan). Academic achievement and English language proficiency rates are based on 47 states.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (items 3P-18, 3P-21, and 3P-22).

Exhibit 2.2.20 Number of states with long-term subgroup proficiency goals that are the same for all or depend on baseline proficiency rates, 2021-22

Long-term goals	Number of states
States with long-term proficiency goals that are the same for all students and subgroups regardless of baseline rates	15
States with long-term proficiency goals that vary for different subgroups depending on baseline rates	37
Number of states	52

Notes: Most states with proficiency goals that vary for different subgroups depending on the baseline rates set higher rates of growth for lower-performing subgroups.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (items 3P-19 and 3P-20).

Exhibit 2.2.21 Number of states that used information on a district or school’s interim measures of progress toward long-term goals by method, 2021-22

Use of interim progress toward long-term goals	Number of states
The state translated statewide long-term and interim goals into school-level interim (annual) goals	19
The school’s interim measures of progress toward long-term goals factored into the accountability system	21
The state identified districts or schools that are not meeting interim (annual) measures of progress toward long-term goals as low-performing	8
Other	6
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. “Other” includes setting interim measures of progress to identify districts and schools for more rigorous interventions and using an education plan in which the district specifies annual goals.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-8).

Identifying Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) Schools based on 2021-22 outcomes

Exhibit 2.2.22 Number of states that most recently identified CSI, TSI, and ATSI schools and the most current year of assessment data used in their calculations

School Type	Most recent year of assessment data used to identify low-performing schools				Number of states that had not yet identified any of these schools
	2016-17	2017-18	2018-19	2020-21	
Comprehensive Support and Improvement (CSI)	6	22	21	0	2
Targeted Support and Improvement (TSI)	2	8	32	2	7
Additional Targeted Support and Improvement (ATSI)	2	15	27	0	7
Number of states responding					51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. 2019-20 is omitted from the exhibit because all states cancelled their summative assessments that year.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-9).

Exhibit 2.2.23 Percentage of schools in any of the school improvement categories, 2021-22

School improvement categories	Percent of schools
Comprehensive Support and Improvement (CSI)	12
Targeted Support and Improvement (TSI)	15
Additional Targeted Support and Improvement (ATSI)	7
Number of schools represented	90,040
Number of schools responding	933

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. The percentage of schools reported in the survey as CSI (12 percent) is larger than the percentage reported by the states in *EDFacts* and state lists (5 percent of schools), suggesting that some schools may not fully understand Every Student Succeeds Act designations. In some states, a school can be identified in more than one school improvement category. The standard errors for the school estimates are presented in Exhibit 2.4.S2.1.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-1).

Exhibit 2.2.24 Percentage of schools in any school improvement category that reported an indicator contributed to their classification, 2021-22

Accountability indicators	Among schools in any of the three school improvement categories, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	66	8
Achievement levels in mathematics for all students	63	8
Achievement growth in reading/ELA for all students	51	14
Achievement growth in mathematics for all students	50	15
Low graduation rate	13	12
Low subgroup achievement in reading/ELA	66	11
Low subgroup achievement in mathematics	64	13
Low subgroup achievement growth in reading/ELA	51	17
Low subgroup achievement growth in mathematics	50	17
English language proficiency	40	15
Chronic absenteeism	38	13
School climate / conditions for learning / student engagement	26	11
College and career readiness measure	15	17
Other	9!	41
Number of schools represented		21,933
Number of schools responding		432

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: This exhibit is limited to schools that were identified as CSI, TSI, or ATSI. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. "Other" includes dropout rates, achievement gaps, science assessments, and suspension rates. The standard errors for the school estimates are presented in Exhibit 2.4.S2.2.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-1 and 3-2).

Exhibit 2.2.25 Percentage of CSI schools that reported an indicator that contributed to their classification, 2021-22

Accountability indicators	Among CSI schools, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	78	8!
Achievement levels in mathematics for all students	77	9
Achievement growth in reading/ELA for all students	69	11
Achievement growth in mathematics for all students	69	13
Low graduation rate	20	12
Low subgroup achievement in reading/ELA	57	13
Low subgroup achievement in mathematics	58	15
Low subgroup achievement growth in reading/ELA	52	17
Low subgroup achievement growth in mathematics	51	18
English language proficiency	45	16
Chronic absenteeism	49	17
School climate / conditions for learning / student engagement	39	13
College and career readiness measure	23	22
Other	13!	48
Number of schools represented		10,946
Number of schools responding		321

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. This exhibit is limited to schools that were identified as CSI. “Other” includes dropout rates, achievement gaps, science assessments, and suspension rates. The standard errors for the school estimates are presented in Exhibit 2.4.S2.3.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-1 and 3-2).

Exhibit 2.2.26 Percentage of TSI and ATSI schools that reported an indicator that contributed to their classification, 2021-22

Accountability indicators	Among TSI and ATSI schools, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	64	6!
Achievement levels in mathematics for all students	61	7!
Achievement growth in reading/ELA for all students	49	13
Achievement growth in mathematics for all students	47	14
Low graduation rate	11	13
Low subgroup achievement in reading/ELA	72	8
Low subgroup achievement in mathematics	69	10
Low subgroup achievement growth in reading/ELA	55	15
Low subgroup achievement growth in mathematics	55	15
English language proficiency	45	12
Chronic absenteeism	34	12
School climate / conditions for learning / student engagement	28	8
College and career readiness measure	13	15
Other	7!	42
Number of schools represented		16,036
Number of schools responding		207

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools (lowest-performing schools are called CSI, or comprehensive support and improvement). This exhibit is limited to schools that reported they were identified as TSI, or ATSI. “Other” includes dropout rates, achievement gaps, science assessments, and suspension rates. The standard errors for the school estimates are presented in Exhibit 2.4.S2.4

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-1 and 3-2).

Exhibit 2.2.27 Percentage of TSI and ATSI schools that reported the performance of students with disabilities or English learners led to their classification for support and improvement, 2021-22

Subgroups	Among TSI and ATSI schools, the percent of schools that:	
	Reported this subgroup's performance led to their classification	Were not sure
Students with disabilities	66	13
English learners	62	9!
Number of schools represented		15,475
Number of schools responding		204

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: This exhibit is limited to schools that were identified as TSI or ATSI. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools (lowest-performing schools are called CSI, or comprehensive support and improvement). The standard errors for the school estimates are presented in Exhibit 2.4.S2.5.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-3).

State Policies for Identifying Low-Performing Schools Based on 2021-22 Measures

Exhibit 2.2.28 Number of states that identified low-performing schools among Title I schools only or among both Title I and non-Title I schools in each school improvement category

School improvement category	Number of states that identified these schools among:	
	Title I schools only	Both Title I and non-Title I schools
Comprehensive Support and Improvement (CSI) schools (lowest 5 percent of schools)	40	12
Targeted Support and Improvement (TSI) schools	0	52
Additional Targeted Support and Improvement (ATSI) schools	0	50
Number of states		52

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-25).

Exhibit 2.2.29 Number of states using identification criteria for Comprehensive Support and Improvement (CSI) schools and the years of data considered for identification

Identification criteria	Number of states that use this criterion	Number of states that used:	
		One year of data	Two or more years of data
CSI - Lowest-performing 5 percent of schools			
Lowest-performing 5 percent included non-Title I schools as well as Title I schools	13	n.a.	n.a.
Bottom 5 percent of schools ranked by index score	37	22	12
Some other method	15	9	5
CSI - High schools with low graduation rates			
The state identified schools based on the four-year adjusted cohort graduation rate	44	27	15
The state identified schools based on the five- or six-year adjusted cohort graduation rate	8	6	2
The state used a graduation rate threshold higher than 67 percent	3	2	1
Some other method	7	0	0
CSI - Schools with chronically underperforming subgroups			
Schools that failed to exit Title I TSI status	18	n.a.	n.a.
Schools that failed to exit Title I ATSI status	40	n.a.	n.a.
Number of states			52

n.a. = not available; data were not collected for this identification category.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. For CSI - Lowest-performing 5 percent of schools, “some other method” includes combining information from multiple indicators when the state does not use an index score (for example, a multistep step approach that examines achievement/growth, then nonacademic indicators, then graduation rates); absolute rather than comparative criteria (for example, including all schools receiving a D or F rating); and identifying more than 5 percent of schools (for example, identifying the lowest 10 percent of schools). For CSI - High schools with low graduation rates, “some other method” includes using the four-year graduation rate combined with the five-, six-, or seven-year graduation rates when assessing whether the school’s graduation rate is below 67 percent.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-26).

Exhibit 2.2.30 Number of states that identified low-performing schools in the bottom 5 percent by grade span or school type separately

School improvement category	Number of states
Identified the bottom 5 percent of schools by grade span or school type separately	17
Number of states	52

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-28).

Exhibit 2.2.31 Number of states using identification criteria for Targeted Support and Improvement (TSI) schools and the years of data considered for identification

Identification criteria	Number of states that used this criterion	Number of states that used:	
		One year of data	Two or more years of data
A school's subgroup achievement was below the state's interim goals for achievement	4	1	3
A school's subgroup performed substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	3	0	2
A school's subgroup achievement was at or below the level of the lowest-performing 5 percent of all Title I schools	6	3	3
A school's subgroup had an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	9	4	5
A school's subgroup achievement was below a specific threshold compared to the statewide average achievement	7	4	3
A school's subgroup performed in the lowest category of the state's accountability index	7	1	6
A school's subgroup achievement or index score is in the bottom 5 percent of all schools	5	1	4
A school's subgroup achievement or index score is in the bottom 10 percent of all schools	5	2	3
Some other criteria	17	3	12
Number of states			52

Notes: TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. "Some other criteria" include subgroups with performance in the bottom 1 percent of all schools, subgroups that failed to meet 95 percent assessment participation threshold, subgroups with high out-of-school discipline rates, subgroups in the bottom 25 percent across multiple indicators, and states with multiple-stage processes for determining TSI status.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-29).

Exhibit 2.2.32 Number of states that identified Additional Targeted Support and Improvement (ATSI) schools among all schools or only among schools previously identified as TSI

Schools	Number of states
All schools	20
Only among schools previously identified as TSI	28
Number of states	48

Notes: TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. The information was not available in public data for four states.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-31).

Exhibit 2.2.33 Number of states using identification criteria for Additional Targeted Support and Improvement (ATSI) schools and the years of data considered for identification

Identification criteria	Number of states that used this criterion	Number of states that used:	
		One year of data	Two or more years of data
A school's subgroup achievement was below the state's interim goals for achievement	0	0	0
A school's subgroup performed substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	0	0	0
A school's subgroup achievement was at or below the level of the lowest-performing 5 percent of all Title I schools	11	7	4
A school's subgroup had an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	32	15	12
A school's subgroup achievement was below a specific threshold compared to the statewide average achievement	1	1	0
A school's subgroup performed in the lowest category of the state's accountability index	1	0	0
A school's subgroup performed below the threshold of all students within the school	0	0	0
A school's subgroup achievement or index score is in the bottom 5 percent of all schools	2	0	0
Some other criteria	6	4	2
Number of states			50

Notes: ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. "Some other criteria" includes subgroups that do not demonstrate progress for a TSI student group, subgroups below state-set thresholds on multiple accountability indicators, and using TSI identification for ATSI identification. Information on ATSI identification criteria could not be located for two states.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-32).

State Policies for Schools to Exit Low-Performing Status Based on 2021-22 Measures

Exhibit 2.2.34 Number of states allowing CSI schools, TSI schools, and ATSI schools to exit their status within particular time frames

School improvement category	Number of states that allowed schools to exit:				Not yet decided
	After one year	After two years	After three years	After four years	
Comprehensive Support and Improvement (CSI) schools	9	12	22	9	0
Targeted Support and Improvement (TSI) schools ¹	10	4	13	2	1
Additional Targeted Support and Improvement (ATSI) schools ²	15	9	15	7	0
Number of states					52

¹Information on the number of years to exit TSI status was unclear for 22 states.

²Information on the number of years to exit ATSI status was unclear for 6 states.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-35).

Exhibit 2.2.35 Number of states with specified criteria for schools to exit Comprehensive Support and Improvement (CSI) status

Exit criteria for CSI schools	Number of states where the criterion was:	
	Required to exit CSI status	One of multiple alternative routes to exit CSI status
CSI - Lowest-performing 5 percent		
No longer meets the identification criteria that resulted in their identification	47	0
Demonstrates improvement on the identification criteria that resulted in their identification as compared to the identification year	34	1
Meets measures of interim progress in the exit year, according to the state's long-term goals for student achievement	3	1
Successfully implemented aspects of approved CSI plan as determined by state	7	0
Participated in state-sponsored technical assistance activities throughout the duration of CSI status	4	0
Develop a plan to sustain improvement	7	0
Some other method	12	1
CSI - High schools with low graduation rates		
No longer meets the graduation rate criteria that resulted in their identification	46	0
Demonstrates consistent improvement on the graduation rate criteria as compared to the time of identification	24	0
Successfully implemented key aspects of approved CSI plan as determined by state	6	0
Participated in state-sponsored technical assistance activities throughout the duration of CSI status	3	0
Some other method	4	1
CSI - schools with chronically underperforming subgroups		
No longer meets the identification criteria for the student group(s) that led to their transition to this category	33	1
Demonstrates improvement on the identification criteria for the student group(s) that led to their transition to this category	23	2
Meets measures of interim progress in the exit year, according to state's long-term goals for achievement for relevant student group(s)	4	2
Successfully implemented key aspects of approved CSI plan as determined by state	4	0
Participated in state-sponsored technical assistance activities throughout the duration of CSI status	2	1
Some other method	8	2
Number of states		52

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. Policies for exiting CSI in this exhibit reflect states' plans for using data from the 2021-22 school year to assess whether schools were ready to exit. Schools with chronically underperforming subgroups are schools previously identified for Targeted Support and Improvement that did not exit the status within three years. For CSI - Lowest performing 5 percent of schools, "some other method" includes school performance at higher thresholds than were used for identification, earning a specified summative accountability rating, and meeting the 95 percent assessment participation rate. For CSI - High schools with low graduation rates, "some other method" includes combined graduation rates and other indicator growth. For CSI - Schools with chronically underperforming subgroups, "some other method" includes school performance at higher thresholds than were used for identification, combined achievement and school quality and student success indicator growth. States may appear on more than one row if they are using multiple criteria for exit.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-36).

Exhibit 2.2.36 Number of states by specified criteria for schools to exit Additional Targeted Support and Improvement (ATSI) status

Identification criteria	Number of states where this was:	
	Required to exit ATSI status	One of multiple alternative routes to exit ATSI status
No longer meets the identification criteria for any student group(s)	37	2
Student group(s) demonstrates performance above that of all students in the lowest performing schools	4	0
Student group(s) perform at or above state average for all indicators	0	0
Student growth for the student group(s) meets or exceeds a threshold for high growth	3	0
Demonstrates improvement on the identification criteria for the student group(s) identified for ATSI as compared to the time of identification	25	2
Meets measures of interim progress in the exit year, according to state's long-term goals for relevant student group(s)	4	1
Successfully implemented aspects of approved ATSI plan as determined by district or participated in technical assistance activities throughout the duration of ATSI status	6	0
Develop a plan to sustain improvement	6	0
Some other criteria	3	2
Number of states		49

Notes: ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. Policies for exiting ATSI in this exhibit reflect states' plans for using data from the 2021-22 school year to assess whether schools were ready to exit. Three states did not have sufficient information in public documents to complete this exhibit. "Some other criteria" includes subgroup performance at higher thresholds than were used for identification, developing a school improvement plan and participating in monitoring, providing a progress update on the needs addressed and students served, and maintaining a 95 percent assessment participation rate.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (3P-39).

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

Exhibit 2.2.37 Number of states that required districts to administer the 2021 statewide assessment in spring 2021, fall 2021, or at another time

2021 Assessment	Number of states
Districts were required to administer the 2021 state assessment in spring 2021	46
Districts were required to administer the 2021 state assessment in fall 2021	4
Districts were required to administer the 2021 state assessment at any time between spring and fall 2021 that they selected	1
Number of states	51

Notes: District of Columbia received a waiver for administering assessments in 2021. Three other states did not have sufficient information in public documents to complete this exhibit.

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-40).

Exhibit 2.2.38 Number of states that required districts to administer an interim academic assessment or a diagnostic assessment to determine students' academic needs at the beginning of the 2021-22 school year in all schools, some schools, or no schools

States that required districts to administer an interim academic assessments or diagnostic assessments	Number of states that required districts to administer an assessment to:		
	All schools	Some schools	No schools
Number of states that required districts to administer an interim academic assessment or diagnostic assessment	4	6	41
Among states that required some schools to administer an assessment, the number of states that required:			
CSI Schools	n.a.	1	n.a.
TSI and/or ATSI schools	n.a.	1	n.a.
Title I Schools	n.a.	0	n.a.
Other types of schools	n.a.	6	n.a.
The number that required schools to reach at least a 95 percent student participation rate on the state assessment	2	0	n.a.
Number of states responding			51

n.a. = not applicable when states require districts to administer an assessment to all schools or to no schools.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. "Other types of schools" includes schools with early grades for early literacy and traditional public schools that receive low school accountability grades.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-11, 3-12, 3-13).

Exhibit 2.2.39 **Number of states that had 2020–21 school year data available on measures of elementary or middle school performance for nearly all, some, or no elementary and middle schools**

Measure of elementary or middle school performance	Number of states that had data for:		Data were not available to the state education agency or were not collected
	Nearly all elementary and middle schools (95% or more)	Some elementary and middle schools (less than 95%)	
English language arts and math assessment	31	16	4
Science assessment	27	15	9
Social Studies/History/Civics assessment	9	4	37
English language proficiency assessment	31	18	2
Student attendance rate or chronic absenteeism rate	43	6	2
Suspension rates	38	6	7
Early warning indicator or on-track to graduate index	9	6	36
Student survey of school climate or student engagement	9	11	31
Assessments of students' social-emotional competencies or skills	1	4	46
Number of states responding			51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-14).

Exhibit 2.2.40 **Number of states that had 2020–21 school year data available on measures of high school performance for nearly all, some, or no high schools**

Measure of high school performance	Number of states that had data for:		Data are not available to the state education agency or were not collected
	Nearly all high schools (95% or more)	Some high schools (less than 95%)	
High school assessments			
English language arts and math assessment	31	16	4
Science assessment	28	16	7
Social Studies/History/Civics assessment	11	7	32
English language proficiency assessment	30	18	3
Quality of school experiences			
Student survey of school climate or student engagement	8	10	33
Assessments of students' social-emotional competencies or skills	1	4	46
Early warning indicator or on-track to graduate index	12	5	33
Student attendance rate or chronic absenteeism rate	41	7	3
Suspension rates	39	7	5
Cocurricular learning or work experience			
Work-based learning experiences (including career and technical education courses)	28	12	9
Participation in or performance on college or career readiness exams			
ACT assessments (ASPIRE, Pre-ACT, ACT, WorkKeys), SAT, or PSAT exam	33	14	3
Participation in or performance on post high school credential			
Advanced Placement or International Baccalaureate course enrollment, exam participation, or score	35	12	3
Industry-recognized credential	20	12	17
Dual enrollment course enrollment or credit (including career and technical education programs of study and Early College programs)	33	14	3
High school and post-high school transitions			
Four-, five-, or six-year adjusted cohort graduation rate	45	2	4
Postsecondary education enrollment (including college enrollment)	33	7	10
Number of states responding			51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source:

2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-15).Exhibit 2.2.41 Number of states that made major use, some use, or no use of measures to determine which districts and/or schools needed more resources to help students catch up on or accelerate learning or to help address students’ social-emotional or mental health needs

Measures	Number of states that made:			Measure was not available
	Major use	Some use	No use	
Scores on the 2021 state-mandated academic assessments given in calendar year 2021	16	13	17	2
The percentage of students in the district or school who did not take the 2021 state-mandated academic assessments	5	19	23	1
Graduation rates in 2020-21	12	17	17	1
High school course completion or course failure rates in 2020-21	4	13	30	4
Attendance or chronic absenteeism data in 2020-21	8	25	18	0
Early warning indicator or on-track to graduate index	2	4	12	1
School enrollment levels in 2020-21 compared to prior years	7	20	24	0
School or district poverty rates or Title I status	16	21	13	1
Community COVID-19 cases, death rates, and/or economic impact	5	18	25	3
Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	3	23	18	7
An assessment of students’ access to technological devices and the internet in 2020-21	9	22	15	5
Student surveys of school climate or student engagement	1	9	11	0
Assessment(s) of students’ social-emotional competencies or skills	0	3	2	2
Suspension rates	2	17	30	2
Information on students needing food, housing, health care, or other supports	5	20	20	6
Another measure	3	3	21	20
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Resources include technical assistance or state funding. “Another measures” includes FAFSA completion, evidence-based funding formulas, and needs of students with disabilities.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-16).

Exhibit 2.2.42 **Number of states that had different administrations of English language arts (ELA) and math assessments in spring 2021 from those administered in spring 2019**

Assessment and administration characteristics	Number of states
Number of states that had different administrations of ELA and math assessments	43
The assessment was shortened for 2021	17
ELA and math assessments were administered in alternate grade levels	3
Students could take assessments remotely, from home	11
Assessment was administered in the fall	7
Longer assessment window	26
Districts could choose whether to administer assessments in the spring or fall	4
Districts could choose not to administer the state ELA or math assessments	1
Assessment participation rate below 95 percent	35
New items were added to or existing items were removed from the list of approved assessment accommodations for English learners	1
Other assessment characteristic	5
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. “Other assessment characteristics” include waiving statewide assessments in math and ELA in 2021, waiving the 95 percent participation requirement, and adding questions related to the opportunity to learn during the pandemic.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-17).

Exhibit 2.2.43 **Number of states that had different administrations of English language arts (ELA) and math assessments in spring 2021 from those administered in spring 2019 and the extent to which they affected states’ ability to understand the learning progress and needs for support for student subgroups**

Assessment administration	Number of states
Number of states that had different administrations of ELA and math assessments	43
The effect the change had on states’ ability to understand the learning progress and need for support for student subgroups	
No effect	9
Small effect	17
Substantial effect	17
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-17, 3-18).

Exhibit 2.2.44 Percentage of districts that had prior-year measures at the start of the 2021-22 school year to plan and target academic interventions and support to schools to help students catch up on or accelerate learning and the extent to which districts used each measure

Measures	Percent of districts that had this measure	Percent of districts that had this measure available and had:		
		Not used	Some use	Major use
Achievement measures				
Students' scores on state-mandated academic assessments given in calendar year 2021	84	5	44	35
Student achievement growth on state-mandated academic assessments through 2021	75	5	40	29
Students' scores on state English language proficiency assessments given in calendar year 2021	73	2!	47	24
Student achievement growth on state English language proficiency assessments through 2021	67	4	42	22
Students' scores on district interim academic assessments or diagnostic assessments given in fall of 2021	94	2!	23	69
Student achievement growth on district interim academic assessments or diagnostic assessments through spring or fall of 2021	90	1!	23	66
Students' final grades and course completion rates for the 2020-21 school year	91	9	49	33
Graduation rate for 2020-21	72	14	32	26
Other measures				
Student attendance or chronic absenteeism from 2020-21	92	5	48	39
Early warning indicator or on-track to graduate index	59	3	31	25
Student surveys of school climate or student engagement from 2020-21	66	3	41	22
Assessments of students' social-emotional competencies or skills from 2020-21	51	1!	29	20
School poverty rates	68	12	37	19
Community COVID-19 cases, death rates, and/or economic impact in a school's community	60	11	30	18
Students' access to technological devices and the internet in 2020-21	82	6	31	45
Number of districts represented				17,021
Number of districts responding				1,017

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Results for “other achievement measures” and “other measures - other” were dropped from the exhibit for disclosure avoidance. The standard errors for the district estimates are presented in Exhibit 2.4.S2.6.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-1).

Exhibit 2.2.45 Percentage of schools that administered a diagnostic assessment to determine students’ academic needs at the beginning of the school year

Assessment administration	Percent of schools
Administered a diagnostic assessment	78
Number of schools represented	89,290
Number of schools responding	929

Notes: Diagnostic assessments exclude the 2021 state assessment and regular screening to identify students with disabilities and English-learners. The standard errors for the school estimates are presented in Exhibit 2.4.S2.7.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-4).

Exhibit 2.2.46 Percentage of schools that used measures to inform their plans to help students catch up on or accelerate learning and the measures that were most important

Measures	Percent of schools that:	
	Used this measure	Identified this measure as most important to inform plans to help students
Achievement		
Students' scores on state academic content assessments given in calendar year 2021	80	55
Students' scores on an interim academic assessment or a diagnostic assessment (other than the state assessments) given in fall of 2021 or earlier	92	76
Students' scores on English language proficiency assessments through 2021	71	34
Students' final grades and course completion for the 2020-21 school year	87	47
Other assessment	24	13
Other measures		
Student attendance or chronic absenteeism from 2020-21	90	58
Early warning indicator or on-track to graduate index	41	12
Student surveys of school climate or student engagement from 2020-21	62	23
Assessments of students' social-emotional competencies or skills from 2020-21	52	24
Information on students needing food, housing, health care, or other non-academic supports	63	20
Information on students' experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	51	14
Students' access to technological devices and the internet in 2020-21	79	24
Other measure	3	.
Number of schools represented		89,196
Number of schools responding		927

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

Notes: Schools selected up to five measures to identify as most important. "Other assessment" includes college entrance examinations, formative and/or benchmark assessments, and teachers' observations. "Other measures" includes graduation rates, wellness checks, parent surveys, and parent-teacher conferences. The standard errors for the school estimates are presented in Exhibit 2.4.S2.8.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-5).

Strategies for Supporting Student Learning in 2021-22

Exhibit 2.2.47 Number of states that provided support to districts and schools on strategies to help students catch up on or accelerate learning and the type of support provided and prioritization of topics

Strategies that states supported with guidance, technical assistance (TA), or professional development (PD)	Number of states that provided support (guidance, TA, or PD) to districts and schools for using this strategy	Among states that provided support, number of states that provided:		Number of states that prioritized support on that topic
		Guidance documents	TA or PD	
Instructional strategies that states supported with guidance, TA, or PD				
Teaching less new content, focusing on the most important knowledge and skills needed for each grade level or course	25	19	18	17
Teaching 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	16	9	11	8
Teaching 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	29	21	19	22
Providing more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	13	8	11	4
Assigning students to multiple classes with the same set of peers (small learning communities)	5	4	4	1
Purposefully assigning students to at least one of the same teachers as last year (teacher looping)	3	1	3	0
Offering extra or nonstandard support to English learners (ELs) 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)	21	13	14	6
Individualized or small group instruction that states supported with guidance, TA, or PD				
Providing tutoring to groups of five or more students	23	13	15	9
Providing tutoring to groups of one to four students	25	15	17	13
Offering small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	9	6	5	2

Strategies that states supported with guidance, technical assistance (TA), or professional development (PD)	Number of states that provided support (guidance, TA, or PD) to districts and schools for using this strategy	Among states that provided support, number of states that provided:		Number of states that prioritized support on that topic
		Guidance documents	TA or PD	
Additional school time that states supported with guidance, TA, or PD				
Offering after- or before-school programs that provide supplemental academic instruction	35	28	20	23
Offering a longer school day (more than the typical seven hours)	12	11	5	1
Offering a longer school year (more than the typical 180 days)	14	13	7	3
Offering summer school or a summer learning program in 2021	42	33	25	32
Family engagement strategies that states supported with guidance, TA, or PD				
School or district staff reengaging students who dropped out or lost contact with school by conducting individual outreach	30	18	16	8
School or district staff working in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	30	21	17	9
Providing training to principals and teachers on approaches to parent engagement	36	24	24	15
Schools or districts offering parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	31	23	16	8
Credit recovery or course progression strategies that states supported with guidance, TA, or PD				
Offering credit recovery programs during the school year	34	26	17	13
Offering competency-based learning for students	26	16	15	10
Offering dual-enrollment or dual-credit coursework for high school students or early college high school	37	29	16	11
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. States were asked to select up to five strategies for which they prioritized support. If a state provided support for five or fewer strategies, those strategies were automatically classified as prioritized.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-19, 3-20).

Exhibit 2.2.48 Number of states that required or recommended that districts or schools provide greater support to particular subgroups and the subgroups that were required or recommended for support

State requirements or recommendations	Number of states
The state required or recommended that districts or schools implement strategies equally across all student subgroups	12
The state required or recommended that districts or schools prioritize particular student subgroups when implementing strategies	20
The state did not recommend or require either approach	19
Among states that required or recommended placing a priority on specific subgroups, states that prioritized:	
Students with disabilities	19
English learners	19
Economically disadvantaged students	17
Students with no or limited access to technology (devices or internet connection)	14
Students with high levels of absenteeism in 2020-21	17
Students experiencing homelessness, students in migrant families, or students in foster care	14
Academically at-risk students	7
Other category of students	4
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Academically at-risk students are defined as grade 9 students not on track and students who score below proficient on statewide assessments. “Other category of students” includes Native American students, Black and Latino students, and students disproportionately impacted by COVID-19.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-21, 3-22).

Exhibit 2.2.49 Percentage of districts that reported using each strategy to help students catch up on or accelerate learning, and whether the strategy was among the most critical

Strategies the district implemented	Percent of districts that:	
	Used this strategy	Reported this strategy was most critical
Provided individualized or small group instruction		
Provided tutoring to groups of five or more students	83	30
Provided tutoring to groups of one to four students	86	39
Dedicated additional time for teachers to provide individual or small group instruction during the school day	79	36
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	69	29
Offered a longer school day or school year		
Offered voluntary after- or before-school programs that provide supplemental academic instruction	73	28
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	13	3!
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	11	3
Offered summer school or a summer learning program in 2021	84	44
Family engagement strategies		
School or district staff reengaged students who dropped out or lost contact with school by conducting individual outreach	73	11
School or district staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	47	3
Teachers conducted home visits	44	3!
School or district communicated with families of English learners in their home language	71	6
Schools offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	89	9
Principals and teachers received training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	60	3
Credit recovery or course progression strategies¹		
Provided credit recovery programs during the school year	87	40
Provided competency-based learning for students	47	4!
Provided college and career pathway programs	88	11

Strategies the district implemented	Percent of districts that:	
	Used this strategy	Reported this strategy was most critical
Provided expanded access (compared to last school year) to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement, or International Baccalaureate courses)	65	5
Number of districts represented		17,021
Number of districts responding		1,017

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

*These questions were asked of districts that operated schools with grades 10, 11, or 12, so estimates are based on that set of districts (873 districts).

Notes: Districts selected up to three strategies as the most critical. If the district reported using fewer than four strategies, then these strategies were identified as most critical. The standard errors for the district estimates are presented in Exhibit 2.4.S2.9.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-2, 3-3, 3-4, 3-5).

Exhibit 2.2.50 Percentage of schools that implemented instructional strategies for core academic subjects to help students catch up on or accelerate learning

Instructional strategies	Percent of schools
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	55
Taught 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	68
Taught 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	68
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	43
Offered extra or nonstandard support to English learners (ELs) 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)	38
Assigned students to multiple classes with the same set of peers (small learning communities)	33
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	20
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	94
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	81
Number of schools represented	90,032
Number of schools responding	932

Notes: Core academic subjects include math, English language arts, science, and social studies. The standard errors for the school estimates are presented in Exhibit 2.4.S2.10.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-6).

Exhibit 2.2.51 Percentage of schools that used strategies involving individualized instruction or extra learning time to help students catch up on or accelerate learning

Strategies	Percent of schools
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	76
Provided tutoring to groups of one to four students	79
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	87
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	49
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	69
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	7
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	7
Offered summer school or a summer learning program in 2021	83
Number of schools represented	90,040
Number of schools responding	933

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S2.11.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-7).

Exhibit 2.2.52 Percentage of schools that used family engagement strategies to help students catch up on or accelerate learning

Family engagement strategies	Percent of schools
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	62
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	48
Teachers conducted home visits	31
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student’s progress	99
The school communicated with families of English learners in their home language	77
The school offered families access to data on their student’s daily performance and attendance (e.g., online student portal)	92
The school sent parents messages daily (for example, by text or mail) about their student’s school absences	85
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	85
Teachers provided opportunities for families to be involved in students’ academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	85
Number of schools represented	90,040
Number of schools responding	933

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S2.12.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-8).

Exhibit 2.2.53 Percentage of high schools that used credit recovery or course progression strategies to help students catch up on or accelerate learning

Credit recovery or course progressions strategies	Percent of schools
Among high schools:	
Provided credit recovery programs during the school year	92
Provided competency-based learning for students	50
Provided college and career pathway programs	91
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	87
Number of schools represented	23,609
Number of schools responding	295

Notes: This exhibit is limited to high schools. The standard errors for the school estimates are presented in Exhibit 2.4.S2.13.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-9).

Exhibit 2.2.54. Percentage of schools that reported strategies most critical to their efforts to help students catch up on or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	26
Taught 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	24
Taught 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	25
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	20
Offered extra or nonstandard support to English learners (ELs) 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)	9
Assigned students to multiple classes with the same set of peers (small learning communities)	7
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	5
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	68
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	28
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	30
Provided tutoring to groups of one to four students	28
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	43
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	17
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	25
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	1!
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	1!
Offered summer school or a summer learning program in 2021	27
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	8
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	3

Strategies	Percent of schools
Teachers conducted home visits	2!
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student's progress	37
The school communicated with families of ELs in their home language	4
The school offered families access to data on their student's daily performance and attendance (e.g., online student portal)	8
The school sent parents messages daily (e.g., by text or mail) about their student's school absences	7
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	6
Teachers provided opportunities for families to be involved in students' academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	12
Credit recovery or course progression strategies¹	
Provided credit recovery programs during the school year	34
Provided competency-based learning for students	8!
Provided college and career pathway programs	13
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	14
Number of schools represented	90,040
Number of schools responding	933

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹ Estimates in this section of the exhibit are based on all high schools, because these questions were only asked for high schools.

Notes: Schools were asked to select up to five strategies. The standard errors for the school estimates are presented in Exhibit 2.4.S2.14.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-10).

Exhibit 2.2.55. Percentage of elementary and middle schools that reported strategies most critical to their efforts to help students catch up on or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	27
Taught 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	25
Taught 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	26
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	21
Offered extra or nonstandard support to English learners (ELs) 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)	7
Assigned students to multiple classes with the same set of peers (small learning communities)	6
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	4
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	76
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	32
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	32
Provided tutoring to groups of one to four students	30
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	50
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	13
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	24
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	1!
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	1!
Offered summer school or a summer learning program in 2021	26
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	6
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	2!

Strategies	Percent of schools
Teachers conducted home visits	21
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student's progress	40
The school communicated with families of ELs in their home language	5
The school offered families access to data on their student's daily performance and attendance (e.g., online student portal)	8
The school sent parents messages daily (e.g., by text or mail) about their student's school absences	7
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	6
Teachers provided opportunities for families to be involved in students' academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	13
Number of schools represented	66,137
Number of schools responding	635

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Schools were asked to select up to five strategies. This exhibit is limited to elementary and middle schools. The standard errors for the school estimates are presented in Exhibit 2.4.S2.15.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-10).

Exhibit 2.2.56. Percentage of high schools that reported strategies most critical to their efforts to help students catch up or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	26
Taught 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	23
Taught 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	20
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	17
Offered extra or nonstandard support to English learners (ELs) 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)	12
Assigned students to multiple classes with the same set of peers (small learning communities)	10
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	6
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	45
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	19
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	26
Provided tutoring to groups of one to four students	23
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	25
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	26
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	27
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	.
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	.
Offered summer school or a summer learning program in 2021	27
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	15
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	4!

Strategies	Percent of schools
Teachers conducted home visits	.
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student's progress	30
The school communicated with families of ELs in their home language	3!
The school offered families access to data on their student's daily performance and attendance (e.g., online student portal)	10
The school sent parents messages daily (e.g., by text or mail) about their student's school absences	8
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	5!
Teachers provided opportunities for families to be involved in students' academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	5!
Credit recovery or course progression strategies	
Provided credit recovery programs during the school year	34
Provided competency-based learning for students	8!
Provided college and career pathway programs	13
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	14
Number of schools represented	23,644
Number of schools responding	296

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Schools were asked to select up to five strategies. This exhibit is limited to high schools. The standard errors for the school estimates are presented in Exhibit 2.4.S2.16.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-10).

Tutoring, Summer School, and Before- and After-School Programs in 2021-22

Exhibit 2.2.57. Percentage of districts that implemented tutoring or summer school by school level

Strategies	Percent of districts that provided or offered strategy at:			
	Any school	Elementary schools	Middle schools	High schools
Provided tutoring to groups of students	91	88	77	63
Offered summer school or a summer learning program	84	88	78	66
Number of districts represented				17,021
Number of districts responding				1,017

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S2.17.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-2, 3-6).

Exhibit 2.2.58. Percentage of districts that implemented summer school in elementary and middle school and the length of the programs

Strategy	Percent of districts
Number of weeks most students attended the summer program	
0-2 weeks	11
3-4 weeks	60
5-6 weeks	22
7+ weeks	7
Length of summer school day	
Full day	24
Part day	76
Number of districts represented	14,308
Number of districts responding	926

Notes: Full day is defined as a six- to seven- hour school day. Part day is defined as fewer than six hours. This exhibit is limited to districts that provided summer school or a summer learning program in elementary or middle schools. The standard errors for the district estimates are presented in Exhibit 2.4.S2.18.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-6, 3-8, 3-9).

Exhibit 2.2.59. Percentage of districts that provided summer school to elementary and middle school students with specified program features

Features of elementary and middle school summer programs	Percent of districts that offered the feature:		
	Most days	Occasionally	Not offered or not applicable
Offered classroom instruction by teachers or paraprofessionals	92	4	4
Offered one-on-one or small group tutoring by teachers, paraprofessionals, or instructional aides	64	29	7
Used the same curricula, books, and materials as used during the school year	57	35	8
Offered instruction differentiated by student skill level	80	18	3
English learners were offered instruction in English language development	40	21	39
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	40	46	14
Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations	47	38	14
Students engaged in experiential group learning experiences	42	37	21
Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts	38	39	23
Number of districts represented			13,141
Number of districts responding			876

Notes: This exhibit is limited to districts that offered summer school or a summer learning program in elementary or middle schools. The standard errors for the district estimates are presented in Exhibit 2.4.S2.19.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-10).

Exhibit 2.2.60. Percentage of districts that provided summer school by the proportion of elementary and middle school students enrolled

Proportion of elementary and middle school students enrolled in summer school	Percent of districts
0 - 20 percent	55
21 - 40 percent	31
41 - 60 percent	7
61 - 100 percent	2!
Don't know - enrollment records are not kept or readily accessible	4
Number of districts represented	13,141
Number of districts responding	876

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: The categories of enrollment, “61 percent to 80 percent” and “81 percent to 100 percent” were combined for disclosure avoidance. This exhibit is limited to districts that provided summer school or a summer learning program to elementary or middle school students. The standard errors for the district estimates are presented in Exhibit 2.4.S2.20.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.61. Percentage of districts that provided summer school to elementary and middle school students with priority to student subgroups

Student groups	Percent of districts
Districts that offered summer school with priority to student groups:	51
Students with disabilities	28
English learners	17
Economically disadvantaged students	24
Students with no or limited access to technology (devices or internet connection)	3
Students experiencing homelessness, students in migrant families, or students in foster care	4
Students with low attendance in 2020-21	19
Students with behavioral or mental health needs	3
Academically at-risk students	36
Other category of students	1
Number of districts represented	13,141
Number of districts responding	876

Notes: Districts could choose up to three student groups to prioritize. This exhibit is limited to districts that provided summer school or a summer learning program in elementary or middle schools. Academically at-risk students defined as students performing low on state assessments or district benchmark assessments; students with low or failing grades; students recommended by teachers, parents, administration, or social workers; students below grade level in reading; and students at risk of not graduating. “Other category of students” defined as migrant education students, students who were remote learners, students below grade level in reading, and students at risk of not graduating. The standard errors for the district estimates are presented in Exhibit 2.4.S2.21.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-12, 3-13).

Exhibit 2.2.62. Percentage of schools offering extended learning time strategies, and the percentage that viewed these strategies as critical to helping students recover academically, all schools and by school level

Type of strategy	All schools		Elementary and middle schools		High schools	
	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical
Summer school or summer learning program in 2021	83	27	82	26	87	27
Voluntary before- or after-school program	69	25	67	24	74	27
Longer day that is mandatory for all students (more than the typical seven hours)	7	1!	6	1!	11	.
Longer school year that is mandatory for all students (more than the typical 180 days)	7	1!	6	1!	9	.
Number of schools represented	89,781		66,180		23,644	
Number of schools responding	929		635		296	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

Notes: Schools were asked whether they used any of 30 strategies to help students catch up on or accelerate learning, and for up to 5 of the strategies that were most critical to these efforts. Schools that were single-school districts were asked for up to 3 strategies that were most critical, selecting from a list of 18 rather than 30 strategies. The standard errors for these estimates are presented in Exhibit 2.4.S2.22.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-7, 3-10).

