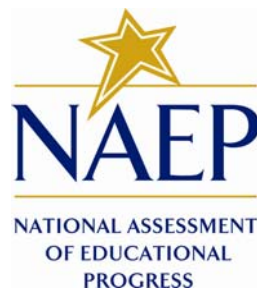


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 1 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3a **School Grade 4**



Part 3a contains School Grade 4:

School Characteristics and Policies (SCP)
Reading
Mathematics
Charter School

The amount of time estimated to complete these forms: 30 minutes

SCHOOL QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

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OMB No. 1850-0790 APPROVAL EXPIRES 03/31/2016

School Grade 4
School Characteristics and Policies (SCP)

School Grade 4 SCP Questions

School Questionnaire – Core

This questionnaire should be completed by the principal or the head of the school.

1. What grades are taught in your school? Select **all** squares that apply.

- (A) Pre-kindergarten
- (B) Kindergarten
- (C) 1st grade
- (D) 2nd grade
- (E) 3rd grade
- (F) 4th grade
- (G) 5th grade
- (H) 6th grade
- (I) 7th grade
- (J) 8th grade
- (K) 9th grade
- (L) 10th grade
- (M) 11th grade
- (N) 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- (A) Elementary school
- (B) Middle or junior high school
- (C) Secondary school
- (D) Regular school with a magnet program
- (E) A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- (F) Special education school: primarily serves students with disabilities
- (G) Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- (H) Private independent school
- (I) Private religiously affiliated school
- (J) Independent charter school
- (K) Charter school administered by local school district
- (L) Other (specify): _____

3. What is the current enrollment in your school?

,

4. Approximately what percentage of fourth-graders in your school is new this year?

%

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

10. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*

13. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2014
- Ⓒ 2013
- Ⓓ 2012
- Ⓔ 2011
- Ⓕ 2010
- Ⓖ 2009 or earlier

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|------------------------------------------------------------------------|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610145 |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485286 |
| c. Instruction provided in student's home language (non-English) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485287 |
| d. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485288 |
| e. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485289 |

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|-------------------------------------------------------------------------------|-----------------------|--------------|---------------|---------------|-----------------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588679 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588681 |

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

| | 0–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|-------------------------------------------------------------|-------|--------|--------|--------|--------|----------|----------|
| a. Nontenured teachers who had taught for at least one year | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588765 |
| b. Tenured teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588766 |

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to Question 23.

If you answered 0, skip to Part II.

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

- Ⓐ 0–10%
- Ⓑ 11–25%
- Ⓒ 26–50%
- Ⓓ 51–75%
- Ⓔ 76–90%
- Ⓕ Over 90%

School Grade 4 - Reading

School Grade 4 Reading Questions

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Use of language arts across the curriculum | (A) | (B) | (C) | (D) | VB380371 |
| b. Interpreting and analyzing literature | (A) | (B) | (C) | (D) | VB380372 |
| c. Interpreting and analyzing informational texts | (A) | (B) | (C) | (D) | VE634273 |
| d. Understanding the process of reading or writing | (A) | (B) | (C) | (D) | VB380373 |
| e. Use of rubrics to evaluate student work | (A) | (B) | (C) | (D) | VE634274 |
| f. Instructional strategies for teaching language arts | (A) | (B) | (C) | (D) | VB380374 |
| g. Effective use of technology in reading instruction | (A) | (B) | (C) | (D) | VE658951 |

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?

- Ⓐ Yes, available full-time to fourth-grade students → *Go to Question 3.*
- Ⓑ Yes, available part-time to fourth-grade students → *Go to Question 3.*
- Ⓒ No → *Skip to Question 4.*

3. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|----------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide reading instruction to students on various topics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE658962 |
| b. Provide reading instruction to students at various ability levels | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659111 |

4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers → *Go to Question 5.*
- Ⓑ Yes, available part-time to fourth-grade teachers → *Go to Question 5.*
- Ⓒ No → *Skip to Question 6.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide assistance/support to individual teachers about reading content or the teaching of reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659056 |
| b. Conduct professional development for groups of teachers about reading content or the teaching of reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659059 |

6. To what extent is your school's reading program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190986 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190987 |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190988 |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190989 |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190990 |
| f. Recommendations from school reading/language arts department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190992 |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190993 |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC190995 |
| i. Internet resources | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659085 |

7. To what extent does your school’s fourth-grade reading curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311149 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311150 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311151 |

8. In addition to reading teachers, does your school have the following personnel to assist with reading class instruction for fourth-grade students with disabilities (SD)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Special Education teachers (and related service providers) | <input type="radio"/> A | <input type="radio"/> B | VE659160 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE659161 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE659162 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE659166 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE659163 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE659165 |

9. In addition to reading teachers, does your school have the following personnel to assist with reading class instruction for fourth-grade English language learners (ELL)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Certified ELL/bilingual education teachers | <input type="radio"/> A | <input type="radio"/> B | VE659198 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE659192 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE659193 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659197 |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659194 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE659196 |

School Grade 4 - Mathematics

School Grade 4 Mathematics Questions

VB525184

1. Are fourth-grade teachers in your school required to set aside a certain amount of time each day for mathematics instruction?

- A Yes
- B No

VB525182

2. Are fourth-grade students from different classes typically **grouped** for mathematics instruction by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)?

- A Yes
- B No

VB525183

3. How often are fourth-grade students' mathematics placements evaluated?

- A Once a year
- B Once a marking period (semester, trimester)
- C More than once a marking period
- D Students are not grouped by ability.

VC188706

4. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as patterns and writing number sentences? Select **one** circle in each row.

| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | |
|-----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Third grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VC188711 |
| b. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VC188713 |
| c. Fifth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VC188714 |
| d. Sixth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VC188715 |

Questions 5–8 ask about mathematics resource teachers and mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students’ mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students’ ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5–8 based on the roles as defined in this paragraph.

VE659399

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to fourth-grade students at your school?

- Ⓐ Yes, available full-time to fourth-grade students → *Go to Question 6.*
- Ⓑ Yes, available part-time to fourth-grade students → *Go to Question 6.*
- Ⓒ No → *Skip to Question 7.*

VE659419

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to fourth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide mathematics remediation/intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659422 |
| b. Provide mathematics remediation/intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659423 |
| c. Provide mathematics enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659424 |
| d. Provide mathematics enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659425 |

7. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers → *Go to Question 8.*
- Ⓑ Yes, available part-time to fourth-grade teachers → *Go to Question 8.*
- Ⓒ No → *Skip to Question 9.*

8. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide support or assistance about mathematics content | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659462 |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659464 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659463 |

9. To what extent is your school’s mathematics program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State curriculum standards or frameworks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311204 |
| b. District curriculum standards or curriculum guides | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311209 |
| c. Results from state/district assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311210 |
| d. In-school curriculum frameworks and standards for learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311211 |
| e. Results from school assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311212 |
| f. Recommendations from school mathematics department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311213 |
| g. Discretion of individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311214 |
| h. Commercially designed programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311215 |
| i. Internet resources | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF018182 |

10. To what extent does your school’s fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311198 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311199 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311200 |

11. Approximately what percentage of your school’s classrooms has the following technological resources for fourth-grade mathematics instruction? Select **one** circle in each row.

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | |
|------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Cable/satellite/ closed-circuit television | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013352 |
| b. Videodisc player/ VCR/DVD player | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013353 |
| c. Digital/video camera | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013354 |
| d. Videoconferencing equipment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013355 |
| e. Scanner for images or text | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013356 |
| f. Projection device for projecting images directly from a computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013357 |
| g. Computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013359 |
| h. Internet | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013360 |
| i. Computer printer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013362 |
| j. Handheld devices (e.g., personal digital assistants) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE509167 |

School Grade 4 Charter School

School Grade 4 Charter School Questions

Supplemental Charter School Questions

This section should be completed by the principal or the head of the school.

