

Explanation

	A	B	C	D	E
1	<p>This file contains a listing of every question asked of school administrators in the spring second-grade data provided, along with the item source, the construct OMB package for which the item is intended to pro</p> <p>Each worksheet in this file pertains to one instrument appendix within the OMB package in which the full full description of the instrument to which the work</p>				
2					
3	Worksheet Name		Instrument		
4	App B Spring 2nd Parent Interview		Spring Second-Grade Parent Inte		
5	App C Spring 2nd TQA (Class)		Spring Second-Grade General Cla		
6	App C Spring 2nd TQC (Child)		Spring Second-Grade General Cla		
7	App D Spring 2nd SpEd TQA		Spring Second-Grade Special Edu		
8	App D Spring 2nd SpEd TQB (Child)		Spring Second-Grade Special Edu		
9	App E Spring 2nd School Adm A		Spring Second-Grade School Adm		
10	App E Spring 2nd School Adm B		Spring Second-Grade School Adm		

Explanation

	F	G	H	I	J	K	L	M	N
1	<p>f parents, general classroom teachers, special education data collection round. For each question, the question w the item measures, and the specific research question vide information.</p> <p>nt. The worksheet name notes the specific instrument instrument can be found. Below is a list of the worksh ksheet pertains.</p>								
2									
3									
4	erview, Appendix B								
5	ssroom Teacher Teacher-/Classroom-Level Questionnaire, Appendix C								
6	ssroom Teacher Child-Level Questionnaire, Appendix C								
7	cation Teacher Teacher-Level Questionnaire, Appendix D								
8	cation Teacher Child-Level Questionnaire, Appendix D								
9	ministrator Questionnaire for New Schools, Appendix E								
10	ministrator Questionnaire For Continuing Schools, Appendix E								

	O	P	Q
1	<p>n teachers, and wording is n in Part C of this</p> <p>, as well as the eet name and a</p>		
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App B Spring 2nd Parent Intervi

	A	B	C	D	E
1	Spring First-Grade Parent Interview, Appendix B				
2	Item #	Item Stem	Source	Construct	Research Question
3	INQ.005	{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?	ECLS-K	Introduction	NA
4	INQ.010	May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?	ECLS-K	Introduction	NA
5	INQ.015	Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?	NHES:2007 (modified)	Introduction	NA
6	INQ.020	May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?	NHES:2007 (modified)	Introduction	NA
7	INQ.025	May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?	NHES:2007 (modified)	Introduction	NA
8	INQ.030	May I have your name please?	ECLS-K	Introduction	NA
9	INQ.060	{{}}May I have your name, please?{{}}	ECLS-K	Introduction	NA
10	INQ.070	[May I have your name, please?]	ECLS-K	Introduction	NA

App B Spring 2nd Parent Intervi

	A	B	C	D	E
11	INQ.080/080b	<p>(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> <p>IF NEEDED: That's fine. This interview will not be recorded.</p>	ECLS-K	Introduction	NA
12	INQ.090/090b	<p>{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012}, you took part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> <p>IF NEEDED: That's fine. This interview will not be recorded.</p>	ECLS-K	Introduction	NA

App B Spring 2nd Parent Intervi

	A	B	C	D	E
13	INQ.130	Before we begin the interview, I would like to verify some information. I have recorded {CHILD}'s FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?	ECLS-K	Introduction	NA
14	INQ.160	ASK IF NOT OBVIOUS: {I have {CHILD} recorded as {male/female}. Is that correct?}/{Is {CHILD} male or female?}	ECLS-K	Child's sex	PQ1, PQ3
15	INQ.170	{I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}	ECLS-K	Child's date of birth	PQ1
16	INQ.175	So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?	ECLS-K	Child's date of birth	PQ1
17	INQ.176	How old is {CHILD}?	ECLS-K	Child's date of birth	PQ1
18	INQ180	I have recorded that {CHILD}'s home address is...Is this still correct?	ECLS-K	Introduction	NA
19	INQ190	What is {CHILD}'s home address?		Introduction	NA
20	INQ.200	I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?	ECLS-K	Introduction	NA
21	INQ.205	{What is {CHILD}'s family's current home phone number?}	ECLS-K	Introduction	NA
22	INQ.300	Next, I have a few questions about {CHILD}'s background. Was {CHILD} born in this country, that is, in any of the fifty states or the District of Columbia?	ECLS-K	Country of origin for sample child	PQ1, PQ3
23	INQ.310/3120 S	In what country or territory was {CHILD} born?	ECLS-K	Country of origin for sample child	PQ1, PQ3
24	INQ.320	In what year did {CHILD} come to the United States to stay?	ECLS-K	Length of residence in U.S. for sample child	PQ1, PQ3
25	INQ.330	Is {CHILD} a U.S. citizen?	ECLS-K	Citizenship of child	PQ1, PQ3
26	PIQ.130	Since the beginning of this school year, have you or the other adults in your household attended an open house or a back-to-school night?	ECLS-K	Parent participation in school activities	PQ5

App B Spring 2nd Parent Intervi

	A	B	C	D	E
27	PIQ.140	[Since the beginning of this school year, have you or the other adults in your household...] Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?	ECLS-K	Parent participation in school activities	PQ5
28	PIQ.150	[Since the beginning of this school year, have you or the other adults in your household...] Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?	ECLS-K	Parent attendance at parent-teacher conferences and meetings	PQ5
29	PIQ.160	[Since the beginning of this school year, have you or the other adults in your household...] Attended a school or class event, such as a play, sports event, or science fair?	ECLS-K	Parent participation in school activities	PQ5
30	PIQ.170	[Since the beginning of this school year, have you or the other adults in your household...] Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?	NHES:2007	Parent participation in school activities	PQ5
31	PIQ.185	During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?	ECLS-K:2011	Parent participation in school activities	PQ5
32	PIQ.410	This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school? Inconvenient meeting times? Has that made it harder for you to participate in activities at {CHILD}'s school?	ECLS-K	Barriers to parent participation in school activities	PQ5

App B Spring 2nd Parent Intervi

	A	B	C	D	E
33	PIQ.420	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] No child care keeps your family from going to school meetings or events? Has that made it harder for you to participate in activities at {CHILD}'s school?	ECLS-K	Barriers to parent participation in school activities	PQ5
34	PIQ.430	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Family members can't get time off from work? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	ECLS-K	Barriers to parent participation in school activities	PQ5
35	PIQ.440	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Problems with safety going to the school? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	ECLS-K	Barriers to parent participation in school activities	PQ5
36	PIQ.450	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] The school does not make your family feel welcome? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	ECLS-K	Barriers to parent participation in school activities	PQ5
37	PIQ.460	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Problems with transportation to the school? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	ECLS-K	Barriers to parent participation in school activities	PQ5
38	PIQ.480	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] You don't hear about things going on at school that you might want to be involved in? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	ECLS-K	Barriers to parent participation in school activities	PQ5

App B Spring 2nd Parent Intervi

	A	B	C	D	E
39	PIQ.490	Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the school {CHILD} attends this year?	NHES:2007	Parent's satisfaction with the teachers and school	PQ5
40	PIQ.490b	Is {CHILD} attending a different school than {he/she} was at the time of our interview {on {DATE OF SPRING-FIRST GRADE INTERVIEW}/last spring}?	NEW	NA-item is used to reduce respondent burden in follow-up items about school	NA
41	PIQ.491/OS	About how far would you say it is from your home to the school {CHILD} attends?	ECLS-K	Transportation to school and related issues	PQ1, PQ3
42	PIQ.492/OS	How does {CHILD} usually get to school in the morning?	ECLS-K	Transportation to school and related issues	PQ1, PQ3, PQ5
43	PIQ.510	How often does {CHILD} do homework at home? Would you say... Less than once a week 1 to 2 times a week 3 to 4 times a week, or 5 or more times a week?	ECLS-K	Frequency child does homework at home	PQ5

App B Spring 2nd Parent Intervi

	A	B	C	D	E
44	PIQ.520	During this school year, how often did you or someone else help {him/her} with {his/her} homework? Would you say... Never Less than once a week 1 to 2 times a week 3 to 4 times a week, or 5 or more times a week?	ECLS-K	How often parent or someone else helped child with homework	PQ4, PQ5
45	FSQ.010	Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview. As I read each person's name again, please tell me if he or she <u>still</u> lives in this household. Does {NAME} <u>still</u> live in this household?	ECLS-K	Current household roster	PQ1, PQ3
46	FSQ.015/0150 S	Why is {NAME} no longer living in this household?	ECLS-K	Information about why people who were in the household in a previous round of collection have left the household	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
47	FSQ020	<p>{Other than the people I just asked about, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since our last interview? Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}</p> <p>{Now I have a few questions about your household. We have noted that you and {CHILD} currently live in this household. First I'd like to ask you some questions about yourself, then I'd like you to please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}</p>	ECLS-K	Current household roster	PQ1, PQ3
48	FSQ.025	ENTER LAST NAME OF {NAME}.	ECLS-K	Current household roster	PQ1, PQ3
49	FSQ.030	How old {are you/is {NAME}}?	ECLS-K	Current household roster	PQ1, PQ3
50	FSQ.040	CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}	ECLS-K	Current household roster	PQ1, PQ3
51	FSQ.045	CHECK HOUSEHOLD MATRIX.	ECLS-K	Current household roster	PQ1, PQ3
52	FSQ.060	Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?	ECLS-K	Current household roster	PQ1, PQ3
53	FSQ.110	Do you have a spouse or partner who lives in this household?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
54	FSQ.120	Who in the household is your spouse or partner?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
55	FSQ.121	During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian}/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
56	FSQ.122	During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
57	FSQ.130	What is {your/{NAME}'s} relationship to {CHILD}?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
58	FSQ.140	{Are you/Is {NAME}} {CHILD}'s... Biological or birth mother, Adoptive mother, Step mother, Foster mother or female guardian, or Other female parent or guardian?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
59	FSQ.150	{Are you/Is {NAME}} {CHILD}'s... Biological or birth father, Adoptive father, Step father, Foster father or male guardian, or Other male parent or guardian?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
60	FSQ.160	{Are you/Is {NAME}} {CHILD}'s... Full sister, Half sister, Step sister, Adoptive sister, or Foster sister?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
61	FSQ.170	{Are you/Is {NAME}} {CHILD}'s... Full brother, Half brother, Step brother, Adoptive brother, or Foster brother?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
62	FSQ.180/181	CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE. GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN FEMALE GUARDIAN MALE GUARDIAN DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER OTHER NON-RELATIVE (SPECIFY)	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
63	FSQ.190	{Are you/Is {NAME}} Hispanic or Latino?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
64	FSQ.195	What is {your/{NAME}'s} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be.	ECLS-K	Race of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
65	FSQ.200	{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
66	FSQ.212/2120 S	Now I have a few questions about {your/{NAME}'s} country of birth. In what country {were/was} {you/{NAME}} born?	ECLS-K	Country of origin for parents	PQ1, PQ3
67	FSQ.213	How old {was/were} {you/{NAME}} when {you/{he/she}} first moved to {any of the fifty states in the United States or the District of Columbia/the United States}?	ECLS-K	Length of residence in U.S. for parents	PQ1, PQ3
68	PLQ.005	I have recorded that {NON-ENGLISH LANGUAGE/a language other than English/English is the only language that} is regularly spoken in your home. Is this still correct?	ECLS-K (modified)	Languages spoken in the home	PQ1, PQ3
69	PLQ.010	I have recorded that {LANGUAGE} is the primary language spoken in your home. Is this still correct?	ECLS-K (modified)	Languages spoken in the home	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
70	PLQ.020	Is any language other than English regularly spoken in your home?	ECLS-K	Languages spoken in the home	PQ1, PQ3
71	PLQ.030	Is English also spoken in your home?	ECLS-K	Languages spoken in the home	PQ1, PQ3
72	PLQ.040/0400 S	What languages other than English are spoken in your home?	ECLS-K	Languages spoken in the home	PQ1, PQ3
73	PLQ.060/0600 S	What is the <u>primary</u> language spoken in your home?	ECLS-K	Languages spoken in the home	PQ1, PQ3
74	HEQ.010a/b/ c/d/e/f/g/h/i	Now I'd like to talk with you about {CHILD}'S activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}? a. Tell stories to {CHILD}? Would you say not at all, once or twice a week, 3-6 times a week, or every day? b. Help {CHILD} to do arts and crafts? c. Play games or do puzzles with {CHILD}? d. Talk about nature or do science projects with {CHILD}? e. Play a sport or exercise together? f. Practice reading, writing or working with numbers?	ECLS-K	Home environment	PQ4
75	HEQ.030	In a typical <u>week</u> , how often do you or any other family members read books to {CHILD}? Would you say... Not at all, Once or twice a week, 3-6 times a week, or Every day?	ECLS-K	Frequency of reading activities with child	PQ4

App B Spring 2nd Parent Intervi

	A	B	C	D	E
76	HEQ.035	In a typical <u>week</u> , how often do you or any other family members read books to {CHILD} in {PRIMARY LANGUAGE/a language other than English}. Would you say... Not at all Once or twice a week 3-6 times a week, or Every day?	ECLS-K:2011	Frequency of reading activities with child	PQ4
77	HEQ.105	In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}? Visited a library or bookstore?	ECLS-K (modified)	Literacy related outings	PQ4
78	HEQ.130	[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?] Gone to a play, concert, or other live show?	ECLS-K (modified)	Family activities outside of school	PQ4
79	HEQ.140	[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?] Visited an art gallery, museum, or historical site?	ECLS-K (modified)	Family activities outside of school	PQ4
80	HEQ.150	[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?] Visited a zoo, aquarium, or petting farm?	ECLS-K (modified)	Family activities outside of school	PQ4
81	HEQ.180	[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?] Attended an athletic or sporting event in which {CHILD} was not a player?	ECLS-K (modified)	Family activities outside of school	PQ4

App B Spring 2nd Parent Interv

	A	B	C	D	E
82	HEQ.210	In the <u>past week</u> , how often did {CHILD} read to {himself/herself} or to others outside of school? Would you say... Never, Once or twice a week, 3 to 6 times a week, or Every day?	ECLS-K	Frequency of reading activities with child	PQ2, PQ4
83	HEQ.215	Generally, how long did {CHILD} read to {himself/herself} at each of these times?	ECLS-K	Frequency of reading activities with child	PQ2, PQ4
84	HEQ.220	Do you have a home computer or other electronic device that {CHILD} uses?	ECLS-K	Availability and use of electronic/computer devices	PQ4
85	HEQ.225	In an average week, how often does {CHILD} use the computer or other electronic device to play with programs that teach {him/her} something, like math or reading skills? Would you say ... Never, Once or twice a week, 3 to 6 times a week, or	ECLS-K:2011 (modified)	Availability and use of electronic/computer devices	PQ4
86	HEQ.260	Does {CHILD} use the computer or other electronic device to get on the Internet?	ECLS-K (modified)	Availability and use of electronic/computer devices	PQ4
87	HEQ.280	Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?	ECLS-K	Tutoring	PQ5
88	HEQ.290/2900S	What is {CHILD} tutored in?	ECLS-K	Tutoring	PQ5
89	HEQ300	Outside of school hours in the past <u>year</u> , has {CHILD} participated in: Academic activities, like science, computers, math lab, or taking a class to learn a language other than English?	NHES 2007 (modified)	Child activities outside of school hours	PQ4

App B Spring 2nd Parent Intervi

	A	B	C	D	E
90	HEQ310	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized athletic activities, like basketball, soccer, baseball, or gymnastics?	ECLS-K	Child activities outside of school hours	PQ4
91	HEQ320	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized clubs or recreational programs, like scouts?	ECLS-K	Child activities outside of school hours	PQ4
92	HEQ330	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Music lessons, for example, piano, instrumental music, or singing lessons?	ECLS-K	Child activities outside of school hours	PQ4
93	HEQ340	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Drama classes?	ECLS-K	Child activities outside of school hours	PQ4
94	HEQ350	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Art classes or lessons, for example, painting, drawing, or sculpture?	ECLS-K	Child activities outside of school hours	PQ4
95	HEQ370	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized performing arts programs, such as children's choirs, dance programs, or theater performances?	ECLS-K	Child activities outside of school hours	PQ4
96	HEQ.391	[Outside of school hours in the past year, has {CHILD} participated in:] Religious activities or instruction?	ECLS-K (modified)	Child activities outside of school hours	PQ4

App B Spring 2nd Parent Intervi

	A	B	C	D	E
97	HEQ.393	Did {CHILD}'s participation in {academic activities/organized athletic activities/organized clubs or recreational programs/music lessons/drama classes/art classes or lessons/organized performing arts programs/religious activities or instruction/any of these activities} help to cover the hours when you needed adult supervision for {him/her}?	ECLS-K:2011	Whether child activities serve as child care	PQ6
98	HEQ.520	Now, I have a question about meals. In a typical week, please tell me the number of days your family eats the evening meal together.	ECLS-K (modified)	Child and respondent breakfast/dinner consumption	PQ4
99	CCQ.005	Next, I'd like to talk with you about the child care arrangements you have for {CHILD} this year. First, I'd like to talk to you about all the child care {CHILD} now receives on a <u>regular basis</u> from someone other than {you/{his/her} parents} {or {his/her} guardians}. This does not include occasional baby-sitting or backup care providers.	ECLS-K	Participation in child care	PQ6
100	CCQ010	Is {CHILD} <u>now</u> receiving care from a relative on a <u>regular basis</u> (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s parents} {or {CHILD}'s guardians}.	ECLS-K	Participation in relative care	PQ6
101	CCQ.060	How many different <u>regular</u> care arrangements do you <u>currently</u> have with relatives?	ECLS-K	Participation in relative care	PQ6
102	CCQ.065	{Let's talk about the relative who provides the most care for {CHILD} <u>now</u> .} Who is the relative who cares for {CHILD}?	ECLS-K	Participation in relative care	PQ6
103	CCQ.070	Is the care provided by {{CHILD}'s {RELATIVE}/that relative} in your home or another home?	ECLS-K	Participation in relative care	PQ6

App B Spring 2nd Parent Intervi

	A	B	C	D	E
104	CCQ.075	Does {CHILD} receive that care before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
105	CCQ.080	Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} <u>regularly scheduled</u> at least once <u>each</u> week?	ECLS-K	Time child spends in care arrangements	PQ6
106	CCQ.085	How many <u>days</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?	ECLS-K	Time child spends in care arrangements	PQ6
107	CCQ.090	How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?	ECLS-K	Time child spends in care arrangements	PQ6
108	CCQ.110	You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {these/this} other {relatives/relative}?	ECLS-K	Time child spends in care arrangements	PQ6
109	CCQ.115	{Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} <u>now</u> receiving care in a private home on a <u>regular</u> basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}	ECLS-K	Participation in nonrelative care	PQ6

App B Spring 2nd Parent Intervi

	A	B	C	D	E
110	CCQ.165	How many different <u>regular</u> care arrangements do you <u>currently</u> have with nonrelatives?	NHES ECPP and ECLS-B	Participation in nonrelative care	PQ6
111	CCQ.170	{Let's talk about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?	ECLS-K	Participation in nonrelative care	PQ6
112	CCQ.175	Does {CHILD} receive that care before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
113	CCQ.180	Is the care that {CHILD} receives from that person <u>regularly scheduled</u> at least once <u>each</u> week?	ECLS-K	Time child spends in care arrangements	PQ6
114	CCQ.185	How many <u>days</u> <u>each</u> <u>week</u> does {CHILD} receive care from that person?	ECLS-K	Time child spends in care arrangements	PQ6
115	CCQ.190	How many <u>hours</u> <u>each</u> <u>week</u> does {CHILD} receive care from that person?	ECLS-K	Time child spends in care arrangements	PQ6

App B Spring 2nd Parent Intervi

	A	B	C	D	E
116	CCQ.205	You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {this nonrelative/these nonrelatives}?	ECLS-K	Time child spends in care arrangements	PQ6
117	CCQ.260	{Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} <u>now</u> attending a day care center or a before- or after-school program at a school or in a center on a <u>regular basis</u> ?	ECLS-K	Participation in center-based care	PQ6
118	CCQ.325	How many different day care centers or before- or after-school care programs does {CHILD} <u>currently</u> go to on a <u>regular</u> basis?	ECLS-K	Participation in center-based care	PQ6
119	CCQ.330	{Let's talk about the program where {CHILD} spends the most time <u>now</u> .} Is that program located in the school {CHILD} currently attends?	ECLS-K	Participation in center-based care	PQ6
120	CCQ.335	Does {CHILD} go to that program before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
121	CCQ.340	Does {CHILD} go to that program on a <u>regularly scheduled</u> basis at least once <u>each</u> week?	ECLS-K	Time child spends in care arrangements	PQ6
122	CCQ.350	How many <u>days</u> each <u>week</u> does {CHILD} go to that program?	ECLS-K	Time child spends in care arrangements	PQ6

App B Spring 2nd Parent Intervi

	A	B	C	D	E
123	CCQ.355	Other than regular school hours, how many <u>hours</u> each <u>week</u> does {CHILD} go to that program?	ECLS-K	Time child spends in care arrangements	PQ6
124	CCQ.375	You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} attend {this program/these programs}?	ECLS-K	Time child spends in care arrangements	PQ6
125	CCQ.376	Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does {CHILD} spend time caring for {himself/herself} on a <u>regular basis</u> before or after school?	ECLS-K	Time child spends in self-care	PQ6
126	CCQ.377	How many <u>hours</u> per <u>week</u> does {CHILD} take care of {himself/herself}?	ECLS-K	Time child spends in self-care	PQ6

App B Spring 2nd Parent Intervi

	A	B	C	D	E
127	NRQ.040	<p>The next questions are about {CHILD}'s contact with {his/her} {biological/adoptive} {father/mother}.</p> <p>[We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you provide will be helpful.]</p> <p>How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}? Would you say ...</p> <p>Less than one month, More than a month but less than a year, More than a year, or No contact since birth?</p>	ECLS-K (modified)	Current contact and nature of relationship with biological/adoptive parents no longer living in household	PQ1, PQ3, PQ4
128	NRQ.123	How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?	ECLS-K (modified)	Current contact and nature of relationship with biological/adoptive parents no longer living in household	PQ1, PQ3, PQ4
129	COQ.005/OS	{Earlier we asked about where people in your household were born.} Now, we'd like to ask {another question} about {CHILD}'s biological mother. In what country was {his/her} biological mother born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
130	COQ.010	How old was {CHILD}'s biological mother when she first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
131	COQ.020/OS	{Earlier we asked about where people in your household were born.} Now, we'd like to ask {another question} about {CHILD}'s biological father. In what country was {his/her} biological father born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
132	COQ025	How old was {CHILD}'s biological father when he first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
133	DWQ070a/b/c/d/e/f	<p>Now I am going to read some statements. Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.</p> <p>a. Even if I am really busy, I make time to listen to {CHILD}. Would you say it's never true, sometimes true, often true, or very often true?</p> <p>b. I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.</p> <p>c. I encourage {CHILD} to talk about {his/her} troubles.</p> <p>d. I encourage {CHILD} to tell me about {his/her} friends and activities.</p> <p>e. I encourage {CHILD} to express {his/her} opinions.</p> <p>f. When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.</p>	ECLS-K	Parent-child communication	PQ4

App B Spring 2nd Parent Intervi

	A	B	C	D	E
134	DWQ.080	<p>Now I'd like to ask some questions about {CHILD}'s television viewing. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but not games played on gaming systems like Playstation, Wii, Xbox or handheld devices.</p> <p>On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?</p>	ECLS-K (modified)	Time child spent watching television	PQ4

App B Spring 2nd Parent Intervi

	A	B	C	D	E
135	DWQ.081	<p>Now I'd like to ask some questions about the amount of time {CHILD} <u>plays video games</u>. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.</p> <p>On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.</p>	ECLS-K:2011	Time child spent playing video games	PQ4
136	CHQ.010	Now we'd like to discuss the child's health and well-being. How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?	ECLS-K	Routine health and dental care	PQ4, PQ2
137	CHQ.020	How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?	ECLS-K	Routine health and dental care	PQ4, PQ2
138	CHQ.021	Has {CHILD} had an ear infection since last spring?	ECLS-K:2011	Ear infections since kindergarten	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
139	CHQ.022	Has {CHILD} had an ear ache since last spring?	ECLS-K:2011	Ear infections since kindergarten	PQ1, PQ2
140	CHQ.023	Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?	ECLS-K:2011	Ear infections since kindergarten	PQ1, PQ2
141	CHQ.024/0240S	How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?	ECLS-K:2011	Ear infections since kindergarten	PQ1, PQ2
142	CHQ.025	Have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in his/her ears?	ECLS-K:2011	Ear infections since kindergarten	PQ1, PQ2
143	CHQ.026	Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?	ECLS-K	Asthma	PQ1, PQ2
144	CHQ.027	Does {he/she} receive treatment for this condition?	ECLS-K	Asthma	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
145	CHQ.040a/b/c	<p>What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized.</p> <p>a. Does {he/she} have a private health insurance plan (from employer, workplace, or purchased directly or through a state or local government program or community program).</p> <p>b. Does {he/she} have a public health insurance plan, such as Medicaid, the Children's Health Insurance Program (CHIP), or health care through the military?</p> <p>c. Does {he/she} have any health insurance?</p>	ECLS-K (modified)	Health insurance coverage	PQ3
146	CHQ.060	In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?	ECLS-K	Exercise/physical activities	PQ1, PQ2
147	CHQ.095	<p>For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} is independent and takes care of {himself/herself} ...</p> <p>Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?</p>	ECLS-K	Child's independence and ability to take care of him/herself	PQ1, PQ2
148	CHQ.100	<p>Does {CHILD} pay attention...</p> <p>Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?</p>	ECLS-K	Behavioral and attention problems	PQ1, PQ2
149	CHQ.105	<p>Does {CHILD} learn, think, and solve problems...</p> <p>Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?</p>	ECLS-K	Learning problems	PQ1, PQ2

App B Spring 2nd Parent Interv

	A	B	C	D	E
150	CHQ.106	Does {CHILD} show good coordination in moving {his/her} arms and legs? Would you say {he/she} does this... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?	ECLS-K	Diagnoses of disabilities and health conditions	PQ1, PQ2
151	CHQ.107	Would you say {CHILD} behaves and relates to other children... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?	ECLS-K (modified)	Behavioral and attention problems	PQ1, PQ2
152	CHQ.108	Would you say {CHILD} behaves and relates to adults... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?	ECLS-K:2011	Behavioral and attention problems	PQ1, PQ2
153	CHQ.109	Thinking about {CHILD}'s overall activity level, would you say {he/she} is ... Less active than other children of {his/her} age, About as active, Slightly more active, or A lot more active than other children of {his/her} age?	ECLS-K	Behavioral and attention problems	PQ1, PQ2
154	CHQ.110	Does {CHILD} have any emotional or psychological difficulties?	ECLS-K:2011	Emotional and psychological difficulties	PQ1, PQ2
155	CHQ.111	Do you think this is a mild problem, a moderate problem, or a severe problem?	ECLS-K:2011	Emotional and psychological difficulties	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
156	CHQ.115	{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, thinking, and solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving and relating to other children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or psychological difficulties}?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
157	CHQ.120	{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
158	CHQ.125/1250 S	What was the diagnosis or were the diagnoses?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
159	CHQ126/1260 S	What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, or something else?	ECLS-K:2011	Emotional and psychological difficulties	PQ1, PQ2
160	CHQ.130/131	How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/{TEXT FROM OTHER SPECIFY}} was made?	ECLS-K:2011	Behavioral and attention problems	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
161	CHQ.135	What was the month and year when the diagnosis was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
162	CHQ.140	Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/serious emotional disturbance/traumatic brain injury/panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/{TEXT FROM OTHER SPECIFY}?	ECLS-K:2011	Prescription medications	PQ1, PQ2
163	CHQ.155	Is {CHILD} medicated for ADD or ADHD at school, at home, or both?	ECLS-K:2011	Prescription medications	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
164	CHQ.173	<p>How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/{TEXT FROM OTHER SPECIFY}}, in total?</p> <p>Less than one month, Less than a year, 1 to 2 years, 3 to 4 years, or 5 years or more?</p>	ECLS-K:2011	Prescription medications	PQ1, PQ2
165	CHQ.200	<p>For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others...</p> <p>Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?</p>	ECLS-K:2011	Communication problems	PQ1, PQ2
166	CHQ.205	<p>When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?</p>	ECLS-K:2011	Communication problems	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
167	CHQ.206 a/b/c/d/e/f/g/h	Did or does {CHILD} have any of the following? a. Problem with talking too loudly b. Problem with talking too softly c. A problem chewing d. A problem swallowing e. A problem with stuttering f. A cleft lip and/or palate g. Abnormalities of the face or head h. Malformation of the ear	ECLS-K:2011	Communication problems	PQ1, PQ2
168	CHQ.210	{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?	ECLS-K	Communication problems	PQ1, PQ2
169	CHQ.215	Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?	ECLS-K	Communication problems	PQ1, PQ2
170	CHQ.216	Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has... excellent hearing, good hearing, a little trouble hearing, moderate trouble hearing, a lot of trouble hearing, or is {CHILD} deaf?	ECLS-K	Vision and hearing problems	PQ1, PQ2
171	CHQ.217	Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	ECLS-K	Vision and hearing problems	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
172	CHQ.218	[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
173	CHQ.219	[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
174	CHQ.220	[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} ears or better ear.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
175	CHQ.221	Is {CHILD}'s hearing worse in one ear?	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
176	CHQ.222	In child's <u>worse</u> ear, which best describes {CHILD}'s hearing ? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. In {CHILD}'S worse ear, would you say {CHILD} has... excellent hearing, good hearing, a little trouble hearing, moderate trouble hearing, a lot of trouble hearing, or is {CHILD} deaf?	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
177	CHQ.235	{Since last spring has/Since last fall/Has} {CHILD}'s hearing {ever} been evaluated by a professional?	ECLS-K (modified)	Vision and hearing problems	PQ1, PQ2
178	CHQ.245	Did you obtain a diagnosis of a problem from a professional?	ECLS-K	Diagnoses of disabilities and health conditions	PQ1, PQ2
179	CHQ.246/2460S	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
180	CHQ250a/b/c	How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
181	CHQ.255	What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
182	CHQ.256	{Since last fall/Since last spring/Since the spring of 2011}, has {CHILD} worn a hearing aid?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
183	CHQ.256b	Has {CHILD} ever worn a hearing aid?	ECLS-K:2011 (modified)	Glasses, hearing aids, cochlear implants	PQ1, PQ2
184	CHQ.257	At what age was the recommendation that {CHILD} wear a hearing aid first made?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
185	CHQ.258	How often does {CHILD} use the hearing aid(s) in school? Would you say... All of the time, Most of the time, Sometimes, Rarely, or Never?	ECLS- K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
186	CHQ.259	Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s)</u> . {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	ECLS- K:2011	Vision and hearing problems	PQ1, PQ2
187	CHQ.260	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s)</u> .] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.	ECLS- K:2011	Vision and hearing problems	PQ1, PQ2
188	CHQ.261	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s)</u> .] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.	ECLS- K:2011	Vision and hearing problems	PQ1, PQ2
189	CHQ.262	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s)</u> .] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear.	ECLS- K:2011	Vision and hearing problems	PQ1, PQ2
190	CHQ.263	{Since last spring has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?	ECLS- K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
191	CHQ.264	At what age was the recommendation that {CHILD} wear a hearing aid first made?	ECLS- K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
192	CHQ.270	Does {CHILD} have a cochlear implant?	ECLS-K	Glasses, hearing aids, cochlear implants	PQ1, PQ2
193	CHQ.271	In what year was it implanted?	ECLS-K	Glasses, hearing aids, cochlear implants	PQ1, PQ2
194	CHQ.272	How old was {CHILD} when it was implanted?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
195	CHQ.273	In what years were they implanted?	ECLS-K	Glasses, hearing aids, cochlear implants	PQ1, PQ2
196	CHQ.274	[In what years were they implanted?]	ECLS-K	Glasses, hearing aids, cochlear implants	PQ1, PQ2
197	CHQ.275	{How old was {CHILD} when it was implanted in the left ear?}{How old was {CHILD} when they were implanted?}	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
198	CHQ.276	{How old was {CHILD} when it was implanted in the right ear?}{How old was {CHILD} when they were implanted?}	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
199	CHQ.277	Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}</u> . {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2

App B Spring 2nd Parent Intervi

	A	B	C	D	E
200	CHQ.278	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}.</u>]{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
201	CHQ.279	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}.</u>] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
202	CHQ.280	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}.</u>] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear.	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
203	CHQ.285	Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?	ECLS-K	Vision and hearing problems	PQ1, PQ2
204	CHQ.286	Is {CHILD}'s difficulty with seeing objects in the distance, things up close (like letters on paper), or both?	ECLS-K:2011	Vision and hearing problems	PQ1, PQ2
205	CHQ.290	{Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?	ECLS-K (modified)	Diagnoses of disabilities and health conditions	PQ1, PQ2
206	CHQ.300	Did you obtain a diagnosis of a <u>vision-related</u> problem from an eye care professional?	ECLS-K (modified)	Diagnoses of disabilities and health conditions	PQ1, PQ2
207	CHQ.301/3010 S	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2

App B Spring 2nd Parent Interv

	A	B	C	D	E
208	CHQ.305	How old was {CHILD} when the first diagnosis of a problem was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
209	CHQ.310	What was the month and year the diagnosis was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
210	CHQ.311	Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
211	CHQ.312	How often does {CHILD} wear glasses or contact lenses? All of the time, Most of the time, Sometimes, Rarely, or Never?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
212	CHQ.313	Does {CHILD} have glasses or contact lenses?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
213	CHQ.314	Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?	ECLS-K:2011	Glasses, hearing aids, cochlear implants	PQ1, PQ2
214	CHQ.330	Would you say {CHILD}'s health is ... Excellent, Very good, Good, Fair, or Poor?	ECLS-K	Child's general health	PQ1, PQ2

App B Spring 2nd Parent Interv

	A	B	C	D	E
215	CHQ.340	During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?	ECLS-K	Services for disabilities	PQ1, PQ2
216	CHQ.420	During this school year, did {CHILD} participate in a special education program?	ECLS-K (modified)	Services for disabilities	PQ1, PQ2
217	CHQ.430	Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program <u>this school year</u> ? Are you... Completely satisfied, Very satisfied, Fairly satisfied, Somewhat dissatisfied, or Very dissatisfied?	ECLS-K:2011	Services for disabilities	PQ1, PQ2
218	VIQ.010	Now, I have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1
219	VIQ.020	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1

App B Spring 2nd Parent Intervi

	A	B	C	D	E
220	VIQ.030	During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1
221	VIQ.040	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1
222	VIQ.050	During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1
223	VIQ.060	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer Victimization	PQ1
224	PPQ.220	Now, I would like to ask you about your health. In general, would you say that your health is...	ECLS-K	Parent health	PQ1, PQ3, PQ5
225	PEQ.140	What is the highest grade or year of regular school your father completed?	ECLS-K	Family demographic characteristic	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
226	PEQ.150	What is the highest grade or year of regular school your mother completed?	ECLS-K	Family demographic characteristic	PQ1, PQ3
227	EMQ.010	Since {DATE OF INTERVIEW}, has {your/{NAME's}} job title, place of, or type of employment changed?	ECLS-K	Parents' current employment	PQ1, PQ3
228	EMQ.020	During the past week, did {you/{NAME}} work at a job for pay?	ECLS-K	Parents' current employment	PQ1, PQ3
229	EMQ.030	{Were you/Was {NAME}} on leave or vacation from a job?	ECLS-K	Parents' current employment	PQ1, PQ3
230	EMQ.040	How many jobs {do you/does {NAME}} have now?	ECLS-K	Parents' current employment	PQ1, PQ3
231	EMQ.050	About how many total hours per week {do you/does {NAME}} usually work for pay {counting {all/both} {# of jobs from EMQ.040, IF MORE THAN ONE} jobs}?	ECLS-K	Parents' current employment	PQ1, PQ3
232	EMQ.060	{Have you/Has {NAME}} been actively looking for work in the past 4 weeks? By actively looking for work , we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending a resume; contacting a school or university employment center; or checking a union or professional register.	ECLS-K	Parents' current employment	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
233	EMQ.070/070 OS	What {have you/has {NAME}} been doing <u>in the past 4 weeks</u> to find work?	ECLS-K	Parents' current employment	PQ1, PQ3
234	EMQ.080/080 OS	What {were you/was {NAME}} doing most of <u>last week</u> ? Would you say ... Keeping house or caring for children or other family members, Going to school, Retired, Unable to work, or Something else? What was that? (SPECIFY)	ECLS-K	Parents' current employment	PQ1, PQ3
235	EMQ.100	Could {you/{NAME}} have taken a job last week if one had been offered?	ECLS-K	Parents' current employment	PQ1, PQ3
236	EMQ.120	For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?	ECLS-K	Occupation and industry	PQ1, PQ3
237	EMQ.130	What kind of business or industry {is/was} this?	ECLS-K	Occupation and industry	PQ1, PQ3
238	EMQ.140	What kind of work {are/is/were/was} {you/{NAME}} doing?	ECLS-K	Occupation and industry	PQ1, PQ3
239	EMQ.150	What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?	ECLS-K	Occupation and industry	PQ1, PQ3
240	WPQ.100	In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {STATE TANF PROGRAM NAME}?	ECLS-K (modified)	Receipt of TANF	PQ1, PQ3
241	WPQ.110	In the past 12 months, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?	ECLS-K (modified)	Receipt of SNAP or EBT	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
242	WPQ.170	Does {CHILD} receive complete school lunches for free or reduced price at school?	ECLS-K (modified)	Participation in Federal School Lunch or Breakfast Program	PQ1, PQ3
243	WPQ.180	Are these lunches free or reduced price?	ECLS-K	Participation in Federal School Lunch or Breakfast Program	PQ1, PQ3
244	PAQ.100	{In studies like this, households are sometimes grouped according to income.} What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it... \$25,000 or less, or More than \$25,000?	ECLS-K	Total family income for the year	PQ1, PQ3

App B Spring 2nd Parent Intervi

	A	B	C	D	E
245	PAQ.110	Was it... \$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$35,000 \$35,001 to \$40,000 \$40,001 to \$45,000 \$45,001 to \$50,000 \$50,001 to \$55,000 \$55,001 to \$60,000 \$60,001 to \$65,000 \$65,001 to \$70,000 \$70,001 to \$75,000 \$75,001 to \$100,000 \$100,001 to \$200,000 \$200,001 or more	ECLS-K	Total family income for the year	PQ1, PQ3
246	PAQ.120	What was your total household income last year, to the nearest thousand?	ECLS-K	Total family income for the year	PQ1, PQ3
247	PAQ.140/1400 S	What is your current housing situation? Do you... own your own house or condominium rent your house or apartment exchange services for housing not pay for housing live in temporary housing or a shelter, or have another type of arrangement (SPECIFY)?	ECLS-K	Housing	PQ1, PQ3
248	CMQ.010	Have you moved since {DATE OF LAST INTERVIEW}?	ECLS-K	Child Mobility	NA

App B Spring 2nd Parent Intervi

	A	B	C	D	E
249	CMQ.020	Why did you move?	ECLS-K	Child Mobility	P1,P3
250	CMQ.060	Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached?	ECLS-K	Closing	P1,P3
251	CMQ.100	Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?	ECLS-K	Closing	NA
252	CMQ.140	What is that telephone number?	ECLS-K	Closing	NA
253	CMQ.150/155	Where is that telephone located?	ECLS-K	Closing	NA
254	CMQ.382	I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?	ECLS-K	Closing	NA
255	CMQ.383	Is there an e-mail address where we could reach you?	ECLS-K	Closing	NA
256	CMQ.384	What is your e-mail address?	ECLS-K	Closing	NA
257	CMQ.680	WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?	ECLS-K	Closing	NA
258	CMQ.690/690 OS	WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, OR ANOTHER LANGUAGE?	ECLS-K	Closing	NA
259	CMQ.695	WHERE WAS THIS INTERVIEW CONDUCTED?	ECLS-K	Closing	NA
260	CMQ.700	Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.	ECLS-K	Closing	NA
261	CMQ.701	We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call.	ECLS-K	Closing	NA

App B Spring 2nd Parent Intervi

	A	B	C	D	E
262	CMQ.702	We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.	ECLS-K	Closing	NA
263	CMQ.703	Thank you.	ECLS-K	Closing	NA
264	CMQ.720	PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.	ECLS-K	Closing	NA

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
1	Spring Second-Grade General Classroom Teacher Teacher-/Classroom-Level Questionnaire, Appendix C					
2						
3	Section	Item #	Item Stem	Source	Construct	Research Question
4	Classroom and Student Characteristics	A1	As of today's date, how many children... Are currently enrolled in your class? Have joined the class since the beginning of the school year? Have left the class since the beginning of the school year?	ECLS-K	Number of students who enter and leave during the school year	TQ1
5		A2	How many hours per day does your class normally meet?	ECLS-K	Class Time	TQ1
6		A3	How many days per week does your class normally meet?	ECLS-K	Class Time	TQ1
7		A4	Do you currently teach a multigrade class?	ECLS-K	Grade levels of classes the teacher teaches	TQ1
8		A5	What grade levels are included in your class?	ECLS-K	Grade levels of classes the teacher teaches	TQ1
9		A6	As of today's date, how many children in your class are the following ages?	ECLS-K	Class demographics/age distribution; class size	TQ2
10		A7	As of today's date, how many children in your class belong to each of the following racial/ethnic groups?	ECLS-K	Class demographics/race-ethnicity distribution	TQ2

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
11		A8	As of today's date, how many boys and girls are there in your class?	ECLS-K	Class demographics/gender distribution	TQ2
12		A9	How many of the children in your class are repeating this grade this year?	ECLS-K	Class characteristics/repeaters	TQ2
13		A10	How many children in your class...	ECLS-K	Students above or below grade level in reading/math; gifted and talented; tardy or absent	TQ3
14		A11	At this point in the school year, how would you rate the behavior of the children in your class?	ECLS-K	Overall behavior of the class	TQ1
15		A12	How many children in your class have a diagnosed disability?	ECLS-K	Number of students with disabilities	TQ3
16		A13	How many of those children with a diagnosed disability are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?	ECLS-K	Number of children in the classroom receiving special services	TQ3
17		A14	How many of those children with a diagnosed disability need more help than they are currently receiving?	ECLS-K	Number of children in the classroom who need more help	TQ3

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
18		A15	Are any languages other than English used by teachers, aides, or other adults in your classroom?	ECLS-K	Languages used in the classroom	TQ3
19		A16	How often is a non-English language used by teachers, aides, or other adults in your class in the following ways?	New, ECLS-K:2011 item pool	Instruction for English language learners	TQ3
20		A17	What languages are used for academic instruction in your class?	ECLS-K	Languages used in the classroom	TQ3
21		A18	In what languages are the books or other written materials in your classroom?	ECLS-K:11 Grade 1	Instruction for English language learners	TQ3
22		A19	Do any of the children in your class speak a language other than English (aside from English speakers who are learning a foreign language)? Please include all children who speak a non-English language, including those who speak English well.	ECLS-K	Number of language minority children	TQ3
23		A20	Which languages other than English are spoken by one or more children in your class?	ECLS-K	Languages used in the classroom	TQ3

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
24		A21	Do you have any children who are English language learners in your class? (English language learners are children <u>whose native language is one other than English</u> and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)	ECLS-K	Number of English language learners	TQ3
25		A22	How many English language learners (ELLs) do you have in your class?	ECLS-K	Number of English language learners	TQ3
26		A23	How many of the ELL children in your class receive instruction designed to teach listening to, speaking, reading, and writing the English language to children with limited English proficiency in the following ways?	ECLS-K	Instruction for English language learners	TQ3
27		A24	If specialized language instruction is provided to <u>second-grade English language learners</u> , would you say this instruction is primarily...	language instruction educational programs," provided by the National Clearinghouse for English Language Acquisition.	Instruction for English language learners	TQ3
28		A25	What languages are spoken by you or any other teacher or aide to the ELL children in your class for instructional support or conversation?	ECLS-K	Languages used in the classroom	TQ3

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
29						
		A26	How often do English language learners (ELL children) in your class do each of the following activities?	New item written from IES guidelines for effective ELL instructional strategies.	Instruction for English language learners	TQ3
30						
31	Class Organization and Resources	B1	In a typical day, how much time does a child in your class spend in the following types of activities?	ECLS-K	Class organization	TQ1
32		B2	During a typical day, how much time per day would you estimate that you spend on classroom discipline and handling disruptive behavior?	ECLS-K	Overall behavior of the class	TQ1
33		B3	How <u>often</u> does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?	ECLS-K	Use of class time, by subject area	TQ1
34		B4	On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?	ECLS-K	Use of class time, by subject area	TQ1

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
35		B5	How many instructional groups based on achievement or ability levels do you currently use for reading or math?	ECLS-K, cognitive interviews	Use of achievement groups	TQ1
36		B6	In an <u>average week</u> , how often do you divide your class into instructional groups based on achievement or ability levels for reading and math activities or lessons?	See source for B5	Use of achievement groups	TQ1
37		B7	On days when you use instructional groups based on achievement or ability levels, how many minutes per day is your class usually divided into instructional groups for reading and math activities or lessons?	See source for B5	Class activities (outside of class) library use	TQ1
38		B8	How many days a week do children have recess?	ECLS-K	Class activities (outside of class)/ recess	TQ1
39		B9	On days when children have recess, between the school day starting time and the dismissal time, how many times a day do children have recess?	ECLS-K	Class activities (outside of class)/ recess	TQ1
40		B10	In a typical day, how much time do children in your class spend in the following activities?	ECLS-K	Class organization	TQ1

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
41		B11	Do any of the following staff members provide direct instruction to students in your class who are <u>struggling or at risk of failure</u> in reading or math?	Adapted from Reading First Impact Study--Teacher Survey	Response to Intervention-related policies and practices	TQ8
42		B12	How many <u>hours</u> a week do different types of paid paraprofessionals/aides and/or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting?	ECLS-K	Classroom Aides	TQ1
43		B13	How often are the following materials or resources used in your class?	ECLS-K	Availability, use, and adequacy of materials	TQ1
44		B14	Please report the following about the computers in your classroom. Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. In row a, report the number of computers that are located in your classroom everyday and the number of these with Internet access. In row b, report the number of computers that can be brought into your classroom (for example, laptops on carts) and the number of these that have Internet access. Indicate the number that are generally brought in at one time.	ECLS-K:2011 Grade 1	Availability, use, and adequacy of materials; instruction method	TQ1

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
45		B15	How frequently do you or your students use computers or the following electronic devices for instructional purposes?	ECLS-K	Availability, use, and adequacy of materials	TQ1
46						
47	Instructional Activities and Curricular Focus	C1	How often do you use the following resources to teach reading in your class?	NAEP; Cognitive interviews	Availability, use, and adequacy of materials	TQ1
48		C2	<u>From the first day of school until today</u> , please indicate how many days each of the following READING skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.	ECLS-K, updated to reflect common core of standards	Time spent on specific activities and skills in reading/language arts	TQ1
49		C3	<u>From the first day of school until today</u> , please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.	ECLS-K, updated to reflect common core of standards	Time spent on specific activities and skills in mathematics	TQ1

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
50		C4	From the first day of school until today, please indicate how many days each of the following SCIENCE skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.	ECLS-K, updated	Topics taught in science	TQ1
51		C5	For this school year as a whole, please indicate if each of the following SCIENCE or SOCIAL STUDIES topics or skills is taught either in your class in its own unit or lesson or as part of a unit/lesson on a different topic.	ECLS-K, updated	Topics taught in social studies and science	TQ1
52		C6	In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day.	ECLS-K	Use of homework	TQ1
53		C7	On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?	ECLS-K	Use of homework	TQ1
54						
55	Parent Involvement	D1	How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year?	ECLS-K	Communication with parents	TQ5
56		D2	What percentage of children in your class have parents who participate in the following activities?	ECLS-K	Parent involvement in school	TQ5
57		D3	During this school year, have you made contacts with parents in the following ways?	ECLS-K	Communication with parents	TQ5
58						
59	Evaluation and Grading Practices	E1	How important is each of the following in evaluating the children in your class for reporting to parents?	ECLS-K	Methods of assessing children's progress	TQ1

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
60		E2	Across all subjects, how often do you use the following to assess your students?	ECLS-K	Methods of assessing children's progress	TQ1
61		E3	How often do you use a formal assessment in READING for the following purposes?	ECLS-K:11 Grade 1	Response to Intervention-related policies and practices	TQ8
62		E4	How often do you use a formal assessment in MATH for the following purposes?	ECLS-K:11 Grade 1	Response to Intervention-related policies and practices	TQ8
63		E5	Which of the following do you use to provide parents with information about their children's performance?	SASS	Methods of assessing children's progress; communication with parents	TQ1
64	School and Staff Activities	F1	Did you participate in any professional development within the last 12 months?	ECLS-K:11 Grade 1	Professional development activities	TQ4
65		F2	During the past 12 months, how often have you participated in the following staff development and training activities?	ECLS-K	Professional development activities	TQ4
66		F3	How often did you participate in professional development activities covering the following topics in the last 12 months?	Adapted from Reading First Impact Study-- Teacher Survey	Response to Intervention-related policies and practices	TQ8

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
67		F4	Have you received support from any of the following staff members during the current academic year?	ECLS-K:11 Grade 1	Response to Intervention-related policies and practices	TQ8
68		F5	Have you been observed by a peer for the purpose of receiving instructional feedback during the current academic year?	ECLS-K:11 Grade 1	Professional development activities	TQ4
69	Views on School Climate and School Environment	G1	Please indicate the extent to which you agree or disagree with each of the following statements about your school.	ECLS-K	School climate	TQ4
70		G2	To what extent do you agree or disagree with the following statements?	ECLS-K	Teacher's sense of efficacy; Job satisfaction	TQ4
71		G3	To what extent do you agree or disagree with each of the following statements?	ECLS-K	Teacher's sense of efficacy; Job satisfaction	TQ4
72		G4	Indicate how much you agree or disagree with the following statements about your school and staff.	ECLS-K	Teacher's sense of efficacy; Job satisfaction; school climate	TQ4

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
73		G5	For each of the following statements about READING, indicate how strongly you agree or disagree.	Adapted from WA (RTI) and HB 2136: Spring 2010	Response to Intervention-related policies and practices	TQ8
74		G6	For each of the following statements about MATH, indicate how strongly you agree or disagree.	Adapted from WA (RTI) and HB 2136: Spring 2010	Response to Intervention-related policies and practices	TQ8
75	Teacher Background	H1	What is your gender?	ECLS-K	Teacher's sex, age, and race/ethnicity	TQ4
76		H2	In what year were you born?	ECLS-K	Teacher's sex, age, and race/ethnicity	TQ4
77		H3	Are you Hispanic or Latino?	ECLS-K	Teacher's sex, age, and race/ethnicity	TQ4

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
78		H4	Which best describes your race?	ECLS-K	Teacher's sex, age, and race/ethnicity	TQ4
79		H5	What is the highest level of education you have completed?	ECLS-K	Teacher's education, including degrees and credentials/licenses;	TQ4
80		H6	What is the highest level of education completed <u>by your own parents</u> ?	ECLS-K	Teacher's parents' education level	TQ4
81		H7	Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?	ECLS-K	Teaching experience, by school and grade	TQ4
82		H8	Counting this school year, how many years have you taught in your current school, including years in which you taught part time?	ECLS-K	Teaching experience, by school and grade	TQ4
83		H9	Counting this school year, how many total years have you been a schoolteacher, including years in which you taught part time?	ECLS-K	Teaching experience, by school and grade	TQ4

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
84		H10	Have you taken the exam for National Board for Professional Teaching Standards certification?	ECLS-K	Board certification	TQ4
85		H11a	What is the name of the college or university where you earned your highest degree?	SASS	Teacher's education, including degrees and credentials/licenses;	TQ4
86		H11b	In what city and state is it located?	SASS	Teacher's education, including degrees and credentials/licenses;	TQ4
87		H12	If you have an associate's or bachelor's degree, indicate your undergraduate major field of study.	ECLS-K	Teacher's education, including degrees and credentials/licenses;	TQ4
88		H13	If you have a graduate degree, indicate the major field of study of your highest level graduate degree.	ECLS-K	Teacher's education, including degrees and credentials/licenses;	TQ4
89		H14	Have you ever taken a college course in the following areas?	ECLS-K	Teacher's education, including degrees and credentials/licenses;	TQ4

App C Spring 2nd TQA (Class)

	A	B	C	D	E	F
90		H15	Have you ever taken a college course that addressed issues related to the following?	ECLS-K:11 Grade 1	Teacher's education, including degrees and credentials/licenses	TQ4
91		H16	Which of the following describes the teaching certificate you currently hold in THIS state?	ECLS-K	Type of teaching certification held	TQ4
92		H17	In what areas are you certified?	ECLS-K	Type of teaching certification held	TQ4
93		H18	This school year, do you qualify as a "Highly Qualified Teacher (HQT)" according to your state's requirements?	SASS	"Highly Qualified Teacher" status	TQ4
94		H19	Date questionnaire completed			

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3	Research Question Text
4	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?
5	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?
6	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?
7	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?
8	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?
9	How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of second-grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?
10	How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of second-grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?

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11	How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of second-grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?
12	How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of second-grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?
13	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
14	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?
15	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
16	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
17	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?

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18	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
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23	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?

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24	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
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31	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?
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34	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?

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40	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children’s academic and social development?

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41	<p>To what extent do teachers and other school staff use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?</p>
42	<p>How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?</p>
43	<p>How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?</p>
44	<p>How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?</p>

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45	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?
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53	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?
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55	Do teachers' practices to involve parents result in higher levels of parent involvement?
56	Do teachers' practices to involve parents result in higher levels of parent involvement?
57	Do teachers' practices to involve parents result in higher levels of parent involvement?
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59	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?

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63	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?
64	Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
65	Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
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	A	B	C	D	E	F	G
1	Spring Second Grade General Classroom Teacher CHSE Level Questionnaire Appendix C						
2	Section	Item #	Item Stem	Source	Construct	Research Question	Research Question Text
3	Social Skills	A1	Items not included due to copyright restrictions (23 Items total)	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
4	Classroom Behavior Questionnaire	B1-B5	Items not included due to copyright restrictions (12 Items total)	EMQ	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
5	Student-Teacher Relationship Scale	C1-C5	Items not included due to copyright restrictions (15 Items total)	SRIS	Level of closeness between child and teacher; level of conflict between child and teacher	EQ	How do teachers' relationships with individual students differ? What is the relationship of these differences to children's academic and social development? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
6	Student Information	D1	Which grade is this child enrolled?	EQS	CHSE Specific: Grade level	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
7		D2	How long has this child been in your classroom this school year?	EQS	CHSE Specific: Family mobility	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
8		D3	Please indicate the total number of absences for this child for the current school year.	EQS	CHSE Specific: Attendance	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
9		D4	Does this child ever fallen 2 or more weeks behind in school work this year?	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
10		D5	How long has this child fallen behind in school work?	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
11		D6	Does this child receive for his/her received during this school year) instruction in any of the following types of programs in your school?	EQS	CHSE Specific: Receipt of remedial or gifted services	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
12		D7	Does this child receive for his/her received during this school year) instruction in any of the following types of programs in your school?	EQS	CHSE Specific: Receipt of remedial or gifted services	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
13		D8	Does this child receive for his/her received during this school year) instruction in any of the following types of programs in your school at any of the following times outside of regular school day?	EQS	CHSE Specific: Receipt of services outside of regular school day	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
14		D9	Is English this child's native language?	EQS	CHSE Specific: Native language other than English	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
15		D10	Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?	EQS	CHSE Specific: Receipt of instruction for English language learners	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
16		D11	Would you say the instruction this child receives is primarily...	EMQ	CHSE Specific: Receipt of instruction for English language learners	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
17		D12	How often does this child usually receive specialized language instruction of the following program types?	EQS	CHSE Specific: Receipt of instruction for English language learners	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
18		D13	On the days when this child receives specialized language instruction, for how much time does he/she receive instruction of the following program types?	EQS	CHSE Specific: Receipt of instruction for English language learners	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
19		D14	During this school year, how often has this child's academic instruction provided in his/her native language?	EQS	CHSE Specific: Receipt of instruction for English language learners	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
20		D15	Does this child have an IEP/504 on record for special education services?	EQS	CHSE Specific: Diagnosed disability IEP	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
21		D16	Does this child receive instruction in any of the following types of programs in your school?	EQS	CHSE Specific: Receipt of special education services	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
22		D17	Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?	EQS	CHSE Specific: Use of accommodations in assessments	EQ	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
23		D18	During unstructured play time, how does this child compare with other children in the class in terms of physical activity?	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
24		D19	During unstructured play time, how does this child compare with other children in the class in terms of physical activity?	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
25		D20	Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for his/her current grade level?	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
26		D21	How many instructional programs based on achievement grouping do you currently have in this child's class?	EQS	Use of achievement grouping	EQ	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of these differences to children's academic and social development? How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
27		D22	Which reading instructional group is this child currently placed?	EQS	CHSE Specific: Use of achievement grouping	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
28		D23	How many instructional programs based on achievement grouping do you currently have in this child's class?	EQS	Use of achievement grouping	EQ	How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of these differences to children's academic and social development? How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?
29		D24	Which mathematics instructional group is this child currently placed?	EQS	CHSE Specific: Use of achievement grouping	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
30		D25	During this school year, how often have other students...	Source: Adapted from Karpavicz and Holt (2001)	CHSE Specific: Target of peer verification by other students	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
31		D26	During this school year, how often has this child...	Source: Adapted from Karpavicz and Holt (2001)	CHSE Specific: Peer verification of other students by this student	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
32		D27	During this school year, have this child's parents/guardians participated in the following activities?	EQS	Parent involvement in school activities	EQ	Do teachers' practices to involve parents result in higher levels of parent involvement?
33		D28	How involved at the school would you say this child's parents/guardians are?	EQS	Parent involvement in school activities	EQ	Do teachers' practices to involve parents result in higher levels of parent involvement?
34		D29	During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians?	EQS	Communication with parents about child's performance	EQ	Do teachers' practices to involve parents result in higher levels of parent involvement?
35		D30	Was the purpose of the communication with this child's parents/guardians to discuss...	EQS	Communication with parents about child's performance	EQ	Do teachers' practices to involve parents result in higher levels of parent involvement?
36		D31	Are you this child's primary teacher in the following subject area?	N/A	N/A	N/A	N/A
37		D32	How far in school do you think this child is? Would you say you think he/she will...	EQS	CHSE Specific: Evaluation of child's skills, knowledge, and behavior	EQ	What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?
38		D33	End questionnaire completed				

	A	B	C	D	E
1	Spring Second-Grade Special Education Teacher Teacher-Level Questionnaire, Appendix D				
2					
3	Item #	Item Stem	Source	Construct	Research Question
4	1	What is your gender?	ECLS-K	Teacher's sex, age, and race/ethnicity	SEQ4
5	2	In what year were you born?	ECLS-K	Teacher's sex, age, and race/ethnicity	SEQ4
6	3	Are you Hispanic or Latino?	ECLS-K	Teacher's sex, age, and race/ethnicity	SEQ4
7	4	Which best describes your race?	ECLS-K	Teacher's sex, age, and race/ethnicity	SEQ4
8	5	What is the highest level of education you have completed?	ECLS-K	Teacher's education	SEQ4

App D Spring 2nd SpEd TQA

	A	B	C	D	E
9		6 What is the highest level of education completed by <u>your own parents</u> ?	ECLS-K	Teacher's parents' educational attainment	SEQ4
10		7 Counting this school year, how many years have you worked in your current school, including years in which you worked part time?	ECLS-K	Teaching experience at the study school	SEQ4
11		8 Counting this school year, how many <u>total</u> years have you been working with children receiving special education or related services, including years in which you worked part time?	ECLS-K	Teaching experience in special education	SEQ4
12		9 Counting this school year, how many <u>total</u> years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.	ECLS-K	Total years teaching experience	SEQ4
13		10 Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?	ECLS-K	Teaching certification, credentials, and licenses	SEQ4
14		11 Have you taken the exam for National Board for Professional Teaching Standards certification?	ECLS-K	Teaching certification, credentials, and licenses	SEQ4

App D Spring 2nd SpEd TQA

	A	B	C	D	E
15		12 Have you ever taken a college course in the following areas?	ECLS-K	Teacher's education	SEQ4
16		13 Have you ever taken a college course that addressed issues related to the following?	ECLS-K:11 Grade 1	Teacher's education	SEQ4
17		14 Which of the following best describes your current position in this school?	ECLS-K	Teaching position and assignment	SEQ4
18		15 How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?	ECLS-K	Teaching position and assignment	SEQ4
19		16 During this school year, where have you worked with children with IEPs?	ECLS-K	Locations in which teacher delivers services	SEQ1, SEQ3
20		17 Please indicate the extent to which you agree or disagree with each of the following statements.	ECLS-K	Teacher's job satisfaction/sense of efficacy	SEQ4

App D Spring 2nd SpEd TQA

	A	B	C	D	E
21		During this school year, how many children with IEPs have you worked with or provided services for, on average, each <u>week</u> ? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher/service provider.)	ECLS-K	Teaching student caseload	SEQ4
22	19	Date questionnaire completed			

	F
1	
2	
3	Research Question Text
4	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
5	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
6	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
7	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
8	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?

F	
9	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
10	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
11	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
12	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
13	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
14	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?

F	
15	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
16	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
17	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
18	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
19	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?;How is inclusion related to children's progress through the early grades?
20	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?

	F
21	Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?
22	

Spring Second-Grade Special Education Teacher Child-Level Questionnaire, Appendix D		C	D	E	F
Item #	Item Stem	Source	Construct	Research Question	Research Question Text
4	1 Is this child currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?	ECLS-K	Identification of child's receipt of special education services	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
5	2 Is this child currently receiving special education services through an IEP due to a disability, or has the child received such services during this school year?	ECLS-K	Identification of child's receipt of special education services	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
6	3 In what capacity or capacities do you teach or provide services to this child?	ECLS-K	Type of special education services	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
7	4a When was this child first determined eligible for special education or related services?	ECLS-K	Length of diagnosis and services	SEQ7	How are children identified for receipt of special education services?
8	4b When did this child first start receiving special education or related services?	ECLS-K	Length of diagnosis and services	SEQ7	How are children identified for receipt of special education services?
9	5 To what extent were you involved in planning the transition from last year's special education program to this year's special education program for this child?	ECLS-K	Length of diagnosis and services	SEQ7	How are children identified for receipt of special education services?
10	6 To what extent did you communicate with the person(s) who provided special education for this child last year?	ECLS-K	Transition activities	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
11	7 Have you reviewed this child's records related to special education services provided before this school year?	ECLS-K	Transition activities	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
12	8 What is this child's primary disability as identified on the child's IEP?	ECLS-K	Child's disability	SEQ2	What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
13	9 During this school year, for which of the following disabilities has this child received special education or related services, whether for the child's primary disability or another of his/her disabilities?	ECLS-K	Child's disability	SEQ2	What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
14	10 During this school year, has this child received any special education or related services because of a diagnosed Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)?	ECLS-K	Child's disability	SEQ2	What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
15	11 During this school year, which of the following describe(s) the IEP goals for this child?	ECLS-K	IEP goals	SEQ5	How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
16	12 During this school year, which of the following related services has been provided through the school to this child?	ECLS-K	Type of special education services	SEQ1, SEQ2	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development? What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
17	13 During this school year, has this child received any of the following?	ECLS-K	Type of special education services	SEQ1, SEQ2	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development? What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
18	14 During this school year, has this child's primary placement been a general education classroom?	ECLS-K	Child's classroom placement	SEQ3, SEQ5	How is inclusion related to children's progress through the early grades? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
19	15 During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has this child received?	ECLS-K	Amount of special education services	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
20	16 Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?	ECLS-K	Amount of special education services	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
21	17 During this school year, what teaching practices and methods have you and/or other special education service providers used with this child?	ECLS-K	Teaching methods and materials	SEQ1, SEQ2	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development? What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
22	18 During this school year, which of the following best describes the curriculum materials used with this child? a. In the general education classroom? b. In the special education classroom/ program?	ECLS-K	Teaching methods and materials	SEQ1, SEQ2	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development? What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
23	19 During this school year, which of the following assistive technologies and devices has this child used?	ECLS-K	Teaching methods and materials: assistive technology	SEQ1, SEQ2	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development? What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?
24	20 Does this child have a computer, laptop, or word processing device assigned to him/her for use full time this school year?	ECLS-K	Teaching methods and materials	SEQ2, SEQ5	What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
25	21 During this school year, on average, how often have you met with general education teacher(s) to discuss this child's program or progress?	ECLS-K	Staff communication	SEQ7	How are children identified for receipt of special education services?
26	22 On average, how long were the meetings with the general education teacher(s) to discuss this child's program or progress?	ECLS-K	Staff communication	SEQ7	How are children identified for receipt of special education services?
27	23 During this school year, approximately how often have you communicated with this child's parents about this child's program or progress (by phone, in person, or in writing, including e-mail)?	ECLS-K	Parent communication	SEQ6	Are teachers' practices to involve parents associated with higher levels of parent involvement?
28	24 During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?	ECLS-K	IEP goal development	TQ3, SEQ7	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? How are children identified for receipt of special education services?
29	25 To what extent is this child expected to achieve the same general education goals as other children at his/her grade level this school year?	ECLS-K	Expectation for achievement of general education goals	TQ3, SEQ5	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
30	26 What percentage of this child's current IEP goals have been met or nearly met at this point in the school year?	ECLS-K	IEP goal achievement	SEQ1	What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?
31	27 Which of the following best expresses the likelihood that this child will continue to receive some level of special education services (through an IEP) in the next school year?	ECLS-K	IEP goal achievement	TQ3, SEQ7	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? How are children identified for receipt of special education services?
32	28 During this school year, to what extent has this child participated in any grade-level assessment administered as part of the school's testing program?	ECLS-K	Participation in assessment	TQ3, SEQ5	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
33	29 Did this child receive special accommodations to participate in the school's regular testing or assessment program this school year?	ECLS-K	Participation in assessment	TQ3, SEQ5	How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?
34	30 In which grade is this child enrolled?	ECLS-K	Current grade level	N/A	N/A
35	31 Date questionnaire completed				

	A	B	C	D
1	Spring Second-Grade School Administrator Questionnaire for New Schools, Appendix E			
2				
3	Section	Item #	Item Stem	Source
4	School Characteristics	A1	How many days are children required to attend school this academic year?	ECLS-K
5		A2	What are the start and end dates for this school for the 2012-2013 school year?	ECLS-K
6		A3	School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.	ECLS-K
7		A4	Approximately what is the <u>Average Daily Attendance</u> for your school this year?	ECLS-K
8		A5	Mark all grade levels included in your school.	ECLS-K
9		A6	Which of the following characterizes your school?	ECLS-K
10		A7	In what year did this school start providing instruction as a public CHARTER school?	ECLS-K
11		A8	Which of the following characterizes your public CHARTER school?	ECLS-K
12		A9	Approximately what percentage of the children in your school belongs to each of the following racial/ethnic groups?	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
13		A10	If your school is a private, magnet, or charter school, please check here and SKIP TO Q A12.	ECLS-K:11 Grade 1
14		A11	About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because....	ECLS-K
15		A12	About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?	ECLS-K
16		A13	What time does school officially start in the morning?	ECLS-K
17				
18	School Facilities and Resources	B1	In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?	ECLS-K
19		B2	How many children is this school site designed to accommodate?	ECLS-K
20				
21	School-Family-Community Connections	C1	Are any of the following programs for <u>second-grade children</u> and their families at your school site?	ECLS-K
22		C2	Are any of the following programs or services for parents and families available at your school site?	ECLS-K
23		C3	Please indicate how often each of the following activities is provided by your school.	ECLS-K

	A	B	C	D
24		C4	Indicate how much you agree or disagree with the following statements about the school's community and parents.	ECLS-K
25		C5	How much of a problem are the following in the neighborhood where this school is located?	ECLS-K
26		C6	To the best of your knowledge how often do the following types of problems occur at your school?	ECLS-K
27		C7	Does your school take either of the following measures to ensure the safety of children?	ECLS-K
28		C8	To what extent is each of the following matters a problem in this school?	ECLS-K
29		C9	During the past year, to what extent did any of the following changes occur at your <u>school</u> ?	ECLS-K
30		C10	During the past year, did any of the following changes occur at your <u>school</u> ?	ECLS-K
31				
32	School Policies and Practices	D1	Are <u>second-graders</u> at this school required to wear a school uniform?	ECLS-K
33		D2	Which of the following statements describe your school's grade promotion and retention practices or policies?	ECLS-K
34		D3	How many first-grade children were retained at their current grade level last school year?	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
35		D4	How many <u>second-grade</u> children were retained at their current grade level last school year?	ECLS-K
36		D5	Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?	Adapted from FRSS 99 Dropout Prevention Services and Programs survey
37		D6	For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.	Adapted from WA (RTI) and HB 2136: Spring 2010
38				
39	Response to intervention	D7	Is Response to Intervention (Rtl) currently used at your school in <u>second grade</u> , either partially or fully implemented?	Adapted from IDEA national Assessment Implementation Study (LEA)
40		D8	Is Rtl currently implemented at your school in <u>second grade</u> in the following areas?	Adapted from IDEA national Assessment Implementation Study (LEA)
41		D9	Approximately how many years ago did your school begin implementing Rtl in <u>second grade</u> in any subject?	ECLS-K:2011 Grade 1
42		D10	For the 2012-2013 school year, how has your school made information available to parents/guardians to help them understand how Rtl is being implemented in your school?	Adapted from IDEA national Assessment Implementation Study (LEA)
43	School Programs for Particular Students	E1	Do any of the children in this school come from a home where a language other than English is spoken?	ECLS-K

	A	B	C	D
44		E2	What percentage of children in this school and in <u>second grade</u> are English language learners (ELLs)?	ECLS-K
45		E3	Please indicate what type(s) of specialized language instruction is provided to <u>second-grade English language learners</u> in your school.	Adapted from the "Types of language instruction educational programs," provided by the National Clearinghouse for English Language Acquisition.
46		E4	Are any of the following services provided to families of children from households where a language other than English is spoken?	ECLS-K
47		E5	Since the beginning of this school year (2012-2013), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?	Adapted from IDEA national Assessment Implementation Study (LEA)
48		E6	Of those students who have been NEWLY evaluated at your school this school year (2012-2013), how many were found eligible for an IEP, including those who may have an IEP for speech only?	Adapted from IDEA national Assessment Implementation Study (LEA)
49		E7	What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities?	Adapted from IDEA national Assessment Implementation Study (LEA)
50		E8	Approximately what percentage of your <u>second-graders</u> are in each of the following instructional programs?	ECLS-K
51		E9	Where are children with Individualized Education Programs (IEPs) typically served in this school?	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
52	Federal Programs: Title I, Adequate Yearly Progress, and Title III	F1	Did your school receive Federal Title I funds for this school year?	ECLS-K
53		F2	Is your school operating a Title I targeted assistance or schoolwide program?	ECLS-K
54		F3	Does your school use Title I funds for any of the following purposes?	ECLS-K
55		F4	Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")	ECLS-K
56		F5	Does your school use Title III funds for any of the following purposes?	ECLS-K
57		F6	At the end of the LAST school year (2011-2012), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)	New item written from NCLB regulations
58		F7	At the end of the LAST school year (2011-2012), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)	New item written from NCLB regulations

App E Spring 2nd School Adm A

	A	B	C	D
59		F8	Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements.	New item written from NCLB regulations
60		F9	Does this school have grade 3 students?	ECLS-K
61		F10	Based on recent state assessments, what percentage of the grade 3 students in your <u>school</u> in the PRIOR school year (2011-2012) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year.	ECLS-K
62				
63	Staffing and Teacher Characteristics	G1	Approximately how many staff members does your school currently have in the following categories?	ECLS-K
64		G2	Does your school currently have any staff members who do the following as their primary role or one of their primary roles?	New
65		G3	Teacher mobility. WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING.	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
66		G4	What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?	ECLS-K
67		G5	Indicate how much you agree or disagree with the following statements about your school and staff.	ECLS-K
68		G6	Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for... a) Improved student performance on state tests? b) Reaching target goals on state tests?	ECLS-K
69		G7	If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or - if more than one individual - for the individual who completed the majority of the sections:	ECLS-K
70		G8	How long has the individual listed above been employed at this school?	ECLS-K
71	School Administrator Characteristics	H1	What is your gender?	ECLS-K
72		H2	In what year were you born?	ECLS-K
73		H3	Are you Hispanic or Latino?	ECLS-K
74		H4	Which best describes your race?	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
75		H5	How many years of experience do you have in each of the following positions, including years in which you worked part time?	ECLS-K
76		H6	Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?	New - TRP recommendation
77		H7	What is the highest level of education you have completed?	ECLS-K
78		H8	What was your major field(s) of study in the highest degree you completed?	ECLS-K
79		H9	Please estimate how many hours you spend on average per week in the following activities.	ECLS-K
80		H10	What is your best estimate of the number of children in your school you know by name?	ECLS-K
81		H11	During school hours, do you speak a language other than English with students at your school whose native language is not English?	ECLS-K
82		H12	Do you speak a language other than English with students' families whose native language is not English?	ECLS-K
83		H13	If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q H15.	ECLS-K
84		H14	What language(s) other than English do you speak with students at your school or with their families?	ECLS-K

App E Spring 2nd School Adm A

	A	B	C	D
85		H15	Date questionnaire completed/Questionnaire completed by	
86				
87				

	E	F	G
1			
2			
3	Construct	Research Question	Research Question Text
4	Length of school year	SAQ1	How does the length of the school year relate to children’s progress, especially cognitive gains?
5	Length of school year	SAQ1	How does the length of the school year relate to children’s progress, especially cognitive gains?
6	Enrollment and attendance	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?
7	Enrollment and attendance	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children’s cognitive and social development?
8	School type (public/private/affiliation; grades; magnet; etc)	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?
9	School type (public/private/affiliation; grades; magnet; etc)	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?
10	School type (public/private/affiliation; grades; magnet; etc)	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?
11	School type (public/private/affiliation; grades; magnet; etc)	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?
12	Student demographic information/race-ethnicity distribution	SAQ2	How do differences in schools’ basic demographic, enrollment, resource, policy, and organizational characteristics relate to children’s academic and social development in the early elementary school years?

	E	F	G
13	School type	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
14	Student demographic information: transfers from outside attendance area	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
15	Student demographic information: level of poverty	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
16	Enrollment and attendance	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
17			
18	Adequacy of facilities and resources	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
19	Adequacy of facilities and resources	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
20			
21	Programs or services for children at the school site	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
22	School-based programs or services for parents and families	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
23	School-based programs or services for parents and families	SAQ3	Are schools' practices to involve parents associated with higher levels of parent involvement?

	E	F	G
24	Parent involvement	SAQ3	Are schools' practices to involve parents associated with higher levels of parent involvement?
25	Neighborhood problems	SAQ6	How do neighborhood or community differences influence children's cognitive and social development?
26	School safety	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
27	Measures taken to ensure school safety	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
28	Enrollment and attendance; School climate; Teacher mobility	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
29	Recent changes at the school	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
30	Recent changes at the school	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
31			
32	School policy regarding uniforms	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
33	Retention policies and practices	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
34	Retention policies and practices	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

	E	F	G
35	Retention policies and practices	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
36	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
37	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
38			
39	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
40	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
41	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
42	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
43	Students demographic information; language minority	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

	E	F	G
44	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
45	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
46	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ5	How do schools respond to the needs of parents with little or no English proficiency?
47	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
48	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
49	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
50	Delivery of special education and related services to children with disabilities	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
51	Delivery of special education and related services to children with disabilities	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?

	E	F	G
52	Receipt of Title I and Title III funding	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
53	Services and programs/ Title I	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
54	Services and programs/ Title I	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
55	Receipt of Title I and Title III funding	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
56	Services and programs/ Title III	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
57	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
58	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

	E	F	G
59	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
60	State assessment data	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
61	State assessment data	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
62			
63	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
64	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
65	Teacher mobility	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

	E	F	G
66	Racial and ethnic composition of teaching staff	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
67	School Climate	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
68	School Climate	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
69	N/A (respondent's name)		N/A
70	N/A		N/A
71	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
72	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
73	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
74	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?

	E	F	G
75	Principal's years at the study school; Principal's years in the role of principal	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
76	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
77	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
78	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
79	Principal's time allocation	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
80	Principal's familiarity with students	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
81	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
82	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
83	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
84	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?

	A	B	C	D
1	Spring Second-Grade School Administrator Questionnaire For Continuing Schools, Appendix E			
2				
3	Section	Item #	Item Stem	Source
4	School Characteristics	A1	How many days are children required to attend school this academic year?	ECLS-K
5		A2	What are the start and end dates for this school for the 2012-2013 school year?	ECLS-K
6		A3	School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.	ECLS-K
7		A4	Approximately what is the <u>Average Daily Attendance</u> for your school this year?	ECLS-K
8		A5	Approximately what percentage of the children in your school belongs to each of the following racial/ethnic groups?	ECLS-K
9		A6	If your school is a private, magnet, or charter school, please check here and SKIP TO Q A8.	new
10		A7	About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because....	ECLS-K
11		A8	About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?	ECLS-K

	A	B	C	D
12		A9	What time does school officially start in the morning?	ECLS-K
13	School-Family-Community Connections	B1	Are any of the following programs available for <u>second-grade children</u> and their families at your school site? Please include programs run by the school and those run by outside groups.	ECLS-K
14		B2	Please indicate how often each of the following activities is provided by your school.	ECLS-K
15		B3	Indicate how much you agree or disagree with the following statements about the school's community and parents.	ECLS-K
16		B4	To the best of your knowledge how often do the following types of problems occur at your school?	ECLS-K
17		B5	To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem or NOT a problem in this school.	ECLS-K
18		B6	During the past year, to what extent did any of the following changes occur at your <u>school</u> ?	ECLS-K

	A	B	C	D
19		B7	During the past year, did any of the following changes occur at your <u>school</u> ?	ECLS-K
20	School Policies and Practices	C1	How many first-grade children were retained at their current grade level last school year?	ECLS-K
21		C2	How many <u>second-grade children</u> were retained at their current grade level last school year?	ECLS-K
22		C3	Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?	Adapted from FRSS 99 Dropout Prevention Services and Programs survey
23		C4	For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.	Adapted from WA (RTI) and HB 2136: Spring 2010
24		C5	Is Response to Intervention (RtI) currently used at your school in <u>second grade</u> , either partially or fully implemented?	Adapted from IDEA national Assessment Implementation Study (LEA)

	A	B	C	D
25		C6	Is RtI currently implemented at your school in <u>second grade</u> in the following areas?	Adapted from IDEA national Assessment Implementation Study (LEA)
26		C7	Approximately how many years ago did your school begin implementing RtI in <u>second grade</u> in any subject?	New
27		C8	For the 2012-2013 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school?	Adapted from IDEA national Assessment Implementation Study (LEA)
28	School Programs for Particular Populations	D1	Do any of the children in this school come from a home where a language other than English is spoken?	ECLS-K
29		D2	What percentage of children in this school and in <u>second grade</u> are English language learners (ELL)?	ECLS-K

	A	B	C	D
30				Adapted from the "Types of language instruction educational programs," provided by the National Clearinghouse for English Language Acquisition.
		D3	Please indicate what type(s) of specialized language instruction is provided to <u>second-grade English language learners</u> in your school.	
31	Children with Special Needs			Adapted from IDEA national Assessment Implementation Study (LEA)
		D4	Since the beginning of this school year (2012-2013), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?	
32				Adapted from IDEA national Assessment Implementation Study (LEA)
		D5	Of those students who have been NEWLY evaluated at your school this school year (2012-2013), how many were found eligible for an IEP, including those who may have an IEP for speech only?	
33				Adapted from IDEA national Assessment Implementation Study (LEA)
		D6	What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities?	
34				
		D7	Approximately what percentage of your <u>second-graders</u> are in each of the following instructional programs?	ECLS-K

	A	B	C	D
35	Federal Programs: Title I, Adequate Yearly Progress, and Title III	E1	Did your school receive Federal Title I funds for this school year?	ECLS-K
36		E2	Is your school operating a Title I targeted assistance or schoolwide program?	ECLS-K
37		E3	Does your school use Title I funds for any of the following purposes?	ECLS-K
38	Title III Funding and Programs	E4	Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")	ECLS-K
39		E5	Does your school use Title III funds for any of the following purposes?	ECLS-K
40	Federal Requirements	E6	At the end of the LAST school year (2011-2012), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)	New item written from NCLB regulations
41		E7	At the end of the LAST school year (2011-2012), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)	New item written from NCLB regulations

App E Spring 2nd School Adm B

	A	B	C	D
42		E8	Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements.	New item written from NCLB regulations
43		E9	Does this school have grade 3 students?	ECLS-K
44		E10	Based on recent state assessments, what percentage of the grade 3 students in your <u>school</u> in the PRIOR school year (2011-2012) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year.	ECLS-K
45	Staffing and Teacher Characteristics	F1	Approximately how many staff members does your school currently have in the following categories?	ECLS-K
46		F2	Does your school currently have any staff members who do the following as their primary role or one of their primary roles?	New
47		F3	Teacher mobility. WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING.	ECLS-K

App E Spring 2nd School Adm B

	A	B	C	D
48		F4	What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?	ECLS-K
49		F5	Indicate how much you agree or disagree with the following statements about your school and staff.	ECLS-K
50		F6	Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for... a) Improved student performance on state tests? b) Reaching target goals on state tests?	ECLS-K
51		F7	If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or - if more than one individual - for the individual who completed the majority of the sections:	ECLS-K
52		F8	How long has the individual listed above been employed at this school?	ECLS-K
53	School Administrator Characteristics	G1	What is your gender?	ECLS-K
54		G2	In what year were you born?	ECLS-K
55		G3	Are you Hispanic or Latino?	ECLS-K
56		G4	Which best describes your race?	ECLS-K

App E Spring 2nd School Adm B

	A	B	C	D
57		G5	How many years of experience do you have in each of the following positions, including years in which you worked part time?	ECLS-K
58		G6	Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?	New - TRP recommendation
59		G7	What is the highest level of education you have completed?	ECLS-K
60		G8	What was your major field(s) of study in the highest degree you completed?	ECLS-K
61		G9	Please estimate how many hours you spend on average per week in the following activities.	ECLS-K
62		G10	What is your best estimate of the number of children in your school you know by name?	ECLS-K
63		G11	During school hours, do you speak a language other than English with students at your school whose native language is not English?	ECLS-K
64		G12	Do you speak a language other than English with students' families whose native language is not English?	ECLS-K
65		G13	If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q G15.	ECLS-K
66		G14	What language(s) other than English do you speak with students at your school or with their families?	ECLS-K

App E Spring 2nd School Adm B

	A	B	C	D
67		G15	Date questionnaire completed/Questionnaire completed by	

App E Spring 2nd School Adm B

	E	F	G
1			
2			
3	Construct	Research Question	Research Question Text
4	Length of school year	SAQ1	How does the length of the school year relate to children's progress, especially cognitive gains?
5	Length of school year	SAQ1	How does the length of the school year relate to children's progress, especially cognitive gains?
6	Enrollment and attendance	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
7	Enrollment and attendance	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
8	Student demographic information/race-ethnicity distribution	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
9	School type	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
10	Student demographic information: transfers from outside attendance area	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
11	Student demographic information: level of poverty	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

App E Spring 2nd School Adm B

	E	F	G
12	Enrollment and attendance	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
13	Programs or services for children at the school site	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
14	School-based programs or services for parents and families	SAQ3	Are schools' practices to involve parents associated with higher levels of parent involvement?
15	Parent involvement	SAQ3	Are schools' practices to involve parents associated with higher levels of parent involvement?
16	School safety	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
17	Enrollment and attendance; School climate; Teacher mobility	SAQ7	What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development?
18	Recent changes at the school	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

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19	Recent changes at the school	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
20	Retention policies and practices	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
21	Retention policies and practices	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
22	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
23	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
24	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?

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25	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
26	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
27	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
28	Students demographic information; language minority	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
29	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

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30	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
31	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
32	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
33	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
34	Delivery of special education and related services to children with disabilities	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?

App E Spring 2nd School Adm B

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35	Receipt of Title I and Title III funding	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
36	Services and programs/ Title I	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
37	Services and programs/ Title I	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
38	Receipt of Title I and Title III funding	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
39	Services and programs/ Title III	SAQ4	What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?
40	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
41	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

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42	School status relative to Adequate Yearly Progress (AYP)	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
43	State assessment data	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
44	State assessment data	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
45	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
46	Response to Intervention-related policies and practices	SAQ9	To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?
47	Teacher mobility	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?

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48	Racial and ethnic composition of teaching staff	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
49	School Climate	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
50	School Climate	SAQ2	How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?
51	N/A (respondent's name)		N/A
52	N/A		N/A
53	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
54	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
55	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
56	Principal's sex, age, and race/ethnicity	SAQ8	How do differences in principals' background characteristics relate to other school characteristics and practices?

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57	Principal's years at the study school; Principal's years in the role of principal; Principal's years as teacher	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
58	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
59	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
60	Principal's formal education	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
61	Principal's time allocation	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
62	Principal's familiarity with students	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
63	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
64	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
65	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?
66	Principal's use of a non-English language	SAQ8	How do differences in administrator's background characteristics relate to other school characteristics and practices?