Exhibit 2.2.63. Percentage of schools offering extended learning time strategies, and the percentage that viewed these strategies as critical to helping students recover academically, by whether their state identified this strategy as one of their top priorities

Type of strategy	Schools in states where strategy was prioritized		Schools in states where strategy was not prioritized	
	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical
Summer school or summer learning program in 2021	86	28	78	24
Voluntary before- or after-school program	69	24	68	24
Longer day that is mandatory for all students (more than the typical seven hours)	n.a.	n.a.	n.a.	n.a.
Longer school year that is mandatory for all students (more than the typical 180 days)	8!	.	7	1!
Number of schools represented	89,781			
Number of schools responding	929			

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

n.a. = not available. School data were not available for the state that reported a longer mandatory day was a critical strategy.

Notes: 32 states prioritized summer school or summer learning program; 23 states prioritized voluntary before- or after-school programs; 1 state prioritized a longer school day, and 3 states prioritized a longer school year. Schools were asked whether they used any of 30 strategies to help students catch up on or accelerate learning, and for up to 5 of the strategies that were most critical to these efforts. Schools that were single-school districts were asked for up to 3 strategies that were most critical, selecting from a list of 18 rather than 30 strategies. The standard errors for these estimates are presented in Exhibit 2.4.S2.23.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-7, 3-10).

Exhibit 2.2.64. Percentage of schools that provided voluntary before- or after-school programs with specified features

Features of voluntary after- or before-school programs	Percent of schools that offered the feature:		
	Most days	Occasionally	Not offered or not applicable
Offered classroom instruction by teachers or paraprofessionals	67	19	13
Offered tutoring in groups of one to four students by teachers, paraprofessionals, or instructional aides	55	30	15
Used the same curricula, books, and instructional materials as used in the students' classes	60	28	12
Offered instruction differentiated by student skill level	68	24	8
English learners were offered instruction in English language development	35	26	39
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	28	48	24
Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations	30	45	25
Students engaged in experiential group learning experiences	18	41	41
Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts	29	38	33
Number of schools represented			61,524
Number of schools responding			678

Notes: This exhibit excludes schools that did not provide before- or after-school programs to students. The standard errors for the school estimates are presented in Exhibit 2.4.S2.24.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-15).

Exhibit 2.2.65. Percentage of elementary and middle schools that prioritized particular student groups for before- or after- school programs

Student groups prioritized for before- or after-school programs	Percent of schools offering before- or after-school programs
Prioritized any group	42
Students at academic risk	23
Students with disabilities	17
Economically disadvantaged students	16
English learners	15
Students with low prior attendance	8
Students without access to technology	6
Homeless or migrant families	4
Students with behavioral or mental health needs	2!
Number of schools represented	44,340
Number of schools responding	465

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: This exhibit is limited to elementary and middle schools that offered before- or after-school programs. Schools that reported that they prioritized certain student groups were asked to select up to three groups that they prioritized. The standard errors for these estimates are presented in Exhibit 2.4.S2.25.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-17, 3-18).

Exhibit 2.2.66. Percentage of schools that offered extended time strategies to help students recover academically, by Title I status and by CSI status of the school

Type of strategy	Percent of schools offering strategies				
	All schools	Title I	Non-Title I	CSI	Not CSI
Summer school or summer learning program	83	84	81	86	83
Voluntary after- or before-school program	69	72	62	75	68
Longer day that is mandatory for all students	7	8	6	13*	7
Longer year that is mandatory for all students	7	7	6	12*	7
Number of schools represented	89,886	61,564	24,645	5,242	84,729
Number of schools responding	931	61,564	163	326	605

* Percentage is significantly different from CSI schools ($p < .05$).

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. The standard errors for these estimates are presented in Exhibit 2.4.S2.26.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-7, 3-10) and 2019-20 CSI universe file. The 2019-20 CSI universe file was prepared by Westat for the Institute of Education Sciences. For most states, the CSI school data come from ED*Facts*. However, for five states, the data come from the state's website.

Exhibit 2.2.67. Percentage of elementary and middle schools that enrolled more than 20 percent or 40 percent of students in summer school, by whether schools and districts prioritized certain groups of students

Level of enrollment	In schools that prioritized certain groups of students	In schools that offered programs equally
Enrolled more than 20 percent of students in summer programs	29	26
Enrolled more than 40 percent of students in summer programs	6	9
Enrolled more than 20 percent of students in before- and after-school programs	20	26
Enrolled more than 40 percent of students in before- and after-school programs	5!	9
Number of schools represented	32,866	38,807
Number of schools responding	298	397

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Schools were identified as prioritizing certain groups of students for summer school if their districts reported doing so. The standard errors for these estimates are presented in Exhibit 2.4.S2.27.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-16).

Exhibit 2.2.68. Percentage of elementary and middle schools by levels of student enrollment in summer school and before- and after school programs.

Level of enrollment	Percent of all elementary and middle schools	Percent of CSI elementary and middle schools	Percent of non-CSI elementary and middle schools
Summer school			
Not offered; no students enrolled	18	14!	18
Respondent did not know	7	9	7
1-20 percent of students enrolled	49	33*	50
Over 20 percent of students enrolled	26	40*	25
21-40 percent of students enrolled	19	23	18
Over 40 percent of students enrolled	7	17*	7
Before- or after-school programs			
Not offered; no students enrolled	33	18*	34
Respondent did not know	6	8	6
1-20 percent of students enrolled	38	40	37
Over 20 percent of students enrolled	24	34*	23
21-40 percent of students enrolled	17	22	16
Over 40 percent of students enrolled	7	11	7
Number of schools represented	66,389	2,864	63,532
Number of schools responding	636	195	442

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

* Percentage is significantly different from CSI schools ($p < .05$).

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. The standard errors for these estimates are presented in Exhibit 2.4.S2.28.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-16) and 2019-20 CSI universe file. The 2019-20 CSI universe file was prepared by Westat for the Institute of Education Sciences. For most states, the CSI school data come from ED*Facts*. However, for five states, the data come from the state's website.

Exhibit 2.2.69. Percentage of schools providing tutoring

Tutoring	Percent of schools
Provided tutoring	86
Did not provide tutoring	14
Number of schools represented	90,040
Number of schools responding	933

Notes: Schools were asked whether they provided tutoring to five or more students and whether they provided tutoring to one to four students. If a school responded yes to either question, they counted toward the percentage of schools that provided tutoring. Tutoring was one of 30 strategies schools were asked whether they used to help students catch up on or accelerate learning. The standard errors for these estimates are presented in Exhibit 2.4.S2.29.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-7).

Exhibit 2.2.70. Percentage of districts that implemented tutoring by the types of tutors used and tutor training provided

Tutoring features	Percent of districts
Paraprofessionals or current or former teachers comprised:	
0 percent of tutors	12
1-49 percent of tutors	14
50-99 percent of tutors	14
100 percent of tutors	59
Unpaid volunteers comprised:	
0 percent of tutors	87
1-49 percent of tutors	11
50-99 percent of tutors	!1
100 percent of tutors	!1
Provided training to tutors:	
0 hours	21
1-5 hours	36
6-10 hours	16
11-20 hours	13
21 or more hours	15
Tutors received specific training to work with English learners	47
Number of districts represented	15,499
Number of districts responding	943

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: This exhibit is limited to districts that provided tutoring to students. The standard errors for the district estimates are presented in Exhibit 2.4.S2.30.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-2, 3-7).

Exhibit 2.2.71. Percentage of schools that provided tutoring with various features to help students catch up on or accelerate learning

Tutoring features among schools providing tutoring	Percent of schools
Percentage of tutors that were paraprofessionals or current or former teachers	
0-25 percent	28
26-50 percent	9
51-75 percent	3
76-100 percent	60
Length of most tutoring sessions	
0-20 minutes	11
21-40 minutes	38
41-60 minutes	40
61 or more minutes	11
Frequency most students met with their tutors	
0-1 times per week	12
2-3 times per week	56
4-5 times per week	29
6-7 times per week	.
Length of tutoring for most students	
0-2 months	29
3-4 months	20
5-6 months	26
7 or more months	45
Number of students assigned to most tutoring sessions	
1 student	4
2-4 students	35
5-9 students	41
10 or more students	20
If the school reported 1:1 tutoring was typical, whether any tutoring groups had 2 or more students	2
Timing of tutoring for most students	
During the regular school day	50
Outside the regular school day	50
Schools that used tutors who were unpaid volunteers	
14	
Percentage of tutors that were unpaid volunteers	
0-25 percent	8
26-50 percent	2
51-100 percent	3

Tutoring features among schools providing tutoring	Percent of schools
Number of schools represented	77,653
Number of schools responding	809

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

Notes: This exhibit is limited to schools that provided tutoring. The standard errors for the school estimates are presented in Exhibit 2.4.S2.31.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.72. Mean and median features of tutoring experienced by most students in schools that provided tutoring

Tutoring feature	Mean	Median
Number of times students met with their tutors per week	2.8	3
Number of students per tutoring session	6.0	5
Percentage of tutors who are paraprofessionals or current or former teachers	67.5	100
Number of schools represented	76,961	76,961
Number of schools responding	804	804

Notes: Schools were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Averages and medians are shown among schools that provided tutoring and responded to the question. The standard errors for these estimates are presented in Exhibit 2.4.S2.32.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.73. Percentage of schools providing tutoring with the features of high-impact tutoring

High-impact tutoring feature	Percent of schools
Met at least three times per week	44
Small groups of four or fewer students	33
Met during the school day	43
Tutors who are paraprofessionals or current or former teachers	50
Number of schools represented	89,488
Number of schools responding	928

Notes: Schools were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Thresholds for assessing whether the reported features met criteria for high-impact tutoring are based on Nickow et al. (2023). Schools met the criterion for using tutors who are paraprofessionals or current or former teachers when they reported at least 90 percent of their tutors were paraprofessionals or current or former teachers. The standard errors for these estimates are presented in Exhibit 2.4.S2.33.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.74. Percentage of schools providing tutoring with a number of features of high-impact tutoring

Number of features of high-impact tutoring	Percent of schools
All features	7
Three or more features	26
Two or more features	57
One or more features	80
No features or no tutoring	20
Number of schools represented	89,572
Number of schools responding	930

Notes: Schools were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Thresholds for assessing whether the reported features met criteria for high-impact tutoring are based on Nickow et al. (2023). Schools met the criterion for using tutors who are paraprofessionals or current or former teachers when they reported at least 90 percent of their tutors were paraprofessionals or current or former teachers. Schools were included in a group if they provided at least that many features of high-impact tutoring. The standard errors for these estimates are presented in Exhibit 2.4.S2.34.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.75. Percentage of students attending schools that provided tutoring with a number of features of high-impact tutoring

Number of features of high-impact tutoring	Percent of students attending schools with these features
All features	5
Three or more features	20
Two or more features	53
One or more features	80
No features or no tutoring	20
Number of students represented	49,141,608
Number of schools responding	930

Notes: Schools were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Thresholds for assessing whether the reported features met criteria for high-impact tutoring are based on Nickow et al. (2023). Schools met the criterion for using tutors who are paraprofessionals or current or former teachers when they reported at least 90 percent of their tutors were paraprofessionals or current or former teachers. Schools were included in a group if they provided at least that many features of high-impact tutoring. The standard errors for these estimates are presented in Exhibit 2.4.S2.35.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11).

Exhibit 2.2.76. Percentage of schools providing tutoring that aligns with the June 2022 School Pulse Survey definition of *high-dosage tutoring*

High-dosage tutoring	Percent of:	
	All schools	Schools with grade 4 or grade 8
Schools providing high-dosage tutoring from the 2022 Implementation of Title I /II-A Program Initiatives survey using constructed definitions consistent with the Pulse Survey definitions		
Provided tutoring at least three times per week and <i>to 4 or fewer students at a time</i>	16	16
Provided tutoring at least three times per week and <i>to 6 or fewer students at a time</i>	30	31
Provided tutoring at least three times per week and <i>to 9 or fewer students at a time</i>	35	37
Number of schools represented	88,001	67,385
Number of schools responding	910	683

Notes: The June 2022 School Pulse Panel Survey defines high-dosage tutoring as “one-on-one or small group instruction, offered three or more times per week,” but does not define small group instruction. The School Pulse Panel Survey includes schools with grade 4 or grade 8. The School Pulse Survey reported that 56 percent of the schools responded that they provided high-dosage tutoring. Schools in the implementation of Title I/II-A program initiatives study were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Thresholds for assessing whether the reported features met criteria for high-impact tutoring are based on Nickow et al. (2023). These estimates relax two conditions used to define high-impact tutoring based on Nickow et al. (2023), the conditions that tutoring takes place during the school day and that tutors are teachers or paraprofessionals. The estimates in this exhibit include schools providing tutoring during or outside the school day and tutoring by anyone. The standard errors for these estimates are presented in Exhibit 2.4.S2.36.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-11). Institute of Education Sciences June 2022 School Pulse Panel Survey on Learning Recovery.

Exhibit 2.2.77. Percentage of schools providing tutoring that aligns with the December 2022 School Pulse Survey definition of *high-quality tutoring*

High-dosage tutoring	Percent of:	
	All schools	Schools with grade 4 or grade 8
Schools providing high-quality tutoring from the 2022 Implementation of Title I /II-A Program Initiatives survey using constructed definitions consistent with the Pulse Survey definitions		
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to 4 or fewer students at a time, with sessions offered during school hours ¹	4	5
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to 4 or fewer students at a time, <i>with sessions offered during or outside school hours</i>	7	7
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, <i>to 6 or fewer students at a time, with sessions offered during or outside school hours</i>	14	14
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, <i>to 9 or fewer students at a time, with sessions offered during or outside school hours</i>	16	17
Number of schools represented	87,905	67,289
Number of schools responding	908	681

¹This estimate is constructed the same way as the earlier estimate of high-impact tutoring based on Nickow et al. (2023), except it requires sessions to last at least 30 minutes, reducing the percentage for all schools from 7 percent to 4 percent.

Notes: The December 2022 School Pulse Panel Survey defines *high-quality tutoring* as “tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidence-based core curriculum or program,” but does not define small group instruction. The School Pulse Panel Survey includes schools with grade 4 or grade 8. The Pulse survey reported that 37 percent of the schools responded that they provided high-quality tutoring. Schools in the implementation of Title I/II-A program initiatives study were asked about the features of tutoring programs experienced by most students who received tutoring in their school. Thresholds for assessing whether the reported features met criteria for high-impact tutoring are based on Nickow et al. (2023). Schools met the criterion for using tutors who are paraprofessionals or current or former teachers when they reported at least 90 percent of their tutors were paraprofessionals or current or former teachers. The standard errors for these estimates are presented in Exhibit 2.4.S2.37.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-II). Institute of Education Sciences December 2022 School Pulse Panel Survey on Learning Recovery.

Exhibit 2.2.78. Percentage of schools that provided tutoring by student access to tutoring

Student access to tutoring	Percent of schools
Among schools that provided tutoring:	
All students in the school could receive tutoring, but they could choose whether to participate	35
All students in this school were required to participate in tutoring	4
Students struggling in particular subjects were directly offered tutoring, but they could choose whether to participate	34
Students struggling in particular subjects were required to participate in tutoring	27
Number of schools represented	77,109
Number of schools responding	805

Notes: This exhibit is limited to schools that provided tutoring. Schools that use more than one approach to tutoring assignment were instructed to respond about the program that is most prevalent. The standard errors for the school estimates are presented in Exhibit 2.4.S2.38.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-12).

Exhibit 2.2.79. Percentage of schools that provided tutoring and enrolled more than one in five of their students in tutoring programs, by tutoring policy

School tutoring approach	Percent of all schools	Percent of these schools that enrolled more than one in five of their students in tutoring
All schools		40
Schools that provided tutoring	86	47
Whether students were required to participate in tutoring		
Schools that required some or all students to participate in tutoring	27	66*
Schools that did not require students to participate in tutoring	59	38
Whether tutoring is provided during or outside the school day		
Schools that provided tutoring during the school day	43	57*
Schools that provided tutoring outside of the school day	43	37
Number of schools represented	90,040	83,783
Number of schools responding	933	865

* Percentage of schools that enrolled more than one in five students in tutoring for schools that required students to participate in tutoring is statistically different from the percentage of schools that enrolled more than one in five students in tutoring for schools that did not require students to participate in tutoring ($p < .05$). Percentage of schools that enrolled more than one in five students in tutoring for schools that provided tutoring during the school day is statistically different from the percentage of schools that enrolled more than one in five students in tutoring for schools that provided tutoring outside of the school day ($p < .05$).

Notes: Schools that required some or all students to participate includes schools that required all students to participate in tutoring and schools that required struggling students to participate in tutoring. The percentage of schools enrolling more than one in five of their students in tutoring is based on schools that provided tutoring. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools that did not respond or did not know their tutoring enrollment were not included in the enrollment percentages. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The standard errors for these estimates are presented in Exhibit 2.4.S2.39.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-11, 3-12).

Exhibit 2.2.80. Percentage of Title I and non-Title I schools that provided tutoring and enrolled more than one in five of their students in tutoring

Tutoring provision and enrollment	Percent of:	
	Title I schools	Non-Title I schools
Provided tutoring	89*	80
Enrolled more than one in five of their students in tutoring	45*	27
Number of schools represented	61,573	22,263
Number of schools responding	737	148

* Percentage is statistically different from non-Title I schools ($p < .05$).

Notes: Schools that did not provide tutoring are reported as having zero enrollment. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. Schools that did not respond or did not know their tutoring enrollment were not included in the enrollment percentages. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The standard errors for these estimates are presented in Exhibit 2.4.S2.40.

Sources: 2021-22 school survey of the implementation of Title I/II-A program (questions 3-7, 3-16) and 2019-20 NCES Common Core of Data school universe file for Title I school status.

Exhibit 2.2.81. Percentage of Comprehensive Support and Improvement (CSI) schools and non-CSI schools that provided tutoring and enrolled more than one in five of their students in tutoring

Tutoring provision and enrollment	Percent of:	
	CSI schools	Non-CSI Schools
Provided tutoring	86	86
Enrolled more than one in five of their students in tutoring	50*	39
Number of schools represented	5,248	84,792
Number of schools responding	327	606

* Percentage is statistically different from non-CSI schools ($p < .05$).

Notes: CSI schools are schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. Schools that did not provide tutoring are reported as having zero enrollment. Schools that did not respond or did not know their tutoring enrollment were not included in this sample. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The standard errors for these estimates are presented in Exhibit 2.4.S2.41.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (questions 3-7, 3-16) and 2019-20 CSI universe file. The 2019-20 CSI universe file was prepared by Westat for IES. For most states, the CSI school data come from ED Facts. However, for five states, the data come from the state's website.

Exhibit 2.2.82. Percentage of Title I and non-Title I schools that provided tutoring, by their tutoring participation policies

Tutoring participation policy	Percent of schools providing tutoring:	
	Title I schools	Non-Title I schools
Students were not required to participate in tutoring	68	69
Students who were struggling academically were required to participate in tutoring	28	28
All students were required to participate in tutoring	.	.
Number of schools represented	54,421	19,486
Number of schools responding	648	131

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

Notes: The percentage of schools shown in the table is based on schools that provided tutoring. The standard errors for these estimates are presented in Exhibit 2.4.S2.42.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-12) and 2019-20 NCES Common Core of Data school universe file for Title I school status.

Exhibit 2.2.83. Percentage of Title I and non-Title I schools with different tutoring participation requirement policies that enrolled more than one in five of their students in tutoring

Tutoring participation policy	Percent of:	
	Title I schools enrolling more than one in five students in tutoring as a percentage of all Title I schools with the relevant participation policy	Non-Title I schools enrolling more than one in five students in tutoring as a percentage of all non-Title I schools with the relevant participation policy
Students were not required to participate in tutoring	42	28
Students who were struggling academically were required to participate in tutoring	65*	43
All students were required to participate in tutoring	100	88
Number of schools represented	34,463	11,906
Number of schools responding	418	81

* Percentage is statistically different from non-Title I schools ($p < .05$).

Notes: The percentage of schools shown in the table is based on schools that provided tutoring. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools that did not respond or did not know their tutoring enrollment were not included in this sample. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The standard errors for these estimates are presented in Exhibit 2.4.S2.43.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-12) and 2019-20 NCES Common Core of Data school universe file for Title I school status.

Exhibit 2.2.84. Percentage of Comprehensive Support and Improvement (CSI) and non-CSI schools that provided tutoring, by their tutoring participation requirement policies

Tutoring participation policy	Percent of schools providing tutoring:	
	CSI schools	Non-CSI schools
Students were not required to participate in tutoring	73	69
Students who were struggling academically were required to participate in tutoring	17*	28
All students were required to participate in tutoring	10*	4
Number of schools represented	4,512	72,597
Number of schools responding	283	522

* Percentage is statistically different from non-CSI schools ($p < .05$).

Notes: CSI schools are schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. The percentage of schools shown in the table is based on schools that provided tutoring. The standard errors for these estimates are presented in Exhibit 2.4.S2.44.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-12) and 2019-20 CSI universe file. The 2019-20 CSI universe file was prepared by Westat for IES. For most states, the CSI school data come from ED*Facts*. However, for five states, the data come from the state's website.

Exhibit 2.2.85. Percentage of Comprehensive Support and Improvement (CSI) and non-CSI schools with different tutoring participation requirement policies that enrolled more than one in five of their students in tutoring

Tutoring participation policy	Percent of:	
	CSI schools enrolling more than one in five students in tutoring as a percentage of all CSI schools with the relevant participation policy	Non-CSI schools enrolling more than one in five students in tutoring as a percentage of all non-CSI schools with the relevant participation policy
Students were not required to participate in tutoring	52*	37
Students who were struggling academically were required to participate in tutoring	60	60
All students were required to participate in tutoring	97	97
Number of schools represented	3,024	45,723
Number of schools responding	192	324

* Percentage is statistically different from non-CSI schools ($p < .05$).

Notes: CSI schools, which are designated for comprehensive support and improvement under the Every Student Succeeds Act, are schools that are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. The percentage of schools shown in the table above is based on schools that provided tutoring. Schools that did not respond or did not know their tutoring enrollment were not included in this sample. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The standard errors for these estimates are presented in Exhibit 2.4.S2.45.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-12) and 2019-20 CSI universe file. The 2019-20 CSI universe file was prepared by Westat for IES. For most states, the CSI school data come from ED*Facts*. However, for five states, the data come from the state's website.

Exhibit 2.2.86. Percentage of schools that provided tutoring by tutors’ access to students’ progress and achievement

Tutor access to student progress information	Percent of schools
Among schools that provided tutoring:	
Tutors had access to student data on performance in class	83
Tutors had access to the student data system to check in on student progress	71
Tutors were provided data on student progress in relevant classes at least once per month	71
Tutors reviewed student data when they meet with the teacher	73
Tutors had access to data on student progress through some other means	24
Number of schools represented	76,749
Number of schools responding	804

Notes: This exhibit is limited to schools that provided tutoring. “Other means” include administrator-shared information, benchmark reports and progress monitoring, and parent contact. The standard errors for the school estimates are presented in Exhibit 2.4.S2.46.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-13).

Exhibit 2.2.87. Percentage of schools that provided tutoring by the types of materials (curriculum, books, and instructional materials) used for tutoring lessons

Tutoring and materials used	Percent of schools
The same materials used in the students’ regular classroom instruction or in the students’ support services	56
Materials created for or provided by a tutoring program	18
Materials selected by individual tutors based on their students’ needs	26
Number of schools represented	77,101
Number of schools responding	804

Notes: This exhibit is limited to schools that provided tutoring. The standard errors for the school estimates are presented in Exhibit 2.4.S2.47.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-14).

Exhibit 2.2.88. Percentage of schools that reported enrollment levels in summer school programs, tutoring, and voluntary before- or after-school programs with academic instruction

Proportion of students enrolled:	Percent of elementary and middle schools			Percent of high schools
	Summer school programs	Tutoring during the school year	Before- or after-school programs	Tutoring during the school year
Don't know enrollment level	8	7	9	9
0 - 20 percent	60	48	56	52
21 - 40 percent	23	28	25	16
41 - 100 percent	9	18	10	23
Number of schools represented	53,925	62,964	44,282	20,644
Number of schools responding	536	609	465	254

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Schools were asked to only consider the programs specified for grade levels offered at their school. The first three columns are limited to schools with elementary and middle grades, and the fourth column is limited to schools with high school grades. The table is limited to schools providing the programs specified. The categories of enrollment between 41 percent and 100 percent were combined for disclosure avoidance. A small number of responding schools with other grade configurations were omitted from the exhibit. The standard errors for the school estimates are presented in Exhibit 2.4.S2.48.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-16).

Exhibit 2.2.89. Percentage of schools that provided tutoring or voluntary before-or after-school academic instruction by student priority

Program policy	Percent of schools:	
	Tutoring during the school year	Voluntary before- or after-school programs
Among schools that offered the program, the percentage that offered it:		
Equally across all student groups	53	60
With priority to some student groups	42	31
Were not sure about whether program was offered equally or with priority	6	7
Number of schools represented	77,220	61,152
Number of schools responding	802	674

Notes: The first column is limited to schools that provided tutoring, and the second column is limited to schools that provided before- or after-school programs. The standard errors for the school estimates are presented in Exhibit 2.4.S2.49.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-17).

Exhibit 2.2.90. Percentage of schools that provided tutoring or voluntary before- or after-school programs with priority to some student groups, by student group

Prioritized groups of students	Percent of schools that prioritized students for:	
	Tutoring during school year	Voluntary before- or after-school programs
Schools that offered programs with priority to some student groups	42	31
Among schools that offered programs with priority to some student groups:		
Students with disabilities	21	14
English learners	19	12
Economically disadvantaged students	17	13
Students with no or limited access to technology (devices or internet connection)	6	5
Students experiencing homelessness, students in migrant families, or students in foster care	5	3
Students with low attendance in 2020-21	8	8
Students with behavioral or mental health needs	4	2!
Academically at-risk students	26	18
Other category of students	1!	3
Number of schools represented	77,220	60,882
Number of schools responding	802	670

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Schools were instructed to select up to three responses. This exhibit is limited to schools that provided tutoring (first column) or voluntary before- or after-school programs (second column) with priority to some student groups. Academically at-risk students defined as students not at grade level, students underperforming on benchmark or state assessments, students who are failing courses, and students identified by their parents. "Other category of students" includes students in certain grade levels, students who have high academic performance, students with limited parent or family engagement, and students impacted by COVID-19 isolation or quarantine. The standard errors for the school estimates are presented in Exhibit 2.4.S2.50.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-18).

Exhibit 2.2.91. Number of states that reported prioritizing support for tutoring

Prioritized support for tutoring	Number of states
States that prioritized support for tutoring	17
Number of states responding	50

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico; 51 of the 52 entities responded. States were asked whether they provided support (guidance documents, technical assistance, or professional development) for a range of strategies to help students catch up on or accelerate learning, and then were asked for up to five strategies that they prioritized by providing the greatest amount of support to schools and districts. Strategies included tutoring, instructional support approaches, small group instruction, extended school days or school years, family engagement, and credit recovery. One state did not respond to this question.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-20).

Exhibit 2.2.92. Percentage of schools that provided tutoring and enrolled more than one in five of their students in tutoring programs, by whether their state reported prioritizing support for tutoring

Tutoring	Percent of schools in states that:	
	Prioritized tutoring	Did not prioritize tutoring
Provided tutoring	92*	83
Enrolled more than one in five of their students in tutoring	52*	36
Number of schools represented	26,888	57,288
Number of schools responding	289	583

*Percentage is statistically different from schools in states that did not prioritize tutoring ($p < .05$).

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico; 51 of the 52 entities responded. States were asked whether they provided support (guidance documents, technical assistance, or professional development) for a variety of strategies to help students catch up on or accelerate learning, and then were asked for up to five strategies that they prioritized by providing the greatest amount of support to schools and districts. One of the responding states did not answer the item on prioritizing support for tutoring. A total of 61 schools in nonresponding states were dropped from these analyses (the analysis is limited to schools in states that responded to the question). Seventeen states responded that they prioritized tutoring. Schools were asked whether student enrollment in tutoring was in any of these categories: 0-20 percent, 21-40 percent, 41-60 percent, 61-80 percent, or 81-100 percent. Schools were asked to report tutoring enrollment separately for K-8 students and high school students. For schools that had both K-8 students and high school students and responded with different proportions of students enrolled, the lower proportion was used. The percentage of schools enrolling more than one in five of their students in tutoring is based on all schools. Schools that did not provide tutoring were reported as having zero enrollment. The standard errors for these estimates are presented in Exhibit 2.4.S2.51.

Sources: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-7, 3-16). 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-20).

Exhibit 2.2.93. Percentage of districts that reported tutoring was a critical strategy to help students catch up on or accelerate learning, by whether their state reported prioritizing support for tutoring

Tutoring a critical strategy	Percent of districts in states that:	
	Prioritized tutoring	Did not prioritize tutoring
Districts that reported tutoring as a critical strategy	63	58
Number of districts represented	5,191	10,829
Number of districts responding	325	633

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico; 51 of the 52 entities responded. States were asked whether they provided support (guidance documents, technical assistance, or professional development) for a variety of strategies to help students catch up on or accelerate learning, and then were asked for up to five strategies that they prioritized by providing the greatest amount of support to schools and districts. One of the responding states did not answer the item on prioritizing support for tutoring. Seventeen states responded that they prioritized tutoring. A total of 59 districts in nonresponding states were dropped from these analyses (the analysis is limited to districts in states that responded to the question). Districts were asked whether they had implemented a variety of strategies, and then were asked for up to three strategies that were most critical to their efforts to help students catch up on or accelerate learning. The standard errors for these estimates are presented in Exhibit 2.4.S2.52.

Source: 2021-22 state and district survey of the implementation of Title I/II-A program initiatives (question 3-5). 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-20).

Strategies for Supporting Students’ Social-Emotional or Mental Health Needs in 2021-22

Exhibit 2.2.94. Number of states that provided support (guidance, technical assistance, or professional development) to districts and schools on strategies to address students’ social-emotional or mental health needs and the type of support provided

Strategy	Number of states that provided:		
	Support of any kind	Guidance	Technical assistance or professional development
Mental health promotion strategies that states supported with guidance, technical assistance, or professional development			
Providing student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	45	32	29
Offering schoolwide social-emotional learning, positive school climate and/or bullying prevention programs	44	34	31
Providing training to school staff on recognizing student mental and behavioral health issues, such as stress and depression	47	32	33
Providing training to school staff to use practices that are trauma-informed	45	29	35
Conducting a needs assessment of students needing food, housing, health care, or other supports	28	17	21
Number of states responding			51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-27).

Exhibit 2.2.95. Percentage of districts that had measures to plan and target schoolwide social-emotional learning interventions and the extent districts used each measure

Measures	Percent of districts that had this measure available	Percent of districts reporting whether they used the measure:	
		Some use or not used	Major use
Student surveys of school climate or student engagement from 2020-21	67	42	25
Assessment(s) of students' social-emotional competencies or skills from 2020-21	43	27	16
Student attendance or chronic absenteeism data from 2020-21	93	52	41
School poverty rates	75	55	20
Community COVID-19 cases, death rates, and/or economic impact	63	45	18
Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	50	40	10
Discipline data (e.g., in- or out-of-school suspension rates)	90	58	31
Information on students needing food, housing, health care, or other supports	74	49	25
Other measures	4	1	3
Number of districts represented			17,021
Number of districts responding			1,017

Notes: "Other measures" include teacher or school staff referrals, parent recommendations, and academic performance. The response categories of "some use" and "not used" were combined for disclosure avoidance. The standard errors for the district estimates are presented in Exhibit 2.4.S2.53.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-14).

Exhibit 2.2.96. Percentage of districts that implemented strategies to address students’ social-emotional or mental health needs and the strategies identified as most crucial

Strategies	Percent of districts that:	
	Implemented the strategy	Identified strategy as among the three most crucial
Provided student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	96	81
Offered schoolwide social-emotional learning programs for students	83	61
Offered schoolwide positive school climate and/or bullying prevention programs	91	46
Provided training to school staff on recognizing student mental and behavioral health issues, such as stress or depression	85	38
Provided training to school staff to use practices that are trauma-informed	77	27
Offered mental health and wellness support programs for school staff	75	17
Provided training and oversight of student peer advisors to provide student mentoring and support	36	2
Conducted a needs assessment of students needing food, housing, health care, or other supports	50	7
Used mentors to connect with students and offer a relationship with a caring adult	55	11
Number of districts represented		16,981
Number of districts responding		1,015

Notes: Districts selected up to three strategies to identify as most crucial. If the district selected fewer than four strategies, then these strategies were included as most critical. The standard errors for the district estimates are presented in Exhibit 2.4.S2.54.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-15, 3-16).

Exhibit 2.2.97. Percentage of schools that used measures to inform schoolwide social-emotional learning interventions and/or direct support to students’ social-emotional or mental health needs for 2021-22

	Percent of schools:	
	Where this measure was available	That identified the measure as most important to inform interventions and support
Measures for planning interventions and allocating resources		
Student surveys of school climate or student engagement from 2020-21	70	46
Assessment(s) of students’ social-emotional competencies or skills from 2020-21	43	23
Summary data from mental health screening for students in your school	32	13
Student attendance or chronic absenteeism data from 2020-21	93	73
Information on students’ experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	47	17
Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	42	9
Discipline data (e.g., in- or out-of-school suspensions)	88	50
Information on students needing food, housing, health care, or other supports	63	22
Other measure	6	3
Number of schools represented		88,946
Number of schools responding		925

Notes: Schools selected up to three measures to identify as most important to inform interventions and support. More than 15 percent of survey respondents did not provide a response for this question, and missing data for survey respondents who did not answer this question have not been imputed or otherwise adjusted. However, differences in the characteristics of responding schools and the full population of schools do not suggest that the estimates of the three measures most important to inform interventions and support differ significantly from the full population percentages. For additional information about the analyses of potential bias for survey items with response rates below 85 percent, see Chapter 1, pages 14-15. “Other measures” include teacher observations, parent communication, and neighborhood safety data. The standard errors for the school estimates are presented in Exhibit 2.4.S2.55.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-19).

Exhibit 2.2.98. Percentage of schools that used strategies to address students’ social-emotional or mental health needs

Strategies	Percent of schools
Provided training to school staff on recognizing student mental and behavioral health issues, such as stress and depression	82
Provided training to school staff to use practices that are trauma-informed	75
Provided training to school staff on restorative classroom management practices or other alternatives to punitive practices (e.g., suspensions, expulsions)	68
Offered mental health and wellness support programs for school staff	74
Provided student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	90
Provided training and oversight of student peer advisors to provide student mentoring and support	26
Offered schoolwide social-emotional learning programs for students	77
Offered schoolwide positive school climate and/or bullying prevention programs	84
Conducted a needs assessment of students needing food, housing, health care, or other nonacademic supports	45
Used mentors to develop supportive relationships with students	50
Number of schools represented	89,107
Number of schools responding	923

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S2.56.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-20).

Support for and Use of Evidence-based Strategies in 2021-22

Exhibit 2.2.99. Number of states that used the following strategies to promote the use of evidence-based models, interventions, or strategies to improve student outcomes in Comprehensive Support and Improvement (CSI) schools

Strategies to promote the use of evidence-based interventions	Number of states that:		
	Never or rarely used this strategy	Sometimes used this strategy	Usually or always used this strategy
The state referred 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	5	13	33
The state linked 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	15	22	14
The state referred 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	7	15	29
The state provided district and school leaders with a list of evidence-based models, interventions, or strategies to improve student performance	30	5	16
The state provided a list of vetted partners that district and school leaders can engage to implement approved evidence-based strategies	33	6	12
The state provided or funded staff (state education agency staff or external consultants) who support evidence-based school improvement but do not represent particular models or strategies	4	17	30
The state engaged CSI school and district leaders in communities of practice to support implementing approved evidence-based strategies	10	20	21
The state disseminated summaries of best practices, success stories, implementation guides, and research findings from districts or schools using evidence-based strategies	17	18	16
Something else	38	2	7
Number of states responding			51

ESSA = Every Student Succeeds Act.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI schools are designated for comprehensive support and improvement under the Every Student Succeeds Act. They are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. “Something else” includes conducting an annual training on using evidence-based practices and partnering with regional agencies to support use of evidence-based strategies to promote student attendance.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-31).

Exhibit 2.2.100. Number of states that have commissioned or conducted research on the effectiveness of models, interventions, or strategies to improve student outcomes in Comprehensive Support and Improvement (CSI) schools in the past five years

Commissioned or conducted research	Number of states
Yes, and the results are publicly available	4
Yes, but the results are not yet available	9
No	38
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI schools are designated for comprehensive support and improvement under the Every Student Succeeds Act. They are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-32).

Exhibit 2.2.101. Number of states that considered the following criteria in choosing what to include on the list to improve student outcomes by extent considered

Criteria for inclusion	Number of states that:			
	Did not consider the criterion	Considered the criterion with some weight	Reported the criterion as a major consideration	Identified the criterion as most important
Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)	0	5	16	13
Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)	0	9	12	10
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)	4	7	10	8
Evidence of effectiveness that meets other evidence criteria	4	10	7	3
Alignment with the state’s academic content standards	5	6	10	9
Availability of aligned assessments to monitor student progress and/or attainment	5	7	9	4
Interventions that align with equity goals (restorative justice practices, interventions with culturally responsive curricula)	4	9	8	3
Cost-effectiveness of the model, intervention, or strategy	8	9	4	1
Ease of implementation of the model, intervention, or strategy	6	11	4	0
Recommendations from staff in schools that have used the strategy or popularity of the strategy in the state	8	10	3	2
Number of states responding				21

ESSA = Every Student Succeeds Act.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. In a previous question, 21 states reported that they provided district and school leaders with a list of evidence-based models, interventions, or strategies to improve student performance. States selected up to three criteria to identify as the most important. If the state has three or fewer criteria listed as “a major consideration,” then those criteria listed in that category were included as the most important.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-31, 3-33, and 3-34).

Exhibit 2.2.102. Number of states that considered any of the following sources of information to determine that the models, interventions, and strategies on their state lists have evidence of effectiveness by extent considered

Information source	Number of states that:			Most important sources listed by state
	Did not consider	Considered with some weight	Reported the source as a major consideration	
Research published by independent organizations or universities	2	7	12	8
Information provided by the program’s developer or vendor	8	9	4	2
Recommendations from other states, or from schools and districts within the state	9	8	4	4
The What Works Clearinghouse	0	9	12	11
Evidence for ESSA, or other organization that rates evidence	0	13	8	6
Information from a U.S. Department of Education Comprehensive Center	6	6	9	4
Information from a U.S. Department of Education Regional Educational Laboratory	7	7	7	4
Other source	15	2	1	0
Number of states responding				21

ESSA = Every Student Succeeds Act.

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. In a previous question, 21 states reported that they provided district and school leaders with a list of evidence-based models, interventions, or strategies to improve student performance. States selected up to three sources of information to identify as most important. If the state has three or fewer sources listed as “a major consideration” then those sources listed in that category were included as the most important. “Other source” includes focus groups of state stakeholders, contracted evaluators, and other clearinghouses.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-35, 3-36).

Exhibit 2.2.103. Number of states where CSI, TSI, or ATSI schools are required to select at least one strategy to improve student academic achievement from the state’s list of evidence-based models, interventions, or strategies

Type of school	Number of states
CSI schools	13
TSI schools	7
ATSI schools	8
Other type of school	3
Number of states responding	21

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. In a previous question, 21 states reported that they provided district and school leaders with a list of evidence-based models, interventions, or strategies to improve student performance. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TSI = Schools designated for targeted support and improvement under the Every Student Succeeds Act. TSI schools are schools with consistently underperforming subgroups. ATSI = Schools designated for additional targeted support and improvement under the Every Student Succeeds Act. ATSI schools are schools with subgroups performing at or below the level used to identify lowest-performing 5 percent of schools. “Other types of schools” include priority schools, schools included in the state’s turnaround initiative, and all schools in the state.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-37).

Exhibit 2.2.104. Number of states that required Comprehensive Support and Improvement (CSI) schools to implement an evidence-based whole school improvement model and the type of evidence-based whole school improvement model(s) that fulfill this requirement

Evidence-based whole improvement models	Number of states
Required	16
Among states that required CSI schools, the model(s) that fulfill this requirement	
Success for All	5
Institute for Student Achievement	1
Positive Action	1
Talent Development Middle Grades Program	1
Building Assets, Reducing Risks model	2
Multi-tiered systems of support	14
Other evidence-based whole school improvement model	5
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. “Other models include Positive Behavioral Interventions and Supports, Effective School Framework Model, and state-identified school improvement best practices.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-38, 3-39).