VC311248

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

Ⓐ Yes → *Go to Question 2.*

Ⓑ No → ***You have finished the survey. Thank you for your time.***

VC104697

2. In which year did your school start providing instruction as a charter school?

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

VE588849

3. Who granted your school's current charter?

Ⓐ School district

Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)

Ⓒ Postsecondary institution

Ⓓ State charter-granting agency

Ⓔ City or state public charter school board

Ⓕ Other (specify): _____

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

Supplemental Charter School Questions

VE588978

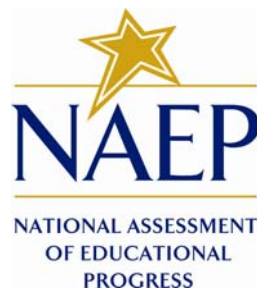
8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

| | Yes | No | |
|------------------------------------|-------------------------|-------------------------|----------|
| a. Dress code | <input type="radio"/> A | <input type="radio"/> B | VE588983 |
| b. Home learning environment | <input type="radio"/> A | <input type="radio"/> B | VE588989 |
| c. Homework | <input type="radio"/> A | <input type="radio"/> B | VE588981 |
| d. Parent-teacher communication | <input type="radio"/> A | <input type="radio"/> B | VE588987 |
| e. Parent volunteering | <input type="radio"/> A | <input type="radio"/> B | VE588991 |
| f. School discipline policy | <input type="radio"/> A | <input type="radio"/> B | VE588985 |
| g. Student attendance | <input type="radio"/> A | <input type="radio"/> B | VE588980 |
| h. Student promotion policy | <input type="radio"/> A | <input type="radio"/> B | VE588988 |
| i. Other (specify): _____ _____ | <input type="radio"/> A | <input type="radio"/> B | VE592478 |

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 1 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3b **School Grade 8**



Part 3b contains School Grade 8:

School Characteristics and Policies (SCP)
Reading
Mathematics
Charter School

The amount of time estimated to complete these forms: 30 minutes

SCHOOL QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education.

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

OMB No. 1850-0790 APPROVAL EXPIRES 03/31/2016

School Grade 8
School Characteristics and Policies (SCP)

School Grade 8 SCP Questions

School Questionnaire – Core

This questionnaire should be completed by the principal or the head of the school.

1. What grades are taught in your school? Select **all** squares that apply.

- (A) Pre-kindergarten
- (B) Kindergarten
- (C) 1st grade
- (D) 2nd grade
- (E) 3rd grade
- (F) 4th grade
- (G) 5th grade
- (H) 6th grade
- (I) 7th grade
- (J) 8th grade
- (K) 9th grade
- (L) 10th grade
- (M) 11th grade
- (N) 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- (A) Elementary school
- (B) Middle or junior high school
- (C) Secondary school
- (D) Regular school with a magnet program
- (E) A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- (F) Special education school: primarily serves students with disabilities
- (G) Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- (H) Private independent school
- (I) Private religiously affiliated school
- (J) Independent charter school
- (K) Charter school administered by local school district
- (L) Other (specify): _____

3. What is the current enrollment in your school?

,

4. Approximately what percentage of eighth-graders in your school is new this year?

%

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*

13. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2014
- Ⓒ 2013
- Ⓓ 2012
- Ⓔ 2011
- Ⓕ 2010
- Ⓖ 2009 or earlier

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|------------------------------------------------------------------------|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610145 |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485286 |
| c. Instruction provided in student's home language (non-English) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485287 |
| d. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485288 |
| e. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB485289 |

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|-------------------------------------------------------------------------------|-----------------------|--------------|---------------|---------------|-----------------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588679 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588681 |

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

| | 0–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|-------------------------------------------------------------|-------|--------|--------|--------|--------|----------|----------|
| a. Nontenured teachers who had taught for at least one year | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588765 |
| b. Tenured teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588766 |

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to Question 23.

If you answered 0, skip to Part II.

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

- Ⓐ 0–10%
- Ⓑ 11–25%
- Ⓒ 26–50%
- Ⓓ 51–75%
- Ⓔ 76–90%
- Ⓕ Over 90%

School Grade 8 - Reading

School Grade 8 Reading Questions

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Use of language arts across the curriculum | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB380371 |
| b. Interpreting and analyzing literature | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB380372 |
| c. Interpreting and analyzing informational texts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE634273 |
| d. Understanding the process of reading or writing | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB380373 |
| e. Use of rubrics to evaluate student work | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE634274 |
| f. Instructional strategies for teaching language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB380374 |
| g. Effective use of technology in English/language arts instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE589137 |

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?

- Ⓐ Yes, available full-time to eighth-grade students → *Go to Question 3.*
- Ⓑ Yes, available part-time to eighth-grade students → *Go to Question 3.*
- Ⓒ No → *Skip to Question 4.*

3. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|----------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide reading instruction to students on various topics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF009700 |
| b. Provide reading instruction to students at various ability levels | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF009703 |

4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers → *Go to Question 5.*
- Ⓑ Yes, available part-time to eighth-grade teachers → *Go to Question 5.*
- Ⓒ No → *Skip to Question 6.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659079 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659082 |

6. To what extent is your school’s English/language arts program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191181 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191182 |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191185 |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191187 |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191188 |
| f. Recommendations from school reading/language arts department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191191 |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191194 |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191195 |
| i. Internet resources | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE602360 |

7. To what extent does your school’s eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311766 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311768 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311770 |

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Special Education teachers (and related service providers) | <input type="radio"/> A | <input type="radio"/> B | VE659260 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE659261 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE659262 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE659266 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE659263 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE659265 |

9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Certified ELL/bilingual education teachers | <input type="radio"/> A | <input type="radio"/> B | VE659292 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE659286 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE659287 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659291 |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659288 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE659290 |

School Grade 8 - Mathematics

School Grade 8 Mathematics Questions

1. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of remediation or to catch up to grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.
- Ⓐ None
 - Ⓑ 1 to 5 percent
 - Ⓒ 6 to 10 percent
 - Ⓓ 11 to 20 percent
 - Ⓔ More than 20 percent

2. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of advancement or to get ahead of grade level?
- Ⓐ None
 - Ⓑ 1 to 5 percent
 - Ⓒ 6 to 10 percent
 - Ⓓ 11 to 20 percent
 - Ⓔ More than 20 percent

3. What percentage of eighth-grade students in your school is enrolled in the following mathematics classes? Select **one** circle in each row.

| | None | 1–10% | 11–25% | 26–50% | 51–75% | 76–90% | 91–100% | |
|----------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Eighth-grade mathematics (not algebra or pre-algebra) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525186 |
| b. Introduction to algebra or pre-algebra | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525187 |
| c. Two-year pre-algebra | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE013703 |
| d. Algebra I (one-year course) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525188 |
| e. Algebra I (first year of two-year course) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525189 |
| f. Algebra I (second year of two-year course) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB517155 |
| g. Geometry | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525190 |
| h. Algebra II | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525191 |
| i. Integrated or sequential mathematics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VB525192 |

4. Do students who complete a one-year course in Algebra I by the end of eighth-grade receive high school credit?

A Yes

B No

Questions 5–8 ask about mathematics resource teachers and mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students’ mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students’ ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5–8 based on the roles as defined in this paragraph.

VE659418

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to eighth-grade students at your school?

- Ⓐ Yes, available full-time to eighth-grade students → *Go to Question 6.*
- Ⓑ Yes, available part-time to eighth-grade students → *Go to Question 6.*
- Ⓒ No → *Skip to Question 7.*

VE659430

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to eighth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide mathematics remediation/intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659436 |
| b. Provide mathematics remediation/intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659434 |
| c. Provide mathematics enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659435 |
| d. Provide mathematics enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659433 |

7. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers → *Go to Question 8.*
- Ⓑ Yes, available part-time to eighth-grade teachers → *Go to Question 8.*
- Ⓒ No → *Skip to Question 9.*

8. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide support or assistance about mathematics content | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659469 |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659470 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE659471 |

9. Are eighth-grade students typically assigned to mathematics classes by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)?

- Ⓐ Yes
- Ⓑ No

10. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

11. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

12. To what extent is your school’s mathematics program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State curriculum standards or frameworks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311204 |
| b. District curriculum standards or curriculum guides | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311209 |
| c. Results from state/district assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311210 |
| d. In-school curriculum frameworks and standards for learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311211 |
| e. Results from school assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311212 |
| f. Recommendations from school mathematics department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311213 |
| g. Discretion of individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311214 |
| h. Commercially designed programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311215 |
| i. Internet resources | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF018182 |

13. To what extent does your school’s eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311854 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311855 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC311857 |

14. Approximately what percentage of your school’s classrooms has the following technological resources for eighth-grade mathematics instruction? Select **one** circle in each row.

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | |
|------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Cable/satellite/ closed-circuit television | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013908 |
| b. Videodisc player/ VCR/DVD player | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013909 |
| c. Digital/video camera | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013910 |
| d. Videoconferencing equipment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013914 |
| e. Scanner for images or text | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013916 |
| f. Projection device for projecting images directly from a computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013917 |
| g. Computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013919 |
| h. Internet | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013922 |
| i. Computer printer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013923 |
| j. Handheld devices (e.g., personal digital assistants) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE509176 |

School Grade 8 Charter School

School Grade 8 Charter School Questions

Supplemental Charter School Questions

This section should be completed by the principal or the head of the school.

VC311248

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes → *Go to Question 2.*
- Ⓑ No → ***You have finished the survey. Thank you for your time.***

VC104697

2. In which year did your school start providing instruction as a charter school?

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

VE588849

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (specify): _____

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

Supplemental Charter School Questions

VE588978

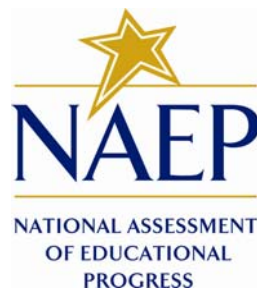
8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

| | Yes | No | |
|------------------------------------|-------------------------|-------------------------|----------|
| a. Dress code | <input type="radio"/> A | <input type="radio"/> B | VE588983 |
| b. Home learning environment | <input type="radio"/> A | <input type="radio"/> B | VE588989 |
| c. Homework | <input type="radio"/> A | <input type="radio"/> B | VE588981 |
| d. Parent-teacher communication | <input type="radio"/> A | <input type="radio"/> B | VE588987 |
| e. Parent volunteering | <input type="radio"/> A | <input type="radio"/> B | VE588991 |
| f. School discipline policy | <input type="radio"/> A | <input type="radio"/> B | VE588985 |
| g. Student attendance | <input type="radio"/> A | <input type="radio"/> B | VE588980 |
| h. Student promotion policy | <input type="radio"/> A | <input type="radio"/> B | VE588988 |
| i. Other (specify): _____ _____ | <input type="radio"/> A | <input type="radio"/> B | VE592478 |

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 1 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3c **School Grade 12**



Part 3c contains School Grade 12:

School Characteristics and Policies (SCP)
Reading
Mathematics
Charter School

The amount of time estimated to complete these forms: 30 minutes

SCHOOL QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education.

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

OMB No. 1850-0790 APPROVAL EXPIRES 03/31/2016

School Grade 12
School Characteristics and Policies (SCP)

School Grade 12 SCP Questions

School Questionnaire – Core

This questionnaire should be completed by the principal or the head of the school.

1. What grades are taught in your school? Select **all** squares that apply.

- (A) Pre-kindergarten
- (B) Kindergarten
- (C) 1st grade
- (D) 2nd grade
- (E) 3rd grade
- (F) 4th grade
- (G) 5th grade
- (H) 6th grade
- (I) 7th grade
- (J) 8th grade
- (K) 9th grade
- (L) 10th grade
- (M) 11th grade
- (N) 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- (A) Elementary school
- (B) Middle or junior high school
- (C) Secondary school
- (D) Regular school with a magnet program
- (E) A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- (F) Special education school: primarily serves students with disabilities
- (G) Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- (H) Private independent school
- (I) Private religiously affiliated school
- (J) Independent charter school
- (K) Charter school administered by local school district
- (L) Other (specify): _____

3. What is the current enrollment in your school?

,

4. Approximately what percentage of twelfth-graders in your school is new this year?

%

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

10. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 11.*
- Ⓑ No → *Skip to Question 14.*

11. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 13.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 12.*

12. If your school distributes free lunch to all students under Provision 2 or 3, what was the **base year** during which individual student eligibility was collected?
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2014
 - Ⓒ 2013
 - Ⓓ 2012
 - Ⓔ 2011
 - Ⓕ 2010
 - Ⓖ 2009 or earlier

13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓙ 100%

14. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- Ⓐ No
- Ⓑ Yes, our school receives funds, which are targeted to eligible students.
- Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

15. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|------------------------------------------------------------------------|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VB610145 |
| b. Gifted and talented program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VB485286 |
| c. Instruction provided in student's home language (non-English) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VB485287 |
| d. English-as-a-second-language (not in a bilingual education program) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VB485288 |
| e. Special education | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VB485289 |

16. Of the students in last year’s graduating class, approximately what percentage is doing each of the following? Select **one** circle in each row.

| | 0–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | I don’t know. | |
|--------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Attending a two-year college | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE588197 |
| b. Attending a four-year college | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE589625 |
| c. Attending a vocational-technical or business school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE588425 |
| d. Working for pay | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE588429 |
| e. Serving in the military (excluding ROTC and military academies) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VE588432 |

17. Does your school offer any of the following services to students on a regular basis? Select **all** squares that apply.

- A Career and technical education workshops
- B Career counseling services or programs
- C Job placement services
- D Career days or job fairs
- E Career or employment readiness workshops

18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1–5
- Ⓒ 6–10
- Ⓓ 11–15
- Ⓔ 16–25
- Ⓕ More than 25

19. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|-------------------------------------------------------------------------------|-----------------------|--------------|---------------|---------------|-----------------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588679 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VE588681 |

For all teacher counts entered in item 20:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

21. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

| | 0–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|-------------------------------------------------------------|-------|--------|--------|--------|--------|----------|----------|
| a. Nontenured teachers who had taught for at least one year | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588765 |
| b. Tenured teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE588766 |

23. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to Question 24.

If you answered 0, skip to Part II.

24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

- Ⓐ 0–10%
- Ⓑ 11–25%
- Ⓒ 26–50%
- Ⓓ 51–75%
- Ⓔ 76–90%
- Ⓕ Over 90%

School Grade 12 - Reading

School Grade 12 Reading Questions

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Use of language arts across the curriculum | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB380371 |
| b. Interpreting and analyzing literature | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB380372 |
| c. Interpreting and analyzing informational texts | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE634273 |
| d. Understanding the process of reading or writing | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB380373 |
| e. Use of rubrics to evaluate student work | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE634274 |
| f. Instructional strategies for teaching language arts | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB380374 |
| g. Effective use of technology in English/language arts instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE589137 |

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?

- Ⓐ Yes, available full-time to twelfth-grade students → *Go to Question 3.*
- Ⓑ Yes, available part-time to twelfth-grade students → *Go to Question 3.*
- Ⓒ No → *Skip to Question 4.*

3. To what extent are each of the following a responsibility of the reading specialist(s) available to twelfth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide English/language arts instruction to students on various topics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE590210 |
| b. Provide English/language arts instruction to students at various ability levels | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE590209 |

4. Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?

- Ⓐ Yes, available full-time to twelfth-grade teachers → *Go to Question 5.*
- Ⓑ Yes, available part-time to twelfth-grade teachers → *Go to Question 5.*
- Ⓒ No → *Skip to Question 6.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to twelfth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE602240 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE602243 |

6. To what extent is your school’s English/language arts program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191181 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191182 |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191185 |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191187 |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191188 |
| f. Recommendations from school reading/language arts department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191191 |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191194 |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC191195 |
| i. Internet resources | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE602360 |

7. To what extent does your school’s twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE015298 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE015299 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE015300 |

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade students with disabilities (SD)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Special Education teachers (and related service providers) | <input type="radio"/> A | <input type="radio"/> B | VE590244 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE590245 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE590246 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE590248 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VE590249 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE590251 |

9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade English language learners (ELL)? Select **one** circle in each row.

| | Yes | No | |
|---------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE627512 |
| b. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE627514 |
| c. Certified ELL/bilingual education teachers | <input type="radio"/> A | <input type="radio"/> B | VE627524 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE627532 |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE627536 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE627546 |

10. Does your school offer online English/language arts courses for credit?

- A Yes
- B No

11. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

| | Yes | No | |
|-----------------------------------------------------------------------|-----|----|----------|
| a. Advanced Placement English Language and Composition | Ⓐ | Ⓑ | VE015317 |
| b. Advanced Placement English Literature and Composition | Ⓐ | Ⓑ | VE015319 |
| c. English language and composition (beyond an introductory course) | Ⓐ | Ⓑ | VE590257 |
| d. English literature and composition (beyond an introductory course) | Ⓐ | Ⓑ | VE590260 |
| e. International Baccalaureate [®] Language A1 | Ⓐ | Ⓑ | VE590261 |

12. Approximately what percentage of students in this year’s graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate[®] courses.)

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|-------------------------------|----|------|-------|--------|--------|--------|----------|----------|
| a. On your high school campus | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VE634841 |
| b. On a postsecondary campus | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VE634842 |
| c. Through distance learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VF295504 |

School Grade 12 - Mathematics

School Grade 12 Mathematics Questions

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in mathematics does your school or district require for graduation?

- Ⓐ Less than two years
- Ⓑ Two years
- Ⓒ Three years
- Ⓓ Four years
- Ⓔ More than four years

2. Does your school offer online mathematics courses for credit?

- Ⓐ Yes
- Ⓑ No

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

| | Yes | No | |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|----------|
| a. Pre-calculus or introductory analysis | <input type="radio"/> | <input type="radio"/> | VE592261 |
| b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VF301917 |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VF302450 |
| d. Trigonometry | <input type="radio"/> | <input type="radio"/> | QK070750 |
| e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VE592272 |
| f. Advanced Placement (AP®) Calculus AB | <input type="radio"/> | <input type="radio"/> | VE592274 |
| g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VE592275 |
| h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VE592266 |
| i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VE592276 |
| j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VE592279 |
| k. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VE592281 |
| l. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | VE592286 |

4. Which of the following mathematics courses are required for high school graduation? Select **one** circle in each row.

| | Yes | No | |
|------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Algebra I | <input type="radio"/> A | <input type="radio"/> B | VC194472 |
| b. Geometry | <input type="radio"/> A | <input type="radio"/> B | VC194473 |
| c. Algebra II | <input type="radio"/> A | <input type="radio"/> B | VC194474 |
| d. Statistics/Probability | <input type="radio"/> A | <input type="radio"/> B | VC194475 |
| e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VF303628 |
| f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VF303989 |
| g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VF304235 |
| h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VF304599 |
| i. Other mathematics course (specify): _____ _____ | <input type="radio"/> A | <input type="radio"/> B | VE610194 |

Questions 5–8 ask about mathematics resource teachers and mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students' mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5–8 based on the roles as defined in this paragraph.

VE634602

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to twelfth-grade students at your school?
- Ⓐ Yes, available full-time to twelfth-grade students → *Go to Question 6.*
 - Ⓑ Yes, available part-time to twelfth-grade students → *Go to Question 6.*
 - Ⓒ No → *Skip to Question 7.*

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to twelfth-grade students at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide mathematics course-related support to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592296 |
| b. Provide mathematics course-related support to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592297 |
| c. Provide mathematics remediation/intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592301 |
| d. Provide mathematics remediation/intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592299 |
| e. Provide mathematics enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592300 |
| f. Provide mathematics enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE592298 |

7. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school?

- Ⓐ Yes, available full-time to twelfth-grade teachers → *Go to Question 8.*
- Ⓑ Yes, available part-time to twelfth-grade teachers → *Go to Question 8.*
- Ⓒ No → *Skip to Question 9.*

8. To what extent are each of the following a responsibility of the mathematics coach(es) available to twelfth-grade teachers at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. Provide support/assistance about mathematics content or the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE606842 |
| b. Provide technical support/assistance to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE606848 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE606851 |

9. To what extent is your school’s mathematics program structured according to the following resources? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| a. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311204 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311209 |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311210 |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311211 |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311212 |
| f. Recommendations from school mathematics department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311213 |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311214 |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311215 |
| i. Internet resources | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE610100 |

10. Approximately what percentage of your school’s classrooms has the following technological resources available for twelfth-grade mathematics instruction? Select **one** circle in each row.

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|--------|--------|--------|------|----------|
| a. Cable/satellite/ closed-circuit television | (A) | (B) | (C) | (D) | (E) | (F) | VE592304 |
| b. DVD player and DVDs | (A) | (B) | (C) | (D) | (E) | (F) | VE592305 |
| c. Digital camera | (A) | (B) | (C) | (D) | (E) | (F) | VE592306 |
| d. Videoconferencing equipment | (A) | (B) | (C) | (D) | (E) | (F) | VE592307 |
| e. Scanner for images or text | (A) | (B) | (C) | (D) | (E) | (F) | VE592313 |
| f. Digital projector (device, e.g., LCD, that connects to a computer to display presentations or demonstrate lessons) | (A) | (B) | (C) | (D) | (E) | (F) | VE592309 |
| g. Internet | (A) | (B) | (C) | (D) | (E) | (F) | VE592311 |
| h. Computer printer | (A) | (B) | (C) | (D) | (E) | (F) | VE592312 |
| i. Handheld computer device (e.g., personal digital assistant) | (A) | (B) | (C) | (D) | (E) | (F) | VE592308 |
| j. Graphing calculators | (A) | (B) | (C) | (D) | (E) | (F) | VE592310 |
| k. Data collection sensors/probes (e.g., tools that connect a handheld device or graphing calculator and detect motion, pH, temperature, and light) | (A) | (B) | (C) | (D) | (E) | (F) | VE592319 |
| l. Online applications | (A) | (B) | (C) | (D) | (E) | (F) | VE592323 |
| m. Digital whiteboard (computerized display panel that responds to fingertip commands and creates a shared interactive space, akin to a traditional chalkboard) | (A) | (B) | (C) | (D) | (E) | (F) | VE592324 |

11. Approximately what percentage of students in this year’s graduating class has enrolled in a distance learning course for the following subjects? Select **one** circle in each row.

(Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|-------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. English/ language arts | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269060 |
| b. Mathematics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269061 |
| c. Social studies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269062 |
| d. Science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269067 |
| e. Computer science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269064 |
| f. Foreign languages | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269065 |
| g. Career and technical/ vocational | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269066 |
| h. Other (specify): _____ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | VF269063 |

12. Approximately what percentage of students in this year’s graduating class has enrolled in a mathematics academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|-------------------------------|-----|------|-------|--------|--------|--------|----------|----------|
| a. On your high school campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606942 |
| b. On a postsecondary campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606947 |
| c. Through distance learning | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VF269101 |
| d. Other (specify): _____ | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606950 |

13. Approximately what percentage of students in this year’s graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|-------------------------------|-----|------|-------|--------|--------|--------|----------|----------|
| a. On your high school campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606957 |
| b. On a postsecondary campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606958 |
| c. Through distance learning | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VF269104 |
| d. Other (specify): _____ | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VE606963 |

**School Grade 12
Charter School**

School Grade 12 Charter School Questions

Supplemental Charter School Questions

This section should be completed by the principal or the head of the school.

VC311248

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes → *Go to Question 2.*
- Ⓑ No → ***You have finished the survey. Thank you for your time.***

VC104697

2. In which year did your school start providing instruction as a charter school?

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

VE588849

3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (specify): _____

4. What is the legal status of your school?

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
- Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
- Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
- Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

Supplemental Charter School Questions

VE588978

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

| | Yes | No | |
|------------------------------------|-------------------------|-------------------------|----------|
| a. Dress code | <input type="radio"/> A | <input type="radio"/> B | VE588983 |
| b. Home learning environment | <input type="radio"/> A | <input type="radio"/> B | VE588989 |
| c. Homework | <input type="radio"/> A | <input type="radio"/> B | VE588981 |
| d. Parent-teacher communication | <input type="radio"/> A | <input type="radio"/> B | VE588987 |
| e. Parent volunteering | <input type="radio"/> A | <input type="radio"/> B | VE588991 |
| f. School discipline policy | <input type="radio"/> A | <input type="radio"/> B | VE588985 |
| g. Student attendance | <input type="radio"/> A | <input type="radio"/> B | VE588980 |
| h. Student promotion policy | <input type="radio"/> A | <input type="radio"/> B | VE588988 |
| i. Other (specify): _____ _____ | <input type="radio"/> A | <input type="radio"/> B | VE592478 |