

The Transition to ESSA: State and District Approaches to Implementing Title I and Title II-A in 2017-18

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The Transition to ESSA: State and District Approaches to Implementing Title I and Title II-A in 2017-18

Supplemental Volume

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The Elementary and Secondary Education Act (ESEA), originally passed in 1965, is the primary federal law related to K-12 schooling. Title I and Title II-A are core ESEA programs, and they intend to help provide all students with equal access to education by providing financial assistance to schools and districts with a high percentage of students from low-income families (Title I) and by improving teacher and principal quality (Title II-A). ESEA's latest reauthorization as the Every Student Succeeds Act (ESSA) in 2015 changed a number of policies related to Title I and Title II-A. How states and districts respond to these changes will determine whether ESSA stimulates educational improvement as intended.

This document comprehensively presents national information from a study conducted by the National Center for Education Evaluation (NCEE). The study tracks the implementation of Title I and Title II-A across several key time points. This document covers the 2017-18 school year, as states and districts were transitioning to ESSA. It also includes information to compare implementation with the 2013-14 school year, prior to ESSA.

Chapter 1 provides information on the study methodology, including the sample, data sources, and statistical tests used.

Chapter 2 includes a comprehensive compendium of tables using the 2017-18 data, and where feasible, includes comparisons to the 2013-14 data.

Chapter 3 includes the survey instruments used to collect the implementation data from 2017-18 and 2013-14.

This document is a supplemental companion to the report entitled, *The Transition to ESSA: State and District Approaches to Implementing Title I and Title II-A in 2017-18*. The report synthesizes the data in this document into a set of key findings.

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Chapter 1

Methodology

The purpose of the Implementation of Title I/II-A Program Initiatives study is to describe the implementation of policies and practices funded through Titles I and II-A of the Elementary and Secondary Education Act (ESEA) at multiple points in time. The study was not designed to produce causal inferences, nor does it support claims about the effects of federal policies. This methodology chapter describes the data sources and statistical tests used for the descriptive analyses presented in this report.

Data Sources

The analyses conducted for this report primarily used data collected through surveys administered during spring and summer 2014 and during spring and summer 2018 to all 50 states and the District of Columbia and to a nationally representative sample of local education agencies (LEAs, typically school districts). A nationally representative sample is necessary as Title I and Title II-A cover most of the U.S. public education school system.

A small portion of analyses in this report draw on other information submitted to the U.S Department of Education (the Department), such as states' approved plans for implementing the Every Student Succeeds Act (ESSA) and school performance designations from *EDFacts*, the Department's repository for the collection and use of pre-kindergarten through grade 12 data. In addition, to add more detail to the study's survey results, some analyses incorporate external sources of information about states' adoption of the Common Core State Standards (the Common Core) and states' summative assessments. Additional information about these extant data sources and the surveys is provided below.

Surveys

This section reviews the survey development process, the district sample design, survey response rates, and statistical sample weighting procedures.

Survey Development

The 2014 and 2018 state and district surveys focused on three areas: (1) state content standards and assessments in reading/English language arts (ELA) and math, (2) school accountability and support for low-performing schools, and (3) teacher and principal evaluation and support. There have been notable changes in federal and state education policies in these areas since the mid-2000s. Titles I and II-A of ESEA were major vehicles for providing federal funding supporting initiatives in these areas and establishing regulations to promote them.

The 2018 state and district surveys also included a short section on school choice. Survey development was guided by the study's research questions, input from Department staff, reviews of previous Department studies on Title I and education policy implementation, and feedback from pretests of the instruments.

Research questions. The study's complete set of research questions focused on the three key areas identified above:

1. Have states and districts made changes to their content standards and high school graduation requirements, and what materials and resources do states and districts provide to help school leaders and teachers implement the state content standards? Have these requirements and the materials and resources provided changed since 2014? What are states and districts doing to address the needs of students at risk of dropping out?
2. What types of assessments do states and districts use (in terms of assessment format, coverage of grade levels and content areas, and accommodations for students with disabilities and English learners)? What materials and resources do states and districts provide to support the implementation of assessments and use of assessment data? Have assessments and supports changed since 2014? How much time are students spending on state summative assessments and are states setting time limits? What is the extent of student opt out on state tests, and how are states and districts responding to student opt outs?
3. What are states' long-term goals for academic achievement and other measures? How do states and districts identify and support their lowest-performing schools, and how do they offer differentiated support for schools of varying performance levels? How has state and district identification and support for these schools changed since 2014?
4. What components/practices are required by states and used by districts to evaluate teacher and principal effectiveness, how are evaluation results used, and what supports do states and districts provide to improve effectiveness? Do states and districts assess the equitable distribution of teachers, and if so, how? What actions are taken to address any inequities? Are states assessing the effectiveness of teacher preparation programs, and if so, how? How are states using their Title II-A funds? How have these policies and practices changed since 2014?

Survey pretests. The survey instruments were reviewed by Department staff and pretested with state education agency (SEA) and school district staff. Up to nine SEA or school district staff pretested each survey section. Each survey section was sent to a state contact identified as most knowledgeable about that policy area. The state contact often asked one or two colleagues to help complete the survey section. Respondents who completed the survey sections included accountability directors, educator effectiveness directors, and learning and instruction coordinators. The district survey was sent to the district superintendent. In some pretest districts, district superintendents brought in the director of federal programs, accountability directors, or chief academic officer to complete the survey.

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 (1) wording and clarity, (2) information availability, and (3) response burden. The 2018 pretesting also focused on ensuring that new questions and questions substantially revised from the 2014 survey were clear and the average survey completion time was within expectations.

In 2014 and 2018, the surveys were pretested with SEA and district staff working in a range of education policy environments. For example, the states that pretested the 2014 survey included states that adopted and those that did not adopt the Common Core, states with and without an ESEA flexibility waiver, states with and without a (previous) Race to the Top (RTT) grant, and states participating and not participating in the two multistate assessment consortia (Smarter Balanced and PARCC). The states that pretested the 2018 survey included former ESEA flexibility states and states that did not receive a flexibility waiver, states that adopted the CCSS and those that did not, states using the Smarter Balanced assessments, and states using their own state assessments. The states included a mix of those that submitted their ESSA state plans in April 2017 and those that submitted them later in September 2017.

The districts that pretested the 2014 and 2018 surveys included small, medium, and large school districts and districts in a variety of policy environments (e.g., in states that adopted the Common Core, in states that received ESEA flexibility waivers). Districts that pretested the 2018 survey included traditional and charter LEAs. The study team revised the surveys based on feedback from the pretest debriefings and comments from Department staff.

District Sample Design

Overview. The district sample was designed to allow for both relatively efficient estimates¹ of the number or percentage of U.S. public school students in districts implementing initiatives of interest and estimates of the number or proportion of U.S. school districts implementing such initiatives.² In this report, the analyses focus on the experience of states and districts.

The original district sampling frame was constructed primarily from the National Center for Education Statistics' (NCES) 2011-12 Common Core of Data (CCD).³ District poverty level and

¹ An efficient estimate is an estimate with the least variance at a given cost.

² This “minimax design” differs from the one used for the National Assessment of Title I study that concluded in 2006. The previous study selected districts probability proportional to size (PPS), with size measured by student enrollment. The PPS design is quite efficient for estimating the proportion of students enrolled in districts implementing policies of interest. However, when estimating the percentage of districts implementing a policy, the PPS design is relatively inefficient, compared to a simple random sample. This is because relatively few small and medium-sized districts are included in a PPS design. This, in turn, requires the small and medium-sized districts in the sample to be given greater weight to better represent the population of districts nationwide and can lead to relatively wide confidence intervals around estimates of proportions of districts.

³ The LEA CCD are available from: <https://nces.ed.gov/ccd/pubagency.asp>.

district size were used as the primary strata for the sample selection. An original sample of 570 districts was selected for the 2014 data collection. A new sample of 152 charter LEAs was added to the 570 districts for the 2018 data collection to ensure better representation of these LEAs. The following describes the sampling frame, measures of size and the sampling strata, and sample selection process for the original sample used in 2014 and 2018, and for the charter LEA sample supplement in 2018.

The original sampling frame. To construct the original district sampling frame, we used data primarily from the CCD, with supplementary extant data from the U.S. Census Bureau’s district-level Small Area Income and Poverty Estimates (SAIPE) program for the district percentage of children in families in poverty. The 2011-12 CCD district universe file was processed through the macros used for the National Assessment of Educational Progress (NAEP) to remove entities that were not in scope for the study (e.g., administrative districts, district consortiums, entities devoted to auxiliary educational services, etc.). The study team also excluded from the frame: districts outside the 50 states and the District of Columbia; Bureau of Indian Education districts; Department of Defense districts; and districts with only schools with no enrollment.⁴ All school districts and independent charter districts with at least one eligible school and at least one enrolled student were included in the frame.⁵ The final district frame consisted of 15,762 districts, with 48,715,165 enrolled students.

Sampling strata and measures of size for the original sample. Title I and Title II-A are specifically intended to ameliorate the effects of poverty on local funding constraints and education opportunity. In addition, successful implementation of policy initiatives might be tied to district organizational capacity, and larger districts may have more of this capacity. To permit statistical comparisons of policy implementation by poverty level and size in terms of student enrollment, the district frame was *explicitly stratified* by district poverty status, and district size class was considered in determining sampling rates (see more on this in the next section). To promote the nationally representative nature of the sample, districts’ Census region, size category, student enrollment (as a continuous variable), and urbanicity also were considered through *implicit stratification*.

District poverty status was primarily based on the district percentage of 5- to 17-year olds in families with incomes below the poverty line using SAIPE data for school districts included in the

⁴ The Bureau of Indian Education (BIE) districts were excluded because under the No Child Left Behind (NCLB) Act, the BIE was “the only school system in the United States with a multi-part accountability system using different standards and assessments across schools” (BIE Standards, Assessment, and Accountability System Negotiated Rulemaking Committee, no date, p. 2). That is, under NCLB, the standards, assessments, and accountability system for a BIE-funded school were those of the state where the school was located, unless alternatives were proposed by the tribal governing board or school board (and approved by the Secretary of the Interior) (25 CFR 30-Adequate Yearly Progress). The Department of Defense districts were excluded since they did not receive funds through NCLB.

⁵ In defining district eligibility, we follow the criteria from the NAEP.

SAIPE program.⁶ For other districts, an imputation was done for the percentage of families below the poverty line based on the district’s percentage of students eligible for free or reduced-price lunch, or other means (using, for example, the poverty percentage for a SAIPE district in the same geographic area). Districts exceeding 27.7 percent of students in families below the poverty line were assigned to the high-poverty stratum, and the complement set became the low-/medium-poverty stratum. This percentage cutoff was roughly the weighted 75th percentile for this poverty percentage.

The district size strata by student enrollment are given in Exhibit 1.1.⁷ In addition, a separate stratum was created for small states (according to the number of districts) to guarantee that every state had at least one selected district.

Exhibit 1.1. Definitions of district size strata for the original district sample

District size strata	Lower bound district enrollment	Upper bound district enrollment
G	1	500
F	501	1,500
E	1,501	5,000
D	5,001	15,000
C	15,001	50,000
B/A	50,001	no limit

Note: District classes A and B were merged only for presentation purposes in this chapter to avoid sample disclosure. For comparing adjacent classes, each class has an enrollment range roughly three times greater than the preceding class (in terms of minimums, mean value, or maximums).

Within the poverty class strata, the frame was *implicitly stratified*. That is, districts were ordered by the implicit stratification variables. Districts in the small state stratum (all states with expected district sample sizes less than or equal to 5) were implicitly stratified by Census region, state, district size stratum, urbanicity, and district enrollment. Districts in large states (all states with expected district sample sizes greater than 5) were implicitly stratified by district size stratum, Census region, urbanicity, and district enrollment.

Selection of the original sample. The largest districts were selected with certainty. That is, these districts were purposively brought into the sample. The largest six high-poverty stratum districts and the largest eight low-/medium-poverty stratum districts were sampled with certainty (those in the “A” district size strata in Exhibit 1.1). The exceptionally large size of these districts made them

⁶ Districts in SAIPE are all “regular, geographically based, school districts.” Non-SAIPE districts are mostly charter school districts, but sometimes also other special entities, and comprise about 17 percent of the district frame with about 2.5 percent of the enrolled students.

⁷ These boundaries represent a multiplicative scale with each boundary being roughly three times the previous stratum’s boundary, and seem to fit the district distribution well in trading off between counts and enrollment (for example stratum G has a high count but low enrollment, and the opposite is true for stratum C).

larger than the sampling interval under the minimax design, and they were taken as certainties to maintain efficiency.⁸

The remaining districts were assigned sampling rates by district size and poverty strata using a ‘minimax’ design. The minimax design oversampled the size strata corresponding to larger enrollment (but not as heavily as a probability proportionate to size⁹ design would). Note that this relative oversampling factor is somewhat larger than the square root of the relative mean enrollment size. Within each district size stratum, the districts were assigned equal probability. However, districts with only one school had a sampling rate set to one-quarter of other districts in the same poverty/district size stratum. They were still represented in the study, but we had a smaller proportion of these districts in the sample than in the population as a whole.¹⁰ This method of under sampling is similar to that done in the NAEP for schools with very small numbers of students. Small districts represent a relatively large percentage of districts. They were undersampled so as not to crowd out other districts from the sample. In addition, districts in the high-poverty stratum were oversampled by a factor of three to improve analytic precision. High-poverty districts are roughly one-quarter of the districts in the population, but with oversampling were roughly one-half of the sample. A total of 570 districts were sampled.

Exhibit 1.2 presents the final district sample sizes and relative sampling rates (as compared to the stratum with the lowest sampling rate) for the original sample by district poverty and size strata. The counts are based on the 2011-12 school-year CCD frame. Note that under a probability proportional to size by enrollment sampling design, the relative sampling rates between neighboring district size classes would be 3, as that is roughly the enrollment ratio. By using powers of 1.80 rather than powers of 3 as relative sampling factors, we oversampled the strata with the higher enrollments, but not to the full extent justified by the ratios of enrollment means.

⁸ A lower variance for a given cost.

⁹ With a probability proportionate to size design, the probability of selection is set based on the average size of the districts in the district-size stratum. That means districts in the smallest-size district-size stratum (i.e., with the smallest-size districts, which in this case means districts with 500 or fewer students), have a lower probability of selection than districts in larger-size district-size strata (e.g., the district-size stratum with the largest districts, which in this case means districts with over 50,000 students). Exhibit 1.1 presents district counts by the size strata.

¹⁰ These small districts were given correspondingly higher weights to ensure unbiased estimates from the survey data.

Exhibit 1.2. Final district sample sizes and relative sampling rates for the original sample, by district poverty and size strata

Poverty stratum	District size strata	District count	Student enrollment (in 1000s)	Relative sampling rate	District sample size
Low/medium poverty	G	3,961	937.4	1.0	24
Low/medium poverty	F	3,430	3,127.0	1.8	55
Low/medium poverty	E	3,060	8,426.0	3.2	97
Low/medium poverty	D	1,112	9,139.5	5.8	65
Low/medium poverty	C	346	8,728.7	10.5	36
Low/medium poverty	B/A	67	6,172.2	18.9+	19
Low/medium poverty	Total	11,976	36,530.8		296
High poverty	G	1,687	384.7	3.0	25
High poverty	F	948	838.6	5.4	49
High poverty	E	763	2,095.3	9.7	89
High poverty	D	265	2,172.1	17.5	56
High poverty	C	98	2,592.6	31.5	37
High poverty	B/A	25	4,101.1	56.7+	18
High poverty	Total	3,786	12,184.4		274

Notes: District size class was defined in terms of student enrollment intervals: G: 500 or less; F: 501 to 1,500; E: 1,501 to 5,000; D: 5,001 to 15,000; C: 15,001 to 50,000; B/A: 50,001 and over. District classes A and B were merged only for presentation purposes in this document to avoid sample disclosure.

We call this sample design a “minimax” design, as it was designed to equalize the efficiency for unit-based estimates and student-enrollment based estimates.¹¹ A probability proportional to size by enrollment sampling design will lead to optimal efficiency for the second type of estimate, but will have poor efficiency for the first type of estimate. On the other hand, a simple stratified design with no oversampling of larger district-size strata will have high efficiency for unit-based estimates, but poor efficiency for enrollment-based estimates. This “middle-ground” design oversampled the higher enrollment district-size strata, but proportional to the 0.535 root¹² of the enrollment mean in the stratum, rather than to enrollment directly,¹³ and has reasonable efficiency for both count-based estimates and enrollment-based estimates (the design is set up to equalize the efficiency for both types of estimates, at the cost of not being as good for each type of

¹¹ Unit-based estimates are, for example, estimates made about districts counting each district as one (e.g., the percentage of districts nationwide that implemented a policy). Student-enrollment based estimates are estimates of districts with each district counted according to its enrollment of students (e.g., the estimate implicitly estimates the percentage of students nationwide who are enrolled in districts that implemented a policy).

¹² 1.8 is the 0.535 root of 3.

¹³ This design is close to a “square root” design, except that it is a stratified design rather than a fully PPS design (sampling rates are equal within strata), and the root used is slightly larger than 0.5.

estimate as the optimal design for that type of estimate). Exhibit 1.3 summarizes the power properties of this design for the original sample.¹⁴

Exhibit 1.3. Properties of the stratification design for the original district sample

Power property	Enrollment-based weight estimates	Count-based weight estimates
Effective sample size: All districts	294.6	292.4
Effective sample size: High-poverty districts	237.7	174.8
Effective sample size: Low/medium-poverty districts	179.6	186.9
Minimum detectable effect size (MDES) comparing poverty district strata	27.7%	29.5%

The effective sample sizes are the sample sizes for a simple random sample, which would provide the same precision as the actual design used.¹⁵ Note that the effective sample size for all-district estimates is about half of the actual district sample size of 570. This large ratio is caused partially by the oversampling of high-poverty districts. Note also an equalization of effective sample sizes for the two types of estimates. This is the “minimax” aspect. The MDES is computed for evaluating the null hypothesis of no difference between the high-poverty and the low/medium-poverty districts for a range of district-level characteristics.¹⁶ The sample design does achieve an MDES lower than 30 percent for both types of estimates.

The charter LEA supplement. There were 24 charter LEAs selected in the original district sample, of which three had closed by the time to select the 2018 sample supplement. The study team increased the charter LEA sample to 173 for the 2018 data collection, to ensure a nationally representative sample of charter LEAs. Including the 21 districts in the original sample, this involved sampling an additional 152 charter LEAs. The necessary sample size from the power considerations was 125 completed charter LEA surveys. The additional 152 LEAs allowed for some charter LEA nonresponse, as some was experienced among the 24 selected in the original sample. The longitudinal respondents from the 21 from the original sample also contribute to the precision of the comparison, which further added to the power.

The sampling frame for the charter LEA supplement. The sampling frame was based on the preliminary 2016-17 CCD district-level directory file downloaded from the NCES CCD website in

¹⁴ As processed to drop ineligible schools and entities, schools with no enrollment, etc.

¹⁵ The effective sample size is equal to the population variance divided by the sampling variance under the design.

¹⁶ We assume a null hypothesis of no difference with a two-sided critical region with a 5 percent alpha level. We find the smallest population difference that would be detectable with this test with 80 percent power. The MDES is this population difference divided by the (assumed) common population standard deviation for each subgroup.

November 2017.¹⁷ This frame file was filtered to include only charter LEAs. The following charter LEAs also were dropped from the frame:

- Districts that were adult education only;
- Districts that served only pre-kindergarten or kindergarten;
- Districts that were indicated as closed or not yet operational; and
- Districts with no operational schools.

After this filtering, the final frame consisted of 2,987 charter LEAs. Because the preliminary directory file, and therefore the frame file, did not include all variables needed for the sampling process, data from the 2015-16 CCD district-level files contributed any missing fields. The files linked with and the fields picked up from these files were as follows:

- Total district student enrollment was drawn from a pre-public release copy of the 2015-16 district-level universe file provided by NCES;¹⁸
- Urbanicity code was drawn from public-use 2015-16 Geocode data;¹⁹ and
- Number of students with free or reduced-price lunch was drawn from a 2015-16 companion file provided by NCES, and aggregated up to the district level. This was combined with total student enrollment to provide a percentage of students with free or reduced-price lunch.

Sampling strata and measures of size for the charter LEA supplement. For the 2018 charter LEA supplemental sample, the unconditional measures of size (i.e., unconditional before conditioning on selection into the original sample²⁰) for the districts were similar to those for the original design. The following district oversampling classes (based on district enrollment) were here as they were in the original design given in Exhibit 1.1 (except there are no charter LEAs in largest district oversampling class “A” or “B” from the original design). Another change from the original design was a need to add a new class “H,” which consisted of new charter LEAs, which were only in the 2016-17 frame. Enrollment size information was not available for these new districts at the time of sampling.

¹⁷ The 2016-17 preliminary directory file was downloaded from <https://nces.ed.gov/ccd/pubagency.asp>. Later in 2017 it was replaced with the final LEA universe files.

¹⁸ The public release copy of these data can be found on the CCD School District (LEA) Universe Survey webpage <https://nces.ed.gov/ccd/pubagency.asp>. The most recent version of the 2016-17 data may not be exactly the same as the pre-public release file used for sampling.

¹⁹ Downloaded from https://nces.ed.gov/programs/edge/data/EDGE_GEOCODE_PUBLICLEA_1516.zip.

²⁰ Conditioning on selection into the original sample applies only to the 21 charter LEAs from the original sample.

Exhibit 1.4 presents the district counts on the final district frame, district size class, number of districts in each size class (and percent), the relative sampling rate as used in the original sample design, expected district sample sizes utilizing these relative sampling rates, and expected percentages of the district sample. As was the case with the original sample, the sample percentages of the larger districts are larger than their frame percentage, reflecting the minimax design. Though the sample size is 173, the effective sample size will be 153.1 for unit-based estimates due to the oversampling of larger districts (to increase their numbers).

Included in Exhibit 1.4 is the mean number of operational schools in the district, which is available for districts in the “H” class size (though district enrollment is not available). Most of the 131 “H” districts are indicated as being one-school districts (mean value of 1.06 schools), so based on this fact, the same sampling rate that was used for the “G” stratum (mean number of schools equal to 1.09) was assigned to the “H” stratum. The relative sampling rates for the district oversampling classes “C” through “G” were the same as for the original design, allowing for oversampling of larger districts, with oversampling rates proportional to the square root of mean enrollment for the oversampling class.

Exhibit 1.4. Oversampling rates by district size strata for the charter LEA sample

District size strata	District count	Percent of districts	Relative sampling rate	Expected district sample size	Expected percent of district sample	Mean number of schools
H	131	4.39%	1	5.7	3.31%	1.06
G	1,940	64.95%	1	84.9	49.06%	1.09
F	804	26.92%	1.8	63.3	36.60%	1.39
E	91	3.05%	3.24	12.9	7.46%	3.12
D	17	0.57%	5.83	4.3	2.51%	12.35
C	4	0.13%	10.5	1.8	1.06%	37.75
Total	2,987	100.00%		173.0		

However, unlike in the original design, there was no separation into high-poverty and low-/medium-poverty strata, with triple oversampling for the high-poverty stratum. The focus in this supplemental design was a national sample and not a comparison of high-poverty charter LEAs to low-/medium-poverty charter LEAs. As noted below, district poverty was incorporated based on aggregated school free and reduced-price lunch (FRPL) data into the implicit stratification.

Also unlike the original design, there was no quarter-sampling for very small districts (assigning one-fourth the sampling rate for these districts). Most of the charter LEAs are very small, so a quarter-sampling of them would be counter-productive. It was enough that they were sampled at a lower rate than larger districts as given in Exhibit 1.4. In addition, no separate stratum was created for states with a small number of districts to ensure that each state has at least one charter LEA sampled, as not all states authorize charter LEAs/schools.

The study team used *implicit stratification* to promote the representative nature of the charter LEA sample. An implicit stratification was implemented by sorting the charter LEAs using a sort hierarchy as follows:

- High poverty vs. low/medium poverty;
- Urbanicity (city, suburb, town, rural);
- District size (enrollment); and
- Poverty (missing FRPL; 0 to 25 percent FRPL; 25 percent to 60 percent FRPL; 60 percent to 85 percent FRPL; 85 percent or greater FRPL).

Unlike the original sample, poverty was added to the implicit stratification. High poverty was defined as districts with 85 percent or more students eligible for free or reduced-price lunch (about one-quarter of the frame). Low/medium poverty includes all other districts. This allows for control of the high-poverty percentage in the sample. This was an explicit stratum in the original sample. There was a further ordering by five poverty categories lower in the sort hierarchy. Also, note that students eligible for FRPL was used as the poverty measure for charter LEAs rather than the Census-based percentage of children in families in the district in poverty from the SAIPE data. The aggregated school-based FRPL is likely to be a better representation of poverty level for the charter LEAs than that based on Census data because so many of the charter LEAs have a single school. Urbanicity and district size were given a higher position in the sort order due to the importance of these characteristics in determining charter LEA characteristics.

Sample selection for the charter LEA supplement. The probabilities of selection π_i for each frame district i are defined in terms of the district size class relative sampling rates given in Exhibit 1.4. These are the unconditional probabilities of selection, which are the basis for the base weights. Conditional probabilities of selection were also defined, conditioned on whether the district was sampled in the original sample. There were 21 charter LEAs sampled in the original district sample that were still operational at the time of sample selection for the supplement. The conditional probabilities of selection were so defined to maximize overlap of the new sample with the original sample (in effect, guarantee that these 21 were retained), while at the same time making sure that the unconditional probabilities of selection are maintained (taking the expectation over all possible samples from the original frame).

The definition of $\pi_i(O)$ was the probability of selection of the district in the original sample. This probability will be zero for the new 152 charter LEAs. The study team assumed that $\pi_i \geq \pi_i(O)$ for all charter LEAs in the new frame (the probabilities of selection are uniformly larger for the new sample). Define P_i as the defined conditional probability of selection, which is equal to one for the 21 charter LEAs selected in the original sample, and is equal to

$$P_i = \frac{\pi_i - \pi_i(O)}{1 - \pi_i(O)}$$

for charter LEAs not sampled into the original sample. An easy calculation shows that the unconditional probability of selection (over selection or not in the original sample) is in fact π_i as desired.

Exhibit 1.5 below presents the final realized sample sizes by district size class. All of the 21 still-open charter LEAs in the original sample were drawn into this sample (their conditional probabilities were 1).

Exhibit 1.5. Oversampling rates by district size strata for the charter LEA sample supplement

District size strata	District count	Percent of districts	Relative sampling rate	Expected district sample size	Expected percent district sample	Actual realized sample	Percent realized district sample
H	131	4.4%	1	5.7	3.3%	6	3.5%
G	1,940	65.0%	1	84.9	49.1%	84	48.6%
F	804	26.9%	1.8	63.3	36.6%	62	35.8%
E	91	3.1%	3.24	12.9	7.5%	14	8.1%
D	17	0.6%	5.83	4.3	2.5%	6	3.5%
C	4	0.1%	10.5	1.8	1.1%	1	0.6%
Total	2,987	100.0%		173		173	

Readers should note that the final weights (see below) make necessary adjustments to account for the fact that the 2018 sample is larger and has far more charter LEAs than the 2014 sample. Although there is a large charter LEA supplement for the 2018 data collection, its influence on the 2017-18 estimates is reduced through calibration adjustments to its correct share of the district population when the data are weighted using the final 2018 unit-based weights. Significant differences in weighted estimates from the 2014 and 2018 samples represent changes over time in reported policies and practices by school districts that are not due to chance alone or the result of the different composition or size of the samples.

Survey Administration and Response Rates

In 2014 and 2018, the state survey notification was sent to the state’s chief school officer, and the district survey notification was sent to the district’s superintendent. The state survey was developed as a fillable PDF while the district survey was web based. In both years, the state survey was sent to states in five sections by topic area, so that staff with the most knowledge of a specific policy area could focus on that section. These state staff typically included chief school officers and directors or managers of departments most closely aligned with the five survey sections: 1) accountability, 2) teacher and principal evaluation, 3) state content standards, 4) assessments, and 5) school choice. Within these survey sections, multiple state staff typically entered responses

and checked over the forms before returning them to the study team. For example, staff who contributed to the accountability survey section included Title I directors, evaluation specialists, and ESEA program managers. For the district survey, it was up to the superintendent to decide whether to bring in others (and who) to contribute to the response. The study did not collect information about the people who contributed to the district survey.

The surveys were fielded in spring and summer 2014 and in spring and summer 2018. All states responded to the surveys in 2014 and 2018. A few sampled districts had closed prior to each data collection and were ineligible for the survey. Nearly all eligible districts (99 percent) responded to the 2014 survey. In 2018, 96 percent of all eligible districts responded, including 98 percent of traditional districts and 89 percent of charter LEAs.

Sampling Weights

Data from the state survey require no weights, as every state was selected and participated in the study. The 2014 and 2018 district survey data were weighted to generate the population estimates found in this report. Although the district sample size for the 2018 data collection was larger, the district data for both 2014 and 2018 are nationally representative when weighted.

The 2013-14 and 2017-18 district estimates in the report are based on ‘unit-based’ weights, which are appropriate when generating estimates to answer the study questions for this report that ask, for example, about the percentage of districts nationwide implementing various policies or practices.²¹ Because of the nature of the sample design for this study and some survey nonresponse, the survey data must be weighted so that estimates represent districts nationwide. The district weighting process involved developing unit-based “base sampling weights” and “replicate weights,” then adjusting these weights to account for survey nonresponse.

Base weights. The base sampling weight for the unit-based district weight is equal to the inverse of the district’s probability of selection. The base weight represents the number of districts on the frame that the sampled districts “represent.” When aggregated, these unit-based base sampling weights generate unbiased estimates of total districts nationwide.

The non-charter district sample in the original sample for 2014 was carried over with no revision (except the dropping of districts that closed), so that the base weights were unchanged for the 2013-14 and 2017-18 data. The charter LEA sample included charter LEAs from the 2014 district sample, as well as charter LEAs newly sampled in the 2018 supplemental sample. The base weights for all charter LEAs in the original 2014 sample were equal to the inverse of the probability of

²¹The study team also generated a set of “enrollment-based” weights for the district survey data, which incorporate the district’s enrollment into the base weight. These weights can be used to make unbiased estimates of total enrollment in districts nationwide. These weights were not used for the analyses in this report, but will be available to users through the restricted-use data file available through the IES Data Security Office to licensed users (https://ies.ed.gov/ncee/projects/evaluation/data_files.asp).

selection of the district into the 2014 sample. For the 2018 supplemental charter LEA sample, the base weight was the inverse of the “unconditional” probability of selection from the 2018 frame (not the conditional probability conditioning on not being sampled in 2014, which was slightly higher). This follows correct theory.²²

Replicate weights. Replicate weights are used for producing standard errors. While base sampling 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 (Brick, Morganstein, and Valliant, 2000, p. 2). As a result, the study team relied on replication methods and generated district replicate weights. As noted in Brick et al. (2000), replication involves repeatedly selecting subsamples from the full sample. The desired statistics are computed from each subsample, and the variability among these subsamples or replicate estimates is used to compute the standard error of the full sample estimate (pp. 2-3).

For the 14 districts selected with certainty into the sample (selected with a probability of 1), the 2014 and 2018 replicate weights are equal to the base sampling weights, reflecting a zero variance contribution for district certainties. In both 2014 and 2018, for the non-certainty districts (those selected with a probability less than 1; n = 556 in 2014 and n = 708 in 2018) the replicate weights were generated using the jackknife replication method, with the variance strata based on the ordering of districts in the district frame. In 2014 and 2018, appropriate finite population corrections were incorporated into the replicate weights, following a new procedure applied in the NAEP.²³

Nonresponse adjustments. Nonresponse adjustments were incorporated into the sampling and replicate weights since the district response rate was not 100 percent. Nonresponse adjustments adjust the weights for respondents so that they can represent both respondents and nonrespondents. Given that the district response rates in 2014 and 2018 were so high, the nonresponse adjustments described below did not have a large effect on the weights.

In both 2014 and 2018, district-level nonresponse adjustments were done in a single step with calibration adjustments. That is, calibrating the weights so that the weighted totals by certain district characteristics match population totals. Nonresponse adjustments are designed to adjust for differential response propensity by placing the sample units in response adjustment cells that are heterogeneous in response propensity across cells and homogeneous in response propensity within cells.²⁴ Calibration is designed to adjust the nonresponse-adjusted weights to auxiliary control totals. This lowers the variance by calibrating the weights to known auxiliary information

²² See, for example, Ernst, L.R. (1999).

²³ Rizzo, L., and Rust, K. (2011).

²⁴ See, for example, Valliant, R., Dever, J. A., and Kreuter, F. (2013).

with reduced or no variability.²⁵ For the district weights, the auxiliary information used for calibration was from a district-level universe frame, which has complete information about numbers of districts based on a complete census from the CCD.²⁶

In 2014, the calibration adjustments were made according to a raking process, in which base and replicate weights for responding districts were calibrated to make sure totals matched frame control totals for cells in several dimensions.²⁷ These raking adjustments were fully nested within the four cells defined by district certainty status and high-/low-poverty status. The two district certainty cells (high poverty, district certainty and low-/medium-poverty, district certainty) are very small and were stand-alone nonresponse cells. Within the remaining two cells (high poverty, district noncertainty and low/medium poverty, district noncertainty) the raking dimensions were: district size class (up to six cells²⁸); urbanicity (city, suburb, town, rural) (up to four cells); and Census region (Northeast, South, Central, West). The raking cells had a minimum sample size of 10. Some cells were collapsed if the sample sizes were less than 10.

In 2018, it should be noted that the district-level universe frame used for calibration was not in fact the sampling frame as was the case in the 2014 sample, except in the case of the 2018 charter school supplement sample. The district-level universe frame was developed from the 2016-17 CCD District Universe frame, with additional information on school district poverty levels obtained from the 2016 SAIPE file downloaded from the Census Bureau website. The 2018 supplemental charter LEA sample was drawn from a version of the 2016-17 CCD District Universe subset to charter LEAs, but the 2014 non-charter district sample was drawn from the 2014 district frame, which was developed from the 2011-12 CCD District Universe. The 2014 noncharter school district sample was raked to this specially processed 2016-17 district-level frame to reduce bias and variance especially with regard to poverty levels.

The calibration adjustments were made according to a raking process. These raking adjustments were fully nested within the three major subgroupings: charter LEAs, noncharter low-poverty districts, and noncharter high-poverty districts. The raking dimensions within all three of these major subgroupings were: district size class (up to six cells²⁹); urbanicity (city, suburb, town, rural) (up to four cells); and Census region (Northeast, South, Central, West). For the charter LEAs only, high poverty and low/medium poverty was a separate fourth dimension. As with the 2014 process,

²⁵ See, for example, Valliant et al. (2013), Section 14.1.

²⁶ Note that there is no variance, but there are biases as the frame is 2 to 3 years old, and the data has measurement error. These effects are small.

²⁷ See, for example, Valliant et al. (2013), Section 14.2.

²⁸ District size class strata were 1 to 500 students; 501 to 1,500 students; 1,501 to 5,000 students; 5,001 to 15,000 students; 15,001 to 50,000 students; and two additional strata of districts with more than 50,000 students. Sometimes these were collapsed.

²⁹ For charter LEAs, there were only four cells given the smaller general sizes of these school districts (1 to 500, 501 to 1,500, 1,501 to 5,000, and 5,001 to 50,000).

the raking cells had a minimum sample size of 10. Some cells were collapsed if the sample sizes were less than 10.

In 2014 and 2018, checks were conducted to confirm that response rates did not differ across other characteristics such as Census division.³⁰ Checks also were conducted for significant interactions using logistic regression and a data mining tool.³¹ The results of these analyses suggested that no adjustments to the raking cells were needed. This allowed us to use the same raking cells for nonresponse adjustment and for calibration, which then allowed for the two adjustments to be done in one single step.³²

In 2014 and 2018, the control totals for the unit-based weights were the district totals for each of the raking cells using the final district frame. The nonresponse- and calibration-adjusted replicate weights were computed by taking the appropriate district replicate base weights and carrying them through the calibration process with the same control totals for each replicate base weight. This resulted in nonresponse- and calibration-adjusted replicate weights that aligned with the control totals.

Exhibit 1.6 presents weighted estimates of student demographic characteristics for the responding districts.

³⁰ Census divisions are subdivisions of the Census regions.

³¹ The data mining tool was WESSEARCH, a tree creation algorithm, dividing the universe into response cells based on the school or teacher characteristics.

³² See for example Valliant et al. (2013), p. 386.

Exhibit 1.6. Average, minimum, and maximum percentages of districts by student demographics

Demographics	Average	Minimum	Maximum
Child poverty	18.8%	1.6%	53.8%
White (not Hispanic)	61.0%	0.0%	100.0%
Not white (including Hispanic)	39.0%	0.0%	100.0%
Hispanic	17.0%	0.0%	99.8%
African American	11.7%	0.0%	100.0%
American Indian or Alaska Native	4.6%	0.0%	100.0%
Asian	1.9%	0.0%	67.0%
Native Hawaiian or Other Pacific Islander	0.1%	0.0%	29.5%
Two or more races	3.8%	0.0%	29.6%
English Learners	5.8%	0.0%	81.9%
Students with disabilities	14.9%	0.8%	75.6%
Number of districts	17,031	--	--
Number of districts (unweighted)	683	--	--

-- = not applicable.

Notes: Percentages are district-weighted, not student-weighted. Percentage of children in poverty is based on the district percentage of 5- to 17-year olds in families with incomes below the poverty line from the U.S. Census Bureau 2016 SAIPE. For districts not on the SAIPE file, the poverty percentage was assigned by the district geographic location.

Source: Child poverty from the 2016 Poverty Estimates for School districts, U.S. Census Bureau, Small Area Income and Poverty Program (SAIPE). Race and ethnicity, English learner data, and students with disabilities data from 2016-17 Local Education Agency (School District) Universe Survey, Common Core of Data.

Extant Data

In addition to the survey data, a small portion of the analyses in this report incorporated information from extant (or existing) data sources to add more detail or provide clarification to the study’s 2014 and 2018 survey data.³³

The 2017-18 survey data were supplemented with the following extant data:

- Information about states’ school accountability systems from states’ approved consolidated ESSA plans.³⁴ The study team consulted these plans to check state survey responses about long-term goals for math and ELA proficiency, long-term goals for 4-year adjusted cohort graduation, and timelines to achieve those goals. Based on this information, states’ survey responses were modified to improve the consistency across states (for example, to clarify long-term goals for states that reported an “other” type of long-term goal). The study team collected information from ESSA plans about states’ baseline math and ELA proficiency rates, which were used to construct annualized long-

³³ The study also used extant data to build the district sampling frame. Those data are described in the survey portion of this methodology chapter.

³⁴ <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>

term goal improvement rates. The study team also used these plans to collect information when the respondent referred to state ESSA plans for information about “other” responses (for example, to see a full list of “other” measures of school quality or student success).

- Information on state summative assessments from Education Commission of the States.³⁵ The report used data on whether states used consortium-based assessments, ACT or SAT assessments, or other types of state summative assessments in grades 3-8 and high school to examine whether states made changes to their assessments since 2013-14.
- Information related to school choice policies and charter schools from the National Charter School Resource Center, EdChoice, and the Common Core of Data.³⁶ The study team used these data to identify states with charter schools, those with private school choice programs, and the number of charter schools and charter school enrollment by state.

The 2013-14 survey data were supplemented with the following extant data:

- Information about states’ school accountability systems and low-performing schools from states’ plans for ESEA flexibility waivers and state education agency websites. To reduce survey burden, the study team used structured forms to extract data on measures used to differentiate school performance (for different types of high- and low-performing schools) and information on minimum subgroups size from these publicly-available sources. There were separate forms for states with and without ESEA flexibility waivers. Once compiled, these prefilled forms were sent to states for verification and correction.³⁷
- Information on School Improvement Grants to identify states with schools that received such grants.³⁸ These data were compared with data reported in the 2017-18 state survey.
- Information on state use of school performance designations for 2013-14 from *EDFacts*.³⁹ These data were compared with data reported in the 2017-18 state survey.

³⁵ <http://ecs.force.com/mbdata/mbquest5E?rep=SUM1806>

³⁶ <https://charterschoolcenter.ed.gov/charter-schools-usa>; <http://www.edchoice.org/school-choice/school-choice-in-america>; and <https://nces.ed.gov/ccd/pubschuniv.asp>

³⁷ These data are referred to in exhibit source notes as the 2013-14 State survey, extant data form. Although the structured extant data forms for states with ESEA flexibility compiled some different information than for states without ESEA flexibility (e.g., information about different types of low-performing schools), analyses in this report combine information from these forms to describe performance measures used and minimum subgroup sizes. The structured extant data forms are provided in Chapter 3.

³⁸ <https://www2.ed.gov/programs/sif/sigfy2014allocations.pdf>

³⁹ The U.S. Department of Education provided the study team with the nonpublic data from *EDFacts*.

- Information on states' Common Core adoption status as of fall 2013 from the Common Core State Initiative.⁴⁰
- Information on state summative assessments in 2014-15 from *Education Week*.⁴¹ This information was used as the baseline to examine whether states made changes to their types of summative assessments (i.e., consortium-based, ACT or SAT, or other) by 2017-18.
- Information on the number of schools in sampled districts from the Common Core of Data. This information was used to identify districts with more than one school in 2013-14 to permit comparisons about the distribution of teacher quality/effectiveness with data reported in the 2017-18 district survey. In 2017-18, only districts with more than one school were asked questions about the examination of teacher quality/effectiveness.

Statistical Tests Used

Statistical tests show whether or not an observed pattern can be explained as due to chance alone. A significant test means the difference can be asserted with some confidence as being real and not simply an artifact of sampling error. This section describes the statistical tests for differences in the district data by subgroups of interest. Statistical testing was not required to examine the state data because those data are universe data from all 50 states and the District of Columbia. The statistical tests were run using the final unit-based replicate weights. These replicate weights take into account the complex sample design and nonresponse adjustments.

Statistical tests comparing differences across subgroups were conducted by testing the null hypothesis of no difference in the particular item percentage of interest, between the two subgroups. The null hypothesis of no difference was tested by taking the calculated difference in percentages divided by the replicate variance for this difference, and computing a two-sided *p*-value (assuming a *t*-distribution with degrees of freedom equal to the number of replicate weights). This procedure accounts correctly for the covariance that may exist between the domain means. The report notes where statistical differences between subgroups were statistically significant at the $p < .05$ level.

Statistical tests comparing differences *across the two cycles* (2014 and 2018) were conducted by testing the null hypothesis of no difference in the particular item percentage of interest, between the two cycles. The variance of the difference between the two cycles is the sum of the two variances minus two times the covariance of the two cycles. The two variances are computed from each set of replicate weights (2014 and 2018). The covariance, however, is computed using a

⁴⁰ Common Core State Standards In the States (Downloaded 10/30/13 from: <http://www.corestandards.org/in-the-states>) and Minn. Moves Ahead with Some Common Core education standards (Downloaded 7/15/13 from: <http://minnesota.publicradio.org/display/web/2013/06/07/education/common-core-standards>)

⁴¹ <https://www.edweek.org/ew/section/multimedia/map-common-core-2015-test-results.html>

model-based correlation to reflect the high correlation induced from the overlap between the two cycle samples (they both share the same set of non-charter districts). The null hypothesis of no difference was tested by taking the calculated difference in percentages divided by the replicate variance for this difference, and computing a two-sided p -value (assuming a t -distribution with degrees of freedom equal to the number of replicate weights).

References

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Chapter 2

Compendium of Data Tables

Overview

This chapter summarizes virtually all of the 2017-18 survey data. Where available, they include comparable data from the 2013-14 survey. Where appropriate, the survey data are disaggregated by characteristics such as the status of state policy implementation, district poverty status, or district charter status. For some exhibits, the chapter includes variations of the same exhibit, and these variations share the same exhibit number. They are distinguished by the suffix a, b, or c. For example, Exhibit 2.4a compares the instructional alignment activities district implemented in 2013-14 and 2017-18, while Exhibit 2.4b compares the 2017-18 implementation of those same activities by districts in states that made major, minor, or no changes to their English language arts (ELA) or math state content standards since April 2014.

Because of the large number of exhibits, the chapter groups exhibits by major content area (content standards and assessments, accountability and low-performing schools, and educator effectiveness and equity) and by subtopic. The subtopics for each major content area are identified on the section cover sheet for each content area and on page headers. Readers are encouraged to review the table of contents and list of exhibits for this chapter to quickly identify the page number for exhibits related to particular subtopics of interest.

Content Standards and Assessments

Content Standards

High School Graduation Requirements

Assessments

Content Standards

Recent Changes and Requirements to Implement State Content Standards

Exhibit 2.1. Number of states by extent of change to English language arts (ELA) or math content standards since April 2014: 2017-18

Extent of change	Number of states that made changes to content standards for	
	English language arts (ELA)	Math
Major changes	14	11
Minor changes	13	15
No change	24	25
Number of states	51	51

Source: 2017-18 State survey.

Exhibit 2.2a. Number of states that required districts to fully implement curricula aligned with state content standards in some or all grades, by subject: 2013-14 and 2017-18

School year	Number of states that required districts to fully implement aligned curricula in	
	English language arts (ELA)	Math
2013-14	27	27
2017-18	45	45

Notes: Fully implement means that the state reported fully implementing aligned curricula in some or all grades. States relied on their own definition of full implementation when answering the question about whether districts were required to fully implement curricula aligned with the state content standards. Some states are local control states where states do not have the authority to require districts to align curricula.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.2b. Number of states that required districts to fully implement curricula aligned with state content standards in some or all grades, by subject and extent of recent changes to state content standards: 2017-18

Required districts to implement curricula aligned with:	Number of states that made		
	Major changes	Minor changes	No change
State English language arts (ELA) standards	12	12	21
State math standards	9	14	22
Number of states with change for ELA	14	13	24
Number of states with change for math	11	15	25

Note: States reported on changes to their standards since April 2014. Fully implement means that the state reported requiring districts to fully implement aligned curricula in some or all grades.

Source: 2017-18 State survey.

Content Standards

Exhibit 2.3. Percentage of districts that fully implemented the state content standards, by subject: 2017-18

Subject	Percent of districts
English language arts (ELA)	99
Math	99
Science	86
Social studies	88
Number of districts	17,031
Number of districts (unweighted)	683

Note: Districts relied on their own definition of fully implementing the standards when answering this question.

Source: 2017-18 District Survey.

Content Standards

Use of Practices to Align Instruction and Content Standards

Exhibit 2.4a. Percentage of districts that engaged in activities to align instruction with the current states standards in English language arts or math state content standards: 2013-14 and 2017-18

Activity	Percent of districts	
	2013-14	2017-18
District staff have used walk-throughs or school visits to monitor alignment of instruction with the current state content standards	65	84*
School leaders are required to monitor alignment of instruction to the current state content standards	74	88*
Performance evaluation for teachers in your district include evidence of teaching approaches consistent with the current state content standards	63	90*
Performance evaluation for school leaders in your district include evidence that current state content standards have been implemented	54	82*
Public recognition has been given to schools that are making progress implementing the current state content standards	23	45*
Schools used a state-developed model curriculum aligned with the current state content standards	49	50
Staff developed district curriculum to align with the current state content standards	74	82*
Staff collaborated with other districts to revise curriculum and/or instructional materials	40	50*
The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives	20	31*
The district partnered with postsecondary institutions to develop or offer more rigorous courses ¹	39	65*
The district introduced new Advanced Placement (AP) or International Baccalaureate (IB) courses in at least one Title I high school in the district since the 2015-16 school year ²	n.a.	50
The district expanded enrollment of students in Title I high schools in AP or IB courses since the 2015-16 school year ²	n.a.	44
Number of districts	15,762	17,031
Number of districts (unweighted)	562	683

n.a. = not available. Question not asked in the survey year.

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

¹Only districts that include any of grades 9 through 12 responded to the question about partnering with postsecondary institutions. For 2013-14 grades offered is based on the 2013-14 Common Core of Data Local Education Agency (School District) Universe.

²Only districts that had Title I high schools responded to the activities related to AP or IB courses.

Source: 2017-18 District survey and 2013-14 District survey.

Content Standards

Exhibit 2.4b. Percentage of districts that engaged in activities to align instruction with the current states standards in English language arts (ELA) or math state content standards, overall and by extent of recent state changes in ELA or math state content standards: 2017-18

Activity	Percent of districts in states that made			
	All districts	Major changes	Minor changes	No change
District staff have used walk-throughs or school visits to monitor alignment of instruction with the current state content standards	84	87	82	82
School leaders are required to monitor alignment of instruction to the current state content standards	88	89	88	87
Performance evaluation for teachers in your district include evidence of teaching approaches consistent with the current state content standards	90	92	92	88
Performance evaluation for school leaders in your district include evidence that current state content standards have been implemented	82	84	83	79
Public recognition has been given to schools that are making progress implementing the current state content standards	45	50	46	41
Schools used a state-developed model curriculum aligned with the current state content standards	50	48	60	46
Staff developed district curriculum to align with the current state content standards	82	82	89	78
Staff collaborated with other districts to revise curriculum and/or instructional materials	50	55	51	45
The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives	31	42	33	20**
The district partnered with postsecondary institutions to develop or offer more rigorous courses ¹	65	66	64	66
The district introduced new Advanced Placement (AP) or International Baccalaureate (IB) courses in at least one Title I high school in the district since the 2015-16 school year ²	50	46	56	52
The district expanded enrollment of students in Title I high schools in AP or IB courses since the 2015-16 school year ²	44	38	49	51
Number of districts	17,031	6,254	3,654	7,123
Number of districts (unweighted)	683	295	162	226

* Percentage is statistically different from the percentage for districts in states that made major changes ($p < .05$).

^ Percentage is statistically different from the percentage for districts in states that made minor changes ($p < .05$).

¹ Only districts that include any of grades 9 through 12 responded to the question about partnering with postsecondary institutions.

² Only districts that had Title I high schools responded to the activities related to AP or IB courses.

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey and District survey.

Content Standards

Exhibit 2.5. Percentage of districts that engaged in activities to align instruction with the current states standards in English language arts or math state content standards, by charter school LEA status: 2017-18

Activity	Percent of districts	
	Traditional districts	Charter school LEA
District staff have used walk-throughs or school visits to monitor alignment of instruction with the current state content standards	84	84
School leaders are required to monitor alignment of instruction to the current state content standards	87	91
Performance evaluation for teachers in your district include evidence of teaching approaches consistent with the current state content standards	91	87
Performance evaluation for school leaders in your district include evidence that current state content standards have been implemented	82	79
Public recognition has been given to schools that are making progress implementing the current state content standards	48	34*
Schools used a state-developed model curriculum aligned with the current state content standards	54	31*
Staff developed district curriculum to align with the current state content standards	82	82
Staff collaborated with other districts to revise curriculum and/or instructional materials	51	47
The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives	29	40*
The district partnered with postsecondary institutions to develop or offer more rigorous courses ¹	67	53*
The district introduced new Advanced Placement (AP) or International Baccalaureate (IB) courses in at least one Title I high school in the district since the 2015-16 school year ²	48	57
The district expanded enrollment of students in Title I high schools in AP or IB courses since the 2015-16 school year ²	42	53
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Percentage is statistically different from the percentage for traditional schools ($p < .05$).

¹ Only districts that include any of grades 9 through 12 responded to the question about partnering with postsecondary institutions.

² Only districts that had Title I high schools responded to the activities related to AP or IB courses.

Source: 2017-18 District survey.

Content Standards

Challenges to Implementing State Content Standards

Exhibit 2.6a. Percentage of districts reporting major challenges to implementing the state content standards in English language arts or math: 2013-14 and 2017-18

Potential challenge	Percent of districts	
	2013-14	2017-18
Insufficient federal, state, or local funding	61	49*
Insufficient time for professional development	67	42*
Insufficient information available about how to revise lessons and instructional materials to meet the state content standards	25	13*
Lack of district staff who can mentor or serve as a resource to teachers about the state content standards	28	23
Lack of guidance or support from the state	28	12*
Lack of instructional materials aligned with the current state content standards	32	14*
The additional work required to modify curriculum and lesson plans within tight timelines	67	43*
Community concerns or oppositions to the current state content standards	12	5*
None of the above	11	21*
Number of districts	15,762	17,031
Number of districts (unweighted)	562	683

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Content Standards

Exhibit 2.6b. Percentage of districts reporting major challenges to implementing the state content standards in English language arts (ELA) or math, by extent of recent state changes in ELA or math state content standards: 2017-18

Potential challenge	Percent of districts in states that made			
	All districts	Major changes	Minor changes	No change
Insufficient federal, state, or local funding	49	49	50	49
Insufficient time for professional development	42	32	42	51*
Insufficient information available about how to revise lessons and instructional materials to meet the state content standards	13	10	16	13
Lack of district staff who can mentor or serve as a resource to teachers about the state content standards	23	25	23	20
Lack of guidance or support from the state	12	9	14	14
Lack of instructional materials aligned with the current state content standards	14	10	14	17
The additional work required to modify curriculum and lesson plans within tight timelines	43	44	44	41
Community concerns or oppositions to the current state content standards	5	7	5	3
None of the above	21	21	26	19
Number of districts	17,031	6,254	3,654	7,123
Number of districts (unweighted)	683	295	162	226

* Percentage is statistically different from the percentage for districts in states that made major changes ($p < .05$).

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey and District survey.

Content Standards

Exhibit 2.7. Percentage of districts reporting major challenges to implementing the state content standards in English language arts or math, by charter school local education agency (LEA) status: 2017-18

Potential challenge	Percent of districts	
	Traditional districts	Charter school LEAs
Insufficient federal, state, or local funding	50	46
Insufficient time for professional development	47	19*
Insufficient information available about how to revise lessons and instructional materials to meet the state content standards	13	11
Lack of district staff who can mentor or serve as a resource to teachers about the state content standards	23	20
Lack of guidance or support from the state	11	16
Lack of instructional materials aligned with the current state content standards	14	14
The additional work required to modify curriculum and lesson plans within tight timelines	44	39
Community concerns or oppositions to the current state content standards	5	4
None of the above	20	30*
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Percentage is statistically different from the percentage for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Content Standards

Supports for Implementing State Content Standards

Exhibit 2.8a. Number of states that made materials available to help the understanding and implementation of current English language arts (ELA) or math state content standards: 2013-14 and 2017-18

Material	Number of states	
	2013-14	2017-18
Materials to help align curriculum and instruction with content standards		
Documents showing alignment between the previous state content standards and the current state content standards	36	31
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	35	46
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	35	41
A state-developed model curriculum for ELA or math instruction for each grade level or course	15	10
Sample lesson plans consistent with the current state content standards	35	29
Examples or videos of instruction consistent with the current state content standards	39	24
Sample student work	28	19
Banks of diagnostic assessment items aligned with the current state content standards	23	22
Textbooks or other instructional materials aligned with the current state content standards	24	21
Materials to facilitate instruction for special populations		
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	31	24
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	41	39
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	40	38
Other materials		
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	35	24
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

Content Standards

Exhibit 2.8b. Number of states that made materials available to help the understanding and implementation of current state content standards, overall and by extent of recent changes in English language arts (ELA) or math state content standards: 2017-18

Material	Number of states that made			
	All states	Major changes	Minor changes	No change
Materials to help align curriculum and instruction with content standards				
Documents showing alignment between the previous state content standards and the current state content standards	31	12	8	11
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	46	13	12	21
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	41	10	12	19
A state-developed model curriculum for ELA or math instruction for each grade level or course	10	5	3	2
Sample lesson plans consistent with the current state content standards	29	9	9	11
Examples or videos of instruction consistent with the current state content standards	24	6	7	11
Sample student work	19	6	6	7
Banks of diagnostic assessment items aligned with the current state content standards	22	5	8	9
Textbooks or other instructional materials aligned with the current state content standards	21	5	6	10
Materials to facilitate instruction for special populations				
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	24	5	7	12
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	39	12	11	16
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	38	12	12	14
Other materials				
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	24	6	9	9
Number of states	51	14	14	23

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey.

Content Standards

Exhibit 2.9a. Percentage of districts that used materials to help the understanding and implementation of current state content standards: 2013-14 and 2017-18

Material	Percent of districts	
	2013-14	2017-18
Materials to help align curriculum and instruction with content standards		
Documents showing alignment between the previous state content standards and the current state content standards	73	68
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	65	83*
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	88	96*
A state-developed model curriculum for English language arts or math instruction for each grade level or course	47	55*
Sample lesson plans consistent with the current state content standards	75	73
Examples or videos of instruction consistent with the current state content standards	52	52
Sample student work	60	67*
Sample performance tasks for formative assessment purposes including rubrics or scoring guides	75	86*
Banks of diagnostic assessment items aligned with the current state content standards	60	76*
Textbooks or other instructional materials aligned with the current state content standards	80	94*
Materials to facilitate instruction for special populations		
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	53	70*
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	54	68*
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	70	85*
Other materials		
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	63	81*
Number of districts	15,727	17,031
Number of districts (unweighted)	561	683

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Content Standards

Exhibit 2.9b. Percentage of districts that used materials to help the understanding and implementation of current state content standards, overall and by extent of recent state changes in English language arts (ELA) or math state content standards: 2017-18

Material	Percent of districts in states that made			
	All districts	Major changes	Minor changes	No change
Materials to help align curriculum and instruction with content standards				
Documents showing alignment between the previous state content standards and the current state content standards	68	76	68	60*
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	83	81	83	85
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	96	97	96	94
A state-developed model curriculum for ELA or math instruction for each grade level or course	55	59	62	49
Sample lesson plans consistent with the current state content standards	73	75	70	72
Examples or videos of instruction consistent with the current state content standards	52	62	48*	45*
Sample student work	67	71	56*	70
Sample performance tasks for formative assessment purposes including rubrics or scoring guides	86	91	82	83
Banks of diagnostic assessment items aligned with the current state content standards	76	83	74	72*
Textbooks or other instructional materials aligned with the current state content standards	94	97	89	95
Materials to facilitate instruction for special populations				
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	70	80	69	61*
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	68	80	75	54*^
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	85	92	84	79
Other materials				
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	81	85	90	72^
Number of districts	17,031	6,254	3,654	7,123
Number of districts (unweighted)	683	295	162	226

* Percentage is statistically different from percentage for districts in states that made major changes ($p < .05$).

^ Percentage is statistically different from percentage for districts in states that made minor changes ($p < .05$).

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey and District survey.

Content Standards

Exhibit 2.9c. Percentage of districts that used materials to help the understanding and implementation of current state content standards, by whether the state provided the material: 2017-18

Material	Percent of districts in states that	
	Made the material available	Did not make the material available
Materials to help align curriculum and instruction with content standards		
Documents showing alignment between the previous state content standards and the current state content standards	72	55*
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	83	86
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	95	98
A state-developed model curriculum for English language arts or math instruction for each grade level or course	59	54
Sample lesson plans consistent with the current state content standards	74	72
Examples or videos of instruction consistent with the current state content standards	60	47*
Sample student work	70	66
Sample performance tasks for formative assessment purposes including rubrics or scoring guides	85	86
Banks of diagnostic assessment items aligned with the current state content standards	80	75
Textbooks or other instructional materials aligned with the current state content standards	94	94
Materials to facilitate instruction for special populations		
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	72	68
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	72	55*
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	82	91
Other materials		
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	79	82

* Percentage is significantly different from the percentage for districts in states that made the material available ($p < .05$).

Note: All districts and state responded to these questions. However, each cell of the exhibit is based on a different subset of districts, ranging from 4,108 to 15,268 for districts in states that made the material (208 to 618 unweighted) and from 1,763 to 12,923 for districts in states that did not make the material available (65 to 475 unweighted).

Source: 2017-18 District survey and State survey.

Content Standards

Exhibit 2.10. Percentage of districts that used materials to help the understanding and implementation of current state content standards, by charter school local education agency (LEA) status: 2017-18

Material	Percent of districts	
	Traditional districts	Charter school LEAs
Materials to help align curriculum and instruction with content standards		
Documents showing alignment between the previous state content standards and the current state content standards	69	60
Documents showing alignment between required state summative assessments and the current state content standards such as blueprints	83	83
Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	95	96
A state-developed model curriculum for English language arts or math instruction for each grade level or course	57	48
Sample lesson plans consistent with the current state content standards	72	75
Examples or videos of instruction consistent with the current state content standards	51	55
Sample student work	67	65
Sample performance tasks for formative assessment purposes including rubrics or scoring guides	87	80
Banks of diagnostic assessment items aligned with the current state content standards	76	80
Textbooks or other instructional materials aligned with the current state content standards	96	88*
Materials to facilitate instruction for special populations		
Documents showing alignment between the current state content standards and the state's English Language Proficiency standards	70	66
Materials for understanding how to adapt instruction to help English learners meet the current state content standards	68	69
Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	84	88
Other materials		
Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	81	81
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Percentage is statistically different from percentage for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Content Standards

Exhibit 2.11a. Percentage of districts that found materials moderately or very useful to help the understanding and implementation of current state content standards, by type of material used: 2013-14 and 2017-18

Material	Percent of districts	
	2013-14	2017-18
Materials to help align curriculum and instruction with the current state content standards	68	78*
Materials to facilitate instruction for special populations	51	68*
Other materials (Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards)	n.a.	74
Percent of districts	15,336	16,924
Percent of districts (unweighted)	559	680

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Note: The percentages in this table are limited to districts that reported using that type of material.

Source: 2017-18 District survey and 2013-14 District survey.

Exhibit 2.11b. Percentage of districts that found materials moderately or very useful to help the understanding and implementation of current state content standards, by charter school local education agency (LEA) status and type of material used: 2017-18

Material	Percent of districts	
	Traditional districts	Charter school LEA
Materials to help align curriculum and instruction with the current state content standards	79	75
Materials to facilitate instruction for special populations	67	68
Other materials (Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards)	74	74
Percent of districts	13,960	2,964
Percent of districts (unweighted)	531	149

Note: The percentages in this table are limited to districts that reported using that type of material.

Source: 2017-18 District survey.

Content Standards

Exhibit 2.12a. Number of states that funded or provided professional development on selected topics related to current state content standards for English language arts or math during summer 2013 or the 2013-14 school year or during summer 2017 or the 2017-18 school year

Professional development topic	Number of states	
	2013-14	2017-18
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	51	44
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	45	43
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	33	26
Adapting instruction to help English learners meet the current state content standards	40	42
Adapting instruction to help students with disabilities meet the current state content standards	44	45
Number of states	51	51

Note: For professional development, the survey asked states if they funded or provided professional development during the school year or the previous summer.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.12b. Number of states that funded or provided professional development on selected topics related to current state content standards for English language arts (ELA) or math during summer 2017 or the 2017-18 school year, overall and by extent of recent changes in ELA or math state content standards

Professional development topic	Number of states that made			
	All states	Major changes	Minor changes	No change
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	44	12	13	19
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	43	12	13	18
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	26	7	9	10
Adapting instruction to help English learners meet the current state content standards	42	12	12	18
Adapting instruction to help students with disabilities meet the current state content standards	45	13	13	19
Number of states	51	14	14	23

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey.

Content Standards

Exhibit 2.13a. Percentage of districts that covered selected topics related to current state content standards for English language arts or math in professional development provided to school leaders and teachers during summer or the school year: 2013-14 and 2017-18

Professional development topic	Percent of districts	
	2013-14	2017-18
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	91	90
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	87	89
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	69	79*
Adapting instruction to help English learners meet the current state content standards	44	69*
Adapting instruction to help students with disabilities meet the current state content standards	61	88*
Number of districts	15,762	17,031
Number of districts (unweighted)	562	683

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

Note: For professional development, the survey asked districts if the topic was covered in professional development offered to school leaders and/or teachers in the district during the school year or the previous summer.

Source: 2017-18 District survey and 2013-14 District survey.

Content Standards

Exhibit 2.13b. Percentage of districts that covered selected topics related to current state content standards for English language arts (ELA) or math in professional development provided to school leaders and teachers during summer 2017 or the 2017-18 school year, overall and by extent of recent state changes in ELA or math state content standards

Professional development topic	Percent of districts in states that made			
	All districts	Major changes	Minor changes	No change
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	90	95	94	82 ^{*^}
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	89	94	90	83 [*]
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	79	84	84	71 [*]
Adapting instruction to help English learners meet the current state content standards	69	73	73	63
Adapting instruction to help students with disabilities meet the current state content standards	88	94	92	80 [*]
Number of districts	17,031	6,254	3,654	7,123
Number of districts (unweighted)	683	295	162	226

* Percentage is statistically different from percentage for districts in states that made major changes ($p < .05$).

[^] Percentage is statistically different from percentage for districts in states that made minor changes ($p < .05$).

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey and District survey.

Content Standards

Exhibit 2.13c. Percentage of districts that covered selected topics related to current state content standards for English language arts or math in professional development provided to school leaders and teachers during summer or the school year, by whether the state funded or provided professional development (PD) on the topic: 2017-18

Professional development topic	Percent of districts in states that	
	Funded or provided PD on the topic	Did not fund or provide PD on the topic
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	88	96*
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	87	98*
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	81	76
Adapting instruction to help English learners meet the current state content standards	71	63
Adapting instruction to help students with disabilities meet the current state content standards	87	94

* Percentage is significantly different from the percentage for districts in states that funded or provided PD on the topic ($p < .05$).

Note: All districts and state responded to these questions. However, each cell of the exhibit is based on a different subset of districts, ranging from 12,987 to 14,909 for districts in states that made the material (527 to 569 unweighted) and from 2,122 to 4,044 for districts in states that did not make the material available (111 to 155 unweighted).

Source: 2017-18 District survey and State survey.

Exhibit 2.14. Percentage of districts that included professional development on selected topics related to current state content standards for English language arts or math to school leaders and/or teachers during summer 2017 or the 2017-18 school year, by charter school local education agency (LEA) status

Professional development topic	Percent of districts	
	Traditional districts	Charter school LEAs
Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	90	87
Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	90	84
Monitoring alignment of instruction with the state content standards, such as the use of observation protocols	78	80
Adapting instruction to help English learners meet the current state content standards	69	67
Adapting instruction to help students with disabilities meet the current state content standards	87	93
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

Note: States reported on changes to their standards since April 2014.

Source: 2017-18 District survey.

Content Standards

Instructional Choice

Exhibit 2.15. Number of states that provided funding to support K-12 student access to instructional choice options, by type of instructional choice: 2017-18

Type of instructional choice	Number of states
On-line academic courses that are not otherwise available in a student's home school, including advanced courses, college-level courses, and career and technical education courses	28
Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses	35
Credit recovery courses that can help students who have failed a course obtain a high school diploma	22
Academic tutoring outside school hours to help struggling students	17
Other support for academic instruction or student academic support beyond what the student's home school can provide	7
Any instruction choice option	41
Number of states	51

Source: 2017-18 State survey.

Exhibit 2.16a. Percentage of districts that have students participating in advanced courses not otherwise available through the district, overall and by whether the states reported providing funding for such courses: 2017-18

Type of instructional choice	All districts	Percent of districts in states that	
		Provided funding for these courses	Did not provide funding for these courses
On-line academic courses that are not otherwise available in a student's home school, including advanced courses, college-level courses, and career and technical education courses	77	83	73*
Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses	90	92	88
Number of districts for online academic courses	12,045	4,732	7,313
Number of districts for online academic courses (unweighted)	565	257	308
Number of districts for academic courses	11,944	6,621	5,323
Number of districts for academic courses (unweighted)	563	323	240

* Percentage is significantly different from percentage for districts in states that provided funding for these courses ($p < .05$).

Notes: Only districts with at least one of grades 9 through 12 were included in the percentages in these rows. Percentages include students participating with district or state funds in these instructional choice options.

Source: 2017-18 District survey.

Content Standards

Exhibit 2.16b. Percentage of districts that have students participating in instructional choice options, by district poverty level, charter school local education agency (LEA) status, and type of instructional choice: 2017-18

Type of instructional choice	Percent of districts				
	All districts	High-poverty districts ¹	Low-/medium-poverty districts	Traditional districts	Charter school LEAs
On-line academic courses that are not otherwise available in a student's home school, including advanced courses, college-level courses, and career and technical education courses ¹	77	72	78	79	60*
Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses ¹	90	89	91	93	73*
Credit recovery courses that can help students who have failed a course obtain a high school diploma ¹	93	91	93	94	83*
Academic tutoring outside school hours to help struggling students	75	75	75	76	68
Other support for academic instruction or student academic support beyond what the student's home school can provide	22	12	26*	24	16*
Any instructional choice option	91	85	93	92	85
Number of districts	16,959	4,280	12,679	13,977	2,982
Number of districts (unweighted)	681	277	404	531	150

* Percentage is statistically different from complementary category ($p < .05$).

¹ Only districts with at least one of grades 9 through 12 were included in the percentages in these rows.

Note: Percentages include students participating with district or state funds in these instructional choice options.

Source: 2017-18 District survey.

Content Standards

Evaluating and Monitoring State Content Standards

Exhibit 2.17a. Number of states that used strategies to evaluate how well the current state content standards prepare students for college and/or careers: 2013-14 and 2017-18

Strategy	Number of states	
	2013-14	2017-18
Track employment rates of students after graduation	11	20
Track enrollment in postsecondary education (2- and 4-year programs)	37	44
Track rates at which postsecondary students take remedial courses	35	32
Track postsecondary persistence rates (2- and 4-year programs)	33	33
Track students' postsecondary degree attainment within specified time since enrollment (two- and four-year programs)	35	36
Confirm that the content standards are aligned with entrance requirements for credit-bearing coursework in the state's public institutions of higher education	n.a.	38
Confirm that the content standards are aligned with relevant state career and technical education standards	n.a.	41
Something else	7	10
Any strategy	42	50
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Source: 2017-18 State survey and 2013-14 State survey.

Content Standards

Exhibit 2.17b. Number of states that used strategies to evaluate how well the current state content standards prepare students for college and/or careers, by extent of recent state changes in English language arts (ELA) or math state content standards: 2017-18

Strategy	Number of states		
	Major changes	Minor changes	No change
Track employment rates of students after graduation	5	5	10
Track enrollment in postsecondary education (2- and 4-year programs)	13	13	18
Track rates at which postsecondary students take remedial courses	9	9	14
Track postsecondary persistence rates (2- and 4-year programs)	8	12	13
Track students' postsecondary degree attainment within specified time since enrollment (2- and 4-year programs)	8	12	16
Confirm that the content standards are aligned with entrance requirements for credit-bearing coursework in the state's public institutions of higher education	11	12	15
Confirm that the content standards are aligned with relevant state career and technical education standards	11	10	20
Something else	3	3	4
Any strategy	14	14	22
Number of states	14	14	23

n.a. = not available. Question not asked in the survey year.

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey.

Exhibit 2.18. Number of states that monitored the implementation of current state content standards for English language arts or math: 2013-14 and 2017-18

Activity	Number of states	
	2013-14	2017-18
State requires districts to provide evidence of curriculum revisions	4	6
State requires districts to use a state model curriculum	1	1
State staff conduct visits or observations in districts	21	20
State reviews the district and school results of statewide student assessments that are aligned with the current state content standards	27	42
State requires teacher evaluations to include evidence of teaching approaches consistent with the current state content standards	19	31
State requires principal evaluations to include evidence that the current state content standards have been implemented in their schools	16	29
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

Content Standards

Exhibit 2.19. Number of states that monitored the implementation of current state content standards for English language arts (ELA) or math, overall and by extent of recent changes in ELA or math state content standards: 2017-18

Activity	Number of states that made			
	All states	Major changes	Minor changes	No change
State requires districts to provide evidence of curriculum revisions	6	1	2	3
State requires districts to use a state model curriculum	1	0	0	1
State staff conduct visits or observations in districts	20	5	9	6
State reviews the district and school results of statewide student assessments that are aligned with the current state content standards	42	12	11	19
State requires teacher evaluations to include evidence of teaching approaches consistent with the current state content standards	31	9	10	12
State requires principal evaluations to include evidence that the current state content standards have been implemented in their schools	29	8	9	12
Number of states	51	14	14	23

Notes: States reported on changes to their standards since April 2014. States with a major change are those that reported a major change in ELA or math standards. States with a minor change are those that reported a minor change in either subject, but not a major change. States classified as no change did not have a change in either subject.

Source: 2017-18 State survey.

High School Graduation Requirements

Exhibit 2.20. Number of states with proficiency- or competency-based high school graduation requirements: 2017-18

Graduation requirement	Number of states
Proficiency- or competency-based requirements <u>replace</u> years of coursework requirements	4
Proficiency- or competency-based requirements <u>supplement</u> years of coursework requirements	15
No proficiency- or competency-based high school graduation requirements	32
Number of states	51

Note: Proficiency- or competency-based high school graduation requirements require students to demonstrate mastery or proficiency of particular material or a subject to earn a high school diploma.

Source: 2017-18 State survey.

Exhibit 2.21. Number of states requiring 4 years of a subject for students graduating in 2014 and in 2018 with a standard high school diploma, by subject

Subject	Graduating in 2014	Graduating in 2018
	Number of states requiring 4 years of the subject	Number of states requiring 4 years of the subject
Reading/English language arts	44	47
Math (any)	20	17
(Includes Algebra I, Geometry, and Algebra II)	11	11
Science	5	5
Social studies/history	7	7
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

High School Graduation Requirements

Exhibit 2.22. Average number of years of high school coursework required for students graduating in 2014 and in 2018 with a standard high school diploma, by subject

Subject	Average number of years required ¹	
	2014	2018
Reading/English language arts	3.9	4.0
Math (any)	3.3	3.3
Science	2.9	2.9
Social studies/history	3.0	3.0
World/Foreign Language	1.7	1.6
Arts (Music, Drama, Fine Arts, other arts)	1.0	1.0
Physical Education	1.4	1.3
Electives	n.a.	3.3
Number of states	48	49

n.a. = not available. Question not asked in the survey year.

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

Note: In 2017-18, states were also asked about other course requirements and 33 states identified at least one other course requirement.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.23. Number of states requiring specific math courses for students graduating in 2014 and in 2018 with a standard high school diploma, by course

Specific math course	Number of states	
	2013-14	2017-18
Algebra I	31	31
Geometry	23	25
Algebra II	15	16
Pre-Calculus	0	1
Calculus	0	1
Other	16	20
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

High School Graduation Requirements

Exhibit 2.24. Number of states by extent of change to high school graduation requirements for a standard diploma for students entering in fall 2018 (class of 2022) compared to students who entered in fall 2014 (class of 2018)

Requirement	Number of states that			Number of states
	Increased requirements	Decreased requirements	Made no change	
Required years of reading/English language arts	2	0	45	47
Required years of math	6	0	41	47
Required years of science	6	1	40	47
Required years of social studies/history	4	1	42	47
Specific required math courses	2	0	42	44
Specific required science courses	3	0	41	44
Specific academic domains or subjects with proficiency- or competency-based requirements	5	1	34	40
Other required courses	7	2	21	30
Any increased course requirements ¹	14	n.a.	n.a.	37

n.a. = not applicable.

¹Comments from one state indicate that it changed high school graduation requirements recently, but not for the students entering in fall 2018, rather a later cohort. That state is not included in this count.

Note: For each requirement, the number of states includes only those states that identified the extent of change (i.e., it excludes states that did not respond or identified the requirement as not applicable).

Source: 2017-18 State survey.

Exhibit 2.25. Number of states that gave districts flexibility in setting graduation requirements, by type of flexibility: 2017-18

Flexibility in setting graduation requirements	Number of states
State gives districts flexibility in setting graduation requirements	41
Districts may set graduation requirements that exceed those set by the states	39
Districts may set graduation requirements but those requirements must be selected from a list of state-identified requirements	2
Districts are given other flexibility in setting graduation requirements	16
State does not give districts flexibility in setting graduation requirements	10
Number of states	51

Source: 2017-18 State survey.

High School Graduation Requirements

Exhibit 2.26. Number of states with an exam requirement for a standard or regular high school diploma for students graduating in 2014 and in 2018

Exam and requirement	Number of states	
	Graduating in 2014	Graduating in 2018
End-of-course/grade subject tests	23	23
Student must pass exam(s)	9	6
Students must take exam(s) but those not passing may earn a standard/ regular diploma in other ways	8	9
Students must take exam(s) but no threshold score required	6	8
A college entrance exam (SAT or ACT)	12	20
Student must pass exam(s)	0	0
Students must take exam(s) but those not passing may earn a standard/ regular diploma in other ways	2	2
Students must take exam(s) but no threshold score required	10	18
Comprehensive, exit, or grade-specific exam	18	8
Student must pass exam(s)	10	0
Students must take exam(s) but those not passing may earn a standard/ regular diploma in other ways	4	5
Students must take exam(s) but no threshold score required	4	3
Other required exam	0	6
Student must pass exam(s)	0	4
Students must take exam(s) but those not passing may earn a standard/ regular diploma in other ways	0	0
Students must take exam(s) but no threshold score required	0	2
State did not require any exam or test	12	12
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

High School Graduation Requirements

Exhibit 2.27. Number of states that reported requirements for non-course-unit evidence of student achievement for standard or regular high school diploma, by type of student: 2017-18

Evidence	Year	Number of states including evidence			
		Required for all students	Option for any student	Option for eligible students with disabilities or English learners only	Not an option for any students
Alternative state assessment or the use of substitute scores from another assessment	2013-14	0	12	9	29
	2017-18	0	10	12	27
Portfolio of coursework or end-of-course project(s)	2013-14	1	5	6	37
	2017-18	1	7	3	38
Individual waivers or appeals of exit exam requirements	2013-14	0	6	6	37
	2017-18	0	10	3	36

Notes: Exhibit based on 51 states. Rows may not sum to 51 due to missing data. In 2013-14, 7 states reported including another form of evidence. In 2017-18, 4 states reported including another form of evidence.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.28. Number of states by question response format used on state English language arts (ELA) and math summative assessments and high school end-of-course and exit exams, by grade level: 2013-14 and 2017-18

Subject and question response format	Number of states			
	2013-14		2017-18	
	Grades 3-8	High school	Grades 3-8	High school
ELA				
Single-step selected-response (multiple choice)	47	50	47	44
Multiple-step selected response	14	13	40	29
Short constructed-response or grid-in	27	25	31	23
Extended constructed-response	24	36	35	38
Math				
Single-step selected-response (multiple choice)	49	49	51	44
Multiple-step selected response	12	11	34	25
Short constructed-response or grid-in	34	30	44	33
Extended constructed-response	18	19	22	17
Number of states	51	51	51	51

Note: For the grades 3-8 grade span, the number presented is the number of states where the question response format was used in every grade in grades 3 through 8.

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Summative Assessments

Exhibit 2.29. Number of states assessing students using summative assessments statewide, by grade-level and subject: 2013-14 and 2017-18

Subject and grade-level	Number of states			
	2013-14		2017-18	
	K-2	3-8	K-2	3-8
English Language Arts				
All grades in range	0	51	1	51
At least one grade, but not all grades in range	1	0	4	0
No grades in range	50	0	46	0
Math				
All grades in range	0	51	0	51
At least one grade, but not all grades in range	1	0	3	0
No grades in range	50	0	48	0
Science				
All grades in range	0	5	0	4
At least one grade, but not all grades in range	0	46	0	46
No grades in range	51	0	51	1
Social Studies				
All grades in range	0	6	0	3
At least one grade, but not all grades in range	1	11	0	12
No grades in range	50	34	51	36
Number of states	51	51	51	51

Note: Washington, D.C. did not administer a 2018 science assessment as they onboard a new science assessment vendor. See: <https://osse.dc.gov/release/osse-terminates-contract-statewide-science-assessment-developer>.

Source: 2017-18 State survey and 2013-14 State survey. Missouri Assessment Program Grade-Level Assessments, Guide to Interpreting Results, Revised 2014. See: <https://dese.mo.gov/sites/default/files/asmt-gl-gir-spring-2014.pdf>.

Assessments

Exhibit 2.30. State summative assessments in English language arts and math, by grade level: 2014-15 and 2017-18

Assessment	Number of states			
	2014-15		2017-18	
	Grades 3-8	High school	Grades 3-8	High school
Consortium-based assessments				
Smarter Balanced Assessment Consortium ¹	18	15	12	7
Partnership for Assessment of Readiness for College and Careers (PARCC) ²	12	11	5	4
Assessments using a mix of assessment items from the PARCC assessment and other sources	n.a.	n.a.	3	1
ACT or SAT assessments				
ACT Aspire	2	1	1	3
ACT WorkKeys	n.a.	0	n.a.	1
ACT College Readiness Test	n.a.	4	n.a.	6
SAT College Entrance Examination	n.a.	0	n.a.	12
Other state summative assessments				
Other summative assessment	20	20	29	25
Number of states	51	51	51	51

n.a. = not applicable. These assessments are not for students in grades 3-8.

¹ In 2017-18, these are states that used assessments based entirely on the Smarter Balanced Assessment Consortium assessment items.

² In 2017-18, these are states that used assessments based entirely on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment items.

Note: Some states identified more than one assessment for a grade level.

Source: Data on 2014-15 state summative assessments from *Education Week*, Common Core's Big Test: Tracking 2014-15 Results. Retrieved from: <https://www.edweek.org/ew/section/multimedia/map-common-core-2015-test-results.html#tx>.

Data on 2017-18 state summative assessments data from Education Commission of the States (ECS). ECS data retrieved from: <http://ecs.force.com/mbdata/mbquest5E?rep=SUM1806>.

Exhibit 2.31. Average and median hours that typical 4th- and 8th-grade students spent on all summative assessments required by the state and district: 2016-17

Summative assessment	Average hours per student in		Median hours per student in	
	4th grade	8th grade	4th grade	8th grade
State-required assessments	7.2	8.7	6.0	8.3
Additional district assessments	5.6	6.2	4.0	4.0
Number of states	51	51	51	51
Number of districts	632	609	632	609

Notes: Hours reflect the average and median maximum time allowed for state-required summative assessments (as reported by states) and additional assessments required by the district and administered districtwide (as reported by districts). State-required summative assessments include those used for federal accountability or other purposes. The question on additional district assessments was asked only of districts that included grades 4 or 8. State and district values are weighted by enrollment. For states, enrollment weights are based on grade 4 and grade 8 enrollment. For districts, enrollment weights are based on total district enrollment.

Source: 2017-18 State survey and 2017-18 District survey.

Assessments

Exhibit 2.32. Number of states that used extended constructed-response formats on summative assessments, by status of participation in consortia-based assessments, grade-level, and subject assessed: 2017-18

Subject assessed using extended constructed-response format	Number of states using			
	Consortia-based assessment		Other assessment	
	Grades 3-8	High school	Grades 3-8	High school
English Language Arts	20	12	15	26
Math	16	9	6	8
Number of states	21	12	30	39

Table reads: Twenty of the 21 states using consortia-based assessments in grades 3-8 included extended-constructed-response format questions in their ELA assessment for all grades in that grade-span.

Notes: States using consortia-based assessments include states using Smarter Balance, PARCC, or a mixture of PARCC and other assessment questions.

Sources: Data on 2017-18 state summative assessments from Education Commission of the States (ECS) retrieved from: <http://ecs.force.com/mbdata/mbquest5E?rep=SUM1806>. 2017-18 State survey.

Exhibit 2.33. Number of states with summative assessments that included computer adaptive testing, by grade level and type of summative assessment: 2017-18

Grade level where computer adaptive testing required for state ELA and math summative assessments	Type of summative assessment		Total states
	Smarter Balanced	Another assessment	
Grades 3-8	12	9	21
High school	7	5	12

Source: 2017-18 State survey.

Assessments

Time Spent on Assessments

Exhibit 2.34. Average and median hours that typical 4th- and 8th-grade students spent on summative assessments required by the district, by charter school local education agency (LEA) status: 2016-17

Statistic	Traditional districts		Charter school LEAs	
	Hours per student in		Hours per student in	
	4th grade	8th grade	4th grade	8th grade
Mean	5.4	6.1	9.5*	10.6*
Median	4.0	4.0	5.0	6.0
Number of districts	13,851	12,504	2,031	1,679
Number of districts (unweighted)	524	512	108	97

*Mean is statistically different from the mean for traditional districts ($p < .05$).

Notes: Exhibit is limited to districts with the specified grade. Hours reflect the average of the maximum time allowed for additional district-required assessments that are required by the district and administered districtwide. Values are weighted by total district enrollment.

Source: 2017-18 District survey.

Exhibit 2.35. State status on time limits for all summative assessments, by mean and median hours students in grade 4 and grade 8 spent on all state-required summative assessments in 2016-17: 2017-18

Grade	Hours in states with time limit		Hours in states without time limit	
	Average	Median	Average	Median
Grade 4	8.4	9.0	6.5	6.0
Grade 8	10.7	9.0	7.6	7.5
Number of states	13	13	38	38

Notes: Hours reflect the average and median maximum time allowed for state-required summative assessments. State-required summative assessments include those used for federal accountability or other purposes. Hours were weighted by grade 4 and grade 8 enrollment.

Source: 2017-18 State survey.

Assessments

Exhibit 2.36. Number of states that reported limits on the time students should spend on all summative assessments and average time limit, all students and by student grade: 2017-18

Grade	Number of states with time limit ¹	Average time limit (as a percent of instructional hours)
All students	9	2.3
Grade 3	13	2.6
Grade 4	13	2.6
Grade 5	13	2.6
Grade 6	13	2.6
Grade 7	13	2.6
Grade 8	13	2.6
High school	12	2.8
Number of states with a time limit	13	13

¹Thirty-eight states did not report an instructional limit.

Notes: State-specified limits are based on cumulative time limits on testing overall rather than the time limits for students to complete individual assessments. Average time limit is among those states with a time limit for the grade.

Source: 2017-18 State survey.

Assessments

Activities to Prepare Students for Assessments

Exhibit 2.37. Percentage of districts by activities to prepare students for required state summative assessments in English language arts (ELA) or math: 2013-14 and 2017-18

Activity	Percent of districts	
	2013-14	2017-18
Strengthened coursework in areas with statewide assessments	93	90
Provided resources for targeted assistance to struggling students outside school hours	80	75
Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs)	83	71*
Reduced class sizes for ELA or math	48	39*
Encouraged assignment of struggling students to high-performing teachers	38	38
Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes	42	41
Taught test taking skills to students	86	86
Provided opportunities for students to take practice statewide assessments on paper or online	91	88
Identified students likely to score below state proficiency levels to receive additional help	95	87*
Number of districts	15,720	17,005
Number of districts (unweighted)	560	682

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Exhibit 2.38. Percentage of districts by activities to prepare students for required state summative assessments in English language arts (ELA) or math, by district poverty level: 2017-18

Activity	Percent of districts	
	High-poverty districts	Low-/medium-poverty districts
Strengthened coursework in areas with statewide assessments	92	89
Provided resources for targeted assistance to struggling students outside school hours	83	73*
Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs)	77	69
Reduced class sizes for ELA or math	45	36
Encouraged assignment of struggling students to high-performing teachers	47	35*
Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes	58	36*
Taught test taking skills to students	91	84
Provided opportunities for students to take practice statewide assessments on paper or online	93	86
Identified students likely to score below state proficiency levels to receive additional help	97	84*
Number of districts	4,280	12,725
Number of districts (unweighted)	277	405

* Percentage is statistically different from the percentage for high-poverty districts ($p < .05$).

Source: 2017-18 District survey.

Assessments

Exhibit 2.39. Percentage of districts by activities to prepare students for required state summative assessments in English language arts (ELA) or math, by charter school local education agency (LEA) status: 2017-18

Activity	Percent of districts	
	Traditional districts	Charter school LEAs
Strengthened coursework in areas with statewide assessments	90	91
Provided resources for targeted assistance to struggling students outside school hours	75	76
Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs)	71	68
Reduced class sizes for ELA or math	39	36
Encouraged assignment of struggling students to high-performing teachers	36	45
Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes	39	54*
Taught test taking skills to students	85	92
Provided opportunities for students to take practice statewide assessments on paper or online	87	91
Identified students likely to score below state proficiency levels to receive additional help	87	90
Number of districts	14,049	2,956
Number of districts (unweighted)	533	149

* Percentage is statistically different from the percentage for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Assessments

Opt Out

Exhibit 2.40a. Number of states and percentage of districts by reports of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017

Extent of opt out	Number of states	Percent of districts
Didn't know	n.a.	21
No opt outs	23	53
Up to 5 percent opt out	22	21
Greater than 5 percent opt out	6	4
Number of states and districts	51	17,001
Number of districts (unweighted)	--	681

n.a. = not available. Not an option in the state survey.

-- = not applicable.

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. State and district classification by opt out is based on the largest percentage a state or district reported for the percentage of students in tested grades who opted out of state summative assessments in ELA or math in spring 2017.

Source: 2017-18 State survey and District survey.

Exhibit 2.40b. Average and median percentage of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017

Subject	Among those with opt out, average percent	Among those with opt out, median percent
ELA	5.8	1.0
Math	5.9	1.0
Number of districts	4,328	4,328
Number of districts (unweighted)	200	200

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. Values are enrollment-weighted among those districts with students opting out of state summative assessments. Values are weighted by total district enrollment.

Source: 2017-18 District survey.

Assessments

Exhibit 2.41a. Percentage of districts by reports of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017, by district poverty status

Extent of opt out	Percent of districts	
	High-poverty districts	Low-/medium-poverty districts
Didn't know	15	23
No opt outs	70	48*
Up to 5 percent opt out	13	24*
Greater than 5 percent opt out	2	5*
Number of districts	4,276	12,725
Number of districts (unweighted)	276	405

* Percentage is statistically different from the percentage for high poverty districts ($p < .05$).

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. District classification by opt out is based on the largest percentage a district reported for the percentage of students in tested grades who opted out of state summative assessments in ELA or math in spring 2017.

Source: 2017-18 District survey.

Exhibit 2.41b. Average and median percentage of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017, by district poverty status

Subject	Among districts with opt out, average percent		Among districts with opt out, median percent	
	High-poverty districts ¹	Low-/medium-poverty districts	High-poverty districts ¹	Low-/medium-poverty districts
ELA	2.3	6.8*	1.0	1.0
Math	2.4	6.7*	1.0	1.0
Number of districts with opt outs	643	3,685	643	3,685
Number of districts with opt outs (unweighted)	58	142	58	142

* Mean is statistically different from the mean for high poverty districts ($p < .05$).

¹Averages and medians are among districts with opt outs.

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. Values are enrollment-weighted among those districts with students opting out of state summative assessments. Values are weighted by total district enrollment.

Source: 2017-18 District survey.

Assessments

Exhibit 2.42a. Percentage of districts by reports of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017, by charter school LEA status

Extent of opt out	Percent of districts	
	Traditional districts	Charter school LEAs
Didn't know	23	12*
No opt outs	51	66*
Up to 5 percent opt out	22	18
Greater than 5 percent opt out	4	5
Number of districts	14,045	2,956
Number of districts (unweighted)	532	149

* Percentage is statistically different from the percentage for traditional districts ($p < .05$).

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. District classification by opt out is based on the largest percentage a district reported for the percentage of students in tested grades who opted out of state summative assessments in ELA or math in spring 2017.

Source: 2017-18 District survey.

Exhibit 2.42b. Average and median percentage of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017, by charter school local education agency (LEA) status

Subject	Among those with opt out, average percent		Among those with opt out, median percent	
	Traditional districts	Charter school LEAs	Traditional districts	Charter school LEAs
ELA	5.9	5.1	1.0	2.0
Math	5.9	4.9	1.0	2.0
Number of districts	3,660	667	3,660	667
Number of districts (unweighted)	165	35	165	35

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017 as reported by districts. Values are enrollment-weighted among those districts with students opting out of state summative assessments. Values are weighted by total district enrollment.

Source: 2017-18 District survey.

Assessments

Exhibit 2.43. Among states with opt outs, average and median percentage of students opting out of state summative assessments in English language arts (ELA) or math in spring 2017

Subject	States with opt outs ¹	
	Average percent of students opting out	Median percent of students opting out
ELA	3.4	1
Math	3.5	1
Number of states with opt outs	28	28

¹Twenty-three states reported no opt outs in ELA or math. Some of these states noted in survey comments that they do not recognize opt outs, do not have an opt out policy, or do not track opt outs.

Notes: Opt out refers to students in tested grades who opted out of state summative assessments in spring 2017. Values are weighted by enrollment based on grades 3 through 8 and grade 10.

Source: 2017-18 State survey.

Assessments

Exhibit 2.44a. Number of states by how their school accountability system will address schools with less than 95 percent student participation in 2017-18 on mandatory state assessments, by level of state-reported opt out of spring 2017 state assessments

Action	All states	Number of states with		
		No opt outs	Up to 5 percent opt out	Greater than 5 percent opt out
Actions that support schools	30	10	14	6
Schools will be monitored and assisted in increasing test participation in the following year ¹	24	8	13	3
Schools must create an improvement plan to increase testing participation	22	6	10	6
Actions that penalize schools	45	21	18	6
School's overall summative rating will decline or the school will be ineligible to receive the highest rating	22	13	8	1
Eligible students who do not take the exam will receive a score of zero for the purposes of accountability	16	8	7	1
Eligible students who do not take the exam will be scored as not proficient for the purposes of accountability ²	20	9	7	4
State will use 95 percent of eligible students instead of number of students tested in the denominator when calculating a school's achievement score	7	3	3	1
Number of states	51	23	22	6

¹One state did not respond to this item.

²Row includes a state that reported that eligible students who do not take the exam will receive a score equivalent to the lowest obtainable scale score for the purposes of the Every Student Succeeds Act accountability.

Notes: If the response to opt-outs increased each year, states were asked to report on the response in the first year in which participation falls below 95 percent. Two states responded no to all actions listed and did not report an other option. State classification by opt out is based on the largest percentage a state reported for the percentage of students in tested grades who opted out of state summative assessments in English language arts or math in spring 2017.

Source: 2017-18 State survey.

Assessments

Exhibit 2.44b. Number of states by how their school accountability system will address schools with less than 95 percent student participation in 2017-18 on mandatory state assessments, by level of state-reported opt out of spring 2017 state assessments

Action	All states	Number of states with		
		No opt outs	Up to 5 percent opt out	Greater than 5 percent opt out
State reported only actions to support schools	4	1	3	0
State reported only actions to penalize schools	19	12	7	0
State reported mix of actions that support and penalize schools	26	9	11	6
Number of states	49	22	21	6

Notes: Two states responded no to all actions listed and did not report an other option. They are excluded from this table. Actions that support schools include schools will be monitored and assisted in increasing test participation in the following year or schools must create an improvement plan to increase testing participation. Actions that penalize schools include reducing overall summative rating or making the school ineligible to receive highest rating; eligible students who do not take the exam will receive a score of zero or be scored as not proficient, or the state adjusting the school's denominator by using 95 percent of eligible students instead of number of students tested for the school's achievement score. If the response to opt-outs increased each year, states were asked to report on the response in the first year in which participation falls below 95 percent. State classification by opt out is based on the largest percentage a state reported for the percentage of students in tested grades who opted out of state summative assessments in English language arts or math in spring 2017.

Source: 2017-18 State survey.

Assessments

Exhibit 2.45. Number of states and percentage of districts that reported students opting out of state summative assessments, by the numerator and denominator used to calculate their opt out percentage: 2017-18

Opt out numerator	Opt out denominator	Number of states	Percent of districts
Parent request only		15	50
	All students enrolled in tested grades	10	50
	95% of students enrolled in tested grades	2	†
	Something else	3	0
Parent request and student illness		0	34
	All students enrolled in tested grades	0	32
	95% of students enrolled in tested grades	0	2
Parent request, student illness, and other reasons		4	9
	All students enrolled in tested grades	3	9
	Something else	1	0
Parent request and other reasons		4	3
	All students enrolled in tested grades	2	3
	Something else	2	0
Student illness only		0	1
	All students enrolled in tested grades	0	1
Other reason only		2	2
	All students enrolled in tested grades	2	2
	95% of students enrolled in tested grades	0	†
Number of states or districts with opt out		25	3,642
Number of districts (unweighted)		--	164

† Less than 1 percent.

-- = not applicable.

Notes: Exhibit limited to states and districts that reported students opting out of state summative assessments. Three states that reported opt outs are excluded from the table because they did not provide a complete response for the numerator and denominator. Other reasons states and districts counted in the opt out numerator include student refusals or absence, students with the most significant cognitive disabilities, students who were homebound or hospitalized, Limited English Proficiency students who have been in the United States less than 12 months. Where additional information was provided, those states that selected something else as their opt out denominator reported using the number of test takers, all eligible test takers enrolled in the tested grade, or students enrolled in the tested grade during the testing period as the denominator.

Source: 2017-18 State survey and 2017-18 District survey.

Assessments

Exhibit 2.46. Number of states and percentage of districts, by responses to previous parent/student decisions to opt out of state summative assessments: 2017-18

State/district response	Number of states	Percent of districts
Modify assessments given	22	28
Reducing the number of required state/district summative assessments	4	14
Shortening the required state/district summative assessments	16	13
Removing time limits for students to complete the required state/district summative assessments	6	18
Modifying the content of the required state/district summative assessments	8	14
Began using a college entrance exam (SAT or ACT) for its high school assessment	11	n.a.
Asking districts and schools to find ways to reduce opt out	16	21
Focusing efforts on schools and districts with opt-out rates that put them at risk of falling below testing 95 percent of students	8	14
Try to increase parent or teacher buy-in for assessments	27	24
Engaging in a public information campaign to inform parents about the importance of state assessments	19	24
Increasing the involvement of teachers in the development of required state summative assessments	17	n.a.
Number of states and districts	51	17,005
Number of districts (unweighted)	--	682

n.a. = not available. Question not asked in the survey year.

-- = not applicable.

Source: 2017-18 State survey and 2017-18 District survey.

Assessments

Exhibit 2.47. Percentage of districts by responses to previous student and parent decisions to opt out of required state summative assessments, overall, by district poverty level, and by charter school local education agency (LEA) status: 2017-18

District response	All districts	Percent of districts			
		High-poverty districts	Low-/medium-poverty districts	Traditional districts	Charter school LEAs
Reducing the number of required district assessments	14	13	15	16	7*
Shortening the required district assessments	13	13	13	14	6*
Removing time limits for students to complete the required district assessments	18	13	19	19	14
Modifying the content of the required district assessments	14	14	14	15	7*
Asking schools to find ways to reduce opt out	21	10	24*	22	13
Focusing efforts on schools opt-out rates that put them at risk of falling below testing 95 percent of students	14	10	15	15	9
Engaging in a public information campaign to inform parents about the importance of assessments	24	25	24	23	28
Number of districts	17,005	4,280	12,725	14,049	2,956
Number of districts (unweighted)	682	277	405	533	149

* Percentage is statistically different from complementary category ($p < .05$).

Source: 2017-18 District survey.

Assessments

Other Required Assessments

Exhibit 2.48. 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: 2013-14 and 2017-18

Academic readiness at kindergarten entry	Number of states	
	2013-14	2017-18
Require districts to assess	16	24
Developed assessment(s) districts can use to assess	22	30
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.49. Percentage of districts administering diagnostic assessments, by subject and grade: 2013-14 and 2017-18

Subject and grade span	Percent of districts	
	2013-14	2017-18
English language arts		
Not administered in any grade	21	6*
Administered in grade:		
K-2	65	91*
3-8	69	93*
High school	61	68*
Math		
Not administered in any grade	24	9*
Administered in a grade:		
K-2	62	85*
3-8	66	90*
High school	61	67
Number of districts	15,719	17,005
Number of districts (unweighted)	559	682

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Note: Percentage based on districts that include grades in the grade span. For 2013-14 grades offered is based on the 2013-14 Common Core of Data Local Education Agency (School District) Universe.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

ESSA Assessment Flexibility Provisions

Exhibit 2.50a. Number of states using various Every Student Succeeds Act assessment flexibility provisions: 2017-18

ESSA provision	Number of states
Required state English language arts and math summative assessments to include computer adaptive testing	
Grades 3-8	21
High school	12
Applied state-specified limits on the amount of time students should spend on all summative assessments given by the state and by local districts and schools	13
Allowed districts to use a nationally recognized, but locally selected high school assessment in lieu of the state-required high school assessment for federal accountability ¹	2
Required districts to administer multiple, statewide interim assessments instead of a single summative assessment ²	0
Used at least one provision	29
Number of states	51

¹Six states responded yes to this item; however, for four states other data from the survey indicated that the nationally recognized test states reported was the same as the state-required high school assessment for federal accountability, rather than an additional choice for districts. Of the two states in this row, one state allows district to use the ACT instead of the state’s assessment, and the other state requires the ACT or SAT for the state assessment without stating a preference and allows districts to choose which one to administer.

²One state responded “yes” to this question; however, after reviewing information about the state’s interim assessments, we found that this state did not use the interim assessments for federal accountability purposes, so while the state is using multiple, statewide interim assessments instead of a single summative assessment, it is not part of doing so as part of the ESSA assessment flexibility provision.

Source: 2017-18 State survey.

Assessments

Exhibit 2.50b. Number of states using various Every Student Succeeds Act (ESSA) assessment flexibility provisions, by opt out level of state-reported opt out of spring 2017 state summative assessments: 2017-18

ESSA provision	Number of states	Number of states with		
		No opt outs	Up to 5 percent opt out	Greater than 5 percent opt out
Required state English language arts and math summative assessments to include computer adaptive testing				
Grades 3-8	21	10	8	3
High school	12	4	5	3
Required districts to administer multiple, statewide interim assessments instead of a single summative assessment in any grade or subject ¹	0	0	0	0
Allowed districts to use a nationally recognized, but locally selected high school assessment in lieu of the state-required high school assessment for federal accountability ²	2	1	1	0
Applied state-specified limits on the amount of time students should spend on all summative assessments given by the state and by local districts and schools	13	8	3	2
Used at least one provision	29	16	9	4
Number of states	51	23	22	6

¹One state responded “yes” to this question; however, after reviewing information about the state’s interim assessments, we found that this state did not use the interim assessments for federal accountability purposes, so while the state is using multiple, statewide interim assessments instead of a single summative assessment, it is not part of doing so as part of the ESSA assessment flexibility provision.

²Six states responded yes to this item; however, for four states other data from the survey indicated that the nationally recognized test states reported was the same as the state-required high school assessment for federal accountability, rather than an additional choice for districts. Of the two states in this row, one state allows district to use the ACT instead of the state’s assessment, and the other state requires the ACT or SAT for the state assessment without stating a preference and allows districts to choose which one to administer.

Source: 2017-18 State survey.

Assessments

Availability and Use of Data

Exhibit 2.51. Number of states by timeframe of delivery of spring 2017 state summative assessment results

Timeframe	Number of states
Before June 2017	7
June 2017	19
July 2017	7
August 2017	12
After August 2017	6
Number of states	51

Note: Timeframe is based on state report of the month and year they delivered to districts the results of the spring 2017 state assessments for their students.

Source: 2017-18 State survey.

Exhibit 2.52. Percentage of districts by timeframe of receipt of spring 2017 state summative assessment results

Timeframe	Percent of districts
Before June 2017	9
June 2017	34
July 2017	15
August 2017	26
After August 2017	16
Number of districts	16,577
Number of districts (unweighted)	666

Note: Timeframe is based on district reports of the month and year they received the results of the spring 2017 state assessments for their students.

Source: 2017-18 District survey.

Assessments

Exhibit 2.53. Percentage of districts that reported in 2017-18 a major challenge with the timeliness of data on student achievement from prior years, overall and by charter school local education agency (LEA) status and timeframe of receipt of spring 2017 state summative assessment results

Timeframe	Percent of districts reporting major challenge		
	All districts	Traditional districts	Charter school LEAs
Before June 2017	13	5	38*
June 2017	10	10	14
July 2017	20	18	31
August 2017	17	14	36
After August 2017	27	28	23
Number of districts	16,577	13,743	2,834
Number of districts (unweighted)	666	522	144

* Percentage is statistically different from the percentage for traditional districts ($p < .05$).

Note: Districts reported in 2017-18 on whether they had a major, minor, or no challenge with the timeliness of the data on student achievement from prior years to inform instruction. Timeframe is based on district reports of the month and year they received the results of the spring 2017 state assessments for their students.

Source: 2017-18 District survey.

Exhibit 2.54. Number of states that reported having a statewide longitudinal data system that allows tracking individual students on various outcomes: 2013-14 and 2017-18

Outcome	Number of states	
	2013-14	2017-18
State summative assessment scores for each student	47	45
Courses taken and grades received for each high school student	32	35
Advanced Placement test scores or college entrance exam scores for each high school student	30	34
Enrollment of student in state postsecondary institutions	32	31
Workforce data on individual students from state workforce or unemployment insurance systems	12	12
Number of states with a statewide longitudinal data system	47	47

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Exhibit 2.55. Number of states that reported state-level staff using student-level longitudinal data system data, by purpose: 2013-14 and 2017-18

Purpose	Number of states	
	2013-14	2017-18
To track overall school performance and identify areas for improvement	45	44
To monitor the progress of key subgroups (e.g., English learners, students with disabilities, race/ethnicity)	44	46
To evaluate instructional programs such as measuring program effectiveness	31	30
To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support	24	24
To evaluate the success of professional development offerings for teachers or principals	16	n.a.
To inform resource allocation such as which schools and students receive which programs or which staff work with which students	26	22
To provide information to teachers about their students' progress	41	27
To provide information to parents (or students) about the school or their children (or themselves)	n.a.	26
To track students' postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state	27	26
To identify districts or schools with high rates of students at risk of dropping out	n.a.	21
To provide information to federal agencies (e.g., ED <i>FACTS</i>)	44	n.a.
Something else	4	7
Number of states with student-level longitudinal data system	47	47

n.a. = not available. Question not asked in the survey year.

Note: Exhibit limited to states with a student-level longitudinal data system.

Source: 2017-18 State survey and 2013-14 survey.

Exhibit 2.56. Number of states that provided information to districts from the state's student-level longitudinal data system, by type of information: 2013-14 and 2017-18

Information provided	Number of states	
	2013-14	2017-18
Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state	n.a.	38
Student achievement growth reports on individual schools using value added models (VAMs) or student growth percentiles (SGPs)	32	28
Student achievement growth reports on individual teachers using VAMs or SGPs	16	16
Student achievement growth reports on different subgroups of students using VAMs or SGPs	26	23
Postsecondary outcomes associated with districts and schools	25	27
Number of states with student-level longitudinal data system	46	47

n.a. = not available. Question not asked in the survey year.

Note: Exhibit limited to states with a student-level longitudinal data system. One state with a student-level longitudinal data system did not respond to the questions.

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Exhibit 2.57. Percentage of districts that reported access to data or reports from their state that provided information about state summative assessment results: 2013-14 and 2017-18

Information provided	Percent of districts	
	2013-14	2017-18
Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state	84	83
Schoolwide average student achievement growth for individual schools measured using value added measures (VAMs) or student growth percentiles (SGPs)	78	86*
Teacher-specific student achievement growth for individual teachers in the district measured using VAMs or SGPs	63	66
Student achievement growth reports on different subgroups of students using VAMs or SGPs	n.a.	82
Number of districts	14,222	14,612
Number of districts (unweighted)	518	630

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Note: Percentages are among districts that responded yes or no to questions about access to data or reports. In 2013-14, 10 to 12 percent of districts reported "don't know" and 14 to 19 percent did so in 2017-18.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

**Exhibit 2.58. Percentage of districts that used a student-level data system, by purpose:
2013-14 and 2017-18**

Purpose	Percent of districts	
	2013-14	2017-18
Related to schools		
To set goals for school performance	78	80
To evaluate the effectiveness of instructional interventions or initiatives	77	82
To identify schools for additional support or resources	56	63
To identify schools with high rates of students at risk of drop out	n.a.	38
To identify schools that may serve as models for other schools	32	n.a.
To identify schools that should receive different levels of oversight or operational flexibility	32	n.a.
Related to teachers		
To plan districtwide professional development such as identifying specific content or skills where teachers need assistance or support	77	83*
To provide information to teachers about their students' progress	n.a.	89
To evaluate the effectiveness of professional development programs	55	n.a.
Related to current students		
To monitor the progress of English learners	66	n.a.
To monitor the progress of students with disabilities	88	n.a.
To monitor the progress of key subgroups (e.g., English learners, students with disabilities, race/ethnicity)	n.a.	79
To provide information to parents (or students) about the school or their children (or themselves)	n.a.	87
Number of districts with electronic access to a student-level data system	13,967	16,033
Number of districts (unweighted)	540	654

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Note: Exhibit limited to districts with electronic access to a student-level data system.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Exhibit 2.59. Percentage of districts that used data about district graduates from a student-level data system, by purpose: 2013-14 and 2017-18

Purpose	Percent of districts	
	2013-14	2017-18
To monitor enrollment in postsecondary education for your district's graduates	45	44
To monitor rates at which postsecondary students from your district take remedial courses	23	26
To monitor postsecondary persistence rates for your district's graduates (percentage of college students who continue to be enrolled in any college the next year)	20	30*
To monitor postsecondary degree attainment (2- and 4-year programs) for your district's graduates	18	28*
Number of districts with electronic access to a student-level data system	10,496	11,362
Number of districts (unweighted)	456	542

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

Note: Exhibit limited to districts that have any of grades 9 through 12 and electronic access to a student-level data system. For 2013-14 grades offered is based on the 2013-14 Common Core of Data Local Education Agency (School District) Universe.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Exhibit 2.60a. Percentage of districts that reported school leaders and teachers having electronic access to a student-level data system with data on various outcomes: 2013-14 and 2017-18

Outcome	Percent of districts	
	2013-14	2017-18
District had electronic access to student-level data system	89	94
Outcomes among districts with access:		
Academic achievement data		
Past achievement of currently enrolled individual students on state or districtwide summative assessments	90	91
Achievement of individual students on districtwide diagnostic assessments	85	85
Achievement growth for individual students on state or districtwide summative assessments	88	87
Achievement growth associated with individual teachers (measured using value added measures or student growth percentiles)	59	62
Past course grades for currently enrolled individual students	84	86
Course performance prior to final grades	n.a.	82
Readiness of individual students for grade promotion or graduation (“on track” measures)	60	69
Indicator of whether individual students graduated or dropped out prior to graduation	67	79*
Postsecondary activity		
Enrollment in postsecondary education ¹	n.a.	59
Rates at which postsecondary students from the district take remedial courses ¹	n.a.	34
Postsecondary persistence rates (i.e., percent of college students who continue to be enrolled in any college the next year) ¹	n.a.	33
Postsecondary degree attainment (2- and 4-year programs) ¹	n.a.	33
District did not have electronic access to a student-level data system	11	6
Number of districts with electronic access to a student-level data system	13,967	16,033
Number of districts with electronic access to a student-level data system (unweighted)	540	654

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

¹ Questions asked only of districts with grades 9 -12.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Exhibit 2.60b. Percentage of districts that reported school leaders and teachers having electronic access to a student-level data system with data on various outcomes, overall, by district poverty level, and by charter school local education agency (LEA) status: 2017-18

Outcome	Percent of districts				
	All districts	High-poverty districts	Low-/medium-poverty districts	Traditional districts	Charter school LEAs
District had electronic access to student-level data system	94	89	96	94	95
Outcomes among districts with access:					
Academic achievement data					
Past achievement of currently enrolled individual students on state or districtwide summative assessments	91	92	90	91	88
Achievement of individual students on districtwide diagnostic assessments	85	92	83	84	87
Achievement growth for individual students on state or districtwide summative assessments	87	89	86	88	84
Achievement growth associated with individual teachers (measured using value added measures or student growth percentiles)	62	67	61	61	68
Past course grades for currently enrolled individual students	86	89	85	87	81
Course performance prior to final grades	82	86	81	82	81
Readiness of individual students for grade promotion or graduation (“on track” measures)	69	81	65*	68	72
Indicator of whether individual students graduated or dropped out prior to graduation	79	76	80	81	64*
Postsecondary activity					
Enrollment in postsecondary education ¹	59	65	57	60	49
Rates at which postsecondary students from the district take remedial courses ¹	34	36	33	35	26
Postsecondary persistence rates (i.e., percent of college students who continue to be enrolled in any college the next year) ¹	33	39	30	33	29
Postsecondary degree attainment (two- and four-year programs) ¹	33	38	31	34	29
District did not have electronic access to a student-level data system	6	11	4	6	5
Number of districts with electronic access to a student-level data system	16,033	3,812	12,221	13,238	2,795
Number of districts with electronic access to a student-level data system (unweighted)	654	262	392	513	141

* Percentage is statistically different from the percentage for the complementary category (p < .05).

¹ Questions asked only of districts with grades 9-12.

Source: 2017-18 District survey.

Assessments

Exhibit 2.61. Number of states that provided funding, materials, or technical assistance to help districts, schools, and teachers use data to improve instructions, by type of assistance provided: 2013-14 and 2017-18

Assistance	Number of states	
	2013-14	2017-18
Funding for or direct provision of student-level data management systems	25	27
Access by district administrators and school leaders to a statewide student-level data system	45	39
Materials or documents for district administrators and school leaders on the use of data for school improvement plans	45	42
Materials or documents for school leaders and teachers on the use of data for instructional planning or improvement	46	40
Technical assistance and/or support on hardware or software issues, such as making technical systems or computer networks experts available to districts	35	28
Other ¹	n.a.	9
Number of states	50	51

n.a. = not available. Question not asked in the survey year.

¹Other responses included online data reporting systems; grants for computer equipment; and trainings on use of data.

Note: In 2013-14, one state did not respond to questions about assistance provided to improve instruction.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.62. Percentage of districts that reported receiving materials or technical assistance to support the use of data to improve school performance and instruction: 2013-14 and 2017-18

Support received	Percent of districts	
	2013-14	2017-18
Materials or documents on the use of data for school improvement plans	69	66
Materials or documents on the use of data for instructional planning or improvement	68	74
Technical assistance and/or support on hardware or software issues, such as technical systems or computer networks experts	61	57
Funding for or direct provision of student-level data management system	n.a.	33
A data dashboard or other user interface to assist in accessing the data more easily	n.a.	55
Number of districts	15,720	17,005
Number of districts (unweighted)	560	682

n.a. = not available. Question not asked in the survey year.

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Challenges to Using Assessment Data

Exhibit 2.63a. Percentage of districts that reported major challenges to using assessment data to inform instruction: 2013-14 and 2017-18

Potential challenge	Percent of districts	
	2013-14	2017-18
Limited access to data from prior year on this year's students	9	6
Timeliness of the data on student achievement from prior years	19	17
Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction	26	27
Providing sufficient training so teachers can analyze student assessment data to identify instructional changes	34	30
Lack of district staff who can assist teachers with questions about analyzing student data	31	27
The ability to schedule regular time for teachers to meet in teams to discuss student achievement data and instruction	49	45
Assessments are not well aligned with the curriculum	20	9*
Available assessment data do not accurately measure students' knowledge and skills	18	11
None of the above	27	30
Number of districts	15,720	17,005
Number of districts (unweighted)	560	682

* Percentage is statistically different from the percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Assessments

Exhibit 2.63b. Percentage of districts that reported major challenges to using assessment data to inform instruction, overall, by district poverty level, and by charter school local education agency (LEA) status: 2017-18

Potential challenge	Percent of districts				
	All districts	High-poverty districts	Low-/medium-poverty districts	Traditional districts	Charter school LEAs
Limited access to data from prior year on this year's students	6	7	5	4	13*
Timeliness of the data on student achievement from prior years	17	19	16	15	26*
Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction	27	28	27	27	27
Providing sufficient training so teachers can analyze student assessment data to identify instructional changes	30	26	31	30	32
Lack of district staff who can assist teachers with questions about analyzing student data	27	21	29	27	25
The ability to schedule regular time for teachers to meet in teams to discuss student achievement data and instruction	45	37	48*	49	27*
Assessments are not well aligned with the curriculum	9	11	8	9	10
Available assessment data do not accurately measure students' knowledge and skills	11	13	11	11	16
None of the above	30	36	28	29	35
Number of districts	17,005	4,280	12,725	14,049	2,956
Number of districts (unweighted)	682	277	405	533	149

* Percentage is statistically different from the percentage for the complementary category ($p < .05$).

Source: 2017-18 District survey.

Assessments

English Learners and Students with Disabilities

Exhibit 2.64. Number of states that adopted or approved new or substantially revised English Language proficiency standards for English learners since April 2014

Number of states
14

Source: 2017-18 State survey.

Exhibit 2.65. Number of states that reported using criteria to determine whether English learners (ELs) should be provided with an accommodation for state summative assessments or an alternate assessment, by type of criteria used: 2013-14 and 2017-18

Accommodation criteria	Number of states	
	2013-14	2017-18
Beyond a particular grade level, ELs are given the same assessments as other general education students, without any accommodations	2	1
Once ELs have been assessed using an accommodation or alternate assessment for the maximum number of years allowed, they are given the same assessments as other general education students, without any accommodations	4	6
Once ELs meet or exceed a threshold score on an English language proficiency assessment, they are given the same assessments as other general education students, without any accommodations	29	23
School districts must assess certain ELs using either an accommodation or an alternate assessment	15	16
School districts determine whether or not to use an accommodation or an alternate assessment for ELs	39	43
Other	7	9
Number of states	51	49

Note: In 2017-18, two states reported that ELs are given the same assessments as other general education students, without any accommodations.

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Exhibit 2.66. Number of states that reported accommodations allowed for state summative assessments or alternate assessments for students with disabilities in reading/English language arts and math: 2013-14 and 2017-18

Accommodation or other assessment	Number of states	
	2013-14	2017-18
Students with disabilities (SWDs) are given the same assessments as other general education students, but...		
they may be given flexibility in timing or scheduling (for example, extended time, breaks, different time of day)	51	48
they may respond in a different manner (for example, an adult may serve as a scribe, or they may use speech-to-text)	51	50
in a different setting (for example, in a separate room or study carrel, or in a small group setting)	51	50
they may use equipment or materials to assist them (for example, a calculator, math tables, or manipulatives or hardware or software accessibility features for computer-based tests)	49	47
they may be presented differently (for example, an adult may read the entire test or reading passages aloud, directions may be repeated, may be presented in Braille)	48	49
Other accommodation	2	1
Students with disabilities are given the same assessment as other general education students, without any accommodations	0	0
Other assessments for SWDs...		
SWDs may be given an alternate assessment based on <i>alternate</i> state achievement standards (known as 1 percent tests for students with significant cognitive disabilities)	51	49
SWDs may be assessed by submitting a portfolio of their work	14	6
SWDs may be assessed by a task-based performance assessment	13	2
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Exhibit 2.67. Number of states that require district use of alternate assessments to gauge achievement for students with significant cognitive disabilities, by subject, grade, and type of alternate assessment: 2017-18

Alternate assessment	Number of states			
	ELA		Math	
	3-8	High school	3-8	High school
Alternate assessments for students with significant cognitive disabilities developed by the National Center and State Collaborative	12	11	12	11
Alternate assessments for students with significant cognitive disabilities developed by the Dynamic Learning Maps consortium	16	16	16	16
Our state's own alternate assessments for students with significant cognitive disabilities	21	22	21	23
No alternate assessment required	0	0	0	0

Notes: Exhibit based on 51 states.

Source: 2017-18 State survey.

Exhibit 2.68. Number of states that reported selected accommodations for state summative assessments for English learners (ELs) in English language arts and math: 2013-14 and 2017-18

Accommodation or other assessment	Number of states	
	2013-14	2017-18
ELs are given the same assessments as other general education students, but...		
they may be given extra time	48	45
they can use a dual-language dictionary during the assessment	40	42
an adult or computer technology may read the assessment aloud in English ¹	37	40
an adult may translate the instructions into the student's primary language	33	38
the assessment booklet (or online version) can be provided in the student's primary language	14	23
an adult may translate the entire assessment into the student's primary language	8	11
an adult may translate the reading passages into the student's primary language	5	5
with other accommodations	6	8
without any accommodations	0	2
ELs are given an alternate assessment	7	6
Number of states	51	51

¹ The 2013-14 survey did not refer to computer technology to read the assessment aloud in English.

Source: 2017-18 State survey and 2013-14 State survey.

Assessments

Exhibit 2.69. Number of states that required or recommend specific English Language proficiency assessments for English learners, by assessment: 2017-18

Assessment	Number of states		
	Required	Recommend	Not required or recommended
The ACCESS for ELLs test by the World Class Instructional Design and Assessment (WIDA) Consortium	36	0	15
The English Language Proficiency assessment developed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium	8	0	42
The LAS (Language Assessment Scales) Links	3	4	43
IDEA Language Proficiency Tests (IPT) - English	0	1	49
Our state's own English Language Proficiency assessment	5	0	45
The Alternate ACCESS for ELLs with significant cognitive disabilities by the WIDA consortium	32	3	15
Other	1	1	28

Notes: Exhibit based on 51 states. Rows may not sum to 51 due to missing data.

Source: 2017-18 State survey.

Exhibit 2.70. Number of states and percentage of districts that used specific criteria to exit students from English learner status: 2017-18

Exit criteria	Number of states	Percent of districts
State English language proficiency assessment scores	49	81
State academic content assessment score(s)	7	56
Local English language proficiency assessment (not state test)	2	34
Local academic content assessment score(s)	5	41
Academic grades/classwork	6	52
Local review committee recommendation	4	31
Teacher input	6	59
Parental consultation	5	60
Other	3	13
No statewide criteria	2	n.a.
Number of states or districts	51	17,004
Number of districts (unweighted)	--	681

n.a. = not available. Question not asked in the survey year.

-- = not applicable.

Source: 2017-18 State survey and 2017-18 District survey.

Assessments

Exhibit 2.71. Number of states that allowed district flexibility in determining English learner exit criteria: 2017-18

Flexibility	Number of states
Choosing an English language proficiency assessment	2
Setting cutoff scores for English language proficiency assessments	3
Setting cutoff scores for content assessments for English learners	2
Including additional exit criteria other than assessment scores	13
Other	5
Number of states	51

Source: 2017-18 State survey.

Accountability and Low-Performing Schools

State Accountability Systems Under Title I

Support for Low-Performing Title I Schools

School Choice

State Accountability Systems Under Title I

States' Long-Term Goals for Student Achievement

Exhibit 2.72. Number of states that reported selected long-term goals for academic achievement, graduation rate, English language proficiency under the Every Student Succeeds Act: 2013-14 and 2017-18

Long-term goal	Number of states	
	2013-14	2017-18
Proficiency rate		
A specific percentage of students achieve proficiency in the long-term on the state English language arts (ELA) and math assessment(s)	15	27
To reduce the number of students who are non-proficient on the state ELA and math assessment(s)	28	18
A different long-term student proficiency goal ¹	8	10
4-year adjusted cohort graduation rate		
A specific percentage of students graduate	n.a.	41
To reduce the percentage of students who do not graduate	n.a.	9
The graduation rate increases by a specific percentage	n.a.	4
A different long-term graduation rate goal ²	n.a.	3
Student progress toward English language proficiency		
English learners entering the state's schools achieve English language proficiency within a certain number of years	n.a.	23
The percentage of English learners who are making progress toward English proficiency increases each year	n.a.	23
A different long-term English language proficiency goal ³	n.a.	5
Long-term English language proficiency goal is not specified yet	n.a.	6
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

¹Different long-term student proficiency goals include states using index scores or other performance score systems that do not provide proficiency rates.

²Different long-term graduation rate goals include a long-term goal based on the 6-year adjusted cohort graduation rate, to close the gap to a 100 percent graduation rate, and for a specific percentage of students to graduate or maintain their current graduation rate, whichever is higher, using the 4-year adjusted cohort method.

³Different long-term English language proficiency goals include to reduce the number of students who are nonproficient or not making progress toward English language proficiency, use of an average percentage growth target attained based on an index score, and all schools will perform at least as well as schools that performed at or above the 65th percentile during the baseline year.

Source: 2017-18 State survey and 2013-14 State survey.

State Accountability Systems Under Title I

Exhibit 2.73. Number of states with the same or varying long-term proficiency goals for student subgroups: 2013-14 and 2017-18

Long-term proficiency goals for student subgroups	Number of states	
	2013-14	2017-18
Are the same for all subgroups	28	18
Vary for different subgroups	21	33
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

State Accountability Systems Under Title I

Exhibit 2.74. Long-term goals for academic achievement, graduation rates, and English language proficiency relative to baseline rates and timelines: 2017-18

Long-term goals	Median baseline rate (range)	Median long-term goal rate (range)	Median long-term goal rate relative to baseline rate (range)	Median number of years to reach long-term goal (range)	Median annual improvement required to meet long- term goal (range)
Academic achievement					
Proficiency goal rate for academic achievement in English language arts (ELA) ¹	50.7 (24.8, 79.0)	75.0 (48.0, 100)	24.7 (2.0, 60.2)	10 (5, 24)	2.1 (0.2, 6.2)
Proficiency goal rate for academic achievement in math ¹	43.0 (20.1, 78.2)	71.5 (47.0, 100)	29.3 (5.8, 63.3)	10 (5, 24)	2.6 (0.4, 8.8)
Graduation rate					
4-year adjusted cohort graduation goal ²	83.4 (55.0, 91.3)	90.0 (83.0, 100)	7.1 (0.0, 33.0)	10 (5, 24)	0.7 (0.0, 2.6)
English language proficiency					
Percent of English learners achieving English language proficiency ^{3,4,5}	n.a.	75.0 (26.0, 90.0)	n.a.	n.a.	n.a.
Percent of English learners making progress toward English language proficiency ^{3,6}	n.a.	51.0 (2.0, 100.0)	n.a.	n.a.	n.a.
Number of states	51	51	51	51	51

n.a. = not available. States did not consistently provide a baseline percentage of English learners making annual progress toward proficiency or achieving proficiency, and the survey did not ask for the number of years to achieve their goal proficiency targets.

Exhibit reads: Across states, the median baseline proficiency rate for ELA was 50.7 percent (ranging from 24.8 percent to 79 percent across states). The median long-term goal proficiency rate for ELA was 75 percent (ranging from 48 percent to 100 percent across states). Combining the baseline proficiency rate with the long-term goal rate, the median state aimed to increase ELA proficiency by 24.7 percentage points, with a range from 2 percentage points to 60 percentage points. The median state set a long-term ELA proficiency goal 10 years in the future (ranging from 5 years to 24 years in the future). Combining the projected increase in proficiency rates with the number of years to attain the goal, the median state set an annualized proficiency growth rate of 2.1 percentage points (with a range from 0.2 percentage points per year to 6.2 percentage points per year).

¹Ten states are not included because they did not provide the proficiency rate or timeline for ELA or math, or they did not include baseline proficiency rates for all students in their state plans.

²Two states did not provide the graduation rate. One state did not provide the timeline.

³Seventeen states did not provide the percent making progress toward proficiency or achieving proficiency, or the length of time from entering school to achieving proficiency.

⁴Six states provided a target percentage achieving English language proficiency, but had not yet set a length of time from entering school to achieving proficiency at the time of the survey.

⁵States setting goals for English language proficiency specified that students would reach that proficiency level within 5 to 7 years of entering school, with a median of 6 years.

⁶States setting goals for making progress toward English language proficiency specified that students would reach that proficiency level within 5 to 8 years of entering school, with a median of 6 years.

State Accountability Systems Under Title I

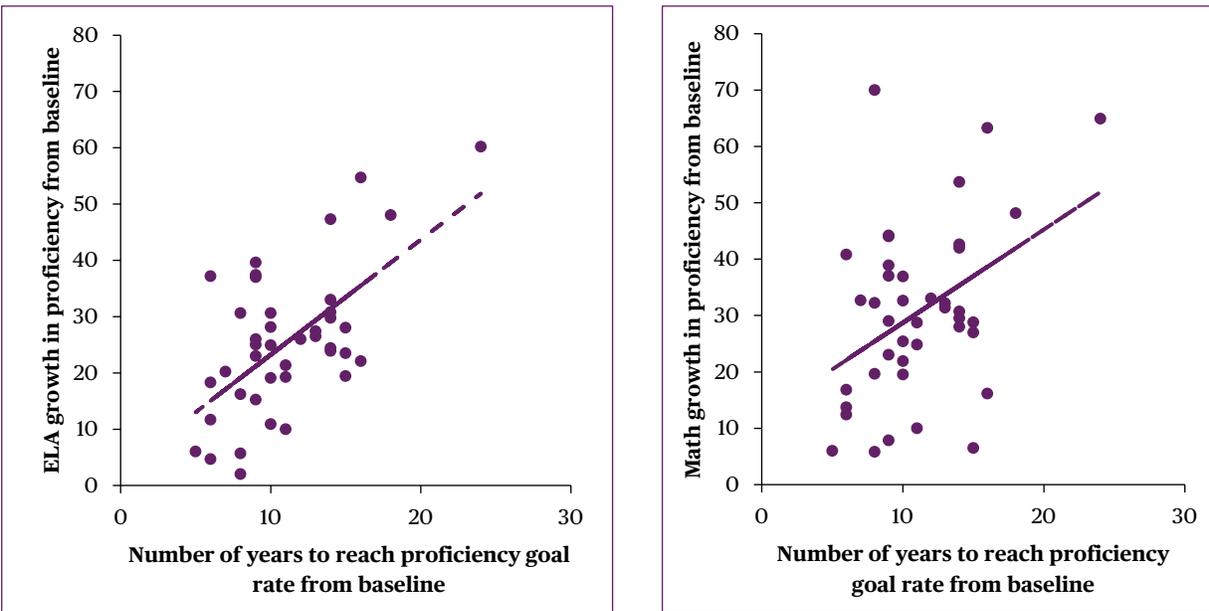
Exhibit 2.74. Long-term goals for academic achievement and graduation rates relative to baseline rates and timelines: 2017-18—continued

Note: Ranges, provided in parentheses, indicate the minimum and maximum across states. The goal rate relative to baseline rate is the difference between the state's long-term goal rate and the baseline proficiency rate (provided in the Every Student Succeeds Act plan). The annual improvement required to meet long-term goal is the goal relative to baseline divided by the number of years to reach the long-term goal. It represents the median increase in academic achievement and graduation rate states need to make in order to reach their long-term goal.

Source: 2017-18 State survey and approved state plans.

State Accountability Systems Under Title I

Exhibit 2.75a. Increase in proficiency rates required to meet states' long-term goals and target years for achieving proficiency goals: 2017-18

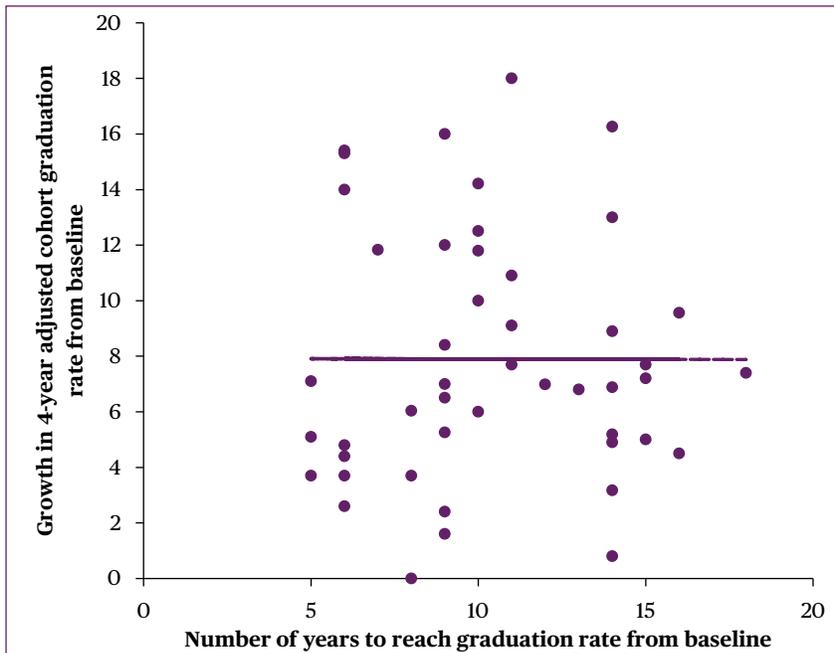


Notes: The increase in proficiency rates required to meet the long-term goal is the difference between the state's long-term goal rate and the baseline proficiency rate (provided in the Every Student Succeeds Act [ESSA] plan). Ten states are not included in the English language arts [ELA] and math proficiency charts because the state set long-term goals using indexes without a proficiency rate, or because the state's ESSA plan did not include baseline proficiency rates for all students.

Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

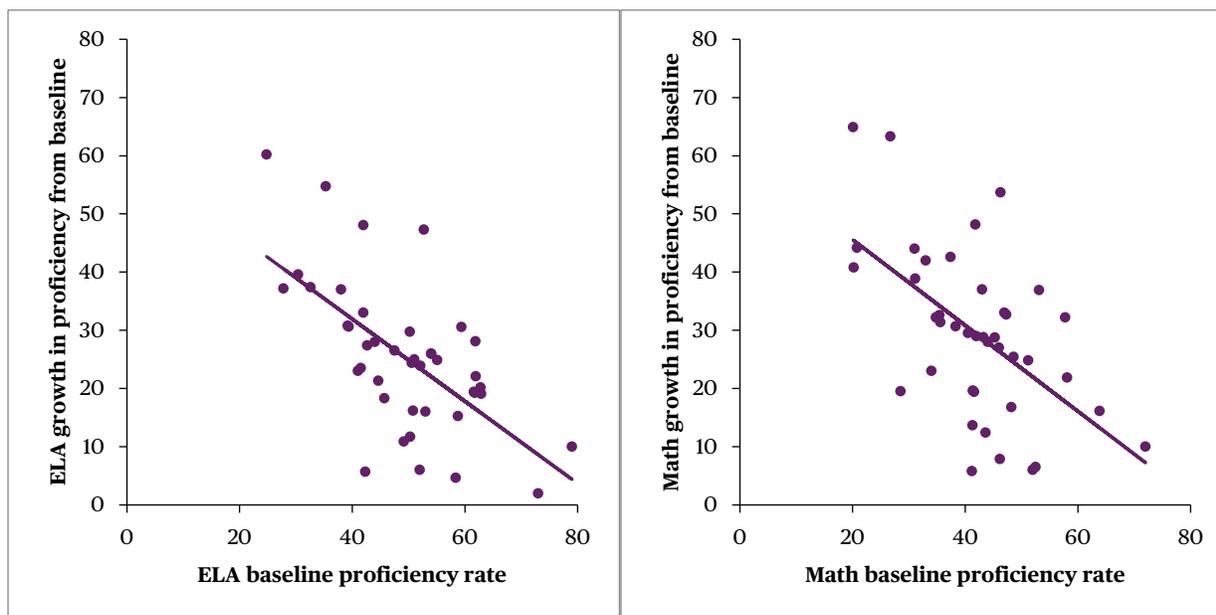
Exhibit 2.75b. Increase in graduation rates required to meet states' long-term goals and target years for achieving graduation rate goals



Notes: The increase in graduation rates required to meet the long-term goal is the difference between the state's long-term goal rate and the baseline graduation rate (provided in the Every Student Succeeds Act [ESSA] plan). Two states are not included either because the state did not provide a long-term graduation goal rate or the state's ESSA plan did not report a baseline graduation rate. Two states with target graduation growth rates between 25 and 33 were dropped from this analysis because these outliers skewed the estimated relationship between growth targets and the target year. Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

Exhibit 2.75c. Increase in proficiency rates required to meet states' long-term goals and baseline proficiency rates: 2017-18

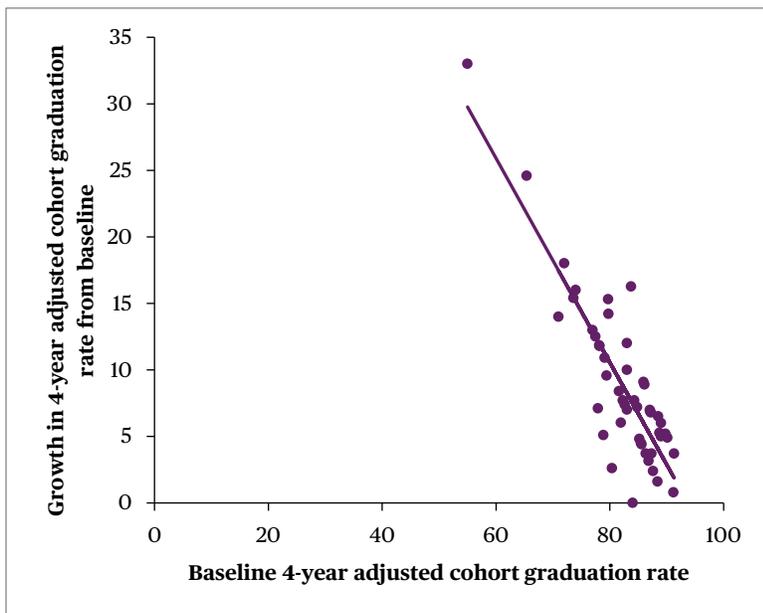


Notes: The increase in proficiency rates required to meet the long-term goal is the difference between the state's long-term goal rate and the baseline proficiency rate (provided in the Every Student Succeeds Act [ESSA] plan). Ten states are not included in the English language arts [ELA] and math proficiency charts because the state set long-term goals using indexes without a proficiency rate, or because the state's ESSA plan did not include baseline proficiency rates for all students.

Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

Exhibit 2.75d. Increase in graduation rates required to meet states' long-term goals and baseline proficiency rates: 2017-18

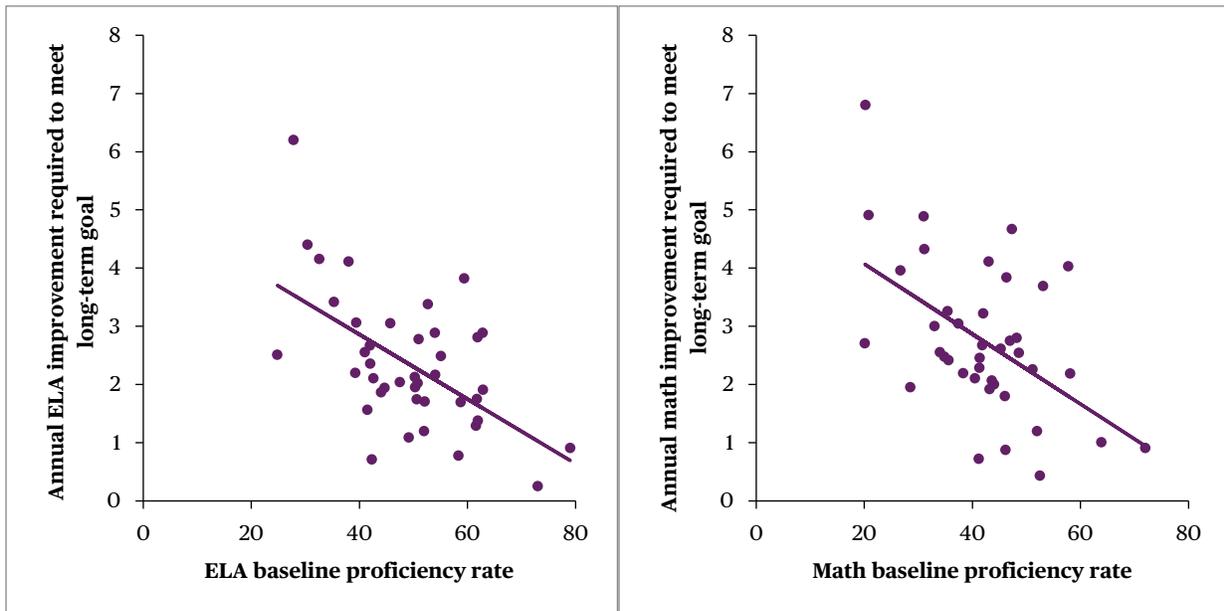


Notes: The increase in graduation rates required to meet the long-term goal is the difference between the state's long-term goal rate and the baseline graduation rate (provided in the Every Student Succeeds Act [ESSA] plan). Two states are not included either because the state did not provide a long-term graduation goal rate or the state's ESSA plan did not report a baseline graduation rate.

Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

Exhibit 2.75e. Annual improvement required to meet states' long-term goals and baseline proficiency rates: 2017-18

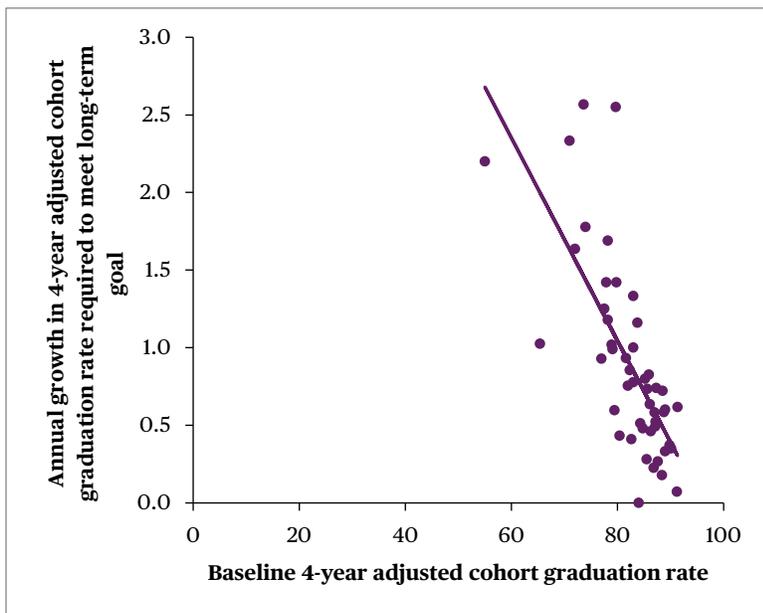


Notes: The annual improvement required to meet the long-term goal is the difference between the long-term goal rate and the baseline rate (provided in the Every Student Succeeds Act [ESSA] plan) divided by the number of years to reach the long-term goal rate. Ten states are not included in the English language arts [ELA] and math proficiency charts because the state set long-term goals using indexes without a proficiency rate, or because the state's ESSA plan did not include baseline proficiency rates for all students.

Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

Exhibit 2.75f. Annual improvement required to meet states' long-term goals and baseline graduation rates



Notes: The annual graduation rate improvement required to meet the long-term goal is the difference between the long-term graduation goal rate and the baseline graduation rate (provided in the Every Student Succeeds Act [ESSA] plan) divided by the number of years to reach the long-term graduation goal rate. Two states are not included either because the state did not provide a long-term graduation goal rate or the state's ESSA plan did not report a baseline graduation rate.

Source: 2017-18 State survey and approved state ESSA plans.

State Accountability Systems Under Title I

Measures Used to Differentiate School Performance

Exhibit 2.76. Number of states that used selected measures to differentiate school performance: 2013-14 and 2017-18

Measures used	Number of states	
	2013-14	2017-18
Assessments other than Reading/English Language Arts and Math		
Science or social studies assessment	16	25
College admissions assessments (ACT, SAT, or PSAT)	16	26
Advanced Placement or International Baccalaureate exam	9	7
School quality or student success measures		
Student attendance or chronic absenteeism rate	21	35
Participation or performance in courses without state assessments	n.a.	8
On track to graduate index	0	9
College and career readiness	8	32
Postsecondary outcomes	2	9
School climate or student engagement ¹	1	12
Other measure ²	22	24
Number of states	51	51

n.a. = not available. Question not asked in the survey year (and also was not mentioned as an “other-specify”).

¹ Based on a review of state plans and state websites, none of the states used these measures for accountability determinations in 2017-18, but at least nine states will likely use these measures by 2019-20.

² States used a variety of other measures in 2014 and 2018, such as the state accreditation rating, growth of the lowest 25 percent of students, credits accumulated, suspension rate, teacher chronic absenteeism rate, global citizenship, and access to librarians or medical specialists.

Source: 2017-18 State survey and 2013-14 State survey, extant data form.

Exhibit 2.77. Number of states that used measures of student achievement growth for reading and math achievement, by type of growth measures used: 2013-14 and 2017-18

Student growth measure	Number of states	
	2013-14	2017-18
Any growth measure	44	49
Within-student growth measure	28	48
Improvement from one cohort of students to the next cohort in the same grades	31	5
Number of states	51	51

Notes: Within-student growth measures include value added measures (VAM), student growth percentile (SGP), growth from one grade to another measured on a vertical scale, movement to a higher performance category, or the percentage of students with achievement growth at or above targets for attaining proficiency goals. We also include Iowa’s student-level growth measure (movement from one achievement level to another) that was approved for use under No Child Left Behind.

Source: 2017-18 State survey and 2013-14 State survey, extant data form.

State Accountability Systems Under Title I

Exhibit 2.78. Number of states that used selected types of assessment-based measures to differentiate school performance, by grade-level: 2013-14 and 2017-18

Type of assessment-based measure	Number of states	
	2013-14	2017-18
Elementary/middle schools		
Percentage of students achieving a single threshold score	41	32
Percentage of students in multiple assessment categories	n.a.	22
Individual student achievement growth	27	42
Assessment participation rate	n.a.	31
High schools		
Percentage of students achieving a single threshold score	41	34
Percentage of students in multiple assessment categories	n.a.	21
Individual student achievement growth	18	23
Assessment participation rate	n.a.	29
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Notes: **Percentage of students achieving a single threshold score** is the percentage achieving proficiency or other state-specific threshold on the state assessment. **Percentage of students in multiple assessment categories** is the percentage of students advanced and/or basic, in addition to percentage proficient, or the percentage achieving along particular scale or index scores. **Individual student achievement growth** may include student movement between performance categories, value added, student growth percentiles, or growth between grade levels on a vertical scale. **Assessment participation rate** is the percentage of students taking the assessment.

Source: 2017-18 State survey and 2013-14 extant data form.

Exhibit 2.79. Number of states that used selected English language proficiency measures as part of the English language proficiency indicator: 2017-18

English language proficiency measure	Number of states
Percentage of English learners who make progress toward English proficiency	46
Percentage of English learners who achieve English language proficiency	14
Other measure of English language proficiency	6
Number of states	51

Notes: Other measures include value added model using English language proficiency assessments, percentage of growth target for English language proficiency achieved, average student growth percentiles using English language proficiency assessments, and an English language proficiency index.

Source: 2017-18 State survey.

State Accountability Systems Under Title I

States' Approaches to Combining School Performance Measures

Exhibit 2.80. Number of states that used selected approaches to combining measures and categorizing schools in their accountability systems: 2017-18

Approaches used	Number of states
All indicators are combined into a single summative index	39
State rates schools on each indicator in the state accountability system	30
Number of school performance ratings	
Three performance rating categories	9
Four performance rating categories	12
Five or more performance rating categories	21
State does not use performance rating categories	9
Number of states	51

Source: 2017-18 State survey.

Exhibit 2.81. Median weight for student achievement or proficiency, student achievement growth, and school quality or student success indicators in school's annual rating, among states that create a single rating for schools: 2017-18

Indicator used for school ratings	Median weight	
	Elementary/ middle schools	High schools
Student achievement or proficiency	33	30
Student achievement growth	39	18
School quality or success indicators	15	22
Number of states reporting weights	36	36

Notes: Twelve states do not use a single rating score for schools and therefore do not need weights. Two states had not decided on weights at the time the survey was completed.

Source: 2017-18 State survey.

State Accountability Systems Under Title I

Inclusion of Subgroups in School Performance Measures and Public Reporting

Exhibit 2.82. Number of states that included former English learners in the English learner accountability subgroup and number of years included after becoming proficient: 2017-18

Former English learners	Number of states
Included in the English learner subgroup	40
Number of years included in subgroup definition	
2 years	8
3 years	3
4 years	29
Number of states	51

Source: 2017-18 State survey.

Exhibit 2.83a. Median minimum subgroup sizes and number of states by extent of change to minimum subgroups sizes for monitoring and reporting student achievement in 2017-18 compared to 2013-14

Subgroup size for	Median subgroup size, 2017-18	Number of states			Number of states
		Increased minimum subgroup size since 2013-14	Decreased minimum subgroup size since 2013-14	Made no change in the minimum subgroup size since 2013-14	
Achievement measures monitored against state targets ¹	20	3	23	24	50
English language proficiency monitored against state targets ²	20	n.a.	n.a.	n.a.	50
Subgroup achievement reported on the annual school report card ³	10	n.a.	n.a.	n.a.	47

n.a. = not available. Question not asked in the survey year.

¹One state did not report the minimum subgroup size in 2013-14.

²One state reported that the minimum subgroup was “not applicable.”

³Four states did not respond to this survey question.

Notes: The 2013-14 form asked states for the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives. It did not ask states to identify different subgroup sizes for English language proficiency or subgroups reported on the annual school report card.

Source: 2017-18 State survey and 2013-14 State survey, extant data form.

State Accountability Systems Under Title I

Exhibit 2.83b. Median minimum subgroup sizes and number of states by minimum subgroup sizes for reporting student achievement in 2017-18 compared to 2013-14

Minimum subgroup sizes for reporting student achievement	Number of states		Change from 2013-14 to 2017-18
	2013-14	2017-18	
Median	27.5	20.0	-7.5
Number of states with minimum subgroup size:¹			
0-9	2	0	-2
10-19	10	23	+13
20-29	13	20	+7
30-39	19	8	-11
40 or more	6	0	-6
Number of states	50	51	51

¹One state did not report the minimum subgroup size in 2013-14.

Note: The 2013-14 form asked states for the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives.

Source: 2017-18 State survey and 2013-14 State survey, extant data form.

State Accountability Systems Under Title I

Exhibit 2.84. Number of states that reported examining school-level performance of subgroups other than those statutorily required for accountability: 2013-14 and 2017-18

Included subgroups	Number of states 2013-14	Number of states 2017-18	
	Accountability	Accountability	Public Report Cards
States examining additional subgroups	25	14	35
Additional subgroups used:			
Low academic performance	7	n.a.	n.a.
Homeless children	n.a.	4	35
Migrant children	2	2	31
Children in foster care	n.a.	4	34
Children whose parents are on active military duty	n.a.	2	31
Girls and boys	n.a.	1	28
A combined subgroup that includes more than one subgroup	25	6	7
Another subgroup not listed above	n.a.	3	5
Number of states	51	51	51

n.a. = not available. Question not asked in the survey year.

Notes: The Every Student Succeeds Act (ESSA) requires school accountability systems to include the following subgroups: economically disadvantaged students; students from major racial/ethnic groups; children with disabilities; and English learners. ESSA requires public reporting on schools to include all of the accountability subgroups, plus: migrant students; homeless students; students in foster care; students with parents on active military duty; and students by gender. Additional combined subgroups reported by states include combined racial ethnic subgroups (three states) and combined high-needs subgroups (including two or more of English learners, students with disabilities, and economically disadvantaged subgroups; three states). They also include other subgroups: gifted students, adjudicated youth, and students formerly classified as English learners or as students with disabilities.

Source: 2017-18 State survey and 2013-14 State survey.

State Accountability Systems Under Title I

States' Plans to Identify Low-Performing Schools Under ESSA

Exhibit 2.85. Number of states by school year of the latest assessment data used to identify the first group of Title I low-performing schools and for planning and implementing school improvement, by activity and type of school identified

Activity and type of school	Number of states by school year				Total number of states
	2016-17	2017-18	2018-19	2019-20	
State assessment data used to identify the first group of:					
Comprehensive Support and Improvement (CSI) schools	11	38	2	0	51
Targeted Support and Improvement (TSI) schools	7	34	9	1	51
Additional Targeted Support and Improvement schools	5	33	5	8	51
Initial school improvement plans will be developed for the first group of:					
CSI schools	1	7	42	1	51
TSI schools	1	3	38	8	50
Improvement plans will initially be implemented for the first group of:					
CSI schools	0	2	27	22	51
TSI schools	0	1	25	23	49

Notes: One state did not provide the school year in which initial school improvement plans would be developed for the first group of TSI schools. Two states did not provide the school year in which school improvement plans will initially be implemented for the first group of TSI schools.

Source: 2017-18 State survey.

State Accountability Systems Under Title I

Exhibit 2.86. Number of states that plan to identify future low-performing schools on specified timetables: 2013-14 and 2017-18

Timetable	Number of states identifying lowest-performing schools		Number of states identifying schools with low-performing subgroups			
	Priority schools and schools in Restructuring or Corrective Action, 2013-14	Comprehensive Support and Improvement schools, 2017-18	Focus schools, 2013-14	Targeted Support and Improvement schools, 2017-18	Additional Targeted Support and Improvement schools, 2017-18	
Every year	23	12	14	40	23	
Every 2 years	1	0	5	0	0	
Every 3 years	25	39	22	11	28	
Number of states	49^a	51	41^a	51	51	

^aTwo states did not respond to this question in 2014.
Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.87. Number of states that will identify non-Title I schools as low-performing under the Every Student Succeeds Act: 2017-18

Type of low-performing school identified	Number of states
Non-Title I Comprehensive Support and Improvement schools	37
Non-Title I Targeted Support and Improvement schools	45
Non-Title I Additional Targeted Support and Improvement schools	41
Number of states	51

Source: 2017-18 State survey.

State Accountability Systems Under Title I

States Reporting School-Level Expenditures

Exhibit 2.88. Number of states with school-level expenditure data and method for obtaining these data: 2017-18

School-level expenditure data	Total number of states	Number of states that will report per- pupil expenditures for the first time in		
		2017-18 or before	2018-19	2019-20
State had expenditure data in 2017-18	21	14	5	2
State did not have expenditure data in 2017-18	30	5 ^a	19	6
Method for obtaining expenditure data¹				
Consolidating information already in existing state data systems	25	12	10	3
Developing a new state financial management system	7	1	4	2
Requesting electronic data on school-level spending from districts	29	10	13	6
Surveying districts on the level of spending at the school level	1	1	0	0
Using another approach not listed above ²	6	0	6	0
Number of states	51	19	24	8

¹Seventeen states reported using a combination of two methods.

²Other approaches include modifying reporting procedures and information in the state's financial management system to collect school level expenditures.

³Five states responded they will report per-pupil expenditures before or in 2017-18 despite reporting that they did not have expenditure data by the time of completing the survey in 2018. Of the two states reporting before 2017-18, one state will develop a new state financial management system and the other state will request data from districts.

Note: States could report more than one approach to obtaining expenditure data.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

States Identifying Low-Performing Title I Schools and District Reports of These Schools

Exhibit 2.89. Number of states that identified Title I Comprehensive Support and Improvement (CSI) schools and number of schools identified: 2017-18

Type of CSI schools identified	Number of states	Number of Title I schools identified
CSI schools in 2017-18	11	1,168
Lowest 5 percent of Title I schools	10	729
High schools with graduation rates below 67 percent	8	215
Chronically low-performing Targeted Support and Improvement (or former Focus) schools	1	36
Identified by other method	2	266
Number of states requiring CSI schools to implement interventions in 2017-18	2	95
Number of states and number of Title I schools	51	51,690

Notes: Other methods of identifying CSI schools included those that earned low ratings on the state's accountability rating system that does not correspond with any of the methods in the table.

Some states may have identified the same schools using more than one method of identification.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.90. Number of states that required interventions in Title I lowest-performing schools, by type of Title I lowest-performing school: 2013-14 and 2017-18

Type of Title I lowest-performing school	Number of states	
	2013-14	2017-18
Any Title I lowest-performing schools	51	49
Comprehensive Support and Improvement schools under the Every Student Succeeds Act (ESSA)	n.a.	2
Priority schools under the Elementary and Secondary Education Act (ESEA) flexibility or Schools in Restructuring or Corrective Action under No Child Left Behind (NCLB)	51	40
Schools that received School Improvement Grants (SIGs)	51	46
Schools identified as lowest-performing under a state accountability system	n.a.	25
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under ESEA flexibility), previously identified schools in Restructuring or Corrective Action (as defined under NCLB), schools receiving SIGs, schools identified for Comprehensive Support and Improvement (as defined under ESSA), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and previously identified schools in Restructuring or Corrective Action (as defined under NCLB). While some states had state-specific low-performing schools and all states had SIG schools, the survey in 2013-14 did not ask states about those types of schools.

The 43 states that had ESEA flexibility in 2015-16 could continue interventions in Priority schools through 2017-18. The eight states that did not have ESEA flexibility could continue interventions in previously identified schools in Restructuring or Corrective Action through 2017-18. States could also identify lowest-performing schools under another state system, or continue interventions in schools that had received SIGs. Oregon and Wyoming did not require interventions in Title I lowest-performing schools.

Source: 2017-18 State survey, 2013-14 State survey, and ED*Facts* reports of school performance designations for 2013-14.

For states with SIG schools in 2013-14, Department of Education, School Improvement State Grantees,

<https://www2.ed.gov/programs/sif/sigy2014allocations.pdf>.

Exhibit 2.91. Number of states that identified Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) schools and number of schools identified: 2017-18

Type of school	Number of states	Number of Title I schools identified
TSI schools	9	2,476
ATSI schools	5	964
Required interventions for TSI schools	1	73
Number of states and number of Title I schools¹	51	51,690

¹Two states identified schools as both TSI and ATSI schools.

Note: TSI and ATSI schools are schools that states are identifying under the Every Student Succeeds Act for targeted support and improvement because of low subgroup achievement.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.92. Number of states using different methods for identifying Focus and Targeted Support and Improvement (TSI) schools: 2013-14 and 2017-18

Method	Number of states	
	identifying Focus schools 2013-14	identifying Targeted Support and Improvement schools 2017-18
Largest within-school subgroup achievement gaps	21	6
Consistently under-performing subgroup	31	36
Subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools	n.a.	26
Some other method	n.a.	6
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Notes: TSI are identified under the Every Student Succeeds Act for targeted support and improvement because of low subgroup achievement.

In 2014, the study examined how states with the Elementary and Secondary Education Act (ESEA) flexibility identified Focus schools. State flexibility plans were coded for using the following strategies to identify Focus schools: size of subgroup achievement gaps (21 states); subgroup proficiency rates (31 states); and achievement growth of subgroups (15 states), and the data were entered into extant data forms for each state. States were asked to review and update the extant data forms. All states that used achievement growth of subgroups to identify Focus schools also used subgroup proficiency rates to identify Focus schools.

Source: 2017-18 State survey and 2013-14 State survey, extant data form.

Exhibit 2.93. Number of states that required interventions in Title I schools with low-performing subgroups, by type of school: 2013-14 and 2017-18

Type of Title I school	Number of states	
	2013-14	2017-18
Any identified Title I schools	^a	40
Targeted Support and Improvement schools under the Every Student Succeeds Act (ESSA) ¹	n.a.	1
Focus schools under the Elementary and Secondary Education Act (ESEA) flexibility	43	38
Schools identified as having low-performing subgroups under a state accountability system	n.a.	11
Number of states	43	51

n.a. = not available. Question not asked in the survey year.

¹The 2017-18 state survey did not include a question on whether interventions were being implemented in Additional Targeted Support and Improvement schools in 2017-18, so that category of schools is omitted.

^aNot comparable to the total in 2017-18 because the 2013-14 survey did not ask about schools identified under a state system.

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.94. Percentage of districts that reported having lowest-performing Title I schools and Title I schools with low-performing subgroups: 2013-14 and 2017-18

Type of school	Percent of districts	
	2013-14	2017-18
Lowest-performing Title I schools	^a	19
Priority schools	9	9
Schools in Corrective Action	4	†*
Schools in Restructuring	1	†
School Improvement Grant (SIG) schools	7	10
Comprehensive Support and Improvement schools under the Every Student Succeeds Act (ESSA)	n.a.	1
Other lowest-performing schools under a state system	n.a.	9
Title I schools with low-performing subgroups	^a	25
Focus schools	15	13
Targeted Support and Improvement schools or Additional Targeted Support and Improvement schools under ESSA	n.a.	†
Other schools with low-performing subgroups under a state system	n.a.	17
Number of districts	15,762	17,031
Number of districts (unweighted)	562	683

† Less than 1 percent.

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

^aNot comparable to the total in 2017-18 because the 2013-14 survey did not ask about schools identified under a state system.

Source: 2017-18 District survey and 2013-14 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.95. Number of states that required interventions to continue in previously-identified Title I lowest-performing schools and schools with low-performing subgroups, and percentage of districts in those states reporting that they had those schools: 2017-18

Low-performing schools	Number of states that required interventions in these schools	Percent of districts in	
		States that required interventions in these schools	Other states
Priority schools	37	11	7
Schools in corrective action or restructuring	3	10.5	4
School Improvement Grant (SIG) schools	46	11	2
Lowest-performing schools identified under a state system	25	6	14
Focus schools	38	17	2
Schools with low-performing subgroups identified under a state system	11	15	18
Number of states/districts	51	442 - 14,770	7,216 - 11,640
Number of districts (unweighted)	--	17 - 625	55 - 442

-- = not applicable.

Notes: A range is provided for the number of districts because the number is different for each cell of this table (e.g., the number of districts in states with Priority schools is different from the number of districts in states with schools in Corrective Action or Restructuring). The range indicates the lowest and highest number of districts across the cells. Previously-identified lowest-performing Title I schools in 2017-18 include Priority schools (as defined under the Elementary and Secondary Act [ESEA] flexibility), schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), or schools identified as lowest-performing under a state accountability system distinct from the Every Student Succeeds Act. Previously-identified Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or subgroup achievement gaps. In 2017-18, these schools include Focus schools as defined under ESEA flexibility or schools identified as having a low-performing subgroup under another state accountability system. For each row, "other states" includes only those states that could have that type of low-performing school and did not require interventions in those schools. For example, 42 states and the District of Columbia had ESEA flexibility and therefore could have priority schools. Of these 43, 37 required interventions in priority schools. The remaining 6 count as other states.

Source: 2017-18 State survey and 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.96. Number of states that identified Title I Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools, and percentage of districts in those states reporting that they had those schools: 2017-18

Low-performing schools	Number of states that identified schools	In states that identified schools, percent of districts reporting these schools	In other states, percent of districts reporting these schools
CSI schools	11	7	0
TSI or Additional Targeted Support schools	10	2	†
Number of states/districts	51	3,327 - 4,237	12,794 - 13,704
Number of districts (unweighted)	--	146 - 188	495 - 537

† Less than 1 percent.

-- = not applicable.

Notes: A range is provided for the number of districts because the number is different for each cell of this table (e.g., the number of districts in states with CSI schools is different from the number of districts in states with TSI schools). The range indicates the lowest and highest number of districts across the cells. No districts reported CSI schools in states that did not identify such schools. Less than 1 percent of districts reported TSI schools in states that did not identify such schools. Only two states required interventions in CSI schools in 2017-18 and only one state required interventions in TSI schools in that year.

Source: 2017-18 State survey and 2017-18 District survey.

Support for Low-Performing Title I Schools

State Requirements and Support For Interventions In Lowest-Performing Title I Schools and District Reports of These Activities In Schools

Exhibit 2.97. Number of states that required selected interventions in lowest-performing Title I schools: 2013-14 and 2017-18

Interventions required	Number of states	
	2013-14	2017-18
Prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	48	45
School improvement plans were required to be available to the public	37	36
Implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance	41	35
Provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	36	25
Districts must offer students in a low-performing school the option to attend a different school (school choice)	n.a.	11
Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services)	n.a.	4
Work with an outside organization offering managers and coaches to support rapid school improvement	n.a.	9
Implement interventions selected from a list of evidence-based programs and models identified by the state	n.a.	9
Participate in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance	n.a.	0
Join a state-operated school improvement district ¹	7	1
Some other action	n.a.	12
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

¹In 2014, states were asked whether at least one lowest-performing school was placed under direct state control or in a statewide accountability district. In 2018, states were asked whether at least one lowest-performing school was in a state-operated school improvement district.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.98. Percentage of districts reporting that lowest-performing Title I schools implemented an intervention by whether states required that intervention: 2017-18

Interventions for lowest-performing Title I schools	Number of states that required the intervention	Percent of districts in states that	
		Required the intervention	Did not require the intervention
Prepare improvement plan focused on subjects/subgroups falling short of state targets for student performance	45	98	100
School improvement plans were required to be available to the public	36	96	68
Implement/monitor instructional program that supports students not showing sufficient growth toward state performance targets	35	100	100
Provide professional development to staff that supports interventions for student subgroups not showing sufficient growth toward state performance targets	25	100	100
Districts must offer students in a low-performing school the option to attend a different school (school choice)	11	75	31*
Districts must provide extra academic services for struggling students outside of the school day	4	97	86
Work with an outside organization offering managers and coaches to support rapid school improvement	9	51	77
Implement interventions selected from a list of evidence-based programs and models identified by the state	9	100	93*
Participate in an innovation zone (a group of schools given more flexibility to implement interventions and stricter targets for student performance)	0	n.a.	17
Join a state-operated school improvement district	1	‡	10*
Number of states/districts with lowest-performing Title I schools	51	0 - 3,033	208 - 3,241
Number of districts with lowest-performing Title I schools (unweighted)	n.a.	0 - 174	8 - 182

‡ Reporting standards not met.

* The percentage of districts that implemented the intervention in states that required the intervention is statistically different from percentage of districts that implemented the intervention in states that did not require the intervention ($p < .05$).

n.a. = not applicable. No states required this activity.

Notes: A range is provided for the number of districts because the number is different for each cell of this table (e.g., the number of districts in states that require lowest-performing Title I schools to prepare improvement plans is different from the number of districts in states that require the school improvement plans to be available to the public). The range indicates the lowest and highest number of districts across the cells. Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.99. Number of states with lowest-performing Title I schools operating under alternative management: 2013-14 and 2017-18

Alternative management strategy	Number of states	
	2013-14	2017-18
Any alternative management	13	14
Direct state control or statewide accountability district	7	8
Charter school conversion	4	5
Management by a school management organization, either for-profit or nonprofit	5	6
Number of states	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18. Source: 2017-18 State survey, 2013-14 State survey, and ED*Facts* reports in spring 2014 of school performance designations for 2013-14.

Exhibit 2.100. Number of states with lowest-performing Title I schools that implemented academic or structural changes: 2013-14 and 2017-18

Academic or structural change	Number of states	
	2013-14	2017-18
Any academic or structural changes	47	47
Comprehensive schoolwide reform model	46	40
Extended day, week, or year	47	42
Number of states	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and identified schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18. Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.101. Number of states that provided extra professional development and assistance to principals and teachers in lowest-performing Title I schools: 2013-14 and 2017-18

Type of extra professional development and assistance	Number of states	
	2013-14	2017-18
For principals on:		
Any extra professional development or assistance	45	37
School improvement planning, identifying interventions, or budgeting effectively	43	34
Acting as instructional leaders	43	28
Recruiting, retaining, and developing more effective teachers	29	20
Another topic chosen by the district or school	n.a.	29
Other topic not listed above ¹	n.a.	10
For teachers on:		
Any extra professional development or assistance	37	30
Analyzing student assessment data to improve instruction	35	22
Working effectively in teacher teams to improve instruction	32	22
Identifying and implementing strategies to address the needs of English learners	29	19
Identifying and implementing strategies to address the needs of students with disabilities	31	22
Another topic chosen by the district or school	n.a.	25
Other topic not listed above ²	n.a.	6
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

¹Other topics for principals include using data to improve instructional strategies, systems-based approach to school improvement, use of Multi-Tiered System of Supports (MTSS) training and coaching consultants, use of a principal network improvement community, and use of a principal mentorship program.

²Other topics for teachers include systems-based approach to school improvement and use of MTSS training and coaching consultants. One state stated that schools received priority to receive needs based training from the state. Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18. Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.102. Percentage of districts reporting that lowest-performing Title I schools implemented additional professional development, by whether state required professional development in lowest-performing Title I schools: 2017-18

District extra professional development and assistance	All districts	Percent of districts in states	
		Required additional PD	Did not require additional PD
For principals on:			
Any extra professional development or assistance	96	100	92
School improvement planning, identifying interventions, or budgeting effectively	78	74	83
Acting as instructional leaders	87	94	79
Recruiting, retaining, and developing more effective teachers	65	84	44*
Another topic chosen by the district or school	89	91	85
Other topic not listed above ¹	77	79	74
For teachers on:			
Any extra professional development or assistance	97	99	95*
Analyzing student assessment data to improve instruction	93	95	92
Working effectively in teacher teams to improve instruction	93	97	87*
Identifying and implementing strategies to address the needs of English learners	65	79	49*
Identifying and implementing strategies to address the needs of students with disabilities	87	90	83
Another topic chosen by the district or school	94	99	88
Other topic not listed above ²	78	79	76
Number of districts with lowest-performing Title I schools	3,261	1,767	1,494
Number of districts with lowest-performing Title I schools (unweighted)	184	86	98

* The percentage of districts in states that required additional professional development is statistically different from percentage in states that did not require additional professional development ($p < .05$).

¹Other topics include systems approach to school improvement, transformational leadership networks, regional office professional development, equity training, awareness of the Every Student Succeeds Act (ESSA), and topics chosen by region.

²Other topics include systems approach to school improvement.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under ESSA), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.103. Number of states that provided additional resources to lowest-performing Title I schools: 2013-14 and 2017-18

Additional resources for	Number of states	
	2013-14	2017-18
Any additional resources	45	46
Purposes specified in the school improvement plan	40	44
Reduction in class sizes or to maintain low class sizes	16	9
Additional instructional time or to maintain extended day or extended school year schedules	31	28
Another purpose not listed above ¹	18	10
Number of states	51	51

¹Other purposes include resources to support continuous improvement, develop school improvement goals, professional development, socioeconomic integration efforts, and use of school support training.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.104. Number of states with teacher assignment laws or policies that provide additional flexibility to lowest-performing Title I schools: 2013-14 and 2017-18

Permitted by state teacher assignment laws or policies	Number of states	
	2013-14	2017-18
Any state teacher assignment law or policy	30	43
School discretion or authority to decide which staff to hire for the lowest-performing Title I schools	27	37
Financial incentives for teachers to begin or continue to work in the state's lowest-performing Title I schools	13	31
Exemptions from teacher tenure rules that affect placement in or removal from the lowest-performing Title I schools	5	8
Financial incentives for staff with English learner expertise to begin or continue to work in the lowest-performing Title I schools	5	22
Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the lowest-performing Title I schools	4	22
More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions	4	12
Number of states	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. In 2013-14, lowest-performing schools included Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.105. Percentage of districts that reported that their lowest-performing Title I schools have selected types of staffing authority: 2013-14 and 2017-18

Type of staffing authority	Percent of districts	
	2013-14	2017-18
More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions	22	29
School discretion or authority to decide which staff to hire for the lowest-performing Title I schools	72	87
Number of districts with lowest-performing Title I schools	2,046	3,261
Number of districts with lowest-performing Title I schools (unweighted)	153	184

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. In 2013-14, lowest-performing schools included Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

District percentage is based on the number of districts with lowest-performing Title I schools.

Source: 2017-18 District survey and 2013-14 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.106. Percentage of districts that reported selected interventions and changes were implemented in lowest-performing Title I schools: 2013-14 and 2017-18

Intervention or change	Percent of districts	
	2013-14	2017-18
Interventions		
Prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	97	98
School improvement plans are made available to the public	91	92
Implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for school performance	97	100
Provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	95	100
Work with an outside organization offering managers and coaches to support rapid school improvement	n.a.	70
Implement interventions selected from a list of evidence-based programs and models identified by the state	n.a.	94
Participate in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance	n.a.	17
Join a state-operated school improvement district	n.a.	10
Academic and structural changes		
Implement a comprehensive schoolwide reform model	60	41*
Provide intensive intervention to struggling students during the school day (for example, Response to Intervention)	85	99
Adjust the school schedule without changing the overall number of school hours	59	52
Operate an extended school day, week, or year	39	46
Make class sizes smaller than typical in other schools	30	58*
Provide extra academic services for struggling students outside of the school day (for example, supplemental education services)	74	89
Offer students in a low-performing school the option to attend a different school (school choice)	58	46
Alternative management		
Operate under direct state control or statewide accountability district	6	20
Converted to charter school	8	4
Operate under management by a school management organization, for-profit or non-profit	21	10
Staffing changes		
Principal replaced	16	17
Half or more of the teaching staff replaced	6	11

See notes at end of table.

Support for Low-Performing Title I Schools

Exhibit 2.106. Percentage of districts that reported selected interventions and changes were implemented in lowest-performing Title I schools: 2013-14 and 2017-18—continued

Intervention or change	Percent of districts	
	2013-14	2017-18
Implement programs		
To provide ongoing mechanisms for family and community engagement	87	96
To address students' social, emotional, or health needs	82	99*
To improve student behavior, discipline, or safety	90	98
Principal professional development		
Any topics below	67	94*
On school improvement planning, identifying interventions, or budgeting effectively	61	78
On acting as instructional leaders	59	87*
On recruiting, retaining, and developing more effective teachers	48	65
Teacher professional development		
Any topics below	72	96*
On analyzing student assessment data to improve instruction	68	93*
On working effectively in teacher teams to improve instruction	61	93*
On identifying and implementing strategies to address the needs of English learners	54	65
On identifying and implementing strategies to address the needs of students with disabilities	57	87*
Number of districts with lowest-performing Title I schools	2,046	3,261
Number of districts with lowest-performing Title I schools (unweighted)	153	184

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year or for the category of schools.

Notes: District percentage is of districts with lowest-performing Title I schools.

Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and previously identified schools in Restructuring or Corrective Action (as defined under NCLB).

Source: 2017-18 District survey and 2013-14 District survey.

Support for Low-Performing Title I Schools

Monitoring and Support for Lowest-Performing Title I Schools

Exhibit 2.107. Number of states with organizational or administrative structures to support school improvement efforts in lowest-performing Title I schools: 2013-14 and 2017-18

Organizational or administrative structures	Number of states	
	2013-14	2017-18
Any organizational or administrative structures	46	49
State staff or office whose sole responsibility is to support school improvement	40	42
Regional staff or office, serving multiple districts, whose sole responsibility is to support school improvement	21	24
Contracts with external consultants to support school improvement	36	37
State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with English learners	35	30
State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with students with disabilities	35	35
Monitoring or reporting requirements specifically for lowest-performing schools	45	44
Another structure not listed above	3	5
Number of states	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.108a. Number of states that reported selected entities were primarily responsible for monitoring lowest-performing Title I schools: 2017-18

Monitoring activity	Number of states and responsible entity				
	School	District	Regional office	State education agency	Not applicable
Conducting a needs assessment to understand areas for improvement	30	0	16	2	1
Selecting interventions to implement to improve student performance	23	24	1	1	0
Deciding to replace the principal	1	42	0	3	3
Establishing timetables for implementing interventions	24	21	3	1	0
Providing technical assistance to the school in implementing interventions	2	26	9	11	1
Monitoring the implementation of interventions	13	22	2	12	0
Monitoring the school's progress toward improvement targets	9	25	1	14	0
Setting exit criteria for lowest-performing schools	4	1	0	43	1
Deciding to close the school	0	30	0	7	12
Number of states	51	51	51	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

States may select "not applicable" if this activity to support or improve lowest-performing schools did not occur in the state in 2017-18.

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.108b. Percentage of districts that reported selected entities were primarily responsible for monitoring lowest-performing Title I schools: 2017-18

Monitoring activity	Percent of districts and responsible entity				
	School	District	Regional office	State education agency	Not applicable
Conducting a needs assessment to understand areas for improvement	45	25	16	1	13
Selecting interventions to implement to improve student performance	46	24	17	†	13
Deciding to replace the principal	0	34	1	†	65
Establishing timetables for implementing interventions	54	30	†	2	13
Providing technical assistance to the school in implementing interventions	19	55	8	4	14
Monitoring the implementation of interventions	46	38	1	2	13
Monitoring the school's progress toward improvement targets	37	43	3	4	13
Setting exit criteria for lowest-performing schools	34	22	4	24	16
Deciding to close the school	†	11	3	13	72
Number of districts with lowest-performing Title I schools	3,261	3,261	3,261	3,261	3,261
Number of districts with lowest-performing Title I schools (unweighted)	184	184	184	184	184

† Less than 1 percent.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

Districts with lowest-performing schools may select "not applicable" if this activity to support or improve lowest-performing schools did not occur in the district in 2017-18.

Source: 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.109. Number of states that reported selected strategies were used for supporting and monitoring lowest-performing Title I schools, and the frequency with which strategies were used for each school: 2013-14 and 2017-18

Strategy	Number of states using strategy		Number of states using strategy by frequency, 2017-18			
	2013-14	2017-18	Once per school year	Two to six times	Monthly or more	Other frequency ¹
Site visits	46	44	6	15	15	8
Telephone conferences	35	43	0	23	10	10
Discussions with parents/ community	23	20	8	7	1	4
Analysis of student data	47	43	5	24	8	6
Create networks of schools that work together to support improvement	n.a.	25	6	14	3	2
Other strategy ²	5	3	0	2	0	1
Number of states	51	51	--	--	--	--

n.a. = not available. Question not asked in the survey year.

-- = not applicable.

¹ Other frequency includes states that responded that the frequency varies by school “as needed.” It also includes states that did not indicate the frequency of using the strategy.

² Other strategies in 2017-18 include fiscal reviews and grant management, systems-based school improvement cohorts, and networking to share best practices among lowest-performing schools and the state education agency. Other strategies in 2013-14 include school improvement plan reviews, discussions with teachers, and classroom observations.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in corrective action or restructuring (as defined under NCLB).

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.110. Percentage of districts that used selected strategies for supporting and monitoring lowest-performing Title I schools and Title I schools with low-performing subgroups, by frequency of strategy use for each school: 2017-18

Support and monitoring strategies	Percent of districts using strategy	Percent of districts using strategy, by frequency			
		Once per school year	Two to six times per year	Monthly or more	Other frequency ¹
In Title I lowest-performing schools					
Any support or monitoring strategy	88				
School walk-throughs	86	1	50	49	0
Meetings with the principal	88	1	25	74	0
Discussions with parents/community	82	6	75	19	†
Analysis of student data	88	1	45	54	1
Telephone conferences	64	1	61	36	3
Create networks of schools that work together to support improvement	41	3	61	36	†
Other strategy ²	7	0	21	67	12
In Title I schools with low-performing subgroups					
Any support or monitoring strategy	99				
School walk-throughs	95	1	41	57	2
Meetings with the principal	98	1	22	75	1
Discussions with parents/community	95	8	72	20	†
Analysis of student data	97	†	39	60	†
Telephone conferences	57	3	56	38	3
Create networks of schools that work together to support improvement	67	8	51	40	1
Other strategy ³	7	0	7	78	15
Number of districts with lowest-performing Title I schools	3,261	--	--	--	--
Number of districts with lowest-performing Title I schools (unweighted)	184	--	--	--	--
Number of districts with Title I schools with low-performing subgroups	4,198	--	--	--	--
Number of districts with Title I schools with low-performing subgroups (unweighted)	230	--	--	--	--

See notes at end of table.

Support for Low-Performing Title I Schools

Exhibit 2.110. Percentage of districts that used selected strategies for supporting and monitoring lowest-performing Title I schools and Title I schools with low-performing subgroups, by frequency of strategy use for each school: 2017-18—continued

† Less than 1 percent.

-- = not applicable.

¹Other frequency includes states that provide varied support to schools based on need or that did not provide a frequency.

²Other strategies for lowest-performing schools include use of on-site improvement specialists, grade-level collaboration, school improvement meetings, school advocates, leadership and learning meetings, instructional reviews, school planning support, regional school networks, School Comprehensive Education Planning monitoring, and school board monitoring.

³Other strategies for schools with low-performing subgroups include use of grade-level collaboration, school improvement meetings, classroom observations, professional learning teams (PLCs), multi-tiered systems of school support (MTSS), School Comprehensive Education Planning monitoring, instructional reviews, Response to Intervention planning, state support teams, community partnerships, data team meetings, and curriculum coordinators.

Notes: The denominator for the first column is the number of districts with Title I lowest-performing schools (or Title I schools with low-performing subgroups). The denominator for the remaining columns (frequency of use) is the number of districts using the strategy.

Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools as defined under ESEA flexibility or schools identified as having a low-performing subgroup under another state accountability system.

Source: 2017-18 District survey. There is no comparable question in the 2013-14 survey.

Support for Low-Performing Title I Schools

Exhibit 2.111. Number of low-performing Title I schools served by state staff or state-funded consultants, the number of staff or consultants serving those schools, and caseload sizes: 2013-14 and 2017-18

Measure and type of low-performing Title I school	Total number	
	2013-14	2017-18
Number of schools served by state staff or state-funded consultants		
Lowest-performing Title I schools only	10,035	5,741
Title I schools with low-performing subgroups only	5,992	3,260
	4,043	2,481
Number of full-time employee (FTE) state staff/consultants providing support	924.1	796.9
Caseloads of schools per FTE state staff/consultant		
Average	10.9	7.2
Median	8.1	8.9
Number of states supporting low-performing Title I schools and providing data on the number of schools and staff	47	44
Number of states with lowest-performing Title I schools or Title I schools with low-performing subgroups	51	51

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. In 2013-14, lowest-performing schools included Priority schools (as defined under ESEA flexibility) and schools in Restructuring or Corrective Action (as defined under NCLB).

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

FTE = full-time equivalent. Ratios of the number of schools per staff / consultant are not available by type of low-performing school because the survey asks for the number of FTE state staff/consultants serving low-performing schools overall, without breaking down the number of staff by type. In 2013-14, four states did not report the number of schools or staff, or they reported zero staff supporting low-performing schools. In 2017-18, seven states did not report the number of schools or staff, or they reported zero staff supporting low-performing schools. States were excluded from this table if they reported the number of state staff or low-performing schools supported by state staff as zero or missing.

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

State Requirements and Support for Interventions In Title I Schools with Low-Performing Subgroups

Exhibit 2.112. Number of states that required Title I schools with low-performing subgroups to implement interventions of various types: 2013-14 and 2017-18

Intervention required	Number of states	
	2013-14	2017-18
Any specified intervention	41	34
Prepare improvement plan focused on subjects/subgroups falling short of state targets for student performance	41	30
School improvement plans were required to be available to the public	30	26
Implement/monitor instructional program that supports students not showing sufficient growth toward state performance targets	37	26
Provide professional development to staff that supports interventions for student subgroups not showing sufficient growth toward state performance targets	31	14
Offer students in a school with low-performing subgroups the option to attend a different school (school choice)	n.a.	7
Provide extra academic services for struggling students outside of the school day (for example, supplemental educational services)	n.a.	2
Implement interventions selected from a list of evidence-based programs and models identified by the state	n.a.	5
Other action	n.a.	4
Number of states	43	51

n.a. = not available. Question not asked in the survey year.

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.113. Number of states with Title I schools with low-performing subgroups that implemented academic and structural changes: 2017-18

Academic or structural change	Number of states
Comprehensive schoolwide reform model	25
Extended day, week, or year	31
Number of states	51

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act flexibility) or schools identified as having a low-performing subgroup under another state accountability system.

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.114 Number of states that provided additional professional development and assistance to principals and teachers in Title I schools with low-performing subgroups: 2013-14 and 2017-18

Extra professional development and assistance	Number of states	
	2013-14	2017-18
For principals on:		
Any extra professional development and assistance	33	29
School improvement planning, identifying interventions, or budgeting effectively	32	24
Acting as instructional leaders	31	19
Recruiting, retaining, and developing more effective teachers	19	17
Another topic chosen by the district or school	n.a.	20
Other topic not listed above ¹	n.a.	5
For teachers on:		
Any extra professional development and assistance	31	21
Analyzing student assessment data to improve instruction	27	17
Working effectively in teacher teams to improve instruction	25	17
Identifying and implementing strategies to address the needs of English learners	24	12
Identifying and implementing strategies to address the needs of students with disabilities	27	13
Another topic chosen by the district or school	n.a.	17
Other topic not listed above ²	n.a.	1
Number of states	43	51

n.a. = not available. Question not asked in the survey year.

¹Other topics include systems approach to school improvement, transformational leadership networks, regional office professional development, equity training, awareness of the Every Student Succeeds Act (ESSA), and topics chosen by region.

²Other topics include systems approach to school improvement.

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

The time period for providing professional development includes the summer prior to the start of the school year.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.115. Number of states that provided additional resources to Title I schools with low-performing subgroups: 2013-14 and 2017-18

Additional resources	Number of states	
	2013-14	2017-18
Any additional resources	31	24
Purposes specified in the school improvement plan	27	21
Reduction in class sizes or to maintain low class sizes	5	7
Additional instructional time or to maintain extended day or extended school year schedules	15	13
Another purpose not listed above ¹	13	8
Number of states	43	51

¹Other purposes include transformational leadership networks, regional office professional development, and support Complex-Area managed initiatives.

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.116. Percentage of districts that reported selected interventions and changes were implemented in Title I schools with low-performing subgroups: 2013-14 and 2017-18

Intervention or change	Percent of districts	
	2013-14	2017-18
Interventions		
Prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	99	97
School improvement plans are made available to the public	89	90
Implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for school performance	93	97
Provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	99	97
Implement interventions selected from a list of evidence-based programs and models identified by the state	n.a.	91
Academic and structural changes		
Implement a comprehensive schoolwide reform model	47	56
Provide intensive intervention to struggling students during the school day (for example, Response to Intervention)	91	99
Adjust the school schedule without changing the overall number of school hours	56	62
Operate an extended school day, week, or year	48	50
Make class sizes smaller than typical in other schools	43	56
Provide extra academic services for struggling students outside of the school day (for example, supplemental education services)	73	76
Offer students in a low-performing school the option to attend a different school (school choice)	37	35

See notes at end of table.

Support for Low-Performing Title I Schools

Exhibit 2.116. Percentage of districts that reported selected interventions and changes were implemented in Title I schools with low-performing subgroups: 2013-14 and 2017-18—continued

Intervention or change	Percent of districts	
	2013-14	2017-18
Implement programs		
To provide ongoing mechanisms for family and community engagement	89	97
To address students' social, emotional, or health needs	90	97*
To improve student behavior, discipline, or safety	96	99
Principal professional development		
Any topics below	82	92*
On school improvement planning, identifying interventions, or budgeting effectively	77	86
On acting as instructional leaders	71	79
On recruiting, retaining, and developing more effective teachers	57	68
Teacher professional development		
Any topics below	80	93*
On analyzing student assessment data to improve instruction	76	90*
On working effectively in teacher teams to improve instruction	73	87*
On identifying and implementing strategies to address the needs of English learners	50	59
On identifying and implementing strategies to address the needs of students with disabilities	72	86*
Number of districts with Title I schools with low-performing subgroups	2,307	4,198
Number of districts with Title I schools with low-performing subgroups (unweighted)	186	230

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year or for the category of schools.

Notes: District percentage is of districts with Title I schools with low-performing subgroups.

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Source: 2017-18 District survey and 2013-14 District survey.

Support for Low-Performing Title I Schools

Monitoring and Support for Title I Schools with Low-Performing Subgroups

Exhibit 2.1117a. Number of states that reported selected entities were primarily responsible for monitoring Title I schools with low-performing subgroups: 2017-18

Monitoring activity	Number of states and responsible entity				
	School	District	Regional office	State education agency	Not applicable
Conducting a needs assessment to understand areas for improvement	25	9	0	2	4
Selecting interventions to implement to improve student performance	18	15	1	1	5
Establishing timetables for implementing interventions	19	15	0	2	4
Providing technical assistance to the school in implementing interventions	5	20	6	5	4
Monitoring the implementation of interventions	12	18	2	4	4
Monitoring the school's progress toward improvement targets	6	22	2	6	4
Setting exit criteria for Title I schools with low-performing subgroups	3	1	1	31	4
Number of states	51	51	51	51	51

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act flexibility) or schools identified as having a low-performing subgroup under another state accountability system.

States may select "not applicable" if this activity to support or improve schools with low-performing subgroups did not occur in the state in 2017-18.

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.117b. Percentage of districts that reported selected entities were primarily responsible for monitoring Title I schools with low-performing subgroups: 2017-18

Monitoring activity	Percent of districts with Title I schools with low-performing subgroups and responsible entity				
	School	District	Regional office	State education agency	Not applicable
Conducting a needs assessment to understand areas for improvement	56	30	13	1	†
Selecting interventions to implement to improve student performance	52	35	12	†	†
Establishing timetables for implementing interventions	49	39	12	†	†
Providing technical assistance to the school in implementing interventions	31	54	9	6	1
Monitoring the implementation of interventions	52	44	2	2	†
Monitoring the school's progress toward improvement targets	38	55	1	6	†
Setting exit criteria for Title I schools with low-performing subgroups	26	49	1	21	3
Number of districts with Title I schools with low-performing subgroups	4,198	4,198	4,198	4,198	4,198
Number of districts with Title I schools with low-performing subgroups (unweighted)	230	230	230	230	230

† Less than 1 percent.

Notes: Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act flexibility) or schools identified as having a low-performing subgroup under another state accountability system.

Districts with schools with low-performing subgroups may select "not applicable" if this activity to support or improve schools with low-performing subgroups did not occur in the district in 2017-18.

Source: 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.118. Number of states that reported selected strategies were used for supporting and monitoring Title I schools with low-performing subgroups, and the frequency with which strategies were used for each school: 2013-14 and 2017-18

Strategy	Number of states using strategy		Number of states using strategy by frequency, 2017-18			
	2013-14	2017-18	Once per school year	Two to six times	Monthly or more	Other frequency ¹
Site visits	36	28	5	11	6	6
Telephone conferences	25	26	3	7	6	10
Discussions with parents/ community	14	12	4	3	1	4
Analysis of student data	40	30	8	10	5	7
Create networks of schools that work together to support improvement	n.a.	18	2	11	0	5
Other strategy ²	13	1	0	1	0	0
Number of states	43	51	51	51	51	51

n.a. = not available. Question not asked in the survey year.

¹Other frequency includes states that responded that the frequency varies by school “as needed.” It also includes states that did not indicate the frequency of using the strategy.

²Other strategy in 2017-18 is the use of Indistar to monitor progress of school-chosen objectives. Other strategies in 2013-14 include classroom observations, reviewing school improvement plans, and teacher discussions.

Notes: Title I schools with low-performing subgroups are schools that are not the state’s lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under the Every Student Succeeds Act or previously identified Focus schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, these schools include Focus schools (as defined under ESEA flexibility).

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Use of Evidence-Based Approaches for Title I Low-Performing Schools

Exhibit 2.119. Number of states that used selected methods for promoting the use of evidence-based models, interventions, or strategies, by lowest-performing Title I schools and Title I schools with low-performing subgroups: 2017-18

Methods used	Number of states that used method in	
	Lowest-performing Title I schools	Title I schools with low-performing subgroups
Any method	48	40
State provided information about evidence-based models, interventions, or strategies to improve student performance	42	35
State provided list of vetted partners that districts and school leaders could engage to implement approved evidence-based strategies	14	8
Linking district and school leaders with staff from the U.S. Department of Education’s Regional Educational Laboratories or Comprehensive Centers	18	9
Referring district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence	43	32
Require district applications for school improvement funds to describe the evidence base for proposed interventions or provide competitive preference to districts for describing such evidence ¹	34	21
Require district applications for school improvement funds to include plans for evaluating the effectiveness of interventions or provide competitive preference for evaluation plans ¹	32	18
Number of states	51	51

¹Nine states responded that this method was “not applicable.”

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Title I schools with low-performing subgroups are schools that are not the state’s lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system.

Florida, Arizona, New Mexico, Oregon, Kansas, California, Iowa, Nebraska, Vermont, Wyoming, and North Dakota did not have any Title I schools with low-performing subgroups required to implement interventions in 2017-18.

Oregon and Wyoming did not have any lowest-performing schools required to implement interventions in 2017-18.

Source: 2017-18 State survey. No comparable question was asked in 2013-14.

Support for Low-Performing Title I Schools

Exhibit 2.120. Percentage of districts that reported consulting or taking into account selected sources when selecting interventions to implement in lowest-performing Title I schools or Title I schools with low-performing subgroups: 2017-18

Sources consulted	Percent of districts that consulted source for			
	Lowest-performing Title I schools		Title I schools with low-performing subgroups	
	2013-14	2017-18	2013-14	2017-18
Guidance or advice from the state education department or a technical assistance center funded by the state	59	70	64	68
A list of vendors approved by the state	33	51	40	50
Information provided by the intervention's developer or vendor	36	56	56	62
Recommendations from colleagues in other school districts	55	71	76	82
Information from a U.S. Department of Education Comprehensive Center or Regional Educational Laboratory	22	16	27	15
Information from the What Works Clearinghouse	34	n.a.	50	n.a.
Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence	n.a.	43	n.a.	57
Information from the district's research/evaluation office	n.a.	50	n.a.	56
Information from professional associations	n.a.	57	n.a.	69
Information from a college/university researcher	n.a.	51	n.a.	35
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups	1,542	3,261	2,307	4,198
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups (unweighted)	132	184	186	230

n.a. = not available. Question not asked in the survey year.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in Corrective Action or Restructuring (as defined under NCLB).

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, Title I schools with low-performing subgroups include Focus schools (as defined under ESEA flexibility).

The 2017-18 survey asked which sources of information were consulted when selecting interventions to implement in Title I lowest-performing schools and in Title I schools with low-performing subgroups. The 2013-14 survey asked which of the sources of information were considered when selecting interventions to implement in Title I Priority and Focus schools and Title I schools in restructuring. In 2013-14, districts with schools in Corrective Action were not asked this question, so districts that only had schools in Corrective Action are not included in the percentages for 2013-14.

Source: 2013-14 District survey and 2017-18 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.121a. Percentage of districts that reported taking into account selected considerations when selecting interventions to implement in lowest-performing Title I schools and Title I schools with low-performing subgroups: 2013-14

Considerations	Percent of districts that took consideration into account for	
	Lowest-performing Title I schools	Title I schools with low-performing subgroups
School staff's interest in specific interventions	73	88
Parent and/or community input	79	67
Grade level of the school	74	91
Cost of interventions and amount of funding available	91	92
District and/or school capacity to implement the interventions	92	93
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups	1,542	2,307
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups (unweighted)	132	186

Notes: In 2013-14, lowest-performing Title I schools include Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility) and schools in Restructuring (as defined under No Child Left Behind). Title I schools with low-performing subgroups include Focus schools (as defined under ESEA flexibility). Districts with schools in Corrective Action were not asked this question in 2013-14, so are not included in this table.

Source: 2013-14 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.121b. Percentage of districts that rated selected considerations as very important when selecting the interventions to implement in lowest-performing Title I schools or Title I schools with low-performing subgroups: 2017-18

Selected considerations	Percent of districts rating as very important when selecting interventions for	
	Lowest-performing Title I schools	Title I schools with low-performing subgroups
School staff's interest in specific interventions	71	61
Parent and/or community input	47	38
Grade level of the school (i.e., elementary, middle, or secondary)	88	85
Student subgroups needing intervention to improve achievement	77	n.a.
Cost of interventions and amount of funding available	59	50
District and/or school capacity to implement the interventions	85	91
Research evidence showing that the interventions were effective at improving student outcomes	89	90
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups	3,261	4,198
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups (unweighted)	184	230

n.a. = not available. Question not asked for the category of schools.

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system.

Districts were asked to rate how important each consideration was when selecting interventions. Response options included "very important," "somewhat important," "not important," or "don't know." Percentages are based on the districts with either lowest-performing Title I schools or the number with Title I schools with low-performing subgroups.

Source: 2017-18 District survey.

Support for Low-Performing Title I Schools

Support for Schools That Missed Performance Targets But Are Not Low-Performing

Exhibit 2.122. Number of states that reported support for Title I schools that missed performance targets and are not lowest-performing schools or schools with low-performing subgroups: 2013-14 and 2017-18

Support provided	Number of states	
	2013-14	2017-18
Established targets for Title I school performance, other than targets for lowest-performing schools or schools with low-performing subgroups	n.a.	14
Identified Title I schools that missed performance targets	48	14
Required some or all Title I schools that missed performance targets to take action	42	7
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.123. Number of states that reported selected methods of monitoring Title I schools that missed performance targets and are not lowest-performing schools or schools with low-performing subgroups: 2013-14 and 2017-18

Method of monitoring	Number of states	
	2013-14	2017-18
Any method of monitoring	38	4
School improvement plan had to be approved by the State Education Agency (SEA)	13	4
SEA reviewed and provided feedback on the school improvement plan	22	3
SEA monitored the thoroughness of district oversight of schools as appropriate to the performance category of those schools	22	1
SEA conducted monitoring visits to a sample of schools in this performance category	20	0
SEA conducted monitoring visits to all schools in this performance category	7	0
Number of states requiring action in Title I schools that did not meet performance targets, excluding lowest-performing schools or schools with low-performing subgroups	42	7

Source: 2017-18 State survey and 2013-14 State survey.

Support for Low-Performing Title I Schools

Exhibit 2.124. Number of states that required and percentage of districts that implemented interventions for Title I schools that missed state targets for student performance and are not lowest-performing schools or schools with low-performing subgroups: 2013-14 and 2017-18

Intervention or change	Number of states that required interventions in		Percent of districts that implemented interventions in	
	2013-14	2017-18	2013-14	2017-18
Intervention				
Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	38	5	91	86
School improvement plans available to the public	22	4	85	81
Schools implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance	27	2	93	93
Schools and/or districts provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	23	1	91	97
Districts adjust the school schedule without changing the overall number of school hours	n.a.	n.a.	n.a.	56
Districts operate an extended school day, week, or year	n.a.	n.a.	43	41
Districts make class sizes smaller than typical in other schools	n.a.	n.a.	27	48*
Districts provide extra academic services for struggling students outside of the school day (for example, supplemental educational services) ¹	8	1	51	75*
Districts provide intensive intervention to struggling students during the school day (for example, Response to Intervention)	n.a.	n.a.	n.a.	95
Districts offer students the option to attend a different school (school choice) because of the low performance of the students' school	9	3	42	24*

See notes at end of table.

Support for Low-Performing Title I Schools

Exhibit 2.124. Number of states that required and percentage of districts that implemented interventions for Title I schools that missed state targets for student performance and are not lowest-performing schools or schools with low-performing subgroups: 2013-14 and 2017-18—continued

Intervention or change	Number of states that required interventions in		Percent of districts that implemented interventions in	
	2013-14	2017-18	2013-14	2017-18
Principal professional development				
On school improvement planning, identifying interventions, or budgeting effectively	19	n.a.	70	74
On acting as instructional leaders	11	n.a.	66	72
On recruiting, retaining, and developing more effective teachers	10	n.a.	51	55
On topic(s) chosen by the school	n.a.	n.a.	n.a.	74
Other topic	n.a.	n.a.	n.a.	44
Teacher professional development				
On analyzing student assessment data to improve instruction	15	n.a.	83	84
On working effectively in teacher teams to improve instruction	13	n.a.	79	76
On identifying and implementing strategies to address the needs of English learners	13	n.a.	49	57
On identifying and implementing strategies to address the needs of students with disabilities	13	n.a.	77	81
Topic(s) chosen by the school	n.a.	n.a.	n.a.	78
Other topic	n.a.	n.a.	n.a.	46
Number of states and districts with Title I schools that missed performance targets and are not lowest-performing Title I schools or Title I schools with low-performing subgroups				
	42	7	5,447	3,021
Number of districts with Title I schools that missed performance targets and are not lowest-performing Title I schools or Title I schools with low-performing subgroups (unweighted)				
	n.a.	n.a.	313	189

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

¹The 2013-14 form asked states whether districts must offer low-income students the opportunity to enroll in after-school supplemental educational services.

Source: 2017-18 State survey, 2017-18 District survey, 2013-14 State survey, and 2013-14 District survey.

Support for Low-Performing Title I Schools

Challenges to ESSA Implementation and Improving School Performance

Exhibit 2.125. Number of states that reported selected issues were a major challenge to ESSA implementation and supporting low-performing schools: 2017-18

Challenge	Number of states
Reporting per-pupil expenditures at the school level	19
Supporting districts and/or schools in the process of turning around lowest-performing schools	18
Monitoring districts and/or schools with lowest-performing schools or schools with low-performing subgroups	13
Implementing the state's new accountability system under the Every Student Succeeds Act (ESSA)	11
Providing support to districts with schools that are neither lowest-performing nor highest-performing	11
Measuring school quality or student progress as part of the state's school accountability system under ESSA	9
Communicating to districts, schools, and parents about the state's school accountability system under ESSA	8
Other challenge	2
Number of states	51

Source: 2017-18 State survey.

Exhibit 2.126. Percentage of districts that reported selected issues were a major challenge to improving school performance: 2013-14 and 2017-18

Issue	Percent of districts	
	2013-14	2017-18
Difficulty finding, hiring, or retaining teachers with the skills needed	28	33
Difficulty finding, hiring, or retaining principals with the skills needed	47	12*
Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students	33	13*
Lack of guidance or support from the state	26	10*
Insufficient resources for personnel and/or materials	25	29
Lack of effective methods/interventions to improve student achievement	30	7*
Curricula not aligned with the required state summative assessments	40	8*
Teacher concerns or opposition to implementing school interventions	32	6*
Community concerns or opposition to implementing school interventions	54	2*
Lack of parent involvement/participation in children's education	27	27
Number of districts	15,762	17,031
Number of districts (unweighted)	562	683

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Support for Low-Performing Title I Schools

Exhibit 2.127. Percentage of districts with low-performing schools that reported selected issues were a major challenge to improving school performance: 2013-14 and 2017-18

Challenge	Percent of districts with			
	Title I lowest-performing schools		Title I schools with low-performing subgroups	
	2013-14	2017-18	2013-14	2017-18
Difficulty finding, hiring, or retaining teachers with the skills needed	15	60*	27	53*
Difficulty finding, hiring, or retaining principals with the skills needed	19	33	45	29
Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students	36	19*	44	27
Lack of guidance or support from the state	36	7*	27	11*
Insufficient resources for personnel and/or materials	30	23	23	34
Lack of effective methods/interventions to improve student achievement	27	8*	43	9*
Curricula not aligned with the required state summative assessments	37	10*	51	14*
Teacher concerns or opposition to implementing school interventions	25	9*	38	9*
Community concerns or opposition to implementing school interventions	34	2*	64	2*
Lack of parent involvement/participation in children's education	18	48*	18	38*
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups	2,046	3,261	2,307	4,198
Number of districts with lowest-performing Title I schools or Title I schools with low-performing subgroups (unweighted)	153	184	186	230

See notes at end of table.

Support for Low-Performing Title I Schools

Exhibit 2.127. Percentage of districts with low-performing schools that reported selected issues were a major challenge to improving school performance: 2013-14 and 2017-18—continued

* Percentage is statistically different from percentage for 2013-14 ($p < .05$).

Notes: Lowest-performing Title I schools in 2017-18 include previously identified Priority schools (as defined under the Elementary and Secondary Education Act [ESEA] flexibility), previously identified schools in Restructuring or Corrective Action (as defined under No Child Left Behind [NCLB]), schools receiving School Improvement Grants (SIG), schools identified for Comprehensive Support and Improvement (as defined under the Every Student Succeeds Act [ESSA]), or schools identified as lowest-performing under a state accountability system distinct from ESSA. Lowest-performing Title I schools in 2013-14 include Priority schools (as defined under ESEA flexibility) and schools in corrective action or restructuring (as defined under NCLB).

Title I schools with low-performing subgroups are schools that are not the state's lowest-performing schools, but have been identified because of low-performing subgroups or large subgroup achievement gaps. In 2017-18, these schools include Targeted Support and Improvement and/or Additional Targeted Support and Improvement schools identified under ESSA or previously identified Focus schools (as defined under ESEA flexibility) or schools identified as having a low-performing subgroup under another state accountability system. In 2013-14, Title I schools with low-performing subgroups include Focus schools (as defined under ESEA flexibility).

Source: 2017-18 District survey and 2013-14 District survey.

School Choice

Exhibit 2.128. Types of school choice offered in the states: 2017-18

Types of school choice	Number of states
Charter schools	44
Private school choice	26
Online schools	37
Inter-district choice	42
All four types of school choice	18
None of the four types of school choice	2
Number of states	51

Notes: Kentucky is not included in the count of states with charter schools because there were no charter schools operating in the 2017-18 school year, although a law allowing charter schools to operate passed in 2017. Kentucky and Missouri reported in the survey that the state did not have online public schools in 2017-18, although data collected by the 2016-17 Common Core of Data indicates that there are public online schools enrolling students full-time in these states. Nevada did not respond to the survey question asking if state laws and policies allow inter-district choice, however the study team confirmed on the Nevada state legislature's website that Nevada laws do allow inter-district choice: <https://www.leg.state.nv.us/nrs/nrs-392.html#NRS392Sec010>.

Source: 2017-18 State survey for states with online schools and inter-district choice. States with charter schools is from "Charter Schools USA," National Charter School Resource Center, accessed March 21, 2019. States with private school choice programs is from "School Choice in America," EdChoice, last modified January 15, 2019 <http://www.edchoice.org/school-choice/school-choice-in-america>. Private school choice programs include vouchers, tax credit scholarships, and education savings accounts.

Exhibit 2.129. Percentage of traditional districts with public school choice: 2017-18

Districts with public school choice	Percent of districts
Districts with any public school choice	77
With students enrolled in:	
Charter schools	35
Magnet schools or magnet programs	11
An inter-district choice program	31
Full-time online public schools (including online charter schools)	38
With schools that offer open enrollment	59
Number of districts (excluding charter school local education agencies [LEAs])	14,049
Number of districts (unweighted, excluding charter school LEAs)	533

Note: Percentages are of traditional school districts and do not include charter school LEAs.

Source: 2017-18 District survey, using district unit weights.

School Choice

Exhibit 2.130. Number of charter schools, number of students enrolled in these schools, and enrollment as a percentage of the school-aged population, by state: 2016-17

State	Number of charter schools	Number of students enrolled	Percent of school-aged population
Alabama	1	-	-
Alaska	28	6,677	4.8
Arizona	551	185,604	14.4
Arkansas	75	27,896	5.0
California	1,248	602,837	8.5
Colorado	238	114,694	11.5
Connecticut	24	9,573	1.3
Delaware	27	14,722	9.1
District of Columbia	110	37,151	42.0
Florida	654	283,560	8.6
Georgia	83	66,905	3.4
Hawaii	34	10,669	4.6
Idaho	57	20,579	5.9
Illinois	62	65,169	2.8
Indiana	93	43,079	3.5
Iowa	3	398	.07
Kansas	10	3,159	0.6
Kentucky	n.a.	n.a.	n.a.
Louisiana	151	79,022	9.2
Maine	9	1,955	1.0
Maryland	49	22,366	2.1
Massachusetts	78	42,602	3.8
Michigan	378	147,754	8.5
Minnesota	220	54,211	5.3
Mississippi	3	523	.09
Missouri	72	22,803	2.1
Montana	n.a.	n.a.	n.a.
Nebraska	n.a.	n.a.	n.a.
Nevada	49	40,074	7.5
New Hampshire	31	3,422	1.6
New Jersey	88	46,274	2.9
New Mexico	99	25,139	6.5
New York	267	128,784	4.0
North Carolina	167	92,281	5.0
North Dakota	n.a.	n.a.	n.a.
Ohio	362	116,279	5.6
Oklahoma	48	24,248	3.2
Oregon	124	32,323	4.7
Pennsylvania	179	132,979	6.3

See notes at end of table.

School Choice

Exhibit 2.130. Number of charter schools, number of students enrolled in these schools, and enrollment as a percentage of the school-aged population, by state: 2016-17–continued

State	Number of charter schools	Number of students enrolled	Percent of school-aged population
Rhode Island	30	8,137	4.8
South Carolina	70	32,685	3.7
South Dakota	n.a.	n.a.	n.a.
Tennessee	104	34,984	3.0
Texas	753	310,846	5.4
Utah	124	71,417	9.9
Vermont	n.a.	n.a.	n.a.
Virginia	8	1,176	.08
Washington	8	1,676	.13
West Virginia	n.a.	n.a.	n.a.
Wisconsin	237	44,209	4.3
Wyoming	5	503	0.5
Number of schools and students, and percent enrollment nationally	7,011	3,011,344	5.2

- = The first charter school in Alabama began operations in April 2017, but did not enroll students until the 2017-18 school year; therefore, one charter school was operating in the state in 2016-17, but no students were enrolled in charter schools.

n.a. = Not applicable. The state did not authorize charter schools in 2016-17.

Source: Common Core of Data 2016-17.

School Choice

Exhibit 2.131. Number of students enrolled in online public schools and enrollment as a percentage of the school-aged population, by state: 2017-18

States	Number of students enrolled in online public schools	Percent of school-aged population
Alabama	6,400	0.7
Alaska	d	d
Arizona	38,400	3.0
Arkansas	d	d
California	d	d
Colorado	18,997	1.9
Connecticut	n.a.	n.a.
Delaware	n.a.	n.a.
District of Columbia	180	0.2
Florida	d	d
Georgia	20,331	1.0
Hawaii	1,462	0.6
Idaho	5,848	1.7
Illinois	652	.03
Indiana	d	d
Iowa	904	0.2
Kansas	8,604	1.5
Kentucky	n.a.	n.a.
Louisiana	5,066	0.6
Maine	728	0.4
Maryland	n.a.	n.a.
Massachusetts	2,123	0.2
Michigan	10,000	0.6
Minnesota	10,027	1.0
Mississippi	n.a.	n.a.
Missouri	n.a.	n.a.
Montana	n.a.	n.a.
Nebraska	d	d
Nevada	d	d
New Hampshire	258	0.1
New Jersey	n.a.	n.a.
New Mexico	d	d
New York	n.a.	n.a.
North Carolina	4,752	0.3
North Dakota	n.a.	n.a.
Ohio	d	d
Oklahoma	12,089	1.6
Oregon	10,082	1.5
Pennsylvania	34,500	1.6
Rhode Island	n.a.	n.a.

See notes at end of table.

School Choice

Exhibit 2.131. Number of students enrolled in online public schools and enrollment as a percentage of the school-aged population, by state: 2017-18—continued

States	Number of students enrolled	Percent of school-aged population
South Carolina	d	d
South Dakota	397	0.2
Tennessee	1,611	0.1
Texas	d	d
Utah	d	d
Vermont	n.a.	n.a.
Virginia	n.a.	n.a.
Washington	31,674	2.5
West Virginia	n.a.	n.a.
Wisconsin	6,905	0.7
Wyoming	d	d
Number of students	231,990	--

n.a. = Not applicable. The state reported that it does not have online public schools.

d = The state did not report the number of students enrolled in online public schools.

-- = not applicable.

Notes: In some cases, total online enrollments differ substantially from online enrollments reported in the Common Core of Data (CCD) for 2016-17. This table presents the total number of students enrolled in online public schools in 2017-18, as reported by the state respondents without adjusting for differences with the 2016-17 CCD data. Because not all states reported the total enrollments in online schools, the table does not include the percentage of students enrolled in online schools nationally.

Source: 2017-18 State survey.

School Choice

Exhibit 2.132. Percentage of districts reporting that selected methods were used to allocate seats in open-enrollment schools with excess demand: 2017-18

Methods for allocating seats	Percent of districts
On a first-come, first-served basis	50
By lottery	14
Based on an application process that determines which students are the best fit for the school	19
Number of districts offering open enrollment (excluding charter school local education agencies [LEAs])	8,643
Number of districts offering open enrollment (unweighted, excluding charter school LEAs)	377

Notes: Percentages are of traditional school districts offering open enrollment, and do not include charter school LEAs.

Source: 2017-18 District survey, using district unit weights.

Educator Effectiveness and Equity

Teacher and Leader Evaluation Requirements

Distribution of Teacher Quality

Support for Educator Development

Teacher and Leader Evaluation Requirements

Teacher Evaluation Practices

Exhibit 2.133. Number of states requiring teacher performance evaluation practices: 2013-14 and 2017-18

Teacher evaluation practices required by states	Number of states	
	2013-14	2017-18
At least one classroom observation using a professional practice rubric	39	36
Use of student achievement growth for some or all teachers	36	34
At least three performance categories	37	36
Combination of at least one classroom observation, student achievement growth, and at least three performance categories.	32	26
Number of states	51	51

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.134. Percentage of districts using teacher performance evaluation practices in 2013-14 and 2017-18

Teacher evaluation practice	Percent of districts	
	2013-14	2017-18
At least one classroom observation using a professional practice rubric	92	98
Use of student achievement growth for some or all teachers	50	65*
At least three performance categories	95	96
Combination of at least one classroom observation, student achievement growth, and at least three performance categories	48	63*
Number of districts	15,393	17,031
Number of districts (unweighted)	560	683

* Percentage is significantly different from the percentages for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.135. Percentage of traditional districts and charter school LEAs using teacher performance evaluation practices: 2017-18

Teacher evaluation practice	Percent of	
	Traditional districts	Charter school LEAs
At least one classroom observation using a professional practice rubric	98	96
Use of student achievement growth for some or all teachers	61	82*
At least three performance categories	96	96
Combination of at least one classroom observation, student achievement growth, and at least three performance categories	60	77*
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Percentage is significantly different from percentage for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Exhibit 2.136a. Percentage of districts using combination of professional practice rubric, student achievement growth for some or all teachers, and at least three performance categories for teacher evaluation, by status of the state requirement for its use: 2013-14 and 2017-18

Teacher evaluation practice	Change in state teacher evaluation requirement	Number of states	Percent of districts using practice in	
			2013-14	2017-18
Combination of professional practice rubric, student achievement growth for some or all teachers, and at least three performance categories	Required in both 2013-14 and in 2017-18	22	68	91*
	Not required in 2013-14, required in 2017-18	4	16	49*
	Required in 2013-14, not required in 2017-18	10	49	63
	Not required in 2013-14 or 2017-18	15	32	37

* Percentage is significantly different from the percentage for 2013-14 ($p < .05$).

Exhibit reads: Twenty-two states required a combination of professional practice rubric, student achievement growth for some or all teachers, and at least three performance categories in both 2013-14 and 2017-18. In those 22 states, 68 percent of districts used this combination of practices in 2013-14 and 91 percent did so in 2017-18.

Source: 2017-18 State survey and 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.136b. Percentage of districts using teacher evaluation practices, by status of the state requirement for their use: 2013-14 and 2017-18

Teacher evaluation practice	Change in state teacher evaluation requirement	Number of states	Percent of districts using a practice in	
			2013-14	2017-18
Classroom observation using a professional practice rubric	Required in both 2013-14 and 2017-18	34	93	99
	Not required in 2013-14, required in 2017-18	2	86	100
	Required in 2013-14, not required in 2017-18	5	100	97
	Not required in 2013-14 or 2017-18	10	90	94
Student achievement growth for <u>all</u> teachers	Required for all in both 2013-14 and 2017-18	22	54	64
	Not required for any in 2013-14, required for all in 2017-18	4	10	36*
	Required for all in 2013-14, required for some in 2017-18	5	54	77
	Required for some in 2013-14, required for all in 2017-18	3	27	71*
	Required for all in 2013-14, not required for any in 2017-18	4	39	55
	Not required for any in both 2013-14 and 2017-18	11	10	22*
Student achievement growth for <u>some</u> teachers	Required for some in both 2013-14 and in 2017-18	0	n.a.	n.a.
	Not required for any in 2013-14, required for some in 2017-18	0	n.a.	n.a.
	Required for some in 2013-14, required for all in 2017-18	3	16	26
	Required for some in 2013-14, not required for any in 2017-18	2	16	17
	Did not require for any in both 2013-14 and 2017-18	11	22	8
At least three performance categories	Required in both 2013-14 and in 2017-18	33	98	98
	Not required in 2013-14, required in 2017-18	3	85	79
	Required in 2013-14, not required in 2017-18	4	87	98*
	Not required in 2013-14 or 2017-18	10	93	94

* Percentage is significantly different from the percentage for 2013-14 ($p < .05$).

n.a. = not applicable. No states are in the category.

Exhibit reads: Thirty-four states required a classroom observation using a professional practice rubric in both 2013-14 and 2017-18. In those 34 states, 93 percent of districts used a classroom observation using a professional practice rubric in 2013-14 and 99 percent did so in 2017-18.

Note: One state did not report the number of performance categories in 2013-14.

Source: 2017-18 State survey and 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Student Achievement Growth in Teacher Evaluations

Exhibit 2.137. Percentage of districts that reported practices around use of student achievement growth (SAG) in teacher evaluation, by state requirement on SAG in evaluation: 2013-14 and 2017-18

District practices	Percent of districts in states					
	Requiring SAG for all teachers		Requiring SAG for some teachers		Not requiring SAG	
	2013-14	2017-18	2013-14	2017-18	2013-14	2017-18
Use of student achievement growth						
Evaluation of some but not all teachers	15	18	16	17	19	10*
Evaluation of all teachers across all grades offered by the district, in all subjects, and special education	53	61	28*	77	10**	25**
Not used in teacher evaluation	32	21	56*	5*	71**	65**
Number of districts	7,751	9,938	1,702	1,197	5,941	5,896
Number of districts (unweighted)	296	400	77	55	187	228

^ Percentage is significantly different from the percentage for districts in states requiring SAG for some teachers ($p < .05$).

* Percentage is significantly different from percentage for districts in states requiring SAG for all teachers ($p < .05$).

Notes: Exhibit excludes districts in states that do not permit use of student achievement growth in these types of decisions. In addition, granting of tenure or similar job protections is not available in all districts.

Source: 2013-14 State survey, 2013-14 District survey, 2017-18 State survey, and 2017-18 District survey.

Exhibit 2.138. Percentage of districts that used student achievement growth in 2017-18, by change in the importance or weight of student achievement growth in the evaluation of English language arts and math grade 4-8 teachers since spring 2014

Change in importance or weight	Percent of districts
No change	34
Increased	61
Decreased	5
Number of districts using student achievement growth	10,084
Number of districts using student achievement growth (unweighted)	450

Notes: Districts reported on importance or weight of student achievement growth in determining grade 4-8 ELA and math teachers' overall evaluation rating. Exhibit includes only those districts that include grades 4-8, were operational in 2013-14, and used student achievement growth in teacher evaluation in 2017-18.

Source: 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.139. Percentage of traditional districts and charter school local education agencies in states with different requirements on student achievement growth (SAG) in teacher evaluation: 2017-18

State SAG requirement	Percent of	
	Traditional districts	Charter school LEAs
Requires SAG for some teachers	6	10
Requires SAG for all teachers	55	76*
Does not require SAG	39	13*
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Percentage is significantly different from percentage for traditional districts ($p < .05$).

Notes: Columns sum to 100 percent. Exhibit excludes districts in states that do not permit use of student achievement growth.

Source: 2017-18 State survey.

Exhibit 2.140. Percentage of traditional districts and charter school local education agencies that reported using student achievement growth (SAG) in teacher evaluation, by state requirement in evaluation: 2017-18

District practice	Percent of districts in states					
	Requiring SAG for all teachers		Requiring SAG for some teachers		Not requiring SAG	
	Traditional districts	Charter school LEAs	Traditional districts	Charter school LEAs	Traditional districts	Charter school LEAs
Use of student achievement growth						
Evaluation of some but not all teachers	17	22	24	0*	8	28*
Evaluation of all teachers across all grades offered by the district, in all subjects, and special education	61	61	69	100*	24	35
Not used in teacher evaluation	22	17	7	0	67	37*
Number of districts	7,662	2,276	886	312	5,501	394
Number of districts (unweighted)	290	110	41	14	202	26

* Percentage is significantly different from percentages for traditional districts ($p < .05$).

Note: Exhibit excludes districts in states that do not permit use of student achievement growth.

Source: 2017-18 State survey and 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.141. Percentage of districts that reported using student achievement growth to evaluate teachers and the type of growth measure used: 2013-14 and 2017-18

Type of growth measure	Percent of districts	
	2013-14	2017-18
Student achievement growth (SAG) (any)	50	65*
Value added measure (VAM) or student growth percentiles (SGP) for teacher's own students	29	48*
SAG for team, grade, or school ¹	27	32
Student learning objectives (SLO) or student growth objectives (SGO)	40	49*
Both VAM/SGP & SLO/SGO	32	37
Number of districts	15,393	17,031
Number of districts (unweighted)	560	683

* Percentage is significantly different from the percentages for 2013-14 ($p < .05$).

¹The 2018 District survey specifically asked about the use of VAM or SGP for team, grade, or school for measuring student achievement growth.

Notes: VAMs or 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. SLOs or 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. Exhibit limited to districts that operated more than one school.

Source: 2017-18 District survey and 2013-14 District survey.

Teacher and Leader Evaluation Requirements

Teacher Observations

Exhibit 2.142. Percentage of districts that required trained observers and more than one classroom observation in teacher evaluation: 2013-14 and 2017-18

Teacher evaluation practices used by districts	Percent of districts	
	2013-14	2017-18
Trained observers	66	76*
Required more than one classroom observation	51	56
Both trained observers and required more than one classroom observation	41	43
Number of districts	15,393	17,031
Number of districts (unweighted)	560	683

* Percentage is significantly different from the percentages for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Exhibit 2.143. Average number of formal observations required during the district evaluation period, by type of teacher: 2013-14 and 2017-18

Type of teacher	Average		Median	
	2013-14	2017-18	2013-14	2017-18
Non-probationary or tenured teacher rated				
Effective, satisfactory, proficient, or better evaluation	2.0	2.0	2.0	2.0
Unsatisfactory (or the equivalent)	2.9	2.8	3.0	2.0
Probationary or non-tenured teacher	n.a.	2.9	n.a.	2.0
Number of districts	15,393	17,014	15,393	17,014
Number of districts (unweighted)	560	682	560	682

n.a. = not available. Question not asked in the survey year.

Notes: Caution should be used comparing the data over time. The 2014 survey asked about formal observations conducted in the classroom, defined as standardized observations using an instrument, rubric, or checklist. The 2018 survey used the same definition, but added this instruction: include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation. Also, medians were not tested for significant differences over time.

Source: 2017-18 District survey and 2013-14 District survey.

Exhibit 2.144. Percentage of districts that provided training for staff conducting teacher observations, by type of training: 2017-18

Type of training	Percent of districts
Teacher professional practice rubric	82
Providing feedback to teachers on their professional practice	81
Number of districts	15,886
Number of districts (unweighted)	661

Notes: Exhibit is limited to districts that required the use of a professional practice rubric. Seven percent of districts did not require a professional practice rubric.

Source: 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Frequency of Teacher Evaluations

Exhibit 2.145. Number of states requiring specified frequency of evaluations for teachers, by type of teacher: 2017-18

Type of teacher	Number of states requiring evaluation				
	Every year	Every 2 years	Every 3 years	Every 4 years	Every 5 years
Probationary or non-tenured teacher	44	0	2	1	0
Non-probationary or tenured teacher with satisfactory (or the equivalent) or better evaluation	26	7	11	1	1
Non-probationary or tenured teacher with unsatisfactory (or the equivalent) evaluation	41	2	2	1	0

Notes: Four states leave the number of required evaluations up to the districts and are not counted in the table above. States can require a different frequency of evaluation for different types of teachers.

Source: 2017-18 State survey.

Exhibit 2.146. Percentage of districts requiring specified frequency of evaluations for teachers, by type of teacher: 2013-14 and 2017-18

Type of teacher	Year	Percent of districts requiring evaluation				
		Every year	Every 2 years	Every 3 years	Every 4 years	Every 5 years
Probationary or nontenured teacher	2017-18	98	1	†	†	0
Nonprobationary or tenured teacher with satisfactory (or the equivalent) or better evaluation	2013-14	66	17	15	1	1
	2017-18	66	14	17	1	1
Nonprobationary or tenured teacher with unsatisfactory (or the equivalent) evaluation	2013-14	98	1	1	0	0
	2017-18	96	2	1	†	0

† Less than 1 percent.

Notes: Percentages are based on 17,031 (683 unweighted) for 2017-18 and 15,393 (560 unweighted) for 2013-14. In 2013-14, districts were not asked about the frequency of evaluation for probationary or nontenured teachers. Percentages for every 3 years and every 4 years round to 0 percent. Some rows do not sum to 100 percent due to rounding.

Source: 2017-18 District survey and 2013-14 District survey.

Teacher and Leader Evaluation Requirements

Use of Teacher Evaluation Results

Exhibit 2.147. Number of states that use teacher evaluation results to inform decisions about teacher professional development, by state policy on use of results: 2013-14 and 2017-18

Use of teacher evaluation results	Year	Number of states that			
		Required	Recommended	Permitted	Prohibited
Plan professional development for individual teachers	2013-14	20	21	9	1
	2017-18	18	26	7	0
Develop performance improvement plans for low-performing teachers	2013-14	27	15	8	1
	2017-18	26	20	5	0
Set goals for student achievement growth for the next school year	2013-14	9	20	21	1
	2017-18	13	26	12	0
Identify low-performing teachers for coaching, mentoring, or peer assistance	2013-14	11	22	17	1
	2017-18	11	29	11	0

Note: Exhibit is based on 51 states.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.148. Number of states that use teacher evaluation results to inform decisions about teacher career advancement, by state policy on use of results: 2013-14 and 2017-18

Use of teacher evaluation results	Year	Number of states that			
		Required	Recommended	Permitted	Prohibited
Recognize high-performing teachers	2013-14	6	17	25	3
	2017-18	4	24	23	0
Determine annual salary increases	2013-14	3	6	30	12
	2017-18	5	4	38	4
Determine bonuses or non-salary performance-based compensation	2013-14	3	7	32	9
	2017-18	5	5	38	3
Grant tenure or job protection coaching, mentoring, or peer assistance	2013-14	18	3	12	5
	2017-18	14	3	17	2
Give career advancement opportunities	2013-14	4	14	29	4
	2017-18	3	19	29	0
Determine eligibility to transfer to other schools	2013-14	3	7	36	5
	2017-18	2	9	36	3

Notes: Exhibit is based on 51 states. However, granting tenure was not applicable in 13 states in 2013-14 and in 14 states in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.149. Number of states that use teacher evaluation results for low-performing teachers used to inform decisions teacher retention, by state policy on use of results: 2013-14 and 2017-18

Use of teacher evaluation results	Year	Number of states that			
		Required	Recommended	Permitted	Prohibited
Lose tenure or job protection	2013-14	16	3	12	7
	2017-18	10	4	17	2
Lay off staff, if needed	2013-14	6	8	27	10
	2017-18	5	4	32	9
Dismiss or terminate employment	2013-14	15	8	22	6
	2017-18	13	6	31	0

Notes: 2013-14 data are based on 51 states; 2017-18 data are based on 50 states (for lay off staff and dismiss or terminate) and 49 states for loss of tenure. Loss of tenure was not applicable in 13 states in 2013-14 and in 16 states in 2017-18.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.150. Number of states that reported requiring districts to submit information about teacher evaluation practice in order to monitor implementation: 2013-14 and 2017-18

Information required	Number of states	
	2013-14	2017-18
District plans for evaluating teachers, including measures selected by district	24	23
Periodic reports about the number of teachers observed or rated	16	27
Periodic reports about meeting milestones or program indicators	6	3
Plans describing what will be done to improve performance of teachers identified as ineffective, low-performing, or unsatisfactory	9	9
Periodic reports on the number or percentage of teachers identified as ineffective, low-performing, or unsatisfactory teachers who were provided with assistance or terminated	16	14
Plans describing what will be done to improve the performance of principals identified as ineffective, low-performing, or unsatisfactory	8	n.a.
Periodic reports on the number or percentage of principals identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated	13	n.a.
Reports on the number or percentage of teachers whose performance evaluation included a measure of student achievement growth	17	15
Plans for using evaluation results in hiring/placement/promotion decisions	6	5
Other	9	7
None of the above	12	8
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Source: 2017-18 State survey and 2013-14 State survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.151. Percentage of districts that reported practices around use of teacher evaluation results in career advancement decisions, by state requirement on student achievement growth (SAG) in evaluation: 2013-14 and 2017-18

District practices	Percent of districts in states					
	Requiring SAG for all teachers		Requiring SAG for some teachers		Not requiring SAG	
	2013-14	2017-18	2013-14	2017-18	2013-14	2017-18
Use of teacher evaluation results						
Determining annual salary increases	13	21	19*	11	3 [^]	7*
Determining bonuses of performance-based compensation other than salary increases	15	21	20	11*	3 [^]	8*
Granting tenure or similar job protection	46	69	53	47	44	35*
Career advancement opportunities, such as teacher leadership roles	42	68	46	63	32 [^]	60
Determining eligibility to transfer to other schools	11	17	36*	15	9 [^]	16
Number of districts	7,751	9,938	1,702	1,197	5,941	5,896
Number of districts (unweighted)	296	400	77	55	187	228

[^] Percentage is significantly different from the percentage for districts in states requiring SAG for some teachers ($p < .05$).

* Percentage is significantly different from percentage for districts in states requiring SAG for all teachers ($p < .05$).

Notes: Exhibit excludes districts in states that do not permit use of student achievement growth in these types of decisions. In addition, granting of tenure or similar job protections is not available in all districts.

Source: 2013-14 District survey and 2017-18 District survey.

Teacher and Leader Evaluation Requirements

Principal Evaluation Practices

Exhibit 2.152. Number of states requiring principal evaluation practices: 2013-14 and 2017-18

Principal evaluation practice required	Number of states	
	2013-14	2017-18
Use of student outcomes		
For elementary and middle school principals	26	33
For high school principals	28	33
At least three performance categories	35	34
Number of states	51	51

Note: Use of student outcomes means that state required student outcome in principal evaluation or fulfills a required choice for principal evaluation.

Source: 2017-18 State survey and 2013-14 State survey.

Exhibit 2.153. Percentage of all districts, traditional districts, and charter school local education agencies (LEAs) using principal evaluation practices: 2017-18

Principal evaluation practices used	Percent of		
	All districts	Traditional districts	Charter school LEAs
Use of student outcomes			
For elementary and middle school principals	65	61	82*
For high school principals	71	70	82*
At least three performance categories	91	91	92
Number of districts	17,014	14,049	2,965
Number of districts (unweighted)	682	533	149

* Percentage is significantly different from percentage for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Exhibit 2.154. Number of states requiring various principal evaluation models: 2013-14 and 2017-18

Principal evaluation model required by states	Number of states	
	2013-14	2017-18
Uniform evaluation model prescribed by state	13	12
State model, if district cannot meet requirements (state default model)	4	4
State model, if district chooses (state exemplar model)	10	7
Any model that complies with state statute and rules	23	28
Number of states	50	51

Note: One state did not respond to question in 2013-14.

Source: 2017-18 State survey and 2013-14 State survey.

Teacher and Leader Evaluation Requirements

Exhibit 2.155. Number of states requiring a specified frequency for principal evaluation based on previous principal performance: 2017-18

Previous principal performance	Number of states requiring evaluation					
	Every year	Every 2 years	Every 3 years	Every 4 years	Every 5 years	District choice
Rated effective, satisfactory, proficient, or better	34	3	4	1	0	9
Rated unsatisfactory (or the equivalent)	39	1	1	1	0	9

Note: Exhibit based on 51 states.

Source: 2017-18 State survey.

Exhibit 2.156. Percentage of districts requiring a specified frequency for principal evaluation based on previous principal performance: 2017-18

Previous principal performance	Percent of districts requiring evaluation				
	Every year	Every 2 years	Every 3 years	Every 4 years	Every 5 years
Rated effective, satisfactory, proficient, or better	84	4	10	2	†
Rated unsatisfactory (or the equivalent)	99	†	1	0	0

† Less than 1 percent.

Notes: Exhibit is based on all districts (17,031 or 683 unweighted). For proficient or better, percentage for every 5 years rounds to zero. For unsatisfactory, percentage for every 2 years rounds to zero.

Source: 2017-18 District survey.

Exhibit 2.157. Percentage of traditional districts and charter school local education agencies (LEAs) that reported using student outcomes in principal evaluation, by state requirement for use of outcomes in principal evaluation: 2017-18

District use of student outcomes	Percent of districts in states			
	Requiring outcomes for these principals		That do not require outcomes for these principals	
	Traditional districts	Charter school LEAs	Traditional districts	Charter school LEAs
For elementary and middle school principals	74	83	35	75*
For high school principals	79	86	41	68
Number of districts - elementary and middle	9,325	2,055	4,610	372
Number of districts - high school	7,937	1,233	2,630	270
Number of districts (unweighted) elementary and middle	378	105	149	22
Number of districts (unweighted) - high school	358	68	123	17

* Mean is significantly different from mean for traditional districts ($p < .05$).

Note: Exhibit excludes districts in states that do not permit use of student outcome.

Source: 2017-18 District survey and 2017-18 State survey.

Distribution of Teacher Quality

Examination of Teacher Quality

Exhibit 2.158a. Number of states that examined the distribution of teacher quality/ effectiveness within the past 12 months and the measures used: 2013-14 and 2017-18

Teacher measures used to examine distribution of teacher quality/effectiveness	Number of states	
	2013-14	2017-18
Measured the distribution of teacher quality/effectiveness	30	37
Types of measures used		
Only performance measures	11	1
Only nonperformance measures	13	11
Both performance and nonperformance measures	6	25
Performance measures	17	26
Evaluation ratings	15	25
Effectiveness as measured by teacher's value added measures (VAMs) or student growth percentiles (SGPs)	11	13
Effectiveness as measured by student learning objectives (SLOs) or student growth objectives (SGOs)	n.a.	9
Nonperformance measures	19	36
Certification	14	32
Experience	12	33
Assignment to grades or classes outside of their field of certification	9	34
Education (e.g., the proportion of teachers with master's degrees)	5	12
Highly qualified status based on definitions of No Child Left Behind	13	n.a.
Other	2	2
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Notes: VAMs or 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. SLOs or 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.

Source: 2017-18 State survey and 2013-14 State survey.

Distribution of Teacher Quality

Exhibit 2.158b. Number of states that examined the distribution of teacher quality/ effectiveness within the past 12 months and the measures used: 2013-14 and 2017-18

Whether and how state examined distribution within past 12 months	Number of states	
	2013-14	2017-18
Examined distribution	30	37
Teacher measures used to examine distribution		
Use only performance measures	11	1
Evaluation ratings	10	1
Effectiveness as measured by teacher's value added measures (VAMs) or student growth percentiles (SGPs)	6	0
Effectiveness as measured by student learning objectives (SLOs) or student growth objectives (SGOs)	n.a.	0
Use only nonperformance measures	13	11
Certification	9	10
Experience	6	10
Assignment of grades or classes outside of their field of certification	8	10
Education (e.g., the proportion of teachers with master's degrees)	1	4
Highly qualified status based on definitions of No Child Left Behind	12	n.a.
Other	1	1
Used both performance and nonperformance measures	6	25
Evaluation ratings	5	24
Effectiveness as measured by teacher's VAMs or SGPs	5	13
Effectiveness as measured by SLOs or SGOs	n.a.	9
Certification	5	22
Experience	6	23
Assignment of grades or classes outside of their field of certification	1	24
Education (e.g., the proportion of teachers with master's degrees)	4	8
Highly qualified status based on definitions of No Child Left Behind	1	n.a.
Other	1	1
Did not examine distribution	21	14
Number of states	51	51

n.a. = not available. Question not asked in the survey year.

Notes: VAMs or 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. SLOs or 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.

Source: 2017-18 State survey and 2013-14 State survey.

Distribution of Teacher Quality

Exhibit 2.159a. Percentage of districts that examined the distribution of teacher quality/effectiveness within the past 12 months and the measures used: 2013-14 and 2017-18

Teacher measures used to examine distribution of teacher quality/effectiveness	Percentage of districts	
	2013-14	2017-18
Examined the distribution of teacher quality/effectiveness	35	56*
Types of measures used		
Only performance measures	2	2
Only nonperformance measures	7	6
Both performance and non-performance measures	24	46*
Other	2	2
Performance measures		
Evaluation ratings	24	46*
Effectiveness as measured by teacher's value added measures (VAMs) or student growth percentiles (SGPs)	20	31*
Effectiveness as measured by student learning objectives (SLOs) or student growth objectives (SGOs)	n.a.	29
Nonperformance measures		
Certification	28	47*
Experience	24	39*
Assignment to grades or classes outside of their field of certification	18	30*
Education (e.g., the proportion of teachers with master's degrees)	22	28
Highly qualified status based on definitions of No Child Left Behind	29	n.a.
Other	n.a.	4
Number of districts with more than one school	11,698	11,847
Number of districts (unweighted)	541	551

* Percentage is significantly different from the percentages for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Notes: VAMs or 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. SLOs or 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. Exhibit limited to districts that operated more than one school. Roughly 2 percent of districts in each year did not select any of the teacher measures listed.

Source: 2017-18 District survey, 2013-14 District survey, and 2013-14 Common Core of Data for school count.

Distribution of Teacher Quality

Exhibit 2.159b. Percentage of districts that examined the distribution of teacher quality/ effectiveness within the past 12 months and the measures used: 2013-14 and 2017-18

Whether and how districts examined distribution within past 12 months	Percent of districts	
	2013-14	2017-18
Examined distribution	35	56*
Teacher measures used to examine distribution		
Use performance measures	76	88*
Use nonperformance measures	90	95*
Use only performance measures	7	4
Evaluation ratings	6	3
Effectiveness as measured by teacher's value added measures (VAMs) or student growth objectives (SGPs)	6	3
Effectiveness as measured by student learning objectives (SLOs) or student growth objectives (SGOs)	n.a.	1
Use only nonperformance measures	21	11*
Certification	20	11*
Experience	15	8
Assignment of grades or classes outside of their field of certification	12	8
Education (e.g., the proportion of teachers with master's degrees)	17	4*
Highly qualified status based on definitions of No Child Left Behind	20	n.a.
Other	n.a.	1
Use both performance and nonperformance measures	69	84*
Evaluation ratings	63	78*
Effectiveness as measured by teacher's VAMs or SGPs	49	51
Effectiveness as measured by SLOs or SGOs	n.a.	50
Certification	58	76*
Experience	53	64*
Assignment of grades or classes outside of their field of certification	37	48*
Education (e.g., the proportion of teachers with master's degrees)	46	47
Highly qualified status based on definitions of No Child Left Behind	63	n.a.
Other	n.a.	7
Number of districts with more than one school	11,697	11,847
Number of districts (unweighted)	540	551

*Percentage is significantly different from the percentages for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Notes: VAMs or 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. SLOs or 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. Exhibit limited to districts that operated more than one school. In 2013-14, 3 percent of districts did not select any of the measures listed.

Source: 2017-18 District survey, 2013-14 District survey, and 2013-14 Common Core of Data for school count.

Distribution of Teacher Quality

Exhibit 2.159c. Percentage of districts that examined the distribution of teacher quality/ effectiveness within the past 12 months and the measures used, overall and by whether the state examined the teacher distribution: 2017-18

Whether and how districts examined distribution within past 12 months	All districts	Percent of districts in states that	
		Examined distributional equity	Did not examine distributional equity
Examined distribution	56	61	42*
Teacher measures used to examine distribution			
Use only performance measures	4	4	5
Evaluation ratings	3	3	3
Effectiveness as measured by teacher's value added measures (VAMs) or student growth percentiles (SGPs)	3	3	3
Effectiveness as measured by student learning objectives (SLOs) or student growth objectives (SGOs)	1	1	2
Use only nonperformance measures	11	13	4*
Certification	11	13	4*
Experience	8	10	2*
Assignment of grades or classes outside of their field of certification	8	9	2*
Education (e.g., the proportion of teachers with master's degrees)	4	5	2
Other	1	2	0
Use both performance and nonperformance measures	84	82	91
Evaluation ratings	78	75	91*
Effectiveness as measured by teacher's VAMs or SGPs	51	54	38
Effectiveness as measured by SLOs or SGOs	50	51	44
Certification	76	73	89*
Experience	64	65	63
Assignment of grades or classes outside of their field of certification	48	48	47
Education (e.g., the proportion of teachers with master's degrees)	47	45	59
Other	7	8	0*
Did not examine distribution	44	39	58*
Number of districts with more than one school	11,847	8,743	3,104
Number of districts (unweighted)	551	436	115

* Percentage is significantly different from the percentage for districts in states that examined distributional inequity ($p < .05$).

Notes: VAMs or 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. SLOs or 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. Exhibit limited to districts that operated more than one school.

Source: 2017-18 State survey and 2017-18 District survey.

Distribution of Teacher Quality

Exhibit 2.160. Number of states that found substantial inequities in the distribution of teacher quality/effectiveness and took actions to address inequities: 2013-14 and 2017-18

Action taken	Number of states	
	2013-14	2017-18
States examining the distribution of teacher quality or effectiveness	30	37
States reporting inequities	21	34
State action to address inequities		
Took at least one action to address inequities	18	33
Provided resources (e.g., professional development, coaching) to improve the effectiveness of less-effective teachers	16	27
Provided findings about inequities to school districts and/or the public	12	31
Required school districts to develop a plan for addressing inequities	10	15
Established financial incentives to encourage qualified or effective teachers to move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	6	8
Encouraged the development of career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	n.a.	27
Provided assistance or support (other than financial incentives) to districts on ways to recruit higher quality/more effective teachers to the schools with lower quality/less effective teachers	n.a.	23
State has provided assistance or support to improve teaching and learning environments at schools with lower levels of teacher quality or effectiveness	n.a.	23
Other ¹	5	0
Number of states that found substantial inequities	21	34

n.a. = not available. Question not asked in the survey year.

¹The most common "Other" action was providing training or technical assistance to districts about attracting and retaining high-quality/effective teachers.

Notes: Exhibit limited to states that examined information about the distribution of teacher quality or effectiveness across schools or districts serving different populations within the past 12 months. For 2017-18, one state planned to take action, but had not yet done so at the time of the data collection.

Source: 2017-18 State survey and 2013-14 State survey.

Distribution of Teacher Quality

Exhibit 2.161a. Percentage of districts that found substantial inequities in the distribution of teacher quality/effectiveness and took actions to address inequities: 2013-14 and 2017-18

Action taken	Percent of all districts	
	2013-14	2017-18
Examined distribution of teacher quality or effectiveness	35	56*
Action taken	Percent of districts that examined distribution	
	2013-14	2017-18
Reported inequities	48	56
District action taken when inequities found	Percent of districts that found inequities	
	2013-14	2017-18
Took at least one action to address inequities in access to effective teachers	92	91
Offered more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	14	15
Provided loan repayment assistance or tuition reimbursement to teachers working in schools with lower levels of teacher quality or effectiveness compared to other schools	15	23*
Developed career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	n.a.	38
Began the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	45	63*
Increased external recruitment activities such as hosting open houses and job fairs	40	59*
Improved teacher learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality compared to others	47	52
Offered more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	73	69
Limited the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	23	20
Made exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools	12	8
Used external providers to prepare, recruit, or supply more qualified or effective teachers to schools with lower levels of teacher quality or effectiveness compared to other schools	18	20
Number of districts that found substantial inequities	1,992	3,748
Number of districts that found substantial inequities (unweighted)	152	235

* Percentage is significantly different from the percentage for 2013-14 ($p < .05$).

n.a. = not available. Question not asked in the survey year.

Note: Exhibit limited to districts that examined information about the distribution of teacher quality or effectiveness across schools or districts serving different populations within the past 12 months, operated more than one school, and found substantial inequities.

Source: 2017-18 District survey, 2013-14 District survey, and 2013-14 Common Core of Data for school count.

Distribution of Teacher Quality

Exhibit 2.161b. Percentage of districts that found substantial inequities in the distribution of teacher quality/effectiveness and took actions to address inequities, overall and by whether the state found substantial inequities: 2017-18

District found substantial inequities and action taken	Percent of districts in states that		
	All districts	Found distributional inequity	Did not find distributional inequity
Districts reporting inequities	56	52	64
District actions to address inequities			
Offered more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	15	17	2*
Provided loan repayment assistance or tuition reimbursement to teachers working in schools with lower levels of teacher quality or effectiveness compared to other schools	23	20	34
Developed career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	38	37	31
Began the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	63	63	71
Increased external recruitment activities such as hosting open houses and job fairs	59	67	63
Improved teacher learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality compared to others	52	59	39
Offered more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	69	67	73
Limited the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	20	22	13
Made exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools	8	4	19
Used external providers to prepare, recruit, or supply more qualified or effective teachers to schools with lower levels of teacher quality or effectiveness compared to other schools	20	22	3*
Had not taken action to address inequities in access of effective teachers	9	7	24
Number of districts that found substantial inequities	3,748	2,642	153
Number of districts that found substantial inequities (unweighted)	235	183	11

* Percentage is significantly different from percentage for districts in states that found distributional inequity ($p < .05$).
 Notes: Exhibit limited to districts that examined information about the distribution of teacher quality or effectiveness across schools or districts serving different populations within the past 12 months, operated more than one school, and found substantial inequities. Some districts were not in states that examined information about the distribution of teacher quality or effectiveness.

Source: 2017-18 State survey and 2017-18 District survey.

Support for Educator Development

Use of Title II, Part A Funds for Supporting Activities

Exhibit 2.162. Number of states that reported supporting activities and the average percentage of state education agency (SEA) Title II, Part A funds used for the activity: 2017-18

Activity	Number of states supporting activity with any funding source	Average percent of SEA Title II, Part A funds used
Administering class size reduction or providing districts with assistance with class size reduction	6	0.4
Supporting/improving principal effectiveness (including principal preparation, hiring, and placement, evaluation, professional development, and/or compensation)	40	18.4
Developing or administering teacher certification/licensure	24	5.4
Developing or administering programs to recruit, hire, place, or retain teachers including differentiated or performance-based compensation systems or strategies to improve equitable access to effective teachers	27	8.1
Developing or administering teacher professional development and support (including coaching and professional learning communities) or assisting districts to do so	43	29.9
Developing or administering teacher evaluation systems or assisting districts to do so	26	8.2
All other activities funded with the SEA's Title II, Part A funds	29	29.7
Number of states	50	41

Notes: One state did not answer the entire question, and nine additional states did not account for any of their Title II, Part A funds. Average percentages include all states that responded to the question and accounted for their Title II, Part A funds. The average percentages also are state-weighted not dollar-weighted.

Source: 2017-18 State survey.

Exhibit 2.163. Percentage of districts that received Title II, Part A funding: 2013-14 and 2017-18

Type of funds received	Percent of districts	
	2013-14	2017-18
Title II, Part A	94	95
Number of districts	15,266	17,031
Number of districts (unweighted)	558	683

Source: 2017-18 District survey and 2013-14 District survey.

Support for Educator Development

Exhibit 2.164. Percentage of districts that received Title II, Part A funds that reported funding activities and the average percentage of supporting funds from Title II, Part A, by activity: 2017-18

Activity	Percent of districts engaged in the activity	Average percent of Title II, Part A funds used
Reducing class size	62	22.5
Supporting/improving principal effectiveness (including principal preparation, hiring, and placement, evaluation, professional development, and/or compensation)	64	6.2
Supporting/improving teacher effectiveness		
Developing or administering programs to recruit, hire, place, or retain teachers including differentiated or performance-based compensation systems or strategies to improve equitable access to effective teachers	60	8.4
Providing teacher professional development and support (including coaching, professional learning communities)	88	48.5
Developing or administering teacher evaluation systems	57	1.5
All other activities funded with the district's Title II, Part A funds	41	12.9
Number of districts that received Title II, Part A funds	16,163	14,772
Number of districts that received Title II, Part A funds (unweighted)	660	608

Notes: Five percent of districts did not receive Title II, Part A funds. Some districts did not respond to all or part of the question. Average percentages include districts that responded to the question and accounted for all of their Title II, Part A funds. The average percentages are district-weighted not dollar-weighted.

Source: 2017-18 District survey.

Support for Educator Development

Teacher Professional Development

Exhibit 2.165. Percentage of districts that received Title II, Part A funds by focus on specific professional development topics: 2017-18

Professional development topic	Percent of Title II, Part A districts		
	Degree of focus		Not funded with Title II, Part A funds
	Major focus	Minor focus	
Knowledge or academic subject teachers teach	44	25	31
Use of data and assessments to inform classroom practice or school improvement	55	22	23
Classroom management or student behavior management	25	38	37
Evidence-based instructional strategies or strategies for improving student academic achievement	69	13	19
Providing instruction and academic support to English learners	21	33	46
Providing instructional and academic support to students with disabilities or developmental delays	26	37	37
Working effectively with parents and families	16	36	48
Use of technology	29	34	37

Note: Exhibit is based on districts that received Title II, Part A funds in 2017-18 (16,163 weighted and 660 unweighted).

Source: 2017-18 District survey.

Exhibit 2.166. Percentage of districts by emphasis placed on strategy for determining teacher professional development offerings and other professional support: 2017-18

Strategy	Percent of districts		
	Major emphasis	Minor emphasis	Not used
Teacher identified individual professional development and needs	60	37	2
Principal or other leader identified individual professional development and needs	73	26	1
Principal identified school-level professional development and needs	84	14	2
District leader identified district-level professional development and needs	72	24	4
State required professional development and support	55	41	4

Note: Exhibit is based on all districts (17,031 or 683 unweighted).

Source: 2017-18 District survey.

Support for Educator Development

Exhibit 2.167. Percentage of districts ranking methods of providing teacher professional development: 2017-18

Method	Percent of districts ranking	
	Method as most important	Method in the top 3
Ongoing teacher-led professional development (at least monthly) (e.g., professional learning communities) with content that builds session to session	29	75
Ongoing expert-led professional development (at least monthly) with content that builds from one session to the next	19	69
Single session expert-led professional development provided to all teachers in the school	18	44
Teacher leaders or coaches who work one-on-one with teachers	18	63
Single session expert-led professional development provided to teachers within a grade or subject	9	42
Internet-based professional development (e.g., video library, skill-building modules, online coaching or peer-to-peer communities of practice)	7	22
Number of districts	16,946	16,946
Number of districts (unweighted)	680	680

Source: 2017-18 District survey.

Exhibit 2.168. Percentage of districts assigning or allowing schools to choose which staff work in schools to support the improvement of teacher effectiveness: 2017-18

Type of staff	Percent of districts			
	School assignment or choice			
	Assigned to all schools	Assigned to low performing, high need, or hard-to-staff schools only	Schools choose to have or not have support	Not used
A full- or part-time instructional coach	45	10	6	40
Full- or part-time mentors for new or struggling teachers	69	2	6	22
A full- or part-time professional development specialist	21	2	4	72

Note: Exhibit is based on all districts (17,031 or 683 unweighted).

Source: 2017-18 District survey.

Support for Educator Development

Exhibit 2.169. Percentage of districts placing major emphasis on approaches to determining professional development (PD) and support needs for teachers: 2017-18

Approach to determining professional development (PD) and support needs	Percent of districts placing major emphasis
Individual teacher PD and support needs identified by the teacher, principal, or other instructional leader	82
School-level PD and support needs identified by the principal	84
District-level PD and support needs identified by district leaders	72
PD and support needs required by state policies and priorities	55
Number of districts	17,031
Number of districts (unweighted)	683

Source: 2017-18 District survey.

Exhibit 2.170. Percentage of districts, by percentage of time the content of in-service professional development days was under the control of schools rather than the district: 2017-18

Percent of time content of in-service professional development was under the control of schools	Percent of districts
0-25 percent	12
26-50 percent	36
51-75 percent	18
76-100 percent	34
Number of districts	17,031
Number of districts (unweighted)	683

Source: 2017-18 District survey.

Support for Educator Development

Exhibit 2.171. Number of required in-service days for teachers and percentage of districts using specific professional development and support practices: 2013-14 and 2017-18

Practice	2013-14	2017-18
Average number of required in-service days for teachers	6.8 days	7.6 days*
Median number of required in-service days for teachers	6.0 days	7.0 days
Use evaluation results to plan professional development for individual teachers	91	94
Use evaluation results to identify low-performing teachers for coaching, mentoring, or peer assistance	84	95*
Use evaluation results to develop performance improvement plans for low-performing teachers	86	97*
Use evaluation results to design professional development programs offered by the district	90	87
Use student-level data system to plan district-wide professional development such as identifying specific content or skills where teachers need assistance or support	77	80
Assign coaches, mentors, or professional development specialists to all schools	n.a.	79
Assign coaches, mentors, or professional development specialists only to low-performing, high-need, or hard-to-staff schools	n.a.	3
Number of districts	15,359	17,031
Number of districts (unweighted)	559	683

* Value is significantly different from the value for 2013-14 ($p < .05$).

n.a. = not available. Question not asked the survey year.

Note: Medians were not tested for significant differences over time.

Source: 2017-18 District survey and 2013-14 District survey.

Support for Educator Development

Exhibit 2.172a. Percentage of districts requiring a specific number of in-service professional development days for teachers and principals: 2013-14 and 2017-18

Number of days	Percent of districts	
	2013-14	2017-18
Teachers		
0	1	1
0.5-2.9	6	5
3-4.9	20	17
5-6.9	35	26*
7-8.9	14	18
9-10.9	13	18*
11 or more	11	14
Principals		
0	6	5
0.5-2.9	6	5
3-4.9	20	14
5-6.9	25	25
7-8.9	13	14
9-10.9	15	18
11 or more	14	18
Number of districts	15,231	17,031
Number of districts (unweighted)	557	683

* Percentage is significantly different from the percentage for 2013-14 ($p < .05$).

Source: 2017-18 District survey and 2013-14 District survey.

Exhibit 2.172b. Mean and median number of required in-service professional development days for teachers and principals by traditional and charter districts: 2017-18

Statistic	Traditional districts	Charter school LEAs
Teachers		
Mean number of days	6.6	12.0*
Median number of days	6.0	10.0
Principals		
Mean number of days	6.9	11.9*
Median number of days	6.0	10.0
Number of districts	14,049	2,982
Number of districts (unweighted)	533	150

* Mean is significantly different from mean for traditional districts ($p < .05$).

Source: 2017-18 District survey.

Support for Educator Development

Teacher Preparation Programs

Exhibit 2.173. Number of states examining the effectiveness of teacher preparation programs within the past 12 months, by factors used for this assessment: 2013-14 and 2017-18

Whether and how state examined effectiveness within the past 12 months	Number of states	
	2013-14	2017-18
Examined any program	29	35
Examined any program using teacher evaluation ratings, value added measures (VAMs)/ student growth percentiles (SGPs), or classroom observations	11	18
Using teacher evaluation ratings, VAMs/SGPs, or classroom observations only	2	0
Using teacher evaluation ratings, VAMs/SGPs, or classroom observations and other factors	9	18
Examined any program using other factors but not teacher evaluation ratings, VAMs/SGPs, or classroom observations	18	17
Did not examine any programs in the last 12 months	22	16
Number of states	51	51

Note: In the interest of space, this table combines information on states' practices to assess the effectiveness of traditional and alternative teacher preparation programs.

Source: 2017-18 State survey and 2-17 and 2013-14 State survey.

Exhibit 2.174. Number of states that reported on the effectiveness of their teacher preparation programs within the past 12 months: 2013-14 and 2017-18

Practice for reporting effectiveness	Number of states	
	2013-14	2017-18
State reported information about effectiveness to schools of education	17	24
State reported information about effectiveness to schools of education to the public	n.a.	19
State reported information about effectiveness to alternative preparation programs	11	17
State reported information about effectiveness of alternative preparation programs to the public	n.a.	15
Number of states	51	51

n.a. = not available. Question not asked in survey year.

Notes: States that did not assess the effectiveness of their teacher preparation programs were not asked questions about reporting information about the effectiveness of these programs. Not all states have alternative preparation programs.

Source: 2017-18 State survey and 2013-14 State survey.

Support for Educator Development

Teacher and Principal Academies and Teacher Residency Programs

Exhibit 2.175. Number of states that reported developing or supporting teacher and principal academies or teacher residency programs: 2017-18

Program	Number of states
Residency programs for teachers	25
Academies for teachers	2
Academies for principals or other school leaders	3
Academies for both teachers and principals or other school leaders	10
Number of states	51

Source: 2017-18 State survey.

Exhibit 2.176. Percentage of districts that received Title II, Part A that used these funds to develop or support teacher residency program: 2017-18

Use of Title II, Part A funds	Percent of districts
Develop or support teacher residency programs	6
Number of districts receiving Title II, Part A funds	16,163
Number of districts receiving Title II, Part A funds (unweighted)	660

Source: 2017-18 District survey.

Support for Educator Development

Teacher Licensing and Certification

Exhibit 2.177. Number of states that reported making changes to teacher licensing and certification since 2013-14

Change since the 2013-14 school year	Number of states
Modified its standards for teacher licensing or certification	46
Increased the rigor of standards for teacher licensing or certification	38
Additional pre-service clinical experience required	16
Additional pre-service coursework required	17
Increased the rigor of licensure testing or performance assessment	32
Raised cut points required to pass licensure tests	17
Made it easier to obtain teacher licensing or certification	35
Broadened the grade or subject spans for specific licenses or certifications to allow teachers to teach more grades/subjects with a single license	20
Lowered cut points required to pass licensure tests	11
Changes to make it easier/quicker for teachers with licenses in other states to obtain licensure/certification in your state	29
Number of states	51

Note: Eight states reported having other changes to teacher licensing or certification.

Source: 2017-18 State survey.

Chapter 3

Survey Instruments

Overview

Chapter 3 contains the survey instruments for the state education agency and district surveys for the 2018 and 2014 data collections. The state survey was developed as a fillable PDF, while the district survey was web-based. In 2014 and 2018, the state survey was sent to states in five sections by topic area, so that staff with the most knowledge of a specific policy area could focus on that section. In both years, the district survey notification was sent to the district's superintendent, who could then share the survey with the appropriate staff.

The 2014 state education agency survey includes two versions of the school accountability and turning around low-performing schools section. There was a version for states with an approved flexibility waiver under the Elementary and Secondary Education Act (ESEA) and a version for states without this waiver. Each version included appropriate language to refer to low-performing schools.

The chapter also includes extant data forms used for the 2014 data collection to collect publicly available information on school accountability and low-performing schools from state websites and states' ESEA flexibility plans. Another extant data form included information on the state's teacher and principal evaluation system based on publicly available information from state education agency websites. The study team completed these forms and sent the pre-filled forms to states for correction and verification. While all states returned the extant data forms in 2014, we did not obtain complete information for all data elements on all forms. As a result, in 2018 we relied primarily on the state survey to collect data and, for some data elements, supplemented the survey data with information from state ESSA plans as described in Chapter 1.

2017-2018 State Education Agency Survey

OMB#: 1850-0902

Expiration Date: 04/30/2021

Implementation of Title I and Title II-A Program Initiatives

Survey of State Education Agencies Section 1: School Accountability and Turning Around Low-Performing Schools

2017–2018



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. Public reporting burden for this collection of information, which contains five sections, is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. This particular section is estimated to average 60 minutes per response. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I and Title II-A Program Initiatives** study is examining the implementation of policies funded through the Elementary and Secondary Education Act (ESEA) at the state and district levels, in four core areas: school accountability (including turning around low-performing schools), teacher and leader effectiveness, state content standards, and student assessments. This survey will update information on implementation of the Title I and Title II provisions since the last surveys conducted in 2014. The survey also includes a section with questions on school choice to gain a better understanding of different types of school choice programs operating in your state. The study includes surveys of officials from all state education agencies and from a nationally representative sample of school district officials and is sponsored by the United States (U.S.) Department of Education, Institute of Education Sciences (IES).

- This survey includes four sections aligned with policies and practices in four core areas and a fifth section related to school choice. Given the scope of topics, the survey may require more than one respondent.
- Your state's responses are critical to drawing lessons about early implementation of the Every Student Succeeds Act (ESSA).
- States may be identified in reporting but individual respondents will not be identified.

The study, including this survey, is being conducted by Westat and its partner, Mathematica Policy Research.

State’s Long Term Goals for Academic Achievement, Graduation Rate, and English Language Proficiency

Questions in this section ask about your state’s long-term goals for academic achievement, graduation rate, and English language proficiency under the Every Student Succeeds Act (ESSA).

1-1. Which of the following describe your state’s long-term proficiency goals under the Every Student Succeeds Act (ESSA)? (If the state’s goals differ by grade level, please provide the long-term goals for grades 3-8.)

Long-term goal	SELECT ALL THAT APPLY
<p>a. That a specific percentage of students achieve proficiency in the long-term on the state ELA and Math assessment(s)..... 1</p> <p>If you selected this goal, what percentage of all students will be proficient in the long-term? ELA: <input type="text"/> Math: <input type="text"/></p> <p>If you selected this goal, by what school year will the long-term goal be reached? 20 <input type="text"/> - 20 <input type="text"/></p>	
<p>b. To reduce the number of students who are non-proficient on the state ELA and Math assessments in the long-term 2</p> <p>If you selected this goal, by what percentage will the number of non-proficient students be reduced in the long-term? ELA: <input type="text"/> Math: <input type="text"/></p> <p>If you selected this goal, what percentage of all students will be proficient if the long-term goal is attained? ELA: <input type="text"/> Math: <input type="text"/></p> <p>If you selected this goal, by what school year will the long-term goal be reached? 20 <input type="text"/> - 20 <input type="text"/></p>	
<p>c. Other long-term goal:..... 3</p> <p><i>Specify the overall goal:</i> _____</p> <p><i>Specify the long-term target proficiency rate for all students in ELA</i> <input type="text"/></p> <p><i>Specify the long-term target proficiency rate for all students in Math</i> <input type="text"/></p> <p>If you selected this goal, by what school year will the long-term goal be reached? 20 <input type="text"/> 20 <input type="text"/></p>	

1-2. Are the state’s long-term proficiency goals the same for all subgroups or do they vary for different subgroups?

SELECT ONE RESPONSE

- Long-term proficiency goals are the same for all subgroups
- Long-term proficiency goals vary for different subgroups

Comments to clarify (if needed):

1-3. What are your state's long-term goals for 4-year adjusted cohort graduation rates under ESSA?

**SELECT ALL
THAT
APPLY**

Long-term goal

a. That a specific percentage of students graduate, based on the 4-year adjusted cohort graduation rate..... 1

If you selected this goal, what percentage of all students will graduate?

PERCENT OF ALL STUDENTS WILL GRADUATE

If you selected this goal, by what school year will the long-term goal be reached?

20 - 20

b. To reduce the percentage of students who do not graduate, based on the 4-year adjusted cohort graduation rate 2

If you selected this goal, what is the percentage reduction in the share of students not graduating within 4 years?

PERCENT REDUCTION IN THE SHARE OF ALL STUDENTS NOT GRADUATING WITHIN 4 YEARS

If you selected this goal, what percentage of all students will graduate by the target school year?

PERCENT OF ALL STUDENTS WILL GRADUATE

If you selected this goal, by what school year will the long-term goal be reached?

20 - 20

c. That the graduation rate increases by a specific percentage, based on the 4-year adjusted cohort graduation rate 3

If you selected this goal, what is the percentage by which the graduation rate will increase for all students?

PERCENT INCREASE IN THE GRADUATION RATE FOR ALL STUDENTS

If you selected this goal, what percentage of all students will graduate by the target school year?

PERCENT OF ALL STUDENTS WILL GRADUATE

If you selected this goal, by what school year will the long-term goal be reached?

20 - 20

d. Other..... 4

Specify the goal: _____

If you selected this goal, what percentage of all students will graduate?

PERCENT OF ALL STUDENTS WILL GRADUATE

If you selected this goal, by what school year will the long-term goal be reached?

20 - 20

1-4. What are your state’s long-term goals for student progress toward English language proficiency under ESSA?

Check box if not applicable – the state’s long-term goal for English language proficiency has not been specified yet.

**SELECT ALL
THAT APPLY**

Long-term goal

a. That English learners entering the state’s schools achieve English language proficiency within a certain number of years..... 1

If you selected this goal, how many years do English learners have from initially entering the state’s schools to achieve English language proficiency?

YEARS FROM ENTERING SCHOOL TO PROFICIENCY

If you selected this goal, what percentage of all English learners entering the state’s schools will achieve English language proficiency within that timeframe? PERCENT

b. That the percentage of English learners who are making progress toward English proficiency increases each year 2

If you selected this goal, what percentage of English learners must make progress toward English language proficiency in 2017–18?

PERCENT OF ENGLISH LEARNERS MUST MAKE PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY IN 2017–18

If you selected this goal, how many years do English learners have from initially entering the state’s schools to achieve English language proficiency?

YEARS FROM ENTERING SCHOOL TO PROFICIENCY

c. Other 3

Specify: _____

1-5. Is your state including former English learners (those who have exited English learner status by becoming proficient in English) in the English learner subgroup in measures of school performance for this school year (2017–18) in the state’s accountability system?

SELECT ONE RESPONSE

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

0 No, the state does not include former English learners in the English learner subgroup **SKIP TO 1-7**

1-6. For how many years after a student is no longer identified as an English learner does your state include former English learners in the English learner subgroup when measuring school performance?

NUMBER OF YEARS FORMER ENGLISH LEARNERS ARE COUNTED IN THE ENGLISH LEARNER SUBGROUP

Comments to clarify (if needed):

Measures Used in the State’s Accountability System

Questions in this section ask about the measures from this school year (2017–18) that are being used to differentiate school performance under your state’s accountability system.

NOTE: *Differentiate school performance* means to use measures of school performance to rank schools or to categorize schools into lower- and higher-performing schools.

1-7. Which measures based on assessments from this school year (2017–18) are used to differentiate school performance in your state’s accountability system for elementary and middle schools? Include measures that are classified under ESSA as academic achievement indicators or other academic indicators. Measures of English language proficiency and school quality and student success will be asked about later.

	INDICATOR IN YOUR STATE?		IF YES, WHICH TYPE(S) OF MEASURE(S) ARE USED? SELECT ALL THAT APPLY IN EACH ROW			
	YES	NO	PERCENTAGE OF STUDENTS ACHIEVING A SINGLE THRESHOLD SCORE*	PERCENTAGE OF STUDENTS IN MULTIPLE ASSESSMENT CATEGORIES**	INDIVIDUAL STUDENT ACHIEVEMENT GROWTH***	ASSESSMENT PARTICIPATION RATE****
ELEMENTARY/MIDDLE SCHOOLS						
a. English language arts (ELA) assessment	1	0	1	2	3	4
b. Math assessment	1	0	1	2	3	4
c. Science assessment	1	0	1	2	3	4
d. Social Studies/History assessment.....	1	0	1	2	3	4
e. ACT assessments (ASPIRE, EXPLORE).....	1	0	1	2	3	4
f. Other	1	0	1	2	3	4
<i>(Specify)</i>						

* **Percentage of students achieving a threshold score** is the percentage achieving proficiency or other state-specified threshold on the state assessment.

** **Percentage of students in multiple assessment categories** is the percentage of students advanced and/or basic, in addition to percentage proficient, or the percentage achieving along particular scale or index scores.

*** **Individual student achievement growth for this question** may include student movement between performance categories, value added, student growth percentiles, or growth between grade levels on a vertical scale.

**** **Assessment participation rate** is the percentage of students taking the assessment.

1-8. Which measures based on assessments from this school year (2017–18) are used to differentiate school performance in your state’s accountability system for high schools? Include measures that are classified under ESSA as academic achievement indicators or other academic indicators. Measures of English language proficiency and school quality and student success will be asked about later.

HIGH SCHOOLS	INDICATOR IN YOUR STATE?		IF YES, WHICH TYPE(S) OF MEASURE(S) ARE USED?*			
	YES	NO	PERCENTAGE OF STUDENTS ACHIEVING A SINGLE THRESHOLD SCORE*	PERCENTAGE OF STUDENTS IN MULTIPLE ASSESSMENT CATEGORIES**	INDIVIDUAL STUDENT ACHIEVEMENT GROWTH***	ASSESSMENT PARTICIPATION RATE****
a. Comprehensive exam.....	1	0	1	2	3	4
b. High school exit exam	1	0	1	2	3	4
c. ELA assessment	1	0	1	2	3	4
d. Math assessment	1	0	1	2	3	4
e. Science assessment.....	1	0	1	2	3	4
f. Social Studies/History assessment.....	1	0	1	2	3	4
g. ACT assessments (ASPIRE, ACT, WorkKeys)	1	0	1	2	3	4
h. SAT or PSAT exam	1	0	1	2		4
i. Advanced Placement exam.....	1	0	1	2		4
j. International Baccalaureate exam	1	0	1	2		4
k. Other	1	0	1	2	3	4
(Specify): _____						

* **Percentage of students achieving a threshold score** is the percentage achieving proficiency or other state-specified threshold on the state assessment.

** **Percentage of students in multiple assessment categories** is the percentage of students advanced and/or basic, in addition to percentage proficient, or the percentage achieving along particular scale or index scores.

*** **Individual student achievement growth for this question** may include student movement between performance categories, value added, student growth percentiles, or growth between grade levels on a vertical scale.

**** **Assessment participation rate** is the percentage of students taking the assessment.

1-9. Which measures of student achievement growth from this school year (2017–18) are used for reading and math achievement in your state’s accountability system for elementary and middle schools?

Check box if not applicable – student achievement growth is not used in the state’s accountability system for elementary and middle schools.

SELECT ALL THAT APPLY

- 1 Movement to a higher performance category, for example, from basic to proficient
- 2 Value added growth measure
- 3 Student growth percentile
- 4 Growth from one grade level to another measured on a vertical scale
- 5 Improvement from one cohort of students to the next cohort in the same grades
- 6 Percentage of students with achievement growth at or above targets for attaining proficiency goals

1-10. Which measures of student achievement growth from this school year (2017–18) are used for reading and math achievement in your state’s accountability system for high schools?

Check box if not applicable – student achievement growth is not used in the state’s accountability system for high schools.

SELECT ALL THAT APPLY

- 1 Movement to a higher performance category, for example, from basic to proficient
- 2 Value added growth measure
- 3 Student growth percentile
- 4 Growth from one grade level to another measured on a vertical scale
- 5 Improvement from one cohort of students to the next cohort in the same grades
- 6 Percentage of students with achievement growth at or above targets for attaining proficiency goals

1-11. Which of the following measures from this school year (2017–18) are used as part of the English language proficiency indicator to differentiate school performance in your state’s accountability system?

SELECT ALL THAT APPLY

- 1 The percentage of English learners who make progress toward English proficiency
- 2 The percentage of English learners who achieve English language proficiency
- 3 Other measure of English language proficiency

(Specify): _____

1-12. Which of the following measures of school quality or student success from this school year (2017–18) are used to differentiate school performance in your state’s accountability system? (This question does not include performance on student assessments because that is addressed in prior questions 1-7 and 1-8.)

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

Measure

ELEMENTARY/MIDDLE SCHOOLS

a. Student attendance rate.....	1	0
b. Chronic absenteeism rate	1	0
c. Participation or performance in courses without state assessments (e.g., arts, physical education, world language)	1	0
d. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents)	1	0
e. School climate.....	1	0
f. Student engagement	1	0
g. Student social-emotional learning.....	1	0
h. Other elementary/middle school measure	1	0

(Specify): _____

HIGH SCHOOLS

i. Student attendance rate.....	1	0
j. Chronic absenteeism rate	1	0
k. Dropout rate	1	0
l. Participation or performance in courses without state assessments (e.g., arts, physical education, world language)	1	0
m. On track to graduate index (including participation and/or performance in key courses, attendance, and/or disciplinary incidents)	1	0
n. College and career readiness (including participation or performance on AP, IB, dual/concurrent/early college coursework, career technical education pathways or certificates)	1	0
o. Postsecondary enrollment/outcomes (including college enrollment and/or persistence)	1	0
p. Postsecondary employment and/or military enrollment.....	1	0
q. School climate.....	1	0
r. Student engagement	1	0
s. Student social-emotional learning.....	1	0
t. Other high school measure.....	1	0

(Specify) _____

Comments to clarify (if needed):

State Performance Categories for Schools and How Measures are Combined

For questions 1-13 through 1-16, please think about the state accountability system that applies to school performance measured using assessments taken in this school year (2017–18).

1-13. How many school performance ratings are defined in your state’s school accountability system?

(For example, A/B/C/D/F ratings would be 5 performance ratings)

(Enter the number)

NUMBER OF RATINGS

1-14. Does your state combine the indicators of school performance into a single summative index to rank schools and then assign an overall rating?

SELECT ONE RESPONSE

- 1 Yes, all indicators are combined into a single summative index to assign school ratings
- 0 No, the state does not use the indicator scores to produce a single summative index to assign school ratings

1-15. Does your state provide schools with a rating on each indicator in the accountability system, for example, on academic indicators and on school quality or student success indicators (sometimes referred to as a dashboard approach)?

SELECT ONE RESPONSE

- 1 Yes, the state rates schools on each indicator used in the state’s accountability system
- 0 No, the state does not rate schools on each indicator used in the state’s accountability system

Comments to clarify (if needed):

1-16. What percentage of a school’s annual rating using data from this school year (2017-18) will be based on student achievement (achievement scores or proficiency), on student achievement growth, and on school quality or student success measures?

Please consider the school ratings that are based on state assessments taken in 2017-18 (and prior years if they are also used for that rating).

Check box if not applicable – the state does not create a single rating score for schools

Measure	ENTER THE PERCENTAGE WEIGHTS FOR EACH ROW			
	PERCENTAGE OF SCHOOL’S ANNUAL RATING: ELEMENTARY AND MIDDLE SCHOOLS	DON’T KNOW	PERCENTAGE OF SCHOOL’S ANNUAL RATING: HIGH SCHOOLS	DON’T KNOW
a. Percentage weight for student achievement levels or proficiency.....	<input type="text"/> %	d	<input type="text"/> %	d
b. Percentage weight for student achievement growth	<input type="text"/> %	d	<input type="text"/> %	d
c. Percentage weight for the school quality or student success indicator(s).....	<input type="text"/> %	d	<input type="text"/> %	d

Comments to clarify (if needed):

Subgroups Used in School Accountability Systems

The next questions are about student subgroups whose academic achievement will be measured using assessments taken in this school year (2017–18) in the statewide school accountability system.

1-17. For the 2017–18 school year assessments, what is the minimum number of students in a school that could constitute a subgroup whose achievement is monitored against state targets for student performance?

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 2017–18 state assessments
- b. Minimum subgroup size used *for English language proficiency measures* in school accountability based on the 2017–18 state assessments
- c. Other minimum subgroup size or check NA if no other minimum subgroup

(Specify how used):

1-18. For the 2017–18 school year assessments, what is 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 2017-18 state assessments

Comments to clarify (if needed):

1-19. For students assessed in 2017-18, is your state examining the school-level performance of subgroups other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners)?

Purpose	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. For the statewide accountability system	1	0
b. For reporting on schools	1	0

IF NO TO BOTH A AND B, SKIP TO 1-21.

1-20. For students assessed in spring 2017-18, which additional subgroups is the state using?

ADDITIONAL SUBGROUPS	SELECT ALL THAT APPLY IN EACH ROW	
	FOR STATEWIDE ACCOUNTABILITY	FOR SCHOOL REPORT CARDS
a. Homeless children.....	1	2
b. Migrant students.....	1	2
c. Children in foster care.....	1	2
d. Children whose parents are on active military duty	1	2
e. Girls and boys.....	1	2
f. Combined subgroup.....	1	2
(Specify): _____		
Combined subgroup.....	1	2
(Specify): _____		
g. Other subgroup.....	1	2
(Specify): _____		
Other subgroup	1	2
(Specify): _____		

Incorporating Student Testing Opt-Outs in Accountability Systems

The next question asks about how the state is dealing with low student participation on state assessments in this school year (2017–18).

1-21. How will the state’s accountability system address schools with less than 95 percent student participation in this school year (2017–18) on mandatory state assessments?

(If the response to opt-outs increases each year, please indicate the response in the first year in which participation falls below 95 percent.)

Method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Schools must create an improvement plan to increase testing participation	1	0
b. A school’s overall summative rating will decline or the school will be ineligible to receive the highest rating	1	0
c. Eligible students who do not take the exam will receive a score of zero for the purposes of accountability	1	0
d. Eligible students who do not take the exam will be scored as not proficient for the purposes of accountability	1	0
e. The schools will be monitored and assisted in increasing test participation in the following year	1	0
f. Other	1	0

(Specify): _____

Reporting School-Level Per-Pupil Expenditures

The next questions address the ESSA requirement to report per-pupil expenditures by school.

1-22. For which school year will your state’s district and/or school report cards report per-pupil expenditures for the first time?

SELECT ONE RESPONSE

- 1 Before 2017–18
- 2 2017–18
- 3 2018–19
- 4 2019–20

1-23. Does your state currently have expenditure data for individual schools?

SELECT ONE RESPONSE

- 1 Yes
- 0 No

1-24. How does your state (or will your state) obtain expenditure data for individual schools?

SELECT ALL THAT APPLY

- 1 Consolidate information already in existing state data systems
- 2 Develop a new state financial management system
- 3 Request electronic data on school-level spending from districts
- 4 Survey districts on the level of spending at the school level
- 5 Some other approach

(Specify): _____

Identifying Comprehensive Support, Targeted Support, and Additional Targeted Support Schools

Under ESSA, states are identifying schools for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement. The following sections refer to those schools as Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools.

1-25. What is your state’s timetable for identifying the first group of Title I Comprehensive Support, Title I Targeted Support, and Title I Additional Targeted Support schools and for planning and implementing interventions in those schools?

SELECT ONE RESPONSE IN EACH ROW			
School Year			
2016–17	2017–18	2018–19	2019–20

School type and purpose

Title I Comprehensive Support Schools

a. The latest year of state assessment data used to identify the first group of Comprehensive Support schools	1	2	3	4
b. The school year in which initial school improvement plans will be developed for the first group of Comprehensive Support schools.....	1	2	3	4
c. The school year in which school improvement plans will initially be implemented for the first group of Comprehensive Support schools.	1	2	3	4

Title I Targeted Support Schools

d. The latest year of state assessment data used to identify the first group of Targeted Support schools	1	2	3	4
e. The school year in which initial school improvement plans will be developed for the first group of Targeted Support schools	1	2	3	4
f. The school year in which school improvement plans will initially be implemented for the first group of Targeted Support schools.....	1	2	3	4

Title I Additional Targeted Support Schools

g. The latest year of state assessment data used to identify the first group of Additional Targeted Support schools.....	1	2	3	4
--	---	---	---	---

1-26. In the initial year in which your state identifies the first group of Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools, has your state identified (or will your state identify) any Non-Title I schools in these categories?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

School type

a. Non-Title I Comprehensive Support schools.....	1	0
b. Non-Title I Targeted Support schools	1	0
c. Non-Title I Additional Targeted Support schools.....	1	0

1-27. How often does your state plan to identify Comprehensive Support schools, Targeted Support schools, and Additional Targeted Support schools?

Identification method	SELECT ONE RESPONSE IN EACH ROW		
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS
a. Comprehensive Support schools	1	2	3
b. Targeted Support schools	1	2	3
c. Additional Targeted Support schools	1	2	3

1-28. What is the number of schools in your state receiving Title I, Part A funds during this school year (2017–18)?

Title I schools in the state

1-29. For this question we are interested in the number of Title I Comprehensive Support schools that were identified in 2017–18.

(Note: Provide the total number of Title I Comprehensive Support schools and the number of Title I Comprehensive Support schools in each category. Schools may be counted in more than one category.)

If your state did not identify Title I Comprehensive Support schools in 2017–18, check this box and skip to 1-30.

NUMBER OF TITLE I COMPREHENSIVE SUPPORT SCHOOLS

Total number of Title I Comprehensive Support Schools

a. In total, how many Title I schools have been identified as Comprehensive Support schools in 2017–18?

Categories of Title I Comprehensive Support Schools

b. How many Title I schools were identified as Comprehensive Support schools because they were in the lowest 5 percent of Title I schools according to the state’s accountability system?

c. How many Title I schools were identified as Comprehensive Support schools because they were high schools with graduation rates below 67 percent?

d. How many Title I schools were identified as Comprehensive Support schools because they were chronically low-performing targeted support (or former Focus) schools?

e. How many Title I schools were identified as Comprehensive Support schools for other reasons?

(Specify): _____

Continuing Interventions in Schools Identified Prior to ESSA

1-30. During this school year (2017–18), has the state required interventions to continue in schools previously identified in any of the following categories?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
The state has required interventions to continue in previously identified:		
a. Priority schools (as defined under ESEA flexibility)	1	0
b. Schools that received School Improvement Grants (SIG schools)	1	0
c. Schools in Restructuring or Corrective Action (as defined under NCLB).	1	0
d. Schools identified as lowest-performing under a state accountability system distinct from ESSA	1	0

Comments to clarify (if needed):

Interventions in Lowest-Performing Title I Schools

The next questions ask about interventions that are being implemented during this school year (2017–18) in your state’s lowest-performing Title I schools. Your state’s lowest-performing Title I schools during this school year (2017–18) could include previously-identified Priority schools (as defined under ESEA flexibility), previously-identified schools in Restructuring or Corrective Action (as defined under NCLB), schools receiving School Improvement Grants (SIG), schools identified for comprehensive support (as defined under ESSA), or schools identified as lowest-performing under a state accountability system distinct from ESSA.

1-31. How many lowest-performing Title I schools in the state are operating under alternative management during this school year (2017–18) as part of a school improvement effort?

These might include schools that were transferred to state control, converted to charter schools, or turned over to external school management organizations. Include schools that were turned over to alternative management in earlier years, if they remained under that management in 2017–18.

(Enter the number of Title I schools for each category. If “none” enter 0.)

Check this box if some schools fit more than one of these categories.

Please count schools in each relevant category, so for example, if a school is converted to a charter school and in a statewide accountability district, count that school in both rows A and B. However, please count each school once in the total (row D).

	NUMBER OF LOWEST- PERFORMING TITLE I SCHOOLS	DON'T KNOW
Alternative management		
a. Direct state control or statewide accountability district	_____	d
b. Converted to charter school	_____	d
c. Managed by a school management organization, either for-profit or nonprofit	_____	d
d. TOTAL LOWEST-PERFORMING TITLE I SCHOOLS UNDER ALTERNATIVE MANAGEMENT.....	_____	d

NOTE: States proceed to questions 1-32 through 1-45 only if they have a lowest-performing school required to develop plans or implement interventions (1-25b = 1 or 2 OR 1-25c = 1 or 2 OR 1-30a = 1 OR 1-30b = 1 OR 1-30c = 1 OR 1-30d = 1). Otherwise go to 1-46.

The next questions ask about interventions in the state’s lowest-performing Title I schools – however the state defines lowest-performing – during this school year (2017–18).

1-32. Thinking about the state’s lowest-performing Title I schools that were implementing interventions during this school year (2017–18), what interventions, if any, did the state require during this school year (2017–18)?

NOTE: Please select “required” if the state requires the intervention for some or all lowest-performing schools in 2017-18

Interventions	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	REQUIRED	NOT REQUIRED
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance.....	1	0
b. School improvement plans were required to be available to the public.....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance	1	0
d. Schools or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	1	0
e. Districts must offer students in a low-performing school the option to attend a different school (school choice).....	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
g. Schools must work with an outside organization offering managers and coaches to support rapid school improvement.....	1	0
h. Schools must implement interventions selected from a list of evidence-based programs and models identified by the state.....	1	0
i. Schools must participate in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance	1	0
j. Schools must join a state-operated school improvement district.....	1	0
k. Schools must take some other action.....	1	0
(Specify other action): _____		

1-33. Are all, some, or none of the lowest-performing Title I schools in the state implementing the following academic and structural changes during this school year (2017–18)?

School academic and structural changes	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year	2	1	0

1-34. In how many lowest-performing Title I schools did improvement efforts involve major staffing changes immediately prior to the start of this school year (2017–18), that is, during the summer of 2017?

Enter the number of lowest-performing Title I schools in which the principal was replaced or in which half or more of the teaching staff was replaced immediately before the start of the 2017–18 school year as part of the school improvement plan.

Staffing changes	NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS	NONE	DON'T KNOW
a. Principal replaced	_____	0	d
b. Half or more of the teaching staff replaced	_____	0	d

1-35. Do the state’s current teacher assignment laws or policies for lowest-performing Title I schools in 2017–18 permit any of the following?

Practice	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Financial incentives for teachers to begin or continue to work in the state’s lowest-performing Title I schools	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the lowest-performing Title I schools.....	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the lowest-performing Title I schools	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions	1	0
e. School discretion or authority to decide which staff to hire for the lowest-performing Title I schools	1	0
f. Exemptions from teacher tenure rules that affect placement in or removal from the lowest-performing Title I schools	1	0

(Specify): _____

Comments to clarify (if needed):

1-36. How is your state promoting the use of evidence-based models, interventions, or strategies by lowest-performing Title I schools implementing interventions during this school year (2017–18)?

Method of promoting	SELECT ONE RESPONSE IN EACH ROW		
	STATE SUPPORT FOR THE USE OF EVIDENCE-BASED STRATEGIES		
	YES	NO	NA
a. The state provided district and school leaders with information about evidence-based models, interventions, or strategies to improve student performance	1	0	
b. The state provided a list of vetted partners that district and school leaders could engage to implement approved evidence-based strategies.....	1	0	
c. The state linked district and school leaders with staff from the U.S. Department of Education’s Regional Educational Laboratories or Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance	1	0	
d. The state referred district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence to obtain information on evidence-based models, interventions, or strategies to improve student performance	1	0	
e. District applications for school improvement funds must describe the evidence base for proposed interventions, or they receive competitive preference for describing such evidence	1	0	NA
f. District applications for school improvement funds must include plans for evaluating the effectiveness of interventions, or they receive competitive preference for evaluation plans	1	0	NA
g. Something else	1	0	
<i>(Specify):</i> _____			

Comments to clarify (if needed):

Support and Resources for Lowest Performing Title I Schools

1-37. During this school year (2017–18), which of the following organizational or administrative structures are in place in your state to support school improvement efforts?

Organizational or administrative structure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State staff or office whose sole responsibility is to support school improvement	1	0
b. Regional staff or office, serving multiple districts, whose sole responsibility is to support school improvement	1	0
c. Contracts with external consultants to support school improvement	1	0
d. State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with English learners	1	0
e. State-level staff, consultants, or staff from a regional office serving multiple districts to provide support to lowest-performing schools and districts in working with students with disabilities	1	0
f. Monitoring or reporting requirements specifically for lowest-performing schools	1	0
g. Something else.....	1	0
<i>(Specify):</i> _____		

1-38. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to principals in lowest-performing Title I schools, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST- PERFORMING TITLE I SCHOOLS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0
d. Topic(s) chosen by the district or school.....	1	0
e. Some other topic.....	1	0
<i>(Specify):</i> _____		

1-39. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what **additional professional development or technical assistance** has the state provided to **teachers** in lowest-performing Title I schools, **beyond what is available to any Title I school?**

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Analyzing student assessment data to improve instruction	1	0
b. Working effectively in teacher teams to improve instruction	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0
e. Topic(s) chosen by the district or school.....	1	0
f. Some other topic.....	1	0

(Specify): _____

1-40. During this school year (2017–18), what **additional resources** did the state provide to lowest-performing Title I schools, **beyond what is available to any Title I school?**

Additional resources	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan	1	0
b. Additional resources to be used to reduce class sizes or to maintain low class sizes	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year) or to maintain extended day or extended school year schedules	1	0
d. Additional resources for other purposes.....	1	0

(Specify): _____

Monitoring and Support for Lowest-Performing Title I Schools

We would like to learn more about how your state plans to monitor the activities and progress of lowest-performing Title I schools during this school year (2017–18).

1-41. Please identify the entity with the largest role in each activity below to support and improve lowest-performing Title I schools in your state during this school year (2017–18). We have specified the role we are asking about for each activity in parentheses.

Note: If this varies for different lowest-performing schools, please think about the response relevant to the largest number of lowest-performing schools.

Activity	SELECT ONE RESPONSE IN EACH ROW				
	THE SCHOOL	THE DISTRICT	A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	THE STATE EDUCATION AGENCY	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work)	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority)	1	2	3	4	NA
c. Deciding to replace the principal (entity with the most decision-making authority) ..	1	2	3	4	NA
d. Establishing timetables for implementing interventions (entity with the most decision-making authority).....	1	2	3	4	NA
e. Providing technical assistance to the school in implementing interventions (entity doing the most work)	1	2	3	4	NA
f. Monitoring the implementation of interventions (entity with the most responsibility for monitoring).....	1	2	3	4	NA
g. Monitoring the school’s progress toward improvement targets (entity with the most responsibility for monitoring).....	1	2	3	4	NA
h. Setting exit criteria for schools in this category (entity with the most decision-making authority)	1	2	3	4	NA
i. Deciding to close the school (entity with the most decision-making authority).....	1	2	3	4	NA

1-42. During this school year (2017–18), which of the following strategies are used for supporting and monitoring the lowest-performing Title I schools in your state and, for each strategy, how often is it used?

LOWEST-PERFORMING TITLE I SCHOOLS	USED FOR SUPPORTING AND MONITORING IN YOUR STATE?		IF YES, HOW OFTEN USED FOR EACH LOWEST PERFORMING TITLE I SCHOOL? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. Site visits	1	0	1	2	3	4	_____
b. Telephone conferences	1	0	1	2	3	4	_____
c. Discussions with parents/community	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Create networks of schools that work together to support school improvement	1	0	1	2	3	4	_____
f. Other	1	0	1	2	3	4	_____
<i>(Specify):</i> _____							

Comments to clarify (if needed):

Targeted Support and Additional Targeted Support Schools

Under ESSA, states are identifying schools with low subgroup achievement for targeted support and improvement. The next three questions refer to those schools as Targeted Support and Additional Targeted Support schools.

1-43. How will the state identify the Targeted Support schools? (Exclude Additional Targeted Support schools in this response.)

Identification method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Schools with the largest within-school subgroup achievement gaps.....	1	0
b. Schools with a consistently under-performing subgroup.....	1	0
c. Schools with a subgroup performing at the level of the lowest-performing 5 percent of all Title I-receiving schools	1	0
d. Some other method.....	1	0

(Specify): _____

1-44. During this school year (2017–18), how many Title I and non-Title I schools are identified as Targeted Support schools and how many are identified as Additional Targeted Support schools (items A and B)?

Check box if any schools are included as both Targeted Support and Additional Targeted Support schools.

In item C, provide the total unduplicated number of Targeted Support and Additional Targeted Support schools.

If your state had no Targeted Support schools or no Additional Targeted Support schools in 2017–18, enter 0 for that item.

Type of school	NUMBER OF TITLE I SCHOOLS	NUMBER OF NON-TITLE I SCHOOLS
a. Targeted Support schools	_____	_____
b. Additional Targeted Support schools	_____	_____
c. TOTAL: Targeted Support and Additional Targeted Support schools.	_____	_____

1-45. During this school year (2017–18), has the state required interventions to continue in schools previously identified in any of the following categories?

The state has required interventions to continue in previously identified:

SELECT ONE RESPONSE IN EACH ROW	
YES	NO
a. Focus schools (as identified under ESEA flexibility)	0
b. Schools identified as having low-performing subgroups under a state accountability system distinct from ESSA	0

a. Focus schools (as identified under ESEA flexibility)	1	0
b. Schools identified as having low-performing subgroups under a state accountability system distinct from ESSA	1	0

Comments to clarify (if needed):

Interventions in Title I Schools with Low-Performing Subgroups

The next questions ask about interventions during this school year (2017–18) in schools that are not the state’s lowest-performing schools, but have been identified because of low-performing subgroups or subgroup achievement gaps. These schools include Targeted Support and/or Additional Targeted Support schools identified under ESSA or previously-identified Focus schools as defined under ESEA flexibility or schools identified as having a low-performing subgroup under another state accountability system. We refer to these schools as “schools with low-performing subgroups.”

1-46. NO QUESTION 1-46 ON THIS FORM.

NOTE: States proceed to questions 1-47 through 1-54 only if they have a school with low-performing subgroups required to develop plans or implement interventions (1-25e = 1 or 2 OR 1-25f = 1 or 2 OR 1-45a = 1 OR 1-45b = 1). Otherwise go to the instructions before 1-55.

1-47. For Title I schools with low-performing subgroups, what interventions, if any, did the state require during this school year (2017–18)?

NOTE: Please select “required” if the state requires the intervention for some or all schools with low-performing subgroups in 2017-18.

Interventions for Title I schools with low-performing subgroups	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	REQUIRED	NOT REQUIRED
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance.....	1	0
b. School improvement plans were required to be available to the public....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance.....	1	0
d. Schools or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	1	0
e. Districts must offer students in a school with low-performing subgroups the option to attend a different school (school choice)	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
g. Schools must implement interventions selected from a list of evidence-based programs and models identified by the state	1	0
h. Schools must take some other action.....	1	0

(Specify): _____

1-48. Are all, some, or none of the Title I schools with low-performing subgroups in the state implementing the following academic and structural changes during this school year (2017–18)?

School academic and structural changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year	2	1	0

1-49. How is the state promoting the use of evidence-based models, interventions, or strategies by Title I schools with low-performing subgroups implementing intervention strategies during this school year (2017–18)?

Method of promoting	SELECT ONE RESPONSE IN EACH ROW		
	STATE SUPPORT FOR THE USE OF EVIDENCE-BASED STRATEGIES		
	YES	NO	NA
a. The state provided district and school leaders with information about evidence-based models, interventions, or strategies to improve student performance.....	1	0	
b. The state provided a list of vetted partners that district and school leaders could engage to implement approved evidence-based strategies.....	1	0	
c. The state linked district and school leaders with staff from the U.S. Department of Education’s Regional Educational Laboratories or Comprehensive Centers to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
d. The state referred district and school leaders to the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence to obtain information on evidence-based models, interventions, or strategies to improve student performance.....	1	0	
e. District applications for school improvement funds must describe the evidence base for proposed interventions, or they receive competitive preference for describing such evidence.....	1	0	NA
f. District applications for school improvement funds must include plans for evaluating the effectiveness of interventions, or they receive competitive preference for evaluation plans.....	1	0	NA
g. Something else.....	1	0	
(Specify): _____			

Comments to clarify (if needed):

Support and Resources for Title I Schools with Low-Performing Subgroups

1-50. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to principals in Title I schools with low-performing subgroups, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0
d. Topic(s) chosen by the district or school	1	0
e. Some other topic	1	0
<i>(Specify):</i> _____		

1-51. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance has the state provided to teachers in Title I schools with low-performing subgroups, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0
e. Topic(s) chosen by the district or school	1	0
f. Some other topic	1	0
<i>(Specify):</i> _____		

1-52. During this school year (2017–18), what **additional** resources did the state provide to Title I schools with low-performing subgroups, **beyond what is available to any Title I school?**

Additional resources	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED TO TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan	1	0
b. Additional resources to be used to reduce class sizes or to maintain low class sizes	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year) or to maintain extended day or extended school year schedules	1	0
d. Additional resources for other purposes.....	1	0

(Specify): _____

Monitoring and Support for Title I Schools with Low-Performing Subgroups

We would like to learn more about how your state plans to monitor the activities and progress of Title I schools with low-performing subgroups during this school year (2017–18).

1-53. Please identify the entity with the largest role in each of the activities below to support and improve Title I schools with low-performing subgroups in your state in 2017–18. We have specified the role we are asking about for each activity in parentheses.

NOTE: If this varies for different schools with low-performing subgroups, please think about the response relevant to the largest number of schools with low-performing subgroups.

Activity	SELECT ONE RESPONSE IN EACH ROW				
	THE SCHOOL	THE DISTRICT	A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	THE STATE EDUCATION AGENCY	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work).....	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority)	1	2	3	4	NA
c. Establishing timetables for implementing interventions (entity with the most decision-making authority).....	1	2	3	4	NA
d. Providing technical assistance to the school in implementing interventions (entity doing the most work).....	1	2	3	4	NA
e. Monitoring the implementation of interventions (entity with the most responsibility for monitoring).....	1	2	3	4	NA
f. Monitoring the school’s progress toward improvement targets (entity with the most responsibility for monitoring).....	1	2	3	4	NA
g. Setting exit criteria for schools in this category (entity with the most decision-making authority)	1	2	3	4	NA

1-54. During this school year (2017–18), which of the following strategies are used for supporting and monitoring the Title I schools with low-performing subgroups in your state and, for each strategy, how often is it used?

TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	USED FOR SUPPORTING AND MONITORING IN YOUR STATE?		IF YES, HOW OFTEN USED FOR EACH TITLE I SCHOOL WITH LOW-PERFORMING SUBGROUPS? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences..	1	0	1	2	3	4	_____
c. Discussions with parents/ community	1	0	1	2	3	4	_____
d. Analysis of student data.	1	0	1	2	3	4	_____
e. Create networks of schools that work together to support school improvement	1	0	1	2	3	4	_____
f. Other	1	0	1	2	3	4	_____
<i>(Specify):</i> _____							

Comments to clarify (if needed):

NOTE: The next two questions ask about state staff support for Title I lowest-performing schools and Title I schools with low-performing subgroups.

(NOTE: States that responded to *any* questions for these groups of schools – 1-32 through 1-54 – also respond to the next two questions. Otherwise, skip to 1-57.)

1-55. During this school year (2017–18), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its lowest-performing Title I schools and Title I schools with low-performing subgroups and their districts?

(Enter the number of FTE staff or select “none.” If “none”, skip the next question.)

NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING LOWEST-PERFORMING TITLE I SCHOOLS OR TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS

1 NONE IF NONE, SKIP TO TEXT BEFORE 1-57

1-56. How many lowest-performing Title I schools and Title I schools with low-performing subgroups, in total, are being served by those state staff or state-funded consultants?

Enter the number of schools. If “none,” enter 0.

NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS SERVED

NUMBER OF TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS SERVED *(ENTER ZERO IF STAFF OR CONSULTANTS SERVE ONLY TITLE I LOWEST-PERFORMING SCHOOLS.)*

Comments to clarify (if needed):

Support for Title I Schools that Missed Performance Targets in 2016–17

The next questions ask about Title I schools in your state that are NOT lowest-performing schools or schools with low-performing subgroups.

- 1-57. Excluding lowest-performing schools or schools with low-performing subgroups, were there state targets for Title I school performance on state assessments taken in the previous school year (2016–17)?

NOTE: We focus specifically on Title I schools that have not already been identified as lowest-performing or with low-performing subgroups.

SELECT ONE RESPONSE

- 1 Yes
0 No **SKIP TO 1-62**

- 1-58. Excluding lowest-performing schools or schools with low-performing subgroups, did any Title I school in your state fall short of state targets for school performance on state assessments taken in the previous school year (2016–17)?

SELECT ONE RESPONSE

- 1 Yes
0 No **SKIP TO 1-62**

- 1-59. Excluding lowest-performing schools and schools with low-performing subgroups, did your state require Title I schools falling short of state targets for student performance on state assessments taken in 2016–17 to take any action during this school year (2017–18)?

SELECT ONE RESPONSE

- 1 Yes, all Title I schools falling short of state targets for student performance were required to take action
2 Some Title I schools falling short of state targets for student performance were required to take action
(Specify): _____
3 No, Title I schools falling short of state targets for student performance were not required to take action **IF NO, SKIP TO 1-62**

1-60. For Title I schools that did not meet state targets for student performance on state assessments taken in 2016–17 (excluding lowest-performing schools and schools with low-performing subgroups), what interventions, if any, did the state require for at least some of these schools during this school year (2017–18)?

Interventions for Title I schools falling short of student performance targets (excluding lowest-performing schools and schools with low-performing subgroups)	SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED
a. Schools were required to prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	1	0
b. School improvement plans were required to be available to the public.....	1	0
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward state targets for student performance	1	0
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	1	0
e. Districts must offer students the option to attend a different school (school choice) because of the low performance of the students' school.....	1	0
f. Districts must provide extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
g. Schools must take some other action.....	1	0
(Specify): _____		

1-61. During this school year (2017–18), how did the state monitor Title I schools that did not meet state targets for student performance (excluding lowest-performing schools and schools with low-performing subgroups) on state assessments taken in 2016–17?

Monitoring method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The State Education Agency reviewed and provided feedback on the school improvement plan	1	0
b. The school improvement plan had to be approved by the State Education Agency.....	1	0
c. The State Education Agency monitored the thoroughness of district oversight of schools as appropriate to the performance category of those schools	1	0
d. The State Education Agency conducted monitoring visits to all schools in this performance category	1	0
e. The State Education Agency conducted monitoring visits to a sample of schools in this performance category	1	0
If you indicated “yes” for item “e”, what percentage of schools in this performance category received monitoring visits?		
<input type="text"/> PERCENT		

Comments to clarify (if needed):

Concluding Question

1-62. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2017–18)?

Challenges	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Communicating to districts, schools, and parents about the state’s school accountability system under ESSA	1	2	3
b. Measuring school quality or student progress as part of the state’s school accountability system under ESSA	1	2	3
c. Implementing the state’s new accountability system under ESSA.....	1	2	3
d. Supporting districts and/or schools in the process of turning around lowest-performing schools	1	2	3
e. Monitoring districts and/or schools with lowest-performing schools or schools with low-performing subgroups	1	2	3
f. Providing support to districts with schools that are neither lowest-performing nor highest-performing	1	2	3
g. Reporting per-pupil expenditures at the school level.....	1	2	3
h. Some other challenge	1	2	3

(Specify): _____

Comments to clarify (if needed):

Thank you for completing this survey section.

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 04/30/2021

Implementation of Title I and Title II-A Program Initiatives

Survey of State Education Agencies Section 2: Teacher and Leader Effectiveness 2017–2018



Paperwork Reduction Act of 1995

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Notice of Confidentiality

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Section 2. Improving Teacher and Leader Effectiveness

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide or statewide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

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 common:

1. **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.
2. **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.

Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your state during this school year (2017–18). 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 (2017–18).

2-1. During this school year (2017–18), which of the following statements best describes the state’s requirements and regulations related to teacher evaluation?

SELECT ONE RESPONSE

- 1 Districts in your state are required to use a uniform evaluation model prescribed by the state (*note that a uniform evaluation model is one where all school districts are required to use the same observation rubric, student achievement measures, and minimum number of observations*)
- 2 Districts in your state are required to adopt the state model for evaluating teachers if they cannot meet or surpass state expectations, sometimes referred to as the state default model
- 3 Districts in your state may adopt but are not required to adopt the state model for evaluating teachers, sometimes referred to as the state exemplar model
- 4 Districts are permitted to select their own teacher evaluation models as long as they comply with state statutes and rules

Comments to clarify (if needed):

2-2. During this school year (2017–18), do state regulations stipulate a specific number of rating levels or a minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall teacher performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE RESPONSE

- 1 Yes, districts must use a specific or minimum number of rating categories for teacher evaluation
IF YES, specify specific or minimum number of rating categories _____
- 0 No, there is no specific or minimum number of rating categories that districts must use for teacher evaluation

The next two questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using value added measures (VAMs), student growth percentiles (SGPs), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

2-3. During this school year (2017–18), does your state require that student achievement growth be used as one component of the performance evaluation for some, all, or no teachers? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.

(Note: In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of Art, Music, Physical Education, and special populations, such as English learners or students with disabilities.)

SELECT ONE RESPONSE

- 1 The state requires student achievement growth to be included as an evaluation component for some but not all teachers
- 2 The state requires student achievement growth to be included as an evaluation component for all teachers across all grades (K–12), all subjects, and special education
- 3 The state does not require student achievement growth to be included in teacher evaluations, but local districts may choose to include it
- 4 The state does not permit student achievement growth to be included in the evaluations of any teachers

2-4. During this school year (2017–18), does the state require any of the following sources of information on teacher performance (other than student achievement growth) be used in teacher evaluations for some or all teachers?

(In the response options below “fulfills a required choice” means that the state required districts to select one of a number of options. For example, the state could require either classroom observations made by school administrators or observations made by other staff.)

Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate teacher performance and skip to 2-5.

Information source	SELECT ONE RESPONSE IN EACH ROW			
	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR TEACHER EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator	1	2	3	4
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	2	3	4
c. Classroom observations conducted by the principal or other school administrator not using a standardized rubric or checklist	1	2	3	4
d. Teacher self-assessment	1	2	3	4
e. Portfolios or other artifacts of teacher professional practice	1	2	3	4
f. Assessments by a peer or mentor teacher that are <u>not</u> based on a teacher professional practice rubric	1	2	3	4
g. Student work samples.....	1	2	3	4
h. Student surveys or other student feedback....	1	2	3	4
i. Parent surveys or other parent feedback	1	2	3	4
j. Something else.....	1	2	3	4

(Specify): _____

Comments to clarify (if needed):

2-5. During this school year (2017–18), how frequently does your state require an evaluation for the following types of teachers?

(If various evaluation components (e.g., observations, student growth measures) occur at different frequencies, select the frequency associated with the teacher’s summative evaluation.)

Check box and skip to 2-6 if the state leaves the number of required evaluations up to the district.

Type of teacher	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better..	1	2	3	4	5
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent)	1	2	3	4	5
c. Probationary or non-tenured teachers.....	1	2	3	4	5

2-6. During the 2017–18 school year, how many formal observations does your state require during the evaluation period or cycle for each of the following types of teachers?

(Enter the number in each row. Enter “0” if your state does not have a required number of observations. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist. Include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation.

If the number of observations varies for teachers in a particular row (e.g., varies by teaching experience) enter the number of observations that applies to the largest group of teachers in that row.)

Type of teacher	NUMBER OF FORMAL OBSERVATIONS REQUIRED
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better.....	_____
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent).....	_____
c. Probationary or non-tenured teachers.....	_____

Uses of Teacher Evaluation Results

2-7. Does the state require, recommend (but not require), permit, or prohibit teacher evaluation results for this year (2017–18) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW				
REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA

Decision

Are teacher evaluation results required, recommended, permitted, or prohibited to be used to inform these decisions about teacher professional development?

a. Planning professional development for individual teachers.....	1	2	3	4	
b. Development of performance improvement plans for low-performing teachers	1	2	3	4	
c. Setting goals for student achievement growth for the next school year	1	2	3	4	
d. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	2	3	4	

Are teacher evaluation results required, recommended, permitted, or prohibited to be used to inform these decisions about teacher career advancement?

e. Recognizing high-performing teachers	1	2	3	4	
f. Determining annual salary increases	1	2	3	4	
g. Determining bonuses or performance-based compensation other than salary increases	1	2	3	4	
h. Granting tenure or similar job protection	1	2	3	4	NA
i. Career advancement opportunities, such as teacher leadership roles	1	2	3	4	
j. Determining eligibility to transfer to other schools ...	1	2	3	4	

For low-performing teachers, are evaluation results required, recommended, permitted, or prohibited to be used to inform these decisions?

k. Loss of tenure or similar job protection	1	2	3	4	NA
l. Sequencing potential layoffs if the district needs to reduce staff	1	2	3	4	
m. Dismissal or terminating employment for cause	1	2	3	4	

Comments to clarify (if needed):

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your state during this school year (2017–18). Please respond to the questions in this section based on the evaluation system that is used for the majority of principals in your state during this school year (2017–18).

2-8. During this school year (2017–18), which of the following statements best describes the state’s requirements and regulations related to principal evaluation?

SELECT ONE RESPONSE

- 1 Districts in your state are required to use a uniform evaluation model prescribed by the state (*note that a uniform evaluation model is one where all school districts are required to use the same observation rubric, student outcome measures, and minimum number of observations*)
- 2 Districts in your state are required to adopt the state model for evaluating principals if they cannot meet or surpass state expectations, sometimes referred to as the state default model
- 3 Districts in your state may adopt but are not required to adopt the state model for evaluating principals, sometimes referred to as the state exemplar model
- 4 Districts are permitted to select their own principal evaluation models as long as they comply with state statutes and rules

2-9. During this school year (2017–18), do state regulations stipulate a specific number of rating levels or a required minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall principal performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE RESPONSE

- 1 Yes, districts must use a specific or minimum number of rating categories for principal evaluation
IF YES, specify specific or minimum number of rating categories _____
- 0 No, there is no specific or minimum number of rating categories that districts must use for principal evaluation

2-10. During this school year (2017–18), does the state require any student outcomes for use in principal evaluations for elementary, middle school, or high school principals?

Check box if your state has no legislation or regulations about using student outcomes to evaluate principal performance and skip to 2-11.

SELECT ONE RESPONSE IN EACH ROW				
Grade level	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Student outcomes for elementary and middle school principals.....	1	2	3	4
b. Student outcomes for high school principals	1	2	3	4

Comments to clarify (if needed):

2-11. During this school year (2017–18), how frequently does your state require an evaluation for the following types of principals?

(If various evaluation components (e.g., observations, student achievement measures) occur at different frequencies, select the frequency associated with the principal’s summative evaluation.)

Check box and skip to 2-12 if the state leaves the number of required evaluations up to the district.

SELECT ONE RESPONSE IN EACH ROW					
Type of principal	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Principals whose previous performance was rated effective, satisfactory, proficient, or better	1	2	3	4	5
b. Principals whose previous performance was rated unsatisfactory (or the equivalent).....	1	2	3	4	5

Monitoring District Teacher Evaluation

2-12. During this school year (2017–18), what information does the state require districts to submit in order to monitor implementation of teacher evaluation practices according to state requirements and regulations?

(Note that submission includes requiring districts to enter the information into a state data system that the state uses for monitoring purposes.)

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The district’s plans for evaluating teachers, including information about any measures that are selected by districts	1	0
b. Periodic reports about the number of teachers observed or rated over a specific time period.....	1	0
c. Periodic reports about meeting other milestones or progress indicators (such as the number of teachers who participated in a discussion of the past year’s performance by a specific date)	1	0
d. Plans describing what will be done to improve the performance of teachers identified as ineffective, low-performing, or unsatisfactory	1	0
e. Periodic reports on the number or percentage of teachers identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated.	1	0
f. Reports on the number or percentage of teachers whose performance evaluation included a measure of student achievement growth	1	0
g. Plans for using evaluation results in hiring/placement/promotion decisions ...	1	0
h. Other	1	0

(Specify): _____

Comments to clarify (if needed):

Educator Distribution

2-13. Within the past 12 months, has your state examined information about the distribution of teacher quality or effectiveness across schools or districts serving different student populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE RESPONSE

- 1 Yes, conducted by a contractor hired by the State Education Agency
- 2 Yes, conducted by State Education Agency staff
- 0 No **SKIP TO 2-16**

2-14. What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teacher evaluation ratings	1	0
b. Teacher effectiveness as measured by value added measures (VAMs) or student growth percentiles (SGPs)	1	0
c. Teacher effectiveness as measured by student learning objective (SLOs) or student growth objectives (SGOs)	1	0
d. Teacher experience	1	0
e. Teacher certification	1	0
f. Teacher education (e.g., proportion of teachers with master’s degrees)	1	0
g. Assignment of teachers to grades or classes outside of their field of certification	1	0
h. Other	1	0

(Specify): _____

2-15. What actions has your state taken to address any inequities found in teacher quality or effectiveness?

Check box if not applicable – Analysis found no substantial inequities in teacher quality or effectiveness and skip to 2-16.

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State provided findings about inequities to school districts and/or the public.	1	0
b. State required school districts to develop a plan for addressing inequities.....	1	0
c. State established financial incentives to encourage qualified or effective teachers to move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
d. State provided assistance or support (other than financial incentives) to districts on ways to recruit higher quality/more effective teachers to the schools with lower quality/less effective teachers.....	1	0
e. State provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective teachers.....	1	0
f. State encouraged the development of career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	1	0
g. State has provided assistance or support to improve teaching and learning environments at schools with lower levels of teacher quality or effectiveness	1	0
h. Other.....	1	0
<i>(Specify):</i> _____		
i. State has not taken action to address inequities in access to effective teachers	1	0

Comments to clarify (if needed):

Educator Preparation

2-16. 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.

(Select NA if your state does not have alternative preparation programs.)

Program type	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Traditional programs	1	0	
b. Alternative programs	1	0	NA

IF NO OR NA ANSWERED TO BOTH ITEMS IN 2-16 SKIP TO 2-18.

2-17. 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. Something else	1	2	3	0
<i>(Specify):</i> _____				

2-18. Within the past 12 months, has your state reported information about the effectiveness of the teachers they prepared to the schools of education or alternative preparation programs that the teachers attended or to the public using information listed in question 2-17?

(Select NA if your state did not have alternative preparation programs.)

Information reported	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. State reported information about effectiveness to schools of education	1	0	
b. State reported information about effectiveness of schools of education to the public	1	0	
c. State reported information about effectiveness to alternative preparation programs.....	1	0	NA
d. State reported information about effectiveness of alternative preparation programs to the public	1	0	NA

2-19. Since the 2013–14 school year, has your state modified its standards for teacher licensing or certification?

SELECT ONE RESPONSE

- 1 Yes
- 0 No **SKIP TO 2-21**

2-20. Since the 2013–14 school year, have any of the following changes been made to the standards for teacher licensing or certification?

Change	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Additional pre-service clinical experience required.....	1	0
b. Broadened the grade or subject spans for specific licenses or certifications to allow teachers to teach more grades/subjects with a single license	1	0
c. Additional pre-service coursework required	1	0
d. Increased the rigor of licensure testing or performance assessment.....	1	0
e. Raised cut points required to pass licensure tests.....	1	0
f. Lowered cut points required to pass licensure tests	1	0
g. Changes to make it easier/quicker for teachers with licenses in other states to obtain licensure/certification in your state.....	1	0
h. Other	1	0

(Specify): _____

- 2-21. During this school year (2017–18), did your state work with a consortium of other states to develop compatible standards on teacher licensing and certification that would facilitate reciprocal licensing?**

SELECT ONE RESPONSE

- 1 Yes
- 0 No

- 2-22. During this school year (2017–18), has your state developed or supported teacher, principal, or school leader academies?**

(Note that academies are preparation programs designed to fill positions in schools with high-needs populations that can be independent of traditional university-based preparation programs. These programs include clinical preparation and awards a certificate of completion after candidates demonstrate effectiveness. Completion of the program would lead to licensure.)

SELECT ONE RESPONSE

- 1 Yes, for teachers
- 2 Yes, for principals or other school leaders
- 3 Yes, for both teachers and principals or other school leaders
- 0 No

- 2-23. During this school year (2017–18), has your state developed or supported teacher residency programs?**

(Note that teacher residency programs are school-based teacher preparation programs that provide a prospective teacher not only with coursework but also with significant experience teaching alongside an experienced teacher for at least one academic year.)

SELECT ONE RESPONSE

- 1 Yes
- 0 No

Uses of Title II, Part A Funds for Teacher and Leader Development

2-24. During this school year (2017–18), what percentage of the Title II, Part A funds allotted to your state education agency (SEA) (i.e., the 5 percent state set aside) were used for the following activities?

(For each activity below, indicate whether the SEA supports the activity with any funding source. If yes, enter the percentage of the SEA’s Title II, Part A funds used for the activity. Enter zero if the SEA supports the activity but it is not funded with SEA’s Title II, Part A funds. The sum of rows a-g should equal 100%. Your best estimate is fine.)

Activity	DOES THE SEA SUPPORT THIS ACTIVITY WITH ANY FUNDING SOURCE?		PERCENTAGE OF SEA’S TOTAL TITLE II, PART A FUNDS USED FOR THIS ACTIVITY (ENTER 0 IF THE STATE SUPPORTS THIS ACTIVITY BUT NOT WITH TITLE II, PART A FUNDS)
	YES	NO	
a. Administering class size reduction or providing districts with assistance with class size reduction	1	0	_____%
b. Supporting/improving principal effectiveness (including principal preparation, hiring and placement, evaluation, professional development, and/or compensation).....	1	0	_____%
c. Developing or administering teacher certification/licensure.....	1	0	_____%
d. Developing or administering programs to recruit, hire, place, or retain teachers, including differentiated or performance-based compensation systems, or strategies to improve equitable access to effective teachers.....	1	0	_____%
e. Developing or administering teacher professional development and support (including coaching and professional learning communities) or assisting districts to do so	1	0	_____%
f. Developing or administering teacher evaluation systems, or assisting districts to do so	1	0	_____%
g. All other activities funded with the SEA’s Title II, Part A funds.....			_____%
h. TOTAL			_____%

Comments to clarify (if needed):

Thank you for completing this survey section.

2017-2018 State Education Agency Survey

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 04/30/2021

Implementation of Title I and Title II-A Program Initiatives

Survey of State Education Agencies Section 3: State Content Standards

2017–2018



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Section 3. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

This section includes questions about your state's content standards; the materials, professional development, and resources your state has provided to support implementation of those standards; and state high school graduation requirements. In addition, the section includes questions on your state's support of strategies to help students transition from one grade level to the next, and support of services, programs, and educational options to decrease the risk of students dropping out.

3-1. Since April 2014, has your state legislature, state education department, or state board of education made major, minor, or no changes to state content standards in the following subjects?

Subject	SELECT ONE RESPONSE IN EACH ROW		
	STATE MADE MAJOR CHANGES TO STANDARDS	STATE MADE MINOR CHANGES TO STANDARDS	STATE HAS NOT CHANGED STANDARDS
a. English language arts (ELA)	2	1	0
b. Math	2	1	0
c. Science	2	1	0
d. Social studies	2	1	0

3-2. During this school year (2017–18), are districts required to fully implement curricula aligned with the state content standards in some or all grades in the following subjects?

Subject	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELA	1	0
b. Math	1	0
c. Science	1	0
d. Social studies	1	0

Comments to clarify (if needed):

3-3. Since April 2014, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised English Language proficiency standards for English learners (ELs)?

SELECT ONE RESPONSE

- 1 Yes
- 0 No

Comments to clarify (if needed):

Next we would like to ask you about your state’s requirements for high school graduation.

3-4. For students graduating in 2018 (current seniors), does the state require students to meet proficiency- or competency-based high school graduation requirements?

(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.)

SELECT ONE RESPONSE

- 1 Yes
- 0 No **SKIP TO 3-6**

3-5. Do these proficiency- or competency-based requirements replace or supplement years of coursework requirements for specific subjects?

SELECT ONE RESPONSE

- 1 Replace
- 2 Supplement

Comments to clarify (if needed):

3-6. For students graduating in 2018 (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?

(Use the other rows as needed to list other coursework requirements, including a requirement between subjects such as one year of either Art or World/Foreign Language.)

Subject	SELECT ONE RESPONSE IN EACH ROW								
	YEARS OF COURSEWORK REQUIRED								
	NONE	0.5	1	1.5	2	2.5	3	3.5	4
a. ELA	0	0.5	1	1.5	2	2.5	3	3.5	4
b. Math	0	0.5	1	1.5	2	2.5	3	3.5	4
c. Science (overall).....	0	0.5	1	1.5	2	2.5	3	3.5	4
d. Social Studies/History	0	0.5	1	1.5	2	2.5	3	3.5	4
e. World/Foreign Language	0	0.5	1	1.5	2	2.5	3	3.5	4
f. Arts (Music, Drama, Fine Arts, other arts)	0	0.5	1	1.5	2	2.5	3	3.5	4
g. Physical Education	0	0.5	1	1.5	2	2.5	3	3.5	4
h. Electives	0	0.5	1	1.5	2	2.5	3	3.5	4
i. Other.....	0	0.5	1	1.5	2	2.5	3	3.5	4
(Specify): _____									
j. Other.....	0	0.5	1	1.5	2	2.5	3	3.5	4
(Specify): _____									
k. Other.....	0	0.5	1	1.5	2	2.5	3	3.5	4
(Specify): _____									

3-7 For students graduating in 2018 (current seniors), please indicate the specific Math courses that are required for a standard or regular high school diploma (if specified in state requirements).

(Select "No" for the courses listed if particular Math courses are not specified in state requirements for a standard or regular high school diploma.)

Course	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Algebra I.....	1	0
b. Geometry.....	1	0
c. Algebra II.....	1	0
d. Pre-Calculus	1	0
e. Calculus I.....	1	0
f. Other.....	1	0
(Specify): _____		

3-8. Next, think about the graduation requirements for the incoming freshman class (students who will enter high school in fall 2018) compared to the graduation requirements for this year’s senior class (students who entered high school in fall 2014).

In what ways are your state’s course requirements for a standard or regular high school diploma for the incoming freshman class different than they are for this year’s seniors? That is, compared to this year’s seniors, are any of the following different for the incoming freshman class, and in what ways?

Subject	SELECT ONE RESPONSE IN EACH ROW			
	GRADUATION REQUIREMENTS HAVE INCREASED	GRADUATION REQUIREMENTS HAVE DECREASED	GRADUATION REQUIREMENTS HAVE NOT CHANGED	REQUIREMENT NOT APPLICABLE
a. Required years of ELA	2	1	0	NA
b. Required years of Math.....	2	1	0	NA
c. Required years of Science (overall)	2	1	0	NA
d. Required years of Social Studies/History	2	1	0	NA
e. Specific required courses in Math	2	1	0	NA
f. Specific required courses in Science	2	1	0	NA
g. Specific academic domains or subjects with proficiency-or competency-based requirements	2	1	0	NA
h. Other course requirements.....	2	1	0	NA

(Specify): _____

3-9. During this school year (2017–18), what type of flexibility does the state give districts in setting graduation requirements for a standard or regular high school diploma?

Check box if all districts in the state must use the same graduation requirements for a standard or regular high school diploma and skip to 3-10.

Flexibility	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Districts may set graduation requirements that exceed those set by the state.....	1	0
b. Districts may set graduation requirements but those requirements must be selected from a list of state-identified requirements	1	0
c. Districts are given other flexibility in setting graduation requirements.....	1	0

(Specify): _____

3-10. Which of the following strategies does your state currently use to evaluate how well the current state content standards prepare students for college and/or careers?

Strategy	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Track employment rates of students after graduation.....	1	0
b. Track enrollment in postsecondary education (two- and four-year programs)	1	0
c. Track rates at which postsecondary students take remedial courses	1	0
d. Track postsecondary persistence rates (two- and four-year programs)	1	0
e. Track students' postsecondary degree attainment within specified time since enrollment (two- and four-year programs)	1	0
f. Confirm that the content standards are aligned with entrance requirements for credit-bearing coursework in the state's public institutions of higher education.....	1	0
g. Confirm that the content standards are aligned with relevant state career and technical education standards.....	1	0
h. Something else	1	0

(Specify): _____

Comments to clarify (if needed):

Next we would like to ask you about materials, training, and resources for district administrators, school leaders, and teachers to help them implement the current state content standards for English Language Arts (ELA) or Math.

3-11. During this school year (2017–18), which of the following materials has the state made available to help district administrators, school leaders, and teachers understand the current state content standards for English Language Arts (ELA) or Math and/or change curriculum and instruction based on these standards?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

Material

Materials to help align curriculum and instruction with the content standards

a. Documents showing alignment between the previous state content standards and the current state content standards	1	0
b. Documents showing alignment between required state summative assessments and the current state content standards such as blueprints.....	1	0
c. Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks	1	0
d. A state-developed model curriculum for ELA or Math instruction for each grade level or course	1	0
e. Sample lesson plans consistent with the current state content standards.....	1	0
f. Examples or videos of instruction consistent with the current state content standards	1	0
g. Sample student work.....	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0
i. Banks of diagnostic assessment items aligned with the current state content standards ...	1	0
j. Textbooks or other instructional materials aligned with the current state content standards.....	1	0

Materials to facilitate instruction for special populations

k. Documents showing alignment between the current state content standards and the state’s English Language Proficiency standards	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the current state content standards.....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	1	0

Other materials

n. Walk-through or observation protocols to aid in monitoring alignment of instruction with the current state content standards	1	0
o. Something else	1	0

(Specify): _____

3-12. During this school year (2017–18) and including last summer (2017), has the state funded or provided professional development on the following topics related to the current state content standards in English Language Arts (ELA) or Math?

Topic	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	1	0
b. Instructional strategies consistent with the current state content standards, such as model lessons or designing student work.....	1	0
c. Adapting instruction to help English learners meet the current state content standards	1	0
d. Adapting instruction to help students with disabilities meet the current state content standards.....	1	0
e. Using student assessment data to improve instruction	1	0
f. Monitoring alignment of instruction with the current state content standards, such as the use of observation protocols	1	0

3-13. During this school year (2017–18), in which of the following ways does the state monitor the implementation of the current state content standards for English Language Arts (ELA) or Math?

Monitoring method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State requires districts to provide evidence of curriculum revisions	1	0
b. State requires districts to use a state model curriculum.....	1	0
c. State staff conduct visits or observations in districts	1	0
d. State reviews the district and school results of statewide student assessments that are aligned with the current state content standards	1	0
e. State requires teacher evaluations to include evidence of teaching approaches consistent with the current state content standards	1	0
f. State requires principal evaluations to include evidence that the current state content standards have been implemented in their schools	1	0
g. Other.....	1	0
(Specify): _____		

3-14. During this school year (2017–18), has your state provided funding to support access for K-12 students to any of the following?

(Select yes only if the state provides funding specifically for the course or support listed.)

Course or support	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. On-line academic courses that are not otherwise available in a student’s home school, including advanced courses, college-level courses, and career and technical education courses	1	0
b. Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses	1	0
c. Credit recovery courses that can help students who have failed a course obtain a high school diploma	1	0
d. Academic tutoring outside school hours to help struggling students	1	0
e. Other support for academic instruction or student academic support beyond what the student’s home school can provide.....	1	0
<i>(Specify):</i> _____		

The next set of questions ask about state supports to help students transition from one grade level to the next and reduce the risk of students dropping out. Please reference the following definitions as you answer questions 3-15 through 3-17.

Definitions for items 3-15 to 3-17:

- **Accelerated credit accumulation** provides students with opportunities to fulfill credits in an expedited way so they can “catch up” with their same-age peers.
- **Adult advocate** is a trained individual whose primary task is to help students get back on track for graduation. The advocate provides individualized support to students, serving as a student’s “go-to person” within the school, and acting as a liaison among students, their families, and school staff. Advocates may be school staff or not employed by the district.
- **Alternative schools and programs** are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).
- **Credit recovery courses/programs** are opportunities allowing students to recover course credits from classes they have missed or failed.
- **Decelerated curriculum** refers to a curriculum that is spread over a longer period of time than a regular course. An example of a decelerated curriculum is an Algebra 1 course that is spread over two years or two class periods for an entire year. This definition applies to any curriculum that is decelerated specifically to meet the needs of students who may be at risk of failing a course.
- **Guided study hall/academic support period** is typically for students who are struggling academically. Teachers assist students by helping them manage their time and their assignments, and either provide or get them the academic support/tutoring that they need to complete homework and be successful in their classes. Teachers may also provide academic support in specific academic areas such as Math, Reading, or Social Studies.
- A **remediation class** is any class intended to bring students who are academically below grade level up to proficiency.
- **Smaller learning communities**, sometimes referred to as schools-within-a school, are smaller, more learning-centered units (communities) within a larger school environment, created with the goals of increasing student engagement and teacher involvement.
- **Summer bridge programs**, also known as summer transition academies, are programs designed to provide assistance to students before transitioning from one instructional level school to another (e.g., from middle school to high school). These programs may include, but are not limited to, providing academic support, remedial opportunities, study skills, and opportunities to connect to teachers or peers at the new school.
- **Transition-year academies** are smaller learning communities that serve all students in a specific grade and focus on the particular needs of students as they start middle school or high school.
- **Transitional 9th grade** is a program that allows students who struggled academically in 8th grade to repeat 8th grade in a high school setting.

3-15. During this school year (2017–18), has the state provided or funded technical assistance or training to support any of the following strategies for the specific purpose of helping students transition from elementary to middle school or from middle to high school?

(Include assistance and training funded from Title I or any other state or federal source, as long as it is specifically intended for the purpose of assisting student transitions to the next level of schooling.)

Strategy	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED OR FUNDED TA OR TRAINING	
	YES	NO
a. Summer bridge program (may also be known as summer transition academies).....	1	0
b. Student-to-student mentoring	1	0
c. Adult mentors.....	1	0
d. Advisory program or period to teach organizational or study skills.....	1	0
e. Advisory program or period to teach social/emotional skills such as responsible decision making, self-awareness, social awareness, or relationship skills	1	0
f. Orientation events for students and their families at the new school.....	1	0
g. Visits to the new school during the last year in the current school	1	0
h. Teaching students about new expectations in the next school setting during the last year in the current school	1	0
i. Individualized education or career plan for each student.....	1	0
j. Transition-year academies	1	0
k. Other	1	0
(Specify): _____		

3-16. During this school year (2017–18), has the state provided or funded technical assistance or training to support any of the following services or programs for the specific purpose of helping students at risk of dropping out?

(Include assistance and training funded from Title I or any other state or federal source, as long as it is specifically intended for the purpose of helping students at risk of dropping out.)

Service or program	SELECT ONE RESPONSE IN EACH ROW	
	PROVIDED OR FUNDED TA OR TRAINING	
	YES	NO
a. Tutoring for students at risk of dropping out.....	1	0
b. Summer school to prevent grade retention.....	1	0
c. Remediation classes.....	1	0
d. Guided study hall/academic support period for students at risk of dropping out.....	1	0
e. Alternative schools or programs for students at risk of dropping out.....	1	0
f. Transitional 9 th grade.....	1	0
g. In-school counseling.....	1	0
h. Decelerated curriculum for any course.....	1	0
i. Accelerated credit accumulation.....	1	0
j. Credit recovery courses/programs.....	1	0
k. Smaller class size for students at risk of dropping out.....	1	0
i. Smaller learning communities within the school (sometimes referred to as schools-within-a-school).....	1	0
m. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes) for students at risk of dropping out.....	1	0
n. Adult advocates.....	1	0
o. Other.....	1	0
<i>(Specify):</i> _____		

3-17. During this school year (2017–18), does the state require or recommend that districts offer the following educational options as a strategy to decrease the risk of students dropping out?

(Select require or recommend only if one purpose of the educational option is to decrease the risk of students dropping out.)

Educational option	SELECT ONE RESPONSE IN EACH ROW		
	REQUIRE	RECOMMEND	NOT REQUIRED OR RECOMMENDED
a. Career and technical education (CTE)	1	2	0
b. Work-based learning (e.g., internships/apprenticeships)	1	2	0
c. Dual enrollment in postsecondary courses with a career/technical focus	1	2	0
d. Dual enrollment in postsecondary courses with an academic focus (e.g., English, Math, foreign languages)	1	2	0
e. Advanced Placement or other advanced-level coursework to connect school work with college	1	2	0
f. Alternative schools or programs	1	2	0
g. Online programs	1	2	0
h. Other	1	2	0

(Specify): _____

Comments to clarify (if needed):

Thank you for completing this survey section.

2017-2018 State Education Agency Survey

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 04/30/2021

Implementation of Title I and Title II-A Program Initiatives

Survey of State Education Agencies Section 4: Assessments

2017–2018



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. Public reporting burden for this collection of information is estimated to average a total of 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. This particular section is estimated to average 60 minutes per response. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 4. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Student achievement growth is the change in student achievement for an individual student between two or more points in time. 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.

This section begins with a few questions about the 2016–17 school year related to time students spent taking required summative assessments and the extent of testing opt-outs. The section then turns to the 2017–18 school year and asks about the assessments your state requires districts to administer, any recent changes in those assessments, testing limits, and accommodations for assessments. The section also includes questions on availability and use of a state longitudinal data system, and a few questions on the existence and the contents of an Early Warning System to help identify students at risk of dropping out.

4-1. **During last school year (2016–17),** for typical 4th-grade and 8th-grade students, about how many hours did each student spend on all summative assessments required by the state?

(Enter the maximum time allowed for all state-required summative assessments for each grade. Include all state-required summative assessments, regardless of whether they are used for federal accountability or other purposes. Your best estimate is fine.)

Hours per student spent taking all state-required summative assessments in 2016–17 in:

ENTER THE NUMBER OF HOURS PER STUDENT FOR EACH ROW

a. 4th grade.....

b. 8th grade.....

4-2. **During last school year (2016–17),** what percentage of students in tested grades in your state opted out of state summative assessments in ELA and Math in spring 2017?

_____ PERCENT OF OPT-OUT STUDENTS IN ELA

_____ PERCENT OF OPT-OUT STUDENTS IN MATH

4-3. How did your state define student opt out when thinking about the percentage for question 4-2?

Opt-out students for the purposes of question 4-2 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students who did not participate in the state summative assessments because a parent requested an opt out.....	1	0
b. Students who did not participate in the state summative assessments for illness or medical emergency	1	0
c. Students who did not participate in the state summative assessments for other reasons	1	0
<i>(Specify):</i> _____		

4-4. How did your state define the denominator when thinking about the percentage for question 4-2?

SELECT ONE RESPONSE

- 1 All students enrolled in tested grades
- 2 95% of students enrolled in tested grades
- 3 Something else

(Specify): _____

4-5. **During this school year (2017–18), is your state responding to previous parent/student decisions to opt out of state summative assessments in the following ways?**

(Answer yes only if the strategy is used to respond to opt outs.)

Response	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state is reducing the number of required state summative assessments.	1	0
b. The state is shortening the required state summative assessments	1	0
c. The state is removing time limits for students to complete the required state summative assessments	1	0
d. The state is modifying the content of the required state summative assessments	1	0
e. The state began using a college entrance exam (SAT or ACT) for its high school assessment	1	0
f. The state is asking districts and schools to find ways to reduce opt-out	1	0
g. The state is focusing efforts on schools and districts with opt-out rates that put them at risk of falling below testing 95 percent of students.....	1	0
h. The state is engaging in a public information campaign to inform parents about the importance of state assessments	1	0
i. The state is increasing the involvement of teachers in the development of required state summative assessments	1	0
j. Other.....	1	0

(Specify): _____

The next questions ask about assessments for this school year (2017–18) including state exam requirements for a standard or regular high school diploma (not a GED).

4-6. For this school year (2017–18), 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.

SELECT ONE RESPONSE

- 1 Yes
- 0 No

4-7. Has your state developed (or made available) an assessment or battery of assessments that districts can use to assess children at kindergarten entry?

SELECT ONE RESPONSE

- 1 Yes
- 0 No

Comments to clarify (if needed):

4-8. During this school year (2017–18), what subjects are assessed using summative assessments statewide and in which grades between kindergarten and grade 8?

Subject	SELECT ALL GRADES THAT APPLY IN EACH ROW OR SELECT "0" IF THERE ARE NO SUMMATIVE STATE ASSESSMENTS IN ANY OF THE GRADES									
	GRADE LEVEL									NO SUMMATIVE STATE ASSESSMENTS IN ANY OF THESE GRADE LEVELS
	K	1	2	3	4	5	6	7	8	
a. English language arts (ELA)	K	1	2	3	4	5	6	7	8	0
b. Math.....	K	1	2	3	4	5	6	7	8	0
c. Science	K	1	2	3	4	5	6	7	8	0
d. Social Studies.....	K	1	2	3	4	5	6	7	8	0

4-9. For students graduating in 2018 (current seniors), indicate the types of exams required in high school, whether the exams are required for a standard or regular high school diploma, and list the subjects included in each type of exam.

Type of High School Exam	SELECT ONE RESPONSE IN EACH ROW			
	STUDENTS MUST PASS EXAM(S)	STUDENTS MUST TAKE EXAM(S) BUT THOSE NOT PASSING MAY EARN A STANDARD/REGULAR DIPLOMA IN OTHER WAYS	STUDENTS MUST TAKE EXAM(S) BUT NO THRESHOLD SCORE REQUIRED	THIS EXAM IS NOT REQUIRED
a. End-of-course subject tests What subject tests are used for graduation purposes? <i>(List those subjects)</i>	3	2	1	0
<div style="border: 1px solid black; height: 60px; width: 250px;"></div>				
b. A college entrance exam (SAT or ACT).....	3	2	1	0
c. Comprehensive exam, exit exam, or grade specific exam.....	3	2	1	0
d. Other	3	2	1	0

(Specify): _____

4-10. For students graduating in 2018 (current seniors), do state requirements for a standard or regular high school diploma (not a GED) include any of the following non-course-unit form of student achievement evidence?

Requirements for a Standard or Regular High School Diploma	SELECT ONE RESPONSE IN EACH ROW			
	REQUIRED FOR ALL STUDENTS	AVAILABLE OPTION FOR ANY STUDENT	AVAILABLE OPTION FOR ELIGIBLE STUDENTS WITH DISABILITIES OR ENGLISH LEARNERS	NOT AN OPTION FOR ANY STUDENT
a. Alternative state assessment or the use of substitute scores from another assessment.....	3	2	1	0
b. Portfolio of coursework or end-of-course project(s)	3	2	1	0
c. Individual waivers or appeals of exit exam requirements.....	3	2	1	0
d. Other	3	2	1	0

(Specify): _____

Comments to clarify (if needed):

4-11. What question formats are used in your state summative assessments for 2017–18 in each content area from kindergarten through grade 8 and for high school end-of-course and exit exams? Four formats are defined below. (In each row, select the grades in which that particular question format was used or select “NA (Not Applicable)” if this type of format is not used at any grade level in the designated subject.)

TYPES OF QUESTIONS-RESPONSES:

- **Single-step selected-response (multiple choice):** Includes questions in which students select from one set of response choices (for example, multiple choice or true-false)
- **Multiple-step selected-response:** Includes multiple choice questions that build on one another. Students select a response to the first question and the next question builds on that response. May involve scaffolding across these opportunities (for example, identify the theme of a passage, then identify two pieces of evidence from the passage for that theme)
- **Short constructed-response or grid-in:** Includes fill in the blank, or writing from one word to a few sentences in response to a prompt or single-step math or science item. Some math or science items require students to calculate an answer and then use a number grid to indicate that answer
- **Extended constructed-response:** Includes essay questions or questions where two or more paragraphs are written in response to a prompt or a multi-step show-your-work math or science item

Subject and format	SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW										
	GRADE LEVEL – K THROUGH 8TH									HIGH SCHOOL	NA
	K	1	2	3	4	5	6	7	8	HS	NA
English language arts (ELA)											
a. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8	9	NA
b. Multiple-step selected-response	K	1	2	3	4	5	6	7	8	9	NA
c. Short constructed-response or grid-in	K	1	2	3	4	5	6	7	8	9	NA
d. Extended constructed-response	K	1	2	3	4	5	6	7	8	9	NA
Math											
e. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8	9	NA
f. Multiple-step selected-response	K	1	2	3	4	5	6	7	8	9	NA
g. Short constructed-response or grid-in	K	1	2	3	4	5	6	7	8	9	NA
h. Extended constructed-response	K	1	2	3	4	5	6	7	8	9	NA
Science											
i. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8	9	NA
j. Multiple-step selected-response	K	1	2	3	4	5	6	7	8	9	NA
k. Short constructed-response or grid-in	K	1	2	3	4	5	6	7	8	9	NA
l. Extended constructed-response	K	1	2	3	4	5	6	7	8	9	NA
Social Studies											
m. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8	9	NA
n. Multiple-step selected-response	K	1	2	3	4	5	6	7	8	9	NA

	SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW										HIGH SCHOOL	NA
	GRADE LEVEL – K THROUGH 8TH											
Subject and format	K	1	2	3	4	5	6	7	8		HS	NA
o. Short constructed-response or grid-in	K	1	2	3	4	5	6	7	8		9	NA
p. Extended constructed-response.....	K	1	2	3	4	5	6	7	8		9	NA

4-12. Which, if any, of the following summative assessments will your state require districts to use (in grades 3–8 and in high school) in 2017–18 to gauge student achievement in ELA and/or Math for federal accountability purposes?

(Select “NA” (Not Applicable) if this assessment is not required in any of grades 3–8 or high school in ELA and Math.)

Type of assessment	SELECT ALL APPLICABLE GRADE LEVELS AND SUBJECTS IN EACH ROW					
	GRADES 3–8		HIGH SCHOOL		NA	
	ELA	Math	ELA	Math		
Consortium-based assessments						
a. Assessments based entirely on the Smarter Balanced Assessment Consortium (Smarter Balanced) assessment items		1	2	3	4	NA
b. Assessments using a mix of assessment items from the Smarter Balanced assessment and other sources		1	2	3	4	NA
c. Assessments based entirely on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment items		1	2	3	4	NA
d. Assessments using a mix of assessment items from the PARCC assessment and other sources.....		1	2	3	4	NA
e. Assessments using newly developed items from a multistate agreement <i>other than Smarter Balanced or PARCC</i>		1	2	3	4	NA
ACT or SAT assessments						
f. ACT Aspire		1	2	3	4	NA
g. ACT WorkKeys.....				3	4	NA
h. ACT College Readiness Test				3	4	NA
i. SAT College Entrance Examination				3	4	NA
Other assessments						
j. End-of-grade or end-of-course assessments designed exclusively for our state		1	2	3	4	NA
k. Other end-of-grade or end-of-course assessments (such as an off-the-shelf assessment)		1	2	3	4	NA
l. Other summative assessment.....		1	2	3	4	NA
(Specify): _____						

4-13. Which, if any, of the following alternate assessments will your state require districts to use (in grades 3–8 and in high school) in 2017–18 to gauge student achievement in ELA and/or Math for students with significant cognitive disabilities?

(Select “NA” (Not Applicable) for rows a-c if the assessment is not required for students with significant cognitive disabilities in any of grades 3–8 or high school in ELA and Math).

Alternate assessment	SELECT ALL APPLICABLE GRADE LEVELS AND SUBJECTS IN EACH ROW				
	GRADES 3–8		HIGH SCHOOL		NA
	ELA	Math	ELA	Math	
a. Alternate assessments for students with significant cognitive disabilities developed by the National Center and State Collaborative (NCSC)	1	2	3	4	NA
b. Alternate assessments for students with significant cognitive disabilities developed by the Dynamic Learning Maps (DLM) consortium ..	1	2	3	4	NA
c. Our state’s own alternate assessments for students with significant cognitive disabilities	1	2	3	4	NA
d. No alternate assessment required.....	1	2	3	4	

4-14. During this school year (2017–18), will the required state summative assessments in grades 3–8 and high school include computer adaptive testing?

(Computer adaptive testing (CAT) is a computer-based test where the computer adjusts the level of difficulty of assessment items given based on the test taker’s responses. CAT is different from a computer-based test that replicates a paper and pencil assessment on a computer.)

Computer adaptive testing in summative assessments for:	SELECT ALL APPLICABLE GRADE LEVELS IN EACH ROW			
	GRADES 3–8		HIGH SCHOOL	
	YES	NO	YES	NO
a. English language arts (ELA).....	1	0	1	0
b. Math	1	0	1	0

4-15. During this school year (2017–18), will your state require districts to administer multiple, statewide interim assessments instead of a single summative assessment to gauge student achievement in any grade or subject?

SELECT ONE RESPONSE

1 Yes

0 No

4-16. During this school year (2017–18), has the state allowed districts to use a nationally recognized, but locally selected high school assessment such as the ACT or SAT in lieu of the state-required high school assessment for federal accountability purposes?

SELECT ONE RESPONSE

1 Yes

0 No **SKIP TO 4-18**

4-17. Enter the name(s) of the assessment(s) districts are allowed to use in lieu of the state-required high school assessment for federal accountability purposes this school year (2017–18).

4-18. In this school year (2017–18), were there state-specified limits on the amount of time students should spend on all summative assessments given by the state and by local districts and schools?

(Note that “state-specified limits” are cumulative time limits on testing overall rather than time limits for students to complete individual assessments.)

SELECT ONE RESPONSE

1 Yes. In 2017–18, there were state-specified maximum time limits that could be used for summative assessments

0 No. In 2017–18, schools and districts had discretion to determine the amount of time spent on summative assessments beyond those required by the state

SKIP TO 4-20

4-19. Enter the state-specified limit on the time spent on all summative assessments as a percentage of instructional hours this school year (2017–18) for all students and by student grade (if applicable).

(Note that “state-specified limits” are cumulative time limits on testing overall rather than time limits for students to complete individual assessments. Select NA if there is no limit for all students or for a particular grade level)

Student grade level	ENTER ONE RESPONSE PER ROW	
	TESTING LIMIT AS A PERCENTAGE OF INSTRUCTIONAL HOURS	NOT APPLICABLE
a. All students	_____ %	NA
b. Grade 3	_____ %	NA
c. Grade 4	_____ %	NA
d. Grade 5	_____ %	NA
e. Grade 6	_____ %	NA
f. Grade 7	_____ %	NA
g. Grade 8	_____ %	NA
h. High school.....	_____ %	NA

4-20. On approximately what date (month and year) did the state deliver to districts the results of the spring 2017 state summative assessments for their students?

(MM/YYYY)

Next we'd like you to think about your policies for state summative assessments for English learners and students with disabilities.

English Learners

4-21. Which statement(s) below describe accommodations for state summative assessments that your state allows for English learners (ELs) in the content areas of English language arts (ELA) and/or Math?

(If ELs are given an accommodation for either ELA or Math, or only in certain grades, mark "Yes." If ELs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations **SKIP TO 4-23**

Accommodation	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELs are given the same assessments as other general education students, but they may be given extra time	1	0
b. ELs are given the same assessments as other general education students, but the assessment may be read aloud to the student in English (by an adult or using computer technology)	1	0
c. ELs are given the same assessments as other general education students, but an adult may translate the <u>instructions</u> into the student's primary language	1	0
d. ELs are given the same assessments as other general education students, but an adult may translate the <u>reading passages</u> into the student's primary language	1	0
e. ELs are given the same assessments as other general education students, but an adult may translate the <u>entire assessment</u> into the student's primary language	1	0
f. ELs are given the same assessments as other general education students, but the assessment booklet (or online version) can be provided in the student's primary language	1	0
g. ELs are given the same assessments as other general education students, but they can use a dual-language dictionary during the assessment	1	0
h. ELs are given an alternate assessment	1	0
i. Other	1	0
<i>(Specify):</i> _____		

4-22. What criteria were used to determine whether English learners (ELs) should be provided with an accommodation for state summative assessments or an alternate assessment?

Criteria	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Beyond a particular grade level, ELs are given the same assessments as other general education students, without any accommodations (if yes, specify grade level <input type="text"/>)	1	0
b. Once ELs have been assessed using an accommodation or alternate assessment for the maximum number of years allowed, they are given the same assessments as other general education students, without any accommodations (if yes, specify number of years <input type="text"/>).	1	0
c. Once ELs meet or exceed a threshold score on an English language proficiency assessment, they are given the same assessments as other general education students, without any accommodations	1	0
d. School districts must assess certain ELs using either an accommodation or an alternate assessment	1	0
e. School districts determine whether or not to use an accommodation or an alternate assessment for ELs.....	1	0
f. Other.....	1	0

(Specify): _____

4-23. Which, if any, of the following English Language Proficiency assessments will your state require or recommend for use in this school year (2017–18) (in any grade level) for English learners (ELs)?

Assessment	SELECT ONE RESPONSE IN EACH ROW		
	ASSESSMENT IS:		
	REQUIRED	RECOMMENDED	NOT REQUIRED OR RECOMMENDED
a. The ACCESS for ELLs test by the World Class Instructional Design and Assessment (WIDA) Consortium	2	1	0
b. The English Language Proficiency assessment developed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium ..	2	1	0
c. The LAS (Language Assessment Scales) Links	2	1	0
d. IDEA Language Proficiency Tests (IPT) – English.....	2	1	0
e. Our state’s own English Language Proficiency assessment	2	1	0
f. The Alternate ACCESS for ELLs with significant cognitive disabilities by the WIDA consortium	2	1	0
g. Other.....	2	1	0

(Specify): _____

4-24. Does your state have statewide criteria for exiting students from the English learner status that are required for all districts?

SELECT ONE RESPONSE

- 1 Yes
- 0 No **SKIP TO 4-26**

4-25. During this school year (2017–18), what types of criteria are required by the state for exit from English learner status?

Type of criteria	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State English language proficiency assessment scores.....	1	0
b. State academic content assessment score(s).....	1	0
c. District or school English language proficiency assessment (not state test).....	1	0
d. District or school academic content assessment score(s).....	1	0
e. Academic grades/classwork.....	1	0
f. District or school review committee recommendation.....	1	0
g. Teacher input.....	1	0
h. Parental consultation.....	1	0
i. Other.....	1	0
<i>(Specify):</i> _____		

4-26. In what ways, if any, does the state allow districts flexibility in determining English learner exit criteria?

Flexibility	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Districts have flexibility in choosing an English language proficiency assessment....	1	0
b. Districts have flexibility to set cutoff scores for English language proficiency assessments.....	1	0
c. Districts have flexibility to set cutoff scores for content assessments for English learners.....	1	0
d. Districts have flexibility to include additional exit criteria other than assessment scores.....	1	0
e. Other.....	1	0
<i>(Specify):</i> _____		

Students with Disabilities

4-27. Thinking about the administration of state summative assessments to students with disabilities (SWDs), which statement(s) below describe accommodations for summative assessments or alternate assessments that your state allows for SWDs in the content areas of English Language Arts (ELA) and Math?

(If SWDs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations **SKIP TO 4-28**

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

Accommodation	YES	NO
a. SWDs are given the same assessments as other general education students, but they may be given flexibility in timing or scheduling (for example, extended time, breaks, different time of day)	1	0
b. SWDs are given the same assessments as other general education students, but they may be presented differently (for example, an adult may read the entire test or reading passages aloud, directions may be repeated, may be presented in Braille)	1	0
c. SWDs are given the same assessments as other general education students, but they may respond in a different manner (for example, an adult may serve as a scribe, or they may use speech-to-text)	1	0
d. SWDs are given the same assessments as other general education students, but they may use equipment or materials to assist them (for example, a calculator, math tables, manipulatives, or hardware or software accessibility features for computer-based tests) .	1	0
e. SWDs are given the same assessments as other general education students, but in a different setting (for example, in a separate room or study carrel, or in a small group setting)	1	0
f. SWDs may be given an alternate assessment based on alternate state achievement standards (known as 1% tests for students with significant cognitive disabilities)	1	0
g. SWDs may be assessed by submitting a portfolio of their work	1	0
h. SWDs may be assessed by a task-based performance assessment	1	0
i. Other	1	0
<i>(Specify):</i> _____		

Comments to clarify (if needed):

State Longitudinal Data System

4-28. Does your state currently have a statewide longitudinal data system that includes a consistent identifier for each student in the state and individual student records that can track student achievement and other education data across districts and over time?

SELECT ONE RESPONSE

1 Yes

0 No **SKIP TO 4-32**

4-29. During this school year (2017–18), what information is available in the state’s student-level longitudinal data system?

SELECT ONE RESPONSE IN EACH ROW	
YES	NO

Information

Academic Achievement Data

a. State summative assessment scores for each student.....	1	0
b. Courses taken and grades received for each high school student.....	1	0
c. Advanced Placement test scores or college entrance exam scores for each high school student.....	1	0
d. Readiness for grade promotion or graduation (“on track” measures) for each student	1	0

Demographics, Behavior, or Other Personal Data

e. Attendance for each student	1	0
f. Behavior/discipline information for each student	1	0
g. Demographic information for each student	1	0
h. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes)	1	0

Early Childhood Education Data

i. Data on individual students linked from state or local early childhood education program systems, such as pre-kindergarten or Head Start programs.....	1	0
---	---	---

Postsecondary or Workforce Data

j. Linked data for individual students who enroll in state postsecondary institutions.....	1	0
k. Linked data on individual students from state workforce or unemployment insurance systems.....	1	0

Teacher Data

l. Teacher identifiers that indicate, for each student, the teacher(s) responsible for each grade and course	1	0
m. Information on the individual student’s teacher of record that links to a state database on individual teachers	1	0

Other Data

n. Other	1	0
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(Specify): _____

4-30. For which of the following purposes are data in the state’s student-level longitudinal data system currently used by state-level staff?

Purpose	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. To track overall school performance and identify areas for improvement.....	1	0
b. To monitor the progress of key subgroups (e.g., English learners, students with disabilities, race/ethnicity)	1	0
c. To evaluate instructional programs such as measuring program effectiveness	1	0
d. To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support.....	1	0
e. To inform resource allocation such as which schools and students receive which programs or which staff work with which students	1	0
f. To provide information to teachers about their students’ progress.....	1	0
g. To provide information to parents (or students) about the school or their children (or themselves)	1	0
h. To track students’ postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state ...	1	0
i. To identify districts or schools with high rates of students at risk of dropping out ..	1	0
j. Something else	1	0

(Specify): _____

4-31. During this school year (2017–18), what information has the state provided to districts from the state’s student-level longitudinal data system?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state	1	0
b. Student achievement growth reports on individual <u>schools</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
c. Student achievement growth reports on individual <u>teachers</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
d. Student achievement growth reports on different <u>subgroups</u> of students using value added models (VAMs) or student growth percentiles (SGPs)	1	0
e. Postsecondary outcomes associated with districts and schools.....	1	0

- 4-32. During this school year (2017–18), does your state have an Early Warning System to help districts and schools identify individual students who may be at risk for dropping out?**

(Note: Early Warning Systems are student-level databases with indicators that may help a district or school identify students who may be at risk for dropping out of school. These databases may also be known as an early warning indicator system, early warning intervention and monitoring system, or early indication tool.)

SELECT ONE RESPONSE

- 1 Yes
- 0 No **SKIP TO 4-35**

4-33. During this school year (2017–18), what indicators are included in the Early Warning System to help districts or schools identify students who may be at risk of dropping out?

Early Warning System (EWS) Indicators	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Achievement on state summative assessments.....	1	0
b. Courses taken and grades received.....	1	0
c. Attendance.....	1	0
d. Behavior/discipline information.....	1	0
e. Readiness for grade promotion or graduation (“on track” measures).....	1	0
f. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes).....	1	0
g. Other indicators..... (Specify): _____	1	0

4-34. During this school year (2017–18), has the state provided or funded the following types of assistance to help districts or schools use the Early Warning System?

Type of assistance	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Training in how to use the Early Warning System.....	1	0
b. Ongoing technical assistance in using the Early Warning System.....	1	0
c. A data dashboard or other user interface to assist districts or schools in accessing the data more easily.....	1	0

4-35. During this school year (2017–18), did the state provide any of the following funding, materials, or technical assistance to help district administrators, school leaders, and teachers use data to improve instruction?

Funding, material, or technical assistance	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Funding for or direct provision of student-level data management systems	1	0
b. Access by district administrators and school leaders to a statewide student-level data system	1	0
c. Materials or documents for district administrators and school leaders on the use of data for school improvement plans	1	0
d. Materials or documents for school leaders and teachers on the use of data for instructional planning or improvement	1	0
e. Technical assistance and/or support on hardware or software issues, such as making technical systems or computer networks experts available to districts.....	1 Dit5	0
f. Other	1	0

(Specify): _____

Comments to clarify (if needed):

Thank you for completing this survey section.

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 04/30/2021

Implementation of Title I and Title II-A Program Initiatives

Survey of State Education Agencies Section 5: School Choice

2017–2018



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. Public reporting burden for this collection of information is estimated to average a total of 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. This particular section is estimated to average 10 minutes per response. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 5: School Choice

This section asks about school choice programs that are operating in your state, including scholarship, voucher, or education savings account programs, inter-district choice programs, and on-line public or charter schools.

5-1. Are any publicly funded private school choice programs operating in your state? These programs are sometimes called scholarship programs, voucher programs, or education savings accounts.

1 Yes

0 No IF NO, SKIP TO 5-4

5-2. How many publicly funded private school choice programs are operating in your state?

NUMBER OF PROGRAMS

2017-2018 State Education Agency Survey

5-3. For each publicly funded private school choice program in your state, please list the program(s) and indicate:

- the number of students participating in 2017–18
- whether the program is available to all students or only to students meeting specific eligibility criteria
- for programs with eligibility criteria, indicate the criteria used for students’ initial year of eligibility (if that differs from continuing eligibility)

PROGRAM NAME	NUMBER OF STUDENTS PARTICIPATING IN 2017–18?	IS PROGRAM AVAILABLE TO ALL STUDENTS OR ONLY TO STUDENTS MEETING SPECIFIC ELIGIBILITY CRITERIA?		INDICATE ELIGIBILITY CRITERIA STUDENTS MUST MEET TO PARTICIPATE (USE CRITERIA FOR STUDENTS’ INITIAL YEAR OF ELIGIBILITY IF THAT DIFFERS FROM CONTINUING ELIGIBILITY) SELECT ALL THAT APPLY					
		AVAILABLE TO ALL STUDENTS	AVAILABLE TO STUDENTS MEETING ELIGIBILITY CRITERIA	LOW-INCOME STUDENTS	SPECIFY INCOME LIMIT AS PERCENTAGE OF FEDERAL POVERTY GUIDELINES	SPECIAL NEEDS STUDENTS	STUDENTS ATTENDING LOW-PERFORMING SCHOOLS	STUDENTS IN A PARTICULAR GEOGRAPHIC AREA	OTHER GROUP(S) OF STUDENTS (SPECIFY)
_____	_____	1	2	1	_____%	2	3	4	5 _____
_____	_____	1	2	1	_____%	2	3	4	5 _____
_____	_____	1	2	1	_____%	2	3	4	5 _____
_____	_____	1	2	1	_____%	2	3	4	5 _____
_____	_____	1	2	1	_____%	2	3	4	5 _____

5-4. Do state laws and policies allow inter-district choice, under which students can attend public schools in a different school district than the one in which they reside?

- 1 Yes
- 0 No

5-5. Are there any on-line public schools (including on-line charter schools) operating in your state?

- 1 Yes
- 0 No IF NO, SKIP TO END

5-6. How many students in the state are enrolled in on-line public schools?

NUMBER OF STUDENTS

- d DON'T KNOW

Thank you for completing this survey section.

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

2017-2018 District Survey

OMB#: 1850-0902

Expiration Date: 04/30/2021

District Name:	
City:	State:

Implementation of Title I and Title II-A Program Initiatives

District Survey

2017–2018



Paperwork Reduction Act of 1995

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Introduction

The **Implementation of Title I and Title II-A Program Initiatives** study is examining the implementation of policies funded through the Elementary and Secondary Education Act (ESEA) at the state and district levels, in four core areas: school accountability (including turning around low-performing schools), teacher and leader effectiveness, state content standards, and student assessments. This survey will update information on the implementation of the Title I and Title II provisions since the last surveys conducted in 2014. The survey also includes a section on school choice programs operating in your district. The study includes surveys of officials from all state education agencies and from a nationally representative sample of school district officials. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

- This survey includes four sections aligned with district policies and practices in four core areas and a fifth section related to school choice. Given the scope of topics, the survey may require more than one respondent.
- Your district's responses are critical to drawing lessons about the early implementation of the Every Student Succeeds Act (ESSA).

The study, including this survey, is being conducted by Westat and its partner, Mathematica Policy Research.

Preliminary Questions

Some questions in the survey ask about district policies or practices related to particular grade levels (for example, grades 3 through 8 and high school). Other survey questions only apply to districts with more than one school. To move respondents efficiently through the online survey, please respond to the following two questions before turning to the survey sections.

The responses to these questions are so critical to survey navigation that they will be locked once saved. If you need to change the responses 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. During this school year (2017-18), in which grades were students enrolled in your district’s schools?

Grade	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
Kindergarten.....	1	0
1.....	1	0
2.....	1	0
3.....	1	0
4.....	1	0
5.....	1	0
6.....	1	0
7.....	1	0
8.....	1	0
9.....	1	0
10.....	1	0
11.....	1	0
12.....	1	0

0-2. During this school year (2017-18), is your district operating only one school or more than one school?

SELECT ONE RESPONSE

- One school 1
- More than one school 2

Section 1: School Accountability

Questions in this section ask about three types of schools identified by the state: Title I schools identified as lowest-performing; Title I schools with low-performing subgroups; and Title I schools that missed performance targets but did not fall into the first two categories. If your district has any of these types of schools, follow-up questions will ask about support and monitoring for these schools.

DEFINITIONS FOR USE THROUGHOUT THIS SECTION

State targets for student performance – These are targets set by the state in its accountability plan that specify thresholds for student proficiency or growth toward proficiency in each year. Under NCLB, they were called annual measurable objectives (AMOs). Under ESEA flexibility and ESSA, states specify interim targets for student performance that are consistent with reaching the state’s long-term goals for student achievement.

Lowest-performing schools – refers to any schools identified as Priority schools (as defined under ESEA flexibility), schools in Corrective Action or Restructuring (as defined under NCLB), schools identified for Comprehensive Support (as defined under ESSA), schools receiving School Improvement Grants (SIG), or another lowest-performing category of schools under the state’s accountability system.

Schools with low-performing subgroups – refers to schools identified as needing to improve the performance of one or more subgroups of students. These include Focus schools (as defined under ESEA flexibility), schools identified for Targeted Support or Additional Targeted Support (as defined under ESSA), and schools with low-performing subgroups identified under the state’s accountability system.

1-1. What is the number of schools in your district receiving Title I, Part A funds during this school year (2017–18)?

_____ NUMBER OF TITLE I SCHOOLS IN THE DISTRICT

Low-Performing Schools

1-2. During this school year (2017–18), are any Title I or Non-Title I schools in your district in the following categories?
(Mark “yes” only if the schools had the relevant status during the current school year.)

During this school year (2017–18) the district has:	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	YES	NO	YES	NO
a. Priority schools (as defined under ESEA flexibility), and schools are in this status in this school year (2017–18)....	1	0	1	0
b. Focus schools (as defined under ESEA flexibility), and schools are in this status in this school year (2017–18)....	1	0	1	0
c. Schools in Restructuring (as defined under NCLB), and schools are in this status in this school year (2017–18)....	1	0	1	0
d. Schools in Corrective Action (as defined under NCLB), and schools are in this status in this school year (2017–18).....	1	0	1	0
e. Schools with federal School Improvement Grant (SIG) funding in this school year (2017–18).....	1	0	1	0
f. Schools identified for Comprehensive Support (as defined under ESSA) before April 2018.....	1	0	1	0
g. Schools identified for Targeted Support or Additional Targeted Support (as defined under ESSA) before April 2018.....	1	0	1	0
h. Schools identified as lowest-performing under another state accountability system, and schools are in this status in this school year (2017–18)	1	0	1	0
i. Schools identified as having low-performing subgroups under another state accountability system, and schools are in this status in this school year (2017–18).....	1	0	1	0

[READER NOTES: THE FOLLOWING DEFINITIONS FOR ROWS 1-2 F AND G ARE INCLUDED IN THE WEB SURVEY:

- Comprehensive Support schools are those in the bottom 5 percent of all Title I schools and schools with graduation rates below 67 percent.
- Targeted Support schools are those with large subgroup achievement gaps or with very low achieving subgroups.
- Additional Targeted Support schools are those with subgroup achievement at very low levels, comparable to overall achievement in the lowest 5 percent of all Title I schools.

ALL DISTRICTS WILL BE ASKED QUESTION 1-3. THEN, IF THE DISTRICT RESPONDS YES TO 1-2 A, C, D, E, F, OR H (TITLE I) THEN THE WEB SURVEY WILL DISPLAY QUESTIONS 1-4 THROUGH 1-17 ON LOWEST-PERFORMING SCHOOLS. IF THE DISTRICT RESPONDS YES TO 1-2 B, G, OR I (TITLE I) THEN THE WEB SURVEY WILL DISPLAY QUESTIONS 1-18 THROUGH 1-28 ON SCHOOLS WITH LOW-PERFORMING SUBGROUPS.]

The next questions will ask about “lowest-performing Title I schools,” which refer to any Title I schools in your district identified as Priority schools, schools in Restructuring or Corrective Action, SIG schools, schools identified under ESSA for Comprehensive Support, or schools identified as lowest-performing under another state accountability system.

1-3. Among the lowest-performing Title I schools in your district during the last school year (2016–17), how many were closed after the 2016–17 school year for performance reasons?

(Check not applicable box if your district had no lowest-performing Title I schools during 2016–17. Enter ‘0’ if your district had lowest-performing Title I schools in 2016–17 but none were closed.)

Not applicable: our district had no lowest-performing Title I schools in 2016–17

_____ NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS CLOSED AFTER THE 2016–17 SCHOOL YEAR

1-4. How many lowest-performing Title I schools did you have in your district during this school year (2017–18)?

_____ NUMBER OF LOWEST-PERFORMING TITLE I SCHOOLS

Interventions in Lowest-performing Title I Schools

The next questions pertain to your district’s lowest-performing Title I schools for 2017–18.

[READER NOTE: DISTRICTS WITHOUT LOWEST-PERFORMING TITLE I SCHOOLS IN 2017–18 WILL SKIP THIS SECTION]

1-5. During this school year (2017–18), are all, some, or no lowest-performing Title I schools in your district implementing the following interventions?

Interventions for lowest-performing Title I schools	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	2	1	0
b. School improvement plans were made available to the public	2	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward state targets for student performance	2	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance.....	2	1	0
e. Schools are working with an outside organization offering managers and coaches to support rapid school improvement	2	1	0
f. Schools are implementing interventions selected from a list of evidence-based programs and models identified by the state.....	2	1	0
g. Schools are participating in an innovation zone, a group of schools given more flexibility to implement interventions and stricter targets for student performance.....	2	1	0
h. Schools joined a state-operated school improvement district	2	1	0

1-6. Are all, some, or no lowest-performing Title I schools in your district implementing any of the following academic initiatives during this school year (2017–18)?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I SCHOOLS			
Academic initiatives	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention).....	2	1	0

1-7. Are all, some, or no lowest-performing Title I schools in your district implementing the following structural changes during this school year (2017–18)?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I SCHOOLS			
School structural changes	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students in a low-performing school the option to attend a different school (school choice)	2	1	0

1-8. Are all, some, or no lowest-performing Title I schools in your district implementing programs of the following types during this school year (2017–18)?

School is implementing programs	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students’ social, emotional, or health needs	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

1-9. Do all, some, or no lowest-performing Title I schools in your district have staffing authority of the following types during this school year (2017–18)?

Staffing authority	SELECT ONE RESPONSE IN EACH ROW		
	LOWEST-PERFORMING TITLE I SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

1-10. How many of the lowest-performing Title I schools in your district are under the following forms of management during this school year (2017–18)?

(If none, enter 0.)

Form of management	NUMBER OF TITLE I SCHOOLS
a. Direct state control or statewide accountability district	_____
b. Converted to charter school	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____
d. Total number of lowest-performing Title I schools under alternative management during the 2017–18 school year	_____

1-11. In how many schools were changes in personnel used to turn around lowest-performing Title I schools in your district before the start of this school year (2017–18)?

(Enter the number of lowest-performing Title I schools in which the principal was replaced or in which half or more of their teaching staff was replaced as part of school improvement efforts before the start of the 2017–18 school year.

If none, enter 0.)

Personnel change	NUMBER OF LOWEST- PERFORMING TITLE I SCHOOLS
a. Principal replaced	_____
b. Half or more of the teaching staff replaced	_____

1-12. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in lowest-performing Title I schools in your district, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0
d. Topic(s) chosen by the school.....	1	0
e. Some other topic	1	0

1-13. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in lowest-performing Title I schools in your district, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	LOWEST-PERFORMING TITLE I SCHOOLS	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0
e. Topic(s) chosen by the school.....	1	0
f. Some other topic	1	0

1-14. Which of the following sources of information were consulted when selecting the interventions to implement in lowest-performing Title I schools?

SELECT ONE RESPONSE IN EACH ROW			
LOWEST-PERFORMING TITLE I SCHOOLS			
	YES	NO	DON'T KNOW
These sources were consulted:			
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	DK
b. A list of vendors approved by the state	1	0	DK
c. Information provided by the intervention's developer or vendor.....	1	0	DK
d. Recommendations from colleagues in other school districts	1	0	DK
e. Information from a U.S. Department of Education Comprehensive Center.....	1	0	DK
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	DK
g. Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence.....	1	0	DK
h. Information from the district's research/evaluation office	1	0	DK
i. Information from professional associations.....	1	0	DK
j. Information from a college/university researcher	1	0	DK
k. Some other source	1	0	DK
<i>(Specify):</i> _____			

1-15. How important were each of the following considerations when selecting the interventions to implement in lowest-performing Title I schools?

Consideration	SELECT ONE RESPONSE IN EACH ROW				
	LOWEST-PERFORMING TITLE I SCHOOLS				
	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	DON'T KNOW	NOT APPLICABLE
a. School staff's interest in specific interventions.	1	2	3	DK	
b. Parent and/or community input	1	2	3	DK	
c. Grade level of the school (i.e., elementary, middle, or secondary).....	1	2	3	DK	
d. Student subgroups needing intervention to improve achievement	1	2	3	DK	
e. Cost of interventions and amount of funding available	1	2	3	DK	
f. District and/or school capacity to implement the interventions.....	1	2	3	DK	
g. Research evidence showing that the interventions were effective at improving student outcomes	1	2	3	DK	
h. Something else	1	2	3	DK	
<i>(Specify):</i> _____					

Support and Monitoring for Lowest-Performing Title I Schools

1-16. Please identify the entity with the largest role in each of the activities below to support and improve lowest-performing Title I schools in your district in 2017–18. We have specified the role we are asking about for each activity in parentheses.

Activity	SELECT ONE RESPONSE IN EACH ROW				
	SCHOOL STAFF	DISTRICT STAFF	STAFF FROM A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	STATE EDUCATION AGENCY STAFF	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work)	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority)	1	2	3	4	NA
c. Deciding to replace the principal (entity with the most decision-making authority)	1	2	3	4	NA
d. Establishing timetables for implementing interventions (entity with the most decision-making authority)	1	2	3	4	NA
e. Providing technical assistance to the school in implementing interventions (entity doing the most work)	1	2	3	4	NA
f. Monitoring the implementation of interventions (entity with the most responsibility for monitoring)	1	2	3	4	NA
g. Monitoring the school’s progress toward improvement targets (entity with the most responsibility for monitoring)	1	2	3	4	NA
h. Setting exit criteria for the improvement status (entity with the most decision-making authority)	1	2	3	4	NA
i. Deciding to close the school (entity with the most decision-making authority)	1	2	3	4	NA

1-17. During this school year (2017–18), which of the following strategies did your district use for supporting and monitoring lowest-performing Title I schools and, for each strategy, how often was it used?

LOWEST-PERFORMING TITLE I SCHOOLS	USED FOR SUPPORTING AND MONITORING?		IF YES, HOW OFTEN USED FOR EACH LOWEST-PERFORMING TITLE I SCHOOL? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. School walk-throughs	1	0	1	2	3	4	_____
b. Meetings with the principal.....	1	0	1	2	3	4	_____
c. Discussions with parents/community .	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Telephone conferences.....	1	0	1	2	3	4	_____
f. Create networks of schools that work together to support school improvement	1	0	1	2	3	4	_____
g. Other	1	0	1	2	3	4	_____
(Specify): _____							

Interventions in Title I Schools with Low-Performing Subgroups

[READER NOTE: DISTRICTS RESPONDING YES TO QUESTION 1-2 B OR G OR I (TITLE I) WILL GET THIS SECTION. OTHER DISTRICTS SHOULD SKIP THIS SECTION.]

The next questions ask about district policies related to Title I schools that are not among the lowest-performing schools, but that have been identified as needing to improve the performance of one or more subgroups of students. These would include Targeted Support schools and/or Additional Targeted Support Schools (as defined under ESSA), and previously-identified Focus schools (as defined under ESEA flexibility), if the state has continued to require interventions in such schools. Schools identified as having a low-performing subgroup under another state accountability system would also be included. We will refer to these schools as, Title I schools with low-performing subgroups.

1-18. How many Title I schools with low-performing subgroups does the district have in 2017–18 (not including schools that were also identified as lowest-performing, discussed in the preceding section)?

_____ NUMBER OF TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS

1-19. During this school year (2017–18), what interventions, if any, are being implemented for Title I schools with low-performing subgroups in your district?

Interventions for Title I schools with low-performing subgroups	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	1	0
b. School improvement plans were made available to the public	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward state targets for student performance	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance	1	0
e. Schools are implementing interventions selected from a list of evidence-based programs and models identified by the state	1	0

1-20. Are all, some, or no Title I schools with low-performing subgroups in your district implementing any of the following academic initiatives during this school year (2017–18)?

Academic initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention).....	2	1	0

1-21. Are all, some, or no Title I schools with low-performing subgroups in your district implementing the following structural changes during this school year (2017–18)?

School structural changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students in a school with low-performing subgroups the option to attend a different school (school choice).....	2	1	0

1-22. Are all, some, or no Title I schools with low-performing subgroups in your district implementing programs of the following types during this school year (2017–18)?

School is implementing programs	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement....	2	1	0
b. To address students’ social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety.....	2	1	0

1-23. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in Title I schools with low-performing subgroups in your district, beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0
d. Topic(s) chosen by the school	1	0
e. Some other topic.....	1	0

1-24. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in Title I schools with low-performing subgroups in your district, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	
	YES	NO
a. Analyzing student assessment data to improve instruction	1	0
b. Working effectively in teacher teams to improve instruction	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0
e. Topic(s) chosen by the school	1	0
f. Some other topic.....	1	0

1-25. Which of the following sources of information were consulted when selecting the interventions to implement in Title I schools with low-performing subgroups?

These sources were consulted:	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS WITH LOW- PERFORMING SUBGROUPS		
	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	DK
b. A list of vendors approved by the state	1	0	DK
c. Information provided by the intervention's developer or vendor.....	1	0	DK
d. Recommendations from colleagues in other school districts	1	0	DK
e. Information from a U.S. Department of Education Comprehensive Center	1	0	DK
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	DK
g. Information from the What Works Clearinghouse, Evidence for ESSA, or other organization that rates evidence.....	1	0	DK
h. Information from the district's research/evaluation office	1	0	DK
i. Information from professional associations.....	1	0	DK
j. Information from a college/university researcher	1	0	DK
k. Some other source	1	0	DK
(Specify): _____			

1-26. How important were each of the following considerations when selecting the interventions to implement in Title I schools with low-performing subgroups?

Consideration	SELECT ONE RESPONSE IN EACH ROW				
	TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS				
	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	DON'T KNOW	NOT APPLICABLE
a. School staff's interest in specific interventions	1	2	3	DK	
b. Parent and/or community input	1	2	3	DK	
c. Grade level of the school (i.e., elementary, middle, or secondary)	1	2	3	DK	
d. Cost of interventions and amount of funding available	1	2	3	DK	
e. District and/or school capacity to implement the interventions	1	2	3	DK	
f. Research evidence showing that the interventions were effective at improving student outcomes	1	2	3	DK	
g. Something else	1	2	3	DK	NA
<i>(Specify):</i> _____					

Support and Monitoring for Title I Schools with Low-Performing Subgroups

1-27. Please identify the entity with the largest role in each of the activities below to support and improve Title I schools with low-performing subgroups in your district in 2017–18. (We have specified the roles we are asking about for each activity in parentheses.)

Activity	SELECT ONE RESPONSE IN EACH ROW				
	SCHOOL STAFF	DISTRICT STAFF	STAFF FROM A REGIONAL OFFICE THAT SERVES MULTIPLE DISTRICTS	STATE EDUCATION AGENCY STAFF	NOT APPLICABLE
a. Conducting a needs assessment to understand areas for improvement (entity doing the most work).....	1	2	3	4	NA
b. Selecting interventions to implement to improve student performance (entity with the most decision-making authority).....	1	2	3	4	NA
c. Establishing timetables for implementing interventions (entity with the most decision-making authority)	1	2	3	4	NA
d. Providing technical assistance to the school in implementing interventions (entity doing the most work).....	1	2	3	4	NA
e. Monitoring the implementation of interventions (entity with the most responsibility for monitoring).....	1	2	3	4	NA
f. Monitoring the school’s progress toward improvement targets (entity with the most responsibility for monitoring).....	1	2	3	4	NA
g. Setting exit criteria for the improvement status (entity with the most decision-making authority).....	1	2	3	4	NA

1-28. During this school year (2017–18), which of the following strategies were used for supporting and monitoring the Title I schools with low-performing subgroups in your state and, for each strategy, how often was it used?

TITLE I SCHOOLS WITH LOW-PERFORMING SUBGROUPS	USED FOR SUPPORTING AND MONITORING?		IF YES, HOW OFTEN USED FOR EACH TITLE I SCHOOL WITH LOW-PERFORMING SUBGROUPS? SELECT ONE RESPONSE IN EACH ROW				
	YES	NO	ONCE PER SCHOOL YEAR	TWO OR THREE TIMES PER SCHOOL YEAR	QUARTERLY OR EVERY OTHER MONTH	MONTHLY OR MORE OFTEN	OTHER FREQUENCY (specify)
a. School walk-throughs	1	0	1	2	3	4	_____
b. Meetings with the principal.....	1	0	1	2	3	4	_____
c. Discussions with parents/community.....	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Telephone conferences .	1	0	1	2	3	4	_____
f. Create networks of schools that work together to support school improvement	1	0	1	2	3	4	_____
g. Other	1	0	1	2	3	4	_____
(Specify): _____							

Interventions in Title I Schools that Missed Performance Targets in 2016–17

For the next set of questions, please consider Title I schools in your district that are NOT lowest-performing schools or schools with low-performing subgroups.

The next questions ask about schools that *missed state targets for student performance* – These are targets set by the state in its accountability plan that specify thresholds for student proficiency or growth toward proficiency in each year. Under NCLB, they were called annual measurable objectives (AMOs). Under ESEA flexibility and ESSA, states specify interim targets for student performance that are consistent with reaching the state’s long-term goals for student achievement. States may also set targets for student performance as part of a different state accountability system.

1-29. Apart from lowest-performing schools or schools with low-performing subgroups, did any other Title I school in your district fall short of state targets for student performance for the previous school year (2016–17)?

(Note: If your state did not specify targets for student performance for 2016–17, select No.)

SELECT ONE RESPONSE

Yes 1

No 0 → SKIP TO 1-34

1-30. For Title I schools in your district that did not meet state targets for student performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), what interventions, if any, are being implemented during this school year (2017–18)?

Interventions for Title I schools not meeting state targets for student performance (excluding lowest-performing schools or schools with low-performing subgroups)	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS THAT MISSED TARGETS	
	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of state targets for student performance	1	0
b. School improvement plans were made available to the public	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward state targets for student performance.....	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward state targets for student performance.....	1	0

1-31. Excluding lowest-performing schools or schools with low-performing subgroups, are all, some, or no Title I schools in your district that did not meet state targets for school performance for 2016–17 implementing the following changes during this school year (2017–18)?

School changes	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS THAT MISSED TARGETS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0
f. Offering students the option to attend a different school (school choice) because of the low performance of the students' school	2	1	0

1-32. During this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to principals in Title I schools in your district that did not meet state targets for school performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), beyond what is available to any Title I school?

Additional professional development or assistance for principals on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS THAT MISSED TARGETS	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0
d. Topic(s) chosen by the school.....	1	0
e. Some other topic	1	0

1-33. Thinking now about teachers, during this school year (2017–18) and including last summer (2017), what additional professional development or technical assistance was provided to teachers in Title I schools in your district that did not meet state targets for school performance for 2016–17 (excluding lowest-performing schools or schools with low-performing subgroups), beyond what is available to any Title I school?

Additional professional development or assistance for teachers on	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS THAT MISSED TARGETS	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0
e. Topic(s) chosen by the school.....	1	0
f. Some other topic	1	0

Concluding Question

1-34. To what extent would you describe the following as challenges to improving the performance of schools in your district?

Challenge	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Difficulty finding, hiring, or retaining teachers with the skills needed	1	2	3
b. Difficulty finding, hiring, or retaining principals with the skills needed	1	2	3
c. Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students	1	2	3
d. Lack of guidance or support from the state	1	2	3
e. Insufficient resources for personnel and/or materials	1	2	3
f. Lack of effective methods/interventions to improve student achievement.....	1	2	3
g. Curricula not aligned with the required state summative assessments	1	2	3
h. Teacher concerns or opposition to implementing school interventions	1	2	3
i. Community concerns or opposition to implementing school interventions	1	2	3
j. Lack of parent involvement/participation in children’s education	1	2	3
k. Some other type of challenge	1	2	3
(Specify): _____			

Use the space below to clarify your responses to the questions in this section if necessary.

Section 2. Improving Teacher and Leader Effectiveness

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

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 common:

1. **Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate student achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can be calculated for teacher teams, for grades, or for schools.
2. **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.

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 (2017–18). 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 (2017–18).

The following questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using student growth percentiles (SGPs), value added measures (VAMs), student learning objectives (SLOs), student growth objectives

2-1. During this school year (2017–18), does your district use student achievement growth as one component of the performance evaluation of all, some, or no teachers? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.

(Note: In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of Art, Music, Physical Education, and special populations such as English learners or students with disabilities.)

SELECT ONE RESPONSE

- The district uses student achievement growth in the evaluation of all teachers across all grades offered by the district (e.g., K–12), all subjects, and special education 1
- The district uses student achievement growth in the evaluation of some but not all teachers 2
- The district does not use student achievement growth in teacher evaluations 3 → **SKIP TO 2-4**

2-2. Which of the following methods for measuring student achievement growth are required or options to meet requirements for measuring student achievement growth, for some or all teachers for this school year (2017–18)?

Method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Value added measures (VAMs) or student growth percentiles (SGPs) based on assessments for the teacher’s own students.....	1	0
b. Value added measures (VAMs) or student growth percentiles (SGPs) based on assessments for a broader group than the teacher’s own students, for example, a team, grade, or school.....	1	0
c. Student learning objectives (SLOs) or student growth objectives (SGOs)	1	0

2-3. Since the spring of 2014, how has the importance or weight of measures of student achievement growth in determining grade 4–8 English language arts and math teachers’ overall evaluation rating changed?

(Select NA if the district was not operating in the 2013–14 school year.)

The importance/weight of student achievement growth has:	SELECT ONE RESPONSE
Not changed	0
Increased	1
Decreased	2
Not applicable	NA

2-4. During this school year (2017–18), which of the following sources of information on teacher performance does the district use in teacher evaluations?

Information sources	SELECT ONE RESPONSE IN EACH ROW	
	USED IN EVALUATING TEACHERS	NOT USED IN EVALUATING TEACHERS
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator	1	0
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)	1	0
c. Classroom observations conducted by the principal or other school administrator not using a standardized rubric or checklist	1	0
d. Teacher self-assessment	1	0
e. Portfolios or other artifacts of teacher professional practice	1	0
f. Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric	1	0
g. Student work samples	1	0
h. Student surveys or other student feedback	1	0
i. Parent surveys or other parent feedback	1	0
j. Something else (<i>Specify</i>) _____	1	0

2-5. During this school year (2017–18), how frequently does your district require an evaluation for the following types of teachers?

(If various evaluation components (e.g., observations, student growth measures) occur at different frequencies, select the frequency associated with the teacher’s summative assessment.)

Type of teacher	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better.....	1	2	3	4	5
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent)	1	2	3	4	5
c. Probationary or non-tenured teacher	1	2	3	4	5

2-6. How many formal observations must be completed during the evaluation period or cycle for the following types of teachers?

(Enter the number in each row. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist. Include both longer, full-class period observations and shorter walk-through observations, if they are standardized and used for evaluation.)

If the number of formal observations varies for teachers in a particular row (e.g., varies by teaching experience), enter the number of observations that applies to the largest group of teachers in that row.)

Type of teacher	NUMBER OF FORMAL OBSERVATIONS REQUIRED
a. Non-probationary or tenured teacher whose previous performance was rated effective, satisfactory, proficient, or better	_____
b. Non-probationary or tenured teacher whose previous performance was rated unsatisfactory (or the equivalent)	_____
c. Probationary or non-tenured teacher	_____

2-7. During this school year (2017–18), how many rating categories or levels (such as *highly effective, effective, satisfactory, needs improvement*) does your district use in its teacher evaluation system to describe overall teacher performance?

_____ NUMBER OF RATING CATEGORIES

Uses of Teacher Evaluation Results

2-8. Will the district use the evaluation results for teachers for this school year (2017–18) to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your district.)

Decision	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. The design of professional development programs offered by the district	1	0	
b. Planning professional development for individual teachers.....	1	0	
c. Development of performance improvement plans for low-performing teachers ...	1	0	
d. Setting goals for student achievement growth for the next school year.....	1	0	
e. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	0	
Teacher evaluation results will be used to inform decisions about teacher career advancement:			
f. Recognizing high-performing teachers	1	0	
g. Determining annual salary increases	1	0	
h. Determining bonuses or performance-based compensation other than salary increases	1	0	
i. Granting tenure or similar job protection.....	1	0	NA
j. Career advancement opportunities, such as teacher leadership roles.....	1	0	
k. Determining eligibility to transfer to other schools.....	1	0	
For low-performing teachers evaluation results will be used to inform decisions about:			
l. Loss of tenure or similar job protection.....	1	0	NA
m. Sequencing potential layoffs if the district needs to reduce staff	1	0	
n. Dismissal or terminating employment for cause	1	0	

Training for Evaluators

2-9. During this school year (2017–18), did your state or district provide any of the following training for staff who conduct teacher observations?

(Select NA if your district does not require use of a teacher professional practice rubric to observe teachers.)

Training	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Training for the observers on the teacher professional practice rubric	1	0	NA
b. Training for observers on providing feedback to teachers on their professional practice	1	0	NA

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your district during this school year (2017–18). Please respond to the questions in this section based on the evaluation system that is used for the majority of principals in your district during this school year (2017–18).

2-10. During this school year (2017–18), how many rating categories or levels (*such as highly effective, effective, satisfactory, needs improvement*) does your district use in its principal evaluation system to describe overall principal performance?

_____ NUMBER OF RATING CATEGORIES

2-11. During this school year (2017–18), how frequently does your district require an evaluation for the following types of principals?

(If various evaluation components (e.g., observation, student growth measures) occur at different frequencies, select the frequency associated with the principal’s summative assessment.)

Type of principal	SELECT ONE RESPONSE IN EACH ROW				
	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Principals whose previous performance was rated effective, satisfactory, proficient, or better	1	2	3	4	5
b. Principals whose previous performance was rated unsatisfactory (or the equivalent).....	1	2	3	4	5

2-12. During this school year (2017–18), does the district use any student outcomes in principal evaluations?

Student outcomes used in the evaluation of:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Elementary and middle school principals	1	0
b. High school principals	1	0

Educator Support

2-13. During this school year (2017–18) and including last summer (2017), how many days of in-service professional development are required for teachers and principals?

(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.)

Teacher or principal	TOTAL REQUIRED IN-SERVICE DAYS
Teacher Required In-service Days	_____ . _____
Principal Required In-service Days	_____ . _____

2-14. Of the in-service days required for teachers, about what percentage of the time was the content covered under the control of the school, rather than specified by the district?

(Your best estimate is fine.)

_____ PERCENTAGE OF TIME

2-15. During this school year (2017–18), how much emphasis has your district placed on each of the following as a way to determine teacher professional development offerings and other professional support?

	SELECT ONE RESPONSE IN EACH ROW		
	NOT USED	MINOR EMPHASIS	MAJOR EMPHASIS
Professional development planning			
a. Individual teacher professional development and support needs, as identified by the teacher	0	1	2
b. Individual teacher professional development and support needs, as identified by the principal or other instructional leader (e.g., mentor or coach)	0	1	2
c. School-level professional development and support needs, as identified by the principal	0	1	2
d. District-level professional development and support needs, as identified by district leaders	0	1	2
e. Professional development and support required by state policies and priorities	0	1	2

2-16. Rank the importance of each of the following six methods of providing professional development and support to teachers in your district during this school year (2017–18).

(Enter “1” for the most important, “2” for the second most important, “3” for the third most important, “4” for the fourth most important, and so on.

If your district does not use a method, please select NA and do not rank that method. Then, for example, if only five methods are used, rank the methods used 1 through 5.)

Method	ENTER ONE RANK VALUE IN EACH ROW	
	RANK OF 1 THROUGH 6	NA
a. Single session expert-led professional development provided to teachers within a grade or subject.....	_____	NA
b. Single session expert-led professional development provided to all teachers in the school	_____	NA
c. Ongoing expert-led professional development (at least monthly) with content that builds from one session to the next.....	_____	NA
d. Ongoing teacher-led professional development (at least monthly) (e.g., professional learning communities) with content that builds session to session.....	_____	NA
e. Teacher leaders or coaches who work one-on-one with teachers	_____	NA
f. Internet-based professional development (e.g., video library, skill-building modules, on-line coaching or peer-to-peer communities of practice)	_____	NA

2-17. During this school year (2017–18), is any of the following staff assigned to schools to support the improvement of teacher effectiveness?

Staff	SELECT ONE RESPONSE IN EACH ROW			
	ASSIGNED TO ALL SCHOOLS	ASSIGNED TO LOW PERFORMING, HIGH NEED, OR HARD-TO-STAFF SCHOOLS ONLY	SCHOOLS CHOOSE TO HAVE OR NOT	NOT USED
a. A full- or part-time instructional coach (e.g., literacy or math coaches)	1	2	3	0
b. Full- or part-time mentors for new or struggling teachers	1	2	3	0
c. A full- or part-time professional development specialist	1	2	3	0

Educator Distribution

[READER NOTE: IF THE DISTRICT HAS ONLY ONE SCHOOL, THEN THE DISTRICT WILL SKIP QUESTIONS 2-18, 2-19, AND 2-20.]

2-18. 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 or urban schools compared with low-poverty or suburban schools)?

SELECT ONE RESPONSE

- Yes, received from our state education agency 1
- Yes, conducted by a contractor hired by our district 2
- Yes, conducted by district staff..... 3
- No 0 → **SKIP TO 2-21**

2-19. What information was used to define teacher quality or effectiveness in the examination of the distribution of teachers?

Information used	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teacher evaluation ratings.....	1	0
b. Teacher effectiveness as measured by value added measures (VAMs) or student growth percentiles (SGPs)	1	0
c. Teacher effectiveness as measured by student learning objective (SLOs) or student growth objectives (SGOs)	1	0
d. Teacher experience	1	0
e. Teacher certification	1	0
f. Teacher education (e.g., proportion of teachers with masters degrees).....	1	0
g. Assignment of teachers to grades or classes outside of their field of certification	1	0
h. Other (<i>Specify</i>) _____	1	0

2-20. What actions has your district taken to address any inequities found in teacher quality or effectiveness?

Check box if not applicable– analysis found no substantial inequities in teacher quality or effectiveness and SKIP to 2-21.

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
b. Providing loan repayment assistance or tuition reimbursement to teachers working in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
c. Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	1	0
d. Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	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, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
g. Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
h. Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
i. Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools.....	1	0
j. Using external providers to prepare, recruit, or supply more qualified or effective teachers to schools with lower levels of teacher quality or effectiveness compared to other schools...	1	0
k. District has not taken action to address inequities in access to effective teachers	1	0

Use of Title II, Part A Funds

2-21. Did your district receive Title II, Part A funding for the 2017–18 school year?

SELECT ONE RESPONSE

Yes 1

No 0 → **SKIP TO SECTION 3**

2-22. To what extent were the following professional development topics a focus of professional development funded by the district’s 2017–18 Title II, Part A funds?

Professional development topic	SELECT ONE RESPONSE FOR EACH ROW		
	NOT FUNDED WITH TITLE II, PART A FUNDS	MINOR FOCUS	MAJOR FOCUS
a. Knowledge of academic subjects teachers teach	0	1	2
b. Use of data and assessments to inform classroom practice or school improvement	0	1	2
c. Classroom management or student behavior management.....	0	1	2
d. Evidence-based instructional strategies or strategies for improving student academic achievement	0	1	2
e. Providing instruction and academic support to English learners).....	0	1	2
f. Providing instruction and academic support to students with disabilities or developmental delays	0	1	2
g. Working effectively with parents and families	0	1	2
h. Use of technology	0	1	2

2-23. During this school year (2017–18), has your district used Title II, Part A funds to develop or support teacher residency programs?

(Note that teacher residency programs are school-based teacher preparation programs that provide a prospective teacher not only with coursework but also with significant experience teaching alongside an experienced teacher for a least one academic year.)

SELECT ONE RESPONSE

Yes	1
No	0

2-24. During this school year (2017–18), what percentage of the district’s Title II, Part A funds were used for the following activities?

(Select NA if the district does not engage in the activity.

Enter zero if the district engages in the activity but it is not funded with the district’s Title II, Part A funds.

Otherwise, enter the percentage of the district’s Title II, Part A funds used for the activity. Your best estimate is fine.)

Activity	ENTER PERCENTAGE		
	NA	PERCENTAGE OF DISTRICT'S TITLE II, PART A FUNDS	DON'T KNOW
a. Reducing class size	NA	___%	DK
b. Supporting/improving principal effectiveness (including principal preparation, hiring and placement, evaluation, professional development, and/or compensation).....	NA	___%	DK
Supporting/improving teacher effectiveness			
c. Developing or administering programs to recruit, hire, place, or retain teachers, including differentiated or performance-based compensation systems, or strategies to improve equitable access to effective teachers	NA	___%	DK
d. Providing teacher professional development and support (including coaching, professional learning communities).....	NA	___%	DK
e. Developing or administering teacher evaluation systems	NA	___%	DK
f. All other activities funded with the district’s Title II, Part A funds.....		___%	DK
TOTAL		100%	

Use the space below to clarify your responses to the questions in this section if necessary.

Section 3. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

This section includes questions about materials, professional development, and activities your district has used to support the implementation of the current state content standards, particularly in English language arts (ELA) and math.

In addition, the section includes questions on your district's strategies to help students transition from one grade level to the next; and services, programs, and educational options to decrease the risk of students dropping out.

3-1. During this school year (2017–18), has your district fully implemented the state content standards in the following subjects?

Subject	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA)	1	0
b. Math	1	0
c. Science	1	0
d. Social studies	1	0

3-2. During this school year (2017–18), which of the following materials has your district used to revise curriculum to align with the current state content standards for English Language Arts (ELA) or math and/or plan lessons based on these standards?

Material	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
Materials to help align curriculum and instruction with the state content standards		
a. Documents showing alignment between the previous state standards and the current state content standards.....	1	0
b. Documents showing alignment between required state summative assessments and the current state content standards.....	1	0
c. Tools or guidance on providing instruction aligned with the current state content standards such as scope and sequence, curriculum maps, or frameworks.....	1	0
d. A state-developed model curriculum for ELA or math instruction for each grade or course	1	0
e. Sample lesson plans consistent with the current state content standards.....	1	0
f. Examples or videos of instruction consistent with the current state content standards	1	0
g. Sample student work.....	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides	1	0
i. Banks of diagnostic assessment items aligned with the current state content standards	1	0
j. Textbooks or other instructional materials aligned with the current state content standards	1	0
Materials to facilitate instruction for special populations		
k. Documents showing alignment between the current state content standards and the state’s English Language Proficiency standards (standards for the progression of English language development for English learners).....	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the current state content standards.....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the current state content standards	1	0
Other materials		
n. Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards	1	0

3-3. Indicate to what extent your district found the materials described in the previous question (by category) useful to help revise curriculum to align with the current state content standards for English language arts (ELA) or math and/or plan lessons based on these standards.

(Select NA if your district did not use that type of material.)

Material	SELECT ONE RESPONSE IN EACH ROW				
	NOT USEFUL AT ALL	SOMEWHAT USEFUL	MODERATELY USEFUL	VERY USEFUL	NA
a. Materials to help align curriculum and instruction with the current state content standards	0	1	2	3	NA
b. Materials to facilitate instruction for special populations	0	1	2	3	NA
c. Other materials (Walk-through or observation protocols to aid in monitoring the alignment of instruction with the current state content standards)	0	1	2	3	NA

3-4. During this school year (2017–18) and including last summer (2017), which of the following topics related to the current state content standards for English language arts (ELA) or math have been covered in professional development offered to school leaders and/or teachers in your district?

Professional development topics	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Information about the current state content standards, such as content covered at each grade level and instructional changes or shifts required	1	0
b. Instructional strategies consistent with the current state content standards, such as model lessons or designing student work	1	0
c. Adapting instruction to help English learners meet the current state content standards .	1	0
d. Adapting instruction to help students with disabilities meet the current state content standards	1	0
e. Using student assessment data to improve instruction	1	0
f. Monitoring alignment of instruction with the current state content standards, such as the use of observation protocols.....	1	0

3-5. During this school year (2017–18), has your district engaged in any of the following activities to align instruction with the current state content standards in English language arts (ELA) or math?

(For rows k and l, select NA if your district does not have any Title I high schools.)

Activity	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. District staff have used walk-throughs or school visits to monitor alignment of instruction with the current state content standards	1	0	
b. School leaders are required to monitor alignment of instruction to the current state content standards	1	0	
c. Performance evaluations for teachers in your district include evidence of teaching approaches consistent with the current state content standards	1	0	
d. Performance evaluation for school leaders in your district include evidence that the current state content standards have been implemented	1	0	
e. Public recognition has been given to schools that are making progress implementing the current state content standards	1	0	
f. Schools used a state-developed model curriculum aligned with the current state content standards	1	0	
g. Staff developed district curriculum to align with the current state content standards	1	0	
h. Staff collaborated with other districts to revise curriculum and/or instructional materials	1	0	
i. The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives	1	0	
j. The district partnered with postsecondary institutions to develop or offer more rigorous courses	1	0	
k. The district introduced new Advanced Placement (AP) or International Baccalaureate (IB) courses in at least one Title I high school in the district since the 2015–16 school year	1	0	NA
l. The district expanded enrollment of students in Title I high schools in AP or IB courses since the 2015–16 school year	1	0	NA

3-6. During this school year (2017–18), does your district have any students participating (with district or state funds) in the following:

Course or support	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. On-line academic courses that are not otherwise available in a student’s home school, including advanced courses, college-level courses, and career and technical education courses	1	0
b. Academic courses offered by a community college or other higher education institution, including advanced courses, college-level courses, and career and technical education courses	1	0
c. Credit recovery courses that can help students who have failed a course obtain a high school diploma	1	0
d. Academic tutoring outside school hours to help struggling students.....	1	0
e. Other academic support beyond what the student’s home school can provide	1	0
(Specify) _____		

3-7. During this school year (2017–18), has your district used the following strategies to help students transition from elementary to middle school or from middle to high school?

(Select yes if the strategy is used in at least some schools involved with a transition.)

Strategy	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Summer bridge programs (may also be known as summer transition academies)	1	0
b. Student-to-student mentoring	1	0
c. Adult mentors.....	1	0
d. Advisory program or period to teach organizational or study skills.....	1	0
e. Advisory program or period to teach social/emotional skills such as responsible decision making, self-awareness, social awareness, relationship skills.....	1	0
f. Orientation events for students and their families at the new school.....	1	0
g. Visits to the new school during the last year in the current school	1	0
h. Teaching students about new expectations in the next school setting during the last year in the current school	1	0
i. Individualized career and educational plan for each student	1	0
j. Transition-year academies	1	0
k. Other (Specify): _____	1	0

3-8. During this school year (2017–18), has your district offered any of the following services or programs that serve students at risk of dropping out?

Service or program	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Tutoring for students at risk of dropping out.....	1	0
b. Summer school to prevent grade retention	1	0
c. Remediation classes	1	0
d. Guided study hall/academic support period for students at risk of dropping out.....	1	0
e. In-school counseling	1	0
f. Transitional 9th grade	1	0
g. After-school programs for students at risk of dropping out	1	0
h. Decelerated curriculum for any course	1	0
i. Accelerated credit accumulation.....	1	0
j. Credit recovery courses/programs.....	1	0
k. Smaller class size for students at risk of dropping out.....	1	0
l. Smaller learning communities within the school (sometimes referred to as schools-within-a school)	1	0
m. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes) for students at risk of dropping out	1	0
n. Adult advocate	1	0
o. Other (<i>Specify</i>): _____	1	0

Definitions for 3-8

- Accelerated credit accumulation provides student with opportunities to fulfill credits in an expedited way so they can “catch up” with their same-age peers.
- Adult advocate is a trained individual whose primary task is to help students get back on track for graduation. The advocate provides individualized support to students, serving as a student’s “go-to person” within the school, and acting as a liaison among students, their families, and school staff. Advocates may be school staff or not employed by the district.
- Credit recovery courses/programs are opportunities allowing students to recover course credits from classes they have missed or failed.
- Decelerated curriculum refers to a curriculum that is spread over a longer period of time than a regular course. An example of a decelerated curriculum is an Algebra 1 course that is spread over 2 years or two class periods for an entire year. This definition applies to any curriculum that is decelerated specifically to meet the needs of students who may be at risk of failing a course.
- Guided study hall/academic support period is typically for students who are struggling academically; teachers assist students by helping them manage their time and their assignments, and either provide or get them the academic support/tutoring that they need to complete homework and be successful in their classes. Teachers may also provide academic support in specific academic areas such as math, reading, or social studies.

- A remediation class is any class intended to bring students who are academically below grade level up to proficiency.
- Smaller learning communities, sometimes referred to as schools-within-a school, are smaller, more learning-centered units (communities) within a larger school environment, created with the goals of increasing student engagement and teacher involvement.
- Transitional 9th grade is a program that allows students who struggled academically in 8th grade to repeat 8th grade in a high school setting.

3-9. During this school year (2017–18), has your district offered the following educational options to students to decrease the risk of students dropping out?

(Select yes if one purpose of the educational option is to decrease the risk of students dropping out.)

Check box and skip to 3-10 if your district does not have high school grades.

Educational option	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Career and technical education (CTE)	1	0
b. Work-based learning (e.g., internships/apprenticeships)	1	0
c. Dual enrollment in postsecondary courses with a career/technical focus	1	0
d. Dual enrollment in postsecondary courses with an academic focus (e.g., English, math, foreign languages)	1	0
e. Advanced Placement or other advanced-level coursework to connect school work with college	1	0
f. Alternative schools or programs	1	0
g. Online programs	1	0

Definition for 3-9

- Alternative schools and programs are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).

3-10. To what extent would you describe the following as challenges to implementing the current state content standards in English language arts (ELA) or math in your district?

Challenge	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Insufficient federal, state, or local funding.....	1	2	3
b. Insufficient time for professional development	1	2	3
c. Insufficient information available about how to revise lessons and instructional materials to meet the current state content standards.....	1	2	3
d. Lack of district staff who can mentor or serve as a resource to teachers about the current state content standards	1	2	3
e. Lack of guidance or support from the state	1	2	3
f. Lack of instructional materials aligned with the current state content standards.....	1	2	3
g. The additional work required to modify curriculum and lesson plans within tight timeframes	1	2	3
h. Community concerns or opposition to the current state content standards.....	1	2	3

Use the space below to clarify your responses to the questions in this section if necessary.

Section 4. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

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 common:

1. **Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate student achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can be calculated for teacher teams, for grades, or for schools.
2. **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.

Early Warning Systems are student-level databases with indicators that may help a district or school identify students who may be at risk for dropping out of school. These databases may also be known as an early warning indicator system, early warning intervention and monitoring system, or early indication tool.

This section begins with a few questions about the 2016–17 school year related to time students spent taking required summative assessments and the extent of testing opt-outs. The section then turns to the 2017–18 school year and covers topics including assessments administered, preparation of students for state summative assessments, and access to and use of assessment and other student-level data. The section also includes a few questions on access to and the contents of an Early Warning System to help identify students at risk of dropping out.

4-1. **During last school year (2016–17), for typical students in your district, about how many hours did each student spend taking state-required summative assessments and additional district-required summative assessments?**

(Enter the maximum time allowed for all required summative assessments for each grade and assessment type. Include all state-required summative assessments, regardless of whether they are used for federal accountability or other purposes. Include all additional summative assessments required by the district and administered districtwide.

Your best estimate is fine.)

Grade	ENTER THE NUMBER OF HOURS STUDENTS SPENT TAKING ASSESSMENTS FOR EACH TYPE OF ASSESSMENT IN EACH ROW	
	<u>STATE-REQUIRED</u> SUMMATIVE ASSESSMENTS IN 2016–17	<u>ADDITIONAL DISTRICT-REQUIRED</u> SUMMATIVE ASSESSMENTS IN 2016–17
	<u>HOURS</u>	<u>HOURS</u>
a. 4th grade	_____	_____
b. 8th grade	_____	_____

4-2. **During last school year (2016–17), what percentage of students in tested grades in your district opted out of state summative assessments in ELA and Math in spring 2017?**

Subject	ENTER ONE RESPONSE IN EACH ROW	
	PERCENTAGE	DON'T KNOW
a. Percentage of opt-out students for state summative assessments in ELA...	_____	DK
b. Percentage of opt-out students for state summative assessments in math	_____	DK

4-3. **How did your district define student opt out when thinking about the numerator for the percentage in question 4-2?**

Opt-out students for the numerator for question 4-2 include...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Students who did not participate in the state summative assessments because a parent requested an opt out.....	1	0
b. Students who did not participate in the state summative assessments for illness or medical emergency	1	0
c. Students who did not participate in the state summative assessments for other reasons (<i>Specify</i>) _____ _____	1	0

4-4. **How did your district define the denominator when thinking about the percentage for question 4-2?**

Students in the denominator for question 4-2 include...	SELECT ONE RESPONSE
a. All students enrolled in tested grades.....	1
b. 95% of students enrolled in tested grades.....	2
c. Something	3
(<i>Specify</i>): _____	

4-5. **During this school year (2017–18), is your district responding to previous student and parent decisions to opt out of required state summative assessments in the following ways?**

(Answer yes only if the strategy is used to respond to opt outs.)

Response	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The district is reducing the number of required district assessments	1	0
b. The district is shortening the required district assessments	1	0
c. The district is removing time limits for students to complete required district assessments	1	0
d. The district is modifying the content of required district assessments.....	1	0
e. The district is asking schools to find ways to reduce opt-out.....	1	0
f. The district is focusing efforts on schools with opt-out rates that put them at risk of falling below testing 95 percent of students on state assessments used for federal accountability	1	0
g. The district is engaging in a public information campaign to inform parents about the importance of assessments	1	0

4-6. **During this school year (2017–18), is the district administering diagnostic assessments in any of the following subjects and grades?**

(Include all diagnostic assessments given districtwide, whether they come from the state or are developed or purchased by the district. If diagnostic assessments are administered in any high school course, select HS.)

Subject	SELECT ALL GRADES THAT APPLY IN EACH ROW OR SELECT "0" INDICATING NO DIAGNOSTIC ASSESSMENTS										
	GRADE LEVEL									ANY HIGH SCHOOL GRADES	NO DIAGNOSTIC ASSESSMENTS
a. ELA.....	K	1	2	3	4	5	6	7	8	HS	0
b. Math.....	K	1	2	3	4	5	6	7	8	HS	0

4-7. During this school year (2017–18), did your district select and use a nationally recognized high school assessment in lieu of the state-required high school assessment for federal accountability purposes?

SELECT ONE RESPONSE

Yes 1
 No 0 → **SKIP TO 4-9**

[READER NOTE: QUESTION 4-7 IS ONLY ASKED FOR DISTRICTS WITH ANY OF GRADES 9 THROUGH 12.]

4-8. Enter the name of the assessment your district used in lieu of the state-required high school assessment for federal accountability this school year (2017–18).

4-9. During this school year (2017–18), has your district done any of the following to prepare students for required state summative assessments in ELA or Math?

Actions	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Strengthened coursework in areas with statewide assessments.....	1	0
b. Provided resources for targeted assistance to struggling students outside school hours.....	1	0
c. Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs).....	1	0
d. Reduced class sizes for ELA or math	1	0
e. Encouraged assignment of struggling students to high-performing teachers	1	0
f. Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes.....	1	0
g. Taught test taking skills to students	1	0
h. Provided opportunities for students to take practice statewide assessments on paper or online	1	0
i. Identified students likely to score below state proficiency levels to receive additional help	1	0

Now we will ask you about access to data in your district, as well as the resources and supports related to data use for the schools in your district. Some of these questions ask about data on value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/SGPs apply complex statistical methods to calculate student achievement growth for a teacher’s own students or for a school based on standardized assessments.

4-10. On approximately what date (month and year) did your district receive the results of the spring 2017 state summative assessments for your students?

_____ (MM/YYYY)

4-11. During this school year (2017–18), does your district have access to data or reports from the state that provide any of the following information?

Data or report	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state	1	0	DK
b. Schoolwide average student achievement growth for individual schools measured using value added measures (VAMs) or student growth percentiles (SGPs)	1	0	DK
c. Teacher-specific student achievement growth for individual teachers in the district measured using valued added measures (VAMs) or student growth percentiles (SGPs).....	1	0	DK
d. Student achievement growth reports on different subgroups of students using value added models (VAMs) or student growth percentiles (SGPs) ...	1	0	DK

Next we will ask about the use of a student-level data system. By student-level data system, we mean any technology-based tool that provides school leaders and teachers with data that can be used to monitor the achievement or behaviors of individual students.

4-12. During this school year (2017–18), do school leaders and teachers in the district have electronic access to a student-level data system that includes any of the following types of data?

(Select yes only if both school leaders and teachers have access to the data element. Select NA if your district does not have high school students.)

Check box if your district does not have electronic access to a student-level data system and skip to 4-13.

SELECT ONE RESPONSE IN EACH ROW		
YES	NO	NA

Data System Includes:

Academic Achievement Data:

a. Past achievement of currently enrolled individual students on state or districtwide summative assessments	1	0	
b. Achievement of individual students on districtwide diagnostic assessments	1	0	
c. Achievement growth for individual students on state or districtwide summative assessments	1	0	
d. Achievement growth associated with individual teachers (measured using value added measures (VAMs) or student growth percentiles (SGPs)).....	1	0	
e. Past course grades for currently enrolled individual students	1	0	
f. Course performance prior to final grades	1	0	
g. Readiness of individual students for grade promotion or graduation (“on track” measures).....	1	0	
h. Indicator of whether individual students graduated or dropped out prior to graduation	1	0	NA

Demographic, Behavior, or Other Personal Data:

i. Attendance of individual students.....	1	0	
j. Behavior/discipline information on individual students.....	1	0	
k. Demographic information	1	0	
l. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes).....	1	0	

Postsecondary Activity for Your District’s Graduates

m. Enrollment in postsecondary education.....	1	0	NA
n. Rates at which postsecondary students from your district take remedial courses.....	1	0	NA
o. Postsecondary persistence rates (i.e., percentage of college students who continue to be enrolled in any college the next year)	1	0	NA
p. Postsecondary degree attainment (two- and four-year programs)	1	0	NA

4-13. During this school year (2017–18), does your district have access to an Early Warning system to help identify individual students who may be at risk for dropping out?

SELECT ONE RESPONSE

Yes 1
 No 0 → **SKIP TO 4-15**

Definition for 4-13

- Early Warning systems are student-level databases with indicators that may help a district or school identify students who may be at risk for dropping out of school. These databases may also be known as an early warning indicator system, early warning intervention and monitoring system, or early indication tool.

4-14. During this school year (2017–18), what indicators are included in the Early Warning System to help schools identify students who may be at risk of dropping out?

Early Warning System (EWS) Indicators	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Achievement on state or districtwide summative assessments.....	1	0
b. Achievement on districtwide diagnostic assessments	1	0
c. Courses taken and grades received	1	0
d. Attendance	1	0
e. Behavior/discipline information	1	0
f. Readiness for grade promotion or graduation ("on track" measures).....	1	0
g. Personal obstacles or factors that put a student at high risk for dropping out (e.g., homelessness, number of address changes)	1	0
h. Other (Specify): _____	1	0

4-15. During this school year (2017–18), has your district used a student-level data system for any of the following purposes?

Purpose	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
Related to schools		
a. To set goals for school performance	1	0
b. To evaluate the effectiveness of instructional interventions or initiatives	1	0
c. To identify schools for additional support or resources.....	1	0
d. To identify schools with high rates of students at risk of drop out	1	0
Related to teachers		
e. To plan districtwide professional development such as identifying specific content or skills where teachers need assistance or support	1	0
f. To provide information to teachers about their students’ progress.....	1	0
Related to current students		
g. To monitor the progress of key subgroups (e.g., English learners, students with disabilities, race/ethnicity)	1	0
h. To provide information to parents (or students) about the school or their children (or themselves).....	1	0
Related to District Graduates		
i. To monitor enrollment in postsecondary education for your district’s graduates	1	0
j. To monitor rates at which postsecondary students from your district take remedial courses	1	0
k. To monitor postsecondary persistence rates for your district’s graduates (percentage of college students who continue to be enrolled in any college the next year).....	1	0
l. To monitor postsecondary degree attainment (two- and four-year programs) for your district’s graduates.....	1	0

4-16. During this school year (2017–18), has your district received any of the following materials or technical assistance to support the use of data to improve school performance and instruction?

(Select NA if the district does not have access to an Early Warning System to identify students at risk of dropping out.)

Materials or technical assistance	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Materials or documents on the use of data for school improvement plans .	1	0	
b. Materials or documents on the use of data for instructional planning or improvement	1	0	
c. Technical assistance and/or support on hardware or software issues, such as technical systems or computer networks experts	1	0	
d. Funding for or direct provision of student-level data management system .	1	0	
e. Training in how to use the Early Warning System	1	0	NA
f. Ongoing technical assistance in using the Early Warning System	1	0	NA
g. A data dashboard or other user interface to assist in accessing the data more easily	1	0	NA

4-17. During this school year (2017–18), what types of criteria does your district use to exit students from the English learner status?

Criteria	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State English language proficiency assessment scores	1	0
b. State academic content assessment score(s).....	1	0
c. Local English language proficiency assessment (not state test)	1	0
d. Local academic content assessment score(s).....	1	0
e. Academic grades/classwork	1	0
f. Local review committee recommendation	1	0
g. Teacher input	1	0
h. Parental consultation	1	0
i. Other	1	0
(Specify) _____		

4-18. To what extent would you describe the following as challenges to using assessment data to inform instruction in your district?

Challenge	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Limited access to data from prior years on this year's students	1	2	3
b. Timeliness of the data on student achievement from prior years	1	2	3
c. Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction	1	2	3
d. Providing sufficient training so teachers can analyze student assessment data to identify instructional changes	1	2	3
e. Lack of district staff who can assist teachers with questions about analyzing student data	1	2	3
f. The ability to schedule regular time for teachers to meet in teams to discuss student achievement data and instruction	1	2	3
g. Assessments are not well aligned with the curriculum ..	1	2	3
h. Available assessment data do not accurately measure students' knowledge and skills	1	2	3

Use the space below to clarify your responses to the questions in this section if necessary.

Section 5: School Choice

This section asks about school choice programs that might be operating in your district. The section begins by asking about the use of per-pupil funding allocations (in 2016–17) that give greater weight to disadvantaged students. Then, the section asks about charter schools, magnet schools, inter-district choice programs, on-line public or charter schools, and open enrollment policies in the current school year.

[READER NOTE: ONLY DISTRICTS WITH MORE THAN ONE SCHOOL WILL BE ASKED QUESTION 5-1.]

5-1. **During last school year (2016–17), 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 1
- No 0
- Don't know DK

[READER NOTE: CHARTER-ONLY SCHOOL DISTRICTS WILL SKIP THE REMAINDER OF THIS SECTION.]

5-2. **During this school year (2017–18), were there students residing in your district who...**

School type	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

(Note: 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.)

5-3. **During this school year (2017–18), 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..... (Specify) _____	1	0

5-4. During this school year (2017–18), 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?

Method	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
<i>(Specify)</i> _____		

Use the space below to clarify your responses to the questions in this section if necessary.

THANK YOU FOR COMPLETING THIS SURVEY.

2013-2014 State Education Agency Survey

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies

Section 1: State Content Standards

Section 2: Assessments

2013-2014



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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district, and school levels, in four core areas: state content standards, assessments, school accountability and turning around low-performing schools, and teacher and principal evaluation. The study will serve as an update on implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and district officials, school principals, and core academic and special education teachers from nationally representative samples of schools and districts. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study. We recognize the burden placed on states in the coming year. The study team has worked to reduce the burden on this survey as much as possible. The study team wants to reiterate the need for collecting this data.

- This survey includes four sections aligned with four core areas. Given the scope of topics, the survey will likely require more than one respondent.
- Your state’s responses are critical to drawing lessons about the implementation of ESEA.
- States may be identified in reporting but individual respondents will not be identified. We will survey your state again at a later date to examine changes over time.

The study, including this survey, is being conducted by Westat and its partners, Mathematica Policy Research and edCount.

NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE STATE HAS ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH.

IF THE STATE HAS ADOPTED THE CCSS IN ELA OR MATH, THE QUESTIONNAIRE WILL SAY “COMMON CORE STATE STANDARDS (CCSS)” OR “CCSS” WHERE NOTED.

IF THE STATE HAS NOT ADOPTED THE CCSS IN ELA OR MATH, THE QUESTIONNAIRE WILL SAY “CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH” OR “CURRENT STATE CONTENT STANDARDS” WHERE NOTED.

Section 1. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

Many states have recently adopted the Common Core State Standards (CCSS)—that is, content standards for English language arts (ELA) and Math that are shared across these states. [CCSS STATES: The CCSS also may be known as your state's recently revised college and career ready standards in ELA and Math, core academic standards in ELA and Math, or something similar. Since your state may have its own name for the CCSS, in this survey we refer to these standards simply as the Common Core State Standards or CCSS.] Other states have substantially revised their own state content standards for ELA and Math in recent years. This section includes questions about your state's content standards and the materials, professional development, and resources your state has provided to support implementation of those standards.

1-1. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised state content standards in the following subjects?

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. English language arts (ELA)	1	0
b. Math	1	0

1-2. Some states' content standards for ELA and Math are entirely Common Core State Standards (CCSS), some are entirely state specific, and others use a combination of the two. Are your current state content standards for ELA and Math all Common Core, all state specific, or a combination of Common Core and state specific standards?

SELECT ONE RESPONSE IN EACH ROW			
Subject	STATE STANDARDS ARE ALL COMMON CORE	STATE STANDARDS ARE ALL STATE SPECIFIC	STATE STANDARDS ARE A COMBINATION OF COMMON CORE AND STATE SPECIFIC STANDARDS
a. ELA.....	1	2	3
b. Math.....	1	2	3

1-3. Does your state currently require all districts to implement curricula (in some or all grades) aligned with the state content standards for ELA and Math?

Yes 1
 No 0 → Skip to 1-5

1-4. During this school year (2013-14), are districts required to fully implement ELA and Math curricula that are aligned with the [COMMON CORE STATE STANDARDS/CURRENT STATE CONTENT STANDARDS]? (Indicate for each grade level whether full implementation is required this school year.)

SELECT ONE RESPONSE IN EACH ROW

ELA Curricula	FULL IMPLEMENTATION IS REQUIRED IN 2013-14	FULL IMPLEMENTATION IS NOT REQUIRED IN 2013-14
a. Pre-K.....	1	0
b. Kindergarten	1	0
c. Grade 1.....	1	0
d. Grade 2.....	1	0
e. Grade 3.....	1	0
f. Grade 4.....	1	0
g. Grade 5.....	1	0
h. Grade 6.....	1	0
i. Grade 7.....	1	0
j. Grade 8.....	1	0
k. Grade 9.....	1	0
l. Grade 10.....	1	0
m. Grade 11.....	1	0
n. Grade 12.....	1	0
Math Curricula	FULL IMPLEMENTATION REQUIRED IN 2013-14	FULL IMPLEMENTATION IS NOT REQUIRED IN 2013-14
a. Pre-K.....	1	0
b. Kindergarten	1	0
c. Grade 1.....	1	0
d. Grade 2.....	1	0
e. Grade 3.....	1	0
f. Grade 4.....	1	0
g. Grade 5.....	1	0
h. Grade 6.....	1	0
i. Grade 7.....	1	0
j. Grade 8.....	1	0
k. Grade 9.....	1	0
l. Grade 10.....	1	0
m. Grade 11.....	1	0
n. Grade 12.....	1	0

1-5. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised state content standards in the following subjects?

SELECT ONE RESPONSE
IN EACH ROW

Subject	YES	NO
a. Science	1	0
b. Social Studies	1	0

1-6. Has your state legislature, state education department, or state board of education adopted the Next Generation Science Standards?

Yes 1
No 0

1-7. In the past 12 months, has your state legislature, state education department, or state board of education adopted or approved new or substantially revised English Language proficiency standards for English learners (ELs)?

Yes 1
No 0

Next we would like to ask you about your state’s course requirements for high school graduation.

1-8. For students graduating in 2014 (current seniors), how many years of coursework in each of the following subjects does the state require for a standard or regular high school diploma?

SELECT ONE RESPONSE IN EACH ROW

Subject	YEARS OF COURSEWORK REQUIRED								
	NONE	0.5	1	1.5	2	2.5	3	3.5	4
a. ELA	0	0.5	1	1.5	2	2.5	3	3.5	4
b. Math.....	0	0.5	1	1.5	2	2.5	3	3.5	4
c. Science	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
e. World/Foreign Language	0	0.5	1	1.5	2	2.5	3	3.5	4
f. Arts (Music, Drama, Fine Arts, other arts)	0	0.5	1	1.5	2	2.5	3	3.5	4
g. Physical Education	0	0.5	1	1.5	2	2.5	3	3.5	4

1-9. For students graduating in 2014 (current seniors), please indicate the specific Math courses that are *required* for a standard or regular high school diploma (*if specified in state requirements*).

(Select “No” for the courses listed if particular Math courses are not specified in state requirements for a standard or regular high school diploma.)

Subject	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Algebra I.....	1	0
b. Geometry.....	1	0
c. Algebra II.....	1	0
d. Pre-Calculus.....	1	0
e. Calculus I.....	1	0
f. Other (specify)	1	0
.....		

1-10. Next, think about the graduation requirements for this year’s freshman class (students who entered high school in fall 2013) compared to the graduation requirements for this year’s senior class (students who entered high school in fall 2010).

In what ways are your state’s course requirements for a standard or regular high school diploma for this year’s freshmen different than they are for this year’s seniors? That is, compared to this year’s seniors, are any of the following different for this year’s freshmen, and in what ways?

Subject	SELECT ONE RESPONSE IN EACH ROW		
	GRADUATION REQUIREMENTS HAVE INCREASED	GRADUATION REQUIREMENTS HAVE DECREASED	GRADUATION REQUIREMENTS HAVE NOT CHANGED
a. Required years of ELA.....	2	1	0
b. Required years of Math.....	2	1	0
c. Required years of Science	2	1	0
d. Required years of Social Studies/History	2	1	0
e. Specific required courses in Math.....	2	1	0
f. Specific required courses in Science.....	2	1	0
g. Other course requirements (specify)	2	1	0
.....			

1-11. Which of the following strategies does your state currently use to evaluate how well the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] prepare students for college and/or careers?

Strategy	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Track employment rates of students after graduation.....	1	0
b. Track enrollment in postsecondary education (two- and four-year programs)	1	0
c. Track rates at which postsecondary students take remedial courses	1	0
d. Track postsecondary persistence rates (two- and four-year programs)	1	0
e. Track students' postsecondary degree attainment within specified time since enrollment (two- and four-year programs)	1	0
f. Something else (specify)	1	0

Next we would like to ask you about materials, training, and resources for district administrators, school leaders, and teachers to help them implement the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH].

1-12. During this school year (2013-14), which of the following materials has the state made available to help district administrators, school leaders, and teachers understand the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] and/or change curriculum and instruction based on these standards?

SELECT ONE RESPONSE
IN EACH ROW

Material, training, or resource	YES	NO
Materials to help align curriculum and instruction with the content standards		
a. Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
b. Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as blueprints	1	0
c. Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks	1	0
d. A state-developed model curriculum for ELA or Math instruction for each grade level or course	1	0
e. Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
f. Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
g. Sample student work	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0
i. Banks of diagnostic assessment items aligned with [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
j. Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
Materials to facilitate instruction for special populations		
k. Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state’s English Language Proficiency standards	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
Other materials		
n. Walk-through or observation protocols to aid in monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
o. Something else (specify)	1	0

1-13. During this school year (2013-14) and including last summer (2013), has the state funded or provided professional development on the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH]?

Professional development topics	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required....	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as model lessons or designing student work	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Using student assessment data to improve instruction	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols	1	0

1-14. Through which methods did the state fund or provide the professional development on the topics listed above?

Method of delivery of professional development	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Statewide or regional/county conference(s) on these topics.....	1	0
b. Presentation(s) via webinar or video recording(s) on these topics	1	0
c. Instructional coaches that worked with teachers or teams of teachers on these topics.....	1	0
d. Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach)	1	0
e. Some other mode (specify).....	1	0

1-15. During this school year (2013-14), in which of the following ways does the state monitor the implementation of the [COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH]?

Monitoring method	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State requires districts to provide evidence of curriculum revisions	1	0
b. State requires districts to use a state model curriculum.....	1	0
c. State staff conduct visits or observations in districts	1	0
d. State reviews the district and school results of statewide student assessments that are aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. State requires teacher evaluations to include evidence of teaching approaches consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
f. State requires principal evaluations to include evidence that the [CCSS/ CURRENT STATE CONTENT STANDARDS] have been implemented in their schools	1	0
g. Other (specify)	1	0

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Section 2. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

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 common:

1. **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.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

In this section of the survey, we will ask about the assessments your state requires districts to administer, any recent changes in those assessments, and the support you are providing to districts and schools for required assessment activities.

2-1. For this school year (2013-14), 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.

Yes 1

No 0 → Skip to 2-3

2-2. In what areas were districts required to assess children at kindergarten entry?

Area	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Language and literacy	1	0
b. Cognition and general knowledge	1	0
c. Early mathematics	1	0
d. Early scientific development	1	0
e. Approaches toward learning	1	0
f. Social and emotional development.....	1	0
g. Physical well-being and motor development (including adaptive skills).....	1	0

2-3. Has your state developed (or made available) an assessment or battery of assessments that districts can use to assess children at kindergarten entry?

Yes 1
 No 0

Next, we will ask about required state summative assessments in kindergarten through grade 8.

2-4. During this school year (2013-14), what subjects are assessed using summative assessments statewide and in which grades between kindergarten and grade 8?

Subject	SELECT ALL GRADES THAT APPLY IN EACH ROW OR SELECT "0" IF THERE IS NO STATE ASSESSMENT IN ANY OF THE GRADES									
	GRADE LEVEL									
a. English language arts (ELA)	K	1	2	3	4	5	6	7	8	0
b. Math.....	K	1	2	3	4	5	6	7	8	0
c. Science	K	1	2	3	4	5	6	7	8	0
d. Social Studies	K	1	2	3	4	5	6	7	8	0

Next, we would like to ask you about your state’s exam requirements for a standard or regular high school diploma (not a GED).

2-5. For students graduating in 2014 (current seniors), does your state require students to either take or pass any statewide exams in order to receive a standard or regular high school diploma?

Yes 1
 No 0

2-6. Indicate the types of exams required in high school, whether they are required for a standard or regular high school diploma, and list the subjects included in each type of exam.

SELECT ONE RESPONSE IN EACH ROW

Types of High School Exams:	STUDENTS MUST PASS EXAM(S)	STUDENTS MUST TAKE EXAM(S) BUT THOSE NOT PASSING MAY EARN A STANDARD/REGULAR DIPLOMA IN OTHER WAYS	STUDENTS MUST TAKE EXAM(S) BUT NO THRESHOLD SCORE REQUIRED	THIS EXAM IS NOT REQUIRED
a. End-of-course subject tests.....	3	2	1	0
What subject tests are used for graduation purposes? (list those subjects)				

b. A college entrance exam (SAT or ACT)	3	2	1	0
c. Comprehensive exam, exit exam, or grade specific exam	3	2	1	0
d. Other (specify).....	3	2	1	0

2-7. Do state requirements for a standard or regular high school diploma (not a GED) include any of the following non-course-unit form of student achievement evidence?

SELECT ONE RESPONSE IN EACH ROW

Requirements for a Standard or Regular High School Diploma	REQUIRED FOR ALL STUDENTS	AVAILABLE OPTION FOR ANY STUDENT	AVAILABLE OPTION ONLY FOR ELIGIBLE STUDENTS WITH DISABILITIES OR ENGLISH LEARNERS	NOT AN OPTION FOR ANY STUDENT
a. Alternative state assessment or the use of substitute scores from another assessment	3	2	1	0
b. Portfolio of coursework or end-of-course project(s)	3	2	1	0
c. Individual waivers or appeals of exit exam requirements.....	3	2	1	0
d. Other (specify).....	3	2	1	0

2-8. What question formats are used in your state summative assessments in each content area from kindergarten through grade 8 and for high school end-of-course and exit exams? Four formats are defined below.

(In each row, select the grades in which that particular question format is used or select "NA (Not Applicable)" if this type of format is not used at any grade level in the designated subject.)

TYPES OF QUESTIONS-RESPONSES:

- **Single-step selected-response (multiple choice):** Includes questions in which students select from one set of response choices (for example, multiple choice or true-false)
- **Multiple-step selected-response:** Includes multiple choice questions that build on one another. Students select a response to the first question and the next question builds on that response. May involve scaffolding across these opportunities (for example, identify the theme of a passage, then identify two pieces of evidence from the passage for that theme)
- **Short constructed-response or grid-in:** Includes fill in the blank, or writing from one word to a few sentences in response to a prompt or single-step math or science item. Some math or science items require students to calculate an answer and then use a number grid to indicate that answer
- **Extended constructed-response:** Includes essay questions or questions where two or more paragraphs are written in response to a prompt or a multi-step show-your-work math or science item

SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW

Subject	SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW										HIGH SCHOOL	NA
	GRADE LEVEL – K THROUGH 8TH											
English Language Arts (ELA)												
a. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8		HS	na
b. Multiple-step selected-response	K	1	2	3	4	5	6	7	8		HS	na
c. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8		HS	na
d. Extended constructed-response	K	1	2	3	4	5	6	7	8		HS	na
Math												
e. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8		HS	na
f. Multiple-step selected-response	K	1	2	3	4	5	6	7	8		HS	na
g. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8		HS	na
h. Extended constructed-response	K	1	2	3	4	5	6	7	8		HS	na
Science												
i. Single-step selected-response (multiple choice)	K	1	2	3	4	5	6	7	8		HS	na
j. Multiple-step selected-response	K	1	2	3	4	5	6	7	8		HS	na
k. Short constructed-response or grid-in.....	K	1	2	3	4	5	6	7	8		HS	na
l. Extended constructed-response	K	1	2	3	4	5	6	7	8		HS	na

SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW

Subject	SELECT ALL GRADE LEVELS THAT APPLY IN EACH ROW										
	GRADE LEVEL – K THROUGH 8TH										HIGH SCHOOL
Social Studies											
m. Single-step selected-response (multiple choice).....	K	1	2	3	4	5	6	7	8	HS	na
n. Multiple-step selected-response.....	K	1	2	3	4	5	6	7	8	HS	na
o. Short constructed-response or grid-in	K	1	2	3	4	5	6	7	8	HS	na
p. Extended constructed-response	K	1	2	3	4	5	6	7	8	HS	na

2-9. During this school year (2013-14), how have your state’s summative assessments in ELA and Math been aligned with the [COMMON CORE STATE STANDARDS/CURRENT STATE CONTENT STANDARDS] in these areas?

SELECT ONE RESPONSE IN EACH ROW

Area	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The state is using summative assessments that are fully aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
b. The state has developed crosswalks showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and on the state’s summative assessments in ELA and Math	1	0
c. The state’s summative assessments include some items measuring [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
d. The state is using the pilot or field test version of the assessments developed by one of the assessment consortia (Smarter Balanced Assessment Consortium -- SBAC -- or Partnership for Assessment of Readiness for College and Careers -- PARCC) for accountability purposes.....	1	0
e. The state is using the pilot or field test version of the assessments developed by one of the assessment consortia (SBAC or PARCC) but <u>NOT</u> for accountability purposes.....	1	0
f. The state’s summative assessments have not been changed to reflect the [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA and Math.....	1	0
g. Other (specify)..... _____	1	0

2-10. Which, if any, of the following summative assessments will your state require districts to use in 2014-15 (in any grade level) to gauge student achievement in ELA and/or Math?

SELECT ONE RESPONSE IN EACH ROW

ELA ONLY	MATH ONLY	BOTH ELA AND MATH	NEITHER
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Summative assessment

General State Assessments

a. Assessments developed by the Smarter Balanced Assessment Consortium (SBAC)	1	2	3	0
b. Assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC)	1	2	3	0
c. Our state's own summative assessments	1	2	3	0

Alternate Assessments for Students with Significant Cognitive Disabilities

d. Alternate assessments for students with significant cognitive disabilities developed by the National Center and State Collaborative (NCSC).....	1	2	3	0
e. Alternate assessments for students with significant cognitive disabilities developed by the Dynamic Learning Maps (DLM) consortium	1	2	3	0
f. Our state's own alternate assessments for students with significant cognitive disabilities	1	2	3	0

2-11. During this school year (2013-14), has the state made investments in new technology or assisted districts with acquiring technology needed to implement the required state summative assessments in ELA and/or Math?

SELECT ONE RESPONSE IN EACH ROW

Investment

YES	NO
-----	----

a. State provided new funding or assistance with acquiring expanded bandwidth for schools to provide broader and quicker access to internet resources	1	0
b. State provided new funding or assistance with acquiring computers (desktops, laptops, or tablets)	1	0
c. New state funding to districts was specifically earmarked for technology	1	0

Next we'd like you to think about your policies for state summative assessments for English learners and students with disabilities.

2-12. Which statement(s) below describe accommodations for state summative assessments that your state allows for English learners (ELs) in the content areas of English language arts (ELA) and/or Math?

(If ELs are given an accommodation for either ELA or Math, or only in certain grades, mark "Yes." If ELs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations → Skip to 2-14

Accommodation	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELs are given the same assessments as other general education students, but they may be given extra time	1	0
b. ELs are given the same assessments as other general education students, but an adult may read the assessment aloud in English	1	0
c. ELs are given the same assessments as other general education students, but an adult may translate the <u>instructions</u> into the student's primary language	1	0
d. ELs are given the same assessments as other general education students, but an adult may translate the <u>reading passages</u> into the student's primary language	1	0
e. ELs are given the same assessments as other general education students, but an adult may translate the <u>entire assessment</u> into the student's primary language ..	1	0
f. ELs are given the same assessments as other general education students, but the assessment booklet (or online version) can be provided in the student's primary language	1	0
g. ELs are given the same assessments as other general education students, but they can use a dual-language dictionary during the assessment.....	1	0
h. ELs are given an alternate assessment	1	0
i. Other (specify)	1	0

2-13. What criteria are used to determine whether ELs should be provided with an accommodation for state summative assessments or an alternate assessment?

Criteria	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Beyond a particular grade level, ELs are given the same assessments as other general education students, without any accommodations (if yes, specify grade level)	1	0
b. Once ELs have been assessed using an accommodation or alternate assessment for the maximum number of years allowed, they are given the same assessments as other general education students, without any accommodations (if yes, specify number of years)	1	0
c. Once ELs meet or exceed a threshold score on an English language proficiency assessment, they are given the same assessments as other general education students, without any accommodations	1	0
d. School districts must assess certain ELs using either an accommodation or an alternate assessment.....	1	0
e. School districts determine whether or not to use an accommodation or an alternate assessment for ELs	1	0
f. Other (specify)	1	0

2-14. Which, if any, of the following English Language Proficiency assessments will your state use in 2014-15 (in any grade level) for English learners?

Assessment	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The English Language Proficiency assessment developed by the Assessment Services Supporting ELs through Technology Systems (ASSETS) consortium.....	1	0
b. The English Language Proficiency assessment developed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium	1	0
c. Our state's own English Language Proficiency assessment.....	1	0

2-15. Thinking about the administration of state summative assessments to students with disabilities (SWDs), which statement(s) below describe accommodations for summative assessments or alternate assessments that your state allows for SWDs in the content areas of ELA and Math?

(If SWDs are given the same assessments as other general education students, without any accommodations, check box below.)

Not applicable, no accommodations → Skip to 2-16

Accommodation	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. SWDs are given the same assessments as other general education students, but they may be given flexibility in timing or scheduling (for example, extended time, breaks, different time of day)	1	0
b. SWDs are given the same assessments as other general education students, but they may be presented differently (for example, an adult may read the entire test or reading passages aloud, directions may be repeated, may be presented in Braille)	1	0
c. SWDs are given the same assessments as other general education students, but they may respond in a different manner (for example, an adult may serve as a scribe, or they may use speech-to-text)	1	0
d. SWDs are given the same assessments as other general education students, but they may use equipment or materials to assist them (for example, a calculator, math tables, or manipulatives)	1	0
e. SWDs are given the same assessments as other general education students, but in a different setting (for example, in a separate room or study carrel, or in a small group setting)	1	0
f. SWDs may be given an alternate assessment based on modified state achievement standards (known as 2% tests for SWDs)	1	0
g. SWDs may be given an alternate assessment based on alternate state achievement standards (known as 1% tests for students with significant cognitive disabilities)	1	0
h. SWDs may be assessed by submitting a portfolio of their work	1	0
i. SWDs may be assessed by a task-based performance assessment	1	0
j. Other (specify)	1	0

2-16. Does your state currently have a statewide longitudinal data system that includes a consistent identifier for each student in the state and individual student records that can track student achievement and other education data across districts and over time?

Yes1

No0 → Skip to 2-20

2-17. During this school year (2013-14), what information is available in the state’s student-level longitudinal data system?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State summative assessment scores and demographic information for each student	1	0
b. Teacher identifiers that indicate, for each student, the teacher(s) responsible for each grade and course.....	1	0
c. Data on individual students linked from state or local early childhood education program systems, such as pre-kindergarten or Head Start programs	1	0
d. Courses taken and grades received for each high school student	1	0
e. Advanced Placement test scores or college entrance exam scores for each high school student	1	0
f. Linked data for individual students who enroll in state postsecondary institutions	1	0
g. Linked data on individual students from state workforce or unemployment insurance systems	1	0
h. Information on the individual student’s teacher of record that links to a state database on individual teachers	1	0
i. Other (specify)	1	0

2-18. For which of the following purposes are data in the state’s student-level longitudinal data system currently used by state-level staff?

Purpose	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. To track overall school performance and identify areas for improvement	1	0
b. To monitor the progress of English Learners (ELs) and students with disabilities (SWDs).....	1	0
c. To evaluate instructional programs such as measuring program effectiveness.....	1	0
d. To inform professional development offerings such as identifying specific content or skills where teachers need assistance or support	1	0
e. To evaluate the success of professional development offerings for teachers or principals.....	1	0
f. To inform resource allocation such as which schools and students receive which programs or which staff work with which students.....	1	0
g. To provide information to teachers about their students’ progress	1	0
h. To provide information to parents about the school or their children.....	1	0
i. To provide information to students about their own progress	1	0
j. To track students’ postsecondary enrollment and progress after high school graduation such as credits earned in public colleges or universities in your state...	1	0
k. To provide information to federal agencies (e.g., ED Facts).....	1	0
l. Something else (specify)	1	0

2-19. During this school year (2013-14), what information has the state provided to districts from the state’s student-level longitudinal data system?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Student achievement growth reports on individual <u>schools</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
b. Student achievement growth reports on individual <u>teachers</u> using value added models (VAMs) or student growth percentiles (SGPs).....	1	0
c. Student achievement growth reports on different <u>subgroups</u> of students using value added models (VAMs) or student growth percentiles (SGPs)	1	0
d. Postsecondary outcomes associated with districts and schools.....	1	0

2-20. Does the state require districts to implement a district data system, or technologically based tools that provide school leaders and teachers with data to manage continuous instructional improvement efforts?

Yes1
 No0

2-21. During this school year (2013-14), did the state provide any of the following funding, materials, or technical assistance to help district administrators, school leaders, and teachers use data to improve instruction?

Funding, material, or technical assistance	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Funding for or direct provision of student-level data management systems	1	0
b. Access by district administrators and school leaders to a statewide student-level data system	1	0
c. Materials or documents for district administrators and school leaders on the use of data for school improvement plans	1	0
d. Materials or documents for school leaders and teachers on the use of data for instructional planning or improvement	1	0
e. Technical assistance and/or support on hardware or software issues, such as making technical systems or computer networks experts available to districts	1	0

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies

SECTION 3:

School Accountability and Turning Around Low-Performing Schools Version for States with ESEA Flexibility

2013-2014



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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 3. School Accountability and Turning Around Low-Performing Schools

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

3-1. Which of the following best describes your state’s goal for student achievement under the federal Elementary and Secondary Education Act (ESEA)?

SELECT ONE ONLY

That 100% of the students achieve proficiency on the state assessments(s) by 2013-14..... 1

To reduce by half the percentage of all students and subgroups who are not proficient on the state assessment(s) within 6 years..... 2

That 100% of students achieve proficiency on the state assessment(s) by 2019-20 3

Other (specify) 4

3-2. States monitor proficiency rates on state summative assessments for all students as well as for subgroups specified in ESEA (e.g., students with disabilities, low-income students, and students of specific racial/ethnic groups). Does your state merge some of the student subgroups specified in ESEA into a single combined subgroup for school accountability?

Yes 1

No 0 → Skip to 3-6

3-3. Which subgroups are merged into a single combined subgroup?

(If your state has only one combined subgroup, please indicate which groups are included in the first column, and check the box below indicating only one combined subgroup. If your state defines more than one combined subgroup, please indicate which subgroups are included in the second combined subgroup using the second column.)

- Check box if only one combined subgroup. (Indicate groups included in first combined subgroup column. Leave second combined subgroup column blank.)*

Subgroup	FIRST COMBINED SUBGROUP		SECOND COMBINED SUBGROUP	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. White	1	0	1	0
b. Black or African American	1	0	1	0
c. Hispanic	1	0	1	0
d. Asian	1	0	1	0
e. American Indian or Alaska Native.....	1	0	1	0
f. Native Hawaiian or Other Pacific Islander	1	0	1	0
g. Multiracial/two or more races.....	1	0	1	0
h. Other individual racial/ethnic subgroup (specify)	1	0	1	0

i. Economically disadvantaged	1	0	1	0
j. English learners.....	1	0	1	0
k. Students with disabilities.....	1	0	1	0
l. Low academic performance (for example, lowest 25 percent based on proficiency)	1	0	1	0

3-4. Are combined subgroups used by all schools in the state, or only for schools in which the individual subgroups are below the state’s minimum group size or n-size?

SELECT ONE ONLY

Combined subgroups are used by all schools..... 1

Combined subgroups are used only when the number of students in the individual subgroups for that school is below the minimum group size or n-size 2

3-5. For schools that fell short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13, what actions did the state require?

- Check box if all schools in the state met their AMOs for combined subgroups and skip to 3-6.*
- Check box if state does not set AMOs for combined subgroups and skip to 3-6.*

Schools that fell short of AMOs for a state-designated combined subgroup in 2012-13 are required to:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Develop a school improvement plan	1	0
b. Examine the reasons for low achievement of that combined subgroup.....	1	0
c. Implement interventions to address the reasons for low achievement of the combined subgroup.....	1	0
d. Report to the district or state on the interim progress of the combined subgroup more than once during this school year (2013-14)	1	0
e. Examine the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup	1	0
f. Implement interventions to address the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
g. Report to the district or state on the interim progress of <u>each constituent subgroup</u> within that combined subgroup more than once during this school year (2013-14).....	1	0

3-6. For this school year (2013-14), does the state set the same Annual Measurable Objectives (AMOs) for every school or do AMOs vary in different schools?

SELECT ONE ONLY

- AMOs are the same for every school 1 → Skip to 3-8
- AMOs vary in different schools 0

3-7. In which ways do the AMOs vary for schools?

Variation	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. AMOs vary depending on school level (elementary, middle, and high schools)	1	0
b. AMOs vary depending on each school's initial proficiency level in the first year of the ESEA Flexibility	1	0
c. AMOs vary based on something else (specify)	1	0

3-8. During this school year (2013-14), has your state identified “Reward” schools (i.e. ,“highest-performing” or “high-progress” schools), based on student outcomes measured by required state summative assessments and other data collected through the end of the 2012-13 school year?

SELECT ONE RESPONSE
IN EACH ROW

Type of school	YES	NO
a. State has identified highest-performing Reward schools.....	1	0
b. State has identified high-progress Reward schools.....	1	0

IF NO TO BOTH, SKIP TO 3-11.

3-9. Does your state recognize Title I Reward schools (highest-performing and/or high-progress schools) in any of the following ways?

SELECT ONE RESPONSE
IN EACH ROW

Recognition	YES	NO
a. Public recognition	1	0
b. Financial rewards for teachers and/or principals.....	1	0
c. Additional funding for schools to use for educational purposes.....	1	0
d. Additional operating flexibility or exemption from state/district requirements	1	0
e. Opportunities to share best practices with other schools in the state	1	0
f. Other (specify)	1	0

3-10. Does your state identify any Non-Title I Reward schools (i.e., highest-performing or high-progress schools)?

Yes 1
No 0

3-11. Does your state have any other programs to identify and recognize high-performing schools other than Reward school? (Do not include National Blue Ribbon Schools)

Yes 1
No 0

ESEA Flexibility states have identified low-performing schools as Priority schools and Focus schools for interventions. This section asks about Priority schools and Focus schools in your state.

3-12. How often does the state identify Priority and Focus schools?

SELECT ONE RESPONSE IN EACH ROW

School type	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS
a. Priority schools	1	2	3
b. Focus schools.....	1	2	3

3-13. Does your state identify any Non-Title I Priority or Focus schools?

SELECT ONE RESPONSE IN EACH ROW

School type	YES	NO
a. Non-Title I Priority schools.....	1	0
b. Non-Title I Focus schools.....	1	0

The next questions pertain to your state's Title I and Non-Title I Priority schools.

3-14. Among the schools in your state that were designated as Priority schools during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Write in NA if you had no Priority schools during the 2012-13 school year. Write in "0" if no schools were closed.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

3-15. Does the state require any interventions or changes to be made in Title I and Non-Title I Priority schools this year (2013-14)?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Intervention or change	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
	SELECT ONE RESPONSE PER COLUMN	
a. State requires specific interventions/changes in Priority schools.....	1	1
b. State leaves interventions/changes in Priority schools to local discretion with state approval	2	2
c. State leaves interventions/changes in Priority schools completely to local discretion	3	3

3-16. During this school year (2013-14), what interventions, if any, does the state require for Title I or Non-Title I Priority schools?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Interventions for Priority schools:	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	2	1	2
b. School improvement plans must be available to the public	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2

The next questions pertain to your state’s Title I Priority schools.

3-17. Among Title I Priority schools, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Priority schools implementing each initiative, or select “none” or “don’t know” for Title I Priority schools.)

School Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	NUMBER OF SCHOOLS	NONE	DON'T KNOW
a. Implementing a “restart” model as defined in U.S. Department of Education regulations.....	_____	0	d
b. Implementing a “transformation” model as defined in U.S. Department of Education regulations.....	_____	0	d
c. Implementing a “turnaround” model as defined in U.S. Department of Education regulations.....	_____	0	d

3-18. Are all, some, or no Title I Priority schools in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Academic and Structural Changes	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model.....	2	1	0
b. Operating an extended school day, week, or year	2	1	0

3-19. For Title I Priority schools implementing intervention models during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention models?

SELECT ONE RESPONSE IN EACH ROW

Guidance	GUIDANCE TO DISTRICTS ABOUT TITLE I PRIORITY SCHOOLS	
	YES	NO
a. The state allowed or prohibited specific models and/or strategies	1	0
b. The state provided guidance on how to match the model to school needs and capacity	1	0
c. The state provided guidance on models appropriate for addressing the needs of English learners.....	1	0
d. The state provided guidance on models appropriate for addressing the needs of students with disabilities	1	0
e. The state provided guidance on how to engage the community in the selection of the model.....	1	0
f. Something else (specify).....	1	0

The next questions pertain to your state’s **Title I and Non-Title I Priority schools**

3-20. How many Title I and Non-Title I Priority schools in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of Priority schools in each category. If “none” write in 0.)

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Form of management	NUMBER OF SCHOOLS	
	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
a. Direct state control or statewide accountability district	_____	_____
b. Converted to charter school	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

3-21. How many Title I and Non-Title I Priority schools in the state have been removed from district control since the beginning of the 2012-13 school year?

_____ NUMBER OF TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

3-22. To what extent were changes in personnel used to turn around Title I and Non-Title I Priority schools before the start of this school year (2013-14)?

(Write the number of Priority schools in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan.)

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Personnel change	NUMBER OF SCHOOLS	
	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
a. Principal replaced	_____	_____
b. Half or more of the teaching staff replaced	_____	_____

3-23. Do the state’s current teacher assignment laws or policies for Title I and Non-Title I Priority schools include any of the following features?

(Leave the second column blank if the state has no Non-Title I Priority schools.)

Feature	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Financial incentives for teachers to begin or continue to work in the state’s Priority schools	1	0	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the Priority schools	1	0	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the Priority schools	1	0	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions	1	0	1	0
e. School discretion or authority to decide which staff to hire for the Priority schools	1	0	1	0
f. Exemptions from teacher tenure rules that affect placement in or removal from the Priority schools (specify which rules)	1	0	1	0

The next questions pertain to your state’s **Title I and Non-Title I Focus schools**.

3-24. During this school year (2013-14), what interventions, if any, does the state require for Title I and Non-Title I Focus schools?

Check box if no specific interventions are required in Focus schools and skip to 3-26.

(Leave the second column blank if the state has no Non-Title I Focus schools.)

	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Interventions for Focus schools:				
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	2	1	2
b. School improvement plans must be available to the public	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2

3-25. For Focus schools implementing intervention strategies during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention strategies?

(Leave the second column blank if the state has no Non-Title I Focus schools.)

Guidance	GUIDANCE TO DISTRICTS ABOUT:			
	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The state allowed or prohibited specific initiatives and/or strategies	1	0	1	0
b. The state provided guidance on how to match the initiatives to school needs and capacity.....	1	0	1	0
c. The state provided guidance on initiatives appropriate for addressing the needs of English learners.....	1	0	1	0
d. The state provided guidance on initiatives appropriate for addressing the needs of students with disabilities.....	1	0	1	0
e. The state provided guidance on initiatives appropriate for addressing the needs of other subgroups (specify which subgroups)	1	0	1	0
f. The state provided guidance on how to engage the community in the selection of the initiatives.....	1	0	1	0
g. Something else (specify).....	1	0	1	0

The next questions pertain to your state’s Title I Priority and Focus schools.

3-26. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I Priority and Focus schools, beyond what is available to any Title I school?

Additional professional development or assistance for principals on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0	1	0
b. Acting as instructional leaders.....	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0	1	0

3-27. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I Priority and Focus schools, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction	1	0	1	0
b. Working effectively in teacher teams to improve instruction	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0	1	0

3-28. During this school year (2013-14), what additional resources has the state provided to Title I Priority and Focus schools, beyond what is available to any Title I school?

Additional resources	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan.....	1	0	1	0
b. Additional resources to be used to reduce class sizes..	1	0	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year).....	1	0	1	0
d. Other additional resources (specify)	1	0	1	0

3-29. Does the state currently have any organizational or administrative structures specifically intended to improve state capacity to support school turnaround efforts? By school turnaround, we mean the implementation of changes in low-performing schools designed to rapidly and substantially increase student achievement.

Yes 1
 No 0 → Skip to Intro before 3-31

3-30. During this school year (2013-14), which of the following organizational or administrative structures are in place in your state to support school turnaround efforts?

Organizational or administrative structure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State staff or office whose sole responsibility is to support school turnaround	1	0
b. Regional staff or office whose sole responsibility is to support school turnaround	1	0
c. Contracts with external consultants to support school turnaround.....	1	0
d. State-level staff or consultants to provide support to turnaround schools and districts in working with English learners	1	0
e. State-level staff or consultants to provide support to turnaround schools and districts in working with students with disabilities.....	1	0
f. Monitoring or reporting requirements specifically for schools designated as Priority or Focus schools	1	0
g. Something else (specify)	1	0

We would like to learn more about how your state monitors the activities and progress of Title I and Non-Title I Priority and Focus schools.

3-31. During this school year (2013-14), which of the following groups are responsible for monitoring the state’s Title I and Non-Title I Priority and Focus schools?

(If your state has no Non-Title I Priority or Focus schools, leave those columns blank.)

Group	MONITORS TITLE I				MONITORS NON-TITLE I			
	PRIORITY SCHOOLS		FOCUS SCHOOLS		PRIORITY SCHOOLS		FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. State Education Agency	1	0	1	0	1	0	1	0
b. Regional staff such as staff from the county office of education or BOCES (Boards of Cooperative Educational Services).....	1	0	1	0	1	0	1	0
c. External consultants	1	0	1	0	1	0	1	0
d. District central office staff	1	0	1	0	1	0	1	0

The next questions pertain to monitoring your state’s Title I Priority and Focus schools.

3-32. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Priority schools in your state and, for each strategy that is used, how often is it used?

TITLE I PRIORITY SCHOOLS	SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED						
	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I PRIORITY SCHOOL?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Discussions with parents/community ..	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

3-33. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Focus schools in your state and, for each strategy that is used, how often is it used?

TITLE I FOCUS SCHOOLS	SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED						
	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I FOCUS SCHOOL?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits	1	0	1	2	3	4	_____
b. Telephone conferences	1	0	1	2	3	4	_____
c. Discussions with parents/community....	1	0	1	2	3	4	_____
d. Analysis of student data.....	1	0	1	2	3	4	_____
e. Other (specify)..... _____	1	0	1	2	3	4	_____

3-34. During this school year (2013-14), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its Title I Priority and Focus schools and their districts?

(Write the number of FTE staff or select "none". If "none", skip to introduction before 3-36.)

_____ NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING TITLE I PRIORITY OR FOCUS SCHOOLS

NONE 0 → Skip to Intro before 3-36

3-35. How many Title I Priority and Focus schools, in total, are being served by those state staff or state-funded consultants?

(Write the number of schools. If "none", write in 0.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS SERVED

_____ NUMBER OF TITLE I FOCUS SCHOOLS SERVED *(Write zero if staff or consultants serve only Title I Priority schools.)*

For the next set of questions, please consider Title I and Non-Title I schools in your state that are NOT Priority or Focus schools.

3-36. Apart from Priority and Focus schools, did any school in your state (either Title I or Non-Title I) fall short of Annual Measurable Objectives (AMOs) for the previous school year (2012-13)?

Yes 1

No 0 → Skip to Intro before 3-42

3-37. Excluding Priority and Focus schools, does your state require schools not meeting AMOs to take any action during this school year (2013-14)?

	TITLE I SCHOOLS NOT MEETING AMOs	NON-TITLE I SCHOOLS NOT MEETING AMOs
Action	SELECT ONE RESPONSE PER COLUMN	
a. Yes, <u>all</u> schools falling short of AMOs must take action.....	1	1
b. Yes, <u>some</u> schools falling short of AMOs must take action (specify) _____	2	2
c. No, schools falling short of AMOs are not required to take action	3	3

3-38. For schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), what interventions, if any, does the state require?

- Check box if no specific interventions are required in schools that did not meet AMOs in 2012-13 (excluding Priority and Focus schools) and skip to 3-40.*

(If your state has no Non-Title I schools not meeting AMOs, leave that column blank.)

Interventions for schools not meeting AMOs (excluding Priority and Focus schools):	TITLE I SCHOOLS NOT MEETING AMOs		NON-TITLE I SCHOOLS NOT MEETING AMOs	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs	1	2	1	2
b. School improvement plans must be available to the public	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	2	1	2
e. Schools must take some other action (specify) _____	1	2	1	2

3-39. During this school year (2013-14), how does the state monitor schools that did not meet AMOs (excluding Priority and Focus schools)?

Monitoring method	TITLE I SCHOOLS NOT MEETING AMOs		NON-TITLE I SCHOOLS NOT MEETING AMOs	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The State Education Agency reviews and provides feedback on the school improvement plan	1	0	1	0
b. The school improvement plan must be approved by the State Education Agency.....	1	0	1	0
c. The State Education Agency monitors the thoroughness of district oversight of schools as appropriate to the performance category of those schools.....	1	0	1	0
d. The State Education Agency conducts monitoring visits to all schools in this performance category	1	0	1	0
e. The State Education Agency conducts monitoring visits to a sample of schools in this performance category	1	0	1	0

The next questions pertain to your state’s Title I schools that did not meet AMOs for 2012-13.

3-40. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any other Title I school?

Additional professional development of assistance for principals on...	TITLE I SCHOOLS NOT MEETING AMOs	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0

3-41. Thinking now about teachers, during this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any other Title I school?

Additional professional development of assistance for teachers on...	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Analyzing student assessment data to improve instruction	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0

Next, we ask about your state’s approach to working with or through “intermediaries” to support the implementation of statewide education reforms and priorities. These “intermediaries” may be regional branches, contractors, consultants, or grant recipients of the State Education Agency, who support the State Education Agency’s work but are not paid as State Education Agency employees.

3-42. Does your State Education Agency currently work with any intermediaries to support the implementation of statewide education reform priorities in any of the following areas?

Areas	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Implementing college and career ready standards and assessments	1	0
b. Using data to improve instruction	1	0
c. Recruiting, developing, rewarding, and retaining effective teachers and school leaders	1	0
d. Turning around your state’s Priority schools.....	1	0
e. Providing supports for English learners.....	1	0
f. Providing supports for students with disabilities	1	0
g. Increasing state capacity in any of the areas listed in items a through f above	1	0
h. Some other reform area (specify area)	1	0

IF AT LEAST ONE YES, PROCEED TO 3-43. IF ALL OF THE ABOVE ARE NO, SKIP TO 3-45.

3-43. Within the past year, did the State Education Agency work with any of the following type(s) of intermediaries to support the implementation of statewide education reform priorities in the various areas identified in the preceding question?

Intermediary	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Federally-supported comprehensive center, regional educational laboratory, equity assistance center, or content center (specify)	1	0
b. Postsecondary institutions.....	1	0
c. Regional/county offices	1	0
d. Educators contracted by the state such as distinguished educators.....	1	0
e. Other external organizations (specify).....	1	0

3-44. Continuing to focus on the intermediaries with whom the State Education Agency worked in the past year, with which of the following groups were these intermediaries expected to work?

Intermediary	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State-level staff	1	0
b. All districts	1	0
c. Schools identified as Priority schools and/or districts in which these schools are located	1	0
d. Schools identified as Focus schools and/or districts in which these schools are located	1	0
e. Some other groups of districts and/or schools (specify)	1	0

3-45. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Challenge	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Monitoring districts and/or schools.....	1	2	3
b. Providing targeted support or technical assistance to districts and/or schools.....	1	2	3
c. Developing guidelines for teacher and principal evaluation in the state	1	2	3
d. Working with districts to implement teacher and principal evaluation models.....	1	2	3
e. Developing state longitudinal data systems	1	2	3
f. Working with districts and/or schools on the use of data to improve instruction.....	1	2	3
g. Supporting districts and/or schools in the process of turning around low-achieving schools.....	1	2	3
h. Some other type of expertise (specify)	1	2	3

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies

SECTION 3:

School Accountability and Turning Around Low-Performing Schools Version for States without ESEA Flexibility

2013-2014



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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 3. School Accountability and Turning Around Low-Performing Schools

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Cohort-to-cohort improvement is the change in schoolwide proficiency rates, attendance, or other group-level measures of academic performance from one year to the next (for example, last year’s fourth grade proficiency rate compared with this year’s fourth grade proficiency rate).

Student achievement growth is the change in student achievement for an *individual student* between two or more points in time, and may be measured using student growth percentiles (SGPs), value added measures (VAMs), student growth objectives (SGOs), or other measures of change in student achievement over time.

Summative assessments are state- or district-mandated tests that are intended to measure students’ knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

3-1. Which of the following best describes your state’s goal for student achievement under the federal Elementary and Secondary Education Act (ESEA)?

SELECT ONE ONLY

- That 100% of the students achieve proficiency on the state assessments by 2013-14.....1
- To reduce by half the percentage of all students and subgroups who are not proficient on the state assessment(s) within 6 years2
- That 100% of students achieve proficiency on the state assessment(s) by 2019-203
- Other (specify).....4

3-2. During this school year (2013-14), has your state recognized any schools as high-performing or as making high progress (i.e., substantially improving), based on student outcomes measured by required state summative assessments and/or graduation rates?

(Include Title I Distinguished Schools and other state recognition programs. Do not include National Blue Ribbon Schools (as designated by the U.S. Department of Education) unless they have also been designated as high-performing or high-progress schools as part of a state program.)

SELECT ONE
RESPONSE
IN EACH ROW

Type of school	YES	NO
a. State has identified high-performing schools.....	1	0
b. State has identified high-progress schools	1	0

IF NO TO BOTH, SKIP TO INTRODUCTION BEFORE 3-7.

3-3. How many of the schools currently identified as high-performing or high-progress (substantially improving) are Title I and Non-Title I schools?

(If your state did not identify any high-progress schools based on 2012-13 performance, write NA in the space provided.)

Title I status	NUMBER OF SCHOOLS	
	HIGH-PERFORMING SCHOOLS	HIGH-PROGRESS SCHOOLS
a. Title I schools.....	_____	_____
b. Non-Title I schools.....	_____	_____

3-4. What criteria were used to identify high-performing schools?

Check box if your state does not have a category of schools identified as high-performing and skip to 3-5.

Criteria	TITLE I HIGH-PERFORMING SCHOOLS				NON-TITLE I HIGH-PERFORMING SCHOOLS			
	ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS		ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Achievement/proficiency in English language arts (ELA) and Math for all students	1	0	1	0	1	0	1	0
b. Cohort-to-cohort improvement in achievement/ proficiency in ELA and Math for all students.....	1	0	1	0	1	0	1	0
c. Growth in the achievement of individual students in ELA and Math, measured for all students	1	0	1	0	1	0	1	0
d. Achievement/proficiency in ELA and Math for student subgroups	1	0	1	0	1	0	1	0
e. Achievement/proficiency in Science or Social Studies for all students	1	0	1	0	1	0	1	0
f. Attendance rates for all students	1	0	1	0	1	0	1	0
g. Graduation rates for all students.	1	0	1	0	1	0	1	0
h. Dropout rates for all students	1	0	1	0	1	0	1	0
i. Graduation rates for student subgroups	1	0	1	0	1	0	1	0
j. Dropout rates for student subgroups	1	0	1	0	1	0	1	0
k. Other (specify)	1	0	1	0	1	0	1	0

3-5. What criteria were used to identify high-progress (substantially improving) schools?

Check box if your state does not have a category of schools identified as making high progress (substantially improving) and skip to 3-6.

Criteria	TITLE I HIGH-PROGRESS SCHOOLS				NON-TITLE I HIGH-PROGRESS SCHOOLS			
	ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS		ELEMENTARY/ MIDDLE SCHOOLS		HIGH SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Achievement/proficiency in English language arts (ELA) and Math for all students.....	1	0	1	0	1	0	1	0
b. Cohort-to-cohort improvement in achievement/proficiency in ELA and Math for all students...	1	0	1	0	1	0	1	0
c. Growth in the achievement of individual students in ELA and Math, measured for all students	1	0	1	0	1	0	1	0
d. Achievement/proficiency in ELA and Math for student subgroups	1	0	1	0	1	0	1	0
e. Achievement/proficiency in Science or Social Studies for all students	1	0	1	0	1	0	1	0
f. Attendance rates for all students	1	0	1	0	1	0	1	0
g. Graduation rates for all students	1	0	1	0	1	0	1	0
h. Dropout rates for all students...	1	0	1	0	1	0	1	0
i. Graduation rates for student subgroups.....	1	0	1	0	1	0	1	0
j. Dropout rates for student subgroups.....	1	0	1	0	1	0	1	0
k. Other (specify)..... _____	1	0	1	0	1	0	1	0

3-6. Does your state recognize Title I high-performing and/or high-progress schools in any of the following ways?

Recognition	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Public recognition	1	0
b. Financial rewards for teachers and/or principals.....	1	0
c. Additional funding for schools to use for educational purposes.....	1	0
d. Additional operating flexibility or exemption from state/district requirements .	1	0
e. Opportunities to share best practices with other schools in the state	1	0
f. Other (specify)	1	0

The No Child Left Behind (NCLB) Act requires states to identify chronically low-performing schools as in Restructuring, in Corrective Action, or in Need of Improvement. This section asks about low-performing schools in those categories in your state.

The next set of questions pertain to your state’s Title I and Non-Title I schools in Restructuring and Corrective Action.

3-7. During this school year (2013-14), are any Title I or Non-Title I schools in your state in “Restructuring” or “Corrective Action” status under the No Child Left Behind Act (NCLB)?

Title I status	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Title I schools	1	0	1	0
b. Non-title I schools.....	1	0	1	0

3-8 During this school year (2013-14), how many schools in your state are receiving funds under the federal School Improvement Grant (SIG) program?

_____ NUMBER OF SCHOOLS RECEIVING SIG FUNDS IN 2013-14

IF YOUR STATE HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION, SKIP TO 3-35, OTHERWISE CONTINUE WITH 3-9.

3-9. Among the schools that were in Restructuring or Corrective Action during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Write in NA, where appropriate, if you had no schools in Restructuring or Corrective Action during the 2012-13 school year. Write in '0' if no schools were closed.)

Title I Schools

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

Non-Title I Schools

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

3-10. First, thinking about Title I schools in Restructuring and Corrective Action, does the state require any interventions or changes to be made this year (2013-14)?

Intervention or change	TITLE I SCHOOLS IN RESTRUCTURING	TITLE I SCHOOLS IN CORRECTIVE ACTION
	SELECT ONE RESPONSE PER COLUMN	
a. State requires specific interventions/changes in these schools	1	1
b. State leaves interventions/changes in these schools to local discretion with state approval	2	2
c. State leaves interventions/changes in these schools completely to local discretion.....	3	3

3-11. For Title I Schools in Restructuring and Corrective Action, what interventions, if any, does the state require?

Interventions for Title I Schools in Restructuring or Corrective Action:	TITLE I SCHOOLS IN RESTRUCTURING		TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs).....	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice)	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services	1	2	1	2
g. Schools must take some other action (specify).. _____	1	2	1	2

3-12. Next, thinking about Non-Title I schools in Restructuring and Corrective Action, does the state require any interventions or changes to be made this year (2013-14)?

- Check box if your state has no Non-Title I schools in Restructuring or Corrective Action and skip to 3-14.*

	NON-TITLE I SCHOOLS IN RESTRUCTURING	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION
Intervention or change	SELECT ONE RESPONSE PER COLUMN	
a. State requires specific interventions/changes in these schools	1	1
b. State leaves interventions/changes in these schools to local discretion with state approval.....	2	2
c. State leaves interventions/changes in these schools completely to local discretion.....	3	3

3-13. For Non-Title I Schools in Restructuring and Corrective Action, what interventions, if any, does the state require?

Interventions for Non-Title I Schools in Restructuring or Corrective Action:	NON-TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs)	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice)	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services	1	2	1	2
g. Schools must take some other action (specify)..... _____	1	2	1	2

The next questions pertain to your state’s **Title I Schools in Restructuring and Corrective Action**.

3-14. Among Title I Schools in Restructuring, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Schools in Restructuring implementing each initiative, or select “none” or “don’t know”)

SELECT ONE RESPONSE IN EACH ROW

School Initiatives	TITLE I SCHOOLS IN RESTRUCTURING		
	NUMBER OF SCHOOLS	NONE	DON'T KNOW
a. Implementing a “restart” model as defined in U.S. Department of Education regulations	_____	0	d
b. Implementing a “transformation” model as defined in U.S. Department of Education regulations	_____	0	d
c. Implementing a “turnaround” model as defined in U.S. Department of Education regulations	_____	0	d

3-15. Are all, some, or no Title I Schools in Restructuring in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Academic and Structural Changes	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Operating an extended school day, week, or year	2	1	0

3-16. Among Title I Schools in Corrective Action, how many are implementing each of the following initiatives during this school year (2013-14)?

(Write in the number of Title I Schools in Corrective Action implementing each initiative, or select "none" or "don't know".)

SELECT ONE RESPONSE IN EACH ROW

School Initiatives	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	NUMBER OF SCHOOLS	NONE	DON'T KNOW
a. Implementing a "restart" model as defined in U.S. Department of Education regulations	_____	0	d
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations	_____	0	d
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations	_____	0	d

3-17. Are all, some, or no Title I Schools in Corrective Action in the state implementing the following academic and structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Academic and Structural Changes	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Operating an extended school day, week, or year	2	1	0

The next questions pertain to your state’s Title I schools in Restructuring and Corrective Action.

3-18. For Title I schools in Restructuring or Corrective Action that are implementing intervention models during this school year (2013-14), did the state provide any of the following types of guidance to districts regarding the selection of school intervention models?

Guidance	GUIDANCE TO DISTRICTS ABOUT			
	TITLE I SCHOOLS IN RESTRUCTURING		TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The state allowed or prohibited specific models and/or strategies.....	1	0	1	0
b. The state provided guidance on how to match the model to school needs and capacity	1	0	1	0
c. The state provided guidance on models appropriate for addressing the needs of English learners.....	1	0	1	0
d. The state provided guidance on models appropriate for addressing the needs of students with disabilities	1	0	1	0
e. The state provided guidance on how to engage the community in the selection of the model	1	0	1	0
f. Something else (specify)	1	0	1	0

3-19. How many of the Title I Schools in Restructuring and Corrective Action in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of schools in each category. If “none” write in 0.)

Form of management	NUMBER OF TITLE I SCHOOLS	
	IN RESTRUCTURING	IN CORRECTIVE ACTION
a. Direct state control or statewide accountability district..	_____	_____
b. Converted to charter school.....	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

3-20. How many Title I schools in Restructuring and Corrective Action in the state have been removed from district control since the beginning of the 2012-13 school year?

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

The next questions pertain to your state's Non-Title I schools in Restructuring and Corrective Action.

3-21. How many Non-Title I schools in Restructuring and Corrective Action in the state have been placed under a new form of management for the 2013-14 school year?

(Write the number of Schools in each category. If "none" write in 0.

If the state has no Non-Title I schools in Restructuring or Corrective Action, leave blank.)

Form of management	NUMBER OF NON-TITLE I	
	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION
a. Direct state control or statewide accountability district..	_____	_____
b. Converted to charter school.....	_____	_____
c. Managed by a school management organization, either for-profit or nonprofit.....	_____	_____
TOTAL SCHOOLS UNDER NEW FORM OF MANAGEMENT	_____	_____

3-22. How many Non-Title I schools in Restructuring and Corrective Action in the state have been removed from district control since the beginning of the 2012-13 school year?

(Write in NA, where appropriate, if you had no Non-Title I schools in Restructuring or Corrective Action during the 2012-13 school year. Write in '0' if no schools were removed from district control.)

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

The next questions pertain to your state's Title I and Non-Title I Schools in Restructuring and Corrective Action.

3-23. To what extent were changes in personnel used to turn around Title I and Non-Title I schools in Restructuring or Corrective Action before the start of this school year (2013-14)?

(Write the number of schools in Restructuring and in Corrective Action in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If the state has no Non-Title I schools in Restructuring or Corrective Action, write in NA.)

		NUMBER OF SCHOOLS			
		TITLE I		NON-TITLE I	
Personnel change		SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION
a.	Principal replaced.....	_____	_____	_____	_____
b.	Half or more of the teaching staff replaced.....	_____	_____	_____	_____

3-24. Do the state’s current teacher assignment laws or policies for schools in Title I and Non-Title I Restructuring or Corrective Action include any of the following features?

(Leave the appropriate third or fourth columns blank if the state has no Non-Title I schools in Restructuring or Corrective Action.)

Feature	TITLE I				NON-TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION		SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Financial incentives for teachers to begin or continue to work in the relevant schools.....	1	0	1	0	1	0	1	0
b. Financial incentives for staff with English learner expertise to begin or continue to work in the relevant schools	1	0	1	0	1	0	1	0
c. Financial incentives for staff with expertise working with students with disabilities to begin or continue to work in the relevant schools	1	0	1	0	1	0	1	0
d. More flexibility in, or exemptions from, collective bargaining agreements or certain state employment laws/regulations that guide staffing decisions	1	0	1	0	1	0	1	0
e. School discretion or authority to decide which staff to hire for the relevant schools.....	1	0	1	0	1	0	1	0
f. Exemption from teacher tenure rules that affect placement in or removal from the relevant schools (specify which rules)	1	0	1	0	1	0	1	0

The next questions pertain to your state’s Title I Schools in Restructuring and Corrective Action.

3-25. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

Additional professional development or assistance for principals on...	PROVIDED TO TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0	1	0
b. Acting as instructional leaders	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0	1	0

3-26. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on...	PROVIDED TO TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction ..	1	0	1	0
b. Working effectively in teacher teams to improve instruction	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities.....	1	0	1	0

3-27. During this school year (2013-14), what additional resources has the state provided to Title I schools in Restructuring and Corrective Action, beyond what is available to any Title I school?

Resource	PROVIDED TO TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan	1	0	1	0
b. Additional resources to be used to reduce class sizes	1	0	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year).....	1	0	1	0
d. Other additional resources (specify)	1	0	1	0

3-28. Does the state currently have any organizational or administrative structures specifically intended to improve state capacity to support school turnaround efforts for schools in Restructuring or Corrective Action? By school turnaround, we mean the implementation of changes in low-performing schools designed to rapidly and substantially increase student achievement.

Yes1

No0 → Skip to Intro before 3-30

3-29. During this school year (2013-14), which of the following organizational or administrative structures are in place in your state to support school turnaround efforts?

Organization or administrative structure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State staff or office whose sole responsibility is to support school turnaround....	1	0
b. Regional staff or office whose sole responsibility is to support school turnaround	1	0
c. Contracts with external consultants to support school turnaround	1	0
d. State-level staff or consultants to provide support to turnaround schools and districts in working with English learners	1	0
e. State-level staff or consultants to provide support to turnaround schools and districts in working with students with disabilities	1	0
f. Monitoring or reporting requirements specifically for schools in Restructuring or Corrective Action	1	0
g. Something else (specify).....	1	0

We would like to learn more about how your state monitors the activities and progress of Title I and Non-Title I schools in Restructuring and Corrective Action.

3-30. During this school year (2013-14), which of the following groups are responsible for monitoring the state's Title I and Non-Title I schools in Restructuring and Corrective Action?

(If your state has no Non-Title I schools in Restructuring or Corrective Action, leave those columns blank.)

Group	MONITORS TITLE I				MONITORS NON-TITLE I			
	SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION		SCHOOLS IN RESTRUCTURING		SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO	YES	NO	YES	NO
a. State Education Agency.....	1	0	1	0	1	0	1	0
b. Regional staff such as staff from the county office of education or BOCES (Boards of Cooperative Educational Services).....	1	0	1	0	1	0	1	0
c. External consultants.....	1	0	1	0	1	0	1	0
d. District central office staff.	1	0	1	0	1	0	1	0

The next questions pertain to your state’s **Title I Schools in Restructuring and Corrective Action**.

3-31. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Schools in Restructuring in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I SCHOOLS IN RESTRUCTURING	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I SCHOOL IN RESTRUCTURING?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits	1	0	1	2	3	4	_____
b. Telephone conferences	1	0	1	2	3	4	_____
c. Discussions with parents/ community	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Other (specify)	1	0	1	2	3	4	_____

3-32. During this school year (2013-14), which of the following strategies are used for monitoring the Title I Schools in Corrective Action in your state and, for each strategy that is used, how often is it used?

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

TITLE I SCHOOLS IN CORRECTIVE ACTION	USED FOR MONITORING IN YOUR STATE?		IF USED, HOW OFTEN FOR EACH TITLE I SCHOOL IN CORRECTIVE ACTION?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits	1	0	1	2	3	4	_____
b. Telephone conferences	1	0	1	2	3	4	_____
c. Discussions with parents/ community	1	0	1	2	3	4	_____
d. Analysis of student data	1	0	1	2	3	4	_____
e. Other (specify)	1	0	1	2	3	4	_____

3-33. During this school year (2013-14), approximately how many full-time-equivalent (FTE) staff or consultants is the state providing or funding specifically to assist its Title I schools in Restructuring, Title I Schools in Corrective Action, and their districts?

(Write the number of FTE staff or select "none". If "none", skip to introduction before 3-35.)

_____ NUMBER OF FULL-TIME-EQUIVALENT STAFF OR CONSULTANTS SUPPORTING TITLE I SCHOOLS IN RESTRUCTURING OR CORRECTIVE ACTION

NONE0 → Skip to Intro before 3-35

3-34. How many Title I schools in Restructuring and Corrective Action, in total, are being served by those state staff or state-funded consultants?

(Write the number of schools. If "none", write in 0)

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING SERVED

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION SERVED *(Write zero if staff or consultants serve only Schools in Restructuring)*

For the next set of questions, please consider **Title I and Non-Title I schools** in your state that are identified as in Need of Improvement but NOT in Restructuring or Corrective Action.

3-35. For schools identified as in Need of Improvement, what interventions, if any, does the state require?

- Check box if no specific interventions are required in Title I Schools in Need of Improvement, and skip to intro before 3-39.*

(If your state has no Non-Title I schools in Need of Improvement, leave that column blank.)

	TITLE I SCHOOLS IN NEED OF IMPROVEMENT		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Interventions for schools in Need of Improvement:				
a. Schools must prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of Annual Measurable Objectives (AMOs)	1	2	1	2
b. School improvement plans must be available to the public.....	1	2	1	2
c. Schools must implement and monitor an instructional program that supports students not showing sufficient growth toward AMOs.....	1	2	1	2
d. Schools and/or districts must provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	2	1	2
e. Districts must offer students the opportunity to attend other schools (school choice)	1	2	1	2
f. Districts must offer low-income students the opportunity to enroll in after-school supplemental educational services	1	2	1	2
g. Schools must take some other action (specify)..... _____	1	2	1	2

3-36. During this school year (2013-14), how does the state monitor schools that are identified as in Need of Improvement?

Method	TITLE I SCHOOLS IN NEED OF IMPROVEMENT		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. The State Education Agency reviews and provides feedback on the school improvement plan	1	0	1	0
b. The school improvement plan must be approved by the State Education Agency	1	0	1	0
c. The State Education Agency monitors the thoroughness of district oversight of schools as appropriate to the performance category of those schools.....	1	0	1	0
d. The State Education Agency conducts monitoring visits to all schools in this performance category	1	0	1	0
e. The State Education Agency conducts monitoring visits to a sample of schools in this performance category.....	1	0	1	0

The next questions pertain to Title I schools in Need of Improvement.

3-37. During this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to principals in Title I schools that were identified as in Need of Improvement, beyond what is available to any other Title I school?

Additional professional development of assistance for principals on...	TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0

3-38. Thinking now about teachers, during this school year (2013-14), and including last summer (2013), what additional professional development or technical assistance has the state provided to teachers in Title I schools that were identified as in Need of Improvement beyond what is available to any other Title I school?

Additional professional development of assistance for teachers on...	SELECT ONE RESPONSE IN EACH ROW	
	TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	YES	NO
a. Analyzing student assessment data to improve instruction	1	0
b. Working effectively in teacher teams to improve instruction..	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0

Next, we ask about your state’s approach to working with or through “intermediaries” to support the implementation of statewide education reforms and priorities. These “intermediaries” may be regional branches, contractors, consultants, or grant recipients of the State Education Agency, who support the State Education Agency’s work but are not paid as State Education Agency employees.

3-39. Does your State Education Agency currently work with any intermediaries to support the implementation of statewide education reform priorities in any of the following areas?

Intermediary	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Implementing college and career ready standards and assessments.....	1	0
b. Using data to improve instruction	1	0
c. Recruiting, developing, rewarding, and retaining effective teachers and school leaders.....	1	0
d. Turning around your state’s schools that are in Restructuring or Corrective Action	1	0
e. Providing supports for English learners	1	0
f. Providing supports for students with disabilities.....	1	0
g. Increasing state capacity in any of the areas listed in items a through f above ..	1	0
h. Some other reform area (specify area)	1	0

IF AT LEAST ONE YES, PROCEED TO 3-40. IF ALL OF THE ABOVE ARE NO, SKIP TO 3-42.

3-40. Within the past year, did the State Education Agency work with any of the following type(s) of intermediaries to support the implementation of statewide education reform priorities in the various areas identified in the preceding question?

Intermediary	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Federally-supported comprehensive center, regional educational laboratory, equity assistance center, or content center (specify)	1	0

b. Postsecondary institutions	1	0
c. Regional/county offices	1	0
d. Educators contracted by the state such as distinguished educators	1	0
e. Other external organizations (specify)	1	0

3-41. Continuing to focus on the intermediaries with whom the State Education Agency worked in the past year, with which of the following groups were these intermediaries expected to work?

Group	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State-level staff	1	0
b. All districts	1	0
c. Districts identified for Improvement or Corrective Action under NCLB	1	0
d. Schools in Corrective Action and/or Restructuring under NCLB and/or the districts in which these schools are located	1	0
e. Schools identified for Improvement under NCLB and/or the districts in which these schools are located	1	0
f. Some other groups of districts and/or schools (specify).....	1	0

3-42. Considering the availability of state staff and consultants, to what extent are the following a challenge during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Challenge	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Monitoring districts and/or schools.....	1	2	3
b. Providing targeted support or technical assistance to districts and/or schools.....	1	2	3
c. Developing guidelines for teacher and principal evaluation in the state	1	2	3
d. Working with districts to implement teacher and principal evaluation models.....	1	2	3
e. Developing state longitudinal data systems	1	2	3
f. Working with districts and/or schools on the use of data to improve instruction	1	2	3
g. Supporting districts and/or schools in the process of turning around low-achieving schools	1	2	3
h. Some other type of expertise (specify)	1	2	3

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Survey of State Education Agencies

Section 4: Teacher and Principal Evaluation

2013-2014



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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Section 4. Teacher and Principal Evaluation

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide or statewide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

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 common:

1. **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.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

Teacher Evaluation

In this section, we want to gather information on the status of and requirements for teacher evaluation practices in your state during this school year (2013-14). Many states are implementing new teacher evaluation policies or systems based on new laws or regulations adopted since 2009.

- Check box if your state has adopted new laws or regulations for teacher evaluation since 2009 (including those in response to ESEA Flexibility waiver requirements).** We are interested in learning about the status of and requirements for teacher evaluation practices being piloted or implemented in your state in response to these new laws or regulations. Please answer the questions in this section based on the new teacher evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year, respond only about the components being piloted this year. → **SKIP TO 4-1**
- Check box if your state has not adopted new laws or regulations for teacher evaluation since 2009.** Please respond about the requirements of teacher evaluation practices in your state during the 2013-14 school year. → **SKIP TO 4-3**

4-1. During this school year (2013-14), what is the status of the new teacher evaluation system in your state?

SELECT ONE ONLY

- The system is in the planning stage and no components are being implemented 1 → Skip to 4-3
- The system is in the piloting stage and some, but not all, components are being implemented 2
- The system is in the piloting stage and all components are being implemented 3
- The system is being implemented statewide, and some but not all components are being implemented 4 → Skip to 4-3
- The system is fully implemented statewide 5 → Skip to 4-3

4-2. During this school year (2013-14), in how many districts and schools is the state piloting the teacher evaluation system?

District or school	ENTER NUMBER
a. Number of districts	_____
b. Number of schools	_____

4-3. During this school year (2013-14), which of the following statements best describes the state’s requirements and regulations related to teacher evaluation?

(As a reminder, if your state has adopted new laws or regulations for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented in response to these new laws or regulations when responding to this and other questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.)

SELECT ONE ONLY

- Districts in your state are required to use a uniform evaluation model prescribed by the state..... 1
- Districts in your state are required to adopt the state model for evaluating teachers if they cannot meet or surpass state expectations, sometimes referred to as the state default model 2
- Districts in your state may adopt but are not required to adopt the state model for evaluating teachers, sometimes referred to as the state exemplar model 3
- Districts are permitted to select their own teacher evaluation models as long as they comply with state statutes and rules 4

4-4. During this school year (2013-14), do state regulations stipulate a specific number of rating levels or a minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall teacher performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE ONLY

Yes, districts must use a specific or minimum number of rating categories for teacher evaluation..... 1

Specify specific or minimum number of rating categories _____

No, there is no specific or minimum number of rating categories that districts must use for teacher evaluation..... 0

The next several questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using value added measures (VAMs), student growth percentiles (SGPs), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

4-5. During this school year (2013-14), does your state require that student achievement growth be used as one component of the performance evaluation of some, all, or no teachers? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.

(Note: If your state is piloting a new system in some districts or schools, then this question refers to teachers in the pilot schools. In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of Art, Music, Physical Education, and special populations such as English learners or students with disabilities.)

SELECT ONE ONLY

The state requires student achievement growth to be included as an evaluation component for some but not all teachers..... 1 → Skip to 4-7

The state requires student achievement growth to be included as an evaluation component for all teachers across all grades (K-12), all subjects, and special education..... 2 → Skip to 4-7

The state does not require student achievement growth to be included in teacher evaluations, but local districts may choose to include it..... 3

The state does not permit student achievement growth to be included in the evaluations of any teachers..... 4

4-6. Please tell us about the reasons that your state either does not require or does not permit student achievement growth to be included among the components of a teacher’s evaluation during the 2013-14 school year.

Reason	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teachers are evaluated based on professional practice rather than student achievement	1	0
b. Inability to link teachers with the students they teach in the state’s data system.....	1	0
c. Concerns about the validity of student achievement growth as a measure of teacher performance or quality.....	1	0
d. No tests available to measure student achievement growth in many grades and subjects.....	1	0
e. Concerns about the appropriateness of available assessments as a measure of student achievement growth	1	0
f. Opposition from teacher unions to using student achievement growth to evaluate teachers	1	0
g. Opposition from teachers to using student achievement growth to evaluate teachers	1	0
h. Inadequate technology, technical expertise, staff, or other resources.....	1	0
i. Teacher evaluation is a matter for local determination	1	0
j. Other (specify)	1	0

SKIP TO 4-15.

The next several questions ask specifically about the use of value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/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.

4-7. This question focuses on teachers of English language arts (ELA) and/or Math in grades 4 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher’s own students and/or for a broader group of students.

The state requires evaluations for teachers of ELA and Math in grades 4 through 8 to include:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. VAM or SGP based on state summative assessments for the teacher’s own students	1	0
b. VAM or SGP based on state summative assessments for a broader group than the teacher’s own students, for example, a team, grade, or school ...	1	0

4-8. This question focuses on teachers of Science in grades 6 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher’s own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in Science teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for Science teachers’ evaluations in any of grades 6-8.)

The state requires evaluations for teachers of Science in grades 6 through 8 to include:	NA	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN SCIENCE TEACHER EVALUATIONS		
		6	7	8
a. VAM or SGP based on state summative assessments for the teacher’s own students	na	6	7	8
b. VAM or SGP based on state summative assessments for a broader group than the teacher’s own students, for example, a team, grade, or school.....	na	6	7	8

4-9. This question focuses on teachers of Social Studies in grades 6 through 8. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher’s own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in Social Studies teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for Social Studies teachers’ evaluations in any of grades 6-8.)

The state requires evaluations for teachers of Social Studies in grades 6 through 8 to include:	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN SOCIAL STUDIES TEACHER EVALUATIONS			
	NA	6	7	8
a. VAM or SGP based on state summative assessments for the teacher’s own students	na	6	7	8
b. VAM or SGP based on state summative assessments for a broader group than the teacher’s own students, for example, a team, grade, or school	na	6	7	8

4-10. This question focuses on early elementary teachers in grades K through 3. Indicate whether during this school year (2013-14) your state requires teacher evaluations to include VAMs or SGPs based on state summative assessments for the teacher’s own students and/or for a broader group of students.

(For each VAM/SGP measure, select all grades in which your state uses state summative assessments to estimate VAMs or SGPs to be used in teacher evaluations. Select NA (not applicable) for each VAM/SGP measure that is not used for teachers’ evaluations in any of grades K-3.)

The state requires evaluations of early elementary teachers to include:	SELECT GRADES IN WHICH EACH VAM/SGP MEASURE IS USED IN EARLY ELEMENTARY TEACHER EVALUATIONS				
	NA	K	1	2	3
a. VAM or SGP based on state summative assessments for the teacher’s own students.....	na	K	1	2	3
b. VAM or SGP based on state summative assessments for a broader group than the teacher’s own students, for example, a team, grade, or school	na	K	1	2	3

4-11. During this school year (2013-14), does your state require use of VAMs or SGPs for the teacher’s own students as a component of the evaluations of high school teachers in any of the following subjects and courses?

(For each subject, select the name of each course for which your state requires use of a state summative assessment to estimate student achievement growth of the teacher’s own students in high school teacher evaluations. Select NA if student achievement growth of the teacher’s own students on state summative assessments is not required as part of high school teachers’ evaluations in any course in that subject.)

	NA	SELECT COURSES IN WHICH VAMS OR SGPS ARE USED IN TEACHER EVALUATIONS				
a. High school ELA teachers	na	English 9	English 10	English 11	English 12	Other ELA
b. High school Math teachers..	na	Algebra I	Geometry	Algebra 2		Other Math
c. High school Science teachers.....	na	Biology	Chemistry	Physics		Other Science
d. High school Social Studies teachers.....	na	Civics	U.S. History			Other Social Studies

4-12. During this school year (2013-14), does the state require that a locally-selected measure of student achievement growth be included in any teachers’ evaluations?

Yes 1

No 0 → Skip to Intro before 4-14

4-13. For which teachers does the state require that a locally-selected measure of student achievement growth for a teacher's own students be included in these teachers' evaluations?

(Select "yes" for the row if any teachers in that category must include a locally-selected measure of student achievement growth for their own students in their evaluations.)

A <u>locally-selected</u> measure of student achievement growth for a teacher's own students must be used to evaluate:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Kindergarten teachers	1	0
b. Teachers of grades 1, 2, or 3.....	1	0
c. Teachers of ELA and/or Math in grades 4-8	1	0
d. Teachers of Science in grades 6, 7, or 8	1	0
e. Teachers of Social Studies in grades 6, 7, or 8.....	1	0
f. High school ELA teachers	1	0
g. High school Math teachers.....	1	0
h. High school Science teachers	1	0
i. High school Social Studies teachers	1	0
j. Any teachers of other subjects, such as Art, Music, or Physical Education..	1	0

Many teachers serve grades and subjects that lack state summative assessments that can be used to measure student achievement growth for the teacher’s own students. The next question is about the evaluations of teachers for whom growth cannot be measured for their own students based on required state summative assessments.

4-14. During this school year (2013-14), for teachers of grades and subjects for which growth on state assessments cannot be calculated, does the state require any of the following approaches to measuring student achievement growth in teacher evaluation?

SELECT ONE RESPONSE IN EACH ROW

Approach	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR MEASURING GROWTH	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Gradewide, teamwide, or schoolwide VAMs or SGPs based on state summative assessments	1	2	3	4
b. VAMs or SGPs for the teacher’s own students on district-selected or district-developed standardized assessments (i.e., assessments consistently administered and scored for all students in the same grades and subjects districtwide)	1	2	3	4
c. Student learning/growth objectives or other teacher-selected aims based on assessments selected or developed by individual teachers	1	2	3	4
d. Another approach (specify)..... _____	1	2	3	4

4-15. During this school year (2013-14), does the state require any of the following sources of information on teacher performance (other than student achievement growth) be used in teacher evaluations?

- Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate teacher performance and skip to instructions before 4-16.*

SELECT ONE RESPONSE IN EACH ROW

Source	REQUIRED IN TEACHER EVALUATION	FULFILLS A REQUIRED CHOICE FOR TEACHER EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN TEACHER EVALUATION	PROHIBITED FOR USE IN TEACHER EVALUATION
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator	1	2	3	4
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)	1	2	3	4
c. Teacher self-assessment	1	2	3	4
d. Portfolios or other artifacts of teacher professional practice.....	1	2	3	4
e. Assessments by a peer or mentor teacher that are <u>not</u> based on a teacher professional practice rubric .	1	2	3	4
f. Student work samples.....	1	2	3	4
g. Student surveys or other student feedback.....	1	2	3	4
h. Parent surveys or other parent feedback.....	1	2	3	4
i. Something else (specify)	1	2	3	4

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your state during this school year (2013-14). Many states are implementing new principal evaluation policies or systems based on new laws or regulations adopted since 2009.

- Check box if your state has adopted new laws or regulations for principal evaluation since 2009 (including those in response to ESEA Flexibility waiver requirements).** We are interested in learning about the status of and requirements for principal evaluation practices being piloted or implemented in your state in response to these new laws or regulations. Please answer the questions in this section based on the new principal evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year, respond only about the components being piloted this year. → **SKIP TO 4-16.**
- Check box if your state has not adopted new laws or regulations for principal evaluation since 2009.** Please respond about the requirements of principal evaluation practices in your state during the 2013-14 school year. → **SKIP TO 4-18.**

4-16. During this school year (2013-14), what is the status of the new principal evaluation system in your state?

SELECT ONE ONLY

- The system is in the planning stage and no components are being implemented 1 → Skip to 4-18
- The system is in the piloting stage and some, but not all, components are being implemented 2
- The system is in the piloting stage and all components are being implemented 3
- The system is being implemented statewide, and some but not all components are being implemented 4 → Skip to 4-18
- The system is fully implemented statewide 4 → Skip to 4-18

4-17. During this school year (2013-14), in how many districts and schools is the state piloting the principal evaluation system?

District or school	ENTER NUMBER
a. Number of districts	_____
b. Number of schools.....	_____

4-18. During this school year (2013-14), which of the following statements best describes the state’s requirements and regulations related to principal evaluation?

(As a reminder, if your state has adopted new laws or regulations for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to this and other questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.)

SELECT ONE ONLY

Districts in your state are required to use a uniform evaluation model prescribed by the state..... 1

Districts in your state are required to adopt the state model for evaluating principals if they cannot meet or surpass state expectations, sometimes referred to as the state default model 2

Districts in your state may adopt but are not required to adopt the state model for evaluating principals, sometimes referred to as the state exemplar model..... 3

Districts are permitted to select their own principal evaluation models as long as they comply with state statutes and rules 4

4-19. During this school year (2013-14), do state regulations stipulate a specific number of rating levels or a required minimum number of rating levels (such as highly effective, effective, satisfactory, needs improvement) to be used when evaluating overall principal performance? If so, what is the specific or minimum number of rating categories that is required?

SELECT ONE ONLY

Yes, districts must use a specific or minimum number of rating categories for principal evaluation 1

Specify specific or minimum number of rating categories_____

No, there is no specific or minimum number of rating categories that districts must use for principal evaluation 0

4-20. During this school year (2013-14), does the state require any of the following student outcomes for use in principal evaluations for elementary or middle school principals?

Check box if your state has no legislation or regulations about using student outcomes to evaluate principal performance and skip to 4-22.

SELECT ONE RESPONSE IN EACH ROW

Student outcome	ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS			
	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Schoolwide proficiency rates on required state summative assessments.....	1	2	3	4
b. Schoolwide year-to-year changes in proficiency rates on required state summative assessments.....	1	2	3	4
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs).....	1	2	3	4
d. Student promotion/graduation rate	1	2	3	4
e. Student dropout rate.....	1	2	3	4
f. Gaps in achievement or low student achievement growth for English learners.	1	2	3	4
g. Gaps in achievement or low student achievement growth for students with disabilities.....	1	2	3	4
h. Gaps in achievement or low student achievement growth for other subgroups	1	2	3	4
i. Student attendance.....	1	2	3	4
j. Student behavior/discipline/ safety	1	2	3	4
k. Other student outcome (specify)	1	2	3	4

4-21. Thinking now about high school principals, during this school year (2013-14), does the state require any of the following student outcomes for use in principal evaluations for high school principals?

SELECT ONE RESPONSE IN EACH ROW

Student outcome	HIGH SCHOOL PRINCIPALS			
	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Schoolwide proficiency rates on required state summative assessments.....	1	2	3	4
b. Schoolwide year-to-year changes in proficiency rates on required state summative assessments.....	1	2	3	4
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs).....	1	2	3	4
d. Student promotion/graduation rate	1	2	3	4
e. Student dropout rate.....	1	2	3	4
f. Gaps in achievement or low student achievement growth for English learners.	1	2	3	4
g. Gaps in achievement or low student achievement growth for students with disabilities.....	1	2	3	4
h. Gaps in achievement or low student achievement growth for other subgroups	1	2	3	4
i. Student attendance.....	1	2	3	4
j. Student behavior/discipline/ safety	1	2	3	4
k. Other student outcome (specify)	1	2	3	4

4-22. During this school year (2013-14), does the state require any of the following sources of information on principal performance (other than student outcome measures) be used in principal evaluations?

- Check box if your state has no legislation or regulations about particular sources of information to be used to evaluate principal performance and skip to introduction before 4-23.*

SELECT ONE RESPONSE IN EACH ROW

Information source	REQUIRED IN PRINCIPAL EVALUATION	FULFILLS A REQUIRED CHOICE FOR PRINCIPAL EVALUATION	PERMITTED BUT NOT REQUIRED FOR USE IN PRINCIPAL EVALUATION	PROHIBITED FOR USE IN PRINCIPAL EVALUATION
a. Ratings based on a principal professional practice rubric	1	2	3	4
b. Principal self-assessment	1	2	3	4
c. Input from district administrators that is not based on a principal professional practice rubric	1	2	3	4
d. Staff surveys or other staff feedback ..	1	2	3	4
e. Student surveys or other student feedback.....	1	2	3	4
f. Parent surveys or other parent feedback.....	1	2	3	4
g. Something else (specify)	1	2	3	4

Uses of Evaluation Ratings

As a reminder, if your state has adopted new laws or regulations for teacher or principal evaluation since 2009, please refer to the teacher or principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.

4-23. During this school year (2013-14), do state requirements allow teachers to earn tenure or some other continuing right to their job that cannot be revoked without due process?

- Yes 1
- No 0

4-24. Does the state require, recommend (but not require), permit, or prohibit teacher evaluation results for this year (2013-14) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW

Decision	REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA
Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher professional development:					
a. Planning professional development for individual teachers.....	1	2	3	4	
b. Development of performance improvement plans for low-performing teachers	1	2	3	4	
c. Setting goals for student achievement growth for the next school year	1	2	3	4	
d. Identifying low-performing teachers for coaching, mentoring, or peer assistance	1	2	3	4	
Teacher evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about teacher career advancement:					
e. Recognizing high-performing teachers.....	1	2	3	4	
f. Determining annual salary increases.....	1	2	3	4	
g. Determining bonuses or performance-based compensation other than salary increases.....	1	2	3	4	
h. Granting tenure or similar job protection	1	2	3	4	na
i. Career advancement opportunities, such as teacher leadership roles	1	2	3	4	
j. Determining eligibility to transfer to other schools	1	2	3	4	
For low-performing teachers, evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about:					
l. Loss of tenure or similar job protection	1	2	3	4	na
m. Sequencing potential layoffs if the district needs to reduce staff.....	1	2	3	4	
n. Dismissal or terminating employment for cause.....	1	2	3	4	

4-25. During this school year (2013-14), do state requirements allow principals to earn tenure or some other continuing right to their job that cannot be revoked without due process?

Yes 1

No 0

4-26. Does the state require, recommend (but not require), permit, or prohibit principal evaluation results for this school year (2013-14) to be used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your state.)

SELECT ONE RESPONSE IN EACH ROW

Decision	REQUIRED	RECOMMENDED (BUT NOT REQUIRED)	PERMITTED	PROHIBITED	NA
Principal evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about principal professional development:					
a. Planning professional development for individual principals	1	2	3	4	
b. Development of performance improvement plans for low-performing principals	1	2	3	4	
c. Identifying low-performing principals for coaching or mentoring.....	1	2	3	4	
Principal evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about principal career advancement:					
d. Recognizing high-performing principals	1	2	3	4	
e. Determining annual salary increases.....	1	2	3	4	
f. Determining bonuses or performance-based compensation other than salary increases.....	1	2	3	4	
g. Granting tenure or similar job protection	1	2	3	4	na
h. Career advancement opportunities, such as additional leadership roles	1	2	3	4	
i. Deciding on renewal of a principal's contract ..	1	2	3	4	
j. Assigning principals to schools	1	2	3	4	
For low-performing principals, evaluation results are required, recommended, permitted, or prohibited to be used to inform decisions about:					
k. Loss of tenure or similar job protection	1	2	3	4	na
l. Sequencing potential layoffs if the district needs to reduce staff	1	2	3	4	
m. Transfer to a different school	1	2	3	4	
n. Demotion	1	2	3	4	
o. Dismissal or terminating employment for cause.....	1	2	3	4	

Requirements and Supports for Implementing Evaluation Systems

As a reminder, if your state has adopted new laws or regulations for teacher or principal evaluation since 2009, please refer to the teacher or principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding to questions in this section. For all other states, please refer to the practices in your state during the 2013-14 school year.

4-27. During this school year (2013-14), does your state require any of the following training for staff who conduct evaluations of principals or teachers?

(Select NA if your state does not require use of a professional practice rubric to evaluate either teachers or principals.)

Training	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Teacher evaluators must receive training on the teacher professional practice rubric.....	1	0	na
b. Teacher evaluators must pass a test that assesses their accuracy in using the teacher professional practice rubric.....	1	0	na
c. Principal evaluators must receive training on the principal professional practice rubric.....	1	0	na
d. Principal evaluators must pass a test that assesses their accuracy in using the principal professional practice rubric	1	0	na

4-28. During this school year (2013-14), has your state provided any of the following supports to district administrators, school leaders, or teachers in implementing or conducting principal or teacher evaluations?

Supports	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Provided or funded training for observers on teacher professional practice rubrics	1	0
b. Provided or funded training for observers on principal professional practice rubrics	1	0
c. Provided data on value added measures (VAMs) or student growth percentiles (SGPs) for schools and/or teachers.....	1	0
d. Provided data systems or information technology tools to help evaluators record evaluation ratings.....	1	0
e. Produced the final summative evaluation ratings for teachers and principals in each district based on information submitted by district staff	1	0
f. Helped districts purchase or develop data systems to record and analyze data from teacher and principal evaluations to create performance ratings	1	0
g. Helped districts negotiate the elements of new educator evaluation systems with administrators' or teachers' associations	1	0
h. Provided or helped develop communication materials to help explain major components of the new evaluation system to staff and the public	1	0
i. Provided materials, training, or assistance to district administrators and school leaders on communicating evaluation results to principals and teachers	1	0

4-29. During this school year (2013-14), what information does the state require districts to submit in order to monitor implementation of teacher and principal evaluation practices according to state requirements and regulations?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. The district's plans for evaluating principals and teachers, including information about any measures that are selected by districts	1	0
b. Periodic reports about the number of principals and teachers observed or rated over a specific time period	1	0
c. Periodic reports about meeting other milestones or progress indicators (such as the number of principals and teachers who participated in a discussion of the past year's performance by a specific date)	1	0
d. Plans describing what will be done to improve the performance of teachers identified as ineffective, low-performing, or unsatisfactory	1	0
e. Periodic reports on the number or percentage of teachers identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated.	1	0
f. Plans describing what will be done to improve the performance of principals identified as ineffective, low-performing, or unsatisfactory	1	0
g. Periodic reports on the number or percentage of principals identified as ineffective, low-performing, or unsatisfactory who were provided with assistance or were terminated	1	0
h. Reports on the number or percentage of teachers whose performance evaluation included a measure of student achievement growth	1	0
i. Plans for using evaluation results in hiring/placement/promotion decisions ...	1	0
j. Other (specify)	1	0

Statewide Data on Individual Teachers

4-30. During this school year (2013-14), does your state have statewide data on individual teachers that includes any of the following elements?

(Select NA, where available, if tenure is not offered in your state.)

Element	SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA	
a. Overall (summative) evaluation ratings for individual teachers.....	1	0		
b. Value added measures (VAMs) or student growth percentiles (SGPs) for (some) individual teachers.....	1	0		
c. Observation ratings for individual teachers	1	0		
d. Tenure status of individual teachers	1	0		na
e. Degree-granting institutions and degrees earned by individual teachers.....	1	0		
f. Certification/license status of individual teachers	1	0		
g. Years of experience of individual teachers	1	0		
h. Highly qualified teacher status	1	0		
i. Other (specify)	1	0		

4-31. For the most recent school year with complete teacher evaluations (for example, 2012-13), does the state have statewide data on the number of teachers in each evaluation rating category?

Yes 1

No 0

4-32. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of teachers in your state who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your state has adopted new laws or regulations for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented in response to these new laws or regulations when responding. If no evaluations were completed in 2012-13 using that system, please refer to the evaluation practices in your state during the most recent evaluation year.

Please select the column that matches the number of rating categories in your state in place for the most recent evaluations completed. Write in the percentage of teachers in each category. If no teachers fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

Check box if you are unable to estimate the percentages.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS
First (Highest)	_____	First (Highest)	_____	First (Highest)	_____	First (Highest).....	_____
Second (Lowest)	_____	Second	_____	Second	_____	Second	_____
TOTAL	100 %	Third (Lowest).....	_____	Third	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest)	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest)	_____
						TOTAL	100 %

4-33. When answering the rating question above, were the teacher evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of the state’s new teacher evaluation policies and practices based on new laws or regulations since 2009 1

Statewide teacher evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14)..... 2

Older teacher evaluation practices that were in effect in your state during the most recent evaluation year and are not the same as or similar to current practices based on the state’s new laws or regulations for teacher evaluation since 2009? 3

Statewide Data on Individual Principals

4-34. During this school year (2013-14), does your state have statewide data on individual principals that includes any of the following elements?

(Select NA, where available, if tenure is not offered in your state.)

Element	SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA	
a. Overall (summative) evaluation ratings for individual principals	1	0		
b. Schoolwide value added measures (VAMs) or student growth percentiles (SGPs) for (some) individual principals	1	0		
c. Rating from a principal professional practice rubric for individual principals.....	1	0		
d. Tenure status of individual principals.....	1	0		na
e. Degree-granting institutions and degrees earned by individual principals	1	0		
f. Certification status of individual principals	1	0		
g. Years of experience of individual principals	1	0		
h. Other (specify)	1	0		

4-35. For the most recent school year with complete principal evaluations (for example, 2012-13), does the state have statewide data on the number of principals in each evaluation rating category?

Yes 1
 No 0

4-36. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of principals in your state who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your state has adopted new laws or regulations for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented in response to these new laws or regulations when responding. If no evaluations were completed in 2012-13 using that system, please refer to the evaluation practices in your state during the most recent evaluation year.

Please select the column that matches the number of rating categories in your state in place for the most recent evaluations completed. Write in the percentage of principals in each category. If no principals fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

Check box if you are unable to estimate the percentages.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS
First (Highest)	_____	First (Highest)	_____	First (Highest)	_____	First (Highest).....	_____
Second (Lowest)	_____	Second	_____	Second	_____	Second	_____
TOTAL	100 %	Third (Lowest).....	_____	Third	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest)	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest)	_____
						TOTAL	100 %

4-37. When answering the rating question above, were the principal evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of the state’s new principal evaluation policies and practices based on new laws or regulations since 2009 1

Statewide principal evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14)..... 2

Older principal evaluation practices that were in effect in your state during the most recent evaluation year and are not the same as or similar to current practices based on the state’s new laws or regulations for principal evaluation since 2009?..... 3

Educator Distribution

4-38. Within the past 12 months, has your state examined information about the distribution of teacher quality or effectiveness across schools or districts serving different student populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE ONLY

- Yes, conducted by a contractor hired by the State Education Agency 1
- Yes, conducted by State Education Agency staff 2
- No 0 → Skip to 4-41

4-39. What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?

SELECT ONE RESPONSE
IN EACH ROW

Information	YES	NO
a. Teacher evaluation ratings	1	0
b. Teacher effectiveness as measured by the teacher’s value added measure (VAM) or student growth percentile (SGP).....	1	0
c. Teacher experience	1	0
d. Teacher certification.....	1	0
e. Teacher education (e.g., proportion of teachers with master’s degrees).....	1	0
f. Assignment of teachers to grades or classes outside of their field of certification.....	1	0
g. Teacher’s “highly qualified” status based on definitions of No Child Left Behind.....	1	0
h. Other (specify)	1	0

4-40. What actions has your state taken to address any inequities found in teacher quality or effectiveness?

- Check box if not applicable – Analysis found no substantial inequities in teacher quality or effectiveness and skip to 4-41.*

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State provided findings about inequities to school districts and/or the public	1	0
b. State has established financial incentives to encourage qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	1	0
c. State has provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective teachers.....	1	0
d. State requires school districts to develop a plan for addressing inequities	1	0
e. Other (specify)	1	0

f. State has not taken action to address inequities in access to effective teachers	1	0

4-41. Within the past 12 months, has your state examined information about the distribution of principal quality or effectiveness across schools or districts serving different populations (e.g., high-poverty or urban schools compared with low-poverty or rural schools)?

SELECT ONE ONLY

- Yes, conducted by a contractor hired by the State Education Agency 1
- Yes, conducted by State Education Agency staff..... 2
- No 0 → Skip to 4-44

4-42. In this examination of the distribution of principals, what information was used to define principal quality or effectiveness?

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Principal evaluation ratings	1	0
b. Principal effectiveness as measured by achievement growth of students using a value added measure (VAM) or student growth percentile (SGP)	1	0
c. Principal experience	1	0
d. Principal certification	1	0
e. Principal educational attainment	1	0
f. Other (specify)	1	0

4-43. What actions has your state taken to address any inequities found in principal quality or effectiveness?

Check box if not applicable – Analysis found no substantial inequities in principal quality or effectiveness and skip to 4-44.

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. State provided findings about inequities to school districts and/or the public	1	0
b. State has established financial incentives to encourage qualified or effective principals who move to or stay in schools with lower levels of principal quality or effectiveness compared to other schools	1	0
c. State has provided resources (e.g., professional development, coaching) to improve the effectiveness of less-qualified or effective principals	1	0
d. State requires school districts to develop a plan for addressing inequities	1	0
e. Other (specify)	1	0

f. State has not taken action to address inequities in access to effective principals.....	1	0
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Educator Preparation

4-44. 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. (Select NA if your state does not have alternative preparation programs.)

Program type	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Traditional programs	1	0	
b. Alternative programs	1	0	na

IF NO OR NA ANSWERED TO BOTH ITEMS IN 4-44 SKIP TO 4-48.

4-45. 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 PREPARATION ONLY	BOTH TRADITIONAL AND ALTERNATIVE PREPARATION	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. Something else (specify)	1	2	3	0

4-46. Within the past 12 months, has your state reported information about the effectiveness of the teachers they prepared to the schools of education or alternative preparation programs that the teachers attended using information listed in question 4-45?

(Select NA if your state does not have alternative preparation programs.)

Information reported	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. State reported information about effectiveness to schools of education	1	0	
b. State reported information about effectiveness to alternative preparation programs.....	1	0	na

4-47. Within the past 12 months, has your state publicly reported information about the effectiveness of teachers prepared by schools of education or alternative preparation programs?

(Select NA if your state does not have alternative preparation programs.)

Information reported	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. State publicly reported information about the effectiveness of schools of education	1	0	
b. State publicly reported information about the effectiveness of alternative preparation programs.....	1	0	na

4-48. Within the past 12 months, has the state assessed the effectiveness of its principal preparation programs? Indicate whether the state assessed the effectiveness of traditional preparation programs or alternative preparation programs.

(Select NA if your state does not have alternative preparation programs.)

Program type	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Traditional programs	1	0	
b. Alternative programs.....	1	0	na

IF NO OR NA ANSWERED TO BOTH ITEMS IN 4-48 SKIP TO END OF THIS SECTION OF THE SURVEY.

4-49. Within the past 12 months, which of the following types of information did the state use to assess the effectiveness of any of its principal 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.

SELECT ONE RESPONSE IN EACH ROW

Type of information	TRADITIONAL ONLY	ALTERNATIVE PREPARATION ONLY	BOTH TRADITIONAL AND ALTERNATIVE PREPARATION	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 as school principals.....	1	2	3	0
c. Rates of retention in the profession of the program’s graduates.....	1	2	3	0
d. Principal evaluation ratings of principals who graduated from each program.....	1	2	3	0
e. Value added measures (VAMs) or student growth percentiles (SGPs) associated with principals who graduated from each program	1	2	3	0
f. Ratings on a professional practice rubric for principals who graduated from each program	1	2	3	0
g. Qualitative program reviews	1	2	3	0
h. Feedback from district administrators or human resources staff on credentialed principals from each program.....	1	2	3	0
i. Something else (specify)	1	2	3	0

4-50. Within the past 12 months, has your state reported information about the effectiveness of the principals they prepared to the schools of education or alternative preparation programs that the principals attended?

(Select NA if your state does not have alternative preparation programs.)

SELECT ONE RESPONSE IN EACH ROW

Information reported	YES	NO	NA
a. State reported information about effectiveness to schools of education	1	0	
b. State reported information about effectiveness to alternative preparation programs.....	1	0	na

4-51. Within the past 12 months, has your state publicly reported information about the effectiveness of principals prepared by schools of education or alternative preparation programs?

(Select NA if your state does not have alternative preparation programs.)

Information reported	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. State publicly reported information about the effectiveness of schools of education	1	0	
b. State publicly reported information about the effectiveness of alternative preparation programs.....	1	0	na

Please provide the following information for each state education department staff member who assisted with the completion of this survey section.

Name	Position Title	Number of years in the position

Thank you for completing this survey.

**2013-2014 Extant Data Form for States
with ESEA Flexibility**

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Extant Data Form For States with ESEA Flexibility 2013-2014



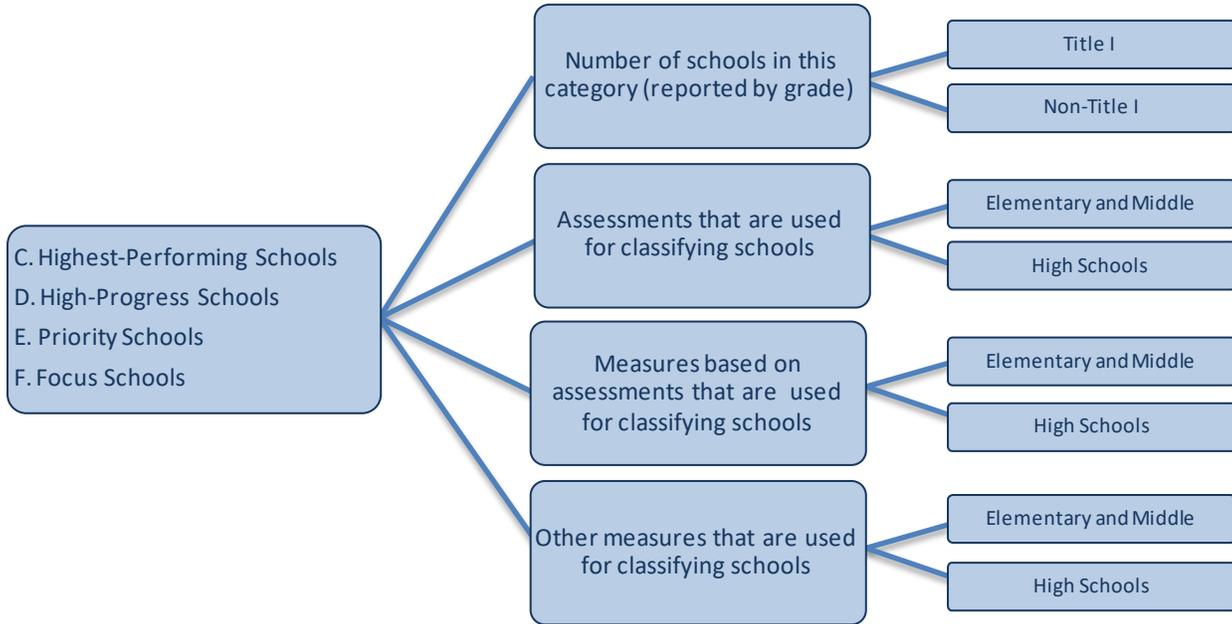
Paperwork Reduction Act of 1995

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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except required by law.

Below is a chart to illustrate the layout of sections C, D, E, and F.



Implementation of Title I/II Program Initiatives
Extant Documents and Data Form
For States with ESEA Flexibility
School Accountability

Instructions for State Education Agency Staff:

This Extant Data form contains questions about school accountability policies and outcomes.

In an effort to reduce the burden on your staff, the research team at Mathematica Policy Research has filled in this form using publicly available data sources (such as data provided on your State Education Agency webpage). Please review and verify that the data in this form are correct.

To assist your review, the "Website" box under each question indicates where the data for each question was found. In some cases, the information could not be found in the publicly available data sources. Please fill in missing data points and revise any data that is not correct directly in the form.

For each question, please use the check boxes (example below) to indicate whether the data was verified or revised/added:

- Data below has been verified.
- Data below has been revised/added.

DEFINITIONS:

States define **annual measurable objectives (AMOs)**, or targets for specific student outcomes such as proficiency on the state's English language arts (ELA) assessment for as all students or subgroups of students.

States may define a **school performance index (SPI)** that combines school-level data on student proficiency levels and growth on required state assessments, graduation rates, attendance rates, and other data in order to rank schools so that Priority, Focus, and Reward Schools can be identified. States may use this index to sort schools into additional performance categories.

A. Setting Annual Measurable Objectives for Schools

3E-1. For elementary and middle schools, which subject-area assessments did the state use to set annual measurable objectives (AMOs) for the 2012-13 school year?

- Data below has been verified.
- Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-2. For high schools, which assessments did the state use to set annual measurable objectives (AMOs) for the 2012-13 school year?

- Data below has been verified.
- Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-3. Which measures, other than those based on student achievement tests, did the state use to set annual measurable objectives for the 2012-13 school year?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS	YES	NO
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

B. Subgroups Used in Setting Annual Measurable Objectives

3E-4. For the 2012-13 school year, what was the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives?

- Data below has been verified.
- Data below has been revised/added.

_____ Minimum subgroup size used for school accountability based on the 2012-13 state assessments

_____ Minimum subgroup size used for school accountability prior to flexibility waiver approval

For which subgroups does the state set AMO's or report proficiency rates, either individually or combined?

SELECT ONE RESPONSE IN EACH ROW

The state sets AMOs or reports proficiency rates for:

YES	NO
-----	----

INDIVIDUAL SUBGROUPS

a. White.....	1	0
b. Black or African American	1	0
c. Hispanic.....	1	0
d. Asian.....	1	0
e. American Indian or Alaska Native	1	0
f. Native Hawaiian or Other Pacific Islander	1	0
g. Multiracial/two or more races	1	0
h. Other individual racial/ethnic subgroup (specify)..... _____	1	0
i. Economically disadvantaged.....	1	0
j. English learners.....	1	0
k. Students with disabilities	1	0

COMBINED SUBGROUPS

l. Low academic performance (for example, lowest 25 percent based on proficiency).....	1	0
m. Combined racial/ethnic subgroup (specify)..... _____	1	0
n. Other combined subgroup (specify)	1	0

WEBSITE:

--

3E-5. If the state uses combined subgroups, has the state’s use of combined subgroups changed the number of schools held accountable for subgroups?

Indicate the percentage increase or decrease in the number of schools held accountable for subgroups, based on data in state’s flexibility application.

- Data below has been verified.
- Data below has been revised/added.

DESCRIBE THE SCHOOLS THAT THE STATE INCLUDED IN THE ANALYSIS (such as elementary schools, high schools, Title I schools, etc.)	CHANGE IN NUMBER OF SCHOOLS			CHANGE IN PERCENTAGE OF SCHOOLS	
	# OF SCHOOLS ACCOUNTABLE IN OLD SYSTEM	# OF SCHOOLS ACCOUNTABLE UNDER FLEXIBILITY	TOTAL SCHOOLS IN THIS CATEGORY	INCREASE %	DECREASE %
a. _____	_____	_____	_____	_____%	_____%
b. _____	_____	_____	_____	_____%	_____%
c. _____	_____	_____	_____	_____%	_____%
d. _____	_____	_____	_____	_____%	_____%

Indicate the number of schools that will be held accountable for subgroups in 2013-14.

SCHOOL	# OF SCHOOLS ACCOUNTABLE 2013-14	PERCENTAGE OF THE STATE’S SCHOOLS AT THAT GRADE LEVEL THAT WILL BE HELD ACCOUNTABLE FOR SUBGROUPS IN 2013-14
a. Elementary and Middle schools.....	_____	_____%
b. High schools	_____	_____%
c. Combination schools (K-12)	_____	_____%

WEBSITE:

C. Highest-Performing Schools

3E-6. During this school year (2013-14), how many schools are classified as highest-performing at each grade level based on student outcomes in preceding years?

- Data below has been verified.
- Data below has been revised/added.

Grade level	RECORD NUMBER OF SCHOOLS	
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their highest-performing schools. ESEA flexibility states may refer to these schools as Reward schools. You should focus on schools identified as highest-performing for this school year (2013-14). There are separate questions for the three types of measurements that may be used to identify these schools: assessments, measures based on assessments, and other measures.

3E-7. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify).....	1	0

3E-8. For high schools, which assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-9. Which measures based on student assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-10. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

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D. High-Progress Schools

3E-11. During this school year (2013-14), how many schools are classified as high-progress at each grade level based on student outcomes in preceding years? If the state does not identify high-progress schools, write NA in that column.

- Data below has been verified.
- Data below has been revised/added.

RECORD NUMBER OF SCHOOLS, or NA if category does not exist in the state

Grade level	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
e. Total schools	_____	_____

WEBSITE:

The next set of questions asks how states identify their high-progress schools. You should focus on schools identified as high-progress for this school year (2013-14). There are separate questions for the three types of measurements that may be used to identify these schools: assessments, measures based on assessments, and other measures.

3E-12. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-13. For high schools, which assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-14. Which measures based on student assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-15. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

3E-16. Item is not applicable in this version

E. Priority Schools

3E-17. During this school year (2013-14), how many schools are classified as Priority schools?

Note: The last row should be the total of all previous rows and equal to the total number of schools classified in the low-performing category. Schools designated as Priority typically remain in that category for three years, so the count should include all schools designated since the flexibility application was approved.

- Data below has been verified.
- Data below has been revised/added.

Grade level	RECORD NUMBER OF SCHOOLS	
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

3E-18. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-19. For high schools, which assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-20. Which measures based on student assessments did the state use to identify schools classified as Priority schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-21. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as Priority schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

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F. Focus Schools

3E-22. During this school year (2013-14), how many schools are classified as Focus schools?

Note: The last row should be the total of all previous rows and equal to the total number of schools classified in the low-performing category. Schools designated as Focus typically remain in that category for three years, so the count should include all schools designated since the flexibility application was approved.

- Data below has been verified.
- Data below has been revised/added.

Grade level	RECORD NUMBER OF SCHOOLS	
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

3E-23. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-24. For high schools, which assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-25. Which measures based on student assessments did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-26. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as Focus schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

F. Section 4: Teacher and Principal Evaluation

DEFINITION FOR USE THROUGHOUT THIS SECTION:

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 common:

- 1. 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 districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
- 2. Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

Student outcomes are measures of attainment or achievement for groups of students at a point in time, and may be measured using student proficiency rates and changes in proficiency rates, graduation or dropout rates, or gaps in achievement between subgroups of students.

This section focuses on the use of student achievement growth measures in teacher and principal evaluation. If your state is piloting or implementing evaluation practices based on new laws or regulations since 2009, this section should reflect information about the new practices as they are being piloted or implemented in the 2013-14 school year (even if the practices are being piloted in only a few schools or districts in the state).

4E-1. For the 2013-14 school year, which of the following best describes how student achievement growth is used in teacher evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

- Data below has been verified.
- Data below has been revised/added.

- Student achievement growth is a required component of teacher evaluation1
- Student achievement growth is a recommended component of teacher evaluation2
- Student achievement growth is a permitted, but not required component of teacher evaluation.....3
- Student achievement growth is prohibited in teacher evaluation4 → Skip to 4E-6

4E-2. For the 2013-14 school year, which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score in this state?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE ONLY

- The state recommends or requires that student achievement growth constitutes a specific percentage (or weight) of a teacher’s overall performance rating1
- The state recommends or requires that, instead of specifying a specific percentage for student achievement growth, a matrix, table, or chart specifies the overall performance rating for each combination of student achievement growth and other measures (e.g., professional practice).....2 →Skip to 4E-5
- The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student achievement growth and other performance measures3 →Skip to 4E-6
- The overall performance evaluation rating is determined based on the evaluator’s judgment about the importance of student achievement growth and other performance measures4 →Skip to 4E-6
- Some other method is used (specify)5 →Skip to 4E-6

4E-3. For the 2013-14 school year, does the specific percentage (or weight) for student achievement growth in a teacher’s overall performance rating differ for different groups of teachers (e.g., teachers of grades/subjects with state assessments, first-year teachers)?

- Data below has been verified.
- Data below has been revised/added.

- Yes 1
- No 0

4E-4. For the 2013-14 school year, what is the specific percentage (or weight) for student achievement growth used in evaluating teachers? Please specify the weights the state requires for each type of student achievement growth measure and indicate which types of teachers use that weighting approach.

Data below has been verified.

Data below has been revised/added.

WEIGHTING APPROACH	WEIGHT IN TEACHER EVALUATION					TOTAL WEIGHT FOR STUDENT ACHIEVEMENT GROWTH (SUM OF ALL WEIGHTS IN THE ROW)
	WEIGHT FOR GROWTH OF TEACHER'S OWN STUDENTS		WEIGHT FOR SCHOOLWIDE, GRADEWIDE, OR TEAMWIDE GROWTH		WEIGHT FOR LOCALLY-SELECTED STUDENT ACHIEVEMENT GROWTH MEASURE	
	VAM OR SGP BASED ON STATE ASSESSMENTS	SLOs/SGOs	VAM OR SGP BASED ON STATE ASSESSEMENTS	OTHER GROWTH MEASURE		
Approach 1.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Approach 2.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

(Note: Use one line for each weighting approach the state uses. Add lines as necessary.)

4E-4a. Approach 1 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

Grades	CONTENT AREA				
	ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	OTHER CONTENT AREAS
Kindergarten	_____	_____	_____	_____	_____
1st	_____	_____	_____	_____	_____
2nd	_____	_____	_____	_____	_____
3rd	_____	_____	_____	_____	_____
4th	_____	_____	_____	_____	_____
5th	_____	_____	_____	_____	_____
6th	_____	_____	_____	_____	_____
7th	_____	_____	_____	_____	_____
8th	_____	_____	_____	_____	_____
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____

4E-4b. Approach 2 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

Grades	CONTENT AREA				
	ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	OTHER CONTENT AREAS
Kindergarten	_____	_____	_____	_____	_____
1st	_____	_____	_____	_____	_____
2nd	_____	_____	_____	_____	_____
3rd	_____	_____	_____	_____	_____
4th	_____	_____	_____	_____	_____
5th	_____	_____	_____	_____	_____
6th	_____	_____	_____	_____	_____
7th	_____	_____	_____	_____	_____
8th	_____	_____	_____	_____	_____
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____

4E-5. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student achievement growth in teacher evaluations?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student achievement growth in teacher evaluation..... 1

The state recommends weights, but districts may choose how to weight student achievement growth in teacher evaluation 2

4E-6. For the 2013-14 school year, which of the following best describes how student outcomes are used in principal evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

Data below has been verified.

Data below has been revised/added.

Student outcomes are a required component of principal evaluation1

Student outcomes are a recommended component of principal evaluation2

Student outcomes are a permitted, but not required component of principal evaluation3

Student outcomes are prohibited in principal evaluation4 → Skip to End

4E-7. For the 2013-14 school year, which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score in this state?

Data below has been verified.

Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student outcomes constitute a specific percentage (or weight) of a principal's overall performance rating.....1

The state recommends or requires that, instead of specifying a specific percentage for student outcomes, a matrix, table, or chart specifies the overall performance rating for each combination of student outcomes and other measures (e.g., professional practice)2 → Skip to 4E-10

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student outcomes and other performance measures.....3 → Skip to End

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student outcomes and other performance measures.....4 → Skip to End

Some other method is used (specify)5 → Skip to End

4E-8. For the 2013-14 school year, does the specific percentage (or weight) for student outcomes in a principal’s overall performance rating differ for different groups of principals (e.g., high school principals, first-year principals)?

Data below has been verified.

Data below has been revised/added.

Yes 1

No 0

4E-9. For the 2013-14 school year, what is the specific percentage (or weight) for student outcomes used in evaluating principals?

Data below has been verified.

Data below has been revised/added.

Subgroup of principals	Weight
_____	_____ %
_____	_____ %
_____	_____ %

Note: Add lines as needed

4E-10. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student outcomes in principal evaluations?

Data below has been verified.

Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student outcomes in principal evaluation 1

The state recommends weights, but districts may choose how to weight student outcomes in principal evaluation 2

**2013-2014 Extant Data Form for States
without ESEA Flexibility**

OMB#: 1850-0902

Expiration Date: 02/28/2017

Implementation of Title I/II Program Initiatives

Extant Data Form For States without ESEA Flexibility

2013-2014



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. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except required by law.

Implementation of Title I/II Program Initiatives

Extant Documents and Data Form

For States without ESEA Flexibility

School Accountability

Instructions for State Education Agency Staff:

This Extant Data form contains questions about school accountability policies and outcomes.

In an effort to reduce the burden on your staff, the research team at Mathematica Policy Research has filled in this form using publicly available data sources (such as data provided on your State Education Agency webpage). Please review and verify that the data in this form are correct.

To assist your review, the "Website" box under each question indicates where the data for each question was found. In some cases, the information could not be found in the publicly available data sources. Please fill in missing data points and revise any data that is not correct directly in the form.

For each question, please use the check boxes (example below) to indicate whether the data was verified or revised/added:

- Data below has been verified.
- Data below has been revised/added.

DEFINITIONS:

States define **annual measurable objectives (AMOs)**, or targets for specific student outcomes such as proficiency on the state's English language arts (ELA) assessment for all students or subgroups of students

States also define **adequate yearly progress (AYP)**, or the threshold for proficiency or progress toward proficiency that the school needs to show in order to be judged by the state as making sufficient progress for that year for all students and subgroups.

A. Setting Annual Measurable Objectives for Schools

3E-1. Item is not applicable in this version

3E-2. Item is not applicable in this version

3E-3. Item is not applicable in this version

B. Subgroups Used in Setting Annual Measurable Objectives

3E-4. For the 2012-13 school year, what was the minimum number of students in a school that can constitute a subgroup whose achievement is monitored against annual measurable objectives?

Data below has been verified.

Data below has been revised/added.

_____ Minimum subgroup size used for school accountability based on the 2012-13 state assessments

WEBSITE:

3E-5. Item is not applicable in this version

C. Highest-Performing Schools

3E-6. During this school year (2013-14), how many schools are classified as highest-performing at each grade level based on student outcomes in preceding years? In states without ESEA flexibility, use whatever the state defines as highest-performing (e.g., schools earning “A” grades on A-F scale or “exemplary” schools).

- Data below has been verified.
- Data below has been revised/added.

Grade level	RECORD NUMBER OF SCHOOLS	
	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their highest-performing schools. You should focus on schools identified as highest-performing for this school year (2013-14).

3E-7. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

ELEMENTARY/MIDDLE SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. English language arts (ELA); including Reading and Writing)	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-8. For high schools, which assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

HIGH SCHOOLS	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-9. Which measures based on student assessments did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

Data below has been verified.

Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-10. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as highest-performing schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

D. High-Progress Schools

3E-11. During this school year (2013-14), how many schools are classified as high-progress at each grade level based on student outcomes in preceding years? If the state does not identify high-progress schools, write NA in that column.

- Data below has been verified.
- Data below has been revised/added.

RECORD NUMBER OF
SCHOOLS, or NA if category
does not exist in the state

Grade level	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary schools.....	_____	_____
b. Middle schools.....	_____	_____
c. High schools.....	_____	_____
d. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
e. Total schools.....	_____	_____

WEBSITE:

The next set of questions asks how states identify their high-progress schools. You should focus on schools identified as high-progress for this school year (2013-14).

3E-12. For elementary and middle schools, which subject-area assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

ELEMENTARY/MIDDLE SCHOOLS	YES	NO
a. English language arts (ELA); including Reading and Writing	1	0
b. Math.....	1	0
c. Science	1	0
d. Social Studies/History	1	0
e. Other subjects (specify)	1	0

3E-13. For high schools, which assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE RESPONSE
IN EACH ROW

HIGH SCHOOLS	YES	NO
a. Comprehensive or grade-specific exam.....	1	0
b. High school exit exam	1	0
c. End of course exams in ELA	1	0
d. End of course exams in Math.....	1	0
e. End of course exams in Science	1	0
f. End of course exams in Social Studies/History	1	0
g. American College Test, or ACT.....	1	0
h. SAT exam.....	1	0
i. Advanced Placement exams	1	0
j. Other subjects area (specify)	1	0

3E-14. Which measures based on student assessments did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

HIGH SCHOOLS		
a. Schoolwide proficiency rates	1	0
b. Schoolwide year-to-year changes in proficiency rates	1	0
c. Achievement growth of students schoolwide (student growth or value added)	1	0
d. Size of subgroup achievement gaps.....	1	0
e. Subgroup proficiency rates	1	0
f. Achievement growth for subgroups (student growth or value added)	1	0
g. Other (specify)	1	0

3E-15. Which measures, other than those based on student achievement tests, did the state use to identify schools classified as high-progress schools during this school year (2013-14)?

- Data below has been verified.
- Data below has been revised/added.

Measure	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
ELEMENTARY/MIDDLE SCHOOLS		
a. Student attendance rate.....	1	0
b. Percentage of teachers rated as effective	1	0
c. School climate.....	1	0
d. Other (specify)	1	0

HIGH SCHOOLS		
a. Student attendance rate.....	1	0
b. Graduation or dropout rate	1	0
c. "On track" to graduate index.....	1	0
d. Percentage of teachers rated as effective	1	0
e. School climate.....	1	0
f. Other (specify)	1	0

WEBSITE:

E. Low-Performing Schools

The next questions are about the number of schools in low-performing categories.

3E-16. During this school year (2013-14), how many schools are classified as in Need of Improvement, in Corrective Action, and in Restructuring?

Data below has been verified.

Data below has been revised/added.

IN NEED OF IMPROVEMENT	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
d. Total schools.....	_____	_____

IN CORRECTIVE ACTION	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
d. Total schools.....	_____	_____

IN RESTRUCTURING	TITLE I SCHOOLS	NON-TITLE I SCHOOLS
a. Elementary and middle schools.....	_____	_____
b. High schools.....	_____	_____
c. Combination schools (including grades from elementary and middle or middle and high)	_____	_____
d. Total schools.....	_____	_____

WEBSITE:

3E-17. Item is not applicable in this version

3E-18. Item is not applicable in this version

3E-19. Item is not applicable in this version

3E-20. Item is not applicable in this version

3E-21. Item is not applicable in this version

3E-22. Item is not applicable in this version

3E-23. Item is not applicable in this version

3E-24. Item is not applicable in this version

3E-25. Item is not applicable in this version

3E-26. Item is not applicable in this version

F. Section 4: Teacher and Principal Evaluation

DEFINITION FOR USE THROUGHOUT THIS SECTION:

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 common:

- 1. 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 districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
- 2. Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

Student outcomes are measures of attainment or achievement for groups of students at a point in time, and may be measured using student proficiency rates and changes in proficiency rates, graduation or dropout rates, or gaps in achievement between subgroups of students.

This section focuses on the use of student achievement growth measures in teacher and principal evaluation. If your state is piloting or implementing evaluation practices based on new laws or regulations since 2009, this section should reflect information about the new practices as they are being piloted or implemented in the 2013-14 school year (even if the practices are being piloted in only a few schools or districts in the state).

4E-1. For the 2013-14 school year, which of the following best describes how student achievement growth is used in teacher evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

- Data below has been verified.**
- Data below has been revised/added.**

Student achievement growth is a required component of teacher evaluation1

Student achievement growth is a recommended component of teacher evaluation2

Student achievement growth is a permitted, but not required component of teacher evaluation.....3

Student achievement growth is prohibited in teacher evaluation.....4 → Skip to 4E-6

4E-2. For the 2013-14 school year, which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score in this state?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE ONLY

- The state recommends or requires that student achievement growth constitutes a specific percentage (or weight) of a teacher’s overall performance rating1
- The state recommends or requires that, instead of specifying a specific percentage for student achievement growth, a matrix, table, or chart specifies the overall performance rating for each combination of student achievement growth and other measures (e.g., professional practice).....2 Skip to → 4E-5
- The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student achievement growth and other performance measures3 Skip to → 4E-6
- The overall performance evaluation rating is determined based on the evaluator’s judgment about the importance of student achievement growth and other performance measures4 Skip to → 4E-6
- Some other method is used (specify)5 Skip to → 4E-6

4E-3. For the 2013-14 school year, does the specific percentage (or weight) for student achievement growth in a teacher’s overall performance rating differ for different groups of teachers (e.g., teachers of grades/subjects with state assessments, first-year teachers)?

- Data below has been verified.
- Data below has been revised/added.

- Yes 1
- No 0

4E-4. For the 2013-14 school year, what is the specific percentage (or weight) for student achievement growth used in evaluating teachers? Please specify the weights the state requires for each type of student achievement growth measure and indicate which types of teachers use that weighting approach.

- Data below has been verified.
- Data below has been revised/added.

WEIGHT IN TEACHER EVALUATION

WEIGHTING APPROACH	WEIGHT FOR GROWTH OF TEACHER'S OWN STUDENTS		WEIGHT FOR SCHOOLWIDE, GRADEWIDE, OR TEAMWIDE GROWTH		WEIGHT FOR LOCALLY-SELECTED STUDENT ACHIEVEMENT GROWTH MEASURE	TOTAL WEIGHT FOR STUDENT ACHIEVEMENT GROWTH (SUM OF ALL WEIGHTS IN THE ROW)
	VAM OR SGP BASED ON STATE ASSESSMENTS	SLOs/SGOs	VAM OR SGP BASED ON STATE ASSESSEMENTS	OTHER GROWTH MEASURE		
Approach 1.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Approach 2.....	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

(Note: Use one line for each weighting approach the state uses. Add lines as necessary.)

4E-4a. Approach 1 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

CONTENT AREA

Grades	English Language Arts	Mathematics	Social Studies	Science	Other Content Areas
Kindergarten	_____	_____	_____	_____	_____
1st	_____	_____	_____	_____	_____
2nd	_____	_____	_____	_____	_____
3rd	_____	_____	_____	_____	_____
4th	_____	_____	_____	_____	_____
5th	_____	_____	_____	_____	_____
6th	_____	_____	_____	_____	_____
7th	_____	_____	_____	_____	_____
8th	_____	_____	_____	_____	_____
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____

4E-4b. Approach 2 must be used for which types of teachers?

(Place an X for each grade and content area that uses this approach to weighting.)

Grades	CONTENT AREA				
	English Language Arts	Mathematics	Social Studies	Science	Other Content Areas
Kindergarten	_____	_____	_____	_____	_____
1st	_____	_____	_____	_____	_____
2nd	_____	_____	_____	_____	_____
3rd	_____	_____	_____	_____	_____
4th	_____	_____	_____	_____	_____
5th	_____	_____	_____	_____	_____
6th	_____	_____	_____	_____	_____
7th	_____	_____	_____	_____	_____
8th	_____	_____	_____	_____	_____
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____

4E-5. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student achievement growth in teacher evaluations?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE ONLY

Districts are required to use the state-specified weights for student achievement growth in teacher evaluation..... 1

The state recommends weights, but districts may choose how to weight student achievement growth in teacher evaluation 2

4E-6. For the 2013-14 school year, which of the following best describes how student outcomes are used in principal evaluation? (If a new evaluation system is being piloted or implemented, refer to that system.)

Data below has been verified.

Data below has been revised/added.

Student outcomes are a required component of principal evaluation1

Student outcomes are a recommended component of principal evaluation2

Student outcomes are a permitted, but not required component of principal evaluation3

Student outcomes are prohibited in principal evaluation4 → Skip to End

4E-7. For the 2013-14 school year, which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score in this state?

Data below has been verified.

Data below has been revised/added.

SELECT ONE ONLY

The state recommends or requires that student outcomes constitute a specific percentage (or weight) of a principal's overall performance rating.....1

The state recommends or requires that, instead of specifying a specific percentage for student outcomes, a matrix, table, or chart specifies the overall performance rating for each combination of student outcomes and other measures (e.g., professional practice).....2 → Skip to 4E-10

The state has no recommendation or requirement about the weight; instead, districts determine the weight to place on student outcomes and other performance measures.....3 → Skip to End

The overall performance evaluation rating is determined based on the evaluator's judgment about the importance of student outcomes and other performance measures.....4 → Skip to End

Some other method is used (specify)5 → Skip to End

4E-8. For the 2013-14 school year, does the specific percentage (or weight) for student outcomes in a principal's overall performance rating differ for different groups of principals (e.g., high school principals, first-year principals)?

Data below has been verified.

Data below has been revised/added.

Yes 1

No 0

4E-9. For the 2013-14 school year, what is the specific percentage (or weight) for student outcomes used in evaluating principals?

- Data below has been verified.
- Data below has been revised/added.

Subgroup of principals	Weight
_____	_____ %
_____	_____ %
_____	_____ %

Note: Add lines as needed

4E-10. For the 2013-14 school year, are all school districts required to use these weights, or can they choose other weights for student outcomes in principal evaluations?

- Data below has been verified.
- Data below has been revised/added.

SELECT ONE ONLY

- Districts are required to use the state-specified weights for student outcomes in principal evaluation 1
- The state recommends weights, but districts may choose how to weight student outcomes in principal evaluation 2

2013-2014 District Survey

OMB#: 1850-0902
Expiration Date: 02/28/2017

District Name:	
City:	State:

Implementation of Title I/II Program Initiatives

District Survey

2013-2014



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. Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0902. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district and school levels, in four core areas: state content standards, assessments, school accountability, and teacher and principal evaluation. The study will serve as an update on the implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and from nationally representative samples of school district officials, school principals, and core academic and special education teachers. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

- This survey includes four sections aligned with district policies and practices in four core areas. Given the scope of topics, the survey will likely require more than one respondent.
- Your district's responses are critical to drawing lessons about the implementation of ESEA.
- All survey results will be presented as aggregate findings and no individual districts will be named or otherwise identified in any study reports or other communications that use survey data.

We will survey your district again at a later date to examine changes over time.

The study, including this survey, is being conducted by Westat and its partners, Mathematica Policy Research, and edCount.

[WEB PROGRAMMING NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE DISTRICT IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH.

IF THE DISTRICT IS IN A STATE THAT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY "COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH" OR "CCSS" WHERE NOTED.

IF THE DISTRICT IS IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY "CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH" OR "CURRENT STATE CONTENT STANDARDS" WHERE NOTED.]

Section 1. State Content Standards

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH, DISPLAY THE FOLLOWING TEXT:

Many states have recently adopted the Common Core State Standards (CCSS), which are content standards for English language arts (ELA) and math that are shared across these states. Some of these states have re-named the CCSS with a state-specific name. While we understand that your state may have a different name for these standards, we refer to them throughout this survey as the Common Core State Standards (CCSS). Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the Common Core State Standards (CCSS) for ELA or math.]

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY THE FOLLOWING TEXT:

Many states have recently adopted the Common Core State Standards (CCSS), which are content standards for English language arts (ELA) and math that are shared across these states. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the current state content standards for English language arts (ELA) or math.]

1-1. During this school year (2013-14), which grade levels in your district are fully implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

SELECT ALL GRADES THAT APPLY IN EACH ROW

Subject	GRADE													
a. English language arts (ELA)	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
b. Math	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

1-2. Has your district supplemented the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH] with additional standards of its own?

- Yes, in ELA only 1
- Yes, in math only 2
- Yes, in both ELA and math 3
- No, neither subject 0 → Skip to 1-4

1-3. For which of the following reasons did your district supplement the state content standards in ELA, math, or both subjects? For each reason, please indicate whether the reason applies to ELA only, math only, both subjects, or neither subject.

SELECT ONE RESPONSE IN EACH ROW

Reason	ELA ONLY	MATH ONLY	BOTH ELA AND MATH	NEITHER SUBJECT
a. Key content areas were missing.....	1	2	3	0
b. Certain concepts needed to be covered in earlier grades	1	2	3	0
c. Certain concepts needed to be covered in later grades ...	1	2	3	0
d. To increase rigor.....	1	2	3	0
e. Something else (specify)	1	2	3	0

1-4. During this school year (2013-14), which of the following materials has your district used to revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards?

Materials to help align curriculum and instruction with the content standards	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
b. Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
c. Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks.....	1	0
d. A state-developed model curriculum for ELA or math instruction for each grade or course	1	0
e. Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
f. Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
g. Sample student work.....	1	0
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides	1	0
i. Banks of diagnostic assessment items aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
j. Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
Materials to facilitate instruction for special populations		
k. Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state’s English Language Proficiency standards (standards for the progression of English language development for English learners)	1	0
l. Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
m. Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
Other materials		
n. Walk-through or observation protocols to aid in monitoring the alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0

IF YES IS SELECTED FOR ANY OF ROWS A THROUGH M ABOVE, PROCEED TO QUESTION 1-5. OTHERWISE, SKIP TO QUESTION 1-6.

1-5. Indicate to what extent your district found the materials described in the previous question (by category) useful to help revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards.

(Select NA if your district did not use that type of material.)

SELECT ONE RESPONSE IN EACH ROW

Material	NOT USEFUL AT ALL	SOMEWHAT USEFUL	MODERATELY USEFUL	VERY USEFUL	NA
a. Materials to help align curriculum and instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	0	1	2	3	na
b. Materials to facilitate instruction for special populations	0	1	2	3	na

1-6. During this school year (2013-14) and including last summer (2013), which of the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] have been covered in professional development offered to school leaders and/or teachers in your district?

SELECT ONE RESPONSE
IN EACH ROW

Professional development topics	YES	NO
a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Using student assessment data to improve instruction	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols.....	1	0

1-7. Through which methods has the professional development on the topics listed above been provided to school leaders and/or teachers in your district?

Method of delivery of professional development	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Statewide or regional/county conference(s) on these topics.....	1	0
b. Presentation(s) via webinar or video recording(s) on these topics	1	0
c. Instructional coaches worked with teachers or teams of teachers on these topics.....	1	0
d. Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach)	1	0
e. Required in-service professional development on these topics.....	1	0
f. Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
g. Teachers worked with a content area coordinator, a team leader, or a specialist on these topics	1	0
h. Some other mode	1	0

1-8. Which one of these methods was the predominant method for delivering professional development related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

	SELECT ONE ONLY
Statewide or regional/county conference(s) on these topics	1
Presentation(s) via webinar or video recording(s) on these topics.....	2
Instructional coaches worked with teachers or teams of teachers on these topics	3
Training of selected district staff, who provided the information to others in the district on these topics (train the trainer approach)	4
Required in-service professional development on these topics	5
Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	6
Teachers worked with a content area coordinator, a team leader, or a specialist on these topics	7
Some other mode	8

1-9. During this school year (2013-14), has your district engaged in any of the following activities to align instruction with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS IN ELA OR MATH]?

Activity	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. District staff have used walk-throughs or school visits to monitor alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
b. School leaders are required to monitor alignment of instruction to the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
c. Performance evaluations for teachers in your district include evidence of teaching approaches consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
d. Performance evaluation for school leaders in your district include evidence that the [CCSS/ CURRENT STATE CONTENT STANDARDS] have been implemented	1	0
e. Public recognition has been given to schools that are making progress in implementing the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
f. Schools have used the state-developed model curriculum aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
g. Staff developed district curriculum to align with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	0
h. Staff collaborated with other districts to revise curriculum and/or instructional materials.....	1	0
i. The district used special strategies to recruit teachers with skills needed to teach advanced courses or more rigorous content, such as advertising earlier than usual, offering higher pay, or offering other incentives.....	1	0
j. The district partnered with postsecondary institutions to develop or offer more rigorous courses	1	0

1-10. To what extent would you describe the following as challenges to implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS IN ELA OR MATH] in your district?

SELECT ONE RESPONSE IN EACH ROW

Challenge	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Insufficient federal, state, or local funding.....	1	2	3
b. Insufficient time for professional development	1	2	3
c. Insufficient information available about how to revise lessons and instructional materials to meet the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	2	3
d. Lack of district staff who can mentor or serve as a resource to teachers about the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	2	3
e. Lack of guidance or support from the state	1	2	3
f. Lack of instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	2	3
g. The additional work required to modify curriculum and lesson plans within tight timeframes	1	2	3
h. Community concerns or opposition to the [CCSS/ CURRENT STATE CONTENT STANDARDS]	1	2	3

Section 2. Assessments

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

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 common:

1. **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 districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

In this section of the survey, we will ask about the summative and diagnostic assessments that your district administers, any materials or professional development that you have received from the state or other sources to help with assessment activities, and how your district uses information from assessments.

2-1. During this school year (2013-14), did schools in your district assess children 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.

Yes 1
No 0

2-2. In addition to summative assessments required by the state, during this school year (2013-14), is the district administering additional summative assessments or additional summative assessment items to students districtwide in any of the following subjects and grades?

(Include only district summative assessments or district summative assessment items that have been added to the required state summative assessments. If district assessments or assessment items are administered in any high school course, select HS.)

SELECT ALL GRADES THAT APPLY IN EACH ROW
OR SELECT "0" INDICATING NO DISTRICT SUMMATIVE ASSESSMENT OR ITEMS
ADDED TO STATE SUMMATIVE ASSESSMENTS

Subject	GRADE LEVEL									ANY HIGH SCHOOL GRADES	NO ADDITIONAL DISTRICT SUMMATIVE ASSESSMENT OR ADDITIONAL ITEMS
a. English language arts (ELA)	K	1	2	3	4	5	6	7	8	HS	0
b. Math.....	K	1	2	3	4	5	6	7	8	HS	0
c. Science	K	1	2	3	4	5	6	7	8	HS	0
d. Social Studies.....	K	1	2	3	4	5	6	7	8	HS	0

2-3. During this school year (2013-14), is the district administering diagnostic assessments in any of the following subjects and grades?

(Include all diagnostic assessments given districtwide, whether they come from the state or are developed or purchased by the district. If diagnostic assessments are administered in any high school course, select HS.)

SELECT ALL GRADES THAT APPLY IN EACH ROW OR
SELECT "0" INDICATING NO DIAGNOSTIC ASSESSMENTS

Subject	GRADE LEVEL									ANY HIGH SCHOOL GRADES	NO DIAGNOSTIC ASSESSMENTS
a. ELA.....	K	1	2	3	4	5	6	7	8	HS	0
b. Math.....	K	1	2	3	4	5	6	7	8	HS	0
c. Science	K	1	2	3	4	5	6	7	8	HS	0
d. Social Studies.....	K	1	2	3	4	5	6	7	8	HS	0

2-4. In which subjects, if any, does your district administer districtwide final exams for high school courses? Please do not include any required state end-of-course assessments or required state exit exams.

Check box if your district does not administer any districtwide final exams for high school courses, other than those that may be required by the state, and skip to 2-5.

Subject	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. ELA.....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social Studies.....	1	0

2-5. During this school year (2013-14), has your district done any of the following to prepare students for required state summative assessments in ELA or math?

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Strengthened coursework in areas with statewide assessments.....	1	0
b. Provided resources for targeted assistance to struggling students outside school hours.....	1	0
c. Required targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs).....	1	0
d. Reduced class sizes for ELA or math.....	1	0
e. Encouraged assignment of struggling students to high-performing teachers	1	0
f. Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes.....	1	0
g. Taught test taking skills to students.....	1	0
h. Provided opportunities for students to take practice statewide assessments on paper.....	1	0
i. Provided opportunities for students to take practice statewide assessments online.....	1	0
j. Identified students likely to score below state proficiency levels for additional help.....	1	0

2-6. Next spring (2015), will students in your district take required state summative assessments using computers?

- Yes 1
- No 0 → Skip to Intro before 2-8
- Don't know d → Skip to Intro before 2-8

2-7. As of today, does your district have sufficient technological resources to conduct required state summative assessments using computers?

Resource	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Sufficient number of computers (desktops, laptops, or tablets).....	1	0
b. Sufficient internet bandwidth.....	1	0

Now we will ask you about access to data in your district, as well as the resources and supports related to data use for the schools in your district. These questions ask about data on value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/SGPs apply complex statistical methods to calculate achievement growth for a teacher's own students or for a school based on standardized assessments.

2-8. During this school year (2013-14), does your district have access to data or reports from the state that provide any of the following information?

Data or report	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Prior achievement on required state summative assessments for individual students transferring into the district from elsewhere in the state.....	1	0	d
b. Schoolwide student achievement growth for the individual schools in the district (measured using value added measures (VAMs) or student growth percentiles (SGPs))	1	0	d
c. Teacher-specific student achievement growth for individual teachers in the district (measured using value added measures (VAMs) or student growth percentiles (SGPs))	1	0	d

Next we will ask about the use of a student-level data system. By student-level data system, we mean any technology-based tool that provides school leaders and teachers with data that can be used to monitor the achievement of individual students.

2-9. During this school year (2013-14), do school leaders and teachers in the district have electronic access to a student-level data system that includes any of the following types of data?

Check box if your district does not have electronic access to a student-level data system and skip to 2-11

Data System Includes	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Past achievement of currently enrolled individual students on state or districtwide summative assessments	1	0
b. Achievement of individual students on districtwide diagnostic assessments	1	0
c. Achievement growth for individual students on state or districtwide summative assessments	1	0
d. Achievement growth associated with individual teachers (measured using value added measures (VAMs) or student growth percentiles (SGPs))	1	0
e. Past course grades for currently enrolled individual students	1	0
f. Attendance of individual students	1	0
g. Behavior/discipline information on individual students	1	0
h. Readiness of individual students for grade promotion or graduation (“on track” measures)	1	0
i. Indicator of whether individual students graduated or dropped out prior to graduation	1	0

2-10. During this school year (2013-14), has your district used a student-level data system for any of the following purposes?

Purpose	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. To set goals for school performance	1	0
b. To monitor the progress of English learners	1	0
c. To monitor the progress of students with disabilities	1	0
d. To evaluate the effectiveness of instructional interventions or initiatives	1	0
e. To plan districtwide professional development such as identifying specific content or skills where teachers need assistance or support	1	0
f. To evaluate the effectiveness of professional development programs	1	0
g. To identify schools for additional support or resources	1	0
h. To identify schools that may serve as models for other schools	1	0
i. To identify schools that should receive different levels of oversight or operational flexibility	1	0

2-11. During the 2013-14 school year, do staff in your district have access to any of the following types of postsecondary data on your district’s graduates? If so, has your district used those data during the 2013-14 school year to monitor their progress?

SELECT YES OR NO IN EACH ROW FOR “DISTRICT CAN ACCESS DATA”. IF YES, SELECT A REPOSE FOR “DISTRICT USED DATA THIS SCHOOL YEAR

Type of data	DISTRICT CAN ACCESS DATA		DISTRICT USED DATA THIS SCHOOL YEAR		
	YES	NO	YES	NO	DON'T KNOW
a. Enrollment in postsecondary education for your district’s graduates	1	0	1	0	d
b. Rates at which postsecondary students from your district take remedial courses	1	0	1	0	d
c. Postsecondary persistence rates for your district’s graduates (percentage of college students who continue to be enrolled in any college the next year)	1	0	1	0	d
d. Postsecondary degree attainment (two- and four-year programs) for your district’s graduates	1	0	1	0	d

2-12. During this school year (2013-14), has your district received any of the following materials or technical assistance to support the use of data to improve school performance and instruction?

Material or technical assistance	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Materials or documents on the use of data for school improvement plans	1	0
b. Materials or documents on the use of data for instructional planning or improvement	1	0
c. Technical assistance and/or support on hardware or software issues, such as technical systems or computer networks experts	1	0

2-13. To what extent would you describe the following as challenges to using assessment data to inform instruction in your district?

Challenge	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Limited access to data from prior years on this year's students	1	2	3
b. Timeliness of the data on student achievement from prior years	1	2	3
c. Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction	1	2	3
d. Providing sufficient training so teachers can analyze student assessment data to identify instructional changes	1	2	3
e. Lack of district staff who can assist teachers with questions about analyzing student data	1	2	3
f. The ability to schedule regular time for teachers to meet in teams to discuss student achievement data and instruction	1	2	3
g. Assessments are not well aligned with the curriculum...	1	2	3
h. Available assessment data do not accurately measure students' knowledge and skills	1	2	3

Section 3: School Accountability

DEFINITION FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

A **combined subgroup** is a state-defined subgroup that includes two or more of the following student subgroups: White, Black or African American, Hispanic, Asian, American Indian or Alaska Naive, Native Hawaiian or Other Pacific Islander, Multiracial/Two or More Races, Other Individual Racial/Ethnic group, Economically Disadvantaged, English Learners, or Students with Disabilities.

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT HAS AN APPROVED ESEA FLEXIBILITY WAIVER DISPLAY THE FOLLOWING NOTE:

NOTE: Questions in this section refer to high- and low-performing schools in your district as identified by your state's federally-approved school accountability system. High-performing schools are those identified by the state as Reward schools (i.e., highest-performing or high-progress schools). Low-performing schools are those identified as Priority schools or Focus schools. This section asks about school improvement efforts for any low-performing schools and for other schools in your district.]

[WEB PROGRAMMING NOTE: FOR DISTRICTS IN ALL OTHER STATES, DISPLAY THE FOLLOWING NOTE:

NOTE: Questions in this section refer to high- and low-performing schools in your district as identified by your state's federally-approved school accountability system. The No Child Left Behind Act (NCLB) requires states to identify schools not making Adequate Yearly Progress (AYP) as in Need of Improvement, in Corrective Action, or in Restructuring. This section asks about school improvement efforts for any schools in these categories in your district.]

[WEB PROGRAMMING NOTE:

QUESTION 3-1 ASKED OF DISTRICTS IN FLEXIBILITY STATES.

ALL GET ASKED 3-2.

QUESTIONS 3-5 and 3-6 ASKED OF DISTRICTS IN NON-FLEXIBILITY STATES.

ALL RESPONDENTS ARE ASKED QUESTION 3-7 THEN SPLIT AGAIN BASED ON FLEXIBILITY STATUS.]

HIGH-PERFORMING SCHOOLS (FLEXIBILITY STATES)

3-1. During this school year (2013-14), has your state identified any schools in your district as “Reward” schools (i.e., “highest-performing” or “high-progress” schools), based on student outcomes measured by required state summative assessments and other data collected through the end of the 2012-13 school year?

Yes 1

No 0

Achievement of Subgroups

3-2. During this school year (2013-14), do schools in your district monitor the achievement of the following student subgroups?

(Select No if a subgroup is not monitored in your state. Select NA (not applicable) if the subgroup is monitored in your state, but none of the schools in your district have a sufficient number of students in the subgroup (e.g., American Indian or Alaska Natives, English learners, or students with disabilities)).

Check box if schools in your district do not monitor any subgroup achievement

[WEB PROGRAMMING NOTE: IF CHECK BOX MARKED ABOVE, SKIP TO 3-5 IF DISTRICT IS IN A NON-FLEXIBILITY

SELECT ONE RESPONSE IN EACH ROW

Subgroup	SUBGROUP ACHIEVEMENT MONITORED		
	YES	NO	NA
a. White.....	1	0	na
b. Black or African American	1	0	na
c. Hispanic	1	0	na
d. Asian.....	1	0	na
e. American Indian or Alaska Native	1	0	na
f. Native Hawaiian or Other Pacific Islander.....	1	0	na
g. Multiracial/two or more races	1	0	na
h. Other individual racial/ethnic subgroup (specify).....	1	0	na

i. Economically disadvantaged	1	0	na
j. English learners	1	0	na
k. Students with disabilities	1	0	na
l. Low academic performance (for example, lowest 25 percent based on proficiency)	1	0	na
m. A combined subgroup (specify).....	1	0	na

n. Another combined subgroup (specify).....	1	0	na

[WEB PROGRAMMING NOTE: DISPLAY ROWS 3-2L, M, AND N ONLY FOR DISTRICTS IN FLEXIBILITY STATES. AFTER 3-2, ALL DISTRICTS IN NON-FLEXIBILITY STATES SHOULD GO TO 3-5. QUESTIONS 3-3 AND 3-4 SHOULD ONLY BE ASKED OF DISTRICTS IN FLEXIBILITY STATES THAT ANSWER YES (1) TO 3-2L, M, OR N. OTHER DISTRICTS IN FLEXIBILITY STATES GO TO INTRO BEFORE 3-7.]

3-3. Did any schools in your district fall short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13?

Yes 1
 No 0 → Skip to programming box before 3-5

3-4. What actions were taken by school leaders in schools that fell short of Annual Measurable Objectives (AMOs) for a state-designated combined subgroup in 2012-13?

Action	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. They developed a school improvement plan.....	1	0
b. They examined the reasons for low achievement of that combined subgroup	1	0
c. They implemented interventions to address the reasons for low achievement of the combined subgroup	1	0
d. They reported on the interim progress of the combined subgroup to the district or state more than once during this school year (2013-14).....	1	0
e. They examined the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
f. They implemented interventions to address the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup	1	0
g. They reported on the interim progress of <u>each constituent subgroup</u> within that combined subgroup to the district or state more than once during this school year (2013-14).....	1	0

**[WEB PROGRAMMING NOTE:
 ALL DISTRICTS IN FLEXIBILITY STATES GO TO INTRO BEFORE QUESTION 3-7.]**

HIGH-PERFORMING SCHOOLS (NON-FLEXIBILITY STATES)

3-5. During this school year (2013-14), has your state identified any schools in your district as high-performing or as making high progress (i.e., substantially improving), based on student outcomes measured by required state summative assessments and/or graduation rates through the end of the 2012-13 school year?

(Include Title I Distinguished Schools and other state recognition programs. Do not include National Blue Ribbon Schools (as designated by the U.S. Department of Education) unless they have also been designated as high-performing or high-progress schools as part of a state program.)

Yes 1
 No 0 → Skip to Intro before 3-7

3-6. How many of your district’s schools are currently identified by the state as high-performing or high-progress schools based on student outcomes measured through the end of the 2012-13 school year?

(Enter the number of schools for each category or NA (not applicable) if the category does not exist in your district.)

		NUMBER OF SCHOOLS	
TITLE I SCHOOLS		HIGH-PERFORMING BASED ON STATE DEFINITION	HIGH-PROGRESS BASED ON STATE DEFINITION
a. Elementary/middle schools		_____	_____
b. High schools		_____	_____
TOTAL		_____	_____
NON-TITLE I SCHOOLS			
c. Elementary/middle schools		_____	_____
d. High schools		_____	_____
TOTAL		_____	_____

Low-Performing Schools

[WEB PROGRAMMING NOTE: IF THE DISTRICT IS IN A STATE THAT HAS AN APPROVED ESEA FLEXIBILITY WAIVER, DISPLAY THE FOLLOWING NOTE:]

NOTE: States with ESEA Flexibility waivers have identified low-performing schools as Priority schools and Focus schools for interventions. States must also monitor whether schools meet annual measurable objectives (AMOs). The questions in this section ask about interventions and assistance provided to these schools.

[WEB PROGRAMMING NOTE: FOR DISTRICTS IN ALL OTHER STATES, DISPLAY THE FOLLOWING NOTE:]

NOTE: The No Child Left Behind (NCLB) Act requires states to identify chronically low-performing schools as in Restructuring, in Corrective Action, or in Need of Improvement. The questions in this section ask about interventions and assistance provided to these schools.

3-7. During this school year (2013-14), are any Title I and Non-Title I schools in your district in the following categories?

[WEB PROGRAMMING NOTE: DISPLAY ONLY THE FIRST THREE ROWS IF THE DISTRICT IS IN A STATE WITH ESEA FLEXIBILITY. OTHERWISE, DISPLAY THE THIRD THROUGH FIFTH ROWS.]

Type of school	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Priority schools	1	0	1	0
b. Focus schools	1	0	1	0
c. Schools with federal School Improvement Grant (SIG) funding	1	0	1	0
d. Schools in Restructuring	1	0	1	0
e. Schools in Corrective Action	1	0	1	0

[WEB PROGRAMMING NOTE:

IF THIS DISTRICT IS IN A FLEXIBILITY STATE AND:

- **HAS NO PRIORITY OR FOCUS SCHOOLS (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN =0 AND 3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN =0), ASK 3-8 and 3-22 THEN SKIP TO 3-38.**
- **HAS PRIORITY SCHOOLS, BUT NO FOCUS SCHOOLS (3-7A FIRST COLUMN = 1 OR 3-7A SECOND COLUMN = 1) AND (3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN =0) CONTINUE TO QUESTION 3-8.**
 - **FOR QUESTIONS 3-9 THROUGH 3-21 and 3-23, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS**
 - **THEN SKIP RESPONDENT TO 3-35 THROUGH 3-37 AND DISPLAY QUESTIONS ABOUT TITLE I PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS.**
- **HAS PRIORITY AND FOCUS SCHOOLS (3-7A FIRST COLUMN = 1 OR 3-7A SECOND COLUMN = 1) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN =1) CONTINUE TO QUESTION 3-8**
 - **FOR QUESTIONS 3-9 THROUGH 3-21 and 3-23 THROUGH 3-37, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE PRIORITY SCHOOLS BASED ON RESPONSES TO 3-7A FIRST AND SECOND COLUMNS. DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I FOCUS SCHOOLS BASED ON RESPONSES TO 3-7B FIRST AND SECOND COLUMNS.**
- **HAS FOCUS SCHOOLS, BUT NO PRIORITY SCHOOLS (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN = 0) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN =1), ASK 3-8 AND 3-22, THEN SKIP TO 3-24.**
 - **FOR QUESTIONS 3-24 THROUGH 3-37, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I FOCUS SCHOOLS BASED ON RESPONSES TO 3-7B FIRST AND SECOND COLUMNS.**

IF THIS DISTRICT IS IN A NON-FLEXIBILITY STATE AND:

- **HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0), ASK 3-43 AND 3-68 THEN SKIP TO 3-73.**
- **HAS SCHOOLS IN RESTRUCTURING, BUT NO SCHOOLS IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 1 OR 3-7D SECOND COLUMN = 1) AND (3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0) SKIP TO QUESTION 3-43.**
 - **FOR QUESTIONS 3-44 THROUGH 3-55, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMNS.**
 - **THEN SKIP RESPONDENT TO 3-66. FOR 3-66, 3-67, AND 3-69 THROUGH 3-72 AND DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMN.**
- **HAS SCHOOLS IN RESTRUCTURING AND IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 1 OR 3-7D SECOND COLUMN = 1) AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1) SKIP TO QUESTION 3-43.**
 - **FOR QUESTIONS 3-44 THROUGH 3-67 AND 3-69 THROUGH 3-72, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN RESTRUCTURING BASED ON RESPONSES TO 3-7D FIRST AND SECOND COLUMNS. DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN CORRECTIVE ACTION BASED ON RESPONSES TO 3-7E FIRST AND SECOND COLUMNS**
- **HAS SCHOOLS IN CORRECTIVE ACTION, BUT NO SCHOOLS IN RESTRUCTURING (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN = 0) AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1), ASK 3-43, THEN SKIP TO 3-56.**
 - **FOR QUESTIONS 3-56 THROUGH 3-65, 67 AND 3-69 THROUGH 3-72, DISPLAY QUESTIONS ABOUT TITLE I AND/OR NON-TITLE I SCHOOLS IN CORRECTIVE ACTION BASED ON RESPONSES TO 3-7E FIRST AND SECOND COLUMNS.]**

3-8. Among the schools in your district that were designated as Priority schools during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Enter 'NA', where appropriate, if your district had no Priority schools during 2012-13. Enter '0' if no schools were closed.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS CLOSED AFTER THE 2012-13 SCHOOL YEAR

[WEB PROGRAMMING NOTE: IF THE DISTRICT HAS NO PRIORITY SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN =0), SKIP TO 3-22.]

NOTE TO REVIEWER: This set of questions (3-9 thru 3-21, and 3-23 thru 3-37) is only for districts in Flexibility states that have Priority or Focus schools during 2013-14.

The next questions pertain to your district's Title I and Non-Title I Priority schools for 2013-14.

3-9. During this school year (2013-14), what interventions, if any, are being implemented for Priority schools?

	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
Interventions for Priority schools:				
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs	1	0	1	0
b. School improvement plans are made available to the public	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	0	1	0

3-10. Among Priority schools in your district, how many are implementing each of the following initiatives during this school year (2013-14)?

(Enter the number of Priority schools implementing each initiative. If "none", enter 0.)

School Initiatives	NUMBER OF SCHOOLS	
	TITLE I PRIORITY SCHOOLS IMPLEMENTING INITIATIVE	NON-TITLE I PRIORITY SCHOOLS IMPLEMENTING INITIATIVE
a. Implementing a "restart" model as defined in U.S. Department of Education regulations.....	_____	_____
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations.....	_____	_____
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations	_____	_____

Please answer the questions below for Title I Priority schools in your district.

3-11. Are all, some, or no Title I Priority schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

Academic Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-12. Are all, some, or no Title I Priority schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-13. Do all, some, or no Title I Priority schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district .	2	1	0
b. School has the authority to make final decisions on teacher hiring ...	2	1	0

3-14. Are all, some, or no Title I Priority schools in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety.....	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-11, 3-12, 3-13, OR 3-14, CONTINUE TO 3-15. OTHERWISE SKIP TO 3-16.]

3-15. Which of the following did the district take into account when selecting the interventions to implement in these Title I Priority schools?

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention's developer or vendor.....	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center.....	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff's interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available.....	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify).....	1	0	d

Please answer the questions below for Non-Title I Priority schools in your district.

3-16. Are all, some, or no Non-Title I Priority schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-17. Are all, some, or no Non-Title I Priority schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-18. Do all, some, or no Non-Title I Priority schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district .	2	1	0
b. School has the authority to make final decisions on teacher hiring ...	2	1	0

3-19. Are all, some, or no Non-Title I Priority schools in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I PRIORITY SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-16, 3-17, 3-18, OR 3-19, CONTINUE TO 3-20. OTHERWISE SKIP TO 3-21.]

3-20. Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Priority schools?

Our district considered:	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention's developer or vendor	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff's interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available.....	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify).....	1	0	d

Please answer the questions below for Title I and Non-Title I Priority schools in your district.

3-21. Are any of the Priority schools in your district under the following forms of management during the 2013-14 school year?

Form of management	TITLE I PRIORITY SCHOOLS		NON-TITLE I PRIORITY SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Direct state control or statewide accountability district	1	0	1	0
b. Converted to charter school	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit.....	1	0	1	0

3-22. How many Priority schools in your district have been removed by the state from district control since the beginning of the 2012-13 school year?

(Enter 'NA', where appropriate, if your district had no Priority schools during 2012-13 or 2013-14. Enter '0' if no schools were removed from district control.)

_____ NUMBER OF TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I PRIORITY SCHOOLS REMOVED FROM DISTRICT CONTROL

[WEB PROGRAMMING NOTE:]

- IF THE DISTRICT HAS NO PRIORITY SCHOOLS OR FOCUS SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN =0 AND 3-7A SECOND COLUMN =0 AND 3-7B FIRST COLUMN = 0 AND 3-7B SECOND COLUMN = 0), SKIP TO 3-38.
- IF THE DISTRICT HAS FOCUS SCHOOLS, BUT NO PRIORITY SCHOOLS FOR 2013-14 (3-7A FIRST COLUMN = 0 AND 3-7A SECOND COLUMN = 0) AND (3-7B FIRST COLUMN = 1 OR 3-7B SECOND COLUMN = 1), SKIP TO 3-24.

3-23. To what extent were changes in personnel used to turn around Priority schools in your district before the start of this school year (2013-14)?

(Enter the number of Priority schools in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If "none", enter 0.)

Personnel change	NUMBER OF SCHOOLS	
	TITLE I PRIORITY SCHOOLS	NON-TITLE I PRIORITY SCHOOLS
a. Principal replaced.....	_____	_____
b. Half or more of the teaching staff replaced.....	_____	_____

The next questions pertain to your district’s Title I and Non-Title I Focus schools.

3-24. During this school year (2013-14), what interventions, if any, are being implemented for Focus schools in your district?

Interventions for Focus schools:	TITLE I FOCUS SCHOOLS		NON-TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	YES	NO
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs	1	0	1	0
b. School improvement plans are made available to the public	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	0	1	0

Please answer the questions below for Title I Focus schools in your district.

3-25. Are all, some, or no Title I Focus schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

Academic Initiatives	TITLE I FOCUS SCHOOLS		
	SELECT ONE RESPONSE IN EACH ROW		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-26. Are all, some, or no Title I Focus schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services) ...	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-27. Do all, some, or no Title I Focus schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district	2	1	0
b. School has the authority to make final decisions on teacher hiring .	2	1	0

3-28. Are all, some, or no Title I Focus schools in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety.....	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-25, 3-26, 3-27, OR 3-28, CONTINUE TO 3-29. OTHERWISE SKIP TO 3-30.]

3-29. Which of the following did the district take into account when selecting the interventions to implement in these Title I Focus schools?

SELECT ONE RESPONSE IN EACH ROW			
Our district considered:	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention's developer or vendor	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff's interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available.....	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify).....	1	0	d

Please answer the questions below for Non-Title I Focus schools in your district.

3-30. Are all, some, or no Non-Title I Focus schools in your district implementing any of the following academic initiatives during this school year (2013-14)?

Academic Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-31. Are all, some, or no Non-Title I Focus schools in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services) ...	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-32. Do all, some, or no Non-Title I Focus schools in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district ..	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

3-33. Are all, some, or no Non-Title I Focus schools in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I FOCUS SCHOOLS		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS “ALL” OR “SOME” IN ANY OF 3-30, 3-31, 3-32, OR 3-33, CONTINUE TO 3-34. OTHERWISE SKIP TO 3-35.]

3-34. Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Focus schools?

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention’s developer or vendor.....	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff’s interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available.....	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify).....	1	0	d

The next questions are about your district's Title I Priority and Focus schools.

3-35. During this school year (2013-14) and including last summer (2013), what **additional** professional development or technical assistance was provided to principals in Title I Priority and Focus schools in your district, **beyond what is available to any Title I school?**

Additional professional development or assistance for principals on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0	1	0
b. Acting as instructional leaders.....	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0	1	0

3-36. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what **additional** professional development or technical assistance was provided to teachers in Title I Priority and Focus schools in your district, **beyond what is available to any Title I school?**

Additional professional development or assistance for teachers on...	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0	1	0

3-37. During this school year (2013-14), what additional resources has the state provided to Title I Priority and Focus schools in your district, beyond what is available to any Title I school?

Additional resource	PROVIDED TO TITLE I PRIORITY SCHOOLS		PROVIDED TO TITLE I FOCUS SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan	1	0	1	0
b. Additional resources to be used to reduce class sizes.....	1	0	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year)	1	0	1	0

For the next set of questions, please consider Title I and Non-Title I schools in your district that are NOT Priority or Focus schools.

3-38. Apart from Priority and Focus schools, did any school in your district (either Title I or Non-Title I) fall short of Annual Measurable Objective (AMO) targets for the previous school year (2012-13)?

Yes 1
 No 0 → Skip to 3-77

3-39. What type of schools in your district (excluding Priority and Focus) fell short of AMO targets for the previous school year (2012-13)?

Type of school	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Title I schools (excluding Priority and Focus schools).....	1	0
b. Non-Title I schools (excluding Priority and Focus schools).....	1	0

[WEB PROGRAMMING NOTE: IF 'NO' ENTERED IN BOTH RESPONSES IN 3-39, SKIP TO 3-77.]

3-40. For schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for schools not meeting AMOs (excluding Priority and Focus schools):	TITLE I SCHOOLS NOT MEETING AMOs		NON-TITLE I SCHOOLS NOT MEETING AMOs	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepare a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs	1	0	1	0
b. School improvement plans are made available to the public	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports subgroups of students not showing sufficient growth toward AMOs	1	0	1	0
d. Schools and/or the district are providing professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice).....	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services.....	1	0	1	0
g. Schools have smaller class sizes than last year	1	0	1	0
h. Additional instructional time (extended day or extended school year)	1	0	1	0

The next questions pertain to your district’s Title I schools that did not meet AMOs for 2012-13.

3-41. During this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to principals in Title I schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any Title I school?

SELECT ONE RESPONSE
IN EACH ROW

Additional professional development or assistance for principals on...	TITLE I SCHOOLS NOT MEETING AMOs	
	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0
b. Acting as instructional leaders.....	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0

3-42. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to teachers in Title I schools in your district that did not meet AMOs for 2012-13 (excluding Priority and Focus schools), beyond what is available to any Title I school?

SELECT ONE RESPONSE
IN EACH ROW

Additional professional development or assistance for teachers on...	TITLE I SCHOOLS NOT MEETING AMOs	
	YES	NO
a. Analyzing student assessment data to improve instruction.....	1	0
b. Working effectively in teacher teams to improve instruction.....	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0

[WEB PROGRAMMING NOTE: SKIP TO 3-77.] (ALL DISTRICTS IN FLEX STATES)

3-43. Among the schools that were in Restructuring and Corrective Action in your district during the last school year (2012-13), how many were closed after the 2012-13 school year for performance reasons?

(Enter 'NA', where appropriate, if your district had no schools in Restructuring or Corrective Action during 2012-13. Enter "0" if no schools were closed)

Title I Schools

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

Non-Title I Schools

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION THAT CLOSED AFTER THE 2012-13 SCHOOL YEAR

[WEB PROGRAMMING NOTE:

- IF DISTRICT HAS NO SCHOOLS IN RESTRUCTURING OR IN CORRECTIVE ACTION (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN =0), SKIP TO 3-68.
- IF DISTRICT HAS SCHOOLS IN CORRECTIVE ACTION, BUT NO SCHOOLS IN RESTRUCTURING (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN =0 AND (3-7E FIRST COLUMN = 1 OR 3-7E SECOND COLUMN =1), SKIP TO 3-56.))

NOTE TO REVIEWER: This set of questions (3-44 thru 3-67 and 3-69 thru 72) is for districts in non-Flexibility states that have schools in Restructuring and/or Corrective Action during 2013-14.

The following questions pertain to Title I and Non-Title I Schools in Restructuring in your district in 2013-14.

3-44. For Title I and Non-Title I Schools in Restructuring in your district, what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for Schools in Restructuring:	TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN RESTRUCTURING	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	0	1	0
b. School improvement plans are made available to the public.....	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs.....	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services.....	1	0	1	0
g. Schools have smaller class sizes than last year	1	0	1	0
h. Schools are implementing additional instructional time (extended day or extended school year)	1	0	1	0

3-45. Among Title I and Non-Title I Schools in Restructuring in your district, how many are implementing each of the following initiatives during this school year (2013-14)?

(Enter the number of Schools in Restructuring implementing each initiative. If "none", enter 0.)

School Initiatives	NUMBER OF SCHOOLS	
	TITLE I SCHOOLS IN RESTRUCTURING IMPLEMENTING INITIATIVE	NON-TITLE I SCHOOLS IN RESTRUCTURING IMPLEMENTING INITIATIVE
a. Implementing a "restart" model as defined in U.S. Department of Education regulations	_____	_____
b. Implementing a "transformation" model as defined in U.S. Department of Education regulations.....	_____	_____
c. Implementing a "turnaround" model as defined in U.S. Department of Education regulations.....	_____	_____

Please answer the questions below for Title I Schools in Restructuring in your district.

3-46. Are all, some, or no Title I Schools in Restructuring in your district implementing any of the following academic initiatives during this school year (2013-14)?

Academic Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-47. Are all, some, or no Title I Schools in Restructuring in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year.....	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-48. Do all, some, or no Title I Schools in Restructuring in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district ..	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

3-49. Are all, some, or no Title I Schools in Restructuring in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS “ALL” OR “SOME” IN ANY OF 3-46, 3-47, 3-48, OR 3-49, CONTINUE TO 3-50. OTHERWISE SKIP TO 3-51.]

3-50. Which of the following did the district take into account when selecting the interventions to implement in these Title I Schools in Restructuring?

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention’s developer or vendor.....	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center.....	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff’s interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available.....	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify).....	1	0	d

Please answer the questions below for Non-Title I Schools in Restructuring in your district.

3-51. Are all, some, or no Non-Title I Schools in Restructuring in your district implementing any of the following academic initiatives during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-52. Are all, some, or no Non-Title I Schools in Restructuring in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-53. Do all, some, or no Non-Title I Schools in Restructuring in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district ..	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

3-54. Are all, some, or no Non-Title I Schools in Restructuring in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I SCHOOLS IN RESTRUCTURING		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT RESPONDS "ALL" OR "SOME" IN ANY OF 3-51, 3-52, 3-53, OR 3-54, CONTINUE TO 3-55. OTHERWISE SKIP TO 3-56.]

3-55. Which of the following did the district take into account when selecting the interventions to implement in these Non-Title I Schools in Restructuring?

SELECT ONE RESPONSE IN EACH ROW

Our district considered:	YES	NO	DON'T KNOW
a. Guidance or advice from the state education department or a technical assistance center funded by the state	1	0	d
b. A list of vendors approved by the state	1	0	d
c. Information provided by the intervention's developer or vendor	1	0	d
d. Recommendations from colleagues in other school districts	1	0	d
e. Information from a U.S. Department of Education Comprehensive Center	1	0	d
f. Information from a U.S. Department of Education Regional Educational Laboratory	1	0	d
g. Information from the What Works Clearinghouse.....	1	0	d
h. School staff's interest in specific interventions.....	1	0	d
i. Parent and/or community input	1	0	d
j. Grade level of the school (i.e., elementary, middle, or secondary)	1	0	d
k. Cost of interventions and amount of funding available	1	0	d
l. District and/or school capacity to implement the interventions	1	0	d
m. Something else (specify)..... _____	1	0	d

The following questions pertain to Title I and Non-Title I Schools in Corrective Action in your district.

3-56. For Title I and Non-Title I Schools in Corrective Action in your district, what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for Schools in Corrective Action:	TITLE I SCHOOLS IN CORRECTIVE ACTION		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs	1	0	1	0
b. School improvement plans are made available to the public.....	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs.....	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice).....	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services	1	0	1	0

3-57. Among Title I and Non-Title I Schools in Corrective Action in your district, how many are implementing each of the following initiatives during this school year (2013-14)?

(Enter the number of Schools in Corrective Action implementing each initiative. If “none”, enter 0.)

School Initiatives	NUMBER OF SCHOOLS	
	TITLE I SCHOOLS IN CORRECTIVE ACTION IMPLEMENTING INITIATIVE	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION IMPLEMENTING INITIATIVE
a. Implementing a “restart” model as defined in U.S. Department of Education regulations	_____	_____
b. Implementing a “transformation” model as defined in U.S. Department of Education regulations	_____	_____
c. Implementing a “turnaround” model as defined in U.S. Department of Education regulations	_____	_____

Please answer the questions below for Title I Schools in Corrective Action in your district.

3-58. Are all, some, or no Title I Schools in Corrective Action in your district implementing any of the following academic initiatives during this school year (2013-14)?

Academic Initiatives	SELECT ONE RESPONSE IN EACH ROW		
	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-59. Are all, some, or no Title I Schools in Corrective Action in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-60. Do all, some, or no Title I Schools in Corrective Action in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district ..	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

3-61. Are all, some, or no Title I Schools in Corrective Action in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety.....	2	1	0

Please answer the questions below for **Non-Title I Schools in Corrective Action** in your district.

3-62. Are all, some, or no Non-Title I Schools in Corrective Action in your district implementing any of the following academic initiatives during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Academic Initiatives	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Implementing a comprehensive schoolwide reform model	2	1	0
b. Providing intensive intervention to struggling students during the school day (for example, Response to Intervention)	2	1	0

3-63. Are all, some, or no Non-Title I Schools in Corrective Action in your district implementing the following structural changes during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School Structural Changes	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. Adjusting the school schedule without changing the overall number of school hours	2	1	0
b. Operating an extended school day, week, or year	2	1	0
c. Making class sizes smaller than typical in other schools.....	2	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services)	2	1	0
e. Offering students the option to attend a different school (school choice)	2	1	0

3-64. Do all, some, or no Non-Title I Schools in Corrective Action in your district have staffing authority of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Staffing authority	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district..	2	1	0
b. School has the authority to make final decisions on teacher hiring	2	1	0

3-65. Are all, some, or no Non-Title I Schools in Corrective Action in your district implementing new programs of the following types during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

School is implementing new programs...	NON-TITLE I SCHOOLS IN CORRECTIVE ACTION		
	ALL	SOME	NONE
a. To provide ongoing mechanisms for family and community engagement	2	1	0
b. To address students' social, emotional, or health needs.....	2	1	0
c. To improve student behavior, discipline, or safety	2	1	0

The next questions pertain to Title I and Non-Title I Schools in Restructuring and Corrective Action in your district.

3-66. Are any of the Title I and Non-Title I Schools in Restructuring in your district under the following forms of management during the 2013-14 school year?

Form of management	TITLE I SCHOOLS IN RESTRUCTURING		NON-TITLE I SCHOOLS IN RESTRUCTURING	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Direct state control or statewide accountability district	1	0	1	0
b. Converted to charter school	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit.....	1	0	1	0

3-67. And are any of the Title I and Non-Title I Schools in Corrective Action in your district under the following forms of management for the 2013-14 school year?

Form of management	TITLE I SCHOOLS IN CORRECTIVE ACTION		NON-TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Direct state control or statewide accountability district	1	0	1	0
b. Converted to charter school	1	0	1	0
c. Managed by a school management organization, either for-profit or nonprofit.....	1	0	1	0

3-68. How many schools in Restructuring and Corrective Action in your district have been removed by the state from district control since the beginning of the 2012-13 school year?

(Enter 'NA', where appropriate, if your district had no schools in Restructuring or Corrective Action during 2012-13 or 2013-14. Enter '0' if no schools were removed from district control.)

Title I Schools

_____ NUMBER OF TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

Non-Title I Schools

_____ NUMBER OF NON-TITLE I SCHOOLS IN RESTRUCTURING REMOVED FROM DISTRICT CONTROL

_____ NUMBER OF NON-TITLE I SCHOOLS IN CORRECTIVE ACTION REMOVED FROM DISTRICT CONTROL

[WEB PROGRAMMING NOTE:

IF THE DISTRICT HAS NO SCHOOLS IN RESTRUCTURING OR CORRECTIVE ACTION FOR 2013-14 (3-7D FIRST COLUMN = 0 AND 3-7D SECOND COLUMN = 0 AND 3-7E FIRST COLUMN = 0 AND 3-7E SECOND COLUMN = 0), SKIP TO 3-73.]

3-69. To what extent were changes in personnel used to turn around schools in Restructuring or Corrective Action in your district before the start of this school year (2013-14)?

(Enter the number of schools in Restructuring and in Corrective Action in which the principal was replaced or in which half or more of the teaching staff was replaced before the start of the 2013-14 school year as part of the school improvement plan. If "none", enter 0.)

NUMBER OF SCHOOLS				
Personnel change	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION	SCHOOLS IN RESTRUCTURING	SCHOOLS IN CORRECTIVE ACTION
a. Principal replaced.....	_____	_____	_____	_____
b. Half or more of the teaching staff replaced.....	_____	_____	_____	_____

The next questions pertain to Title I Schools in Restructuring and Corrective Action in your district.

3-70. During this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to principals in Title I schools in Restructuring or Corrective Action in your district, beyond what is available to any Title I school?

Additional professional development or assistance for principals on...	PROVIDED TO TITLE I SCHOOLS IN RESTRUCTURING		PROVIDED TO TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively	1	0	1	0
b. Acting as instructional leaders.....	1	0	1	0
c. Recruiting, retaining, and developing more effective teachers	1	0	1	0

3-71. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to teachers in Title I schools in Restructuring or Corrective Action in your district, beyond what is available to any Title I school?

Additional professional development or assistance for teachers on...	PROVIDED TO TITLE I SCHOOLS IN RESTRUCTURING		PROVIDED TO TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Analyzing student assessment data to improve instruction....	1	0	1	0
b. Working effectively in teacher teams to improve instruction.	1	0	1	0
c. Identifying and implementing strategies to address the needs of English learners.....	1	0	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0	1	0

3-72. During this school year (2013-14), what additional resources has the state provided to Title I schools in Restructuring or Corrective Action in your district, beyond what is available to any Title I school?

Resource	PROVIDED TO TITLE I SCHOOLS IN RESTRUCTURING		PROVIDED TO TITLE I SCHOOLS IN CORRECTIVE ACTION	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Additional resources to be used for purposes specified in the school improvement plan	1	0	1	0
b. Additional resources to be used to reduce class sizes	1	0	1	0
c. Additional resources to be used to add instructional time (extended day or extended school year).....	1	0	1	0

For the next set of questions, please consider Title I and Non-Title I schools in your state that are identified as in Need of Improvement but NOT in Restructuring or Corrective Action.

3-73. During this school year, are there any Title I or non-Title I schools in your district in each of the following categories based on 2012-13 student achievement?

School category	TITLE I SCHOOLS		NON-TITLE I SCHOOLS	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools not meeting adequate yearly progress (AYP) for 2012-13 only (i.e., not identified as in Need of Improvement).....	1	0	1	0
b. Schools in Need of Improvement, Year 1 (i.e., has missed AYP for two years).....	1	0	1	0
c. Schools in Need of Improvement, Year 2 (i.e., has missed AYP for three years)	1	0	1	0

[WEB PROGRAMMING NOTE: SKIP TO 3-77 IF NO SCHOOLS IN NEED OF IMPROVEMENT (RESPONSE TO 3-73b AND 3-73c IS '0' IN BOTH COLUMNS).]

3-74. For schools in your district identified as in Need of Improvement (excluding schools in Restructuring or Corrective Action), what interventions, if any, are being implemented during this school year (2013-14)?

Interventions for schools in Need of Improvement:	TITLE I SCHOOLS IN NEED OF IMPROVEMENT		NON-TITLE I SCHOOLS IN NEED OF IMPROVEMENT	
	SELECT ONE RESPONSE IN EACH ROW		SELECT ONE RESPONSE IN EACH ROW	
	YES	NO	YES	NO
a. Schools prepared a school improvement plan that focuses on subjects and/or subgroups that are falling short of AMOs.....	1	0	1	0
b. School improvement plans are made available to the public.....	1	0	1	0
c. Schools are implementing and monitoring an instructional program that supports students not showing sufficient growth toward AMOs.....	1	0	1	0
d. Schools and/or the district provide professional development to staff that supports interventions for subgroups of students not showing sufficient growth toward AMOs.....	1	0	1	0
e. District must offer students the opportunity to attend other schools (school choice)	1	0	1	0
f. District must offer low-income students the opportunity to enroll in after-school supplemental educational services	1	0	1	0
g. Schools have smaller class sizes than last year	1	0	1	0
h. Schools are implementing additional instructional time (extended day or extended school year)	1	0	1	0

The next questions pertain to your district’s Title I Schools in Need of Improvement

3-75. During this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to principals in schools identified as in Need of Improvement in your district, beyond what is available to any Title I school?

SELECT ONE RESPONSE IN EACH ROW		
TITLE I SCHOOLS IN NEED OF IMPROVEMENT		
Additional professional development or assistance for principals on...	YES	NO
a. School improvement planning, identifying interventions, or budgeting effectively.....	1	0
b. Acting as instructional leaders	1	0
c. Recruiting, retaining, and developing more effective teachers.....	1	0

3-76. Thinking now about teachers, during this school year (2013-14) and including last summer (2013), what additional professional development or technical assistance was provided to teachers in schools identified as in Need of Improvement for 2012-13 in your district, beyond what is available to any Title I school?

SELECT ONE RESPONSE IN EACH ROW		
TITLE I SCHOOLS IN NEED OF IMPROVEMENT		
Additional professional development or assistance for teachers on...	YES	NO
a. Analyzing student assessment data to improve instruction	1	0
b. Working effectively in teacher teams to improve instruction	1	0
c. Identifying and implementing strategies to address the needs of English learners	1	0
d. Identifying and implementing strategies to address the needs of students with disabilities	1	0

NOTE TO REVIEWER: This set of questions (3-77 through 3-79) is for all districts.

DISTRICT ACCOUNTABILITY SYSTEMS

3-77. Has your district classified its schools for its own accountability or performance management purposes (based on 2012-13 or earlier student achievement data) using a set of categories or performance measures that differ from those used by the state?

Yes 1
 No 0 → Skip to 3-79

**3-78. How many school performance categories are defined in your district's school accountability system?
 (Enter the number)**

_____ NUMBER OF CATEGORIES

3-79. To what extent would you describe the following as challenges to improving the performance of schools in your district?

Challenge	SELECT ONE RESPONSE IN EACH ROW		
	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Difficulty finding, hiring, or retaining teachers with the skills needed	1	2	3
b. Difficulty finding, hiring, or retaining principals with the skills needed	1	2	3
c. Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students.....	1	2	3
d. Lack of guidance or support from the state	1	2	3
e. Insufficient resources for personnel and/or materials	1	2	3
f. Lack of effective methods/interventions to improve student achievement.....	1	2	3
g. Curricula not aligned with the required state summative assessments	1	2	3
h. Teacher concerns or opposition to implementing school interventions	1	2	3
i. Community concerns or opposition to implementing school interventions	1	2	3
j. Lack of parent involvement / participation in children's education	1	2	3

Section 4. Teacher and Principal Evaluation

DEFINITIONS FOR USE THROUGHOUT THIS SECTION:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

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 common:

1. **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 districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are 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.

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 (2013-14). Many states are implementing new teacher evaluation policies or systems based on new laws or regulations adopted since 2009. Districts in states that are implementing new evaluation systems are in various stages of implementation, including planning, piloting in a few schools or grade levels, piloting districtwide with no consequences, and fully implementing districtwide. Some districts are taking the lead in implementing new evaluation systems without state requirements to do so.

- Check box if your district is piloting or implementing a teacher evaluation system that is newly established since 2009.** Please answer the questions in this section based on the new teacher evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year in only a few schools, respond only about the components being piloted this year in those schools. → **Go to question 4-1.**
- Check box if your district is not piloting or implementing a newly established teacher evaluation system.** Please respond about the requirements of teacher evaluation practices in your district during the 2013-14 school year. → **Go to question 4-2.**

4-1. During this school year (2013-14), what is the status of the new teacher evaluation system in your district?

SELECT ONE ONLY

- The system is in the planning stage and no components are being implemented 1
- The system is in the piloting stage and some, but not all, components are being implemented 2
- The system is in the piloting stage and all components are being implemented 3
- The system is being implemented districtwide, and some but not all components are being implemented 4
- The system is fully implemented districtwide 5

4-2. During this school year (2013-14), how many rating categories or levels (such as *highly effective, effective, satisfactory, needs improvement*) does your district use in its teacher evaluation system to describe overall teacher performance?

(As a reminder, if your district is piloting or implementing a teacher evaluation system that is newly established since 2009, please refer to the new teacher evaluation practices when responding to this and other questions in this section.)

_____ NUMBER OF RATING CATEGORIES

This question and the next several questions ask about the use of student achievement growth in teacher evaluations.

As a reminder, student achievement growth may be measured using student growth percentiles (SGPs), value added measures (VAMs), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

4-3. During this school year (2013-14), does your district use student achievement growth as one component of the performance evaluation of all, some, or no teachers? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide or schoolwide student achievement growth.

(Note: If your district is piloting a new system in some schools, then this question refers to teachers in the pilot schools. In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of art, music, physical education, and special populations such as English learners or students with disabilities.)

SELECT ONE ONLY

- The district uses student achievement growth in the evaluation of all teachers across all grades (K-12), all subjects, and special education 1
- The district uses student achievement growth in the evaluation of some but not all teachers 2
- The district does not use student achievement growth in teacher evaluations 3 → Skip to 4-12

4-4. During this school year (2013-14), does your district use student learning objectives (SLOs) or student growth objectives (SGOs) in the evaluations of any of the following types of teachers?

(Select “yes” for the row if any teachers in that category have SLOs/SGOs included in their evaluations.)

Student learning objectives (SLOs) or student growth objectives (SGOs) are used to evaluate:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Kindergarten teachers	1	0
b. Teachers of grades 1, 2, or 3.....	1	0
c. Teachers of ELA and/or math in grades 4-8	1	0
d. Teachers of science in grades 6, 7, or 8.....	1	0
e. Teachers of social studies in grades 6, 7, or 8	1	0
f. High school ELA teachers	1	0
g. High school math teachers.....	1	0
h. High school science teachers.....	1	0
i. High school social studies teachers.....	1	0
j. Any teachers of other subjects, such as world language, art, music, or physical education.....	1	0

4-5 In some districts, teachers are evaluated in part based on the achievement growth of a broader group than the teacher’s own students – for example, a team, grade, or school. During this school year (2013-14), does your district use teamwide, gradewide, or schoolwide student achievement growth in the evaluations of all, some, or no teachers?

SELECT ONE ONLY

Student achievement growth across a teacher team, grade, or school is one component in the evaluation of all teachers..... 1

Student achievement growth across a teacher team, grade, or school is one component in the evaluation of some but not all teachers 2

Student achievement growth across a teacher team, grade, or school is not part of the evaluation of any teachers; instead, teachers are evaluated based on the achievement growth of their own students only 3

The next several questions ask specifically about the use of value added measures (VAMs) or student growth percentiles (SGPs). As a reminder, VAMs/SGPs apply complex statistical methods to calculate achievement growth for a teacher’s own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.

4-6. During this school year (2013-14), does your district use VAMs or SGPs to measure achievement growth of the teacher’s own students for any of the following types of teachers?

(Select “yes” for the row if any teachers in that category have VAMs or SGPs for their own students.)

VAMs or SGPs are used to measure achievement growth <u>of the teacher’s own students</u> for the following teachers:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Kindergarten teachers	1	0
b. Teachers of grades 1, 2, or 3	1	0
c. Teachers of ELA and/or math in grades 4-8	1	0
d. Teachers of science in grades 6, 7, or 8.....	1	0
e. Teachers of social studies in grades 6, 7, or 8	1	0
f. Any teachers of other subjects, such as world language, art, music, or physical education.....	1	0

[WEB PROGRAMMING NOTE: IF DISTRICT SELECTS “YES” FOR ANY ROW, CONTINUE WITH QUESTION 4-7. OTHERWISE, SKIP TO QUESTION 4-8.]

4-7 Does your district use these VAMs or SGPs in the formal evaluations of any of these teachers?

Yes 1
 No 0

4-8. During this school year (2013-14), does your district use VAMs or SGPs to measure achievement growth of the teacher's own students for high school teachers in any of the following subjects and courses?

(For each subject, select the name of each course for which your district uses VAMs or SGPs to estimate student achievement growth of the teacher's own students. Select NA if student achievement growth of the teacher's own students using VAMs or SGPs is not measured in any course in that subject.)

Type of teacher	NA	CIRCLE COURSES IN WHICH VAMS OR SGPS ARE MEASURED				
a. High school ELA teachers.....	na	English 9	English 10	English 11	English 12	Other ELA
b. High school math teachers	na	Algebra I or Math 9	Geometry or Math 10	Algebra II or Math 11		Other math
c. High school science teachers.....	na	Biology	Chemistry	Physics		Other science
d. High school social studies teachers	na	Civics	U.S. History			Other social studies

[WEB PROGRAMMING NOTE: IF NA IS SELECTED FOR ALL FOUR ROWS, SKIP TO QUESTION 4-10.]

4-9 Does your district use these VAMs or SGPs in the formal evaluations of any of these high school teachers?

Yes 1
 No 2

4-10. During this school year (2013-14), which of the following best describes how student achievement growth is combined with other measures of teacher performance to determine the overall evaluation rating or score?

SELECT ONE ONLY

Student achievement growth has a specific percentage (or weight) in determining a teacher's overall performance rating1

Student achievement growth does not have a specific percentage or weight in determining a teacher's overall performance rating, but there is a uniform method (such as a matrix, table, or chart) that is used to combine student achievement growth with the other measures (for example, professional practice measures)2 → Skip to 4-12

The overall performance evaluation rating is determined based on evaluators' judgment about the importance of student achievement growth and other performance measures.....3 → Skip to 4-12

Some other method is used.....4 → Skip to 4-12

4-11. During this school year (2013-14), what percentage of a teacher’s evaluation rating is based on different measures of student achievement growth?

(If the percentages differ for tenured vs. non-tenured (or probationary vs. non-probationary) teachers, please provide the weights for tenured (non-probationary) teachers. First, answer for teachers of ELA and/or math in grades 4-8 in rows a through e. Next, answer for teachers in core academic subjects (ELA, math, science, and social studies) where VAMs or SGPs are not calculated for the teachers’ own students in rows f through i.

Select NA if the measure is not used for that category of teachers; select DON’T KNOW if you don’t know the percentage; otherwise enter the percentage/weight for that measure.

Your best estimate is fine.)

SELECT ONE RESPONSE IN EACH ROW

	NA	PERCENTAGE	DON’T KNOW
Teachers of ELA and/or math in grades 4-8:			
a. Percentage of teacher’s evaluation rating based on VAM or SGP result for the <u>teacher’s own students</u>	na	_____	d
b. Percentage of teacher’s evaluation rating based on VAM or SGP result <u>for a broader group than the teacher’s own students</u> , for example, a team, grade, or school	na	_____	d
c. Percentage of teacher’s evaluation rating <u>based on SLOs/SGOs</u>	na	_____	d
d. Percentage of teacher’s evaluation rating <u>based on any other</u> growth measure.....	na	_____	d
e. Total percentage of teacher’s evaluation rating based on all measures of student achievement growth (sum of rows “a-d” above)	na	_____	d

	NA	PERCENTAGE	DON’T KNOW
Teachers in core academic subjects where VAMs or SGPs are not calculated for teachers’ own students:			
f. Percentage of teacher’s evaluation rating based on VAM or SGP result <u>for a broader group than the teacher’s own students</u> , for example, a team, grade, or school	na	_____	d
g. Percentage of teacher’s evaluation rating <u>based on SLOs/SGOs</u>	na	_____	d
h. Percentage of teacher’s evaluation rating <u>based on any other</u> growth measure.....	na	_____	d
i. Total percentage of teacher’s evaluation rating based on all measures of student achievement growth (sum or rows “f-h” above.	na	_____	d

4-12. During this school year (2013-14), which of the following sources of information on teacher performance does the district use in teacher evaluations?

(As a reminder, if your district is piloting or implementing a teacher evaluation system that is newly established since 2009, please refer to the new teacher evaluation practices when responding to this and other questions in this section.)

SELECT ONE RESPONSE IN EACH ROW

Information source	SELECT ONE RESPONSE IN EACH ROW	
	USED IN EVALUATING TEACHERS	NOT USED IN EVALUATING TEACHERS
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator ...	1	0
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	0
c. Teacher self-assessment.....	1	0
d. Portfolios or other artifacts of teacher professional practice ...	1	0
e. Assessments by a peer or mentor teacher not based on a teacher professional practice rubric.....	1	0
f. Student work samples	1	0
g. Student surveys or other student feedback	1	0
h. Parent surveys or other parent feedback.....	1	0

4-13. How frequently must non-probationary or tenured teachers be evaluated?

SELECT ONE RESPONSE IN EACH ROW

Non- probationary or tenured teacher whose previous performance was:	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Rated effective, satisfactory, proficient, or better....	1	2	3	4	5
b. Rated unsatisfactory (or the equivalent)	1	2	3	4	5

4-14. For the evaluation of a non-probationary or tenured teacher, how many formal observations must be completed during the evaluation period or cycle?

(Enter the number in each row. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)

Non-probationary or tenured teacher whose previous performance was...	NUMBER OF FORMAL OBSERVATIONS REQUIRED
a. Rated effective, satisfactory, proficient, or better	_____
b. Rated unsatisfactory (or the equivalent).....	_____

4-15. Thinking now about first-year teachers, for the evaluation of a first-year teacher, how many formal observations must be completed (at a minimum) during this school year (2013-14)?

(Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)

_____ NUMBER OF REQUIRED FORMAL OBSERVATIONS OF FIRST-YEAR TEACHERS

4-16. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of teachers in your district who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your district has adopted new policies or practices for teacher evaluation since 2009, please refer to the teacher evaluation practices being piloted or implemented during the most recent evaluation year.

Please select the column that matches the number of rating categories in your district in place for the most recent completed evaluations. Write in the percentage of teachers in each category. If no teachers fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

Check box if you are unable to estimate the percentages and skip to the Principal Evaluation Section.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS	CATEGORY	% OF ALL TEACHERS
First (Highest)	_____	First (Highest)	_____	First (Highest)	_____	First (Highest).....	_____
Second (Lowest)	_____	Second	_____	Second	_____	Second	_____
TOTAL	100 %	Third (Lowest).....	_____	Third	_____	Third	_____
		TOTAL	100 %	Fourth (Lowest)	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest)	_____
						TOTAL	100 %

4-17. When answering the rating question above, were the teacher evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of new teacher evaluation policies and practices based on new laws or regulations since 2009 1

Districtwide teacher evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14) 2

Older teacher evaluation practices that were in effect in your district during the most recent evaluation year and are not the same as or similar to current practices in your district? 3

Principal Evaluation

In this section, we want to gather information on the status of and requirements for principal evaluation practices in your district during this school year (2013-14). Many districts are implementing new principal evaluation policies or systems based on new laws or regulations adopted since 2009. Districts that are implementing new evaluation systems are in various stages of implementation, including planning, piloting in a few schools or grade levels, piloting districtwide with no consequences, and fully implementing districtwide.

- Check box if your district is piloting or implementing a principal evaluation system that is newly established since 2009.** Please answer the questions in this section based on the new principal evaluation practices as they are being piloted or implemented in the 2013-14 school year. For example, if a new system is being piloted during the 2013-14 school year in only a few schools, respond only about the components being piloted this year in those schools. → **Go to question 4-18.**
- Check box if your district is not piloting or implementing a newly established principal evaluation system.** Please respond about the requirements of principal evaluation practices in your district during the 2013-14 school year → **Go to question 4-20.**

4-18. During this school year (2013-14), what is the status of the new principal evaluation system in your district?

SELECT ONE ONLY

- The system is in the planning stage and no components are being implemented 1 → Skip to 4-20
- The system is in the piloting stage and some, but not all, components are being implemented 2
- The system is in the piloting stage and all components are being implemented 3
- The system is being implemented districtwide, and some but not all components are being implemented 4 → Skip to 4-20
- The system is fully implemented districtwide 5 → Skip to 4-20

4-19. During this school year (2013-14), in how many schools is the district piloting the principal evaluation system?

_____ NUMBER OF SCHOOLS

4-20. During this school year (2013-14), how many rating categories or levels (such as highly effective, effective, satisfactory, needs improvement) does your district use in its principal evaluation system to describe overall principal performance?

(As a reminder, if your district is piloting or implementing a principal evaluation system that is newly established since 2009, please refer to the new principal evaluation practices when responding to this and other questions in this section.)

_____ NUMBER OF RATING CATEGORIES

4-21. During this school year (2013-14), does the district use any of the following student outcomes in principal evaluations for elementary, middle or high school principals?

SELECT ONE RESPONSE FOR
ELEMENTARY AND MIDDLE SCHOOL
PRINCIPALS AND ONE FOR HIGH
SCHOOL PRINCIPALS FOR EACH ROW

Student outcome	ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS		HIGH SCHOOL PRINCIPALS	
	YES	NO	YES	NO
a. Schoolwide proficiency rates on standardized assessments.....	1	0	1	0
b. Schoolwide year-to-year changes in proficiency rates on standardized assessments	1	0	1	0
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGPs).....	1	0	1	0
d. Student promotion/graduation rate.....	1	0	1	0
e. Student dropout rate.....	1	0	1	0
f. Gaps in achievement or low student achievement growth for English learners.....	1	0	1	0
g. Gaps in achievement or low student achievement growth for students with disabilities	1	0	1	0
h. Gaps in achievement or low student achievement growth for other subgroups	1	0	1	0
i. Student attendance	1	0	1	0
j. Student behavior/discipline/safety	1	0	1	0

4-22. During this school year (2013-14), which of the following best describes how student outcomes are combined with other measures of principal performance to determine the overall evaluation rating or score?

SELECT ONE ONLY

- Student outcomes have a specific percentage (or weight) in determining a principal’s overall performance rating..... 1
- Student outcomes do not have a specific percentage or weight in determining a principal’s overall performance rating, but there is a uniform method (such as a matrix, table, or chart) that is used to combine student outcomes with the other measures (e.g., professional practice)..... 2 → Skip to 4-24
- The overall performance evaluation rating is determined based on evaluators’ judgment about the importance of student outcomes and other performance measures 3 → Skip to 4-24
- Some other method is used.....4 → Skip to 4-24

4-23. During this school year (2013-14), what is the specific percentage (or weight) for student outcomes used in evaluating principals?

_____ %

4-24. During this school year (2013-14), which of the following sources of information on principal performance (other than student outcome measures), does the district use for principal evaluations?

SELECT ONE RESPONSE
IN EACH ROW

Information source	USED IN EVALUATING PRINCIPALS	NOT USED IN EVALUATING PRINCIPALS
a. Ratings based on a principal professional practice rubric	1	0
b. Principal self-assessment.....	1	0
c. Input from district administrators that is not based on a principal professional practice rubric	1	0
d. Staff surveys or other staff feedback.....	1	0
e. Student surveys or other student feedback	1	0
f. Parent surveys or other parent feedback.....	1	0

4-25. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of principals in your district who fell into each of the performance evaluation rating categories, from the highest to lowest category.

(If your district has adopted new policies or practices for principal evaluation since 2009, please refer to the principal evaluation practices being piloted or implemented during the most recent evaluation year.

Please select the column that matches the number of rating categories in your district in place for the most recent evaluations completed. Write in the percentage of principals in each category. If no principals fell into a category, please enter a "0".

Your best estimate for percentages is fine.)

Check box if you are unable to estimate the percentages and skip to question 4-27.

TWO RATING CATEGORIES		THREE RATING CATEGORIES		FOUR RATING CATEGORIES		FIVE RATING CATEGORIES	
CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS	CATEGORY	% OF ALL PRINCIPALS
First (Highest) ..	_____	First (Highest)...	_____	First (Highest) ...	_____	First (Highest) ...	_____
Second (Lowest) ...	_____	Second	_____	Second.....	_____	Second	_____
TOTAL	100 %	Third (Lowest) ...	_____	Third	_____	Third.....	_____
		TOTAL	100 %	Fourth (Lowest)....	_____	Fourth	_____
				TOTAL	100 %	Fifth (Lowest)	_____
						TOTAL	100 %

4-26. When answering the rating question above, were the principal evaluation policies and practices in that year

SELECT ONE ONLY

A pilot of new principal evaluation policies and practices based on new laws or regulations since 2009 1

Districtwide principal evaluation policies and practices that were the same as or very similar to those in place during this school year (2013-14) 2

Older principal evaluation practices that were in effect in your district during the most recent evaluation year and are not the same as or similar to current practices in your district? 3

Uses of Evaluation Ratings

As a reminder, if your district is piloting or implementing a teacher or principal evaluation system that is newly established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-27. Will the district use the evaluation results for teachers for this school year (2013-14) to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your district.)

SELECT ONE RESPONSE
IN EACH ROW

Decision	YES	NO	NA
Teacher evaluation results will be used to inform decisions about teacher professional development:			
a. The design of professional development programs offered by the district	1	0	
b. Planning professional development for individual teachers	1	0	
c. Development of performance improvement plans for low-performing teachers	1	0	
d. Setting goals for student achievement growth for the next school year	1	0	
e. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	0	
Teacher evaluation results will be used to inform decisions about teacher career advancement:			
f. Recognizing high-performing teachers.....	1	0	
g. Determining annual salary increases.....	1	0	
h. Determining bonuses or performance-based compensation other than salary increases	1	0	
i. Granting tenure or similar job protection	1	0	na
j. Career advancement opportunities, such as teacher leadership roles	1	0	
k. Determining eligibility to transfer to other schools.....	1	0	
For low-performing teachers, evaluation results will be used to inform decisions about:			
l. Loss of tenure or similar job protection	1	0	na
m. Sequencing potential layoffs if the district needs to reduce staff	1	0	
n. Dismissal or terminating employment for cause.....	1	0	

4-28. Will the district use principal evaluation results for this school year (2013-14) to inform any of the following decisions?
(Select NA, where available, if tenure is not offered in your district.)

SELECT ONE RESPONSE
 IN EACH ROW

Decision	YES	NO	NA
Principal evaluation results will be used to inform decisions about principal professional development:			
a. The design of professional development programs offered by the district	1	0	
b. Planning professional development for individual principals.....	1	0	
c. Development of performance improvement plans for low-performing principals	1	0	
d. Identifying low-performing principals for coaching or mentoring	1	0	
Principal evaluation results will be used to inform decisions about principal career advancement			
e. Recognizing high-performing principals	1	0	
f. Determining annual salary increases.....	1	0	
g. Determining bonuses or performance-based compensation other than salary increases.....	1	0	
h. Granting tenure or similar job protection.....	1	0	na
i. Career advancement opportunities such as additional leadership roles	1	0	
j. Deciding on renewal of a principal's contract.....	1	0	
k. Assigning principals to schools.....	1	0	
For low-performing principals, evaluation results will be used to inform decisions about:			
l. Loss of tenure or similar job protection.....	1	0	na
m. Sequencing potential layoffs if the district needs to reduce staff	1	0	
n. Transfer to a different school	1	0	
o. Demotion	1	0	
p. Dismissal or terminating employment for cause	1	0	

Supports for Implementing Evaluation Systems

As a reminder, if your district is piloting or implementing a teacher or principal evaluation system that is newly established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-29. During this school year (2013-14), did your state or district provide any of the following training for staff who conduct teacher observations?

(Select NA if your district does not require use of a teacher professional practice rubric to observe teachers.)

Training	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Training for the observers on the teacher professional practice rubric	1	0	na
b. Testing of observers to assess their accuracy in using the teacher professional practice rubric.....	1	0	na
c. Training for observers on providing feedback to teachers on their professional practice	1	0	na

4-30. During this school year (2013-14), did your state or district provide any of the following training for staff who conduct principal evaluations?

(Select NA if your district does not require use of a principal professional practice rubric to evaluate principals.)

Training	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. Training for the evaluators on the principal professional practice rubric	1	0	na
b. Testing of evaluators to assess their accuracy in using the principal professional practice rubric	1	0	na
c. Training of evaluators on providing feedback to principals on their professional practice	1	0	na

4-31. During this school year (2013-14), has your district received any of the following supports for implementing or conducting principal or teacher evaluations?

SELECT ONE RESPONSE
IN EACH ROW

Support	YES	NO
Supports for observing teacher professional practice		
a. Received funding for training observers on teacher professional practice rubrics	1	0
b. Received technical assistance or funding for training to assess the accuracy of observers in using the teacher professional practice rubrics	1	0
c. Received refresher training or funding for refresher training to ensure observers continue to accurately code the teacher professional practice rubrics	1	0
Supports for rating principal professional practice		
d. Received funding for training evaluators on principal professional practice rubrics	1	0
e. Received technical assistance or funding for training to assess the accuracy of evaluators in using the principal professional practice rubrics	1	0
f. Received refresher training or funding for refresher training to ensure evaluators continue to accurately rate the principal professional practice rubrics	1	0
Support for data systems or student achievement growth measures required for evaluations		
g. Received data on schoolwide value added measures (VAMs) or schoolwide student growth percentiles (SGPs)	1	0
h. Received data on teachers' VAMs or SGPs	1	0
i. Received assistance with purchasing or developing data systems to record and analyze data from teacher and principal evaluations to create performance ratings	1	0
Other supports		
j. Received assistance in negotiating the elements of new educator evaluation systems with administrators' or teachers' associations	1	0
k. Received assistance in developing communication materials to help explain major components of the new evaluation system to staff and the public.....	1	0
l. Received assistance in communicating evaluation results to teachers and principals.....	1	0
m. Received assistance in providing feedback to teachers and principals based on the ratings of professional practice	1	0

Educator Support

As a reminder, if your district is piloting or implementing a teacher or principal evaluation system that is newly established since 2009, please refer to the new evaluation practices when responding to questions in this section.

4-32. During this school year (2013-14) and including last summer (2013), have teacher evaluation topics listed below been a major focus, a minor focus, or not a focus of professional development offered by the state, the district, or another organization for teachers in your district?

SELECT ONE RESPONSE FOR EACH ROW

Professional development for teachers	MAJOR FOCUS OF PROFESSIONAL DEVELOPMENT	MINOR FOCUS OF PROFESSIONAL DEVELOPMENT	NOT A FOCUS OF PROFESSIONAL DEVELOPMENT
a. Understanding overall (summative) teacher performance evaluation	2	1	0
b. Understanding how the state or district measures student achievement growth	2	1	0
c. Creating student learning objectives and measures of student learning toward proficiency	2	1	0
d. Understanding the teacher professional practice rubric.....	2	1	0
e. Observing teacher professional practice and providing useful feedback.....	2	1	0
f. Understanding other components of the teacher evaluation system	2	1	0
g. Improving teacher practice and student achievement through instructional leadership	2	1	0

4-33. Thinking now about principals, during this school year (2013-14) and including last summer (2013), have teacher evaluation topics listed below been a major focus, a minor focus, or not a focus of professional development offered by the state, the district, or another organization for principals in your district?

SELECT ONE RESPONSE IN EACH ROW

Professional development for principals	MAJOR FOCUS OF PROFESSIONAL DEVELOPMENT	MINOR FOCUS OF PROFESSIONAL DEVELOPMENT	NOT A FOCUS OF PROFESSIONAL DEVELOPMENT
a. Understanding overall (summative) teacher performance evaluation	2	1	0
b. Understanding how the state or district measures student achievement growth	2	1	0
c. Creating student learning objectives and measures of student learning toward proficiency..	2	1	0
d. Understanding the teacher professional practice rubric.....	2	1	0
e. Observing teacher professional practice and providing useful feedback.....	2	1	0
f. Understanding other components of the teacher evaluation system	2	1	0
g. Improving teacher practice and student achievement through instructional leadership	2	1	0

4-34. For this question, please think about all district professional development activities -- and all topic areas. Did teachers in your district have any of the following involvement in planning districtwide professional development activities during this school year (2013-14)?

SELECT ONE RESPONSE IN EACH ROW

Professional development activity	YES	NO
a. Participated on a district and/or school committee that planned topics for required in-service professional development days.....	1	0
b. Participated on a district committee that planned how the district's professional development budget would be allocated to activities	1	0
c. Provided survey feedback to the district following required in-service professional development	1	0
d. Participated in a discussion with a supervisor about their own professional development needs.....	1	0

4-35. During this school year (2013-14), and including last summer (2013), how many days of in-service professional development are required for teachers and principals?

(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.)

Teacher or principal

TOTAL REQUIRED IN-SERVICE DAYS

Teacher Required In-service Days _____ . _____

Principal Required In-service Days _____ . _____

Educator Distribution

4-36. 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 or urban schools compared with low-poverty or suburban schools)?

SELECT ONE ONLY

- Yes, received from our state education agency 1
- Yes, conducted by a contractor hired by our district 2
- Yes, conducted by district staff..... 3
- No 0 → Skip to 4-38

4-37. What information was used to define teacher quality or effectiveness in this examination of the distribution of teachers?

SELECT ONE RESPONSE
IN EACH ROW

Information	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Teacher evaluation ratings	1	0
b. Teacher effectiveness as measured by the teacher’s value added measure (VAM) or student growth percentile (SGP).....	1	0
c. Teacher experience	1	0
d. Teacher certification.....	1	0
e. Teacher education (e.g., proportion of teachers with masters degrees)	1	0
f. Assignment of teachers to grades or classes outside of their field of certification.	1	0
g. Teachers’ “highly qualified” status based on definitions of No Child Left Behind ..	1	0

4-38. Within the past 12 months, has your district examined information about the distribution of principal quality or effectiveness across schools in your district serving different student populations (such as high-poverty or urban schools compared with low-poverty or suburban schools)?

SELECT ONE ONLY

- Yes, received from our state education agency 1
- Yes, conducted by a contractor hired by our district 2
- Yes, conducted by district staff..... 3
- No 0 → Skip to 4-40

4-39. In this examination of the distribution of principals, what information was used to define principal quality or effectiveness?

SELECT ONE RESPONSE
IN EACH ROW

Information	YES	NO
a. Principal evaluation ratings	1	0
b. Principal effectiveness as measured by achievement growth of students schoolwide using the school's value added measure (VAM) or schoolwide student growth percentiles (SGPs).....	1	0
c. Principal experience	1	0
d. Principal certification	1	0
e. Principal educational attainment.....	1	0

4-40. What actions has your district taken to address any inequities found in teacher or principal quality or effectiveness?

- Check box if not applicable for teachers – analysis found no substantial inequities in teacher quality or effectiveness. Leave teacher column blank and answer for principal inequities.*
- Check box if not applicable for principals – analysis found no substantial inequities in principal quality or effectiveness. Leave principal column blank.*

(Note: If both boxes are checked, skip to 4-41.)

SELECT ONE RESPONSE FOR
TEACHERS AND ONE RESPONSE
FOR PRINCIPALS IN EACH ROW

Action	FOR TEACHERS		FOR PRINCIPALS	
	YES	NO	YES	NO
a. Offering more compensation for qualified or effective teachers or principals who move to or stay in schools with lower levels of teacher or principal quality or effectiveness compared to other schools	1	0	1	0
b. Providing loan repayment assistance or tuition reimbursement to teachers or principals working in schools with lower levels of teacher or principal quality or effectiveness compared to other schools	1	0	1	0
c. Beginning the hiring process earlier for vacancies at schools with lower levels of teacher or principal quality or effectiveness compared to other schools	1	0	1	0
d. Increasing external recruitment activities such as hosting open houses and job fairs	1	0	1	0
e. Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools	1	0	1	0
f. Offering more professional development for teachers and/or principals in schools with lower levels of teacher or principal quality or effectiveness compared to other schools.....	1	0	1	0
g. Limiting the ability of teachers or principals who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher or principal quality or effectiveness compared to other schools	1	0	1	0
h. Making exceptions in contracts or regulations to protect the most qualified or effective teachers and principals from layoff in schools with lower levels of teacher or principal quality or effectiveness compared to other schools.....	1	0	1	0
i. Using external providers to prepare, recruit, or supply more qualified or effective teachers or principals to schools with lower levels of teacher or principal quality or effectiveness compared to other schools	1	0	1	0

Use of Title II, Part A Funds

4-41. Did your district receive Title II, Part A funding for the 2013-14 school year?

Yes 1
 No 0 → Skip to end of survey

4-42. Did your district allocate 2013-14 Title II, Part A funds for any of the following activities related to teacher professional development, evaluation, or recruitment/retention?

SELECT ONE RESPONSE
 IN EACH ROW

Information	YES	NO
Professional development		
a. Professional development for teachers related to implementing [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]	1	0
b. Professional development for teachers on analyzing student assessment data to improve instruction	1	0
c. Professional development for teachers on understanding teacher evaluation systems and resulting feedback.....	1	0
d. Targeted professional development linked to teachers' evaluation results (e.g., individual teacher PD plans based on evaluation ratings, performance improvement plans for low-performing teachers)	1	0
Implementation of teacher evaluation systems		
e. Training school administrators to evaluate teachers	1	0
f. Training peers, mentors, or other teachers to conduct classroom observations or review artifacts used in evaluating teachers	1	0
g. Administration of student or parent surveys on teacher performance	1	0
Other activities		
h. Providing additional compensation to mentor teachers, master teachers, coaches, peer evaluators, or others who take on additional duties involving professional development of their peers.....	1	0
i. Providing financial rewards or incentives for high-performing teachers	1	0
j. Strategies to help schools recruit and retain effective teachers (e.g., scholarships, loan repayment assistance or tuition reimbursement, more compensation for qualified or effective teachers, external recruitment activities)	1	0
k. Using external providers to prepare, recruit, or supply more effective teachers to high need schools	1	0

4-43. Did your district allocate 2013-14 Title II, Part A funds for any of the following activities related to principal professional development, evaluation, or recruitment/retention?

SELECT ONE RESPONSE
IN EACH ROW

Information	YES	NO
Professional development		
a. Professional development for principals related to implementing [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH].....	1	0
b. Professional development for principals on analyzing student assessment data to improve instruction	1	0
c. Providing professional development for principals on understanding principal evaluation systems and resulting feedback	1	0
d. Targeted professional development linked to principals' evaluation results (e.g., individual principal PD plans based on evaluation ratings, performance improvement plans for low-performing principals).....	1	0
Implementation of principal evaluation systems		
e. Training district administrators to conduct evaluations of principals	1	0
f. Training peers or mentors to conduct evaluations of principals	1	0
g. Administration of student or parent surveys on principal performance	1	0
Other activities		
h. Providing additional compensation to principals who serve as mentors or coaches to their peers.....	1	0
i. Providing financial rewards or incentives for high-performing principals.....	1	0
j. Strategies to help schools recruit and retain effective principals (e.g., scholarships, loan repayment assistance or tuition reimbursement, more compensation for qualified or effective principals , external recruitment activities).....	1	0
k. Using external providers to prepare, recruit, or supply more effective principals to high need schools.....	1	0