Exhibit 2.2.105. Percentage of districts in which staff received technical assistance (TA) to identify and implement evidence-based models, interventions, and strategies

Technical Assistance topics	Percent of districts where school or district staff:	
	Received technical assistance	Received the most hours of technical assistance
Aligning school improvement strategies to school-based equity goals	41	22
Identifying evidence-based models, interventions, and strategies in areas the school needs to improve	66	53
Identifying evidence-based models, interventions, and strategies specifically designed to support English learners	42	17
Implementing evidence-based models, interventions, and strategies with fidelity	60	39
Using continuous improvement cycles to strengthen implementation of evidence-based models, interventions, and strategies	60	40
Evaluating the evidence-based models, interventions, and strategies	56	24
Number of districts represented		16,975
Number of districts responding		1,014

Notes: Districts selected up to three topics that received the most hours of technical assistance. If the district selected fewer than four topics, then these topics were included as receiving the most hours. The standard errors for the district estimates are presented in Exhibit 2.4.S2.57.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-18).

Exhibit 2.2.106. Percentage of districts in which Comprehensive Support and Improvement (CSI) schools implemented evidence-based whole school improvement models

Evidence-based whole school improvement models	Percent of districts that implemented the model in:		
	All CSI schools	Some CSI schools	No CSI schools
Success for all	17	1!	82
Institute for Student Achievement	.	.	97
Positive Action	11	1!	87
Talent Development Middle Grades Program	.	.	99
Building Assets, Reducing Risks model	.	.	97
Multi-tiered systems of support	78	3	18
Other	12	1!	86
Number of districts represented			2,831
Number of districts responding			278

. Value not reported due to small sample sizes, or because the standard error is more than 50 percent of the estimate, or for complementary suppression to avoid disclosure risk.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. This exhibit is limited to districts that had CSI schools in school year 2021-22. "Other" includes Effective Schools Framework, Improvement Science, and restorative justice models. The standard errors for the district estimates are presented in Exhibit 2.4.S2.58.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-19).

Exhibit 2.2.107. Percentage of schools that considered information from the following sources to decide which new, evidence-based models, interventions, or strategies to implement for 2021-22

Information source	Among schools that chose a new model, the percent of schools that reported this source as:		
	Not considered	A minor consideration	A major consideration
School's needs assessment	9	23	68
Publications and products from the U.S. Department of Education's What Works Clearinghouse, the Regional Educational Laboratories, or the Regional Comprehensive Centers	53	38	10
Publications and products from Evidence for ESSA or other evidence clearinghouses	36	50	14
A list of evidence-based models, interventions, or strategies provided by the state	16	45	39
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	36	37	27
A list of vendors approved by the state who can help implement state-approved evidence-based practices	45	40	16
Information provided by the selected intervention's developer or vendor	46	41	13
Recommendations from colleagues in other schools or districts	18	53	29
Information from the state on best practices or research findings from other schools that have implemented the strategies to improve student outcomes	21	45	35
Information from the district's research/evaluation office	30	35	35
Research published by independent organizations or universities	45	44	12
Information from education administrators' professional associations	33	50	17
Other source	73	23	5
Number of schools represented			54,829
Number of schools responding			592

Notes: This exhibit is limited to schools that chose a new evidence-based model, intervention, or strategy to use in the 2021-22 school year (62 percent of schools). Thirty-eight percent of schools reported that they did not choose a new evidence-based model, intervention, or strategy to use in that school year. "Other sources" include teacher assessments and observations, the International Baccalaureate program, and the National Center on Intensive Intervention. The standard errors for the school estimates are presented in Exhibit 2.4.S2.59.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-23).

Resources and Support for Low-performing Schools, 2021-22

Exhibit 2.2.108. Number of states that required Comprehensive Support and Improvement (CSI) schools to implement any of the state’s priority strategies to help students catch up on or accelerate learning during the school year and including last summer

State requirements for CSI schools	Number of states
States that required CSI schools to implement any of the state’s priority strategies	11
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-23).

Exhibit 2.2.109. Number of states that provided Comprehensive Support and Improvement (CSI) schools or low-performing schools with more support (technical assistance or professional development) than other schools to implement strategies to help students catch up on or accelerate learning

Level of support	Number of states
Provided CSI schools with a similar amount of support as other schools in the state	13
Provided CSI schools with a similar amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing	8
Provided CSI schools more support than other schools in the state	30
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-24).

Exhibit 2.2.110. Number of states that used specific strategies to help students catch up on or accelerate learning and provided more or similar support to low-performing schools compared to other schools

Strategies	Number of states that provided:			
	Support (guidance, TA or PD) to districts and schools for using this strategy	More support to CSI schools on this strategy	More support to low-performing schools generally on this strategy	No additional support to low-performing schools beyond what is available to other schools
Instructional strategies that states supported with guidance, TA, or PD				
Teaching less new content, focusing on the most important knowledge and skills needed for each grade level or course	25	7	4	14
Teaching 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	16	2	1	12
Teaching 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	29	5	7	16
Providing more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	13	2	2	9
Assigning students to multiple classes with the same set of peers (small learning communities)	5	2	1	2
Purposefully assigning students to at least one of the same teachers as last year (teacher looping)	3	1	0	2
Offering extra or non-standard support to English learners (ELs) 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)	21	4	2	13
Individualized or small group instruction that states supported with guidance, TA, or PD				
Providing tutoring to groups of five or more students	23	4	3	14

Strategies	Number of states that provided:			
	Support (guidance, TA or PD) to districts and schools for using this strategy	More support to CSI schools on this strategy	More support to low-performing schools generally on this strategy	No additional support to low-performing schools beyond what is available to other schools
Providing tutoring to groups of one to four students	25	4	3	16
Offering small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	9	1	1	6
Additional school time that states supported with guidance, TA, or PD				
Offering after- or before-school programs that provide supplemental academic instruction	35	6	6	23
Offering a longer school day (more than the typical seven hours)	12	1	2	9
Offering a longer school year (more than the typical 180 days)	14	0	2	12
Offering summer school or a summer learning program in 2021	42	6	10	25
Family engagement strategies that states supported with guidance, TA, or PD				
School or district staff reengaging students who dropped out or lost contact with school by conducting individual outreach	30	3	7	18
School or district staff working in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	30	5	4	21
Providing training to principals and teachers on approaches to parent engagement	36	4	6	24
Schools or districts offering parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	31	3	4	23
Credit recovery or course progression strategies that states supported with guidance, TA, or PD				
Offering credit recovery programs during the school year	34	2	7	24

Strategies	Number of states that provided:			
	Support (guidance, TA or PD) to districts and schools for using this strategy	More support to CSI schools on this strategy	More support to low-performing schools generally on this strategy	No additional support to low-performing schools beyond what is available to other schools
Offering competency-based learning for students	26	2	2	21
Offering dual-enrollment or dual-credit coursework for high school students or early college high school	37	1	8	27
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TA = technical assistance. PD = professional development.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-19, 3-25).

Exhibit 2.2.111. Number of states that provided CSI schools or low-performing schools with more state funding than other schools for strategies to help students catch up on or accelerate learning

Strategies	Number of states that provided:			
	Support (guidance, TA or PD) to districts and schools for using this strategy	More funding to CSI schools	More funding to low-performing schools	No additional state funding beyond what is available to other schools
Individualized or small group instruction that states supported with guidance, TA, or PD				
Providing tutoring to groups of five or more students	23	4	3	16
Providing tutoring to groups of one to four students	25	2	5	17
Offering small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high school)	9	1	1	6
Additional school time that states supported with guidance, TA, or PD				
Offering a longer school day (more than the typical seven hours)	12	0	2	10
Offering a longer school year (more than the typical 180 days)	14	0	1	13
Offering summer school or a summer learning program in 2021	42	9	5	28
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. TA = technical assistance. PD = professional development.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-19, 3-26).

Exhibit 2.2.112. Number of states that provided Comprehensive Support and Improvement (CSI) schools or low-performing schools with more support (technical assistance or professional development) than other schools to address students’ social-emotional or mental health needs

Level of support to CSI schools	Number of states
Provided CSI schools with a similar amount of support compared to other schools in the state	26
Provided CSI schools with a similar amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing	10
Provided CSI Schools more support than other schools in the state	15
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-28).

Exhibit 2.2.113. Number of states that provided support—guidance, technical assistance (TA), or professional development (PD)—by school type and the type of support provided

Strategies	Number of states that provided:			
	Support to districts and schools for using this strategy	More support to CSI schools	More support to low-performing schools	No additional TA or PD on this topic beyond what is available to other schools
Mental health promotion strategies that states supported with guidance, TA, or PD				
Providing student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	45	1	5	31
Offering schoolwide social-emotional learning, positive school climate and/or bullying prevention programs	44	1	8	28
Providing training to school staff on recognizing student mental and behavioral health issues, such as stress and depression	47	1	6	32
Providing training to school staff to use practices that are trauma-informed	45	3	6	30
Conducting a needs assessment of students needing food, housing, health care, or other supports	28	2	3	18
Number of states responding				51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-27, 3-29).

Exhibit 2.2.114. Number of states that provided support—technical assistance (TA) or professional development (PD)—on school improvement topics and whether the states provided additional support to CSI schools or low-performing schools

School improvement topics	Number of states that provided support (TA or PD) on this topic to any schools or districts	Number of states that provided more support to:		Number of states that did not provide additional supports on this topic beyond what is available to other schools	Number of states that most heavily emphasized this topic
		CSI Schools	Low-performing schools		
Conducting needs assessments	48	21	20	5	33
Identifying evidence-based models, interventions, and strategies	46	18	19	7	18
Aligning school improvement strategies to school-based equity goals	37	15	14	6	9
Implementing evidence-based models, interventions, and strategies with fidelity	40	14	19	5	18
Partnering with external partners or vendors to implement school improvement interventions	35	16	12	5	8
Implementing continuous improvement strategies	46	19	20	5	20
Identifying evidence-based models, interventions, and strategies specifically for English learners	39	10	13	14	0
Evaluating the evidence-based models, interventions, and strategies	38	14	16	6	10
Budgeting effectively	40	14	12	12	10
Acting as instructional leaders	41	16	11	12	12
Recruiting, developing, and retaining more effective teachers	39	7	10	21	4
Engaging with families or communities	45	7	16	20	5
Some other topic	6	1	1	4	1
Number of states responding					51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. States selected up to three topics to identify as most heavily emphasized. If the state has three or fewer topics that they provided to support in, then those sources listed in that category were included as the most heavily emphasized. CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. “Other topics” include using social emotional strategies and effective communication strategies.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-40, 3-41).

Exhibit 2.2.115. Percentage of districts that provided support—guidance, technical assistance (TA), or professional development (PD)—to CSI schools compared to other schools

Support compared to CSI schools	Percent of districts
CSI schools received a similar amount of support as other schools in the district	26
CSI schools received more support than other schools in the district OR CSI schools and other low-performing schools received more support than other schools in the district	73
Number of districts represented	1,959
Number of districts responding	254

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. This exhibit is limited to districts that had both CSI and non-CSI schools in school year 2021-22. The standard errors for the district estimates are presented in Exhibit 2.4.S2.60.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-20, 3-23).

Exhibit 2.2.116. Percentage of districts with CSI schools that provided support—guidance, technical assistance (TA), or professional development (PD)—on school improvement topics to CSI schools compared to other schools

School improvement topics	Percent of districts that:			
	Did not provide support on this topic	Provided a similar amount of support to CSI schools as other schools	Provided more support to CSI schools or to CSI and other low-performing schools than other schools in the district	Provided individualized technical assistance to CSI schools
Identifying and evaluating evidence-based models, interventions, and strategies	11!	32	56	78
Conducting needs assessments	19	37	43	79
Implementing evidence-based models, interventions, and strategies with fidelity	10!	33	56	76
Implementing continuous improvement strategies	9!	37	53	85
Aligning school improvement strategies to school-based equity goals	20	38	40	74
Partnering with external partners or vendors to implement school improvement interventions	19	31	50	70
Acting as instructional leaders	15	48	36	70
Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives)	22	42	35	69
Recruiting, developing, and retaining more effective teachers	22	52	25	55
Engaging with families or communities	14	46	39	68
Some other topic	71	25	3!	22
Number of districts represented				1,959
Number of districts responding				254

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. This exhibit is limited to districts that had both CSI schools and non-CSI schools in school year 2021-22. Other topics include root cause analysis, progress monitoring, and social-emotional learning. The standard errors for the district estimates are presented in Exhibit 2.4.S2.61.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-21, 3-22, 3-24, 3-25).

Exhibit 2.2.117. Percentage of schools where principals received training or technical assistance (TA) by topic and the topics with the most hours of training or TA

School improvement topics	Percent of schools where principals received:				Percent of schools where principals received the most support on this topic
	No support on this topic	Links to web resources or training videos	Group training	Individualized TA	
Conducting school improvement needs assessments	36	21	42	8	27
Identifying evidence-based models, interventions, and strategies	27	23	49	9	31
Implementing evidence-based models, interventions, and strategies with fidelity	27	22	50	9	35
Implementing effective instructional strategies specifically for English learners	42	22	34	6	18
Aligning school improvement strategies to school-based equity goals	33	16	49	8	32
Evaluating the evidence-based models, interventions, and strategies	37	20	40	7	18
Implementing continuous improvement strategies	25	19	54	11	39
Budgeting effectively	56	11	24	12	7
Acting as instructional leaders	21	15	59	16	44
Scheduling staff and students effectively	53	12	29	10	8
Recruiting, developing, and retaining more effective teachers	50	12	32	9	10
Supporting students' social, emotional, and mental health needs	14	24	66	9	45
Engaging with families or communities	38	20	42	7	14
Implementing effective instructional strategies specifically for students with disabilities	34	20	46	8	17
Some other topic	90	2	7	2!	2!
Number of schools represented					85,493
Number of schools responding					892

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Please interpret with caution the findings on the topics where principals received the most support. More than 15 percent of survey respondents did not provide a response for this question, and missing data for survey respondents who did not answer this question have not been imputed or otherwise adjusted. Differences in some of the characteristics of responding schools and the full population of schools suggest that the estimates of the topics where principals received the most support may differ from the full population percentages. For additional information about the analyses of potential bias for survey items with response rates below

85 percent, see Chapter 1, pages 14-15. Other topics include project-based learning, safety protocols, and professional learning communities. The standard errors for the school estimates are presented in Exhibit 2.4.S2.62.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-24).

State Support for Internet Connections and District and School Use of Technology

Exhibit 2.2.118. Number of states that have taken specific action to address technology challenges

Actions	Number of states
Offered incentives to broadband suppliers to expand in rural or under-connected areas	19
Offered grants to expand broadband in rural or under-connected areas	30
Required broadband suppliers to expand in rural or under-connected areas	8
Enabled schools to obtain internet access for free or at low cost	34
Enabled low-income families to obtain internet access for free or at low cost	34
Other	12
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Other includes public outreach to families about broadband and connectivity benefits, ensuring school access to high-speed internet, reimbursing districts that expanded Wi-Fi, and engaging in public-private partnerships to support internet access.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 3-30).

Exhibit 2.2.119. Number of states that produced a public report in 2020-21 on student or educator access to technology and the internet during the COVID-19 pandemic

Report covered	Number of states with:	
	Report	Report not found
Students	21	31
Educators	7	45
Number of states		52

Source: Publicly available data on state accountability policies under Title I of the Elementary and Secondary Education Act in 2021-22 (item 3P-44).

Exhibit 2.2.120. Percentage of districts that engaged in technology-related activities or approaches

Technology-related activities and approaches	Percent of districts
Technology that translates communications with families of English Learners	59
Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia)	92
Online learning platform to manage homework assignments	86
One-to-one laptop policy that ensured every student had a laptop or tablet computer	90
Video recordings of the teacher’s instruction that students could view outside class time	58
Video recordings of classroom instruction that administrators or instructional leaders could use asynchronously for observing teaching	34
Professional development for teachers on integrating technology into instruction	82
Online professional development for teachers	84
Number of districts represented	16,975
Number of districts responding	1,014

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S2.63.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-17).

Exhibit 2.2.121. Percentage of schools that used technology for various purposes

Technology and uses	Percent of schools
Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia)	97
Online learning platform to manage homework assignments	85
Video recordings of classroom instruction that administrators or instructional leaders could use asynchronously for observing teaching	43
Video recordings of the teacher’s instruction that students could view outside class time	53
Technology that teachers integrated into instruction to allow students to explore, learn, and create (e.g., virtual math manipulatives, learning through games, digital field trips)	93
Online professional development for teachers on a variety of topics	88
Technology that translates communications with families of English learners	57
Other remote learning or engagement practices	11
Number of schools represented	87,869
Number of schools responding	907

Notes: Other remote learning or engagement practices include hybrid learning, family engagement, and tutoring. The standard errors for the school estimates are presented in Exhibit 2.4.S2.64.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-25).

Per-pupil School Expenditure Data and How the Data Are Used

Exhibit 2.2.122. Number of states that have released public data on per-pupil expenditures over the last five years and whether they have examined information about the distribution of expenditures serving different student populations

Public data on per-pupil school expenditures	Number of states
Released to the public data on per-pupil expenditures for all schools	43
Examined per-pupil school expenditures serving different student populations	19
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-42, 3-43).

Exhibit 2.2.123. Number of states that have examined information about per-pupil expenditures for schools serving different student populations by comparison type and whether they found meaningful differences

Data on per-pupil expenditures and comparisons	Number of states that:	
	Released public data on expenditures and made the comparison	Found a meaningful difference from the comparison that was made
Across schools within a district	13	7
With school performance or student outcomes data	7	2
In schools serving similar student populations across the state	8	2
In schools serving different geographic areas that face differences in market salaries or other costs	8	7
In schools serving different percentage of students who are English learners	9	5
In schools serving different percentages of students from economically disadvantaged families	11	5
In schools serving high percentages of students from different racial/ethnic groups	7	3
In schools serving different percentages of students with disabilities	11	5
In schools serving higher proportions of students experiencing homelessness, students in migrant families, or students in foster care	4	2
Number of states responding		19

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Of the 51 states responding to the survey, 19 reported that they examined information on the distribution of per-pupil expenditures for schools serving different populations.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-43, 3-44).

Exhibit 2.2.124. Number of states that examined information about the distribution of expenditures serving different student populations and released the results publicly

Results of examination of the distribution of per-pupil school expenditures	Number of states
Released to the public the examination of the distribution of per-pupil school expenditures	9
Number of states responding	19

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Of the 51 states responding to the survey, 19 reported that they examined information on the distribution of per-pupil expenditures for schools serving different populations.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-43, 3-45).

Exhibit 2.2.125. Number of states that have used the information from examining differences in per-pupil school expenditures for specified purposes

Information uses	Number of states that used the information from examining differences in per-pupil school expenditures
State developed guidance to address spending inequities	6
State created forums for schools and/or the public to discuss inequities	2
State developed alternative funding formulas that address inequities	4
State invested new funding to address inequities found	4
State provided districts or schools with information about schools with high outcomes and low costs	7
State provided districts or schools with findings about school spending and enrollment	8
State provided districts or schools with findings about school spending and teacher salary levels	4
Number of states responding	19

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. Of the 51 states responding to the survey, 19 reported that they examined information on the distribution of per-pupil expenditures for schools serving different populations.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 3-43, 3-46).

Exhibit 2.2.126. Percentage of districts that examined and reported information about the distribution of per-pupil school expenditures

Practice	Percent of districts
Examined information about the distribution of per-pupil school expenditures	36
Publicly reported results about the distribution of per-pupil school expenditures	12
Number of districts represented	16,975
Number of districts responding	1,014

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S2.65.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 3-26, 3-28).

Exhibit 2.2.127. Percentage of districts that conducted specified analyses and whether they found meaningful differences

Comparisons	Among districts that examined information about per-pupil school expenditures, percent of districts that:	
	Made the comparison	Found meaningful differences
Comparisons of school spending across schools within your district	80	22
Comparisons of school spending with school performance or student outcomes data	57	16
Comparisons of spending in schools serving similar student populations in your district	62	16
Comparisons of spending in schools serving different percentages of students who are English learners	50	15
Comparisons of spending in schools serving different percentages of students from economically disadvantaged families	65	23
Comparisons of spending in schools serving high percentages of students from different racial/ethnic groups	42	10
Comparisons of spending in schools serving different percentages of students with disabilities	52	15
Comparisons of spending in schools serving higher proportions of students experiencing homelessness, students in migrant families, or students in foster care compared to other schools	39	9
Number of districts represented		6,186
Number of districts responding		457

Notes: This exhibit is limited to districts that examined information about the distribution of per-pupil school expenditures. The standard errors for the district estimates are presented in Exhibit 2.4.S2.66.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-27).

Exhibit 2.2.128. Percentage of districts that have used the information from examining school expenditures for specified purposes

Information uses	Among districts that examined information about per-pupil school expenditures, percent of districts
District developed a plan to address spending differences	37
District created forums for schools and/or the public to discuss inequities	27
District invested funding to address inequities found	41
District provided schools with information about schools with high student achievement growth and low costs	27
District used findings to evaluate which schools to expand and which to close	21
District used findings to further examine teacher-salary levels and teacher placement policies	33
District used findings to advocate for changes to the state’s funding formulas	30
Other	7
Number of districts represented	6,186
Number of districts responding	457

Notes: This exhibit is limited to districts that examined information about the distribution of per-pupil school expenditures. Other uses include for compliance with spending plans and for state reporting. The standard errors for the district estimates are presented in Exhibit 2.4.S2.67.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-29).

Exhibit 2.2.129. Percentage of districts that reported specified challenges to examining per-pupil school-level expenditures

Conditions	Among districts that examined information about per-pupil school expenditures, percent of districts that reported the condition as:		
	Not a challenge	Minor challenge	Major challenge
Availability of per-pupil school-level expenditure information	77	16	6
Accessibility or usability of the information (e.g., spending data are in a format you can use to make comparisons between schools in your district)	69	26	5
Ability to make reliable comparisons with the information	62	31	7
Staff with expertise analyzing school expenditure data	60	32	8
Time or resources to spend reviewing the information	42	36	22
Number of districts represented			6,186
Number of districts responding			457

Notes: This exhibit is limited to districts that examined information about the distribution of per-pupil school expenditures. “Other” includes teacher shortages, leadership transitions, and student movement between districts. The standard errors for the district estimates are presented in Exhibit 2.4.S2.68.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 3-30).

Services and Practices in Schools

Exhibit 2.2.130. Percentage of schools that provided services or used practices either themselves or through a community-based organization that partnered with the school

Services and practices	Percent of schools
Provided after-school programs that offered a combination of academic support and enrichment activities such as art, music, etc.	61
Used curriculum that included real-world learning opportunities such as work-based learning, internships, and project-based learning with connections to the local community	56
Had a family engagement specialist or family outreach worker at the school	43
Provided opportunities for parents and other family members to participate in school decision making other than filling out a yearly survey (e.g., collaborative meetings to consider decisions about hiring, scheduling, or curriculum)	61
Provided parent/family learning opportunities such as adult English classes, digital literacy, or orientations to community services	29
Provided opportunities for families and community members to use school facilities during and/or after the school day (e.g., use of the school library or gym)	50
Had a school-based health center	22
Provided access to health care coverage (e.g., helped families enroll in healthcare programs for which they qualified or held events to help families obtain health care coverage)	27
Provided access to dental care (e.g., provided free or subsidized dental care at the school or helped students and families to obtain dental care)	42
Provided counseling or other mental health support	86
Provided nutrition support (e.g., 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)	57
Had a staff member at the school whose key role included developing partnerships with community organizations and connecting students and families to services	51
Provided case management or coordination of services to link individual students and families with providers who could serve their needs	60
Assessed family and student assets and needs, including students' nonacademic needs	57
Had an advisory board or local decision-making committee that included parents, teachers, students, and community members	51
Had a specific lead partner organization or agency that provided services to students at the school	38
Centralized and shared information about services with students, families, and staff (e.g., provided a local service directory or a weekly email about available services)	34
Monitored and tracked data on (1) which students received which services and (2) student progress	52
Number of schools represented	88,994
Number of schools responding	923

¹ Does not count free and reduced-price breakfast and lunch programs.

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S2.69.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-21).

Exhibit 2.2.131. Percentage of schools that used various practices to support students and communicate about their school

Practices	Percent of schools
Referred to your school as a “community school” in communications with students, families, community members, and other external audiences	36
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	30
Used the term “community school” as part of the school’s full name	9
Had a community school coordinator/director/manager working at the school	11
Number of schools represented	88,991
Number of schools responding	923

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S2.70.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-22).

Departmentalized Instruction in Schools

Exhibit 2.2.132. Percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades

Instruction type	Percent of schools
Did not provide departmentalized instruction	46
Provided departmentalized instruction in 4th grade only	5
Provided departmentalized instruction in 5th grade only	14
Provided departmentalized instruction in both 4th and 5th grade	35
Number of schools represented	53,300
Number of schools responding	506

Notes: Departmentalized instruction is defined as grades where teachers teach multiple classes of different students in one or more core academic subjects. This exhibit is limited to schools with 4th or 5th grade. The standard errors for the school estimates are presented in Exhibit 2.4.S2.71.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-26).

Exhibit 2.2.133. Percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the number of teachers for the four core academic subjects

Grade level	Percent of schools with 4th or 5th grade and departmentalized grades where students had the following number of teachers for their four core subjects:			
	1 teacher	2 teachers	3 teachers	4 or more teachers
4th-grade student	10	59	27	4!
5th-grade student	6	48	34	12
Number of schools represented				28,803
Number of schools responding				271

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Four core academic subjects include math, English language arts, science, and social studies. This exhibit is limited to schools that provided departmentalized instruction in either 4th or 5th grade. The standard errors for the school estimates are presented in Exhibit 2.4.S2.72.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-26 and 3-27).

Exhibit 2.2.134. Percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the number of core academic subjects math and English language arts (ELA) teachers taught

Grade level for math or ELA instruction	Percent of schools with 4th or 5th grade and departmentalized grades where math and ELA teachers taught:			
	1 subject	2 subjects	3 subjects	4 subjects
Math teachers				
4th-grade teacher	24	57	12	7!
5th-grade teacher	30	53	11	6!
ELA teachers				
4th-grade teacher	27	60	7!	6!
5th-grade teacher	30	58	7	6!
Number of schools represented				28,803
Number of schools responding				271

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Four core academic subjects include math, English language arts, science, and social studies. This exhibit is limited to schools that provided departmentalized instruction in either 4th or 5th grade. The standard errors for the school estimates are presented in Exhibit 2.4.S2.73.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-26, 3-28, 3-29).

Exhibit 2.2.135. Percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the most important factor(s) principals considered when assigning teachers to core academic subjects

Assignment factors	Percent of schools
Teachers' certifications to teach certain core academic subjects	48
Subject(s) teachers taught in prior years	34
Teachers' preferences for teaching a certain core academic subject	45
Teachers' ratings from state or district effectiveness measures based on student achievement (e.g., student achievement growth, value added, or proficiency levels)	36
Observations of teachers' classroom practices	56
Teacher team dynamics (teacher's fit within the grade-level team or subject-specific team)	37
Teacher-student rapport (teacher's personality and ability to build relationships with students)	19
Teachers' classroom management skills	20
Other most important factor for assigning teachers	2!
Number of schools represented	28,803
Number of schools responding	271

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: This exhibit is limited to schools that provided departmentalized instruction in either 4th or 5th grade. "Other most important factor" includes teacher content knowledge. The standard errors for the school estimates are presented in Exhibit 2.4.S2.74.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 3-26 and 3-30).

School Choice in Districts

Exhibit 2.2.136. Percentage of districts that allocated funding to schools based on a per-pupil formula that gives additional weight to economically or otherwise disadvantaged students

Funding formula	Percent of districts
Used a formula that gives additional weight to economically disadvantaged students	28
Number of districts represented	11,601
Number of districts responding	850

Notes: This exhibit is limited to districts with more than one school. The standard errors for the district estimates are presented in Exhibit 2.4.S2.75.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 4-1).

Exhibit 2.2.137. Percentage of districts with students enrolled in specified school choice programs

School choice programs	Percent of districts reporting that:	
	Students are enrolled in specified programs	Don't know whether students are enrolled in specified programs
Students enrolled in charter schools	32	15
Students enrolled in magnet schools or magnet programs	7	12
Students enrolled in schools through an interdistrict choice program	29	7
Students enrolled in online public schools (including online charter schools)	48	18
No students enrolled in the specified choice programs	26	3
Number of districts represented		13,142
Number of districts responding		884

Notes: This exhibit excludes charter districts. The percentages may exceed 100 because districts could select more than one response. The standard errors for the district estimates are presented in Exhibit 2.4.S2.76.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 4-2).

Exhibit 2.2.138. Percentage of districts that had schools offer forms of open enrollment to students who live within district boundaries but outside the school’s residential zone

Open enrollment methods	Percent of districts
Some or all schools in the district offered open enrollment without neighborhood preference	36
Students who live in the district but outside a school’s residential zone could attend only if space permits	40
Other approach	11
Open enrollment is not offered in the district	39
Number of districts represented	13,142
Number of districts responding	884

Notes: This exhibit excludes charter districts. The percentages may exceed 100 because districts could select more than one response. “Other approaches” include application-based enrollment, special appeals process for extenuating circumstances, and military enrollment. The standard errors for the district estimates are presented in Exhibit 2.4.S2.77.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 4-3).

Exhibit 2.2.139. Percentage of districts that used specified methods to determine which applicants are given seats, among districts with open enrollment

Allocation methods	Among districts that used open enrollment, percent of districts
Seats are allocated on a first-come, first served basis	47
Seats are allocated by lottery	12
Seats are allocated based on an application process that determines which students are the best fit for the school	19
Another method	10
None of the methods specified	28
Number of districts represented	8,047
Number of districts responding	591

Notes: This exhibit is limited to districts that used some form of open enrollment and excludes charter districts. The percentages may exceed 100 because districts could select more than one response. Other methods include priorities defined by state statute, class size, hardship approval process, superintendent approval, and open transfer. The standard errors for the district estimates are presented in Exhibit 2.4.S2.78.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 4-4).

2.3 Support for teacher effectiveness

Teacher Preparation Programs

Exhibit 2.3.1 Number of states that assessed the effectiveness of their teacher preparation programs in the past 12 months

Type of teacher preparation program	Number of states
Traditional preparation programs	43
Alternative preparation programs	34
Neither	7
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-3).

Exhibit 2.3.2 Number of states that assessed the effectiveness of their teacher preparation programs in the past 12 months using different types of information, by type of preparation program

Type of information	Number of states that assessed the effectiveness of:			
	Traditional programs only	Alternative programs only	Both traditional and alternative programs	Neither type of program
The percentage of the program's graduates who earn certification	5	0	23	22
The percentage of the program's graduates placed in teaching jobs	1	0	21	27
Rates of retention in the profession of the program's graduates	2	1	16	30
Teacher evaluation ratings of teachers who graduated from each program	4	0	12	33
Value-added measures or student growth percentiles for teachers who graduated from each program	2	0	8	39
Classroom observation ratings for teachers who graduated from each program	3	0	7	38
Qualitative program reviews	7	1	26	16
Feedback from principals, other school staff, or human resources staff on credentialed teachers from each program	8	0	22	19
The racial and ethnic diversity of the program's graduates who earn certification	2	0	22	26
Something else	6	0	8	31
Number of states responding				50

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 50 of the 52 entities responded. "Something else" responses include writing annual or biannual reports, measuring student performance by subgroups, assessing how the program meets workforce needs, and comparing programs to state-established standards.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-4).

Recruiting, Hiring, and Retaining Effective Teachers

Exhibit 2.3.3 Number of states that took actions to address issues related to recruiting, hiring, or retaining effective teachers during the 2021-22 school year

Action taken	Number of states
Established financial incentives to recruit effective teachers	27
Provided written guidance, referrals to other sources of information, or targeted communication to districts to improve teaching and learning environments in schools	43
Assisted districts to hire teachers earlier	24
Assisted districts to develop career ladders or teacher leadership roles to attract and retain effective teachers	37
Provided written guidance, referrals to other sources of information, or targeted communication to districts on ways to recruit effective teachers	34
Modified certification or licensure requirements	45
Other	6
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. “Other” responses include providing districts with technical assistance for teach incentives, providing virtual coaching and mentoring to new teachers, and conducting teacher recruitment and retention studies.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-2).

Exhibit 2.3.4 Percentage of districts that took actions to address issues of recruiting, hiring, or retaining effective teachers

Action taken	Percent of districts
Offering more compensation for qualified or effective teachers	44
Providing loan repayment assistance or tuition reimbursement to teachers	32
Developing career ladders or teacher leadership roles to attract and retain teachers	43
Allowing some schools to begin the hiring process earlier	54
Increasing external recruitment activities	48
Improving teaching and learning environments	68
Offering more professional development for teachers	71
Recruiting or hiring teachers from nontraditional providers (e.g., Teach for America)	36
Other	9
Number of districts represented	17,021
Number of districts responding	1,017

Notes: “Other” responses include offering stipends or bonuses, offering non-traditional routes to teaching, and connecting with local universities and programs to recruit teachers. The standard errors for the district estimates are presented in Exhibit 2.4.S3.1.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 1-12).

Exhibit 2.3.5 Percentage of districts that hired at least one full-time teacher using nontraditional programs, by program type

Program	Percent of districts
Hired at least one full-time teacher from the following programs:	44
Grow Your Own programs	13
Alternative Certification programs (e.g., Teach for America, Urban Teachers, The New Teacher Project, other AmeriCorps programs)	26
Teacher academies	8
Teacher residency programs	13
Other	6
Number of districts represented	17,021
Number of districts responding	1,017

Notes: “Other” responses include partnering with universities and posting on job fairs and through other recruitment events. The standard errors for the district estimates are presented in Exhibit 2.4.S3.2.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-13).

Exhibit 2.3.6 Percentage of districts that hired at least one full-time teacher of color using nontraditional programs, by program type

Program or strategy	Percent of districts
Hired at least one full-time teacher of color from the following programs:	28
Grow Your Own programs	9
Alternative certification programs (e.g., Teach for America, Urban Teachers, The New Teacher Project, other AmeriCorps programs)	16
Teacher academies	5
Teacher residency programs	9
Other	4
Number of districts represented	17,021
Number of districts responding	1,017

Notes: “Other” responses include partnering with universities and posting on job fairs and through other recruitment events. The standard errors for the district estimates are presented in Exhibit 2.4.S3.3.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-13).

Exhibit 2.3.7 Percentage of districts that used strategies to increase the racial or ethnic diversity of the teacher workforce during the 2021–22 school year

District strategies to increase teacher racial or ethnic diversity	Percent of districts in which:	
	Strategy was used	Used as one of top three strategies
Any strategy	41	n.a.
Set a goal to increase the racial or ethnic diversity of the educator workforce	28	24
Developed a task force, advisory group, or role within the district to examine, create, and monitor strategies to increase the racial or ethnic diversity of the workforce	14	11
Invested in Grow Your Own programs to increase the racial or ethnic diversity of the workforce	9	6
Partnered with teacher preparation programs to ensure targeted recruitment and hiring	23	16
Invested in cultural competence and anti-bias trainings for hiring managers and school leaders	20	16
Invested in teacher academies or teacher residencies to support and prepare candidates of color	7	4
Invested in opportunities for teachers of color to grow and develop in their abilities and qualification for leadership roles, including targeted professional development and cohort models	13	7
Other	2	2
Number of districts represented		17,021
Number of districts responding		1,017

n.a. = Not applicable.

Notes: “Other” responses include marketing through job fairs and other recruiting events. The standard errors for the district estimates are presented in Exhibit 2.4.S3.4.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 1-15 and 1-16).

Teacher Residency Programs

Exhibit 2.3.8 Number of states that required, funded, or offered a teacher residency program during the 2021-22 school year

Type of teacher residency program	Number of states
The state requires, funds, or offers a teacher residency program	25
The state offers a teacher residency program	12
The state provided funds to higher education institutions or other organizations to offer teacher residency programs	16
Other	4
Number of states responding	50

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. “Other” responses include state-funded grow-your-own programs.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-5).

Exhibit 2.3.9 Percentage of districts that offered a teacher residency program during the 2021-22 school year, among districts that hired at least one full-time teacher through teacher residency programs

Program offered	Percent of districts
A program created by the state and available to all districts in the state	48
A program created by the district or available to a limited number of districts	23
Other	14
Number of districts represented	2,230
Number of districts responding	187

Notes: This exhibit only includes districts that hired at least one full-time teacher from a teacher residency program. “Other” responses include a program created or offered through a college or university. The standard errors for the district estimates are presented in Exhibit 2.4.S3.5.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-14).

Teacher Professional Development Topics

Exhibit 2.3.10 Percentage of states, districts, and schools that provided or arranged for professional development on specific topics during the 2021-22 school year

PD topic	Percent of:		
	States	Districts	Schools
Curricula, standards, and subject matter content	98	97	89
Teaching strategies for remote learning, including the use of education-based apps	96	68	52
Using adaptive education technologies to help students catch up or accelerate learning at school	80	78	45
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)	84	88	61
Supporting students' social, emotional, and mental health needs	96	95	88
Strategies to support physical distancing and other health or safety-related procedures	82	73	45
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	84	69	44
Engaging students and families	92	80	49
Specific ways to support English learners	92	68	46
Specific ways to support students with disabilities	92	88	53
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	88	66	22
Creating safe and supportive learning environments	96	90	66
Active learning strategies	84	84	56
Student behavior, discipline, and safety strategies	96	88	60
Improving instructional approaches to teaching specific content areas	98	92	68
Improving classroom management or relationships with students	90	90	61
Number of districts or schools represented		17,021	89,789
Number of states, districts, or schools responding	51	1,017	930

Notes: Exhibit is based on 51 states, 17,021 districts (1,017 unweighted), and 89,789 schools (930 unweighted). The standard errors for the district and school estimates are presented in Exhibit 2.4.S3.6.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-6); 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-2); 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-1).

Exhibit 2.3.11 Percentage of states, districts, and schools that provided the most resources or most hours of professional development on specific topics during the 2021-22 school year

PD topic	Percent of:		
	States	Districts	Schools
Curricula, standards, and subject matter content	68	64	70
Teaching strategies for remote learning, including the use of education-based apps	24	13	23
Using adaptive education technologies to help students catch up or accelerate learning at school	6	9	16
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)	46	18	32
Supporting students' social, emotional, and mental health needs	48	55	67
Strategies to support physical distancing and other health or safety-related procedures	4	6	13
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	6	8	16
Engaging students and families	8	7	16
Specific ways to support English learners	14	8	17
Specific ways to support students with disabilities	20	6	12
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	6	1!	2
Creating safe and supportive learning environments	12	18	28
Active learning strategies	4	17	23
Student behavior, discipline, and safety strategies	4	14	22
Improving instructional approaches to teaching specific content areas	26	34	38
Improving classroom management or relationships with students	0	18	22
Number of districts or schools represented		17,021	87,304
Number of states, districts, or schools responding	50	1,017	906

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Exhibit is based on 50 states, 17,021 districts (1,017 unweighted), and 87,304 schools (906 unweighted). States, districts, and schools were asked similar questions about which professional development (PD) topics were a priority. States were asked for the three topics on which they spent the most resources providing or arranging PD to schools and districts. Districts were asked for the three topics on which they provided the most hours of PD to the most teachers. Schools were asked for which topics teachers received the most hours of PD. The standard errors for the district and school estimates are presented in Exhibit 2.4.S3.7.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-7); 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-4); 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-1).

Exhibit 2.3.12 Percentage of districts that provided the same number of hours of professional development (PD) across all schools and the percentage that provided more hours to different types of schools, by type of school and topic

PD topic	Percent of districts that provided:			Percent of districts that provided more PD hours for:		
	Same PD hours across all schools	Different PD hours for some schools	No PD on this topic	CSI schools	Other low-performing schools	Other types of schools
Curricula, standards, and subject matter content	85	12	3	14	10	8
Teaching strategies for remote learning, including the use of education-based apps	60	7	32	4	5	6
Using adaptive education technologies to help students catch up or accelerate learning at school	66	11	22	8	10	8
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)	77	11	12	10	10	7
Supporting students' social, emotional, and mental health needs	88	7	5	6	5	5
Strategies to support physical distancing and other health or safety-related procedures	69	3	27	3!	3!	2
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	62	8	31	5	8	5
Engaging students and families	70	10	20	8	8	7
Specific ways to support English learners	55	13	32	9	9	10
Specific ways to support students with disabilities	79	9	12	7	8	6
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	59	6	34	6	5	4
Creating safe and supportive learning environments	86	4	10	3	4	3
Active learning strategies	76	8	16	9	6	5
Student behavior, discipline, and safety strategies	79	9	12	4	6	7
Improving instructional approaches to teaching specific content areas	83	10	8	11	8	7

PD topic	Percent of districts that provided:			Percent of districts that provided more PD hours for:		
	Same PD hours across all schools	Different PD hours for some schools	No PD on this topic	CSI schools	Other low-performing schools	Other types of schools
Improving classroom management or relationships with students	80	10	10	8	6	7
Number of districts represented	17,021	17,021	17,021	2,839	4,811	17,021
Number of districts responding	1,017	1,017	1,017	280	409	1,017

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. The first three columns may not sum to 100 percent due to rounding. Percentages for CSI schools and other low-performing schools were based on the number of districts that had these types of schools. Percentages for other types of schools include all districts. The standard errors for the district estimates are presented in Exhibit 2.4.S3.8.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-3).

Teacher Professional Development Approaches

Exhibit 2.3.13 Percentage of districts that indicated select types of professional development (PD) were provided to teachers

Type of PD	Percent of districts	
	Provided this type of PD to teachers	Most common type of PD provided to teachers
Resources available to teachers on-demand, asynchronously (e.g., video recordings)	86	16
Stand-alone workshops (one-day or short-term)	77	40
Intensive and sustained support in groups	72	33
Intensive and sustained one-on-one support for individual teachers	61	8
Some other type of PD	10	3
Number of districts represented	17,021	13,296
Number of districts responding	1,017	839

Notes: Districts were asked to select one “most common” type of PD provided to teachers. Districts that did not provide information about their top strategies are excluded from the column on “most common type of PD provided to teachers.” Please interpret with caution the findings on the most common type of PD. More than 15 percent of survey respondents did not provide a response for this question, and missing data for survey respondents who did not answer this question have not been imputed or otherwise adjusted. Differences in some of the characteristics of responding districts and the full population of districts suggest that the estimates of the most common type of PD may differ from the full population percentages. For additional information about the analyses of potential bias for survey items with response rates below 85 percent, see Chapter 1, pages 14-15. “Some other type of PD” includes instructional coaches and professional learning communities. The standard errors for the district estimates are presented in Exhibit 2.4.S3.9.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-9).

Exhibit 2.3.14 Mean and median number of days of professional development (PD) districts required for teachers during the 2021-22 school year

Required teacher PD	Number of days
Mean required PD days for teachers	8.1
Median required PD days for teachers	6.6
Number of districts represented	17,021
Number of districts responding	1,017

Notes: Districts responded to the question about days of PD by rounding their responses to the nearest half day. Statistics are weighted to estimate totals for all districts. The weighted median equals 6.6 days of PD because an estimated 49 percent of districts responded with 6.5 or fewer days of PD and an estimated 59 percent of districts responded with 7 or fewer days of PD. The standard errors for the district estimates are presented in Exhibit 2.4.S3.10.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-1).

Exhibit 2.3.15 Percentage of districts that provided general education teachers with professional development on specific topics to help students with disabilities succeed in general education settings

Topic	Percent of districts
Collaborative learning	72
Co-teaching of a special education teacher and a general education teacher	57
Personalized instruction for students with disabilities	74
Number of districts represented	17,021
Number of districts responding	1,017

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S3.11.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-5).

Exhibit 2.3.16 Percentage of districts that provided general education teachers with professional development (PD) on specific topics to help English learners succeed

Topic	Percent of districts
Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	53
Integrating oral and written English language instruction into content area teaching	64
Providing regular, structured opportunities for English learners to develop oral and written language skills	64
Providing small-group instructional intervention to students struggling in areas of literacy and English language development	66
Co-teaching or collaboration between an English learner teacher and a general education teacher	47
Number of districts represented	17,021
Number of districts responding	1,017

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S3.12.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-6).

Exhibit 2.3.17 Percentage of schools that indicated the most common way professional development (PD) was provided to teachers during the 2021-22 school year

How school provided PD to teachers	Percent of schools
Resources available to teachers on-demand, asynchronously (e.g., video recordings)	19
Stand-alone workshops (one-day or short-term online or in person)	42
Intensive and sustained support in groups	34
Intensive and sustained one-on-one support for individual teachers	6
Number of schools represented	70,745
Number of schools responding	725

Notes: Schools were asked to rank order the most common ways PD was provided to teachers for the five topics on which teachers received the most hours of PD. Please interpret with caution the findings on the most common way that PD was provided. More than 15 percent of survey respondents did not provide a response for this question, and missing data for survey respondents who did not answer this question have not been imputed or otherwise adjusted. Differences in some of the characteristics of responding schools and the full population of schools suggest that the estimates of the most common way that PD was provided may differ from the full population percentages. For additional information about the analyses of potential bias for survey items with response rates below 85 percent, see Chapter 1, pages 14-15. Rows may not sum to 100 percent due to rounding. The standard errors for the school estimates are presented in Exhibit 2.4.S3.13.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-2).

Exhibit 2.3.18 Percentage of schools that allowed groups of teachers to choose the content and focus of the required hours of professional development (PD) in which they participated

Groups of teachers	Percent of schools in which teachers chose content/focus of:				
	All required PD hours	A large part of required PD hours	A small part of required PD hours	None of the required PD hours	Not applicable
Novice teachers	30	26	30	10	5
Struggling teachers	23	27	32	8	9
English learner specialists	17	24	26	7	26
Other teachers	22	35	33	9	.
Number of schools represented					90,040
Number of schools responding					933

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

Notes: Schools were asked to select "Not applicable" if they did not have a specific type of teacher. Columns may not sum to 100 percent due of rounding. The standard errors for the school estimates are presented in Exhibit 2.4.S3.14.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-3).

Practices and Strategies to Improve Teacher Effectiveness

Exhibit 2.3.19 Percentage of schools that prioritized specific practices or strategies the most for all teachers, novice teachers, and struggling teachers

Practices or strategies	Percent of schools that prioritized strategy for:		
	All teachers	Novice teachers	Struggling teachers
Work with an instructional coach	38	57	54
Receive feedback from administrator	78	52	57
Receive feedback on teaching practices from colleagues	25	42	32
Plan lessons or courses with teachers of the same grade or subject	68	40	39
Discuss learning needs of individual students with colleagues	53	28	25
Learn from high-performing or highly rated teachers in school or district	7	29	28
Co-planning or co-teaching with English learner specialists	5	10	13
Co-planning or co-teaching with special education teachers	15	14	14
None of these	.	1!	3
Number of schools represented	89,807	85,888	81,492
Number of schools responding	931	885	856

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: Percentages for novice teachers and struggling teachers were based on the number of schools that had these types of teachers. The standard errors for the school estimates are presented in Exhibit 2.4.S3.15.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-4).

Staff Supporting Teacher Effectiveness

Exhibit 2.3.20 Percentage of districts that assigned staff to schools to support the improvement of teacher effectiveness, by school type

Type of staff	Percent of districts that assigned staff to:					Not used
	CSI schools only	Low-performing schools only	Title I schools only	All schools	Other	
A full- or part-time instructional coach (e.g., literacy or math coaches)	1!	1	9	48	6	36
Full- or part-time mentors for novice or struggling teachers	.	.	3	70	2	25
A full- or part-time PD specialist	.	.	1!	31	3	65
Number of districts represented						17,021
Number of districts responding						1,017

. Value not reported due to small sample sizes or because the standard error is more than 50 percent of the estimate.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: CSI = Schools designated for comprehensive support and improvement under the Every Student Succeeds Act. CSI schools are among the lowest-performing 5 percent of Title I schools in the state or any high schools with graduation rates 67 percent or lower. Columns may not sum to 100 percent due to rounding. The standard errors for the district estimates are presented in Exhibit 2.4.S3.16.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-7).

Exhibit 2.3.21 Percentage of districts with instructional coaches or professional development specialists assigned to one or multiple schools to support the improvement of teacher effectiveness

Type of staff	Percent of districts in which:			
	Each staff person serves one school	Each staff person serves multiple schools	Both, some staff serve one school and some staff serve multiple schools	This type of staff was not used
A full- or part-time instructional coach	31	20	13	36
A full- or part-time professional development specialist	9	23	4	65
Number of districts represented				17,021
Number of districts responding				1,017

Notes: Columns may not sum to 100 percent due to rounding. The standard errors for the district estimates are presented in Exhibit 2.4.S3.17.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-8).

Exhibit 2.3.22 Percentage of schools with assigned staff to support the improvement of teacher effectiveness

Type of staff	Percent of schools with:	
	Staff assigned to the school	Staff working exclusively at the school
Instructional coach (e.g., literacy or math coaches)	69	49
Mentors for novice or struggling teachers	68	50
Professional development specialist	33	12
Number of schools represented		89,330
Number of schools responding		928

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S3.18.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-5).

Exhibit 2.3.23 Percentage of schools that had school-based staff in specific teacher leader roles and the average number of staff in these roles during the 2021-22 school year

Type of staff	Percent of schools	Average number of staff ¹
Teacher leader whose main role was to provide individualized coaching to teachers	37	2.4
Teacher leader whose main role was not to provide individualized coaching to teachers	45	3.6
School-based staff whose main role was to provide individualized coaching to teachers	50	1.8
Number of schools represented	90,040	33,168
Number of schools responding	933	367

¹ Among schools with that type of staff.

Notes: The standard errors for the school estimates are presented in Exhibit 2.4.S3.19.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-6).

Exhibit 2.3.24 Percentage of schools that provided individualized coaching using teacher leaders to specified types of teachers during the 2021-22 school year

Type of teacher	Percent of schools
First-year teachers	33
Early-career teachers	22
Teachers new to the school	28
Teachers who would be receptive to or requested additional coaching	21
Teachers implementing a new curriculum	15
Teachers in the same grade level	14
Teachers teaching the same subject	14
Teachers in the same grade level and same subject	12
Teachers with a certain number of years of teaching experience	7
Low-performing teachers	19
Teachers of low-performing students	12
English learner specialists	10
Special education teachers	13
Other teachers	3
Number of schools represented	89,972
Number of schools responding	932

Notes: Responses for “other teachers” include providing individualized coaching to all teachers. The standard errors for the school estimates are presented in Exhibit 2.4.S3.20.

Source: 2021-22 school survey of the implementation of Title I/II-A program initiatives (question 1-7).

Teacher Evaluation

Exhibit 2.3.25 Number of states that required, permitted, or prohibited teacher evaluation results for the 2021-22 school year to be used to inform types of decisions

Type of decision	Number of states that:		
	Required	Permitted	Prohibited
Determining annual salary increases or bonuses for high-performing teachers	1	45	5
Providing career advancement opportunities for high-performing teachers, such as teacher leadership roles	1	49	1
Identifying low-performing teachers for coaching, mentoring, or peer assistance	15	36	0
Dismissing low-performing teachers or terminating employment for cause	10	41	0
Number of states responding			51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (question 1-1).

Exhibit 2.3.26 Percentage of districts that used value-added measures or student growth percentiles as a source of information on teacher performance for teacher evaluation in 2021-22

Used value-added measures or student growth percentiles	Percent of districts
Yes	37
No	63
Number of districts represented	17,021
Number of districts responding	1,017

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S3.21.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-10).

Exhibit 2.3.27 Percentage of districts that used evaluation results for 2021-22 to inform decisions

Type of decision	Percent of districts
Determining annual salary increases or bonuses for high-performing teachers	14
Providing career advancement opportunities for high-performing teachers, such as teacher leadership roles	38
Identifying low-performing teachers for coaching, mentoring, or peer assistance	81
Dismissing low-performing teachers or terminating employment for cause	52
Number of districts represented	17,021
Number of districts responding	1,017

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S3.22.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (question 1-11).

Access to Effective Teachers

Exhibit 2.3.28 Number of states that examined the distribution of teacher quality and found that low-income students or students of color tended to have teachers who were more, equally, or less effective than the teachers for other students

Teacher quality	Number of states
Examined the distribution of teacher quality	25
Low-income students have:	
More effective teachers	0
Equally effective teachers	8
Less effective teachers	12
Did not examine this group	4
Students of color have:	
More effective teachers	0.
Equally effective teachers	7
Less effective teachers	11
Did not examine this group	6
Did not examine the distribution of teacher quality	26
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. One state responded “Yes” to Q1-8 that the state examined the distribution of teacher quality, but then did not respond to Q1-11a or Q1-11b about the types of teachers the two student groups tended to have.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 1-8 and 1-11).

Exhibit 2.3.29 Number of states that examined information about the distribution of teacher quality or effectiveness, used value-added measures (VAMs) or student growth percentiles (SGPs) as part of their definition of teacher quality, and provided the state report on teacher quality distribution

Examined distribution and information used and reported	Number of states
Examined the distribution of teacher quality	25
Used VAMs or SGPs as part of definition of teacher quality	8
Provided an internet link or a copy of the state’s report on teacher quality distribution	17
Did not examine the distribution of teacher quality	26
Number of states responding	51

Notes: The study team surveyed all states, the District of Columbia, and Puerto Rico, and 51 of the 52 entities responded. One state responded “Yes” to Q1-8 that the state examined the distribution of teacher quality, but then did not respond to Q1-10 about whether the state used VAMs or SGPs as part of its definition of teacher quality.

Source: 2021-22 state survey of the implementation of Title I/II-A program initiatives (questions 1-8, 1-9, and 1-10).

Exhibit 2.3.30 Percentage of districts that examined the distribution of teacher quality and found that low-income students or students of color tended to have teachers who were more, equally, or less effective than the teachers for other students

Teacher quality	Percent of districts
Examined the distribution of teacher quality	46
Low-income students have:	
More effective teachers	4
Equally effective teachers	37
Less effective teachers	2!
Did not examine this group	3
Students of color have:	
More effective teachers	3
Equally effective teachers	36
Less effective teachers	1!
Did not examine this group	5
Did not examine the distribution of teacher quality	54
Number of districts represented	17,021
Number of districts responding	1,017

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Notes: The standard errors for the district estimates are presented in Exhibit 2.4.S3.23.

Source: 2021-22 district survey of the implementation of Title I/II-A program initiatives (questions 1-17 and 1-18).

2.4.S1 Standard Errors for Content Standards and Assessments

Exhibit 2.4.S1.1 Standard errors for the percentage of districts that provided guidance to schools on topics related to the English language arts or math state content standards or the English language proficiency standards in 2021-22, by type and topic of guidance

Topic	Percent of districts that provided:			
	Any type of guidance	Written guidance	Individualized support	Group professional development
Prioritizing content and adapting instructional materials or supports				
Prioritize instruction to focus on missed skills or concepts from the previous grade or course	1.9	1.7	1.9	2.2
Prioritize instruction to focus on essential content for the current grade or course	1.2	1.7	2.1	1.7
Prioritize instruction to focus on high-leverage skills necessary for the next grade or course	1.9	1.6	1.8	1.9
Designing instruction				
Develop lesson plans that align to the state content standards	1.6	2.1	1.7	2.0
Incorporate academic or content vocabulary into instruction	1.7	1.9	1.8	1.9
Use the state content standards to differentiate instruction	1.7	2.0	1.8	1.8
Use the state’s English language proficiency standards to design instruction for English learner	1.6	1.5	1.6	1.5
Instructional planning resources				
Select curricula that align to the state content standards	1.9	2.0	1.9	1.9
Evaluating processes				
Evaluate student work relative to the state content standards	1.7	1.8	1.8	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.2. See that exhibit for additional details.

Exhibit 2.4.S1.2 Standard errors for the percentage of schools and districts that administered assessments for the 2020-21 school year, by type of assessment and date of administration

Type of assessment and date of administration	Percent of schools	Percent of districts
State-mandated academic assessments		
English language arts		
Spring 2021	1.8	1.5
Summer or fall 2021	1.3	1.1
Not administered	1.3	1.1
Math		
Spring 2021	1.9	1.6
Summer or fall 2021	1.4	1.1
Not administered	1.3	1.1
District diagnostic assessments		
Administered in fall 2021	1.5	1.6
Average district-estimated overall student participation rate for the assessment	n.a.	0.7
Not administered	1.5	1.6
Administration of state or district assessments		
State-mandated academic assessments only	1.4	1.5
District diagnostic assessments only	1.2	1.0
Both state-mandated and district diagnostic assessments	1.7	1.8
No state-mandated academic or district diagnostic assessments	0.7	0.4

n.a. = Not applicable; question not asked on the school survey.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.6. See that exhibit for additional details.

Exhibit 2.4.S1.3 Standard errors for the percentage of schools that used results from state-mandated academic assessments or district-required diagnostic assessments, among schools that administered either, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	2.2	2.1	1.2
Identify curricular resources for students with disabilities	1.8	2.5	2.0
Identify curricular resources for English learners	1.8	2.3	2.1
Monitor subgroup progress, relative to state content standards	2.1	2.1	1.0
Identify concept or skill gaps relative to the state content standards	2.3	2.4	0.6
Determine whether to prioritize certain content, topics, or skills over others	2.4	2.3	1.0
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	2.2	2.0	0.9
Develop strategies to address the school's academic goals	2.1	2.0	0.9
Meet with teachers to set individual performance goals.	2.0	1.9	1.5
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	2.1	2.2	1.3
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2.2	2.2	1.5
Discuss, with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	2.0	2.2	1.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.10. See that exhibit for additional details.

Exhibit 2.4.S1.4 Standard errors for the percentage of schools that used results from either state-mandated academic assessments or district-required diagnostic assessments during the 2021-22 school year, among schools that administered both, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	2.6	2.5	1.4
Identify curricular resources for students with disabilities	2.2	2.8	2.3
Identify curricular resources for English learners	2.0	2.6	2.5
Monitor subgroup progress, relative to state content standards	2.7	2.6	1.2
Identify concept or skill gaps relative to the state content standards	2.6	2.6	0.7
Determine whether to prioritize certain content, topics, or skills over others	2.5	2.4	1.2
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	2.4	2.2	1.1
Develop strategies to address the school's academic goals	2.4	2.2	1.1
Meet with teachers to set individual performance goals.	2.4	2.2	2.0
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	2.4	2.5	1.4
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2.7	2.5	1.8
Discuss, with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	2.5	2.5	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.11. See that exhibit for additional details.

Exhibit 2.4.S1.5 Standard errors for the percentage of schools that used results from state-mandated academic assessments during the 2021-22 school year, among schools that only administered state-mandated academic, by use

Use	School used results to:		
	A large extent	Some extent	Results not used for this purpose
Inform curriculum and instruction			
Identify supports for teachers to improve instruction (e.g., professional development)	5.3	5.0	3.9
Identify curricular resources for students with disabilities	4.4	5.3	5.2
Identify curricular resources for English learners	4.4	5.5	5.9
Monitor subgroup progress, relative to state content standards	5.4	5.1	3.4
Identify concept or skill gaps relative to the state content standards	5.3	5.4	2.4
Determine whether to prioritize certain content, topics, or skills over others	5.1	5.6	3.4
Guide school improvement efforts			
Set academic goals for the 2021-22 school year	5.8	5.2	3.4
Develop strategies to address the school’s academic goals	5.6	5.0	2.2
Meet with teachers to set individual performance goals.	5.0	5.5	4.7
Communicate with families (including with parents, grandparents, or guardians)			
Discuss school- or grade-level performance, relative to state academic standards, with families	5.1	5.5	5.5
Discuss an individual student’s proficiency, relative to state academic standards, with the student’s family	4.2	5.0	4.6
Discuss, with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	4.2	5.8	4.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.12. See that exhibit for additional details.

Exhibit 2.4.S1.6 Standard errors for the percentage of schools that used results from district-required diagnostic assessments during the 2021-22 school year, among schools that only administered the district-required assessments, by use.

Use	School used results to:	
	A large extent	Some extent
Inform curriculum and instruction		
Identify supports for teachers to improve instruction (e.g., professional development)	7.4	7.4
Identify curricular resources for students with disabilities	7.5	7.5
Identify curricular resources for English learners	7.9	7.9
Monitor subgroup progress, relative to state content standards	6.7	6.7
Identify concept or skill gaps relative to the state content standards	5.5	5.5
Determine whether to prioritize certain content, topics, or skills over others	6.6	6.6
Guide school improvement efforts		
Set academic goals for the 2021-22 school year	6.9	6.9
Develop strategies to address the school's academic goals	6.8	6.8
Meet with teachers to set individual performance goals.	7.9	7.9
Communicate with families (including with parents, grandparents, or guardians)		
Discuss school- or grade-level performance, relative to state academic standards, with families	7.4	7.4
Discuss an individual student's proficiency, relative to state academic standards, with the student's family	7.3	7.3
Discuss, with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	7.4	7.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.13. See that exhibit for additional details.

Exhibit 2.4.S1.7 Standard errors for the percentage of districts that used the results of the 2020–21 English language proficiency (ELP) assessment in the following primary ways

Use of ELP assessment results	Percent of districts
Track overall school performance	2.0
Identify areas of improvement	2.1
Evaluate instructional programs, i.e., measuring program effectiveness	1.8
Inform individualized supports or group professional development offerings such as identifying specific content or skills where teachers need assistance or support	1.6
Provide information to teachers about their students’ progress	2.3
Provide information to parents about their children or the schools, or to students about their own progress	1.9
Understand the effectiveness of various English learner program models (e.g., dual immersion, English as a second language)	1.5
Inform staffing decisions (i.e., hiring and placement)	0.9
Something else	0.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.1.14. See that exhibit for additional details.

2.4.S2 Standard Errors for Accountability and Support for Schools and Students

Exhibit 2.4.S2.1 Standard errors for the percentage of schools in any of the school improvement categories

School improvement categories	Percent of schools
Comprehensive Support and Improvement (CSI)	1.2
Targeted Support and Improvement (TSI)	1.7
Additional Targeted Support and Improvement (ATSI)	0.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.23. See that exhibit for additional details.

Exhibit 2.4.S2.2 Standard errors for the percentage of schools in any school improvement category that reported an indicator contributed to their classification

Accountability indicators	Among schools in any of the three school improvement categories, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	4.0	1.9
Achievement levels in mathematics for all students	4.0	1.9
Achievement growth in reading/ELA for all students	3.6	3.0
Achievement growth in mathematics for all students	3.6	3.1
Low graduation rate	2.3	2.9
Low subgroup achievement in reading/ELA	3.6	2.1
Low subgroup achievement in mathematics	3.7	2.5
Low subgroup achievement growth in reading/ELA	4.1	3.1
Low subgroup achievement growth in mathematics	4.0	3.1
English language proficiency	4.7	2.6
Chronic absenteeism	3.6	2.6
School climate / conditions for learning / student engagement	3.7	2.0
College and career readiness measure	2.5	2.4
Other	2.9	3.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.24. See that exhibit for additional details.

Exhibit 2.4.S2.3 Standard errors for the percentage of Comprehensive Support and Improvement (CSI) schools that reported an indicator that contributed to their classification

Accountability indicators	Among CSI schools, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	4.5	2.4
Achievement levels in mathematics for all students	4.6	2.3
Achievement growth in reading/ELA for all students	4.5	2.5
Achievement growth in mathematics for all students	4.6	2.7
Low graduation rate	3.3	2.9
Low subgroup achievement in reading/ELA	5.0	2.5
Low subgroup achievement in mathematics	5.0	3.2
Low subgroup achievement growth in reading/ELA	5.3	3.4
Low subgroup achievement growth in mathematics	5.3	3.4
English language proficiency	4.6	2.6
Chronic absenteeism	4.8	3.6
School climate / conditions for learning / student engagement	4.9	2.6
College and career readiness measure	4.2	3.6
Other	4.8	4.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.25. See that exhibit for additional details.

Exhibit 2.4.S2.4 Standard errors for the percentage of TSI and ATSI schools that reported an indicator that contributed to their classification

Accountability indicators	Among schools in any of the three school improvement categories, the percent of schools that:	
	Reported this indicator contributed to their classification	Were not sure
Achievement levels in reading/English language arts (ELA) for all students	5.0	2.4
Achievement levels in mathematics for all students	4.8	2.3
Achievement growth in reading/ELA for all students	4.4	3.8
Achievement growth in mathematics for all students	4.4	4.0
Low graduation rate	3.0	3.9
Low subgroup achievement in reading/ELA	4.4	2.4
Low subgroup achievement in mathematics	4.5	2.9
Low subgroup achievement growth in reading/ELA	5.3	3.9
Low subgroup achievement growth in mathematics	5.1	3.9
English language proficiency	5.9	3.1
Chronic absenteeism	4.3	3.1
School climate / conditions for learning / student engagement	4.8	2.1
College and career readiness measure	3.2	2.9
Other	2.8	4.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.26. See that exhibit for additional details. TSI = Targeted Support and Improvement; ATSI = Additional Targeted Support and Improvement.

Exhibit 2.4.S2.5 Standard errors for the percentage of TSI and ATSI schools that reported the performance of students with disabilities or English learners led to their classification for support and improvement

Subgroups	Among TSI and ATSI schools, the percent of schools that:	
	Reported this subgroup's performance led to their classification	Were not sure
Students with disabilities	5.1	3.6
English learners	4.8	2.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.27. See that exhibit for additional details. TSI = Targeted Support and Improvement; ATSI = Additional Targeted Support and Improvement.

Exhibit 2.4.S2.6 Standard errors for the percentage of districts that had prior-year measures at the start of the 2021-22 school year to plan and target academic interventions and support to schools to help students catch up on or accelerate learning and the extent to which districts used each measure

Measures	Percent of districts that had this measure	Percent of districts that had this measure available and had:		
		Not used	Some use	Major use
Achievement measures				
Students' scores on state-mandated academic assessments given in calendar year 2021	1.6	0.9	2.2	2.1
Student achievement growth on state-mandated academic assessments through 2021	1.9	0.9	2.2	1.9
Students' scores on state English language proficiency assessments given in calendar year 2021	2	0.6	1.8	1.4
Student achievement growth on state English language proficiency assessments through 2021	2.1	0.8	2	1.5
Students' scores on district interim academic assessments or diagnostic assessments given in fall 2021	1.1	0.6	1.7	1.9
Student achievement growth on district interim academic assessments or diagnostic assessments through spring or fall of 2021	1.4	0.6	1.6	1.9
Students' final grades and course completion rates for the 2020-21 school year	1.3	1.3	1.9	1.8
Graduation rate for 2020-21	1.9	1.7	2	1.8
Other measures				
Student attendance or chronic absenteeism from 2020-21	1.2	0.9	2.2	2.2
Early warning indicator or on-track to graduate index	1.8	0.7	2	1.8
Student surveys of school climate or student engagement from 2020-21	1.9	0.5	1.9	1.9
Assessments of students' social-emotional competencies or skills from 2020-21	2	0.4	1.6	1.7
School poverty rates	2	1.6	2	1.4
Community COVID-19 cases, death rates, and/or economic impact in a school's community	1.9	1.3	1.8	1.5
Students' access to technological devices and the internet in 2020-21	1.6	1	1.9	2.1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.44. See that exhibit for additional details.

Exhibit 2.4.S2.7 Standard errors for the percentage of schools that administered a diagnostic assessment to determine students’ academic needs at the beginning of the school year

Assessment administration	Percent of schools
Administered a diagnostic assessment	1.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.45. See that exhibit for additional details.

Exhibit 2.4.S2.8 Standard errors for the percentage of schools that used measures to inform their plans to help students catch up on or accelerate learning and the measures that were most important

Measures	Percent of schools that:	
	Used this measure	Identified this measure as most important to inform plans to help students
Achievement		
Students’ scores on state academic content assessments given in calendar year 2021	1.8	2.1
Students’ scores on an interim academic assessment or a diagnostic assessment (other than the state assessments) given in fall 2021 or earlier	1.1	2.0
Students’ scores on English language proficiency assessments through 2021	1.7	2.2
Students’ final grades and course completion for the 2020-21 school year	1.3	2.5
Another assessment	1.8	1.4
Other measures		
Student attendance or chronic absenteeism from 2020-21	1.2	2.1
Early warning indicator or on-track to graduate index	2.1	1.3
Student surveys of school climate or student engagement from 2020-21	1.9	1.8
Assessments of students’ social-emotional competencies or skills from 2020-21	2.1	1.9
Information on students needing food, housing, health care, or other non-academic supports	1.9	2.0
Information on students’ experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	2.1	1.6
Students’ access to technological devices and the internet in 2020-21	1.7	1.9
Other measure	0.7	‡

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.46. See that exhibit for additional details.

Exhibit 2.4.S2.9 Standard errors for the percentage of districts that reported each strategy to help students catch up on or accelerate learning, and whether the strategy was among the most critical

Strategies the district implemented	Percent of districts that:	
	Used this strategy	Reported this strategy was most critical
Provided individualized or small group instruction		
Provided tutoring to groups of five or more students	1.7	1.9
Provided tutoring to groups of one to four students	1.5	2
Dedicated additional time for teachers to provide individual or small group instruction during the school day	1.9	2.1
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	1.5	2
Offered a longer school day or school year		
Offered voluntary after- or before-school programs that provide supplemental academic instruction	2.2	1.8
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	1.5	0.9
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	1.3	0.8
Offer summer school or a summer learning program in 2021	1.6	1.7
Family engagement strategies		
School or district staff reengaged students who dropped out or lost contact with school by conducting individual outreach	2.1	1.4
School or district staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	2	0.7
Teachers conducted home visits	2.1	0.9
School or district communicated with families of English learners in their home language	1.8	0.7
Schools offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1.4	1.2
Principals and teachers received training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	2.1	0.6
Credit recovery or course progression strategies¹		
Provided credit recovery programs during the school year	1.6	1.8
Provided competency-based learning for students	1.9	1.1
Provided college and career pathway programs	1.6	1.2

Strategies the district implemented	Percent of districts that:	
	Used this strategy	Reported this strategy was most critical
Provided expanded access (compared to last school year) to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement, or International Baccalaureate courses)	2.2	1.1

¹Among districts that operated schools in grades 10, 11, or 12.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.49. See that exhibit for additional details.

Exhibit 2.4.S2.10 Standard errors for the percentage of schools that implemented instructional strategies for core academic subjects to help students catch up on or accelerate learning

Instructional strategies	Percent of schools
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	2.0
Taught 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	2.0
Taught 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	2.3
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	2.1
Offered extra or non-standard support to English learners (ELs) 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)	2.1
Assigned students to multiple classes with the same set of peers (small learning communities)	2.1
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	1.7
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	0.9
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.50. See that exhibit for additional details.

Exhibit 2.4.S2.11 Standard errors for the percentage of schools that used strategies involving individualized instruction or extra learning time to help students catch up on or accelerate learning

Strategies	Percent of schools
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	1.7
Provided tutoring to groups of one to four students	1.6
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	1.4
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	2.3
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	2.1
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	1.0
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	1.0
Offered summer school or a summer learning program in 2021	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.51. See that exhibit for additional details.

Exhibit 2.4.S2.12 Standard errors for the percentage of schools that used family engagement strategies to help students catch up on or accelerate learning

Family engagement strategies	Percent of schools
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	1.9
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1.9
Teachers conducted home visits	1.9
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student’s progress	0.4
The school communicated with families of English learners in their home language	1.7
The school offered families access to data on their student’s daily performance and attendance (e.g., online student portal)	1.1
The school sent parents messages daily (e.g., by text or mail) about their student’s school absences	1.5
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1.2
Teachers provided opportunities for families to be involved in students’ academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	1.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.52. See that exhibit for additional details.

Exhibit 2.4.S2.13 Standard errors for the percentage of high schools that used credit recovery or course progression strategies to help students catch up on or accelerate learning

Credit recovery or course progressions strategies	Percent of schools
Among high schools:	
Provided credit recovery programs during the school year	1.7
Provided competency-based learning for students	3.7
Provided college and career pathway programs	1.8
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	2.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.53. See that exhibit for additional details.

Exhibit 2.4.S2.14 Standard errors for the percentage of schools that reported strategies most critical to their efforts to help students catch up on or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	1.9
Taught 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	1.8
Taught 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	2.1
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	1.9
Offered extra or nonstandard support to English learners (ELs) to enable access to content (e.g., using the student’s home language more often than is typical or pairing reclassified ELs with current ELs for bilingual peer tutoring)	1.2
Assigned students to multiple classes with the same set of peers (small learning communities)	1.2
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	0.9
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	1.8
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	2.0
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	2.0
Provided tutoring to groups of one to four students	1.9
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	2.1
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	1.3
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	1.8
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	0.3
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	0.4
Offered summer school or a summer learning program in 2021	2.1

Strategies	Percent of schools
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	1.3
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	0.7
Teachers conducted home visits	0.8
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student's progress	2.1
The school communicated with families of ELs in their home language	1.1
The school offered families access to data on their student's daily performance and attendance (e.g., online student portal)	1.1
The school sent parents messages daily (e.g., by text or mail) about their student's school absences	1.1
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1.0
Teachers provided opportunities for families to be involved in students' academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	1.4
Credit recovery or course progression strategies¹	
Provided credit recovery programs during the school year	4.0
Provided competency-based learning for students	2.5
Provided college and career pathway programs	2.6
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	2.5

¹Estimates in this section of the exhibit are based on all high schools, because these questions were only asked for high schools.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.54. See that exhibit for additional details.

Exhibit 2.4.S2.15 Standard errors for the percentage of elementary and middle schools that reported strategies most critical to their efforts to help students catch up on or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	2.4
Taught 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	2.0
Taught 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	2.5
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	2.3
Offered extra or nonstandard support to ELs to enable access to content (e.g., using the student’s home language more often than is typical or pairing reclassified ELs with current ELs for bilingual peer tutoring)	1.3
Assigned students to multiple classes with the same set of peers (small learning communities)	1.3
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	1.1
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	1.9
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	2.6
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	2.5
Provided tutoring to groups of one to four students	2.4
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	2.5
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	1.6
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	2.0
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	0.4
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	0.4
Offered summer school or a summer learning program in 2021	2.3
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	1.2

Strategies	Percent of schools
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	0.8
Teachers conducted home visits	0.7
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student's progress	2.7
The school communicated with families of ELs in their home language	1.3
The school offered families access to data on their student's daily performance and attendance (e.g., online student portal)	1.3
The school sent parents messages daily (e.g., by text or mail) about their student's school absences	1.3
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1.1
Teachers provided opportunities for families to be involved in students' academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	1.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.55. See that exhibit for additional details.

Exhibit 2.4.S2.16 Standard errors for the percentage of high schools that reported strategies most critical to their efforts to help students catch up on or accelerate learning

Strategies	Percent of schools
Instructional strategies	
Taught less new content, focusing on the most important knowledge and skills needed for each grade level or course	3.7
Taught 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	3.2
Taught 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	3.2
Provided more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or ELA)	3.1
Offered extra or nonstandard support to English learners (ELs) 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)	2.8
Assigned students to multiple classes with the same set of peers (small learning communities)	2.7
Purposefully assigned students to at least one of the same teachers as last year (teacher looping)	1.8
Provided time for teachers to collaborate within grade level to discuss curriculum, assessments, and instructional strategies	4.8
Provided time for teachers to collaborate across grade levels to adapt instruction to teach content that may have been missed during the previous year	3.0
Provided individualized or small group instruction	
Provided tutoring to groups of five or more students	3.8
Provided tutoring to groups of one to four students	3.2
Dedicated additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers	3.1
Offered small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools)	4.0
Offered a longer school day or school year	
Offered voluntary after- or before-school programs that provide supplemental academic instruction	4.1
Offered a longer school day that is mandatory for all students (more than the typical seven hours)	‡
Offered a longer school year that is mandatory for all students (more than the typical 180 days)	‡
Offered summer school or a summer learning program in 2021	4.0

Strategies	Percent of schools
Family engagement strategies	
School staff reengaged students who dropped out or lost contact with school by conducting individual outreach	3.2
School staff worked in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1.4
Teachers conducted home visits	‡
Teachers communicated with individual families by telephone, email, or a meeting regarding their own student’s progress	3.8
The school communicated with families of ELs in their home language	1.5
The school offered families access to data on their student’s daily performance and attendance (e.g., online student portal)	2.3
The school sent parents messages daily (e.g., by text or mail) about their student’s school absences	2.2
The school offered parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	2.0
Teachers provided opportunities for families to be involved in students’ academic progress (e.g., provided books for parents to read with children, shared ideas about near-term academic goals that parents can encourage children to meet, suggested ways parents can help students establish good work habits and time management)	2.1
Credit recovery or course progression strategies	
Provided credit recovery programs during the school year	4.0
Provided competency-based learning for students	2.5
Provided college and career pathway programs	2.6
Provided expanded access to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement or International Baccalaureate courses)	2.5

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.56. See that exhibit for additional details.

Exhibit 2.4.S2.17 Standard errors for the percentage of districts that implemented tutoring or summer school by school level

Strategies	Percent of districts that provided or offered strategy at:			
	Any school	Elementary schools	Middle schools	High schools
Provides tutoring to groups of students	1.2	1.6	2	2.2
Offered summer school or a summer learning program	1.6	1.8	2.1	2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.57. See that exhibit for additional details.

Exhibit 2.4.S2.18 Standard errors for the percentage of districts that implemented summer school in elementary and middle school and the length of the programs

Strategy	Percent of districts
Number of weeks most students attended the summer program	
0-2 weeks	1.4
3-4 weeks	2.4
5-6 weeks	1.9
7+ weeks	1.2
Length of summer school day	
Full day	1.8
Part day	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.58. See that exhibit for additional details.

Exhibit 2.4.S2.19 Standard errors for the percentage of districts that provided summer school to elementary and middle school students with program features

Features of elementary and middle school summer programs	Percent of districts that offered the feature:		
	Most days	Occasionally	Not offered or not applicable
Offered classroom instruction by teachers or paraprofessionals	1.3	1	0.9
Offered one-on-one or small group tutoring by teachers, paraprofessionals, or instructional aides	2	1.8	1
Used the same curricula, books, and materials as used during the school year	2	1.9	1.1
Offered instruction differentiated by student skill level	1.9	1.8	0.6
English learners were offered instruction in English language development	2.1	1.7	2.1
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	2.5	2.4	1.6
Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations	2.5	2.2	1.8
Students engaged in experiential group learning experiences	2.2	1.9	2.1
Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts	2.3	2.4	2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.59. See that exhibit for additional details.

Exhibit 2.4.S2.20 Standard errors for the percentage of districts that provided summer school by the proportion of elementary and middle school students enrolled

Proportion of elementary and middle school students enrolled in summer school	Percent of districts
0 - 20 percent	2
21 - 40 percent	1.9
41 - 60 percent	1.2
61 - 100 percent	0.6
Don't know - enrollment records are not kept or readily accessible	1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.60. See that exhibit for additional details.

Exhibit 2.4.S2.21 Standard errors for the percentage of districts that provided summer school to elementary and middle school students with priority to student subgroups

Student groups	Percent of districts
Districts that offered with priority to some student groups	2.1
Students with disabilities	2
English learners	1.3
Economically disadvantaged students	1.9
Students with no or limited access to technology (devices or internet connection)	0.7
Students experiencing homelessness, students in migrant families, or students in foster care	0.9
Students with low attendance in 2020-21	1.9
Students with behavioral or mental health needs	1
Academically at-risk students	1.8
Other category of students	0.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.61. See that exhibit for additional details.

Exhibit 2.4.S2.22. Standard errors for the percentage of schools offering extended learning time strategies, and the percentage that viewed these strategies as critical to helping students recover academically, all schools and by school level

Type of strategy	All schools		Elementary and Middle schools		High schools	
	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical
Summer school or summer learning program in 2021	1.6	2.1	2.1	2.3	2.1	4.0
Voluntary before- or after-school program	2.1	1.8	2.8	2.0	3.7	4.1
Longer day that is mandatory for all students (more than the typical seven hours)	1.0	0.3	1.1	0.4	2.4	‡
Longer school year that is mandatory for all students (more than the typical 180 days)	1.0	0.4	1.2	0.4	2.1	‡

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.62. See that exhibit for additional details.

Exhibit 2.4.S2.23. Standard errors for the percentage of schools offering extended learning time strategies, and the percentage that viewed these strategies as critical to helping students recover academically, by whether their state identified this strategy as one of their top priorities

Type of strategy	Schools in states where strategy was prioritized		Schools in states where strategy was not prioritized	
	Percent offering strategy	Percent reporting the strategy is critical	Percent offering strategy	Percent reporting the strategy is critical
Summer school or summer learning program in 2021	1.8	2.5	2.7	3.3
Voluntary before- or after-school program	3.4	2.9	2.6	2.3
Longer day that is mandatory for all students (more than the typical seven hours)	n.a.	n.a.	n.a.	n.a.
Longer school year that is mandatory for all students (more than the typical 180 days)	1.0	‡	1.0	0.4

n.a. = not available. School data were not available for the state that reported a longer mandatory day was a critical strategy.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.63. See that exhibit for additional details.

Exhibit 2.4.S2.24 Standard errors for the percentage of schools that provided voluntary before- or after-school programs with particular features

Features of voluntary before- or after-school programs	Percent of schools that offered the feature:		
	Most days	Occasionally	Not offered or not applicable
Offered classroom instruction by teachers or paraprofessionals	2.6	2.3	2.0
Offered tutoring in groups of one to four students by teachers, paraprofessionals, or instructional aides	2.5	2.2	2.0
Used the same curricula, books, and instructional materials as used in the students' classes	2.4	2.1	1.5
Offered instruction differentiated by student skill level	2.2	2.0	1.5
English learners were offered instruction in English language development	2.5	2.3	2.2
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	2.5	2.3
Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations	2.4	2.6	2.2
Students engaged in experiential group learning experiences	1.9	2.5	2.6
Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts	2.3	2.6	2.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.64. See that exhibit for additional details.

Exhibit 2.4.S2.25. Standard errors for the percentage of schools that prioritized particular student groups for before- or after-school programs

Student groups prioritized for before- or after-school programs	Percent of schools offering before- or after-school programs
Prioritized any group	3.1
Students at academic risk	2.4
Students with disabilities	2.2
Economically disadvantaged students	2.4
English learners	2.4
Students with low prior attendance	1.7
Students without access to technology	1.4
Homeless or migrant families	1.1
Students with behavioral or mental health needs	0.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.65. See that exhibit for additional details.

Exhibit 2.4.S2.26. Standard errors for the percentage of schools that offered extended time strategies to help students recover academically, by Title I status and by Comprehensive Support and Improvement (CSI) status of the school

Type of strategy	Percent of schools offering strategies				
	All schools	Title I	Non-Title I	CSI	Not CSI
Summer school or summer learning program	1.6	1.8	3.8	3.4	1.6
Voluntary after- or before-school program	2.1	2.4	4.7	3.2	2.2
Longer day that is mandatory for all students	1.0	1.2	1.6	2.4	1.0
Longer year that is mandatory for all students	1.0	1.2	1.7	2.5	1.1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.66. See that exhibit for additional details.

Exhibit 2.4.S2.27. Standard errors for the percentage of elementary and middle schools that enrolled more than 20 percent or 40 percent of students in summer school, by whether schools and districts prioritized certain groups of students

Row title	In schools that prioritized certain groups of students	In schools that offered programs equally
Enrolled more than 20 percent of students in summer programs	3.1	3.1
Enrolled more than 40 percent of students in summer programs	1.7	2.0
Enrolled more than 20 percent of students in before- and after-school programs	3.6	3.0
Enrolled more than 40 percent of students in before- and after-school programs	1.4	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.67. See that exhibit for additional details.

Exhibit 2.4.S2.28. Standard errors for the percentage of elementary and middle schools by levels of student enrollment in summer school and before- and after school programs.

Row title	Percent of all elementary and middle schools	Percent of CSI elementary and middle schools	Percent of non-CSI elementary and middle schools
Summer school			
Not offered; no students enrolled	2.1	4.5	2.1
1-20 percent of students enrolled	2.8	3.7	2.9
Over 20 percent of students enrolled	2.0	4.6	2.1
21-40 percent of students enrolled	2.0	3.3	2.1
Over 41 percent of students enrolled	1.1	3.4	1.2
Respondent did not know	1.3	2.2	1.3
Before- or after-school programs			
Not offered; no students enrolled	2.8	3.6	2.9
1-20 percent of students enrolled	2.7	4.4	2.9
Over 20 percent of students enrolled	2.2	4.4	2.3
21-40 percent of students enrolled	1.9	2.8	1.9
Over 41 percent of students enrolled	1.3	3.4	1.3
Respondent did not know	1.1	2.0	1.1

Notes: CSI = Comprehensive Support and Improvement. Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.68. See that exhibit for additional details.

Exhibit 2.4.S2.29 Standard errors for the percentage of schools providing tutoring

Tutoring	Percent of schools
Provided tutoring	1.5
Did not provide tutoring	1.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.69. See that exhibit for additional details.

Exhibit 2.4.S2.30 Standard errors for the percentage of districts that implemented tutoring by the types of tutors used and tutor training provided

Tutoring types	Percent of districts
Paraprofessionals or current or former teachers comprised:	
0 percent of tutors	1.5
1-49 percent of tutors	1.4
50-99 percent of tutors	1.3
100 percent of tutors	2.2
Unpaid volunteers comprised:	
0 percent of tutors	1.4
1-49 percent of tutors	1.3
50-99 percent of tutors	0.5
100 percent of tutors	0.2
Provided training to tutors:	
0 hours	1.7
1-5 hours	2
6-10 hours	1.6
11-20 hours	1.7
21+ hours	1.7
Received specific training to work with English learners	2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.70. See that exhibit for additional details.

Exhibit 2.4.S2.31 Standard errors for the percentage of schools that provided tutoring with various features to help students catch up on or accelerate learning

Tutoring	Percent of schools
The percentage of tutors that are paraprofessionals or current or former teachers	
0-25 percent	1.9
26-50 percent	1.3
51-75 percent	0.8
76-100 percent	2.1
The length of most tutoring sessions	
0-20 minutes	1.6
21-40 minutes	2.1
41-60 minutes	2.1
61+ minutes	1.5
The frequency most students met with their tutors	
0-1 times per week	1.6
2-3 times per week	2.0
4-5 times per week	2.0
6-7 times per week	‡
The length of tutoring for most students	
0-2 months	1.8
3-4 months	1.6
5-6 months	1.9
7+ months	2.1
The number of students assigned to most tutoring sessions	
1 student	0.8
2-4 students	2.1
5-9 students	2.2
10+ students	1.7
If the school reported 1:1 tutoring was typical, whether any tutoring groups had 2 or more students	0.6
The timing of tutoring for most students	
During the regular school day	2.3
Outside the regular school day	2.3
Schools that used tutors who were unpaid volunteers	1.8
The percentage of tutors that were unpaid volunteers	
0-25 percent	1.5
26-50 percent	0.6
51-100 percent	0.8

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.71. See that exhibit for additional details.

Exhibit 2.4.S2.32 Standard errors for the mean and median features of tutoring experienced by most students in schools that provided tutoring

Tutoring feature	Mean	Median
Number of times students met with their tutors per week	0.1	0.1
Number of minutes per tutoring session	1.0	1.0
Number of months tutoring programs lasted	0.1	0.1
Number of students per tutoring session	0.2	0.2
Percentage of tutors who are paraprofessionals or current or former teachers	1.8	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.72. See that exhibit for additional details.

Exhibit 2.4.S2.33 Standard errors for the percentage of schools providing tutoring with the features of high-impact tutoring

High-impact tutoring feature	Percent of schools
Met at least three times per week	2.2
Small groups of four or fewer students	2.1
Met during the school day	2.1
Tutors who are paraprofessionals or current or former teachers	2.0
Used curriculum-aligned materials	2.1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.73. See that exhibit for additional details.

Exhibit 2.4.S2.34 Standard errors for the percentage of schools providing tutoring with a number of features of high-impact tutoring

Number of features of high-impact tutoring	Percent of schools
All features	1.0
Three or more features	1.7
Two or more features	1.8
One or more features	1.7
No features or no tutoring	1.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.74. See that exhibit for additional details.

Exhibit 2.4.S2.35 Standard errors for the percentage of students attending schools that provided tutoring with a number of features of high-impact tutoring

Number of features of high-impact tutoring	Percent of students
All features	0.9
Three or more features	1.9
Two or more features	2.4
One or more features	2.0
No features or no tutoring	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.75. See that exhibit for additional details.

Exhibit 2.4.S2.36 Standard errors for the percentage of schools providing tutoring that aligns with the June 2022 School Pulse Survey definition of “high-dosage tutoring”

High-dosage tutoring	Percent of:	
	All schools	Schools with grade 4 or grade 8
Schools providing “high-dosage tutoring” from the 2022 Implementation of Title I /II-A Program Initiatives survey using constructed definitions consistent with the Pulse Survey definitions		
Provided tutoring at least 3 times per week and to 4 or fewer students at a time	1.6	1.7
Provided tutoring at least 3 times per week and to 6 or fewer students at a time	2.0	2.3
Provided tutoring at least 3 times per week and to 9 or fewer students at a time	2.0	2.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.76. See that exhibit for additional details.

Exhibit 2.4.S2.37 Standard errors for the percentage of schools providing tutoring that aligns with the December 2022 School Pulse Survey definition of *high-quality tutoring*

High-dosage tutoring	Percent of:	
	All schools	Schools with grade 4 or grade 8
Schools providing “high-quality tutoring” from the 2022 Implementation of Title I /II-A Program Initiatives survey using constructed definitions consistent with the Pulse Survey definitions		
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to four or fewer students at a time, with sessions offered during school hours	0.8	1.1
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to four or fewer students at a time, with sessions offered during or outside school hours	1.1	1.2
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to six or fewer students at a time	1.5	1.8
Provided tutoring that takes place for at least 30 minutes per session, offered three or more times per week, provided by educators or well-trained tutors, to nine or fewer students at a time	1.6	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.77. See that exhibit for additional details.

Exhibit 2.4.S2.38 Standard errors for the percentage of schools that provided tutoring by student access to tutoring

Student access to tutoring	Percent of schools
Among schools that provided tutoring:	
All students in this school could receive tutoring, but they can choose whether to participate	2.0
All students in this school were required to participate in tutoring	0.9
Students struggling in particular subjects were directly offered tutoring, but they could choose whether to participate	2.0
Students struggling in particular subjects were required to participate in tutoring	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.78. See that exhibit for additional details.

Exhibit 2.4.S2.39 Standard errors for the percentage of schools that provided tutoring and enrolled more than one in five of their students in tutoring programs, by tutoring policy

School tutoring approach	Percent of schools	Percent of these schools that enrolled more than one in five of their students in tutoring
All schools		2.1
Schools that provided tutoring	1.5	2.3
Whether students were required to participate in tutoring		
Schools that required some or all students to participate in tutoring	1.9	4.2
Schools that did not require students to participate in tutoring	1.8	2.9
Whether tutoring is provided during or outside the school day		
Schools that provided tutoring during the school day	2.1	3.2
Schools that provided tutoring outside of the school day	2.1	3.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.79. See that exhibit for additional details.

Exhibit 2.4.S2.40 Standard errors for the percentage of Title I and non-Title I schools that provided tutoring and enrolled more than one in five of their students in tutoring

Tutoring provision and enrollment	Percent of:	
	Title I schools	Non-Title I schools
Provided tutoring	1.4	3.9
Enrolled more than one in five of their students in tutoring	2.2	4.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.80. See that exhibit for additional details.

Exhibit 2.4.S2.41 Standard errors for the percentage of Comprehensive Support and Improvement (CSI) schools and non-CSI schools that provided tutoring and enrolled more than one in five of their students in tutoring

Tutoring provision and enrollment	Percent of:	
	CSI schools	Non-CSI Schools
Provided tutoring	2.1	1.5
Enrolled more than one in five of their students in tutoring	3.2	2.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.81. See that exhibit for additional details.

Exhibit 2.4.S2.42 Standard errors for the percentage of Title I and non-Title I schools that provided tutoring, by their tutoring participation policies

Tutoring participation requirement	Percent of schools providing tutoring:	
	Title I schools	Non-Title I schools
Students were not required to participate in tutoring	2.2	4.6
Students who were struggling academically were required to participate in tutoring	2.1	4.3
All students were required to participate in tutoring	‡	‡

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.82. See that exhibit for additional details.

Exhibit 2.4.S2.43 Standard errors for the percentage of Title I and non-Title I schools with different tutoring participation requirement policies that enrolled more than one in five of their students in tutoring

Tutoring participation requirements and enrollment	Percent of:	
	Title I schools enrolling more than one in five students in tutoring as a percent of all Title I schools with the relevant participation policy	Non-Title I schools enrolling more than one in five students in tutoring as a percent of all non-Title I schools with the relevant participation policy
Students were not required to participate in tutoring	3.2	6.2
Students who were struggling academically were required to participate in tutoring	5.3	10.2
All students were required to participate in tutoring	0.3	14.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.83. See that exhibit for additional details.

Exhibit 2.4.S2.44 Standard errors for the percentage of Comprehensive Support and Improvement (CSI) and non-CSI schools that provided tutoring, by their tutoring participation requirement policies

Tutoring participation requirements	Percent of schools providing tutoring:	
	CSI schools	Non-CSI schools
Students were not required to participate in tutoring	2.8	2.0
Students who were struggling academically were required to participate in tutoring	2.5	2.0
All students were required to participate in tutoring	2.2	1.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.84. See that exhibit for additional details.

Exhibit 2.4.S2.45 Standard errors for the percentage of Comprehensive Support and Improvement (CSI) and non-CSI schools with different tutoring participation requirement policies that enrolled more than one in five of their students in tutoring

Tutoring participation requirements and enrollment	Percent of:	
	CSI schools enrolling more than one in five students in tutoring as a percent of all CSI schools with the relevant participation policy	Non-CSI schools enrolling more than one in five students in tutoring as a percent of all non-CSI schools with the relevant participation policy
Students were not required to participate in tutoring	4.4	3.0
Students who were struggling academically were required to participate in tutoring	5.0	5.0
All students were required to participate in tutoring	2.3	3.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.85. See that exhibit for additional details.

Exhibit 2.4.S2.46 Standard errors for the percentage of schools that provided tutoring by tutors’ access to students’ progress and achievement

Tutor access to student progress information	Percent of schools
Among schools that provided tutoring:	
Tutors had access to student data on performance in class	1.7
Tutors had access to the student data system to check in on student progress	2.4
Tutors were provided data on student progress in relevant classes at least once per month	2.5
Tutors reviewed student data when they meet with the teacher	2.2
Tutors had access to data on student progress through some other means	2.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.86. See that exhibit for additional details.

Exhibit 2.4.S2.47 Standard errors for the percentage of schools that provided tutoring by the types of materials (curriculum, books, and instructional materials) used for tutoring lessons

Tutoring and materials used	Percent of schools
The same materials used in the students’ regular classroom instruction or in the students’ support services	2.2
Materials created for or provided by a tutoring program	1.8
Materials selected by individual tutors based on their students’ needs	2.1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.87. See that exhibit for additional details.

Exhibit 2.4.S2.48 Standard errors for the percentage of schools that reported enrollment levels in summer school programs, tutoring, and voluntary before- or after-school programs with academic instruction

Proportion of students enrolled:	Percent of elementary and middle schools			Percent of high schools
	Summer school programs	Tutoring during the school year	Before- or after-school programs	Tutoring during the school year
Don’t know enrollment level	1.6	1.4	1.6	2.5
0-20 percent	2.8	2.6	3.2	4.4
21-40 percent	2.4	2.9	2.6	2.9
41-100 percent	1.4	1.9	1.9	3.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.88. See that exhibit for additional details.

Exhibit 2.4.S2.49 Standard errors for the percentage of schools that provided tutoring or voluntary before- or after-school academic instruction by student priority

Programs	Percent of schools:	
	Tutoring during the school year	Voluntary before- or after-school programs
Among schools that offered the program, the percentage that offered it:		
Equally across all student groups	2.0	2.7
With priority to some student groups	2.2	2.4
Were not sure whether program was offered equally or with priority	1.2	1.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.89. See that exhibit for additional details.

Exhibit 2.4.S2.50 Standard errors for the percentage of schools that provided tutoring or voluntary before- or after-school programs with priority to some student groups by student group

Prioritized groups of students	Percent of schools that prioritized students for:	
	Tutoring during school year	Voluntary before- or after-school programs
Schools that offered programs with priority to some student groups	2.2	2.4
Among schools that offered programs with priority to some student groups:		
Students with disabilities	2.2	1.7
English learners	2.0	1.9
Economically disadvantaged students	1.8	1.9
Students with no or limited access to technology (devices or internet connection)	1.1	1.1
Students experiencing homelessness, students in migrant families, or students in foster care	1.0	0.9
Students with low attendance in 2020-21	1.1	1.4
Students with behavioral or mental health needs	0.7	0.5
Academically at-risk students	2.0	1.9
Other category of students	0.3	0.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.90. See that exhibit for additional details.

Exhibit 2.4.S2.51 Standard errors for the percentage of schools that provided tutoring and enrolled more than one in five of their students in tutoring programs, by whether their state reported prioritizing support for tutoring

Tutoring	Percent of schools in states that:	
	Prioritized tutoring	Did not prioritize tutoring
Provided tutoring	2.1	2.1
Enrolled more than one in five of their students in tutoring	4.1	2.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.92. See that exhibit for additional details.

Exhibit 2.4.S2.52 Standard errors for the percentage of districts that reported tutoring was a critical strategy to help students catch up on or accelerate learning, by whether their state reported prioritizing support for tutoring

Tutoring a critical strategy	Percent of districts in states that:	
	Prioritized tutoring	Did not prioritize tutoring
Districts that reported tutoring as a critical strategy	3.4	2.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.93. See that exhibit for additional details.

Exhibit 2.4.S2.53 Standard errors for the percentage of districts that had measures to plan and target social-emotional learning interventions and the extent districts used each measure

Measures	Percent of districts that had this measure available	Among district that had this measure available, the percent of districts that implemented this measure with:	
		No or some use	Major use
Student surveys of school climate or student engagement from 2020-21	1.7	1.8	1.9
Assessment(s) of students' social-emotional competencies or skills from 2020-21	2.2	1.8	1.7
Student attendance or chronic absenteeism data from 2020-21	0.9	2	1.8
School poverty rates	1.5	2.1	1.7
Community COVID-19 cases, death rates, and/or economic impact	2	2	1.6
Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	2	2.3	0.9
Discipline data (e.g., in- or out-of-school suspension rates)	1.3	2.1	2
Information on students needing food, housing, health care, or other supports	1.5	1.9	1.6
Other measure	0.8	0.3	0.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.95. See that exhibit for additional details.

Exhibit 2.4.S2.54 Standard errors for the percentage of districts that implemented strategies to address students’ social-emotional or mental health needs and the strategies identified as most crucial

Strategies	Percent of districts that:	
	Implemented the strategy	Identified strategy as most crucial
Provided student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	0.8	2
Offered schoolwide social-emotional learning programs for students	1.6	1.9
Offered schoolwide positive school climate and/or bullying prevention programs	1.3	2.1
Provided training to school staff on recognizing student mental and behavioral health issues, such as stress or depression	1.8	1.8
Provided training to school staff to use practices that are trauma informed	1.7	1.8
Offered mental health and wellness support programs for school staff	1.8	1.4
Provided training and oversight of student peer advisors to provide student mentoring and support	1.7	0.5
Conducted a needs assessment of students needing food, housing, health care, or other supports	1.9	0.8
Used mentors to connect with students and offer a relationship with a caring adult	1.9	1.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.96. See that exhibit for additional details.

Exhibit 2.4.S2.55 Standard errors for the percentage of schools that used measures to inform schoolwide social-emotional learning interventions and/or direct support to students’ social-emotional or mental health needs for 2021-22

Measures for planning interventions and allocating resources	Percent of schools:	
	Where this measure was available	That identified the measure as most important to inform interventions and support
Student surveys of school climate or student engagement from 2020-21	1.9	2.5
Assessment(s) of students’ social-emotional competencies or skills from 2020-21	2.1	1.9
Summary data from mental health screening for students in your school	2.1	1.6
Student attendance or chronic absenteeism data from 2020-21	1.0	2.1
Information on students’ experiences of COVID-19, including family members with significant illness, death of family members, and economic impacts	2.0	1.6
Data from health and social services agencies (e.g., foster care placements, interactions with the juvenile justice system, food insecurity)	2.3	1.3
Discipline data (e.g., in- or out-of-school suspensions)	1.4	2.0
Information on students needing food, housing, health care, or other supports	2.0	2.0
Another measure	1.0	0.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.97. See that exhibit for additional details.

Exhibit 2.4.S2.56 Standard errors for the percentage of schools that used strategies to address students’ social-emotional or mental health needs

Strategies	Percent of schools
Provided training to school staff on recognizing student mental and behavioral health issues, such as stress and depression	1.8
Provided training to school staff to use practices that are trauma informed	1.9
Provided training to school staff on restorative classroom management practices or other alternatives to punitive practices (e.g., suspensions, expulsions)	1.9
Offered mental health and wellness support programs for school staff	2.1
Provided student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	1.4
Provided training and oversight of student peer advisors to provide student mentoring and support	2.1
Offered schoolwide social-emotional learning programs for students	1.6
Offered schoolwide positive school climate and/or bullying prevention programs	1.7
Conducted a needs assessment of students needing food, housing, health care, or other nonacademic supports	2.1
Used mentors to develop supportive relationships with students	2.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.98. See that exhibit for additional details.

Exhibit 2.4.S2.57 Standard errors for the percentage of districts in which staff received technical assistance (TA) to identify and implement evidence-based models, interventions, and strategies

TA topics	Percent of districts where school or district staff:	
	Received TA	Received the most hours of TA
Aligning school improvement strategies to school-based equity goals	2	2
Identifying evidence-based models, interventions, and strategies in areas the school needs to improve	1.9	2
Identifying evidence-based models, interventions, and strategies specifically designed to support English learners	1.9	1.6
Implementing evidence-based models, interventions, and strategies with fidelity	1.8	2
Using continuous improvement cycles to strengthen implementation of evidence-based models, interventions, and strategies	1.9	2
Evaluating the evidence-based models, interventions, and strategies	2.2	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.105. See that exhibit for additional details.

Exhibit 2.4.S2.58 Standard errors for the percentage of districts in which Comprehensive Support and Improvement (CSI) schools implemented evidence-based whole school improvement models

Evidence-based whole school improvement models	Percent of districts that implemented the model in:		
	All CSI schools	Some CSI schools	No CSI schools
Success for all	4.2	0.4	4.3
Institute for Student Achievement	‡	‡	1.4
Positive Action	3.1	0.6	3.2
Talent Development Middle Grades Program	‡	‡	0.5
Building Assets, Reducing Risks model	‡	‡	1.3
Multitiered systems of support	3.6	0.9	3.6
Other	2.8	0.5	2.9

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.106. See that exhibit for additional details.

Exhibit 2.4.S2.59 Standard errors for the percentage of schools that considered information from the following sources to decide which new, evidence-based models, interventions, or strategies to implement for 2021-22

Information source	Among schools that chose a new model, the percent of schools that reported this source as:		
	Not considered	A minor consideration	A major consideration
Kept their previous evidence-based models			
School's needs assessment	1.5	2.5	2.8
Publications and products from the U.S. Department of Education's What Works Clearinghouse, the Regional Educational Laboratories, or the Regional Comprehensive Centers	2.9	2.9	1.4
Publications and products from Evidence for ESSA or other evidence clearinghouses	2.6	3.0	1.7
A list of evidence-based models, interventions, or strategies provided by the state	2.2	2.7	2.7
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	2.8	2.6	2.5
A list of vendors approved by the state who can help implement state-approved evidence-based practices	2.6	2.2	2.1
Information provided by the selected intervention's developer or vendor	3.2	2.8	1.9
Recommendations from colleagues in other schools or districts	2.0	2.5	2.7
Information from the state on best practices or research findings from other schools that have implemented the strategies to improve student outcomes	2.4	2.7	2.8
Information from the district's research/evaluation office	2.4	2.2	2.7
Research published by independent organizations or universities	2.4	2.5	1.9
Information from education administrators' professional associations	2.7	2.8	1.9
Other source	2.7	2.6	1.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.107. See that exhibit for additional details.

Exhibit 2.4.S2.60 Standard errors for the percentage of districts that provided support (guidance, technical assistance, or professional development) to Comprehensive Support and Improvement (CSI) schools compared to other schools

Support compared to CSI schools	Percent of districts
CSI schools received a similar amount of support as other schools in the district	3.8
CSI schools received more support than other schools in the district OR CSI schools and other low-performing schools received more support than other schools in the district	4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.115. See that exhibit for additional details.

Exhibit 2.4.S2.61 Standard errors for the percentage of districts with Comprehensive Support and Improvement (CSI) schools that provided support (guidance, technical assistance, or professional development) on school improvement topics to CSI schools compared to other schools

School improvement topics	Percent of districts that:			
	Did not provide support on this topic	Provided a similar amount of support to CSI schools as other schools	Provided more support to CSI schools or to CSI and other low-performing schools than other schools in the district	Provided individualized technical assistance to CSI schools
Identifying and evaluating evidence-based models, interventions, and strategies	3.4	3.6	4.2	3.3
Conducting needs assessments	4	3.5	4	3.1
Implementing evidence-based models, interventions, and strategies with fidelity	3.8	4.1	4.7	3.1
Implementing continuous improvement strategies	3.7	3.8	4.1	2.5
Aligning school improvement strategies to school-based equity goals	3.9	3.9	4.3	3.3
Partnering with external partners or vendors to implement school improvement interventions	4.2	4	4.6	3.9
Acting as instructional leaders	4	3.9	3.8	5
Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives)	4	3.9	3.8	5.2
Recruiting, developing, and retaining more effective teachers	4.1	4	2.7	3.8
Engaging with families or communities	3.6	4.1	3.5	4.8
Some other topic	3.2	3.5	1.2	5.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.116. See that exhibit for additional details.

Exhibit 2.4.S2.62 Standard errors for the percentage of schools where principals received training or technical assistance (TA) by topic and the topics with the most hours of training or TA

School improvement topics	Percent of schools where principals received:				Percent of schools where principals received the most support on this topic
	No support on this topic	Links to web resources or training videos	Group training	Individualized TA	
Conducting school improvement needs assessments	1.9	1.8	2.0	1.3	1.9
Identifying evidence-based models, interventions, and strategies	1.8	1.7	2.1	1.3	1.9
Implementing evidence-based models, interventions, and strategies with fidelity	1.8	1.8	2.1	1.3	2.5
Implementing effective instructional strategies specifically for English learners	2.1	1.9	1.8	0.9	1.8
Aligning school improvement strategies to school-based equity goals	1.8	1.6	2.2	1.2	2.4
Evaluating the evidence-based models, interventions, and strategies	1.9	1.7	2.1	1.1	1.7
Implementing continuous improvement strategies	1.9	1.8	2.0	1.4	2.1
Budgeting effectively	2.2	1.3	2.1	1.6	1.2
Acting as instructional leaders	1.8	1.7	2.1	1.5	2.8
Scheduling staff and students effectively	2.1	1.2	1.8	1.1	1.3
Recruiting, developing, and retaining more effective teachers	2.1	1.5	2.2	1.1	1.4
Supporting students' social, emotional, and mental health needs	1.5	1.8	1.9	1.2	2.6
Engaging with families or communities	2.1	1.8	2.0	1.1	1.7
Implementing effective instructional strategies specifically for students with disabilities	2.1	1.8	2.1	1.2	1.7
Some other topic	1.4	0.6	1.3	0.5	0.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.117. See that exhibit for additional details.

Exhibit 2.4.S2.63 Standard errors for the percentage of districts that engaged in technology-related activities or approaches

Technology-related activities and approaches	Percent of districts
Technology that translates communications with families of English learners	2
Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia)	1.4
Online learning platform to manage homework assignments	1.5
One-to-one laptop policy that ensured every student had a laptop or tablet computer	1.3
Video recordings of the teacher’s instruction that students could view outside class time	1.9
Video recordings of classroom instruction that administrators or instructional leaders could use asynchronously for observing teaching	2
Professional development for teachers on integrating technology into instruction	1.9
Online professional development for teachers	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.120. See that exhibit for additional details.

Exhibit 2.4.S2.64 Standard errors for the percentage of schools that used technology for various purposes

Technology and uses	Percent of schools
Online learning platform for enhanced classroom materials (i.e., online textbooks, multimedia)	0.7
Online learning platform to manage homework assignments	1.3
Video recordings of classroom instruction that administrators or instructional leaders could use asynchronously for observing teaching	2.4
Video recordings of the teacher’s instruction that students could view outside class time	2.3
Technology that teachers integrated into instruction to allow students to explore, learn, and create (e.g., virtual math manipulatives, learning through games, digital field trips)	1.0
Online professional development for teachers on a variety of topics	1.5
Technology that translates communications with families of English learners	2.2
Other remote learning or engagement practices	1.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.121. See that exhibit for additional details.

Exhibit 2.4.S2.65 Standard errors for the percentage of districts that examined and reported information about the distribution of per-pupil school expenditures

Practice	Percent of districts
Examined information about the distribution of per-pupil school expenditures	1.9
Publicly reported results about the distribution of per-pupil school expenditures	1.1

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.126. See that exhibit for additional details.

Exhibit 2.4.S2.66 Standard errors for the percentage of districts that conducted specified analyses and whether they found meaningful differences

Comparisons	Among districts that examined information about per-pupil school expenditures, percent of districts that:	
	Made the comparison	Found meaningful differences
Comparisons of school spending across schools within your district	2.7	2.7
Comparisons of school spending with school performance or student outcomes data	3	2.4
Comparisons of spending in schools serving similar student populations in your district	3.1	2.2
Comparisons of spending in schools serving different percentages of students who are English learners	3	2
Comparisons of spending in schools serving different percentages of students from economically disadvantaged families	2.9	2.7
Comparisons of spending in schools serving high percentages of students from different racial/ethnic groups	3.2	1.6
Comparisons of spending in schools serving different percentages of students with disabilities	3.3	1.9
Comparisons of spending in schools serving higher proportions of students experiencing homelessness, students in migrant families, or students in foster care compared to other schools	3.3	1.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.127. See that exhibit for additional details.

Exhibit 2.4.S2.67 Standard errors for the percentage of districts that have used the information from examining school expenditures for specified purposes

Information uses	Among districts that examined information about per-pupil school expenditures, percent of districts
District developed a plan to address spending differences	3
District created forums for schools and/or the public to discuss inequities	2.8
District invested funding to address inequities found	3.3
District provided schools with information about schools with high student achievement growth and low costs	3.1
District used findings to evaluate which schools to expand and which to close	2.9
District used findings to further examine teacher-salary levels and teacher placement policies	2.7
District used findings to advocate for changes to the state’s funding formulas	2.6
Other	1.4

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.128. See that exhibit for additional details.

Exhibit 2.4.S2.68 Standard errors for the percentage of districts that reported specified challenges to examining per-pupil school-level expenditures

Conditions	Among districts that examined information about per-pupil school expenditures, percent of districts that reported the condition as:		
	Not a challenge	Minor challenge	Major challenge
Availability of per-pupil school-level expenditure information	2.5	2.4	1.6
Accessibility or usability of the information (e.g., spending data are in a format you can use to make comparisons between schools in your district)	2.8	2.7	1.3
Ability to make reliable comparisons with the information	3.2	3	1.4
Staff with expertise analyzing school expenditure data	3.1	2.8	1.4
Time or resources to spend reviewing the information	3.4	2.9	2.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.129. See that exhibit for additional details.

Exhibit 2.4.S2.69 Standard errors for the percentage of schools that provided services or used practices either themselves or through a community-based organization that partnered with the school

Services and practices	Percent of schools
Provided after-school programs that offered a combination of academic support and enrichment activities such as art, music, etc.	2.0
Used curriculum that included real-world learning opportunities such as work-based learning, internships, and project-based learning with connections to the local community	2.1
Had a family engagement specialist or family outreach worker at the school	1.9
Provided opportunities for parents and other family members to participate in school decision-making other than filling out a yearly survey (e.g., collaborative meetings to consider decisions about hiring, scheduling, or curriculum)	1.7
Provided parent/family learning opportunities such as adult English classes, digital literacy, or orientations to community services	1.9
Provided opportunities for families and community members to use school facilities during and/or after the school day (e.g., use of the school library or gym)	2.0
Had a school-based health center	1.4
Provided access to healthcare coverage (e.g., helped families enroll in health care programs for which they qualified or held events to help families obtain healthcare coverage)	2.0
Provided access to dental care (e.g., provided free or subsidized dental care at the school or helped students and families to obtain dental care)	2.1
Provided counseling or other mental health support	1.8
Provided nutrition support (e.g., 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).	2.2
Had a staff member at the school whose key role included developing partnerships with community organizations and connecting students and families to services	1.9
Provided case management or coordination of services to link individual students and families with providers who could serve their needs	2.0
Assessed family and student assets and needs, including students' non-academic needs	2.3
Had an advisory board or local decision-making committee that included parents, teachers, students, and community members	2.1
Had a specific lead partner organization or agency that provided services to students at the school	2.2
Centralized and shared information about services with students, families, and staff (e.g., provided a local service directory or a weekly email about available services)	1.9
Monitored and tracked data on (1) which students received which services, and (2) student progress	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.130. See that exhibit for additional details.

Exhibit 2.4.S2.70 Standard errors for the percentage of schools that used various practices to support students and communicate about their school

Practices	Percent of schools
Referred to your school as a “community school” in communications with students, families, community members, and other external audiences	2.2
Used the term <i>community school</i> to describe the purpose of school initiatives or activities in internal discussions with school leadership, teachers, or other internal staff	2.1
Used the term <i>community school</i> as part of the school’s full name	1.3
Had a community school coordinator/director/manager working at the school	1.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.131. See that exhibit for additional details.

Exhibit 2.4.S2.71 Standard errors for the percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades

Instruction type	Percent of schools
Did not provide departmentalized instruction	2.9
Provided departmentalized instruction in 4th grade only	1.4
Provided departmentalized instruction in 5th grade only	2.0
Provided departmentalized instruction in both 4th and 5th grade	2.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.132. See that exhibit for additional details.

Exhibit 2.4.S2.72 Standard errors for the percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the number of teachers for the four core academic subjects

Grade level	Percent of schools with 4th or 5th grade and departmentalized grades where students had the following number of teachers for their four core subjects:			
	1 teacher	2 teachers	3 teachers	4 or more teachers
4th grade student	2.4	4.1	4.0	1.5
5th grade student	1.8	3.9	4.1	2.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.133. See that exhibit for additional details.

Exhibit 2.4.S2.73 Standard errors for the percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the number of core academic subjects math and English language arts (ELA) teachers taught

Grade level for math or ELA instruction	Percent of schools with 4th or 5th grade and departmentalized grades where math and ELA teachers taught:			
	1 subject	2 subjects	3 subjects	4 subjects
Math teachers				
4th grade teacher	3.8	4.3	3.4	2.0
5th grade teacher	3.3	3.8	2.5	2.0
ELA teachers				
4th grade teacher	3.7	4.4	2.2	1.9
5th grade teacher	3.5	4.0	1.9	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.134. See that exhibit for additional details.

Exhibit 2.4.S2.74 Standard errors for the percentage of schools with 4th or 5th grade that provided departmentalized instruction in these grades and the most important factor(s) principals considered when assigning teachers to core academic subjects

Assignment factors	Percent of schools
Teachers' certifications to teach certain core academic subjects	3.7
Subject(s) teachers taught in prior years	3.6
Teachers' preferences for teaching a certain core academic subject	3.8
Teachers' ratings from state or district effectiveness measures based on student achievement (e.g., student achievement growth, value added, or proficiency levels)	3.8
Observations of teachers' classroom practices	3.4
Teacher team dynamics (teacher's fit within the grade-level team or subject-specific team)	3.6
Teacher-student rapport (teacher's personality and ability to build relationships with students)	2.5
Teachers' classroom management skills	3.2
Other most important factor for assigning teachers	0.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.135. See that exhibit for additional details.

Exhibit 2.4.S2.75 Standard errors for the percentage of districts that allocated funding to schools based on a per-pupil formula that gives additional weight to economically or otherwise disadvantaged students

Funding formula	Percent of districts
Formula that gives additional weight to economically disadvantaged students	1.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.136. See that exhibit for additional details.

Exhibit 2.4.S2.76 Standard errors for the percentage of districts with students enrolled in specified school choice programs

Enrollment	Percent of districts reporting that:	
	Students are enrolled in specified programs	Don't know whether students are enrolled in specified programs
Students enrolled in charter schools	1.7	1.5
Students enrolled in magnet schools or magnet programs	0.7	1.3
Students enrolled in schools through an interdistrict choice program	1.9	0.8
Students enrolled in online public schools (including online charter schools)	2.1	1.5
No students enrolled in the specified choice programs	2	0.7

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.137. See that exhibit for additional details.

Exhibit 2.4.S2.77 Standard errors for the percentage of districts that had schools offer forms of open enrollment to students who live within district boundaries but outside the school's residential zone

Open enrollment methods	Percent of districts
Some or all schools in the district offered open enrollment without neighborhood preference	2.2
Students who live in the district but outside a school's residential zone could attend only if space permits	1.9
Other approach	1.5
Open enrollment is not offered in the district	2.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.138. See that exhibit for additional details.

Exhibit 2.4.S2.78 Standard errors for the percentage of districts that used specified methods used to determine which applicants are given the seats, among districts with open enrollment

Allocation methods	Percent of districts
Seats are allocated on a first-come, first served basis	2.5
Seats are allocated by lottery	1.5
Seats are allocated based on an application process that determines which students are the best fit for the school	1.9
Another method	1.6
None of the methods specified	2.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.2.139. See that exhibit for additional details.

2.4.S3 Standard Errors for Support for Teacher Effectiveness

Exhibit 2.4.S3.1 Standard errors for the percentage of districts that took actions to address issues of recruiting, hiring, or retaining effective teachers

Action taken	Percent of districts
Offering more compensation for qualified or effective teachers	1.8
Providing loan repayment assistance or tuition reimbursement to teachers	1.9
Developing career ladders or teacher leadership roles to attract and retain teachers	1.9
Allowing some schools to begin the hiring process earlier	2.0
Increasing external recruitment activities	1.9
Improving teaching and learning environments	2.1
Offering more professional development for teachers	1.9
Recruiting or hiring teachers from nontraditional providers (e.g., Teach for America)	1.8
Other	0.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.4. See that exhibit for additional details.

Exhibit 2.4.S3.2 Standard errors for the percentage of districts that hired at least one full-time teacher using nontraditional programs, by program type

Program	Percent of districts
Hired at least one full-time teacher from the following programs:	1.9
Grow Your Own programs	1.4
Alternative Certification programs (e.g., Teach for America, Urban Teachers, The New Teacher Project, other AmeriCorps programs)	1.7
Teacher academies	1.0
Teacher residency programs	1.4
Other	0.9

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.5. See that exhibit for additional details.

Exhibit 2.4.S3.3 Standard errors for the percentage of districts that hired at least one full-time teacher of color using nontraditional programs, by program type

Program or strategy	Percent of districts:
Hired at least one full-time teacher of color from the following programs:	1.6
Grow Your Own programs	1.1
Alternative certification programs (e.g., Teach for America, Urban Teachers, The New Teacher Project, other AmeriCorps programs)	1.2
Teacher academies	0.8
Teacher residency programs	1.2
Other	0.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.6. See that exhibit for additional details.

Exhibit 2.4.S3.4 Standard errors for the percentage of districts that used strategies to increase the racial or ethnic diversity of the teacher workforce during the 2021-22 school year

District strategies to increase teacher racial or ethnic diversity	Percent of districts in which:	
	Strategy was used	Used as one of top three strategies
Any strategy	1.7	n.a.
Set a goal to increase the racial or ethnic diversity of the educator workforce	1.7	1.6
Developed a task force, advisory group, or role within the district to examine, create, and monitor strategies to increase the racial or ethnic diversity of the workforce	1.4	1.3
Invested in Grow Your Own programs to increase the racial or ethnic diversity of the workforce	1.0	0.8
Partnered with teacher preparation programs to ensure targeted recruitment and hiring	1.5	1.2
Invested in cultural competence and anti-bias trainings for hiring managers and school leaders	1.6	1.4
Invested in teacher academies or teacher residencies to support and prepare candidates of color	1.1	0.6
Invested in opportunities for teachers of color to grow and develop in their abilities and qualification for leadership roles, including targeted professional development and cohort models	1.3	1.1
Other	0.5	0.5

n.a. = Not applicable.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.7. See that exhibit for additional details.

Exhibit 2.4.S3.5 Standard errors for the percentage of districts that offered a teacher residency program during the 2021–22 school year, among districts that hired at least one full-time teacher through teacher residency programs

Program offered	Percent of districts
A program created by the state and available to all districts in the state	5.5
A program created by the district or available to a limited number of districts	3.8
Other	3.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.9. See that exhibit for additional details.

Exhibit 2.4.S3.6 Standard errors for the percentage of districts and schools that provided or arranged for professional development on specific topics during the 2021–22 school year

Professional development topic	Percent of:	
	Districts	Schools
Curricula, standards, and subject matter content	1.0	1.1
Teaching strategies for remote learning, including the use of education-based apps	2.0	2.3
Using adaptive education technologies to help students catch up or accelerate learning at school	1.6	2.0
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)	1.4	2.1
Supporting students' social, emotional, and mental health needs	1.0	1.5
Strategies to support physical distancing and other health or safety-related procedures	1.7	2.4
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	2.0	1.8
Engaging students and families	1.5	2.1
Specific ways to support English learners	1.9	2.0
Specific ways to support students with disabilities	1.5	1.9
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	1.9	1.7
Creating safe and supportive learning environments	1.4	2.0
Active learning strategies	1.7	2.0
Student behavior, discipline, and safety strategies	1.4	2.2
Improving instructional approaches to teaching specific content areas	1.0	1.9
Improving classroom management or relationships with students	1.3	2.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.10. See that exhibit for additional details.

Exhibit 2.4.S3.7 Standard errors for the percentage of districts, and schools that provided the most resources or most hours of professional development on specific topics during the 2021-22 school year

PD topic	Percent of:	
	Districts	Schools
Curricula, standards, and subject matter content	2.2	2.0
Teaching strategies for remote learning, including the use of education-based apps	1.3	1.8
Using adaptive education technologies to help students catch up or accelerate learning at school	1.3	1.3
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)	1.5	2.1
Supporting students' social, emotional, and mental health needs	2.0	2.3
Strategies to support physical distancing and other health or safety-related procedures	1.0	1.4
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	1.0	1.6
Engaging students and families	1.0	1.5
Specific ways to support English learners	1.2	1.6
Specific ways to support students with disabilities	0.9	1.4
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	0.3	0.6
Creating safe and supportive learning environments	1.8	2.1
Active learning strategies	1.6	1.7
Student behavior, discipline, and safety strategies	1.6	1.8
Improving instructional approaches to teaching specific content areas	2.2	2.2
Improving classroom management or relationships with students	1.9	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.11. See that exhibit for additional details.

Exhibit 2.4.S3.8 Standard errors for the percentage of districts that provided the same number of hours of professional development (PD) across all schools and the percentage that provided more hours to different types of schools, by type of school and topic

PD topic	Percent of districts that provided:			Percent of districts that provided more PD hours for:		
	Same PD hours across all schools	Different PD hours for some schools	No PD on this topic	CSI schools	Other low-performing schools	Other types of schools
Curricula, standards, and subject matter content	1.4	0.9	1.0	2.2	1.5	0.9
Teaching strategies for remote learning, including the use of education-based apps	1.9	0.7	2.0	0.9	1.3	0.6
Using adaptive education technologies to help students catch up or accelerate learning at school	1.9	0.9	1.6	1.4	1.9	0.7
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)	1.7	1.0	1.4	1.4	1.5	0.7
Supporting students' social, emotional, and mental health needs	1.3	0.8	1.0	1.1	1.2	0.7
Strategies to support physical distancing and other health or safety-related procedures	1.8	0.6	1.7	1.3	1.1	0.5
Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	2.1	1.0	2.0	1.2	1.7	0.8
Engaging students and families	1.7	1.0	1.5	1.7	1.6	0.9
Specific ways to support English learners	2.0	1.0	1.9	2.1	1.6	0.8
Specific ways to support students with disabilities	1.6	0.8	1.5	1.9	1.3	0.7
Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	1.9	0.7	1.9	1.6	1.3	0.6
Creating safe and supportive learning environments	1.5	0.6	1.4	0.7	1.1	0.5
Active learning strategies	1.8	0.9	1.7	2.2	1.3	0.7
Student behavior, discipline, and safety strategies	1.6	0.9	1.4	0.9	1.3	0.8
Improving instructional approaches to teaching specific content areas	1.4	1.0	1.0	2.3	1.3	0.8
Improving classroom management or relationships with students	1.5	1.0	1.3	2.3	1.3	0.8

Notes: CSI = Comprehensive Support and Improvement. Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.12. See that exhibit for additional details.

Exhibit 2.4.S3.9 Standard errors for the percentage of districts that indicated select types of professional development (PD) were provided to teachers

Type of PD	Percent of districts	
	Provided this type of PD to teachers	Most common type of PD provided to teachers
Resources available to teachers on-demand, asynchronously (e.g., video recordings)	1.4	1.6
Stand-alone workshops (one-day or short-term)	1.7	2.2
Intensive and sustained support in groups	1.7	2.0
Intensive and sustained one-on-one support for individual teachers	1.8	1.3
Some other type of PD	1.1	0.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.13. See that exhibit for additional details.

Exhibit 2.4.S3.10 Standard errors for the mean and median number of days of professional development (PD) districts required for teachers during the 2021-22 school year

Required teacher PD	Number of days
Mean required PD days for teachers	0.3
Median required PD days for teachers	0.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.14. See that exhibit for additional details.

Exhibit 2.4.S3.11 Standard errors for the percentage of districts that provided general education teachers with professional development on specific topics to help student with disabilities succeed in general education settings

Topic	Percent of districts
Collaborative learning	2.0
Co-teaching of a special education teacher and a general education teacher	2.2
Personalized instruction for students with disabilities	1.5

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.15. See that exhibit for additional details.

Exhibit 2.4.S3.12 Standard errors for the percentage of districts that provided general education teachers with professional development on specific topics to help English learners succeed

Topic	Percent of districts
Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities	2.0
Integrating oral and written English language instruction into content area teaching	1.9
Providing regular, structured opportunities for English learners to develop oral and written language skills	2.0
Providing small group instructional intervention to students struggling in areas of literacy and English language development	1.8
Co-teaching or collaboration between an English learner teacher and a general education teacher	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.16. See that exhibit for additional details.

Exhibit 2.4.S3.13 Standard errors for the percentage of schools that indicated the most common way professional development was provided to teachers during the 2021-22 school year

How school provided professional development to teachers	Percent of schools
Resources available to teachers on-demand, asynchronously (e.g., video recordings)	1.9
Stand-alone workshops (one-day or short-term online or in person)	2.3
Intensive and sustained support in groups	2.6
Intensive and sustained one-on-one support for individual teachers	1.2

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.17. See that exhibit for additional details.

Exhibit 2.4.S3.14 Standard errors for the percentage of schools that allowed groups of teachers to choose the content and focus of the required hours of professional development (PD) in which they participated

Groups of teachers	Percent of schools in which teachers chose content/focus of:				
	All required PD hours	A large part of required PD hours	A small part of required PD hours	None of the required PD hours	Not applicable
Novice teachers	1.7	1.8	1.9	1.2	0.9
Struggling teachers	1.8	1.9	2.0	1.1	1.2
English learner specialists	1.7	2.1	1.7	1.1	1.6
Other teachers	1.7	1.9	2.0	1.2	‡

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.18. See that exhibit for additional details.

Exhibit 2.4.S3.15. Standard errors for the percentage of schools that prioritized specific practices or strategies the most for all teachers, novice teachers, and struggling teachers

Practices or strategies	Percent of schools that prioritized strategy for:		
	All teachers	Novice teachers	Struggling teachers
Work with an instructional coach	2.0	2.0	2.2
Receive feedback from administrator	1.8	2.2	2.1
Receive feedback on teaching practices from colleagues	1.8	2.0	2.0
Plan lessons or courses with teachers of the same grade or subject	1.8	2.1	2.2
Discuss learning needs of individual students with colleagues	2.1	2.0	2.1
Learn from high-performing or highly rated teachers in school or district	1.1	1.9	1.8
Co-planning or co-teaching with English learner specialists	0.9	1.4	1.6
Co-planning or co-teaching with special education teachers	1.5	1.4	1.4
None of these	‡	0.4	0.7

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.19. See that exhibit for additional details.

Exhibit 2.4.S3.16. Standard errors for the percentage of districts that assigned staff to schools to support the improvement of teacher effectiveness, by school type

Type of staff	Percent of districts that assigned staff to:					Not used
	CSI schools only	Low-performing schools only	Title I schools only	All schools	Other	
A full- or part-time instructional coach (e.g., literacy or math coaches)	0.2	0.1	1.0	1.9	0.6	1.7
Full- or part-time mentors for novice or struggling teachers	‡	‡	0.6	1.7	0.4	1.6
A full- or part-time professional development specialist	0.1	0.1	0.3	2.0	0.7	2.0

‡ Not applicable. Estimate either rounds to zero or cannot be reported because reporting standards are not met.

Notes: CSI = Comprehensive Support and Improvement. Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.20. See that exhibit for additional details.

Exhibit 2.4.S3.17 Standard errors for the percentage of districts with instructional coaches or professional development specialists assigned to one or multiple schools to support the improvement of teacher effectiveness

Type of staff	Percent of districts in which:			
	Each staff person serves one school	Each staff person serves multiple schools	Both, some staff serve one school and some staff serve multiple schools	This type of staff was not used
A full- or part-time instructional coach	1.9	1.5	1.0	1.7
A full- or part-time professional development specialist	1.4	1.6	0.6	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.21. See that exhibit for additional details.

Exhibit 2.4.S3.18 Standard errors for the percentage of schools with assigned staff to support the improvement of teacher effectiveness

Type of staff	Percent of schools with:	
	Staff assigned to school	Staff working exclusively at school
Instructional coach (e.g., literacy or math coaches)	1.6	2.3
Mentors for novice or struggling teachers	2.2	2.2
Specialist	2.0	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.22. See that exhibit for additional details.

Exhibit 2.4.S3.19 Standard errors for the percentage of schools that had school-based staff in specific teacher leader roles and the average number of staff in these roles during the 2021-22 school year

Type of staff	Percent of schools	Average number of staff ¹
Teacher leader whose main role was to provide individualized coaching to teachers	2.2	0.2
Teacher leader whose main role was not to provide individualized coaching to teachers	1.9	0.2
School-based staff whose main role was to provide individualized coaching to teachers	2.1	0.1

¹ Among schools with that type of staff.

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.23. See that exhibit for additional details.

Exhibit 2.4.S3.20 Standard errors for the percentage of schools that provided individualized coaching using teacher leaders to specified types of teachers during the 2021-22 school year

Type of teacher	Percent of schools
First-year teachers	2.0
Early-career teachers	1.9
Teachers new to the school	2.0
Teachers who would be receptive to or requested additional coaching	1.9
Teachers implementing a new curriculum	1.6
Teachers in the same grade level	1.7
Teachers teaching the same subject	1.5
Teachers in the same grade level and same subject	1.4
Teachers with a certain number of years of teaching experience	1.0
Low-performing teachers	1.7
Teachers of low-performing students	1.4
English learner specialists	1.4
Special education teachers	1.6
Other teachers	0.8

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.24. See that exhibit for additional details.

Exhibit 2.4.S3.21 Standard errors for the percentage of districts that used value-added measures or student growth percentiles as a source of information on teacher performance for teacher evaluation

Used value-added measures or student growth percentiles	Percent of districts
Yes	2.0
No	2.0

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.26. See that exhibit for additional details.

Exhibit 2.4.S3.22 Standard errors for the percentage of districts that used evaluation results to inform decisions for teachers during the 2021-22 school year

Type of decision	Percent of districts
Determining annual salary increases or bonuses for high-performing teachers	1.4
Providing career advancement opportunities for high-performing teachers, such as teacher leadership roles	1.9
Identifying low-performing teachers for coaching, mentoring, or peer assistance	1.7
Dismissing low-performing teachers or terminating employment for cause	2.3

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.27. See that exhibit for additional details.

Exhibit 2.4.S3.23 Standard errors for the percentage of districts that examined the distribution of teacher quality and found that low-income or students of color tended to have teachers who were more, equally, or less effective than the teachers for other students

Teacher quality	Percent of districts
Examined the distribution of teacher quality	1.6
Low-income students have:	
More effective teachers	0.9
Equally effective teachers	1.8
Less effective teachers	0.5
Did not examine this group	0.6
Students of color have:	
More effective teachers	0.7
Equally effective teachers	1.8
Less effective teachers	0.5
Did not examine this group	0.6
Did not examine the distribution of teacher quality	1.6

Notes: Standard errors in this exhibit correspond to the estimates presented in Exhibit 2.3.30. See that exhibit for additional details.

Chapter 3. Survey Instruments and Public Data Collection Form

Overview

This chapter contains the survey instruments for state education agency, district, and school surveys for the 2021-22 data collection and the form used to collect and record publicly available data on state accountability policies. All surveys were web-based, but respondents could opt to complete a hard copy. The public data collection form was available as an on-line survey completed by the study team.

State Survey

OMB#: 1850-0967

Expiration Date: 03/31/2025

Implementation of Title I/II-A Program Initiatives

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

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0967. The approximate time required to complete the survey is estimated to be 180 minutes including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

INTRODUCTION TO SURVEY

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

- **The survey may require more than one respondent, given the scope of topics.** There are three sections: educator effectiveness; content standards and assessments; and accountability. Each section should be completed by the person(s) most familiar with the topic covered.
 - **Educator effectiveness** asks about state requirements for teacher evaluation systems, state support for recruiting, hiring, and retaining effective teachers, teacher preparation programs, including residencies, assessing the effectiveness of teacher preparation programs and the distribution of effective teachers, and teacher professional development.
 - **Content standards and assessments** asks about support for teaching to the state content standards, English or Spanish proficiency assessments, support for using state assessment results, time required for state assessments, and high school graduation requirements (assessments and coursework).
 - **Accountability** asks about policies on subgroups in the state’s accountability system and long-term goals for achievement; identification of low-performing schools; measures of student achievement and school quality from spring 2021 and how they informed various academic and social-emotional supports for students in 2021-22, whether the state provided additional support to schools identified for Comprehensive Support and Improvement (CSI) or low-performing schools generally in 2021-22; support for internet connections; strategies to promote the use of evidence-based interventions in CSI schools; other state support for school improvement; and the use of per-pupil school expenditure data.
- **While individual states may be identified in reports prepared for this study and for collaborating studies funded by the Department, reports will not associate responses with a specific individual, and individual respondents will not be identified** (see Notice of Confidentiality). 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.** The survey will provide a national picture of policies and practices promoted by Title I and Title II-A. 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@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).

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

Teacher preparation programs are ways to prepare people to become licensed or 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 hired for full-time employment in the same district.

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).

TYPE OF DECISION	SELECT ONE RESPONSE IN EACH ROW		
	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)?

ACTION TAKEN	SELECT ONE RESPONSE IN EACH ROW	
	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):

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 TEACHER PREPARATION 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.

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. Creating safe and supportive learning environments.....	0	1	2
m. Active learning strategies	0	1	2
n. Student behavior, discipline, and safety strategies	0	1	2
o. Improving instructional approaches to teaching specific content areas	0	1	2
p. Improving classroom management or relationships with students	0	1	2

1-7. Indicate the three topic areas on which your state spent the most resources providing or arranging PD to schools and districts during this school year (2021-22).

Instruction: 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.

**SELECT UP TO 3
PD TOPICS ON
WHICH YOUR
STATE SPENT
THE MOST
RESOURCES**

PD TOPIC	
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 (e.g., tutoring to individual students or small groups of students, extending learning time).....	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. Creating safe and supportive learning environments	1
m. Active learning strategies	1
n. Student behavior, discipline, and safety strategies.....	1
o. Improving instructional approaches to teaching specific content areas	1
p. 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 compared with low-poverty or differences across urban, suburban, and 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, did low-income students or students of color tend to have teachers who were more, equally, or less effective than the teachers that other students had?

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

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

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

Individualized support includes targeted communications or customized resources for 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.

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

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 requirements.

Written guidance includes resources developed by the state or district and distributed to schools. For the purpose of

State Supports for Using State Content Standards, State English Language Proficiency (ELP) 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 (group PD) to districts or schools on the following topics related to the English language arts (ELA) or math state content standards? If so, indicate the type(s) provided.

TOPICS	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW IF YES, WHICH TYPE?		
	YES	NO	WRITTEN GUIDANCE	INDIVIDUALIZED SUPPORT	GROUP PD
Prioritize content and adapt instructional materials or supports					
a. Determine what content, topics, or skills should be prioritized for each grade or course (prioritizing content)	1	0	3	2	1
b. Identify or develop new or adapted instructional materials to support prioritizing content, topics, or skills.....	1	0	3	2	1
c. Plan what information is provided to teachers to support prioritizing content	1	0	3	2	1
Design instruction					
d. Develop lesson plans that align to the state content standards	1	0	3	2	1
e. Incorporate academic or content vocabulary into instruction	1	0	3	2	1
f. Use the state content standards to differentiate instruction	1	0	3	2	1
g. Use the state’s English language proficiency (ELP) standards to design instruction for English learners (ELs).....	1	0	3	2	1
Instructional materials or resources					
h. Select curricula that align to the state content standards	1	0	3	2	1
Evaluating processes					
i. Evaluate student work relative to the state content standards	1	0	3	2	1

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

2-2. Did the state administer the same English language proficiency (ELP) assessment during the 2021-22 school year that it did in the 2018-19 school year?

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

Yes

No

N/A - Check here if your state did not administer the English language proficiency (ELP) assessment during 2021-22

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.

2-3. Indicate up to three primary factors the state considered when selecting the English language proficiency (ELP) assessment for the 2021-22 school year.

FACTORS	SELECT UP TO 3 RESPONSES
a. The English language proficiency (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 English language proficiency (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 (ELP) standards	1
e. The assessment’s length	
f. Estimated timeline for receiving the English language proficiency (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 (SWDs)	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
<i>(Specify):</i> _____	

2-4. Indicate up to three ways your state primarily used the results of the 2020-21 English language proficiency (ELP) assessment during this school year (2021-22).

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

USE OF ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT RESULTS	SELECT UP TO 3 RESPONSES
a. To track overall school performance	1
b. To identify areas of improvement.....	1
c. To evaluate instructional programs, i.e., measuring program effectiveness	1
d. To inform individualized supports or group PD offerings such as identifying specific content or skills where teachers need assistance or support.....	1
e. To provide information to teachers about their students’ progress.	1
f. To provide information to parents about their children or the schools, or to students about their own progress.....	1
g. To understand the effectiveness of various English learner (EL) program models (e.g., dual immersion, English as a second language).....	1
h. To inform staffing decisions (i.e., hiring and placement).....	1
i. Something else (Do not include use of the English language proficiency (ELP) assessment for determining the proficiency level of English learner (EL) students or for federal accountability) (Specify): _____	1

2-5. Did your state administer the state-mandated academic assessments in spring 2021, summer 2021, or fall 2021?

- Yes
- No

Q.2-5 SKIP INSTRUCTION
 States that answer “Yes” go to Q.2-5a.
 States that answer “No” skip to Q.2-6.

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

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 PD
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 (SWDs)	1	0	3	2	1
c. How to use state-mandated academic assessment data to monitor progress of English learners (ELs)	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	1	0	3	2	1
(Specify): _____					

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 total estimated hours per student for all state-required academic assessments except the English language proficiency (ELP) assessment for each grade. Include all state-required summative and interim assessments (not just English language arts (ELA) and math assessments), regardless of whether they are used for federal accountability or other purposes. Your best estimate is fine. Enter 0 if your state does not require a particular academic assessment.

IN EACH CELL, ENTER THE TOTAL ESTIMATED HOURS PER STUDENT FOR ALL STATE REQUIRED ACADEMIC ASSESSMENTS IN 2021-22. PLEASE USE DECIMALS TO INDICATE PARTIAL HOURS (EX: QUARTER HOUR = 0.25)				
GRADE	ALL SUMMATIVE ASSESSMENTS	INTERIM ACADEMIC ASSESSMENTS		
		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
End-of-course subject tests.....	3	2	1	0
What subject tests are used for graduation purposes? (List those subjects.) <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
A college entrance exam (SAT or ACT)	3	2	1	0
Comprehensive exam, exit exam, or grade specific exam	3	2	1	0
Other	3	2	1	0
(Specify): _____				

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

Q.2-8 SKIP INSTRUCTION
 States that answer “Yes” go to Q.2-9.
 States that answer “No” skip to Q.2-10.

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?

SUBJECTS	SELECT ONE RESPONSE IN EACH ROW								
	YEARS OF COURSEWORK REQUIRED								
	NONE	0.5	1	1.5	2	2.5	3	3.5	4
a. English language arts (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

2-11. For this school year (2021-22), did your state require districts to assess children’s academic readiness at kindergarten entry? By kindergarten entry assessment, we mean any test, survey, observation, or formal collection of quantitative data about the child’s development and achievement at about the time of kindergarten entry.

1 Yes

0 No

2-12. Has your state developed (or made available) an assessment or battery of assessments that districts can use to assess children at kindergarten entry?

1 Yes

0 No

Section 3. Accountability

Definitions for this section

Additional Targeted Support and Improvement (ATSI) schools are those with subgroup achievement at very low levels, comparable to overall achievement in the bottom 5 percent of all Title I schools, as defined under ESEA for federal accountability.

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.

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

Interim academic assessments are generally district- or school-level assessments administered at set periods of time throughout the school year, e.g., beginning, middle, or end of instruction. Results can be aggregated across students, administration windows, or concepts. Information gained can be used to predict a student's ability to succeed on large-scale state-mandated assessments, evaluate a program or pedagogy, or identify gaps in a student's knowledge and adjust instruction. Interim assessments are also known as "benchmark," "predictive," or "through" assessments.

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.

State-mandated academic assessments 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.

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 (ELs) 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 former English learners (ELs) (those who have exited English learner (EL) status by becoming proficient in English) in the English learner (EL) subgroup in measures of school performance for this school year (2021–22) in the state’s accountability system?

- Yes, former English learners (ELs) are included in the English learner (EL) subgroup
- No, the state does not include former English learners (ELs) in the English learner (EL) 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 (EL) does your state include former English learners (ELs) in the English learner (EL) subgroup when measuring school performance?

Number of years former English learners (ELs) are counted in the English learner (EL) subgroup

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

- Yes
- 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): _____

Instruction: 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?

- Yes
- 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?

- Yes
- 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

USE OF INTERIM PROGRESS TOWARD LONG-TERM GOALS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO

(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?

SCHOOL TYPE	SELECT ONE RESPONSE IN EACH ROW				
	MOST RECENT YEAR OF ASSESSMENT DATA USED TO IDENTIFY LOW-PERFORMING SCHOOLS				THE STATE HAS NOT YET IDENTIFIED ANY OF THESE SCHOOLS
	2016-17	2017-18	2018-19	2020-21	
a. Comprehensive Support and Improvement (CSI)	1	2	3	4	0
b. Targeted Support and Improvement (TSI).....	1	2	3	4	0
c. Additional Targeted Support and Improvement (ATSI).....	1	2	3	4	0

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 send the documents to TitleI@mathematica-mpr.com if that is easier than providing a link. (Select one response.)

- 1 Yes. Please provide a link to the documentation (if available) _____
- 2 Will send the documentation via email
- 0 Documentation not available

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-mandated academic assessment or regular screenings to identify students with disabilities (SWDs) or English learners (ELs), if your state required them.

- 1 Yes, the state required districts to administer an interim academic assessment or a diagnostic assessment in ALL schools
- 2 Yes, the state required districts to administer an interim academic assessment or a diagnostic assessment in SOME schools
- 0 No, the state DID NOT require districts to administer an interim academic assessment or a diagnostic assessment in any schools

Q.3-11 SKIP INSTRUCTION

States that answer “Yes, state required in *SOME* schools” go to Q.3-12.
 States that answer “Yes, state required in *ALL* schools” skip to Q.3-13.
 States that answer “No, state did not require in any schools,” 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 last school year (2020-21) does your state education agency have? Are the data available for nearly all elementary and middle schools (95 percent or more), for some schools, or were the data not available to the SEA for 2020-21?

Note: If your state’s English language arts (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 ELEMENTARY AND MIDDLE SCHOOLS (95% OR MORE) STATEWIDE	SEA HAS 2020-21 DATA FOR SOME ELEMENTARY AND MIDDLE SCHOOLS (LESS THAN 95 PERCENT OF SCHOOLS)	DATA ARE NOT AVAILABLE TO THE SEA OR WERE NOT COLLECTED IN 2020-21
a. English language arts (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 (ELP) 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 or on-track to graduate index	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 last school year (2020–21) does your state agency have? Are the data available for nearly all high schools (95 percent or more), for some high schools, or were the data not available to the SEA for 2020-21?

Note: If your state’s English language arts (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 HIGH SCHOOLS (95% OR MORE) STATEWIDE	SEA HAS 2020-21 DATA FOR SOME HIGH SCHOOLS (LESS THAN 95 PERCENT OF SCHOOLS)	DATA ARE NOT AVAILABLE TO THE SEA OR WERE NOT COLLECTED IN 2020-21
High school assessments			
a. English language arts (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 (ELP) 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 indicator or on-track to graduate index	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 course enrollment, exam participation, or score.....	1	2	3
m. Industry-recognized credential.....	1	2	3
n. Dual enrollment course enrollment or credit (including CTE programs of study and Early College programs)	1	2	3
High school and post-high school transitions			
o. 4-, 5-, or 6-year adjusted cohort graduation rate	1	2	3
p. 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?

Instruction: 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-mandated academic assessments given in calendar year 2021.....	NA	0	1	2
b. The percentage of students in the district or school who did not take the 2021 state-mandated 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 English language arts (ELA) and Math assessments or their administration different in 2021 from those administered in spring 2019 in any of the following ways?

ASSESSMENT AND ADMINISTRATION CHARACTERISTICS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The assessment was shortened for 2021.....	1	0
b. English language arts (ELA) and math assessments were administered in alternate grade levels.....	1	0
c. Students could take assessments remotely, 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 English language arts (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. 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 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

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?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY	
	YES	NO	IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED?	
			GUIDANCE DOCUMENTS	TA OR PD
Instructional strategies				
a. Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course	1	0	1	2
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	1	2
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	1	2
d. Provide more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or English language arts (ELA))	1	0	1	2
e. Assign students to multiple classes with the same set of peers (small learning communities)	1	0	1	2
f. Purposefully assign students to at least one of the same teachers as last year (teacher looping)	1	0	1	2
g. Offer extra or non-standard support to English learners (ELs) to enable access to content (for example, using the student’s home language more often than is typical or pairing re-classified English learners (ELs) with current English learners (ELs) for bilingual peer tutoring)	1	0	1	2
Provide individualized or small group instruction				
h. Provide tutoring to groups of five or more students	1	0	1	2
i. Provide tutoring to groups of one to four students	1	0	1	2
j. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools) .	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
Offer a longer school day or school year				
k. Offer after- or before-school programs that provide supplemental academic instruction	1	0	1	2
l. Offer a longer school day (more than the typical 7 hours)..	1	0	1	2
m. Offer a longer school year (more than the typical 180 days)	1	0	1	2
n. Offer summer school or a summer learning program in 2021	1	0	1	2
Family engagement strategies				
o. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach.....	1	0	1	2
p. School or district staff work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1	0	1	2
q. Provide training to principals and teachers on approaches to parent engagement	1	0	1	2
r. Schools or districts offer parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1	0	1	2
Credit recovery or course progression strategies				
s. Offer credit recovery programs during the school year.....	1	0	1	2
t. Offer competency-based learning for students	1	0	1	2
u. Offer dual-enrollment or dual-credit coursework for high school students or early college high school.....	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 PD) to districts and schools?

Instruction: 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 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 English language arts (ELA))	1
e. Assign students to multiple classes with the same set of peers (small learning communities).....	1
f. Purposefully assign students to at least one of the same teachers as last year (teacher looping).....	1
g. Offer extra or non-standard support to English learners (ELs) to enable access to content (for example, using the student’s home language more often than is typical or pairing re-classified English learners (ELs) with current English learners (ELs) for bilingual peer tutoring	1
Provide individualized or small group instruction	
h. Provide tutoring to groups of five or more students	1
i. Provide tutoring to groups of one to four students	1
j. 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	
k. Offer after- or before-school programs that provide supplemental academic instruction	1
l. Offer a longer school day (more than the typical 7 hours).....	1
m. Offer a longer school year (more than the typical 180 days)	1
n. Offer summer school or a summer learning program in 2021.....	1
Family engagement strategies	
o. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach.....	1
p. 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
q. Provide training to principals and teachers on approaches to parent engagement.....	1
r. Schools or districts offer parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1

STRATEGY	SELECT UP TO 5 RESPONSES
Credit recovery or course progression strategies	
s. Offer credit recovery programs during the school year.....	1
t. Offer competency-based learning for students	1
u. Offer dual-enrollment or dual-credit coursework for high school students or early college high school	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	1
<i>(Specify how state defines these students)</i> _____	
h. Other category of students	1
<i>(Specify how state defines these students)</i> _____	

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

- Yes
- No

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

- We provided CSI schools a *similar* amount of support as other schools in the state
- We provided CSI schools a *similar* amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing
- We provided CSI schools *more* support than other schools in the state

Q.3-24 SKIP INSTRUCTION

States that answer “We provided CSI schools a similar amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing” or “We provided CSI schools more support than other schools in the state” go to Q3-25.

States that answer “We provided CSI schools a similar amount of support as other schools in the state” skip to Q.3-26.

3-25. For which strategies did your state provide CSI schools in particular or low-performing schools in general with more support (technical assistance or PD) during this school year (2021-22), and including last summer (2021)?

Instruction: Only strategies with “Yes” response in Q.3-19 will be listed below

STRATEGY	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
	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
Instructional strategies			
a. Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course.....	1	2	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	2	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	2	0
d. Provide more math or English language arts (ELA) instruction than usual (e.g., “double-dosing” with two periods of math or English language arts (ELA)) ..	1	2	0
e. Assign students to multiple classes with the same set of peers (small learning communities)	1	2	0
f. Purposefully assign students to at least one of the same teachers as last year (teacher looping).....	1	2	0
g. Offer extra or non-standard support to English learners (ELs) to enable access to content (for example, using the student’s home language more often than is typical or pairing re-classified English learners (ELs) with current English learners (ELs) for bilingual peer tutoring	1	2	0
Provide individualized or small group instruction			
h. Provide tutoring to groups of five or more students ...	1	2	0
i. Provide tutoring to groups of one to four students	1	2	3
j. Offer small class sizes (20 or fewer students in elementary schools; 25 or fewer students in middle and high schools).....	1	2	0

STRATEGY	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
	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
Offer a longer school day or school year			
k. Offer after- or before-school programs that provide supplemental academic instruction	1	2	0
l. Offer a longer school day (more than the typical 7 hours)	1	2	0
m. Offer a longer school year (more than the typical 180 days)	1	2	0
n. Offer summer school or a summer learning program in 2021	1	2	0
Family engagement strategies			
o. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach	1	2	0
p. 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	2	0
q. Provide training to principals and teachers on approaches to parent engagement.....	1	2	0
r. Schools or districts offer parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or student support specialists/counselors	1	2	0
Credit recovery or course progression strategies			
s. Offer credit recovery programs during the school year	1	2	0
t. Offer competency-based learning for students	1	2	0
u. Offer dual-enrollment or dual-credit coursework for high school students or early college high school	1	2	0

3-26. During this school year (2021-22) and including last summer (2021), did your state provide CSI schools in particular 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?

Instruction: Only strategies with “Yes” response in Q.3-19 will be listed below

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		
	STATE PROVIDED MORE STATE FUNDING TO:		NO ADDITIONAL STATE FUNDING BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
	CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
Provide individualized or small group instruction			
a. Provide tutoring to groups of five or more students	1	2	0
b. Provide tutoring to groups of one to four students	1	2	0
Offer a longer school day or school year			
d. Offer a longer school day (more than the typical 7 hours)	1	2	0
e. Offer a longer school year (more than the typical 180 days)	1	2	0
f. Offer summer school or a summer learning program in 2021	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 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?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW	
	YES	NO	IF YES, WHAT TYPE OF SUPPORT WAS PROVIDED?	
			GUIDANCE	TECHNICAL ASSISTANCE OR PD
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, such as stress and depression.....	1	0	1	2
d. Provide training to school staff to use practices that are trauma-informed	1	0	1	2
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 schools in particular or low-performing schools in general with more support (technical assistance or PD) to address students’ social-emotional or mental health needs compared with other schools in your state? (Select one response.)

- 3 We provided CSI schools a *similar* amount of support as other schools in the state
- 2 We provided CSI schools a *similar* amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing
- 1 We provided CSI schools *more* support than other schools in the state

Q.3-28 SKIP INSTRUCTION

States that answer “We provided CSI schools a similar amount of support as other low-performing schools in the state, but more than the amount of support received by schools in the state that are not low-performing” or “We provided CSI schools more support than other schools in the state” go to Q3-29.

States that answer “We provided CSI schools a similar amount of support as other schools in the state” 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 in particular or low-performing schools in general with more support (technical assistance or PD)?

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

STRATEGY	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
	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, such as stress and depression ...	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
<i>(Specify):</i> _____		

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)?

Instruction: For items d and e only, the next row will display a request that 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	1	2
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	1	2
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	1	2
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 (you can also send it to TitleI@mathematica-mpr.com): _____	0	1	2
e. The state provides a list of vetted partners that district and school leaders can engage to implement approved evidence-based strategies	0	1	2
Please provide a link to the list if publicly available (you can also send it to TitleI@mathematica-mpr.com): _____			
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	1	2

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
g. The state engages CSI school and district leaders in communities of practice to support implementing approved evidence-based strategies	0	1	2
h. The state disseminates summaries of best practices, success stories, implementation guides, and research findings from districts or schools using evidence-based strategies	0	1	2
i. Something else (Specify): _____	0	1	2

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?

CRITERIA FOR INCLUSION	SELECT ONE RESPONSE IN EACH ROW		
	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. Interventions that align with equity goals (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?

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. Interventions that align with equity goals (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?

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. Multi-tiered systems of support	1	0
g. Other evidence-based whole school improvement model	1	0
(Specify): _____		

Resources and Supports for School Improvement in 2021-22

3-40. During this school year (2021-22) and including last summer (2021), did your state provide support (TA or PD) on any of the following topics to any schools or districts? Did your state provide additional support to CSI schools in particular or low-performing schools in general on any school improvement topics, beyond what is available to other schools?

SCHOOL IMPROVEMENT TOPICS	DID YOUR STATE PROVIDE SUPPORT ON THIS TOPIC TO ANY SCHOOLS OR DISTRICTS?		IF YES, SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	STATE PROVIDED MORE SUPPORT (TA OR PD) TO:		DID NOT PROVIDE ADDITIONAL SUPPORTS ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
			CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
a. Conducting needs assessments	1	0	2	1	0
b. Identifying evidence-based models, interventions, and strategies	1	0	2	1	0
c. Aligning school improvement strategies to school-based equity goals.....	1	0	2	1	0
d. Implementing evidence-based models, interventions, and strategies with fidelity	1	0	2	1	0
e. Partnering with external partners or vendors to implement school improvement interventions.....	1	0	2	1	0

SCHOOL IMPROVEMENT TOPICS	DID YOUR STATE PROVIDE SUPPORT ON THIS TOPIC TO ANY SCHOOLS OR DISTRICTS?		IF YES, SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	STATE PROVIDED MORE SUPPORT (TA OR PD) TO:		DID NOT PROVIDE ADDITIONAL SUPPORTS ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
			CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
f. Implementing continuous improvement strategies	1	0	2	1	0
g. Identifying evidence-based models, interventions, and strategies specifically for English learners (ELs)	1	0	2	1	0
h. Evaluating the evidence-based models, interventions, and strategies	1	0	2	1	0
i. Budgeting effectively	1	0	2	1	0
j. Acting as instructional leaders	1	0	2	1	0
k. Recruiting, developing, and retaining more effective teachers...	1	0	2	1	0
l. Engaging with families or communities.....	1	0	2	1	0
m. Some other topic	1	0	2	1	0
(Specify): _____					

Q.3-40 SKIP INSTRUCTION

For each item where the state answers “CSI schools” “low-performing schools generally”, or “did not provide additional supports on this topic...” the item will appear in Q.3-41.

States that answer “CSI schools” or “low-performing schools generally” or “did not provide additional supports on this topic...” for three or fewer items will skip to Q.3-42.

States that answer “No” to “Did your state provide support on this topic to any schools or districts” to all items, skip to Q.3-42.

3-41. Which school improvement topics were most heavily emphasized in the additional supports your state provided to CSI schools in 2021–22?

SCHOOL IMPROVEMENT TOPICS	SELECT UP TO 3 RESPONSES
a. Conducting needs assessments.....	1
b. Identifying evidence-based models, interventions, and strategies	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 continuous improvement strategies	1
g. Identifying evidence-based models, interventions, and strategies specifically for English learners (ELs)	1
h. Evaluating the evidence-based models, interventions, and strategies.....	1
i. Budgeting effectively	1
j. Acting as instructional leaders.....	1
k. Recruiting, developing, and retaining more effective teachers.....	1
l. Engaging with families and communities	1
m. Some other topic	1
<i>(Specify):</i> _____	

Per-pupil School Expenditure Data

3-42. Since 2017, has your state released to the public data on per-pupil school expenditures for all schools?

1 Yes

0 No

3-43. 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.3-43 SKIP INSTRUCTION

States that answer “Yes” go to Q.3-44.

States that answer “No” skip to End of survey.

3-44. 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?

COMPARISONS	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	DID STATE MAKE THE COMPARISON?		IF YES, DID STATE FIND MEANINGFUL DIFFERENCES?	
	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 (ELs)	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 (SWDs)	1	0	1	0
i. Comparisons of spending in schools serving higher proportions of students experiencing homelessness, students in migrant families, or students in foster care compared to other schools.....	1	0	1	0

3-45. 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 around ____ (MM/YYYY)

0 No

3-46. In the past five years (since 2017), how has your state used the information from examining differences in per-pupil school expenditures?

Instruction: 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): _____		

District Survey

OMB#: 1850-0967

Expiration Date: 03/31/2025

Implementation of Title I/II-A Program Initiatives

District Survey

Spring 2022



Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. Reports will summarize findings across the sample and will not associate responses with specific district or individual. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Districts receiving funds under Title I or Title II-A of the Elementary and Secondary Education Act (ESEA) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0967. The approximate time required to complete the survey is estimated to be 60 minutes including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

INTRODUCTION TO SURVEY

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

- **The survey may require more than one respondent, given the scope of topics.** There are four sections: educator effectiveness, content standards and assessments, accountability, and school choice. There also is a preliminary set of questions on the number and types of schools in the districts. If appropriate, the survey may be completed by more than one respondent.
- **Districts will not be identified in reporting.** The reports prepared for the study and collaborating Department-funded studies will summarize findings across the set of districts and will not associate responses with a specific district or individual (see Notice of Confidentiality on cover). The Department's Institute of Education Sciences (IES) will keep all data collected from this survey confidential. There are no foreseeable risks with participating in the survey, and your district will be able to use the information in the reports to compare your district's strategies and policies to those reported in aggregate by other districts across the nation.
- **Your district's responses are critical for understanding what is happening in districts and schools across the country.** The survey will provide a national picture of the implementation of policies and practices promoted by Title I and Title II-A. Districts receiving funds under Title I or Title II-A of the Elementary and Secondary Education Act (ESEA) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

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

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

Definitions for this section

Additional Targeted Support and Improvement (ATSI) schools are those with subgroup achievement at very low levels, comparable to overall achievement in the bottom 5 percent of all Title I schools, as defined under ESEA for federal accountability. ATSI schools may have been identified in 2019 or earlier.

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.

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

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

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

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

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

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

Number of schools in the district

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

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

Number of Title I schools in the district

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

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

Number of low-performing schools in the district

Q.0-3 SKIP INSTRUCTION

Districts that answer “0” skip to the end of this section

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

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

Number of CSI schools in the district

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

Number of TSI schools in the district

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

Number of ATSI schools in the district

Section 1. Educator Effectiveness

Definitions for this section

Additional Targeted Support and Improvement (ATSI) schools are those with subgroup achievement at very low levels, comparable to overall achievement in the bottom 5 percent of all Title I schools, as defined under ESEA for federal accountability. ATSI schools may have been identified in 2019 or earlier.

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

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

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

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

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

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

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

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

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

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

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

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

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are commonly used at the teacher and school levels:

- **Value-added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher’s own students based on state summative assessments or

other standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.

- **Student learning objectives (SLOs) or student growth objectives (SGOs)** are student achievement targets for a teacher’s own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher’s assessment of the students’ starting achievement levels. SLOs/SGOs may relate to students’ scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

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

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

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

Professional Development

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

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

_____ . _____ Total number of required days

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

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

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

Q.1-2 SKIP INSTRUCTION
Districts with one school skip to Q.1-4.

Districts that answer “No schools” to all items a thru p, skip to Q.1-5.
 Otherwise districts go to Q.1-3.

1-3. Did your district provide the same number of hours of PD to teachers on the following topics across all schools in the district? If not, identify the types of schools where the district provided *more hours* of PD on each topic.

Instruction: Only consider the topics from Q.1-2 where the district indicated all or some schools received when responding to this question.

PD TOPIC	DID DISTRICT PROVIDE SAME NUMBER OF HOURS OF PD ON TOPIC ACROSS ALL SCHOOLS IN THE DISTRICT?		SELECT ALL THAT APPLY IN EACH ROW		
	YES	NO	IF NO, FOR WHICH SCHOOLS DID THE DISTRICT PROVIDE <u>MORE HOURS</u> OF PD?		
			CSI SCHOOLS	OTHER LOW-PERFORMING SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
a. Curricula, standards, and subject matter content	1	0	1	2	3 ___
b. Teaching strategies for remote learning, including the use of education-based apps	1	0	1	2	3 ___
c. Using adaptive education technologies to help students catch up or accelerate learning ..	1	0	1	2	3 ___
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)	1	0	1	2	3 ___
e. Supporting students’ social, emotional, and mental health needs	1	0	1	2	3 ___
f. Strategies to support physical distancing and other health or safety-related procedures.....	1	0	1	2	3 ___
g. Instruction that recognizes students' cultural backgrounds and experiences (culturally responsive teaching)	1	0	1	2	3 ___
h. Engaging students and families ..	1	0	1	2	3 ___
i. Specific ways to support English learners (ELs)	1	0	1	2	3 ___
j. Specific ways to support SWDs...	1	0	1	2	3 ___

PD TOPIC	DID DISTRICT PROVIDE SAME NUMBER OF HOURS OF PD ON TOPIC ACROSS ALL SCHOOLS IN THE DISTRICT?		SELECT ALL THAT APPLY IN EACH ROW		
	YES	NO	IF NO, FOR WHICH SCHOOLS DID THE DISTRICT PROVIDE <u>MORE HOURS</u> OF PD?		
			CSI SCHOOLS	OTHER LOW-PERFORMING SCHOOLS	OTHER TYPES OF SCHOOLS (SPECIFY)
k. Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care	1	0	1	2	3 ___
l. Creating safe and supportive learning environments	1	0	1	2	3 ___
m. Active learning strategies	1	0	1	2	3 ___
n. Student behavior, discipline, and safety strategies	1	0	1	2	3 ___
o. Improving instructional approaches to teaching specific content areas.....	1	0	1	2	3 ___
p. Improving classroom management or relationships with students	1	0	1	2	3 ___

Q.1-3 SKIP INSTRUCTION

Districts that answer “All schools” or “Some schools” to 4 or more items in Q.1-2 go to Q.1-4.

Districts that answer “All schools” or “Some schools” to 3 or fewer items in Q.1-2 skip to Q.1-5.

1-4. Indicate the three topics on which your district provided the most hours of PD to the MOST teachers during this school year (2021-22), including last summer (2021).

Instruction: Only consider items from Q.1-2 where districts indicated some or all schools when responding to this question.

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

1-5. During this school year (2021-22), including last summer (2021), on which of the following topics did your district provide general education teachers with PD to help SWDs succeed in general education settings? Indicate whether the district provided PD on the topics for teachers in no schools, some schools, or all schools.

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

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

1-6. During this school year (2021-22), including last summer (2021), on which of the following topics did your district provide general education teachers with PD to help English learners (ELs) succeed? Indicate whether the district provided PD on the topics for teachers in no schools, some schools, or all schools.

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

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

1-7. During this school year (2021-22), including last summer (2021), were any of the following staff assigned to schools to support the improvement of teacher effectiveness?

Instruction: Only consider the types of schools that are applicable for your district. For example, if your district does not have any CSI schools or other low-performing schools, only consider whether staff were assigned to Title I schools, all schools, other types of schools, or not used.

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

Q.1-7 SKIP INSTRUCTION

Districts that do NOT answer “Not used” to item a, go to Q.1-8 and receive item a.

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

Districts that answer “Not used” to items a AND c skip to Q.1-9.

1-8. Is each instructional coach or PD specialist assigned to one school or do these staff serve multiple schools?

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

1-9. Please indicate the types of PD your district provided to teachers and the most common type of PD provided.

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

Teacher Evaluation

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

1-10. During this school year (2021-22), did your district use value-added measures (VAMs) or student growth percentiles (SGPs) as a source of information on teacher performance for teacher evaluations?

1 Yes

0 No

1-11. Will your district use the evaluation results for teachers for this school year (2021-22) to inform any of the following decisions?

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

Recruiting, Hiring, and Retaining Effective Teachers

1-12. What actions has your district taken to address issues of recruiting, hiring, or retaining effective teachers during the 2021–22 school year, including last summer (2021)?

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

1-13. For this school year (2021-22), did your district hire at least one full-time teacher from the following programs? If yes, were any of them teachers of color?

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

Q.1-13 SKIP INSTRUCTION
Districts that answer N/A skip to Q.1-15.

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

Q.1-13 SKIP INSTRUCTION
For “Hired at least one full-time teacher”:
– Districts that answer “Yes” for Q.1-13d “teacher residency programs” go to Q.1-14.
– Districts that answer “No” for Q.1-13d “teacher residency programs” skip to Q.1-15.

1-14. During this school year (2021-22), did your district offer a teacher residency program through any of the following means?

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

1-15. Did your district use strategies to increase the racial or ethnic diversity of the teacher workforce during the 2021-22 school year, including last summer (2021)?

- 1 Yes
- 0 No

Q.1-15 SKIP INSTRUCTION
 Districts that answer “Yes” go to Q.1-16.
 Districts that answer “No” skip to Q.1-17.

1-16. Which strategies did your district use to increase the racial or ethnic diversity of the teacher workforce during the 2021-22 school year, including last summer (2021), and which were the three primary strategies?

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

Access to Effective Teachers

1-17. Within the past 12 months, has your district examined information about the distribution of teacher quality or effectiveness across schools in your district serving different student populations (such as high-poverty schools compared with low-poverty schools)?

1 Yes

0 No

Q.1-17 SKIP INSTRUCTION
 Districts that answer “Yes” go to Q.1-18.
 Districts that answer “No” skip to end of section 1.

1-18. According to your district’s examination of the distribution of teacher quality or effectiveness, did low-income students or students of color tend to have teachers who are more effective, equally effective, or less effective than the teachers that other students had?

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

Section 2. Content Standards and Assessments

Definitions for this section

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

- **State-mandated academic assessments**, for the purposes of this section, are those required for federal accountability purposes and are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

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

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

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

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

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

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

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

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

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

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

TOPICS	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW		
	YES	NO	IF YES, WHICH TYPE?		
			WRITTEN GUIDANCE	INDIVIDUALIZED SUPPORT	GROUP PD
Prioritize content and adapt instructional materials or supports					
a. Prioritize instruction to focus on missed skills or concepts from the previous grade or course	1	0	3	2	1
b. Prioritize instruction to focus on essential content for the current grade or course.....	1	0	3	2	1
c. Prioritize instruction to focus on high-leverage skills necessary for the next grade or course	1	0	3	2	1
Design instruction					
d. Develop lesson plans that align to the state content standards	1	0	3	2	1
e. Incorporate academic or content vocabulary into instruction	1	0	3	2	1
f. Use the state content standards to differentiate instruction	1	0	3	2	1
g. Use the state’s English language proficiency (ELP) standards to design instruction for English learner (ELs).....	1	0	3	2	1
Instructional planning resources					
h. Select curricula that align to the state content standards	1	0	3	2	1
Evaluate processes					
i. Evaluate student work relative to the state content standards	1	0	3	2	1

State-Mandated English Language Proficiency (ELP) Assessments

2-2. Indicate up to three ways your district primarily used the results of the 2020-21 English language proficiency (ELP) assessment during this school year (2021-22).

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

N/A - Check here if your district did not administer the English language proficiency (ELP) assessment during 2020-21

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

USE OF ELP ASSESSMENT RESULTS	SELECT UP TO 3 RESPONSES
a. To track overall school performance	1
b. To identify areas of improvement.....	1
c. To evaluate instructional programs, i.e., measuring program effectiveness	1
d. To inform individualized supports or group PD offerings such as identifying specific content or skills where teachers need assistance or support	1
e. To provide information to teachers about their students’ progress.	1
f. To provide information to parents about their children or the schools, or to students about their own progress.	1
g. To understand the effectiveness of various English learner (EL) program models (e.g., dual immersion, English as a second language)	1
h. To inform staffing decisions (i.e., hiring and placement).....	1
i. Something else (Do not include use of the ELP assessment for determining the proficiency level of EL students or for federal accountability)	1
(Specify): _____	

Use of State- or District- Mandated Academic Assessments

2-3. Did your district administer state-mandated academic assessments for English language arts (ELA) and math for the 2020-21 school year, and if so, when?

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

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

Yes

No

Q.2-4 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.2-5.

Districts that answer “No” skip to Section 3.

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

____%

Section 3. Accountability

Definitions in this section

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

- **State-mandated academic assessments**, for the purposes of this section, are those required for federal accountability purposes and are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Additional Targeted Support and Improvement (ATSI) schools are those with subgroup achievement at very low levels, comparable to overall achievement in the bottom 5 percent of all Title I schools, as defined under ESEA for federal accountability. ATSI schools may have been identified in 2019 or earlier.

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

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

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

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

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

Individualized technical assistance includes targeted communications or customized resources for districts, principals, or teachers. Individualized TA can include providing background information, building capacity, or brainstorming solutions. Individualized TA 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.

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

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

Paraprofessional refers to teaching assistants, teacher aides, service program fellows (such as AmeriCorps fellows), or community organization staff who are hired and trained to serve as tutors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q.3-4 SKIP INSTRUCTION
Districts that answer N/A skip to Q.3-5.

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

Q.3-4 SKIP INSTRUCTION
Districts that select 4 or more strategies across Q.3-2, Q.3-3, and Q.3-4 go to Q.3-5.
Districts that select 3 or fewer strategies across Q.3-2, Q.3-3, and Q.3-4 skip to Q.3-6.

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

Instruction: Only consider the strategies your district identified in Q.3-2, Q.3-3, and Q.3-4 when responding to this question.

STRATEGIES THE DISTRICT IS IMPLEMENTING	SELECT UP TO 3 STRATEGIES
Provide individualized or small group instruction	
a. Provide tutoring to groups of five or more students ...	1
b. Provide tutoring to groups of one to four students	1
c. Dedicate additional time for teachers to provide individual or small group instruction during the school day	1
d. Offer small class sizes (fewer than 20 students in elementary and middle schools; fewer than 25 students in high schools)	1
Offer a longer school day or school year	
e. Offer voluntary after- or before-school programs that provide supplemental academic instruction.....	1
f. Offer a longer school day that is mandatory for all students (more than the typical 7 hours) ...	1
g. Offer a longer school year that is mandatory for all students (more than the typical 180 days) .	1

STRATEGIES THE DISTRICT IS IMPLEMENTING	SELECT UP TO 3 STRATEGIES
h. Offer summer school or a summer learning program in 2021.....	1
Family engagement strategies	
i. School or district staff re-engage students who dropped out or lost contact with school by conducting individual outreach.....	1
j. School or district staff work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school	1
k. Teachers conduct home visits	1
l. School or district communicates with families of English learners (ELs) in their home language	1
m. Schools offer parents and caregivers the option of participating remotely in family engagement events or meetings with teachers or student support specialists/counselors	1
n. Principals and teachers receive training on approaches to parent engagement, such as suggesting ways parents can help students establish good work habits and time management	1
Credit recovery or course progression strategies	
o. Provide credit recovery programs during the school year.....	1
p. Provide competency-based learning for students	1
q. Provide college and career pathway programs.....	1
r. Provide expanded access (compared to last school year) to advanced coursework (such as dual-enrollment or dual-credit courses, early college high school, Advanced Placement, or International Baccalaureate courses)	1

Q.3-5 SKIP INSTRUCTION

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

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

Otherwise, skip to Q.3-14.

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

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

Q.3-6 SKIP INSTRUCTION

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

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

a. Approximately what percentage of tutors are paraprofessionals or current or former teachers?

Percent

b. Approximately what percentage of tutors are unpaid volunteers?

Percent

c. How many hours of training did most tutors receive? (Your best guess is fine.)

Hours

d. Did tutors working with English learners (ELs) receive any specific training on working with English learners (ELs)?

1 Yes

0 No

Q.3-7 SKIP INSTRUCTION

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

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

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

___ Number of weeks

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

1 Full day

2 Part day

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

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

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

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

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

1 0% to 20%

2 21% to 40%

3 41% to 60%

4 61% to 80%

5 81% to 100%

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

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

Q.3-12 SKIP INSTRUCTION

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

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

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

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

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

3-14. What measures from last school year (2020-21) or the beginning of the current school year did your district have available to plan and target schoolwide social-emotional learning (SEL) interventions and/or direct support to students’ social-emotional or mental health needs for this school year (2021-22)? To what extent did the district use each measure to plan and target support?

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

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

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

Q.3-15 SKIP INSTRUCTION

Districts that answer “Yes” to four or more items go to Q.3-16.

Districts that answer “No” to all items skip to Q.3-17.

Districts that answer “Yes” to three or fewer items, skip to Q.3-17.

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

Instruction: Only consider the strategies your district identified in Q.3-15 when responding to this question.

STRATEGY	SELECT UP TO 3 RESPONSES
a. Provide student counseling and crisis intervention services (e.g., by employing counselors, psychologists, social workers, or behavioral aides, or using external mental health providers)	1
b. Offer schoolwide social-emotional learning (SEL) programs for students.....	1
c. Offer schoolwide positive school climate and/or bullying prevention programs	1
d. Provide training to school staff on recognizing student mental and behavioral health issues, such as stress or depression	1
e. Provide training to school staff to use practices that are trauma-informed.....	1
f. Offer mental health and wellness support programs for school staff	1
g. Provide training and oversight of student peer advisors to provide student mentoring and support	1
h. Conduct a needs assessment of students needing food, housing, health care, or other supports.....	1
i. Use mentors to connect with students and offer a relationship with a caring adult	1

3-17. Did your district engage in the following technology-related activities or approaches during the current school year (2021-22)?

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

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

TA TOPICS	DID STAFF RECEIVE TA ON THIS TOPIC?		MOST HOURS OF TA
	YES	NO	SELECT UP TO 3 TOPICS
a. Aligning school improvement strategies to school-based equity goals	1	0	1
b. Identifying evidence-based models, interventions, and strategies in areas the school needs to improve	1	0	1
c. Identifying evidence-based models, interventions, and strategies specifically designed to support English learners (ELs).....	1	0	1
d. Implementing evidence-based models, interventions, and strategies with fidelity	1	0	1
e. Using continuous improvement cycles to strengthen implementation of evidence-based models, interventions, and strategies	1	0	1
f. Evaluating the evidence-based models, interventions, and strategies	1	0	1

Support for Low-Performing Schools

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

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

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

Q.3-19 SKIP INSTRUCTION

District receives one of two series of questions if they have CSI schools and non-CSI schools (the district has more than 1 school, including a CSI school plus some other type of school). So the following must be true: $Q.0-1 > 1$ AND $Q.0-4 > 0$ AND $Q.0-1 > Q.0-4$. If not, the district skips to Q.3-26.

If the above conditions are true, the district branches depending on the following conditions:

If district has CSI and only other low-performing, non-CSI schools (i.e., if $Q.0-3 > Q.0-4$ AND $Q.0-1 = Q.0-3$), go to Q.3-23

If district has CSI schools and only other non-low performing schools (but no other low-performing schools - i.e., if $Q.0-1 > Q.0-4$ AND $Q.0-3 = Q.0-4$), go to Q.3-23.

If district has CSI schools, other low-performing schools, and non-low-performing schools (i.e., $Q.0-3 > 1$, $Q.0-3 > Q.0-4$, and $Q.0-1 > Q.0-3$), then district responds to Q.3-20, Q.3-21, and Q.3-22 below.

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

- 3 CSI schools received a *similar* amount of support as other schools in the district
- 2 CSI schools received a *similar* amount of support as other low-performing schools in the district, but more than the amount of support received by schools in the district that are not low-performing

¹ CSI schools received *more* support than other schools in the district

3-21. During this school year (2021-22) and including last summer (2021), did your district provide support (TA or PD) on any of the following school improvement topics to principals in CSI schools or low-performing schools generally, beyond what is available to other schools?

SCHOOL IMPROVEMENT TOPICS	SELECT ONE RESPONSE IN EACH ROW			
	DISTRICT DID NOT PROVIDE SUPPORT ON THIS TOPIC TO ANY SCHOOLS	DISTRICT PROVIDED MORE SUPPORT (TA OR PD) TO:		NO ADDITIONAL TA OR PD ON THIS TOPIC BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
		CSI SCHOOLS	LOW-PERFORMING SCHOOLS GENERALLY	
a. Identifying and evaluating evidence-based models, interventions, and strategies	NA	2	1	0
b. Conducting needs assessments	NA	2	1	0
c. Implementing evidence-based models, interventions, and strategies with fidelity	NA	2	1	0
d. Implementing continuous improvement strategies	NA	2	1	0
e. Aligning school improvement strategies to school-based equity goals	NA	2	1	0
f. Partnering with external partners or vendors to implement school improvement interventions	NA	2	1	0
g. Acting as instructional leaders.....	NA	2	1	0
h. Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives	NA	2	1	0
i. Recruiting, developing, and retaining more effective teachers.....	NA	2	1	0
j. Engaging with families or communities	NA	2	1	0
k. Some other topic	NA	2	1	0
(Specify):.....				

Q.3-21 SKIP INSTRUCTION

For each item where the district answers 2=“District provided more support to CSI schools” or 1=“District provided more support to low-performing schools generally” or 0=“No additional TA or PD on this topic beyond what is available to other schools,” the item will appear in Q.3-22.

3-22. During this school year (2021-22) and including last summer (2021), did your district provide individualized technical assistance to CSI schools on these topics?

SCHOOL IMPROVEMENT TOPICS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Identifying and evaluating evidence-based models, interventions, and strategies	1	0
b. Conducting needs assessments	1	0
c. Implementing evidence-based models, interventions, and strategies with fidelity	1	0
d. Implementing continuous improvement strategies	1	0
e. Aligning school improvement strategies to school-based equity goals	1	0
f. Partnering with external partners or vendors to implement school improvement interventions	1	0
g. Acting as instructional leaders.....	1	0
h. Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives)	1	0
i. Recruiting, developing, and retaining more effective teachers	1	0
j. Engaging with families or communities	1	0
k. Some other topic	1	0
(Specify):.....		

Q.3-22 SKIP INSTRUCTION
Go to Q.3-26.

3-23. When thinking about the amount of support (guidance, TA, or PD) that your district provided to CSI schools this school year (2021-22), which of the following best describes the amount of support CSI schools received compared to other schools in your district? (Select one response.)

- 1 CSI schools received a *similar* amount of support as other schools in the district
- 2 CSI schools received *more* support than other schools in the district

3-24. During this school year (2021-22) and including last summer (2021), did your district provide support (TA or PD) on any of the following school improvement topics to principals in CSI schools, beyond what is available to other schools in the district?

SCHOOL IMPROVEMENT TOPICS	SELECT ONE RESPONSE IN EACH ROW		
	DISTRICT DID NOT PROVIDE SUPPORT ON THIS TOPIC TO ANY SCHOOLS	DISTRICT PROVIDED MORE SUPPORT (TA OR PD) TO CSI SCHOOLS	NO ADDITIONAL TA OR PD ON THIS TOPIC TO CSI SCHOOLS BEYOND WHAT IS AVAILABLE TO OTHER SCHOOLS
a. Identifying and evaluating evidence-based models, interventions, and strategies	NA	1	0
b. Conducting needs assessments	NA	1	0
c. Implementing evidence-based models, interventions, and strategies with fidelity	NA	1	0
d. Implementing continuous improvement strategies.....	NA	1	0
e. Aligning school improvement strategies to school-based equity goals	NA	1	0
f. Partnering with external partners or vendors to implement school improvement interventions ..	NA	1	0
g. Acting as instructional leaders.....	NA	1	0
h. Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives)	NA	1	0
i. Recruiting, developing, and retaining more effective teachers.....	NA	1	0
j. Engaging with families or communities	NA	1	0
k. Some other topic	NA	1	0
(Specify):.....			

Q.3-24 SKIP INSTRUCTION

For each item where the district answers 1=“District provided more support to CSI schools” or 0=“No additional TA or PD on this topic to CSI schools beyond what is available to other schools”, the item will appear in Q.3-25.

3-25. During this school year (2021-22) and including last summer (2021), did your district provide individualized technical assistance to CSI schools on these topics?

SCHOOL IMPROVEMENT TOPICS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Identifying and evaluating evidence-based models, interventions, and strategies	1	0
b. Conducting needs assessments	1	0
c. Implementing evidence-based models, interventions, and strategies with fidelity	1	0
d. Implementing continuous improvement strategies	1	0
e. Aligning school improvement strategies to school-based equity goals	1	0
f. Partnering with external partners or vendors to implement school improvement interventions	1	0
g. Acting as instructional leaders.....	1	0
h. Acting as strategic leaders (e.g., ensuring coherence and integration of initiatives)	1	0
i. Recruiting, developing, and retaining more effective teachers	1	0
j. Engaging with families or communities	1	0
k. Some other topic	1	0
(Specify):.....		

Per-pupil Expenditures in District Schools

3-26. Has your district examined information about the distribution of per-pupil school expenditures across schools serving different student populations (for example, schools with different percentages of English learners (ELs)) within the past 5 years (since 2017)?

1 Yes

0 No

Q.3-26 SKIP INSTRUCTION

Districts that answer “Yes” go to Q.3-27.

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

3-27. In the past five years (since 2017) did your district examine per-pupil school expenditures using any of the following types of comparisons across schools?

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

3-28. Are the results of these examinations of per-pupil school expenditures available to the public (or will they be made available)? If yes, where are they published or when will they be available? (Select one response.)

Yes, results are published and available here: _____

Yes, results will be available to the public

→ When do you expect the results to be available? ____ (MM/YYYY)

No

3-29. In the past five years (since 2017), how has your district used the information from examining school expenditures?

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

3-30. To what extent do any of the following conditions currently pose a challenge for your district to examine per-pupil school-level expenditures?

CONDITIONS	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Availability of per-pupil school-level expenditure information	1	2	3
b. Accessibility or usability of the information (e.g., spending data is in a format you can use to make comparisons between schools in your district).....	1	2	3
c. Ability to make reliable comparisons with the information	1	2	3
d. Staff with expertise analyzing school expenditure data	1	2	3
e. Time or resources to spend reviewing the information	1	2	3

CONDITIONS	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
f. Other	1	2	3
(Specify):			

Section 4. School Choice

Definitions for this section

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

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

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

Q.4-0 SKIP INSTRUCTION

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

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

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

Yes

No

Don't know

Q.4-1 SKIP INSTRUCTION

Charter LEAs will skip to the end of section 4.

Otherwise, districts go to Q.4-2.

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

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

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

OPEN ENROLLMENT APPROACHES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Some or all schools in the district offer open enrollment without neighborhood preference.....	1	0
b. Students who live in the district but outside a school’s residential zone can attend only if space permits	1	0
c. Other approach	1	0
(Specify):		

Q.4-3 SKIP INSTRUCTION

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

Otherwise, districts go to Q.4-4.

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

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

School Survey

OMB#: 1850-0967

Expiration Date: 03/31/2025

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).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0967. 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 855-764-0764.

1. Preliminary Questions. School Information

The survey is designed to be completed for the school named below. School names are from the U.S. Department of Education database. There may be abbreviations or slight deviations from the official school name.

School name:
School address:

0-1. Are you responding for the school named above?

- Yes
- No, the school above has changed or been reconfigured (*In the space below, please provide (1) the new school name; and (2) an explanation of the changes, including school mergers/reconfigurations or reason(s) for the school name change.*)

(1) New school name: _____

(2) Explanation: _____

- No, I work at a different school (*In the space below, please provide any additional information including the name and email address for the principal at the above school if possible.*)

Information: _____

Q.0-1 SKIP INSTRUCTION

Schools that answer “Yes” go to Q.0-2.

Schools that answer “No, the school above has changed or been reconfigured” or “No, I work at a different school,” please contact the Helpdesk at email

TitleI-IIStudy@westat.com or call 855-764-0764.

0-2. What grades are offered at your school? (Select all that apply.)

- P Pre-Kindergarten
- K Kindergarten
- 1 1st grade
- 2 2nd grade
- 3 3rd grade
- 4 4th grade
- 5 5th grade
- 6 6th grade
- 7 7th grade
- 8 8th grade
- 9 9th grade
- 10 10th grade
- 11 11th grade
- 12 12th grade

0-3. During this school year (2021-22), do any of these describe the management of your school?

MANAGEMENT	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The school is a charter school.....	1	0
b. The school is managed by a school management organization, either for-profit or nonprofit	1	0

0-4. Did your school receive Title I funds for this school year (2021-22)? (Select one response.)

- 1 Yes
- 0 No
- DK Don't know

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

PD TOPIC	SELECT ALL THAT APPLY	SELECT UP TO 5 RESPONSES
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 (e.g., tutoring to individual students or small groups of students, extending learning time).....	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. Creating safe and supportive learning environments..	1	1
m. Active learning strategies	1	1
n. Student behavior, discipline, and safety strategies	1	1
o. Improving instructional approaches to teaching specific content areas	1	1
p. Improving classroom management or relationships with students.....	1	1
q. Other	1	1
(Specify)		

1-2. During the 2021-22 school year and including last summer (2021), for the top 5 topics on which teachers received the most hours of PD selected in question 1-1, please indicate the most common way in which the school provided PD to teachers, the second-most common way in which the school provided PD to teachers, and so forth.

Note: Enter “1” for the most common way, “2” for the second most common way, “3” for the third most common, and “4” for the least common way.

HOW SCHOOL PROVIDED PD TO TEACHERS	RANK ORDER
a. Resources available to teachers on-demand, asynchronously (e.g., video recordings)	_____
b. Stand-alone workshops (one-day or short-term online or in person)	_____
c. Intensive and sustained support in groups.....	_____
d. Intensive and sustained one-on-one support for individual teachers	_____

1-3. To what extent were teachers at your school able to choose the content or focus of the required hours of PD in which they participated during this school year (2021-22) and including last summer (2021)?

Note: Select only one response that best describes the amount of choice each group of teachers had in selecting PD content/focus. Select “Not Applicable” if you do not have this type of teacher.

GROUPS OF TEACHERS	SELECT ONE RESPONSE IN EACH ROW TEACHERS CHOSE CONTENT/FOCUS OF				
	NOT APPLICABLE	ALL REQUIRED PD HOURS	A LARGE PART OF REQUIRED PD HOURS	A SMALL PART OF REQUIRED PD HOURS	NONE OF THE REQUIRED PD HOURS
a. Novice teachers	NA	3	2	1	0
b. Struggling teachers	NA	3	2	1	0
c. English learner (EL) specialists ..	NA	3	2	1	0
d. Other teachers		3	2	1	0

1-4. 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?

PRACTICES OR STRATEGIES	SELECT UP TO 3 PRACTICES OR STRATEGIES IN EACH COLUMN		
	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
h. Co-planning or co-teaching with special education teachers	1	1	1
i. None of these	1	1	1

1-5. During this school year (2021-22) and including last summer (2021), how many of the following staff were assigned to your school to support teacher effectiveness? Please count staff in terms of full-time equivalents (FTE), including part-time staff and staff who were shared with other schools. Did any of these staff work exclusively at your school?

Example 1: A PD specialist divides time equally between your school and one other school. Count the PD specialist as 0.5 FTE, but do not count the PD specialist as having worked exclusively at your school.

Example 2: A teacher at your school spends 80% of their time as a classroom teacher and 20% of their time as a math coach for other teachers. Count the coach as 0.2 FTE and count the coach as having worked exclusively at your school.

TYPE OF STAFF	STAFF ASSIGNED TO SCHOOL (FTE)	DID ANY STAFF WORK EXCLUSIVELY AT THE SCHOOL?	
		YES	NO
a. Instructional coach (e.g., literacy or math coaches)....	#	1	0
b. Mentors for novice or struggling teachers	#	1	0
c. PD specialist	#	1	0

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 PD)	_____
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 (EL) specialists
- 13 Special education teachers
- 14 Other teachers

(Specify): _____

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

- **State-mandated academic assessments**, for the purposes of this section, are those required for federal accountability purposes and are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

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.

Professional development (PD) includes training, seminars, workshops, or courses in 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 and content and emphasized over other concepts, skills or topics for the grade and content. Prioritizing content does not eliminate concepts, skills or topics from the curriculum. Instead, concepts, skills or topics are ranked in terms of the emphasis teachers will consider when planning instruction.

2-1. Did your school administer state-mandated academic assessments for English language arts (ELA) and math for the 2020-21 school year?

SUBJECT	SELECT ONE RESPONSE IN EACH ROW			
	SPRING 2021	SUMMER 2021	FALL 2021	NOT ADMINISTERED
a. English language arts (ELA)	3	2	1	0
b. Math	3	2	1	0

2-2. Other than regular screening to identify SWDs and English-learners (ELs), 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 Spring, Summer, or Fall to either ELA or math in Q.2-1 and “no” to Q.2-2 receive Q.2-3a.

Schools that answer “Not administered” to both ELA and math in Q.2-1 and “yes” to Q.2-2 receive Q.2-3b.

Schools that answer Spring, Summer, or Fall to either ELA or math in Q.2-1 AND “yes” to Q.2-2 receive Q.2-3c.

Schools that answer “Not administered” to both ELA and math in 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 spring, summer, or fall of 2021) 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	RESULTS NOT USED FOR THIS PURPOSE
Inform curriculum and instruction			
a. Identify supports for teachers to improve instruction (e.g., PD)	2	1	0
b. Identify curricular resources for SWDs	2	1	0
c. Identify curricular resources for English learners (ELs)	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
f. Determine whether to prioritize certain content, topics, or skills over others.....	2	1	0
Guide school improvement efforts			
g. Set academic goals for the 2021-22 school year	2	1	0
h. Develop strategies to address the school's academic goals	2	1	0
i. Meet with teachers to set individual performance goals.....	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
j. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
k. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
l. Discuss, with families general strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula).....	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 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	RESULTS NOT USED FOR THIS PURPOSE
Inform curriculum and instruction			
a. Identify supports for teachers to improve instruction (e.g., PD)	2	1	0
b. Identify curricular resources for SWDs	2	1	0
c. Identify curricular resources for English learners (ELs)	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
f. Determine whether to prioritize certain content, topics, or skills over others.....	2	1	0
Guide school improvement efforts			
g. Set academic goals for the 2021-22 school year	2	1	0
h. Develop strategies to address the school's academic goals	2	1	0
i. Meet with teachers to set individual performance goals.....	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
j. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
k. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
l. Discuss, with families, strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	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 (administered in spring, summer, or fall of 2021) and district-required diagnostic assessment (administered in fall 2021) 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., PD)	2	1	0
b. Identify curricular resources for SWDs	2	1	0
c. Identify curricular resources for English learners (ELs)	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
f. Determine whether to prioritize certain content, topics, or skills over others.....	2	1	0
Guide school improvement efforts			
g. Set academic goals for the 2021-22 school year	2	1	0
h. Develop strategies to address the school's academic goals	2	1	0
i. Meet with teachers to set individual performance goals.....	2	1	0
Communicate with families (including with parents, grandparents, or guardians)			
j. Discuss school- or grade-level performance, relative to state academic standards, with families	2	1	0
k. Discuss an individual student's proficiency, relative to state academic standards, with the student's family	2	1	0
l. Discuss, with families, strategies to help students catch up or accelerate learning (e.g., tutoring, using supplemental online curricula)	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.

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

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

Interim academic assessments are generally district- or school-level assessments administered at set periods of time throughout the school year, e.g., beginning, middle, or end of instruction. Information gained can be used to identify gaps in a student's knowledge and adjust instruction. Interim assessments are also known as "benchmark," or "through" assessments.

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 or group settings intended to develop staff capacity to perform in the topic area.

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

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

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 ESEA, 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, go to Q.3-2.
 Schools that answer “No” to all items, skip to Q.3-4.

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. Achievement levels in reading/English language arts (ELA) for all students	1	0	DK
b. Achievement levels in mathematics for all students.....	1	0	DK
c. Achievement growth in reading/English language arts (ELA) for all students	1	0	DK
d. Achievement growth in mathematics for all students	1	0	DK
e. Low graduation rate	1	0	DK
f. Low subgroup achievement in reading/English language arts (ELA)...	1	0	DK
g. Low subgroup achievement in mathematics	1	0	DK
h. Low subgroup achievement growth in reading/English language arts (ELA).....	1	0	DK
i. Low subgroup achievement growth in mathematics.....	1	0	DK
j. English language proficiency (ELP).....	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): _____			

Q.3-2 SKIP INSTRUCTION

Schools that answer “Yes” to Q.3-1a, Q.3-1b, or Q.3-1c and “yes” to Q.3-2 items f, g, h, or i, go to Q.3-3.

All other schools skip to Q.3-4.

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

SUBGROUPS	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NOT SURE
a. SWDs	1	0	DK
b. English learners (ELs)	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 SWDs and English-learners (ELs), 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 or accelerate learning this school year (2021-22)? Which measures were most important to inform these plans?

MEASURES	SELECT ONE RESPONSE IN EACH ROW WAS THIS MEASURE AVAILABLE?		SELECT UP TO 5 RESPONSES IF YES, WHICH MEASURES WERE MOST IMPORTANT TO INFORM PLANS TO HELP STUDENTS?
	YES	NO	
Achievement			
a. Students' scores on state academic content assessments given in calendar year 2021.....	1	0	1
b. Students' scores on an interim academic assessment or a diagnostic assessment (other than the state assessments) given in fall of 2021 or earlier	1	0	1
c. Students' scores on English language proficiency (ELP) 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
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	0	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	1	0	1
(Specify): _____			

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 for core academic subjects (math, English language arts (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 English language arts (ELA))	1	0
e. Offer extra or non-standard support to English learners (ELs) to enable access to content (for example, using the student’s home language more often than is typical or pairing reclassified English learners (ELs) with current English learners (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

3-7. During this school year (2021-22), did your school use any of the following strategies - involving individualized instruction or extra learning time – to help students catch up on or accelerate learning?

STRATEGY	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
Provide individualized or small group instruction		
a. Provide tutoring to groups of five or more students	1	0
b. Provide tutoring to groups of one to four students	1	0
c. Dedicate additional time 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?

FAMILY ENGAGEMENT STRATEGIES	SELECT ONE RESPONSE IN EACH ROW	
	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 (ELs) 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?

CREDIT RECOVERY OR COURSE PROGRESSION STRATEGIES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Provide credit recovery programs during the school year.....	1	0
b. Provide competency-based learning for students	1	0
c. Provide college and career pathway programs	1	0
d. Provide expanded access 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: Only consider strategies where you 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 English language arts (ELA))	1
e. Offer extra or non-standard support to English learners (ELs) to enable access to content (for example, using the student’s home language more often than is typical or pairing reclassified English learners (ELs) with current English learners (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
Provide individualized or small group instruction	
j. Provide tutoring to groups of five or more students	1
k. Provide tutoring to groups of one to four students	1
l. Dedicate additional time during the school day for students with academic need to receive additional individual or small group instruction from their teachers.....	1
m. 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	
n. Offer voluntary after- or before-school programs that provide supplemental academic instruction.....	1
o. Offer a longer school day that is mandatory for all students (more than the typical 7 hours)	1
p. Offer a longer school year that is mandatory for all students (more than the typical 180 days)	1
q. Offer summer school or a summer learning program in 2021.....	1

STRATEGIES

SELECT UP TO 5 STRATEGIES

Family engagement strategies

- r. School staff re-engage students who dropped out or lost contact with school by conducting individual outreach..... 1
- s. School staff work in partnership with community-based organizations to conduct outreach to students who dropped out or lost contact with school..... 1
- t. Teachers conduct home visits 1
- u. Teachers communicate with individual families by telephone, email, or a meeting regarding their own student’s progress 1
- v. The school communicates with families of English learners (ELs) in their home language 1
- w. The school offers families access to data on their student’s daily performance and attendance (e.g., online student portal)..... 1
- x. The school sends parents messages daily (for example, by text or mail) about their student’s school absences..... 1
- y. The school offers parents and caregivers the option to participate remotely in family engagement events or meetings with teachers or support specialists/counselors..... 1
- z. 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

- aa. Provide credit recovery programs during the school year..... 1
- bb. Provide competency-based learning for students 1
- cc. Provide college and career pathway programs..... 1
- dd. 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. Approximately what percentage of tutors are paraprofessionals or current or former teachers? <i>Please enter a value between 0 and 100 percent.</i>	___ percent
b. How long did most tutoring sessions last?	___ minutes
c. How frequently did most students meet with their tutors?.....	___ times per week or ___ times per month
d. How many months did tutoring last for most students?	___ months
e. Typically, how many students were assigned to a given tutoring session?	___ students per tutoring group
f. If you responded in row e that typically there is only one student per tutoring group, did any tutoring groups have 2 or more students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. When did tutoring occur for most students?	<input type="checkbox"/> During the regular school day or <input type="checkbox"/> Outside the regular school day
h. Did your school use tutors who were unpaid volunteers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. If you responded “Yes” in row h, approximately what percentage of tutors in your school are unpaid volunteers?.....	___ percent

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

Note: If the school uses more than one approach to tutoring assignment, please respond about the program that is most prevalent.

- 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 - Check here if tutors do not have access to student data on performance in class. Skip to Q.3-14.

TUTORS’ ACCESS TO STUDENT DATA	SELECT ONE RESPONSE 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

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” go to Q.3-15.

Otherwise, schools skip to Q.3-16.

3-15. Thinking about your school’s voluntary after- or before-school programs offering academic instruction, how often did these programs this school year (2021-22) include the following features?

FEATURES OF VOLUNTARY AFTER- OR BEFORE-SCHOOL PROGRAMS	SELECT ONE RESPONSE IN EACH ROW		
	MOST DAYS	OCCASIONALLY	NOT OFFERED OR NOT APPLICABLE
a. Offered classroom instruction by teachers or paraprofessionals	2	1	0
b. Offered 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 (ELs) were offered instruction in English language development	2	1	0
f. Students practiced a skill in a real-life way, such as to solve a real problem or undertake tasks found in jobs or daily life	2	1	0
g. Social and emotional learning skills were taught, modeled, practiced, and applied to diverse situations	2	1	0
h. Students engaged in experiential group learning experiences	2	1	0
i. Students engaged in arts activities, such as fine arts, music, theater, dance, or crafts	2	1	0

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 to four students” OR “Yes” to Q.3-7 items “e. Offer voluntary after- or before-school programs that provide supplemental academic instruction,” OR “h. Offer summer school or a summer learning program” go to Q.3-16.

Otherwise, schools skip to Q.3-19.

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

Note: Only consider programs you reported in Q.3-7 for grade levels offered at your school.

PROGRAMS		SELECT ONE RESPONSE IN EACH ROW					
		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 during the school year	DK	1	2	3	4	5
c.	Voluntary before or after school programs during the school year.....	DK	1	2	3	4	5
High school students							
d.	Tutoring during the school year	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 voluntary before- or after-school programs equally to all student groups or did particular student groups receive priority for any of these strategies?

Note: Only respond for programs offered at your school.

PROGRAMS		SELECT ONE RESPONSE IN EACH ROW		
		PROGRAM OFFERED EQUALLY ACROSS ALL STUDENT GROUPS	PROGRAM OFFERED WITH PRIORITY TO SOME STUDENT GROUPS	NOT SURE
a.	Tutoring during the school year	2	1	DK
b.	Voluntary before or after school programs during the school year	2	1	DK

Q.3-17 SKIP INSTRUCTION

Schools that answer “Program offered equally across all student groups” or “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	SELECT UP TO 3 RESPONSES
	TUTORING DURING SCHOOL YEAR	VOLUNTARY BEFORE OR AFTER SCHOOL PROGRAMS
a. 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. Academically at-risk students	1	1
(Specify how school defines these students).....		
i. 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. Were the following measures from last school year (2020-21) or the beginning of the current school year available to your school 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)? Which three measures were most important to inform interventions and support for students?

MEASURES FOR PLANNING INTERVENTIONS AND ALLOCATING RESOURCES	SELECT ONE RESPONSE IN EACH ROW WAS THIS MEASURE AVAILABLE?		SELECT UP TO 3 RESPONSES IF YES, WHICH THREE MEASURES WERE MOST IMPORTANT TO INFORM INTERVENTIONS AND SUPPORT FOR STUDENTS?
	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	
	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
j. Use mentors to develop supportive relationships with students.....	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	1	0
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 or gym).....	1	0
g. Had a school-based health center	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	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	0
j. Provided counseling or other mental health support	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	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	0
m. Provided case management or coordination of services to link individual students and families with providers who could serve their needs	1	0
n. Assessed family and student assets and needs, including students' non-academic needs.....	1	0
o. Had an advisory board or local decision-making committee that included parents, teachers, students, and community members.....	1	0
p. Had a specific lead partner organization or agency that provided services to students at the school	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	0
r. Monitored and tracked data on (1) which students received which services, and (2) student progress	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	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	0
c. Used the term “community school” as part of the school’s full name	1	0
d. Had a community school coordinator/director/manager working at the school.....	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 new, evidence-based models, interventions, or strategies to implement for this school year (2021-22)?

NA N/A - Check here if your school did not choose a new evidence-based model, intervention, or strategy to use this school year. Skip to Q.3-24

INFORMATION SOURCE	SELECT ONE RESPONSE IN EACH ROW		
	NOT CONSIDERED	A MINOR CONSIDERATION	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	1	2	3
(Specify): _____			

3-24. During this school year (2021-22) and including last summer (2021), what type of training, technical assistance (TA) or support, if any, did you (as principal) receive on the following topics?

Among topics on which some type of support was received, select up to 5 topics on which you received the most hours of training or TA.

SCHOOL IMPROVEMENT TOPICS	NO SUPPORT ON THIS TOPIC	SELECT ALL THAT APPLY IN EACH ROW			SELECT UP TO 5 TOPICS MOST HOURS OF TRAINING OR TA
		PROVIDED LINKS TO WEB RESOURCES OR TRAINING VIDEOS	GROUP TRAINING	INDIVIDUALIZED 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 (ELs)	0	1	2	3	1
e. Aligning school improvement strategies to school-based equity goals	0	1	2	3	1
f. Evaluating the evidence-based models, interventions, and strategies.....	0	1	2	3	1
g. Implementing continuous improvement strategies	0	1	2	3	1
h. Budgeting effectively	0	1	2	3	1
i. Acting as instructional leaders.....	0	1	2	3	1
j. Scheduling staff and students effectively.....	0	1	2	3	1
k. Recruiting, developing, and retaining more effective teachers .	0	1	2	3	1
l. Supporting students' social, emotional, and mental health needs	0	1	2	3	1
m. Engaging with families or communities	0	1	2	3	1
n. Implementing effective instructional strategies specifically for SWDs	0	1	2	3	1
o. Some other topic	0	1	2	3	1
<i>(Specify):</i> _____					

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	
	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 (e.g., virtual math manipulatives, learning through games, digital field trips).....	1	0
f. Online PD for teachers on a variety of topics.....	1	0
g. Technology that translates communications with families of English learners (ELs).....	1	0
h. Other remote learning or engagement practices.....	1	0
(Specify): _____		

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 end of survey.

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 end of survey.

3-27. During this school year (2021–22), for your students who received departmentalized instruction, how many teachers did the typical 4th and/or 5th grade student have for the four core academic subjects—math, English language arts (ELA), science, and social studies?

Note: Respond for the grade level(s) identified in Q.3-26.

GRADE LEVEL	SELECT ONE RESPONSE IN EACH ROW			
	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 4th and/or 5th grade, how many subjects did they teach of the four core academic subjects—math, English language arts (ELA), science, and social studies?

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

Note: Respond for the grade level(s) identified in Q.3-26.

GRADE LEVEL FOR MATH INSTRUCTION	SELECT ONE RESPONSE IN EACH ROW			
	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 *English language arts (ELA)* teachers who used departmentalized instruction in 4th and/or 5th grade, how many subjects did they teach of the four core academic subjects—math, English language arts (ELA), science, and social studies?

Note: Please include English language arts (ELA) as one of the core academic subjects in your count.

Note: Respond for the grade level(s) identified in Q.3-26.

GRADE LEVEL FOR ENGLISH LANGUAGE ARTS (ELA) INSTRUCTION	SELECT ONE RESPONSE IN EACH ROW			
	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 4th and/or 5th grade.

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 (<i>please specify</i>)	1
(Specify): _____	

Thank you for completing the survey.

Public Data Collection Form

Implementation of Title I/II-A Program Initiatives

Public Data Collection Form

Fall 2022



Definitions:

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.

Average scale score is the school-level average assessment score; it might be transformed to a 100-point scale to be comparable across grade levels. The key is it is an average score.

Change in school-level average score - may be used in 2022 if a state has to use a 2019 baseline; they may create a growth measure by comparing the 2019 school-level score to the 2022 school-level score - essentially, comparing two cohorts of students rather than calculating growth for individual students over that long time period.

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

Differentiate school performance means to use measures of school performance to rank schools or to categorize schools into lower- and higher-performing schools.

Dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs or educational institutions. Dual enrolled courses are offered on the college campus or, in some cases, at area high schools.

Early college high school programs offer students the ability to earn both their high school diploma and actual college credit simultaneously. A type of dual enrollment program, Early Colleges offer students the opportunity to earn an associate's degree or up to two years of college credits.

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.

Percentage of students achieving a threshold score is the percentage achieving proficiency or another state-specified threshold on the state assessment. The state uses a single threshold to distinguish students meeting a target or not meeting a target.

Percentage of students in multiple assessment categories is the percentage of students achieving advanced, proficient, basic, or other state-defined assessment levels, or the percentage of students achieving at the level of each scale score or index score. The state needs to give credit or points for students in more than one assessment category, expanding beyond a simple proficient/not proficient dichotomy.

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.

Measures Used in the State’s Accountability System in 2021-22

3P-0. a. State Name: _____

b. State FIPS: _____

c. State abbreviation (2-letter): _____

Questions in this section ask about the measures that are being used to differentiate school performance under your state’s accountability system for this school year (2021-22).

3P-1. Which measures based on ELA and math assessments from the 2021-22 school year were used to differentiate school performance in your state’s accountability system? Include measures that are classified under ESSA as academic achievement indicators or other academic indicators.

Note: Measures of English language proficiency and school quality and student success will be asked about later.

MEASURES	SELECT ONE RESPONSE IN EACH ROW		SELECT ALL THAT APPLY IN EACH ROW IF YES, WHICH TYPE(S) OF MEASURE(S) ARE USED TO DIFFERENTIATE SCHOOL PERFORMANCE?				
	MEASURE INCLUDED?		PERCENTAGE OF STUDENTS ACHIEVING A SINGLE THRESHOLD SCORE	PERCENTAGE OF STUDENTS IN MULTIPLE ASSESSMENT CATEGORIES	INDIVIDUAL STUDENT ACHIEVEMENT GROWTH	CHANGE IN SCHOOL-LEVEL AVERAGE SCORE	AVERAGE SCALE SCORE
	YES	NO					
Elementary/Middle School							
English language arts (ELA) and math assessments.....	1	0	1	2	3	4	5
Other subjects (Specify): _____	1	0	1	2	3	4	5
High School							
ELA and math assessments.....	1	0	1	2	3	4	5
Other subjects (Specify): _____	1	0	1	2	3	4	5

3P-2. If the state used individual achievement growth, what assessment base year was used to compare with the 2022 assessment?

1 2021

2 2019

3 Other: *please specify*

0 Student achievement growth was not used in 2022

3P-3. Which measures based on graduation rates from the 2021-22 school year were used to differentiate school performance in your state’s accountability system?

MEASURES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Four-year adjusted cohort graduation rate.....	1	0
b. Five-year adjusted cohort graduation rate	1	0
c. Six-year adjusted cohort graduation rate	1	0
d. Other measure based on graduation rate	1	0
<i>(Specify):</i> _____		

3P-4. Which of the following measures from the 2021-22 school year were used as part of the English language proficiency indicator to differentiate school performance in your state’s accountability system?

MEASURES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The percentage of English learners who are on track to achieve English language proficiency within the state’s timeline	1	0
b. The percentage of English learners who improve performance levels toward English language proficiency	1	0
c. Mean or median student growth percentile for English language proficiency	1	0
d. Value-added growth in English learner proficiency	1	0
e. Other measure of English language proficiency	1	0
<i>(Specify):</i> _____		

3P-5. Which of the following measures of school quality or student success for elementary and middle schools from the 2021-22 school year were used to differentiate school performance in your state’s accountability system? Include measures that are classified under ESSA as school quality or student success indicators.

MEASURES FOR ELEMENTARY/MIDDLE	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Science assessment.....	1	0
b. Social Studies/History/Civics assessment	1	0
c. ACT assessments (ASPIRE)	1	0
d. Student attendance rate.....	1	0
e. Chronic absenteeism rate.....	1	0
f. Suspension or expulsion rates.....	1	0
g. Participation or performance in courses without statewide assessments (e.g., arts, physical education, world language).....	1	0
h. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents)	1	0
i. School climate.....	1	0
j. Student engagement	1	0
k. Assessments of students’ social-emotional competencies or skills	1	0
l. Other elementary/middle school measure	1	0
<i>(Specify):</i> _____		

3P-6. Which of the following measures of school quality or student success for high schools from the 2021-22 school year were used to differentiate school performance in your state’s accountability system? Include measures that are classified under ESSA as school quality or student success indicators.

MEASURES FOR HIGH SCHOOL	SELECT ONE RESPONSE IN EACH ROW		IF YES, WAS THE MEASURE USED TO FORM AN INDICATOR OF COLLEGE AND CAREER READINESS	
	YES	NO	YES	NO
High school assessments				
a. Science assessment.....	1	0	1	0
b. Social Studies/History/Civics assessment	1	0	1	0
Quality of school experiences				
c. School climate.....	1	0	1	0
d. Student engagement.....	1	0	1	0
e. Assessments of students’ social-emotional competencies or skills.....	1	0	1	0
f. Participation or performance in courses without statewide assessments (e.g., arts, physical education, world language).....	1	0	1	0
g. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents)	1	0	1	0
h. Student attendance rate.....	1	0	1	0
i. Chronic absenteeism rate.....	1	0	1	0
j. Suspension or expulsion rates.....	1	0	1	0
Co-curricular learning, work, or leadership experience				
k. Work-based learning experiences (including CTE courses)	1	0	1	0
l. Part-time or summer employment	1	0	1	0
m. Leadership in co-curricular activities.....	1	0	1	0
n. Community service.....	1	0	1	0
Participation in or performance on college or career readiness exams				
o. ACT assessments (ASPIRE, Pre-ACT, ACT, WorkKeys)	1	0	1	0
p. SAT or PSAT exam.....	1	0	1	0
q. Other state-developed assessment for postsecondary placement	1	0	1	0
Participation in or performance on post high school credential				
r. Advanced Placement or International Baccalaureate course enrollment or exam participation.....	1	0	1	0

MEASURES FOR HIGH SCHOOL	SELECT ONE RESPONSE IN EACH ROW		IF YES, WAS THE MEASURE USED TO FORM AN INDICATOR OF COLLEGE AND CAREER READINESS	
	YES	NO	YES	NO
s. Advanced Placement or International Baccalaureate - - minimum exam score	1	0	1	0
t. Early college credit	1	0	1	0
u. Industry-recognized credential.....	1	0	1	0
v. Dual enrollment course enrollment or offering (including CTE programs of study)	1	0	1	0

MEASURES FOR HIGH SCHOOL	SELECT ONE RESPONSE IN EACH ROW		IF YES, WAS THE MEASURE USED TO FORM AN INDICATOR OF COLLEGE AND CAREER READINESS	
	YES	NO	YES	NO
High school and post-high school transitions				
w. 4-, 5-, or 6-year adjusted cohort graduation rate	1	0	1	0
x. Postsecondary education enrollment (including college enrollment post-high school)	1	0	1	0
y. Postsecondary education outcomes (including college persistence or degree attainment).....	1	0	1	0
z. Postsecondary employment.....	1	0	1	0
aa. Postsecondary military enrollment.....	1	0	1	0
bb. Other high school measure	1	0	1	0
<i>(Specify):</i> _____				

Q.3-6 SKIP INSTRUCTION

States that answer “Yes” to Q.3P-5 item “i. School climate,” or “Yes” to Q.3P-6 item “c. School climate,” go to Q.3P-7. Otherwise, states skip to Q.3P-7 skip instruction.

3P-ck1. Were all questions in this section [3P-1 through 3P-6] answered (complete, accurate, and timely data)? Yes / No

Add sources of information for 3P-1 through 3P-6 here:

3P-7. For measures of school climate from the 2021-22 school year, what methods were used to differentiate school performance in your state’s accountability system?

DATA SOURCES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Survey (e.g., school climate surveys)	1	0
b. Chronic absenteeism rate.....	1	0
c. Suspension or expulsion rates.....	1	0
d. Other method.....	1	0
<i>(Specify):</i> _____		

Q.3-7 SKIP INSTRUCTION

States that answer “Yes” to Q.3P-5 item “j. Student engagement,” or “Yes” to Q.3P-6 item “d. Student engagement,” go to Q.3P-8.

Otherwise, states skip to Q.3P-8 skip instruction.

3P-8. For measures of student engagement from the 2021-22 school year, what methods were used to differentiate school performance in your state’s accountability system?

DATA SOURCES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Survey (e.g., student engagement surveys)	1	0
b. Observations (e.g., observation of student engagement).....	1	0
c. Chronic absenteeism rates	1	0
d. Student participation in extracurricular activities	1	0
e. Other method.....	1	0
(Specify): _____		

Q.3P-8 SKIP INSTRUCTION

States that answer “Yes” to Q.3P-5 item “k. Assessments of students’ social-emotional competencies or skills” or “Yes” to Q.3P-6 item “e. Assessments of students’ social-emotional competencies or skills” go to Q.3P-9.

Otherwise, states skip to Q.3P-10.

3P-9. For measures of student social-emotional learning from the 2021-22 school year, what methods were used to differentiate school performance in your state’s accountability system?

DATA SOURCES	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Survey (e.g., social-emotional learning [SEL] surveys)	1	0
b. Assessments (e.g., SEL competency assessment).....	1	0
c. Chronic absenteeism rate.....	1	0
d. Suspension or expulsion rates.....	1	0
e. Other method.....	1	0
(Specify): _____		

Q.3P-9 SKIP INSTRUCTION

States that answer “Yes” to item 3P-7a. Survey, 3P-8a. Survey, or 3P-9a. Survey, move to Q.3P-10.

Otherwise, states go to Q.3P-11.

3P-10. Does the 2021-22 survey measure school climate, student engagement, or social-emotional learning?

SURVEY TOPIC(S)	SELECT ONE RESPONSE IN EACH ROW		IF YES, WHO IS ASKED TO COMPLETE THE SURVEY(S)?		
	YES	NO	STUDENTS	SCHOOL STAFF	PARENTS
a. School climate	1	0	1	2	3
b. Student engagement	1	0	1	2	3
c. Social-emotional learning.....	1	0	1	2	3

3P-11. Did your state use weights to determine a single school accountability rating/score/etc. for the 2021-22 school year?

1 Yes

0 No

Q.3P-11 SKIP INSTRUCTION

States that answer “Yes” go to Q.3P-12

States that answer “No” skip to Q.3P-13

3P-12. What percentage of a school’s annual rating, using data from the 2021-22 school year will be based on student achievement (achievement scores or proficiency), on student achievement growth, and on school quality or student success measures?

MEASURES	PERCENTAGE OF ELEMENTARY AND MIDDLE SCHOOL’S ANNUAL RATING		PERCENTAGE OF HIGH SCHOOL’S ANNUAL RATING	
	PERCENTAGE	DON’T KNOW	PERCENTAGE	DON’T KNOW
a. Percentage weight for student achievement levels or proficiency	%	0	%	0
b. Percentage weight for student achievement growth	%	0	%	0
c. Percentage weight for the school quality or student success indicators.....	%	0	%	0
d. Percentage weight for the progress towards English Language Proficiency indicators	%	0	%	0
Percentage weight for the high school graduation indicators	%	0	%	0

3P-13. How was your state’s accountability system different in 2022 than the system used in 2019?

	TEMPORARY CHANGE (ADDENDA)		PERMANENT CHANGE (AMENDMENT)	
	YES	NO	YES	NO
a. Measures based on student achievement or proficiency rates.....	1	0	1	0
b. Measures based on student achievement growth	1	0	1	0
c. Measures based on graduation rates	1	0	1	0
d. Measures based on English Language proficiency rates	1	0	1	0
e. Measures based on school quality or student success	1	0	1	0
f. Minimum number of students in subgroups whose achievement is monitored against state targets.....	1	0	1	0
g. Minimum number of students in subgroups whose achievement is reported on the annual school report card	1	0	1	0
h. Including former English Learners in the English Learner subgroup	1	0	1	0
i. Identifying CSI, TSI, and ATSI Schools	1	0	1	0
j. Exit Criteria for CSI, TSI, and ATSI Schools	1	0	1	0
k. Other change.....	1	0	1	0

(Specify): _____

3P-ck2. Were all questions in this section [3P-7 through 3P-13] answered (complete, accurate, and timely data)? Yes / No

Add sources of information for 3P-7 through 3P-13 here:

Subgroups Used in School Accountability Systems in 2021–22

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.

3P-14. For the 2021-22 school year assessments, what was the minimum number of students in a school that could constitute a subgroup whose achievement is monitored against state targets for student performance?

Note: If this number depends on the size of the school, please provide the number for a school with 600 students.

- a. Minimum subgroup size used *for achievement measures* such as math or reading proficiency in school accountability based on the 2021-22 state assessments
- b. Minimum subgroup size used *for English language proficiency measures* in school accountability based on the 2021-22 state assessments
- c. Other minimum subgroup size or check NA if no other minimum subgroup
(Specify how used): _____

3P-15. For the 2021-22 school year assessments, what was the minimum number of students in a school that could constitute a subgroup whose achievement is reported on the annual school report card?

Minimum subgroup size used *for achievement measures* such as math or reading proficiency on the annual school report card based on the 2021-22 state assessments

3P-ck3. Were all questions in this section [3P-14 through 3P-15] answered (complete, accurate, and timely data)?
Yes / No

Add sources of information for 3P-14 through 3P-15 here:

The State’s Long-Term Goals for Academic Achievement, Graduation Rate, and English Language Proficiency in 2021-22

3P-16. Have your state’s long-term goals for academic achievement, graduation rate, or English language proficiency changed since your state’s ESSA state plan was approved in 2018?

- 1 Yes
- 0 No

3P-17. Does your state express its long-term goals for student achievement as proficiency rates?

- 1 Yes
- 0 No

Q.3P-17 SKIP INSTRUCTION

States that answer “Yes” go to Q.3P-18.

States that answer “No” skip to Q.3P-19.

3P-18. What baseline year and long-term academic proficiency rates does your state use to calculate progress toward long-term academic proficiency goals? What percentage of all students will be proficient if the long-term goal is attained?

Note: If your state sets different long-term goals by grade span, use grades 3-8 for your answers below. If your state regularly adjusts long-term goals, please use your state’s long-term goal as of the 2021-22 school year.

BASELINE	LONG-TERM GOAL
Year: ____	Year: ____
ELA proficiency rate %: ____	ELA proficiency rate %: ____
Math proficiency rate %: ____	Math proficiency rate %: ____

3P-19. Are your state’s long-term academic achievement goals the same for all subgroups or do they vary for different subgroups? (Select one response.)

- 1 Long-term proficiency goals are the same for all students and subgroups regardless of baseline rates
- 2 Long-term proficiency goals vary for different subgroups depending on baseline rates

Q.3P-19 SKIP INSTRUCTION

States that answer “long-term goals vary” go to Q.3P-20.

States that answer “long-term goals are the same” skip to Q.3P-21.

3P-20. How do your state’s long-term proficiency goals vary for different subgroups? (Select one response.)

- 1 State sets higher rates of growth for lower-performing subgroups
- 2 State sets a similar or the same rate of growth for all subgroups
- 3 Other approach (Specify: _____)

3P-21. What baseline year and graduation rate does your state use to calculate progress toward long-term graduation goal(s)? What percentage of all students will graduate by the target school year?

Note: If your state regularly adjusts long-term goals, please use your state’s long-term goal as of the 2021-22 school year.

BASELINE	LONG-TERM GOAL
Year: __	Year: ____
4-year graduation rate: __	4-year graduation rate: __
Extended graduation rate: Specify years: 5-yr: _____	Extended graduation rate: Specify years: 5-yr: ____

3P-22. What baseline year and English language proficiency (ELP) rates does your state use to calculate progress toward the long-term ELP goal? What percentage of all students will be proficient if the long-term goal is attained?

Note: If your state sets different long-term goals by grade span, use grades 3-8 for your answers below. If your state regularly adjusts long-term goals, use your state’s long-term goal as of the 2021-22 school year.

BASELINE	LONG-TERM GOAL
Year: __	Year: __
Percentage of English learners making expected annual progress toward ELP: __	Percentage of English learners making expected annual progress toward ELP: ____
ELP rate: _____	ELP rate: _____
Other ELP goal (Specify):	Other ELP goal (Specify): _____

3P-23. Do states set measures of interim progress (MIPs) for schools?

- 1 Yes
- 0 No

3P-ck4. Were all questions in this section [3P-16 through 3P-23] answered (complete, accurate, and timely data)?
Yes / No

Add sources of information for 3P-16 through 3P-23 here:

--

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

For the next questions, please think about the policies in place for identifying or exiting Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools in your state based on 2021-22 state assessments. The state may also be identifying those schools anytime between summer 2022 and winter 2022-2023.

3P-24. How many schools were identified as Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Support and Improvement (ATSI) schools in your state based on 2021-22 state assessments? The state may also be identifying those schools anytime between summer 2022 and winter 2022-2023. How many public, charter, and Title I schools are in your state during the 2022-23 school year?

SCHOOL TYPE	# OF SCHOOLS
a. CSI schools	x
b. TSI schools	x
c. ATSI schools	x
d. Public schools	x
e. Charter schools	x
f. Title I schools	x

3P-25. Does your state identify low-performing schools among Title I schools only, or among both Title I and non-Title I schools?

LOW-PERFORMING SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS ONLY	BOTH TITLE I AND NON-TITLE I
a. Comprehensive Support and Improvement (CSI) schools	1	2
b. Targeted Support and Improvement (TSI) schools	1	2
c. Additional Targeted Support and Improvement (ATSI) schools	1	2

3P-26. Thinking about the policies in place in fall 2022 or winter 2022-23, how does your state identify Comprehensive Support and Improvement (CSI) schools in various categories? For each identification criterion, how many years of data does your state consider for CSI identification?

Note: We will ask how your state uses multiple years of data later in the survey.

IDENTIFICATION CRITERIA	SELECT ONE RESPONSE IN EACH ROW		NUMBER OF YEARS OF DATA USED	
	YES	NO	1	2 OR MORE
CSI-Lowest Performing 5 percent				
a. Lowest-performing 5 percent includes non-Title I schools as well as Title I schools	1	0		
b. Bottom 5 percent of schools ranked by index score	1	0	1	2
c. Some other method	1	0	1	2
<i>(Specify):</i> _____				
High schools with low graduation rates				
d. The state identifies schools based on the 4-year adjusted cohort graduation rate	1	0	1	2
e. The state identifies schools based on the 5- or 6-year adjusted cohort graduation rate	1	0	1	2
f. The state uses a graduation rate threshold higher than 67 percent	1	0	1	2
g. Some other method	1	0	1	2
<i>(Specify):</i> _____				
Schools with chronically underperforming subgroups				
h. Schools that fail to exit Title I TSI status	1	0		
i. Schools that fail to exit Title I ATSI status	1	0		
j. Some other method	1	0	1	2
<i>(Specify):</i> _____				

Q.3P-26 SKIP INSTRUCTION

For each item a thru i where state answers “2+” years, the item will appear in Q.3P-27.

If state answers “No” or “1 year” for all items, state skips to Q.3P-28.

3P-27. For each rule for identifying CSI schools using more than one year of data, how does your state use multiple years of data (using policies in place to identify low-performing schools using spring 2022 state assessment data)?

IDENTIFICATION RULES	SELECT ONE RESPONSE IN EACH ROW		
	MET RULE ON AVERAGE ACROSS YEARS	MET RULE EVERY YEAR	MET RULE ONCE OVER ALL YEARS
CSI-Lowest Performing 5 percent			
b. Bottom 5 percent of schools ranked by index score	1	2	3
c. Some other method..... (Specify): _____	1	2	3
High schools with low graduation rates			
d. The state identifies schools based on the 4-year adjusted cohort graduation rate	1	2	3
e. The state identifies schools based on the 5- or 6-year adjusted cohort graduation rate.....	1	2	3
f. The state uses a graduation rate threshold higher than 67 percent..	1	2	3
g. Some other method..... (Specify): _____	1	2	3

3P-28. Thinking about the policies in place in the 2021-22 school year, does your state identify low-performing schools in the bottom 5% for CSI by grade span or school type? (Select one response.)

- Yes, my state identifies the bottom 5 percent of grade spans or school types separately
- No, my state identifies the bottom 5 percent of all schools regardless of grade span or other school type

3P-ck5. Were all questions in this section [3P-24 through 3P-28] answered (complete, accurate, and timely data)?
Yes / No

Add sources of information for 3P-24 through 3P-28 here:

3P-29. Thinking about the policies in place in fall 2022 or winter 2022-23, how does your state identify Targeted Support and Improvement (TSI) schools? For each identification criteria, how many years of data does your state consider for TSI identification?

Note: Exclude Additional Targeted Support schools in this response.

IDENTIFICATION CRITERIA	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
			NUMBER OF YEARS OF DATA USED	
	YES	NO	1	2 OR MORE
a. A school’s subgroup achievement is below the state’s interim goals for achievement	1	0	1	2
b. A school’s subgroup performs substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	1	0	1	2
c. A school’s subgroup achievement is at or below the level of the lowest-performing 5 percent of all Title I schools	1	0	1	2
d. A school’s subgroup has an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	1	0	1	2
e. A school’s subgroup achievement is below a specific threshold compared to the statewide average achievement	1	0	1	2
f. A school’s subgroup performs in the lowest category of the state’s accountability index	1	0	1	2
g. Some other criterion..... (Specify): _____	1	0	1	2

Q.3P-29 SKIP INSTRUCTION

For each item where state answers “2+” years, the item will appear in Q.3P-30.
If state answers “No” or “1 year” for all items, state skips to Q.3P-31.

3P-30. For each rule for identifying TSI schools using more than one year of data, how does your state consider multiple years of data (using policies in place to identify low-performing schools using spring 2022 state assessment data)?

IDENTIFICATION RULES	SELECT ONE RESPONSE IN EACH ROW		
	MET RULE ON AVERAGE ACROSS YEARS	MET RULE EVERY YEAR	MET RULE ONCE OVER ALL YEARS
a. A school’s subgroup achievement is below the state’s interim goals for achievement	1	2	3
b. A school’s subgroup performs substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	1	2	3
c. A school’s subgroup achievement is at or below the level of the lowest-performing 5 percent of all Title I schools	1	2	3
d. A school’s subgroup has an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	1	2	3
e. A school’s subgroup achievement is below a specific threshold compared to the statewide average achievement	1	2	3
f. A school’s subgroup performs in the lowest category of the state’s accountability index	1	2	3
g. Some other method..... (Specify): _____	1	2	3

3P-31. Does your state identify Additional Targeted Support schools among all schools or only among schools previously identified as TSI? (Select one response.)

- 1 All schools
- 2 Only among schools previously identified as TSI

3P-32. Thinking about the policies in place in fall 2022 or winter 2022-23, how does your state identify Additional Targeted Support and Improvement (ATSI) schools? For each identification criteria, how many years of data does your state consider for ATSI identification?

IDENTIFICATION CRITERIA	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	NUMBER OF YEARS OF DATA USED			
	YES	NO	1	2 OR MORE
a. A school’s subgroup achievement is below the state’s interim goals for achievement	1	0	1	2
b. A school’s subgroup performs substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	1	0	1	2
c. A school’s subgroup achievement is at or below the level of the lowest-performing 5 percent of all Title I schools	1	0	1	2
d. A school’s subgroup has an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	1	0	1	2
e. A school’s subgroup achievement is below a specific threshold compared to the statewide average achievement	1	0	1	2
f. A school’s subgroup performs in the lowest category of the state’s accountability index	1	0	1	2
g. A school’s subgroup performs below the threshold of all students within the school....	1	0	1	2
h. Some other criterion..... (Specify): _____	1	0	1	2

Q.3P-32 SKIP INSTRUCTION

For each item where state answers “2+” years, the item will appear in Q.3P-33.
If state answers “No” or “1 year” for all items, state skips to Q.3P-34.

3P-33. For each rule for identifying ATSI schools using more than one year of data, how does your state consider multiple years of data (using policies in place to identify low-performing schools using spring 2022 state assessment data)?

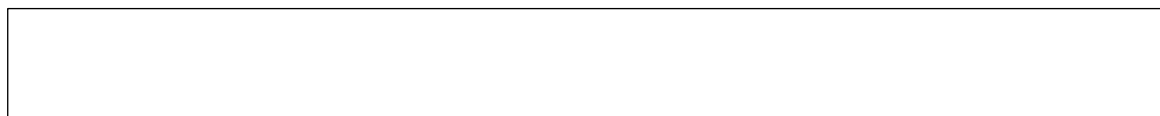
IDENTIFICATION RULES	SELECT ONE RESPONSE IN EACH ROW		
	MET RULE ON AVERAGE ACROSS YEARS	MET RULE EVERY YEAR	MET RULE ONCE OVER ALL YEARS
a. A school’s subgroup achievement is below the state’s interim goals for achievement	1	2	3
b. A school’s subgroup performs substantially lower than other subgroups in the school (large within-school subgroup achievement gaps)	1	2	3
c. A school’s subgroup achievement is at or below the level of the lowest-performing 5 percent of all Title I schools	1	2	3
d. A school’s subgroup has an accountability performance index score below the score that defines the lowest-performing 5 percent of all Title I schools	1	2	3
e. A school’s subgroup achievement is below a specific threshold compared to the statewide average achievement	1	2	3
f. A school’s subgroup performs in the lowest category of the state’s accountability index	1	2	3
g. A school’s subgroup performs below the threshold of all students within the school.....	1	2	3
h. Some other criterion..... (Specify): _____	1	2	3

3P-34. For identification of Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Support and Improvement (ATSI) schools using 2022 AND other state assessment data, what years of assessment data were used?

	2017 -18	2018 -19	2020 -21	2021 -22
a. CSI schools	1	2	3	4
b. TSI schools	1	2	3	4
c. ATSI schools.....	1	2	3	4

3P-ck6. Were all questions in this section [3P-29 through 3P-34] answered (complete, accurate, and timely data)?
Yes / No

Add sources of information for 3P-29 through 3P-34 here:



Exit Criteria for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) Schools

For these questions, please think about the criteria in place by October 2022 for allowing CSI, TSI, or ATSI schools to exit that status. So any policy changes that have been sought and approved by the end of October 2022 should be reflected in these questions.

3P-35. Thinking about the policies in place in fall 2022 or winter 2022-23, how often does your state consider whether CSI schools, TSI schools, and ATSI schools can exit their status?

SCHOOL TYPE	SELECT ONE RESPONSE IN EACH ROW				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	NOT YET DECIDED
a. CSI schools	1	2	3	4	0
b. TSI schools	1	2	3	4	0
c. ATSI schools	1	2	3	4	0

3P-36. Thinking about the policies in place in fall 2022 or winter 2022-23, does your state require any of the following criteria for schools to exit CSI status, or are any of the following criteria alternative routes for schools to exit CSI status?

EXIT CRITERIA FOR CSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRED TO EXIT CSI STATUS	ONE OF MULTIPLE ALTERNATIVE ROUTES TO EXIT CSI STATUS	NOT APPLICABLE
CSI-Lowest Performing 5 percent			
a. No longer meets the identification criteria that resulted in their identification	1	2	NA
b. Demonstrates improvement on the identification criteria that resulted in their identification as compared the identification year	1	2	NA
c. Meets measures of interim progress in the exit year, according to state’s long-term goals for student achievement.....	1	2	NA
d. Successfully implemented aspects of approved CSI plan as determined by state	1	2	NA
e. Participated in state-sponsored technical assistance activities throughout the duration of CSI status	1	2	NA
f. Some other method	1	2	NA
<i>(Specify):</i> _____			

EXIT CRITERIA FOR CSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRED TO EXIT CSI STATUS	ONE OF MULTIPLE ALTERNATIVE ROUTES TO EXIT CSI STATUS	NOT APPLICABLE

High schools with low graduation rates

g. No longer meets the graduation rate criteria that resulted in their identification	1	2	NA
h. Demonstrates consistent improvement on the graduation rate criteria as compared to the time of identification	1	2	NA
i. Successfully implemented key aspects of approved CSI plan as determined by state	1	2	NA
j. Participated in state-sponsored technical assistance activities throughout the duration of CSI status	1	2	NA
k. Some other method	1	2	NA
<i>(Specify):</i> _____			

TSI schools that did not exit after 3 years

l. No longer meets the identification criteria for the student group(s) that led to their transition to this category	1	2	NA
m. Demonstrates improvement on the identification criteria for the student group(s) that led to their transition to this category	1	2	NA
n. Meets measures of interim progress in the exit year, according to state's long-term goals for achievement for relevant student group(s)	1	2	NA
o. Successfully implemented key aspects of approved CSI plan as determined by state	1	2	NA
p. Participated in state-sponsored technical assistance activities throughout the duration of CSI status			
q. Some other method	1	2	NA
<i>(Specify):</i> _____			

3P-ck7. Were all questions in this section [3P-35 through 3P-36] answered (complete, accurate, and timely data)?

Yes / No

Add sources of information for 3P-35 through 3P-36 here:

3P-37. Thinking about the policies in place in fall 2022 or winter 2022-23, does your state allow districts to determine all, some, or none of the exit criteria for TSI status? (Select one response.)

- 1 All
- 2 Some
- 3 None

Q.3P-37 SKIP INSTRUCTION
 States that answer “Some” or “None” go to Q.3P-38.
 States that answer “All” skip to Q.3P-39.

3P-38. Thinking about the policies in place in fall 2022 or winter 2022-23, does your state require any of the following criteria for schools to exit TSI status, or are any of the following criteria alternative routes for schools to exit TSI status?

EXIT CRITERIA FOR TSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRED TO EXIT TSI STATUS	ONE OF MULTIPLE ALTERNATIVE ROUTES TO EXIT TSI STATUS	NOT APPLICABLE
a. No longer meets the identification criteria for any student group(s)	1	2	NA
b. Student group(s) demonstrates performance above that of all students in the lowest performing schools	1	2	NA
c. Student group(s) perform at or above state average for all indicators	1	2	NA
d. Student growth for the student group(s) meets or exceeds a threshold for high growth	1	2	NA
e. Demonstrates improvement on the identification criteria for the student group(s) identified for TSI as compared to the time of identification	1	2	NA
f. Meets measures of interim progress in the exit year, according to state’s long-term goals for relevant student group(s)	1	2	NA
g. Successfully implemented aspects of approved TSI plan as determined by district or participated in technical assistance activities throughout the duration of TSI status	1	2	NA
h. Some other method..... (Specify): _____	1	2	NA

3P-39. Thinking about the policies in place in fall 2022 or winter 2022-23, does your state require any of the following criteria for schools to exit ATSI status, or are any of the following criteria alternative routes for schools to exit ATSI status?

EXIT CRITERIA FOR ATSI SCHOOLS	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRED TO EXIT ATSI STATUS	ONE OF MULTIPLE ALTERNATIVE ROUTES TO EXIT ATSI STATUS	NOT APPLICABLE
a. No longer meets the identification criteria for any student group(s)	1	2	NA
b. Student group(s) demonstrates performance above that of all students in the lowest performing schools	1	2	NA
c. Student group(s) perform at or above state average for all indicators	1	2	NA
d. Student growth for the student group(s) meets or exceeds a threshold for high growth	1	2	NA
e. Demonstrates improvement on the identification criteria for the student group(s) identified for ATSI as compared to the time of identification	1	2	NA
f. Meets measures of interim progress in the exit year, according to state’s long-term goals for relevant student group(s)	1	2	NA
g. Successfully implemented aspects of approved ATSI plan as determined by district or participated in technical assistance activities throughout the duration of ATSI status.....	1	2	NA
h. Some other method..... (Specify): _____	1	2	NA

3P-ck8. Were all questions in this section [3P-37 through 3P-39] answered (complete, accurate, and timely data)?
Yes / No

Add sources of information for 3P-37 through 3P-39 here:

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

3P-40. Did your state require districts to administer the 2021 statewide assessment in spring or fall of 2021 or at another time?

2021 STATEWIDE ASSESSMENT	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Districts were required to administer the 2021 state assessment in fall of 2021.....	1	0
b. Districts were required to administer the 2021 state assessment in spring of 2021.....	1	0
c. Districts were required to administer the 2021 state assessment at any time between spring and fall in 2021 that they selected.....	1	0

3P-41. What was the student participation rate in 2020-21 statewide ELA assessments?

Note: Choose “not a subgroup in this state” if your state did not report participation rates for a particular subgroup because the size of the subgroup is too small to report. Choose “subgroup participation rate not reported” if your state did not report the rate, but the subgroup is large enough in your state to report.

ELA PARTICIPATION - GROUPS OF STUDENTS	SELECT ONE RESPONSE IN EACH ROW		
	STATEWIDE PARTICIPATION RATE	SUBGROUP PARTICIPATION RATE NOT REPORTED	NOT A SUBGROUP IN THIS STATE
a. All students	___%		
b. Students with disabilities	___%	0	NA
c. English learners.....	___%	0	NA
d. Students who are economically disadvantaged or have low socioeconomic status.....	___%	0	NA
e. Students experiencing homelessness.....	___%	0	NA
f. Students in migrant families.....	___%	0	NA
g. Students in foster care	___%	0	NA
h. Students with families in the military.....	___%	0	NA
Students in each major racial and ethnic group		0	NA
i. Asian.....	___%	0	NA
j. American Indian or Alaska Native.....	___%	0	NA
k. Black or African American	___%	0	NA
l. Hispanic or Latino/a	___%	0	NA
m. Native Hawaiian or Pacific Islander	___%	0	NA
n. Multiracial or two or more races	___%	0	NA
o. White.....	___%	0	NA
p. Other major racial or ethnic category	___%	0	NA

SELECT ONE RESPONSE IN EACH ROW		
STATEWIDE PARTICIPATION RATE	SUBGROUP PARTICIPATION RATE NOT REPORTED	NOT A SUBGROUP IN THIS STATE

ELA PARTICIPATION - GROUPS OF STUDENTS

(Specify): _____

q. Other category of students	___%	0	NA
(Specify how your state defined these students): _____			

3P-42. What was the student participation rate in 2020-21 statewide math assessments?

Note: Choose “not a subgroup in this state” if your state did not report participation rates for a particular subgroup because the size of the subgroup is too small to report. Choose “subgroup participation rate not reported” if your state did not report the rate, but the subgroup is large enough in your state to report.

SELECT ONE RESPONSE IN EACH ROW		
STATEWIDE PARTICIPATION RATE	SUBGROUP PARTICIPATION RATE NOT REPORTED	NOT A SUBGROUP IN THIS STATE

MATH PARTICIPATION - GROUPS OF STUDENTS

a. All students	___%		
b. Students with disabilities	___%	0	NA
c. English learners	___%	0	NA
d. Students who are economically disadvantaged or have low socioeconomic status.....	___%	0	NA
e. Students experiencing homelessness.....	___%	0	NA
f. Students in migrant families.....	___%	0	NA
g. Students in foster care	___%	0	NA
h. Students with families in the military.....	___%	0	NA
Students in each major racial and ethnic group		0	NA
i. Asian.....	___%	0	NA
j. American Indian or Alaska Native.....	___%	0	NA
k. Black or African American	___%	0	NA
l. Hispanic or Latino/a	___%	0	NA
m. Native Hawaiian or Pacific Islander	___%	0	NA
n. Multiracial or two or more races	___%	0	NA
o. White	___%	0	NA
p. Other major racial or ethnic category	___%	0	NA
(Specify): _____			
q. Other category of students	___%	0	NA
(Specify how your state defined these students): _____			

3P-ck9. Were all questions in this section [3P-40 - 3P-42] answered (complete, accurate, and timely data)? Yes / No

Add sources of information for 3P-40 through 3P-42 here:

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3P-43. List of CSI, TSI, ATSI schools identified based on 2022 data from state websites. Found and saved:

- 3 CSI list
- 2 TSI list
- 1 ATSI list
- 0 None found

State reports on remote instruction in 2020-21:

3P-44. Did your state produce a public report on student and/or educator access in 2020-21 to technology and the internet during the COVID-19 pandemic?

REPORT COVERED	SELECT ONE RESPONSE IN EACH ROW	
	YES	NOT FOUND
a. Students.....	1	0
b. Educators.....	1	0

3P-45. → Results are published and available here: _____

- 1 Not found

3P-ck10. Were all questions in this section [3P-43 - 3P-45] answered (complete, accurate, and timely data)? Yes / No

Add sources of information for 3P-43 through 3P-45 here:

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Disclosure of Potential Conflict of Interest

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