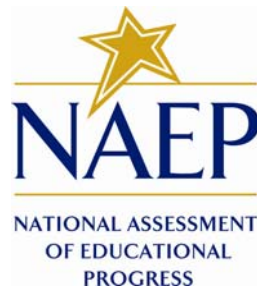


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3a **School Grade 4**



Part 3a contains School Grade 4 components:

Science Questions

KaSA (Puerto Rico adapted) School – SCP, Math

NIES Questions

The amount of time estimated to complete these forms:

Complete Grade 4 School Questionnaire – 30 minutes

KaSA School Questionnaire – 30 minutes

NIES School Questionnaire – 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 xx¹ 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

¹ 30 minutes for complete school questionnaire; 30 minutes for KaSA school; 30 minutes for NIES school.

School Grade 4 Science

School Grade 4 Science Questions

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

- Ⓐ Yes, available full-time to fourth-grade students → *Go to Question 2.*
- Ⓑ Yes, available part-time to fourth-grade students → *Go to Question 2.*
- Ⓒ No → *Skip to Question 3.*

2. To what extent is each of the following a responsibility of the science 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 science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158012 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158015 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158014 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158013 |

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

- Ⓐ Yes, available full-time to fourth-grade teachers → *Go to Question 4.*
- Ⓑ Yes, available part-time to fourth-grade teachers → *Go to Question 4.*
- Ⓒ No → *Skip to Question 5.*

4. To what extent is each of the following a responsibility of the science 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/assistance about science content or the teaching of science to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF640402 |
| b. Provide technical support/assistance to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF640403 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF640404 |

5. To what extent is your school's science 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 | VC304220 |
| b. District curriculum standards or curriculum guides | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304221 |
| c. Results from state/district assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304222 |
| 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 | VC304223 |
| e. Results from school assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304224 |
| f. Recommendations from school science department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304225 |
| g. Discretion of individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304226 |
| h. Commercially designed programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304227 |
| i. Internet resources | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH142091 |

6. To what extent does your school's fourth-grade science curricula 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 | VC304216 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304217 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304218 |

7. Does your school have laboratory facilities for fourth-grade science instruction?

Ⓐ Yes → Go to Question 8.

Ⓑ No → Skip to Question 9.

8. To what extent do your school's science laboratories that are available for fourth-grade instruction have the following features? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|-----------------|--------------|----------|
| a. Demonstration stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013388 |
| b. Student lab stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013390 |
| c. Storage areas for chemicals and other supplies | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013391 |
| d. Electricity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013394 |
| e. Running water | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013396 |
| f. Gas for burners | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013397 |
| g. Hoods or air hoses | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013399 |
| h. Safety equipment | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013400 |
| i. Computers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013401 |
| j. Internet connection | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013402 |

9. To what extent are any of the following available to fourth-grade teachers who teach science?
Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Science textbooks (including digital forms, such as online textbooks) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF864037 |
| b. Science magazines and books (including digital forms, such as online magazines and books) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF864038 |
| c. Supplies or equipment for science demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013409 |
| d. Supplies or equipment for science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013412 |
| e. Student access to computers in class for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013413 |
| f. Student access to computer labs for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013414 |
| g. Teacher access to computers for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013415 |
| h. Computerized science labs for classroom use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013416 |
| i. Audiovisual materials for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013417 |
| j. Science kits | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013419 |
| k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE013420 |

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

| | 0% | 1-25% | 26-50% | 51-75% | 76-99% | 100% | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Desktop 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 | VE013424 |
| b. Laptop 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 | VE013425 |
| c. Tablet 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 | VH158022 |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013428 |
| e. CD-ROM | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013429 |
| f. Online software | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013430 |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 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 | VE013432 |
| h. 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 | VE013433 |
| i. DVD player and DVDs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013434 |
| j. Digital 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 | VE013435 |
| k. Graphing calculator | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013436 |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE013437 |

| | 0% | 1-25% | 26-50% | 51-75% | 76-99% | 100% | |
|---|----|-------|--------|--------|--------|------|----------|
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE013438 |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE013439 |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE013440 |

11. In this school year, is there a science club offered to fourth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|--|-------------------------|-------------------------|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> A | <input type="radio"/> B | VF654583 |
| b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> A | <input type="radio"/> B | VF654584 |
| c. Partnered with external agencies (such as universities, science museums, or industries) | <input type="radio"/> A | <input type="radio"/> B | VF654585 |

12. To what extent does your school provide fourth-grade students with the following learning experiences? Select **one** circle in each row.

| | Not at all | 1–2 times per year | 3 or more times per year | |
|---|-------------------------|-------------------------|--------------------------|----------|
| a. Science fairs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH142332 |
| b. Science competitions | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH142334 |
| c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH142333 |

Uej qqnGrade 4 KaSA
Uej qqnEj ct cevgt kweu'c'pf 'Rqnelgu
'''''''''' (adapted for Puerto Rico)

School Grade 4 KaSA SCP Questions

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-Spanish 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 (not in Spanish) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610147 |
| d. Individual language plan | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610148 |
| 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

VE588721

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 |

VE600319

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%

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

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

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.

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. Department of Education curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311204 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311209 |
| c. Results from Department of Education/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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311198 |
| b. District assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC311199 |
| c. School assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 6 NIES

School Grade 4 NIES Questions

The amount of time estimated to complete this form is 30 minutes.

NIES Grade 4 School

National Indian Education Study

School Questionnaire: Grade 4

The questions in this survey are designed to gather information about schools that serve American Indian or Alaska Native (AI/AN) students. In particular, we ask about the inclusion of native languages and cultural perspectives in the curriculum and about interactions between the school and the AI/AN community. Schools that serve only a few AI/AN students may adopt different approaches than schools that serve many such students. There are no wrong answers to these questions.

This questionnaire should be completed by the principal or the head administrator. Use only a No. 2 pencil to answer all hard-copy questions in this booklet. Some questions require you to answer by filling in the ovals completely. For other questions you are asked to fill in numbers. For these questions, please print the appropriate numbers LEGIBLY in each of the boxes provided. Keep all printing within the boxes.

Example:
150 should be written as

| | | | | |
|---|---|---|---|---|
| 0 | , | 1 | 5 | 0 |
|---|---|---|---|---|

Other questions require you to PRINT ANSWERS LEGIBLY on the lines indicated. For all questions, do not make any stray marks.

VC190540

1. What is your professional position (title) at this school?

2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01."

Years

3. Which of the following describes your school best? Please fill in **one** oval only.

- Ⓐ Regular public school
- Ⓑ Charter public school
- Ⓒ Bureau of Indian Education contracted or grant school
- Ⓓ Bureau of Indian Education operated school
- Ⓔ Other nonpublic school

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

5. Is your school located on a reservation/on tribal land?

Yes

No

6. Is your school an American Indian or Alaska Native language immersion school?

Yes

No

7. How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.)

, Students

8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Fill in **one** oval on each line.

| | Yes | No | I don't know | |
|---|-------------------------|-------------------------|-------------------------|----------|
| a. Title I funds (Compensatory Education) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190549 |
| b. Title II funds (Professional Improvement) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190550 |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190551 |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190552 |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190553 |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190555 |
| g. Impact Aid Program | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190556 |
| h. Johnson-O'Malley Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190557 |
| i. Alaska Native Education Programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190589 |
| j. Tribal or Village funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190592 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190594 |

9. Are families of your students involved with your school in the following ways? Fill in **one** oval on each line.

| | Yes | No | |
|---|-----|-----|----------|
| a. Academic club (for example, math club) | (A) | (B) | VH158590 |
| b. Arts club | (A) | (B) | VH158591 |
| c. Cultural dances or activities (for example, drum groups) | (A) | (B) | VH158592 |
| d. Drama club | (A) | (B) | VH158593 |
| e. Making school curriculum decisions | (A) | (B) | VH158594 |
| f. Open houses or back-to-school nights | (A) | (B) | VH158600 |
| g. Parent-teacher conferences | (A) | (B) | VH158596 |
| h. Parent-teacher organizations | (A) | (B) | VH158597 |
| i. School sports | (A) | (B) | VH158598 |
| j. Volunteer programs | (A) | (B) | VH158599 |
| k. Other (please specify): _____ _____ | (A) | (B) | VH158595 |

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Fill in **one** oval on each line.

| | Never | 1-2 times | 3 or more times | I don't know. | |
|--|-------|-----------|-----------------|---------------|----------|
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | (A) | (B) | (C) | (D) | VC962943 |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | (A) | (B) | (C) | (D) | VC962944 |
| c. Participated in Indian Education Parent Groups | (A) | (B) | (C) | (D) | VC962946 |

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year?

| | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Year-long course | <input type="radio"/> A | <input type="radio"/> B | VH154927 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | VH154928 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | VH154932 |
| d. Clubs | <input type="radio"/> A | <input type="radio"/> B | VH154930 |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> A | <input type="radio"/> B | VH154929 |

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Fill in **one** oval on each line.

| | Required | Elective | Not offered | |
|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Year-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962964 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962966 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962967 |

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Fill in **one** oval on each line.

| | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Oral language | <input type="radio"/> A | <input type="radio"/> B | VC963005 |
| b. Written language | <input type="radio"/> A | <input type="radio"/> B | VC963007 |
| c. History of tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VC963008 |
| d. Traditions and customs | <input type="radio"/> A | <input type="radio"/> B | VC963009 |
| e. Arts, crafts, music, or dance | <input type="radio"/> A | <input type="radio"/> B | VC963010 |
| f. Tribal or village government | <input type="radio"/> A | <input type="radio"/> B | VC963013 |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VC963014 |

14. How much influence does each of the following standards have on your school's **reading/language arts** curriculum? Fill in **one** oval on each line.

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | VC963019 |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | VC963020 |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | VC963021 |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | VC963022 |

15. How much influence does each of the following standards have on your school's **mathematics** curriculum? Fill in **one** oval on each line.

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | VC963025 |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | VC963026 |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | VC963027 |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | VC963028 |

16. Considering all of the students in your school, to what extent is each of the following a problem? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Student absenteeism | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158607 |
| b. Student tardiness | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158608 |
| c. Student health problems | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158609 |
| d. Student misbehavior in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158611 |
| e. Physical conflicts among students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158612 |
| f. Bullying | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158613 |
| g. Low student aspirations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158614 |
| h. Low teacher expectations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158615 |
| i. Low family involvement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158616 |
| j. Inadequate transportation for students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158618 |

17. Which of the following types of student and family services are offered at your school on a regular basis? Fill in **one** oval on each line.

| | Offered | Not Offered | |
|--|-------------------------|-------------------------|----------|
| a. Health services for students such as a school nurse | <input type="radio"/> A | <input type="radio"/> B | VC963042 |
| b. Health services for families such as a community clinic | <input type="radio"/> A | <input type="radio"/> B | VC963043 |
| c. Social or counseling services for students | <input type="radio"/> A | <input type="radio"/> B | VC963045 |
| d. Social or counseling services for families | <input type="radio"/> A | <input type="radio"/> B | VC963047 |
| e. Adult education programs for all ages | <input type="radio"/> A | <input type="radio"/> B | VC963048 |
| f. Tutoring services for students | <input type="radio"/> A | <input type="radio"/> B | VH017944 |
| g. Career counseling services for students | <input type="radio"/> A | <input type="radio"/> B | VH017945 |

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Fill in **one** oval on each line.

| | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--|--------------------|-----------------------|----------------------|-------------------------------|----------|
| a. Teacher/family conferences (individual or group) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963053 |
| b. Information (for example, expectations, procedures, calendars) sent home about school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963054 |
| c. Written reports (for example, report cards) of child's performance sent home | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963055 |
| d. Events at school in which families are invited to participate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963056 |
| e. Opportunities to participate in formulation of school policies and improvement plans | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963057 |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963058 |
| g. Telephone calls with parents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963059 |
| h. Information provided through websites or e-mail | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963060 |

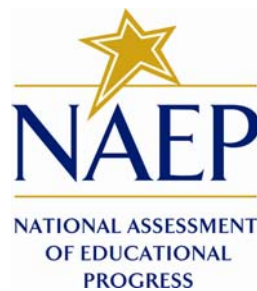
19. Please indicate what percentage of the individuals at your school is described by each of the following statements: Fill in **one** oval on each line.

| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-100% | I don't know. | |
|---|-----|------|-------|--------|--------|--------|---------|---------------|----------|
| a. Teachers at this school for 3 or more years | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VC963065 |
| b. American Indian or Alaska Native teachers at this school | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VC963073 |
| c. American Indian or Alaska Native staff other than teachers | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VC963074 |

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3b **School Grade 8**



Part 3b contains School Grade 8 components:

Science

KaSA (Puerto Rico adapted) School – SCP, Math

NIES Questionnaire

The amount of time estimated to complete these forms:

Complete Grade 8 School Questionnaire – 30 minutes

KaSA School Questionnaire – 30 minutes

NIES School Questionnaire – 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 xx¹ 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

¹ 30 minutes for complete Grade 8 school questionnaire; 30 minutes for KaSA school; 30 minutes for the NIES school.

School Grade : - Science

School Grade 8 Science Questions

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

- Ⓐ Yes, available full-time to eighth-grade students → *Go to Question 2.*
- Ⓑ Yes, available part-time to eighth-grade students → *Go to Question 2.*
- Ⓒ No → *Skip to Question 3.*

2. To what extent is each of the following a responsibility of the science 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 science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158027 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158030 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158029 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158028 |

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

- Ⓐ Yes, available full-time to eighth-grade teachers → *Go to Question 4.*
- Ⓑ Yes, available part-time to eighth-grade teachers → *Go to Question 4.*
- Ⓒ No → *Skip to Question 5.*

4. To what extent is each of the following a responsibility of the science 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/assistance about science content or the teaching of science to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654614 |
| b. Provide technical support/assistance to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654615 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654616 |

5. To what extent is your school's science 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 | VC304220 |
| b. District curriculum standards or curriculum guides | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304221 |
| c. Results from state/district assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304222 |
| 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 | VC304223 |
| e. Results from school assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304224 |
| f. Recommendations from school science department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304225 |
| g. Discretion of individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304226 |
| h. Commercially designed programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304227 |
| i. Internet resources | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH142091 |

6. To what extent does your school's eighth-grade science curricula 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 | VC304508 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304510 |
| c. School assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC304511 |

7. Does your school have laboratory facilities for eighth-grade science instruction?

- Ⓐ Yes → *Go to Question 8.*
- Ⓑ No → *Skip to Question 9.*

VE013981

8. To what extent do your school's science laboratories that are available for eighth-grade instruction have the following features? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|-----------------|--------------|----------|
| a. Demonstration stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013983 |
| b. Student lab stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013984 |
| c. Storage areas for chemicals and other supplies | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013985 |
| d. Electricity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013986 |
| e. Running water | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013990 |
| f. Gas for burners | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013991 |
| g. Hoods or air hoses | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013992 |
| h. Safety equipment | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013993 |
| i. Computers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013995 |
| j. Internet connection | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE013996 |

9. To what extent are any of the following available to eighth-grade teachers who teach science?
Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Science textbooks (including digital forms, such as online textbooks) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF863974 |
| b. Science magazines and books (including digital forms, such as online magazines and books) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VF863976 |
| c. Supplies or equipment for science demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014005 |
| d. Supplies or equipment for science labs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014006 |
| e. Student access to computers in class for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014008 |
| f. Student access to computer labs for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014010 |
| g. Teacher access to computers for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014011 |
| h. Computerized science labs for classroom use | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014012 |
| i. Audiovisual materials for science instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014014 |
| j. Science kits | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014015 |
| k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE014016 |

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

| | 0% | 1-25% | 26-50% | 51-75% | 76-99% | 100% | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Desktop 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 | VE014020 |
| b. Laptop 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 | VE014021 |
| c. Tablet 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 | VH158037 |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014024 |
| e. CD-ROM | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014025 |
| f. Online software | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014026 |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 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 | VE014027 |
| h. 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 | VE014029 |
| i. DVD player and DVDs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014030 |
| j. Digital 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 | VE014033 |
| k. Graphing calculator | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014041 |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE014042 |

| | 0% | 1-25% | 26-50% | 51-75% | 76-99% | 100% | |
|---|----|-------|--------|--------|--------|------|----------|
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE014043 |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE014046 |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE014047 |

11. In this school year, is there a science club offered to eighth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|--|-----|----|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | Ⓐ | Ⓑ | VF654618 |
| b. School sponsored (initiated by school and run by school designated personnel) | Ⓐ | Ⓑ | VF654619 |
| c. Partnered with external agencies (such as universities, science museums, or industries) | Ⓐ | Ⓑ | VF654620 |

12. To what extent does your school provide eighth-grade students with the following learning experiences? Select **one** circle in each row.

| | Not at all | 1–2 times per year | 3 or more times per year | |
|---|------------|--------------------|--------------------------|----------|
| a. Science fairs | Ⓐ | Ⓑ | Ⓒ | VH142363 |
| b. Science competitions | Ⓐ | Ⓑ | Ⓒ | VH142365 |
| c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites) | Ⓐ | Ⓑ | Ⓒ | VH142364 |

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School Grade 8 KaSA SCP Questions

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-Spanish 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 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 (not in Spanish) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610147 |
| d. Individual language plan | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VB610148 |
| 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

VE588721

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 |

VE600319

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%

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School Grade 8 KaSA 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. Department of Education 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 Department of Education/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 NIES

School Grade 8 NIES Questions

The amount of time estimated to complete this form is 30 minutes.

NIES Grade 8 School

National Indian Education Study

School Questionnaire: Grade 8

The questions in this survey are designed to gather information about schools that serve American Indian or Alaska Native (AI/AN) students. In particular, we ask about the inclusion of native languages and cultural perspectives in the curriculum and about interactions between the school and the AI/AN community. Schools that serve only a few AI/AN students may adopt different approaches than schools that serve many such students. There are no wrong answers to these questions.

This questionnaire should be completed by the principal or the head administrator. Use only a No. 2 pencil to answer all hard-copy questions in this booklet. Some questions require you to answer by filling in the ovals completely. For other questions you are asked to fill in numbers. For these questions, please print the appropriate numbers LEGIBLY in each of the boxes provided. Keep all printing within the boxes.

Example:
150 should be written as

| | | | | |
|---|---|---|---|---|
| 0 | , | 1 | 5 | 0 |
|---|---|---|---|---|

Other questions require you to PRINT ANSWERS LEGIBLY on the lines indicated. For all questions, do not make any stray marks.

VC190540

1. What is your professional position (title) at this school?

2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01."

Years

3. Which of the following describes your school best? Please fill in **one** oval only.

- Ⓐ Regular public school
- Ⓑ Charter public school
- Ⓒ Bureau of Indian Education contracted or grant school
- Ⓓ Bureau of Indian Education operated school
- Ⓔ Other nonpublic school

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

5. Is your school located on a reservation/on tribal land?

Yes

No

6. Is your school an American Indian or Alaska Native language immersion school?

Yes

No

7. How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.)

, Students

8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Fill in **one** oval on each line.

| | Yes | No | I don't know | |
|---|-------------------------|-------------------------|-------------------------|----------|
| a. Title I funds (Compensatory Education) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190549 |
| b. Title II funds (Professional Improvement) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190550 |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190551 |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190552 |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190553 |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190555 |
| g. Impact Aid Program | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190556 |
| h. Johnson-O'Malley Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190557 |
| i. Alaska Native Education Programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190589 |
| j. Tribal or Village funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190592 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC190594 |

9. Are families of your students involved with your school in the following ways? Fill in **one** oval on each line.

| | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Academic club (for example, math club) | <input type="radio"/> A | <input type="radio"/> B | VH158590 |
| b. Arts club | <input type="radio"/> A | <input type="radio"/> B | VH158591 |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> A | <input type="radio"/> B | VH158592 |
| d. Drama club | <input type="radio"/> A | <input type="radio"/> B | VH158593 |
| e. Making school curriculum decisions | <input type="radio"/> A | <input type="radio"/> B | VH158594 |
| f. Open houses or back-to-school nights | <input type="radio"/> A | <input type="radio"/> B | VH158600 |
| g. Parent-teacher conferences | <input type="radio"/> A | <input type="radio"/> B | VH158596 |
| h. Parent-teacher organizations | <input type="radio"/> A | <input type="radio"/> B | VH158597 |
| i. School sports | <input type="radio"/> A | <input type="radio"/> B | VH158598 |
| j. Volunteer programs | <input type="radio"/> A | <input type="radio"/> B | VH158599 |
| k. Other (please specify): _____ _____ | <input type="radio"/> A | <input type="radio"/> B | VH158595 |

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Fill in **one** oval on each line.

| | Never | 1-2 times | 3 or more times | I don't know. | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC962943 |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC962944 |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC962946 |

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year?

| | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Year-long course | <input type="radio"/> A | <input type="radio"/> B | VH154927 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | VH154928 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | VH154932 |
| d. Clubs | <input type="radio"/> A | <input type="radio"/> B | VH154930 |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> A | <input type="radio"/> B | VH154929 |

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Fill in **one** oval on each line.

| | Required | Elective | Not offered | |
|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Year-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962964 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962966 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC962967 |

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Fill in **one** oval on each line.

| | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. Oral language | <input type="radio"/> A | <input type="radio"/> B | VC963005 |
| b. Written language | <input type="radio"/> A | <input type="radio"/> B | VC963007 |
| c. History of tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VC963008 |
| d. Traditions and customs | <input type="radio"/> A | <input type="radio"/> B | VC963009 |
| e. Arts, crafts, music, or dance | <input type="radio"/> A | <input type="radio"/> B | VC963010 |
| f. Tribal or village government | <input type="radio"/> A | <input type="radio"/> B | VC963013 |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VC963014 |

14. How much influence does each of the following standards have on your school’s **reading/language arts** curriculum? Fill in **one** oval on each line.

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | VC963019 |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | VC963020 |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | VC963021 |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | VC963022 |

15. How much influence does each of the following standards have on your school’s **mathematics** curriculum? Fill in **one** oval on each line.

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|--------------|--------------------|----------------|--------------------|----------------------|----------|
| a. State content standards | (A) | (B) | (C) | (D) | (E) | VC963025 |
| b. District content standards | (A) | (B) | (C) | (D) | (E) | VC963026 |
| c. Standards developed by national professional organizations | (A) | (B) | (C) | (D) | (E) | VC963027 |
| d. American Indian or Alaska Native content or cultural standards | (A) | (B) | (C) | (D) | (E) | VC963028 |

16. Considering all of the students in your school, to what extent is each of the following a problem? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Student absenteeism | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158607 |
| b. Student tardiness | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158608 |
| c. Student health problems | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158609 |
| d. Teen pregnancies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158617 |
| e. Drug or alcohol use by students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158610 |
| f. Student misbehavior in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158611 |
| g. Physical conflicts among students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158612 |
| h. Bullying | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158613 |
| i. Low student aspirations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158614 |
| j. Low teacher expectations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158615 |
| k. Low family involvement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158616 |
| l. Inadequate transportation for students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH158618 |

17. Which of the following types of student and family services are offered at your school on a regular basis? Fill in **one** oval on each line.

| | Offered | Not Offered | |
|--|-------------------------|-------------------------|----------|
| a. Health services for students such as a school nurse | <input type="radio"/> A | <input type="radio"/> B | VC963042 |
| b. Health services for families such as a community clinic | <input type="radio"/> A | <input type="radio"/> B | VC963043 |
| c. Social or counseling services for students | <input type="radio"/> A | <input type="radio"/> B | VC963045 |
| d. Social or counseling services for families | <input type="radio"/> A | <input type="radio"/> B | VC963047 |
| e. Adult education programs for all ages | <input type="radio"/> A | <input type="radio"/> B | VC963048 |
| f. Tutoring services for students | <input type="radio"/> A | <input type="radio"/> B | VH017944 |
| g. Career counseling services for students | <input type="radio"/> A | <input type="radio"/> B | VH017945 |

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Fill in **one** oval on each line.

| | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--|--------------------|-----------------------|----------------------|-------------------------------|----------|
| a. