

Appendix J

Summary of Changes Memo

APPENDIX J

To: Shelly Martinez, OMB
From: Laura LoGerfo, NCES
Date: June 17, 2009
RE: High School Longitudinal Study OMB Change Memo

This memo documents significant changes in HSLs:09 design, questionnaire content, study cost and burden, in the light of lessons drawn from the just-completed field test and in consideration of contract modifications which have altered the scope of the study. Specifically, Section A examines results and main study implications of field test incentive experiments. Section B details the experience of the field test with list and administrative records collection, and makes recommendations for the full-scale study on the basis of this experience. Section C addresses a major contractual change, the recent addition of a state augmentation component. Section D documents recommended changes in the HSLs:09 questionnaires, describing which field test items should be dropped, revised, and added. A brief justification is provided for each change, and two sets of appendices contain, respectively, the recommended new main study version of each of the questionnaires, and a paper facsimile of the field test questionnaires, as earlier delivered to OMB for regular clearance. Section E summarizes the budgetary and burden impact of contractual changes.

B. List Collection and Administrative Records: Field Test Experience and Main Study Recommendations

The list collection effort proved difficult in the field test. This effort took multiple steps that placed substantial burden on school staff. These steps included:

- collect the student enrollment lists from the school as soon as it was available,
- sample students from the student lists,
- provide schools with the list of sampled students, and
- ask schools to provide parent contacting information, math and science teacher and course information, and 8th grade administrative records for each sampled 9th grader.

School staff felt overburdened with multiple list requests, often resulting in major delays in receiving the additional information for the sampled students from schools. These delays had a negative impact on the staff and parent data collections which suffered from a compressed data collection window. In addition, there were numerous issues with the availability of the information, the quick-turnaround timing with which the information was required, and the quality of the 8th grade administrative records.

In response to the challenges encountered in the field test, a single list collection is proposed for the main study. The main study list collection would consist of a 9th grade enrollment list with each student's parent contacting information and 9th grade math and science teacher and course information. Many field test school coordinators indicated that it would be easier for them to provide the detailed information for all 9th graders than to provide it later for a subset of students. A single list collection would reduce the burden on the SC and also reduce the

number of staff who know which students are selected for the HSLs sample. Schools would still have the option to provide the information separately if they so chose. RTI would discard contact, teacher, and course information for any student not selected for the HSLs sample. Information about sampled students would be stored according to the terms in the HSLs Data Security Plan.

By collecting parent and staff information earlier, administration of parent and staff questionnaires could be initiated sooner. This would enable the SAs to follow up with school staff in person about completing the questionnaires while they are at the school to conduct the student session. It would also allow ample time for follow up by telephone interviewers, thus improving response rates for the staff and parent questionnaires.

It is also proposed that the school-based 8th grade administrative records collection be eliminated. Schools varied widely on what information they had available and the format in which it was available. Many staff complained that it was time consuming to pull the requested information together. Once the information was gathered, the course titles and grading rubrics were inconsistent across schools. For course titles, there were some schools able to report that students took specific courses such as Algebra I, but many schools reported course titles such as “Math 8” or “8th grade math.” The lack of standardization among grading systems across schools was also problematic. Schools varied in providing numeric grades, letter grades (some including +/- and others not), and indicators of pass/fail. Despite these potential analytic challenges, learning course history of HSLs students is key, especially the math course taken in 8th grade.

For public schools in the augmentation states, this information can be collected from states via their administrative data systems. Eighth grade administrative information can be collected on student transcripts at the end of high school for all sampled students. To compensate for missing data, especially for such a key datum as whether the student took an algebra class in 8th grade, transcript data could be supplemented with student questionnaire report (from the base year student survey, which asks about eighth-grade math and science course taken and final grade) – and logical imputation based on the fall 9th grade class and standard pre-requisites. This strategy of using imputation of eighth-grade algebra based on 9th-grade course and standard pre-requisites has been used before, for example, in construction of a variable created for NELS:88. This variable, in turn, has been employed in NCES analysis reports. A composite variable would be constructed that would draw on self-report, transcript, and imputed prerequisite data, adjudicating between any contradictions and maximizing the number of cases that could be categorized in terms of their eighth grade math-science courses and course grades. Of course, having this information from a subset of the states, from records in the augmentation samples, will facilitate estimation of the probable bounds of missing data.

C. Contract Addition: State Augmentations

NCES has received funds from NSF to produce state-level estimates for 10 states in HSLs – California, Florida, Georgia, Michigan, North Carolina, Ohio, Pennsylvania, Tennessee, Texas, and Washington. The original HSLs design was developed to produce efficient national estimates, for which schools were selected from lists sorted by state to ensure a geographical representation. But with the augmentation, power analyses determined that 40 responding

schools from each of the 10 states would be sufficient to meet the goals of a state representative dataset that could be used to conduct state representative analyses. Samples for the national design within California and Texas met this minimum size criterion. A Keyfitz sampling procedure was implemented for each of the remaining augmented states with the goal of maximizing the overlap with the national design sampled schools, and minimizing the overlap with the schools selected for the HSLs:09 field test and 2009 PISA.

In addition to sampling, recruiting, and collecting data from the additional schools, data will be collected from State administrative records for each participating student (contingent upon agreements with each State). State officials and data personnel will be contacted early to gain their cooperation and to determine the requirements for collecting the State records, a process that is already underway. To comply with the privacy and data security regulations of individual States, NCES will enter into a binding agreement with each State that identifies the specific data items requested and documents the security procedures that will be in place to protect the data. These agreements will also document the procedures to be followed in transmitting the data and in returning the data to the State (or procedures for destroying the data after the merge).

States will be asked to provide data on seven variables: (1) Course titles; (2) Course grades; (3) Entry/exit codes; (4) Retention – yes/no; (5) Test scores; (6) Attendance records and (7) a Data dictionary to learn how States define the data elements they have. Despite our efforts for simplicity, this is a complex process which will be highly variable by state. States will be asked to provide as much of the requested information as they have available for all of the 9th graders in selected schools. This means that the State knows the schools, not the students, which are participating in HSLs, thereby maintaining student anonymity. To facilitate the linkage between the student and the State data, each State will be asked to identify one or more variables in common at the state and school levels, such as a state-level ID number, to be included on the student list collected from the school.

The security agreement with each State will bind NCES to an obligation to apply disclosure procedures consistent with ESRA to protect the identities of all students and schools in any public releases of the data. Further, each security agreement will stipulate that NCES will not include any direct student identifiers in restricted access (use) research files.

Parent consent forms provided to schools in each of the 10 states will be customized to inform parents of the specific information that will be provided by the state on behalf of their teenager. Student data collection in the schools is scheduled to end in mid-December 2009. In early January 2010, NCES will share agreed-upon information about participating schools with the States to commence the state-level administrative records collection. States will be asked to provide the requested data by the end of February 2010. After quality control checks have been performed on the data, NCES's contractor, RTI International, will merge the HSLs:09 and State data for the augmentation states. After delivery of a master HSLs data file, State data will be returned or destroyed (per agreement with the particular state).

D. Changes in the HSLs:09 Questionnaires

In this section of the change memo, a series of tables updates the post-field test status of all HSLs:09 questionnaires: student, parent, administrator, math and science teacher, and school counselor. The tables (1) indicate the status of each field test item (retained, dropped, or revised); (2) provide a crosswalk between the question numbering of the July 2008 regular clearance submission appended questionnaires (also appended to this document), the item name, and the location of each item on the revised instruments proposed for the main study and appended to this document; and (3) provide a justification for change. A few new items are recommended and have been added to the tables as well as to the revised questionnaire.

Student Crosswalk – HSL:09

| OMB Q# | Web survey name | Location | Status | Justification |
|------------|-----------------|----------|-----------|---|
| 1 | BNAME | p.2 | No change | |
| 2 | BSSADD | p.2 | No change | |
| 3, 4 | BSPHONE | p.3 | No change | |
| 5 | BSEMAIL | p.3 | No change | |
| 6 | BSNICK | --- | Dropped | Marginal utility, overlong locating section. |
| 7 | BSMOM | p.3 | No change | |
| 8 | BSMHOME | p.4 | No change | |
| 8A | BSMADD | p.4 | No change | |
| 9, 10, 11 | BSMOMPH | p.5 | No change | |
| 12 | BSMEMAIL | p.5 | No change | |
| 13 | BSDAD | p.6 | No change | |
| 14 | BSDHOME | p.6 | No change | |
| 14A | BSDADD | p.6 | No change | |
| 15, 16, 17 | BSDADPH | p.7 | No change | |
| 18 | BSDEMAIL | p.8 | No change | |
| 19 | BSOTHER | p.52 | Revised | Content same but moved to end to break up monotony and to recognize as marginal. |
| 20 | BSOADD | p.52 | Revised | Moved to end |
| 21, 22, 23 | BSOTHPH | p.53 | Revised | Moved to end |
| 24 | BSOTHREL | p.53 | Revised | Moved to end |
| 25 | BSSEX | p.8 | No change | |
| 26 | BSHISP | p.8 | No change | |
| 27 | BSHISPTY | p.9 | Revised | TRP called for more Hispanic subgroups, as captured in NELS and ELS |
| 28 | BSRACE | p.9 | No change | |
| 29 | BSASIAN | p.9 | No change | |
| 30 | BSBORN | p.10 | No change | |
| 31 | BSHOUSE | p.11 | Dropped | Full-form of household composition question will be kept in parent, to give more time to math and science items. |
| 32 | BSDADJ | --- | Dropped | Redundant with parent questionnaire, where, compare, parent questionnaire pp. 18-22, BPJOB1, BPJOB1SA, BPJOB2, BPJOB2SA, etc. |
| 33 | BS_DJ | --- | Dropped | Redundant with parent questionnaire, see note above. |
| 32 | BSMOMJ | --- | Dropped | Redundant with parent questionnaire, see note above for BSDADJ. |
| 33 | BS_MJ | --- | Dropped | Redundant with parent questionnaire, see note above |
| 34 | BSFLANG | p.11 | No change | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|-----------|--|
| 35 | BSOFLANG | p.12 | No change | |
| 36 | BSFFLANG | p.12 | No change | |
| 36 | BSFMLANG | p.12 | No change | |
| 37 | BSPRVGRD | p.13 | No change | |
| 38 | BSPRVSYN | p.13 | No change | |
| 39 | BSPRVS | p.13 | No change | |
| 40 | BSACT | p.15 | Revised | TRP recommended dropping "watched science-related television shows" since this is essentially passive, contrasted to the other activities which are truly active--while dividing math and science activities into separate columns; better discrimination by splitting math and science. |
| 41 | BSFQSCI | p.15 | Revised | Changes here are mostly to examples, adding in planetarium, environmental center, but also replacing science fiction reading with accessing sites for computer technology information. These refinements better focus the various STEM-related activities. |
| 42 | BSMATH8 | p.16 | Revised | Modified by adding pre-algebra, because of its importance at 8 th grade. |
| 43 | BSGMATH8 | p.17 | Revised | Made listing of math options parallel to BSMATHCRSE, with the addition of Math 8 and Advanced/Honors Math 8 |
| 44 | BSSCI8 | p.17 | Revised | Made listing of science options parallel to BSSICRSE, with the addition of General Science 8 |
| 45 | BSGSCI8 | p.18 | No change | |
| 46 | BSCOMP8 | --- | Drop | TRP urged consider dropping, given heterogeneity of computer offerings and ubiquity of computing access and activity. |
| 47 | BSGCOMP8 | --- | Drop | Q47 is a contingent item and makes no sense if Q46 is dropped. |
| 48 | BSMATHCR | p.18 | No change | |
| 49 | BSMPRS | p.18 | Revised | TRP suggested one subitem could be dropped here. "I want others to see me as a math person" was deleted. |
| 50 | BSMGD | --- | Drop | Concurred with the TRP recommendation this scale be dropped entirely. |
| 51 | BSMCMP | --- | Dropped | TRP suggested deletion |
| 52 | BSMCHK1 | --- | Dropped | Concurred with TRP recommendation that be dropped as only marginal in interest. |
| 53 | BSMCHK2 | p.19 | Retained | |
| 54 | BSMCRSE | p.19 | Revised | Principal changes: shrunk Integrated Math from 4 to 2, given low frequency of affirmation on the student questionnaire. Consolidated algebra IA and 1B, because these are ninth graders—for their teachers, asked content, not title, these algebras are broken out. And added trigonometry as a relative of algebra II. Discrete math dropped. The list is now better coordinated with the teacher list of subject-related content areas. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|-----------|---|
| 55 | BSMRSN | p.20 | Revised | With “teacher or other school official” now “school official” is dropped. Also 2 subitems eliminated, friends were taking it, heard it was easiest math class. Finally, BSMRSN_9 has been split into two, to distinguish “I will need it to get into college” from “I will need it to succeed in college.” |
| 56 | BSMMIR | --- | Dropped | TRP had recommended either 55 or 56 be kept – long list, same items, difference in whether “mark all” versus “single most important” – latter (56) dropped, former retained. |
| 57 | BSMLIK | p.21 | Revised | Trimmed two items from the scale: I think my math class is fun; don't like math class at all. |
| 58 | BSMMTV | --- | Dropped | Dropped in its entirety, per TRP recommendation. |
| 59 | BSMUSE | p.22 | Revised | “The information we learn” has been changed to “What we learn” and two subitems have been dropped, per TRP recommendations (“I really feel that I am wasting my time in math class;” “I like to get by doing as little as possible. “)/ |
| 60 | BSMEFC | p.22 | No change | |
| 61 | BSMGIMP | --- | Dropped | TRP saw this item as low priority on an overlong questionnaire. |
| 62 | BSMTCHR | p.23 | No change | |
| 62 | BSMTEAC | p.24 | No change | |
| 63 | BSMTCHQ | p.24 | Revised | Subitems consolidated, as recommended by TRP reviewers, with deletion of BSMTCHQ7, BSMTCHQB, BSMTCHQC. Language changed in one instance—from “boys and girls” to “males and females” as more appropriate. |
| 64 | BSSCIECR | p.26 | No change | |
| 65 | BSSPRS | p.26 | Revised | BSSPRS3 science subitem dropped, analogously to the corresponding math item (“I want others to see me as a science person.” |
| 66 | BSSGD | --- | Dropped | This science scale parallel to the equivalent dropped math scale. |
| 67 | BSSCMP | --- | Dropped | One subitem was dropped, consistently with its math parallel; the deleted subitem is “Work in science class is easy for me.” |
| 68 | BSSCHK1 | --- | Dropped | Deleted for science parallelism with math reasons |
| 69 | BSSCHK2 | p.26 | Retained | |
| 70 | BSSCRSE | p.26 | Revised | Some revisions: elements made consistent with content/subject list on teacher questionnaire; integrated science collapsed from 4 to 2; life science, principles of technology, added to list. |
| 71 | BSSRSN | p.28 | Revised | Changes made to parallel math counterpart, e.g. “friends taking it” and “heard it was the easiest science class” dropped. Also BSSRSN_9 has been split so that – in parallel with the change made in math reason – “need it to get into college” can be distinguished from “need it to succeed in college.” |
| 72 | BSSMIR | --- | Dropped | This is the “mark one” equivalent of Q.72. As in math, one (71) retained, one (72) dropped. |
| 73 | BSSLIK | p.29 | Revised | This science item mirrors math 57. Consistently treated: subitems c and e dropped. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|-----------|---|
| 74 | BSSMTV | --- | Dropped | Equivalent to math Q58, both are dropped. |
| 75 | BSSUSE | p.29 | Revised | The science equivalent of math 59, parallel treatment changes “the information” to “what” and subitems (d) and (e) are deleted as per TRP recommendation. |
| 76 | BSSEFC | p.30 | No change | |
| 77 | BSSGIMP | --- | Dropped | Consistent with treatment of math Q.61. |
| 78 | BSSTCHR | p.31 | Revised | The new subjects condenses integrated science, adds life science and principles of technology |
| 78 | BSSTEAC | p.31 | Revised | As noted immediately above. |
| 79 | BSSTCHQ | p.32 | Revised | Modified to parallel math Q63, with consolidation of items—Q7, QB, and QC dropped-- and changes in wording for “boys and girls” to “males and females” |
| 80 | BSPRT | --- | Dropped | TRP reviewers ranked this as lower priority |
| 81 | BSBLG | p.34 | Revised | Cut from 7 subitems to 5 with the following deletions “I am treated with as much respect as other students in my class” and “Most of the time I would like to be any place other than school.” |
| 82 | BSBLGX | --- | Dropped | TRP reviewers questioned the need for this scale |
| 83 | BSDSEN | p.35 | No change | |
| 84 | BSFAVESU | p.35 | Revised | Minor revisions in subject list such as “foreign language” instead of “non-English language” and addition of “career preparation class...” |
| 85 | BSLSTFAV | p.36 | Revised | Revised to mirror the changes made in Q84 |
| 86 | BSPAYO | p.36 | No change | |
| 87 | BSTALK | p.37 | No change | |
| 88 | BSADVC | --- | Dropped | Space constraints militate against having two versions (all vs. most) of Q.87. |
| 89 | BSCLF | p.38 | Revised | Qualifier dropped as overly restrictive (closest friend “in this school who is a ninth grader”) and as per TRP recommendation subitems c and e are dropped (Wants to finish high school, Is popular with others) |
| 90 | BSCOST | p.39 | Revised | No need to restrict to math and science, made global as to all subjects. Also dropped subitem (a), I won’t have enough time for other classes that I enjoy, per TRP recommendations |
| 91 | BSBOGI | p.40 | Revised | Language of “boys and girls” is inappropriate. Revised to contrast “males and females.” Also addressed mishmash of formal subjects vs. skills (e.g. writing vs. math) in favor of formal subject areas. |
| 92 | BSFUTR | --- | Dropped | Deleted as a scale of marginal interest. |
| 93 | BSTIME | p.40 | Revised | This item proved a serious time sink and very cognitively demanding owing to open-ended estimation across such a range of activities. Accordingly, some paring down of categories (e.g., talking on phone/text messaging dropped, ditto for spending time with family), but also the continuous/open-ended hours options have been replaced with hour categories. |
| 94 | BSPGRM | p.41 | Revised | Added two programs, AVID and MESA. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|-----------|--|
| 95 | BSUTIL | --- | Dropped | TRP reviewers rated this as of lower priority. |
| 96 | BSMATHYR | p.42 | Revised | Instead of asking for plans term by term, which is laborious and probably not accurate, the item now asks how many years of math as a total with options of 1, 2, 3, or 4. |
| 97 | BSMAAP | p.42 | No change | |
| 98 | BSMARE | p.43 | Revised | On subitem 3, the two groups (teacher/counselor) are broken out separately now. Also, globally, <i>guidance</i> counselor has been replaced with school "counselor." |
| 99 | BSMAMI | --- | dropped | Space only for one version, choice "all reasons" over "most important reason" |
| 100 | BSNOMATH | --- | dropped | Need to close or eliminate verbatims. |
| 101 | BSSCIEYR | p.44 | revised | Parallel to math Q96, so made the same changes. |
| 102 | BSSCAP | p.44 | No change | |
| 103 | BSSCRE | p.45 | Revised | Changed in parallel to math. On subitem 3, the two groups (teacher/counselor) are broken out separately now. |
| 104 | BSSCMI | --- | Dropped | Parallel to math Q 98-99, 104 dropped for same reasons as 99. |
| 105 | BSNOSCI | --- | Dropped | Parallel to 100. |
| 106 | BSCNOT | --- | Dropped | 106-107 are part of a common series, little curricular choice at fall of G9 |
| 107 | BSCWHY | --- | Dropped | See 106 |
| 108 | BSCOPLAN | p.46 | Revised | These have been consolidated under education/career plan |
| 109 | BSCOHELP | p.46 | Revised | See 108 |
| 110 | BSCAPLAN | --- | Dropped | See 108 |
| 111 | BSCAHELP | --- | Dropped | See 108 |
| 112 | BSTEST | p.47 | No change | |
| 113 | BSENLX | --- | Dropped | A stronger HS completion item has been added; see "additions" below, BSADD_1. |
| 114 | BSEXPECT | p.48 | Revised | Some changes to response options such as linking to attainment outcome such as "associate's degree" or "bachelor's degree" to add clarity and focus. Also made consistent with parent variables (BPEDUP1, BPEDEXP) by splitting out both AA and BA level with enroll/complete as separate options. |
| 115 | BSDISAPP | p.49 | No change | |
| 116 | BSAFTER | p.49 | Revised | Changes are analogous to 114 |
| 117 | BSJOB30 | p.51 | No change | |
| 118 | BSJOBT | p.51 | No change | |
| 119 | BSJOBV, W | --- | Dropped | Marginal item dropped to make room for PSE cost questions.. |
| 120 | BSTKFUTP | p.51 | No change | |
| --- | BSADD_1 | p.47 | Added | Gets at probabilistic expectations of HS new entrants that they will graduate HS. Item used in NELS:88 base year with spring 8 th graders. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|---|
| --- | BSADD_2 | p.48 | Added | Gets at probabilistic expectations of going on to baccalaureate-level study; item used in NELS:88 base year with spring 8 th graders. |
| --- | BSADD_3 | p.48-49 | Added | Elicits probabilistic judgment of ability to achieve baccalaureate attainment, regardless of expectations of whether going on to college. Item used in NLS:72, HS&B |
| --- | BSADD_4 | pp.49-50 | Added | Gets at public vs. private PSE as a prelude to eliciting PSE cost estimates |
| --- | BSADD_5 | p.50 | Added | Gets at in vs. out of state PSE institution as prelude to PSE cost questions |
| --- | BSADD_6A, 6B | p.50 | Added | Elicits cost estimate for PSE; measure will be repeated in spring 11 th grade |
| --- | BSADD_7 | p.50 | Added | Newly added to ask for confidence in accuracy of PSE cost estimate |
| --- | BSADD_8 | p.50 | Added | Filter for those with specific cost information so finer-grained cost can be asked |
| --- | BSADD_9 | p.50 | Added | Specific expected cost question for PSE; will be re-asked in spring of grade 11 |
| --- | BSADD_10 | p.50 | Added | Specific cost question clarification to make cost report comparable/meaningful |

Parent Crosswalk – HSLs:09

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|----------|--|
| 1 | BPRELSHP | 1 | Retained | |
| 2 | BPHHRNT | 1 | Retained | |
| 3 | BPSPOUSE | 2 | Retained | |
| 4 | BPHHPAR | 2 | Retained | |
| 4 | BPSPSREL | 3 | Retained | |
| 5, 6 | BPMAR | 3 | Retained | |
| 7 | BPHHTIME | 4 | Retained | |
| 8 | BPOTHHH | 4 | Revised | Other specify eliminated. |
| 9A | BPSIBS | | Dropped | Question was awkward for telephone administration as written. Household size measured by BPHHNUM (Location = 4). |
| 9B | BPOLDSIB | 5 | Revised | Wording revised to account for the fact that we no longer know if the 9 th grader has any siblings when this question is asked. |
| 10 | BPHHNUM | 3 | Retained | |
| 11 | BPHISPP1 | 5 | Retained | |
| 12 | BPMEXP1 | 6 | Revised | By TRP request, response options expanded for consistency with ELS:2002. |
| 13 | BPRACEP1 | 6 | Retained | |
| 14 | BPATYPP1 | 7 | Retained | |
| 15 | BPHISPP2 | 8 | Retained | |
| 16 | BPMEXP2 | 8 | Revised | By TRP request, response options expanded for consistency with ELS:2002. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|----------|--|
| 17 | BPRACEP2 | 9 | Retained | |
| 18 | BPATYPP2 | 9 | Retained | |
| 19 | BPBYRP1 | 7 | Retained | |
| 20 | BPUSP1 | 7 | Retained | |
| 21 | BPUSYRP1 | 7 | Retained | |
| 22 | BPBYRP2 | 22 | Retained | |
| 23 | BPUSP2 | 10 | Retained | |
| 24 | BPUSYRP2 | 10 | Retained | |
| 25 | BPUS9TH | 11 | Retained | |
| 26 | BPUSYR9 | 11 | Retained | |
| 27 | BPSCHPLC | 11 | Retained | |
| 28 | BPOTHLNG | 12 | Retained | |
| 29 | BPHHLNG | 12 | Revised | Removed other specify. Review of verbatim responses revealed that the existing categories captured most languages. |
| 30 | BPENGLSH | 13 | Retained | |
| 31 | BPHHLNGS | 13 | Retained | |
| 32 | BPHHLNGP | 13 | Retained | |
| 33 | BPESLEVR | 14 | Revised | Added "English immersion" as an example to be comprehensive. Based on NHES Parent and Family Involvement in Education version of this question. |
| 34 | BPESLNOW | 14 | Revised | Added "English immersion" as an example to be comprehensive. Based on NHES Parent and Family Involvement in Education version of this question. |
| 35 | BPEDUP1 | 15 | Revised | Revised response options for clarity by TRP request and for consistency with question on student questionnaire about educational aspirations. |
| 36 | BPMAJP1 | 15 | Revised | Modified wording to be consistent with new response options for BPEDUP1. |
| 36 | BPMAJP1S | | | This is the Spanish version of BPMAJP1, so not presented here. |
| 37 | BPEDUP2 | 17 | Revised | Revised response options for clarity by TRP request and for consistency with question on student questionnaire about educational aspirations. |
| 38 | BPMAJP2 | 18 | Revised | Modified wording to be consistent with new response options for BPEDUP2. |
| 38 | BPMAJP2S | | | This is the Spanish version of BPMAJP2, so not presented here. |
| 39 | BPEMPP1 | 16 | Revised | Changed "hold" to "work at" to make wording consistent with NHES 2003 Parent and Family Involvement in Education Survey. Added parenthetical (If you held a job but were not working because of temporary illness, vacation, strike, or jury duty answer "yes.") to satisfy TRP request. |
| 40 | BPWKHRP1 | 17 | Revised | Added "counting all jobs" and removed the follow-up sentence to make consistent with NHES 2007 Parent and Family Involvement in Education Survey. Wording revised to account for respondents who are not currently employed. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|----------|--|
| 41, 42 | BPJOBP1 | 17 | Revised | Wording revised to account for respondents who are not currently employed. |
| 41 | BPJBP1SA | | | This is the Spanish version of BPJOBP1, so not presented here. |
| 42 | BPJBP1SB | | | This is the Spanish version of BPJOBP1, so not presented here.. |
| 43 | BPEMPP2 | 18 | Revised | Changed "hold" to "work at" to make wording consistent with NHES 2003 Parent and Family Involvement in Education Survey. Added parenthetical (If you held a job but were not working because of temporary illness, vacation, strike, or jury duty answer "yes.") to satisfy TRP request. |
| 44 | BPWKHRP2 | 19 | Revised | Added "counting all jobs" and removed the follow-up sentence to make consistent with NHES 2007 Parent and Family Involvement in Education Survey. Wording revised to account for respondents who are not currently employed. |
| 45, 46 | BPJOBP2 | 19 | Revised | Wording revised to account for respondents who are not currently employed. |
| 45 | BPJBP2SA | | | This is the Spanish version of BPJOBP2, so not presented here. |
| 46 | BPJBP2SB | | | This is the Spanish version of BPJOBP2, so not presented here. |
| 47 | BPINCOME | 19 | Retained | |
| 48 | BPINCCAT | 20 | Retained | |
| 49 | BPHMOWN | 20 | Retained | |
| 50 | BPREPEAT | 21 | Retained | |
| 51 | BPRPT | 21 | Retained | |
| 52 | BPSKIP | 23 | Retained | |
| 53 | BPSKP | 23 | Retained | |
| 54 | BPTRANSFR | 24 | Revised | Change time referent from first grade to kindergarten for consistency with other questions in this section of the instrument. |
| 55 | BPDROP | 25 | Retained | |
| 56 | BPSUSEXP | 24 | Retained | |
| 57 | BPSCHCNT | 25 | Revised | Revised wording and response options for greater consistency with ELS:2002. |
| 58 | BPALGBRA | | Dropped | TRP questioned whether parents' reports were accurate. |
| 59 | BPACINST | | Dropped | Subsumed under BPACTVTY (Location=34) |
| 60 | BPSBJCT | | Dropped | Eliminated in favor of added questions. |
| 61 | BPREMEDL | | Dropped | Eliminated in favor of added questions. |
| 62 | BPIEP | 23 | Revised | Revised for greater consistency with NHES 2007 Parent and Family Involvement in Education Survey. |
| 63 | BPIEPTYP | | Dropped | Type of disability is now collected in BPDIAGNS (Location = 25) |
| 64 | BPDIAGNS | 22 | Revised | Replaced by question based on NHES 2007 Parent and Family Involvement in Education Survey; no longer limited to learning disabilities. |
| 65 | BPLRNDIS | | Dropped | Subsumed under BPDIAGNS (Location = 25) |
| 66 | BPGATE | 24 | Retained | |

| OMB Q# | Web survey name | Location | Status | Justification |
|------------|-----------------|----------|----------|---|
| 67 | BPSCHTLK | | Dropped | Eliminated in favor of other questions about parent involvement. |
| 67 | BPTALKG9 | | Dropped | Eliminated in favor of other questions about parent involvement. |
| 68 | BPOPENHS | | Dropped | Subsumed within in BP_ADD16 |
| 69 | BPRQUEST | | Dropped | Eliminated in favor of other questions about parent involvement. |
| 70 | BPTALK | | Dropped | Responses were highly skewed. |
| 71 | BPINFLNC | | Dropped | Responses were highly skewed. |
| 72 | BPHLPFRQ | 27 | Revised | Revised wording and response options for consistency with NHES Parent and Family Involvement in Education Survey. |
| 73 | BPHLPWRK | 27 | Revised | Changed "English composition, literature, or reading" to "English or language arts" for consistency within and across questionnaires. |
| 74 | BPRULES | | Dropped | Highly skewed response distribution. |
| 75 | BPCHECK | | Dropped | Eliminated in favor of other questions about parent involvement in homework. |
| 76 | BPCURFEW | | Dropped | Question did not work well in field test. Parents reported that the 9 th grader's curfew depended on the activity. |
| 77 | BPACTVTY | 28 | Revised | Added item (academic instruction outside of school) to replace BPACINST. |
| 78 | BPSTEM | 29 | Revised | Added two items to broaden scope beyond STEM. Modified time referent in question stem for consistency with BPACTVTY. |
| 79 | BPGRLBOY | 28 | Revised | Replaced "reading" and "writing" with "English/language arts" so that all the items are subject areas rather than skills. Added "In general" to beginning of question stem. In field test, some parents had a hard time answering if they had children of only one sex. They thought the question was referring to their own children. Changed "boys/girls" to "males/females" so language is more appropriate for teenagers and for consistency across questionnaires. |
| 80 | BPEDASP | 30 | Revised | Revised response options for clarity by TRP request and for consistency with question on student questionnaire about educational aspirations. |
| 81 | BPEDEXP | 31 | Revised | Revised response options for clarity by TRP request and for consistency with question on student questionnaire about educational aspirations. |
| 82 | BPPSSTRT | 31 | Revised | Revised response options for consistency with BPEDASP and BPEDEXP |
| 83 | BPHLPPAY | 34 | Retained | |
| 84 | BPGOALS | | Dropped | Responses were highly skewed. |
| 85 | BPHELP | 43 | Retained | |
| 86 | BPASSIST | 44 | Retained | |
| 87 | BP1NAME | 35 | Retained | |
| 88 | BP1ADD | 36 | Retained | |
| 89, 90, 91 | BP1PH | 36 | Retained | |
| 92 | BP1EMAIL | 37 | Retained | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|----------|--|
| 93 | BP1SSN | 37 | Retained | |
| 94 | BPSTUSSN | 38 | Retained | |
| 95 | BP2NAME | 38 | Retained | |
| 96 | BP2ADD | 39 | Retained | |
| 97, 98 | BP2PH | 40 | Retained | |
| 99 | BPRNAME | 40 | Retained | |
| 100 | BPRADD | 41 | Retained | |
| 101 | BPRPH | 41 | Retained | |
| 102 | BPRELREL | 41 | Revised | Eliminated other specify. |
| 103 | BPFNAME | 42 | Retained | |
| 104 | BPFADD | 42 | Retained | |
| 105 | BPFPH | 43 | Retained | |
| | BP2NONE | 38 | | Refers to BP2Name |
| - | BP_ADD1 | 5 | | Requested by TRP. Parents who have had another child attend the 9 th grader's high school may have more knowledge of the school and be better positioned to advocate for their 9 th grader. |
| - | BP_ADD2 | 4 | | TRP requested this question about country of birth taken from NHES Parent and Family Involvement in Education Survey. |
| - | BP_ADD3 | 10 | | TRP requested this question about country of birth taken from NHES Parent and Family Involvement in Education Survey. |
| - | BP_ADD4 | 11 | | TRP requested this question about country of birth taken from NHES Parent and Family Involvement in Education Survey. |
| - | BP_ADD5 | 14 | | TRP requested the addition of this question from NHES 2003 Parent Involvement survey as a measure of the extent to which language is a barrier to parents' participation in school activities. |
| - | BP_ADD6 | 16 | | TRP requested the collection of Bachelor's degree major for those whose highest degree was a Master's or higher. Given that STEM is one focus of HSLS:09, whether parents' Bachelor's major is in a STEM field is of interest. |
| - | BP_ADD7 | 16 | | TRP requested that the employment questions be asked of those who were not currently working but who had previously been employed. This required the addition of this question from NELS:88. Two modifications were made. "For pay" was added for clarity. The parentheses around "including self-employment" were removed so that this phrase is read aloud to telephone respondents. This will ensure consistency in interpretation in both modes of administration. |
| - | BP_ADD8 | 18 | | TRP requested the collection of Bachelor's major for those whose highest degree was a Master's or higher. Given that STEM is one focus of HSLS:09, whether parents' Bachelor's major is in a STEM field is of interest. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|--|
| - | BP_ADD9 | 19 | | TRP requested that the employment questions be asked of those who were not currently working but who had previously been employed. This required the addition of this question from NELS:88. Two modifications were made. "For pay" was added for clarity. The parentheses around "including self-employment" were removed so that this phrase is read aloud to telephone respondents. This will ensure consistency in interpretation in both modes of administration. |
| - | BP_ADD10 | 23 | | Added this question based on NCES Parent and Family Involvement in Education Survey. Requested by NCES. |
| - | BP_ADD11 | 26 | | Added to fill void of questions on school choice in field test instrument. Taken from NHES 2007 Parent and Family Involvement in Education Survey. |
| - | BP_ADD12 | 26 | | Added to fill void of questions on school choice in field test instrument. Taken from NHES 2007 Parent and Family Involvement in Education Survey. |
| - | BP_ADD13 | 30 | | Added to fill void of questions on school choice in field test instrument. Taken from NHES 2007 Parent and Family Involvement in Education Survey. |
| - | BP_ADD14 | 31 | | Added to fill void of questions on school choice in field test instrument. Taken from NHES 2007 Parent and Family Involvement in Education Survey. |
| - | BP_ADD15 | 31 | | Added to fill void of questions on school choice in field test instrument. Taken from NHES 2007 Parent and Family Involvement in Education Survey. |
| - | BP_ADD16 | 32 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD17 | 32 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD18 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD19 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD20 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD21 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD22 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD23 | 33 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |
| - | BP_ADD24 | 34 | | Added to fill void about financial prep for postsecondary ed; NELS:88 |
| - | BP_ADD25 | 34 | | Added to fill void about financial prep for postsecondary ed; ELS:2002 |
| - | BP_ADD26 | 35 | | Added to fill void about financial prep for postsecondary ed; NHES 2007 |

Administrator Crosswalk – HSLs:09

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|------------|---------------|
| 1 | BAGRADES* | 1 | No change. | |
| 2 | BACHARTR* | 2 | No change. | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|------------|--|
| 3 | BATYPA | 2 | Revised. | List of response options was streamlined by deleting some options and refining others. Items were deleted and refined based on NCES' and TRP member's recommendations. |
| 3 | BATYPB | 3 | Revised. | (Continuation list of BATYPA appearing on a separate screen.) List of response options was streamlined by deleting some options and refining others. Also, 1 mistakenly omitted response option was added (see "New" items below for justification). Items were deleted and refined based on NCES' and TRP member's recommendations. |
| 4 | BACAREER | 4 | No change. | |
| 5 | BACALEN* | 5 | No change. | |
| 6 | BACRSSCH* | 5 | Revised. | Added parenthetical "(grades 9-12)" to standardize (make comparable across all HSLS 9-12 th grade schools) and clarify question. Some sample schools will be comprehensive serving grades younger than 9-12 or high school. If different schedules apply to younger grades than high school grades, this clarification will help principals respond to the question and make it comparable across all schools with a 9 th grade. |
| 7 | BATRDMIN* | 5 | No change. | |
| 8 | BABLOCK | 6 | No change. | |
| 9 | BAHRSINS* | 6 | No change. | |
| 10 | BAADA | 6 | Revised. | Revised in terms of construction, note: Limit response option to 2 fill-in boxes. |
| 11 | BAUNEXAB | 6 | No change. | |
| 12 | BATRNLALT | 7 | Revised. | Revised in terms of construction, note: Limit response options to 2 fill-in boxes. |
| 13 | BADRPPRE | | Dropped. | Moved to counselor survey (p. 14) |
| 14 | BADOPRV | | Dropped. | Moved to counselor survey (p. 15). |
| 15 | BAMTHELP | | Dropped. | Moved to counselor survey (p. 11; part of BCASSIST). |
| 16 | BASCHELP | | Dropped. | Moved to counselor survey (p. 11; part of BCASSIST). |
| 17 | BAGR8TO9 | | Dropped. | Moved to counselor survey (see BC89TRNS). |
| 18 | BA9ACSTG | 8 | Revised. | Items refined to focus specifically on those programs offered only to assist struggling ninth-graders. Added necessary response option to measure definitively whether school has any programs specifically for assisting struggling ninth-graders. |
| 19 | BA9ASIST | 9 | Revised | One new response option added (see "New" items listed below) and other response options deleted, because they were only included for the field test to build close-ended response options. |
| 20 | BATOTENR | | Dropped. | Data will be collected from CCD and PSS. |
| 21 | BACAPAC | 9 | No change. | |
| 22 | BAPCTSB* | 10 | Revised. | Refined response option BADROPRE. |
| 23 | BAHISP* | 10 | No change. | |
| 24 | BARACE* | 11 | Revised. | Revised to conform to OMB race options. Added "non-Hispanic" to all five racial group response options. |
| 25 | BAENROL9 | | Dropped. | Data will be collected from CCD and PSS. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|------------|---|
| 26 | BA9REPET* | 11 | No change. | |
| 27 | BA9RTRN | 11 | No change. | |
| 28 | BA12LAST | 12 | Revised. | Revised based on results of field test and NCES recommendation. Most items had item nonresponse rates over 15 percent. To reduce item nonresponse, reverted wording back to how item was asked in ELS:2002 first follow school administrator survey: added instruction to "enter 000, if none" and combined response options "went on 2-year (associate's degree-granting) colleges" and "went on technical institutes." Changed "vocation/technical schools" to "technical institutes" and added "bachelor's degree-granting" and "associate's degree-granting" in parentheses based on NCES recommendation. |
| 29 | BANUMTCH* | 12 | Revised. | Revised based on results of field test and TRP recommendations. Field test showed all part-time teacher sub-items had high nonresponse rates (over 15 percent). TRP members and NCES said they were interested only in number of math and science teachers. |
| 30 | BATCHVAC | 13 | No change. | |
| 31 | BAVACANT | 14 | No change. | |
| 32 | BAMBONUS | 14 | No change. | |
| 33 | BASBONUS | 14 | No change. | |
| 34 | BAMTCERT* | 13 | Revised. | Moved to new location in survey. NCES and TRP recommended collecting certification information for both full- and part-time teachers. Research shows that part-time teachers are less likely to be certified in-field (see "New" items listed below). |
| 35 | BASCCERT | 13 | Revised. | Moved to new location in survey. NCES and TRP recommended collecting certification information for both full- and part-time teachers. Research shows that part-time teachers are less likely to be certified in-field (see "New" items listed below). |
| 36 | BAMTNORT | 14 | Revised. | TRP recommended collecting information on all math teachers not only full-time math teachers. |
| 37 | BASCNORT | 15 | Revised. | TRP recommended collecting information on all science teachers not only full-time science teachers. |
| 38 | BAMTHABS | 15 | Revised. | TRP recommended asking about all teachers in school as a global measure of teacher apathy, motivation and school climate. |
| 39 | BASCABS | | Dropped. | See justification above. |
| 40 | BAMATHOF | 16 | Revised. | List of courses winnowed based on the results of the field test and TRP recommendation. This item is designed to measure opportunity to learn. When revising item, realized many high schools now allow students to take courses that they do not offer onsite at other locations, such as a community college or online. Thus, in order to accurately measure opportunity to learn needed to add question on "location course offered." Revised names of courses based on course titles in Secondary School Taxonomy (SST). |
| 40 | BAMATH9 | | Dropped. | Dropped based on recommendation of TRP. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|------------|---|
| 41 | BASCIOFF | 17 | Revised. | List of courses winnowed based on the results of the field test and TRP recommendations. This item is designed to measure opportunity to learn. When revising item, realized many high schools now allow students to take courses that they do not offer onsite at other locations, such as a community college or online. Thus, in order to accurately measure opportunity to learn needed to add question on "location course offered." Revised names of courses based on course titles in Secondary School Taxonomy. |
| 41 | BASCI9 | | Dropped. | Dropped based on recommendation of TRP. |
| 42 | BAOFFIB | 18 | No change. | |
| 43 | BAMATREQ | 18 | Revised. | Revised as a two part question based on the results of the field test. |
| 44 | BAMTCHAS | | Dropped. | Dropped based on results of field test. Field test showed no response variation. |
| 45 | BASTCHAS | | Dropped. | Dropped based on results of field test. Field test showed no response variation. |
| 46 | BAMAPPR | | Dropped | Dropped based on TRP recommendation. |
| 47 | BASAPPR | | Dropped | Dropped based on TRP recommendation. |
| 48 | BADIFALG | 18 | No change. | |
| 49 | BASMASAB | | Dropped. | Dropped based on TRP recommendation; redundant with BAMAPPR. |
| 50 | BASSASAB | | Dropped. | Dropped based on TRP recommendation; key is if students are "tracked" into a math sequence or track (low, middle, high), not science. |
| 51 | BAGOALS | | Dropped. | Dropped based on TRP recommendation. |
| 52 | BAPROB | 19 | Revised. | The longer version of this item was asked in school counselor survey; placed longer item from school counselor survey here in school administrator survey. |
| 52 | BAPROB1 | 20 | | Edited response options based on TRP recommendation. |
| 52 | BAPROB2 | 22 | No change. | |
| 53 | BAHIDEG | 23 | No change. | |
| 54 | BADEGREE | 23 | Revised | Will use computer-assisted coding for major similar to teacher survey. Degree will be established by BAHIDEG (page 23). This will drive asking about undergrad and grad majors. |
| 55 | BAGRAD | 25 | Dropped | Will use computer-assisted coder for major similar to teacher survey. |
| 56 | BAEXPTCH | 24 | No change. | |
| 57 | BAPRSUBJ | 24 | No change. | |
| 58 | BAPRMANG | 24 | No change. | |
| 59 | BAPRALT | 25 | No change. | |
| 60 | BAPRTCH | 25 | No change. | |
| 61 | BAPRSRVA | 25 | No change. | |
| 62 | BAPRSRVS | 25 | No change. | |
| 63 | BAPRCURT | 25 | No change. | |
| 64 | BAPRCERT | 26 | No change. | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|--|----------|------------|---|
| 65 | BASPENT | 26 | No change. | NCES and TRP recommended deleting some response options, but field test results showed item worked beautifully as is. Do not want to tamper with this item and develop new or combine response options without testing the new item through a cog lab. |
| 66 | BAPRISEX | 27 | No change. | |
| 67 | BAPRHISP | 27 | No change. | |
| 68 | BAPRRACE | 27 | Revised. | Revised to conform to OMB race options. Added “non-Hispanic” to all five racial group response options. |
| NEW | | | | |
| | BATYPB11— community school, new response option | 4 | Add. | Another type of public school mistakenly omitted from the list of school characteristics field tested. Definition of community school is from the Coalition for Community Schools. Community schools are of policy interest under the present administration. |
| | School choice—new item | 4 | Add. | TRP recommended deleting the school choice response option from BATYPA and asking it as a separate question, particularly since all schools can be considered schools of choice under AYP, that is, schools in need of AYP improvement must offer students a choice of other schools, so the term can be confusing and confounded with AYP “school choice.” Intent is to measure non-AYP school choice. |
| | AYP—new item | 7 | Add. | Based on recommendation of TRP and client, add item on whether school is in AYP improvement. |
| | Encouragement—new item | 7 | Add. | Based on recommendation of TRP and client, add item on programs schools offer to raise students’ interest in math and science. Exposure to math and science, math and science role models, math and science as fun and interesting and how it relates to everyday life is correlated with students’ pursuit of math and science careers. Item also captures the math and science focus or seriousness of schools. |
| | BA9ASIST—new response option | 9 | Add. | Added new response option based on results of field test opened-ended, “other specify,” response option, which identified “behind on credits” as a needed response option. |
| | BAMTCERT—new response option | 13 | Add. | Added new response option to collect data on the number of part-time math teachers who are certified to teach math. Research shows that part-time teachers are less likely to be certified in-field. |
| | BASCCERT—new response option | 13 | Add. | Added new response option to collect data on the number of part-time math teachers who are certified to teach science. Research shows that part-time teachers are less likely to be certified in-field. |
| | Same as BAMATREQ, but for science (see OMB Q# 43) | | | Added to collect data about science coursetaking and graduation requirements to be comparable with data collected about math coursetaking and graduation requirements. |

*Denotes an item to be asked of non-responding as well as participating schools. Information is collected from refusal schools or their districts in order to support better school non-response adjustments in the final weights.

Teacher Crosswalk – HSL:09

| OMB Q# | Web survey name | Location | Status | Justification |
|---------------|------------------------|-----------------|---------------|--|
| 1 | BTSEX | p. 3 | Retain | |
| 2 | BTLATINO | p. 3 | Retain | |
| 3 | BTRACE | p. 3 | Retain | |
| 4 | BTBACHLR | p. 4 | Dropped | Replaced with BAHIDEG, renamed to BTHIDEG, from administrator, in an effort to collect education and major parallel across teacher, administrator and counselor. |
| 5 | BTBAYEAR | p. 4 | Retain | |
| 6 | BTSCH01 | p. 5 | Retain | |
| 7 | BTBAEDUC | p. 7 | Retain | |
| 8 | BTBAMAJR | p. 7 | Retain | |
| 9 | BTBA2ND | p. 8 | Retain | |
| 10 | BTBAMAJ2 | p. 8 | Retain | |
| 11 | BTMASTER | p. 8 | Dropped | Replaced with BTHIDEG on Pg 4. BTHIDEG will provide the information about whether to ask BTMAYEAR, etc. |
| 12 | BTMAYEAR | p. 8 | Revised | Based on response to BTHIDEG, this will ask about highest graduate degree whether it be a master's or a Ph.D., etc. |
| 13 | BTSCH02 | p. 8 | Revised | Based on response to BTHIDEG, this will ask about highest graduate degree whether it be a master's or a Ph.D., etc. |
| 14 | BTMAEDUC | p. 11 | Revised | Based on response to BTHIDEG, this will ask about highest graduate degree whether it be a master's or a Ph.D., etc. |
| 15 | BTMAMAJR | p. 11 | Revised | Based on response to BTHIDEG, this will ask about highest graduate degree whether it be a master's or a Ph.D., etc. |
| 16 | BTOTHDEG | p. 11 | Dropped | With the detail above, other degree is not needed. We have captured information on the aspects other degree would've provided. |
| 16 | BTOTHYR | p. 12 | Dropped | With the detail above, other degree is not needed. We have captured information on the aspects other degree would've provided. |
| 16 | BTOTHEDU | | Dropped | With the detail above, other degree is not needed. We have captured information on the aspects other degree would've provided. |
| 16 | BTOTHMAJ | p. 13 | Dropped | With the detail above, other degree is not needed. We have captured information on the aspects other degree would've provided. |
| 17 (M) | BTMTHNUM | | Dropped | The TRP recommended this item be dropped because on the field test, some teachers indicated very high numbers, potentially caused by confusion about whether the item was requesting number of credits or number of courses. |
| 17 (S) | BTSCINUM | | Dropped | The TRP recommended this item be dropped because on the field test, some teachers indicated very high numbers, potentially caused by confusion about whether the item was requesting number of credits or number of courses. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|---|
| 18 (M) | BTMTHCOL | p. 11 | Revise | The TRP recommended this item be revised because teachers' responses in the field test suggested they were considering specific course titles instead of branches of mathematics. |
| 18 (S) | BTSCICOL | p. 12 | Revise | The TRP recommended this item be revised because teachers' responses in the field test suggested they were considering specific course titles instead of branches of science. |
| 19 | BTCERTIF | p. 12 | Revise | The TRP recommended revising this item to specifically ask about certification to teach mathematics/science. |
| 20 (M) | BTMGRCRT | p. 13 | Retain | |
| 20 (S) | BTSGRCRT | p. 13 | Retain | |
| 21 | BTALTCRT | p. 14 | Retain | |
| 22 (M) | BTMPRETC | p. 14 | Retain | |
| 22 (S) | BTSPRETC | p. 15 | Retain | |
| 23, 24 | BTK12YRS | p. 15 | Retain | |
| 25 (M) | BTMTHYRS | p. 15 | Retain | |
| 25 (S) | BTSCIYRS | p. 16 | Retain | |
| 26 | BTSCHYRS | p. 16 | Retain | |
| 27 | BTPENSN | p. 16 | Retain | |
| 28 (M) | BTMHTCH | p. 17 | Revise | The TRP recommended this item be revised to better specify that the stem and the response options are referring to teachers in grades 9-12. |
| 28 (S) | BTSCITCH | p.25 | Revise | The TRP recommended this item be revised to better specify that the stem and the response options are referring to teachers in grades 9-12. |
| 29 (M) | BTMTHCRS | p.18 | Revise | Based on the field test data, this item has been revised so that the response options better reflect the mathematics courses that teachers of 9 th grade students would likely be teaching. |
| 29 (S) | BTSCICRS | p.26 | Revise | Based on the field test data, this item has been revised so that the response options better reflect the science courses that teachers of 9 th grade students would likely be teaching. |
| 30 (M) | BTMHTXT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each mathematics class they teach that contains 9 th grade students. |
| 30 (S) | BTSCITXT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each science class they teach that contains 9 th grade students. |
| 31 (M) | BTMTXPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each mathematics class they teach that contains 9 th grade students. |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|---|
| 31 (S) | BTSTXPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each science class they teach that contains 9 th grade students. |
| 32 (M) | BTMCLPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each mathematics class they teach that contains 9 th grade students. |
| 32 (S) | BTSCLPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each science class they teach that contains 9 th grade students. |
| 33 (M) | BTMTXDIF | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each mathematics class they teach that contains 9 th grade students. |
| 33 (S) | BTSTXDIF | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each science class they teach that contains 9 th grade students. |
| 34 (M) | BTMTXUSE | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each mathematics class they teach that contains 9 th grade students. |
| 34 (S) | BTSTXUSE | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on textbook usage for each science class they teach that contains 9 th grade students. |
| 35 (M) | BTMGRPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on the source of assessment items for each mathematics class they teach that contains 9 th grade students. |
| 35 (S) | BTSGRPCT | | Drop | This item has been dropped. The TRP indicated that it was too burdensome to ask teachers to respond to this series of items on the source of assessment items for each science class they teach that contains 9 th grade students. |
| 36 (M) | BTMTCHAS | p.20 | Revise | The TRP recommended this item be revised to better specify that the stem is referring to teachers in grades 9-12. |
| 36 (S) | BTSTCHAS | p.29 | Revise | The TRP recommended this item be revised to better specify that the stem is referring to teachers in grades 9-12. |
| 37 (M) | BTALGREM | p.21 | Revise | This item has been revised because the TRP did not think "grades 9-12" was necessary for teachers to understand the purpose of the item. |
| 38 (M) | BTMTHDPA | p.22 | Retain | |
| 38 (M) | BTMTHDPB | p.23 | Retain | |
| 37 (S) | BTSCIDPA | p.30 | Retain | |
| 37 (S) | BTSCIDPB | p.31 | Retain | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------------|-----------------|----------|--------|---|
| 39(M), 38(S) | BTBOYGRL | p.33 | Revise | This item has been revised to reflect more age-appropriate language (i.e., males and females rather than boys and girls) and to make the subjects more relevant to high school (e.g., "English" rather than "Reading"). |
| 40(M), 39(S) | BTPROBLM | p.34 | Retain | |
| 41(M), 40(S) | BTLIMITA | p.35 | Retain | |
| 41(M), 40(S) | BTLIMITB | p.38 | Retain | |
| 42(M), 41(S) | BTINSTRU | p.39 | Revise | This item has been revised because the TRP thought one of the sub-parts (BTINSTR7) was confusing; BTINSTR7 was dropped from the survey. |
| 43(M), 42(S) | BTPRNCPL | p.41 | Retain | |
| 44(M), 43(S) | BTSTAFF | p.43 | Retain | |
| | BTMTHADD_1 | p.19 | Add | The TRP recommended this item be added because it is important to understand whether students are tracked into different mathematics classes. |
| | BTMTHADD_2 | p.19 | Add | The TRP recommended this item be added to measure the percentage of students who are prepared to tackle the material covered in mathematics classes. |
| | BTMTHADD_3 | p.19 | Add | The TRP recommended that this item be added, in conjunction with the following item, to determine whether teachers use ability grouping within mathematics classes. |
| | BTMTHADD_4 | p.19 | Add | The TRP recommended this item be added to determine whether teachers are using ability grouping within a class. |
| | BTMTHADD_5 | p.19 | Add | The TRP recommended this item be added to help understand teachers' expectations for student learning. |
| | BTSCIADD_1 | p.27 | Add | The TRP recommended this item be added because it is important to understand whether students are tracked into different science classes. |
| | BTSCIADD_2 | p.27 | Add | The TRP recommended this item be added to measure the percentage of students who are prepared to tackle the material covered in science classes. |
| | BTSCIADD_3 | p.28 | Add | The TRP recommended that this item be added, in conjunction with the following item, to determine whether t teachers use ability grouping within science classes. |
| | BTSCIADD_4 | p.28 | Add | The TRP recommended this item be added to determine whether teachers are using ability grouping within a class. |
| | BTSCIADD_5 | p.28 | Add | The TRP recommended this item be added to help understand teachers' expectations for student learning. |

Counselor Crosswalk – HSLS:09

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|---|
| 1 | BCNUMCSL | p. 1 | Retain | |
| 2 | BCNUMCER | p. 1 | Retain | |
| 3 | BCPERCSL | p. 2 | Retain | |
| 4 | BCASSIGN | p. 2 | Revise | Based on the field test open-ended data, this item has been revised to include two additional response options. |
| 5 | BCMEET | p. 2 | Revise | The TRP recommended this item be revised to capture how counselors spend their time. |
| 6 | BCCONSLT | | Drop | The TRP recommended this item be dropped because the revised BCMEET makes this item redundant. |
| 7 | BCDISC | p. 4 | Revise | Based on the field test open-ended data, this item has been revised to include an additional response option. |
| 8 | BCHSPLAN | p. 6 | Revise | This item has been revised to reflect language currently being used in schools (i.e., “career and education plan” rather than “high school graduation or individual learning plan”). The TRP also recommended that “grades 9-12” be added so that the stem better specifies that the item is referring to high school students. |
| 9 | BCPLNMOD | | Drop | This item has been dropped because the addition of two new items (BCADD_1 and BCADD_2) makes this item unnecessary. |
| 10 | BCGR8T09 | p. 4 | Retain | |
| 11 | BC89TRNS | p. 4 | Revise | The TRP recommended this item be revised to better understand how schools assist students in transitioning from middle- to high-school. Sub-items from the administrator questionnaire have been integrated into the counselor item to reduce redundancy. |
| 12 | BCPRMARY | p. 16 | Retain | |
| 13 | BCHSTOPS | p. 16 | Revise | Based on the field test data and TRP recommendations, this item has been revised to make the language of some response options clearer and to include additional services that schools might offer to help students transition from high school to college. The TRP also recommended the stem be revised so it is consistent with other items about services that high schools provide. |
| 14 | BCHSTOJB | p. 18 | Revise | Based on the field test data, this item has been revised to include two additional sub-parts. In addition, the TRP recommended that BCOFFER (Q16) & BCOFFER2 (Q17) be integrated into this item. The TRP also recommended the stem be revised so it is consistent with other items about services that high schools provide. |
| 15 | BCVOCTCH | p. 17 | Revise | The TRP recommended this item be revised to reflect language currently being used in schools (i.e., “career technical education” rather than “career technical education or vocational-technical program.” |
| 16 | BCOFFER | | Drop | The TRP recommended that this item be incorporated into BCHSTOJB. |
| 17 | BCOFFER2 | | Drop | The TRP recommended that this item be incorporated into BCHSTOJB. |
| 18 | BCPROGS | p. 10 | Retain | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|--------|--|
| 19 | BCGATE | p. 10 | Revise | Based on the field test data, this item has been revised to include an additional response option. The TRP also recommended revisions be made to the wording so that the item refers to all students in grades 9-12 instead of "high-achievers" only. |
| 20 | BCENRICH | p. 11 | Retain | |
| 21 | BCASSIST | p. 11 | Revise | The TRP recommended this item be revised to broaden its focus to all subjects, not just mathematics and science. The TRP also recommended that the words "grades 9-12" be added so that the stem better specifies that the item is referring to high school students, and that all references to "struggling students" be removed from the response options. |
| 22 | BCOUTSCH | p. 12 | Revise | Based on the field test data, this item has been revised to make the language of one response option clearer. The TRP also recommended the item not be science, technology, engineering, and mathematics specific. |
| 23 | BCG9MTSC | p. 6 | Revise | This item has been revised because the TRP thought it was important to measure the extent to which different factors influenced student placement into 9 th grade mathematics and science courses. |
| 24 | BCUPRMS | p. 8 | Revise | This item has been revised because the TRP thought it was important to measure the extent to which different factors influenced student placement into their 10 th , 11 th , or 12 th grade mathematics and science courses. |
| 25 | BCHIMATH | | Drop | Based on the field test data, the TRP recommended this item be deleted. Counselor responses indicated they misunderstood the item. |
| 25 | BCHISCI | | Drop | Based on the field test data, the TRP recommended this item be deleted. Counselor responses indicated they misunderstood the item. |
| 26 | BCMTHPRQ | | Drop | The TRP recommended this item be deleted because it did not provide useful information. |
| 27 | BCNOTPRQ | | Drop | The TRP recommended this item be deleted because it did not provide useful information. |
| 28 | BCFTEST | p. 13 | Revise | This item was revised because the TRP thought the example in the stem of the item was not necessary for counselors to understand the purpose of the item. In addition, the TRP also recommended adding "grades 9-12" so that the stem better specifies that the item is referring to high school students, and removing the phrase "in deficient subject areas" as it was not necessary. |
| 29 | BCRANK1 | p. 3 | Retain | |
| 29 | BCRANK2 | p. 3 | Retain | |
| 29 | BCRANK3 | p. 3 | Retain | |
| 30 | BCOPNTCH | p. 20 | Retain | |
| 31 | BCOPNCSL | p. 22 | Retain | |
| 32 | BCOPNPRN | p. 23 | Retain | |

| OMB Q# | Web survey name | Location | Status | Justification |
|--------|-----------------|----------|---------|---|
| 33 | BCYEARS | p. 24 | Revise | This item was revised to make the response options clearer. The TRP was concerned that the current options may imply that counselors need not respond if they counseled multiple grades. |
| 34 | BCDEGREE | p. 25 | Revised | Replaced with BCMAJR. In an effort to collect education and major in a parallel way across counselor, teacher, and administrator. BCHIDEG supplements with highest degree. |
| 35 | BCENTRY | p. 25 | Revise | This item has been revised. The TRP recommended that a new response option be added to cater for counselors who get their certification after attending graduate school. |
| | BCADD_1 | p. 6 | Add | The TRP recommended adding this item to better understand the roles parents/guardians play in developing students' education and career plans. |
| | BCADD_2 | p. 6 | Add | The TRP recommended adding this item to better understand the roles parents/guardians play in developing students' education and career plans. |
| | BCADD_3 | p. 11 | Add | The TRP recommended this item be added to determine whether schools offer summer enrichment opportunities to all students or to specific groups of students (e.g. students needing extra assistance). |
| | BADRPPRE | p. 14 | Add | The TRP recommended this item be moved from the Administrator Survey to the counselor survey. |
| | BADOPRV | p. 15 | Add | The TRP recommended this item be moved from the Administrator Survey to the counselor survey. |
| | BCADD_4 | p. 13 | Add | The TRP recommended this item be added to act as a screener item for BCFTEST. |
| | BCADD_5 | p. 16 | Add | The TRP recommended adding this item to determine the whether schools with dropout prevention programs prepare students for the GED test. |
| | BCADD_6 | p. 17 | Add | The TRP recommended adding this item to determine the availability of career technical education programs. |
| | BCADD_7 | p. 18 | Add | The TRP recommended adding this item to understand whether students not enrolled in career technical education programs could take courses in such programs. |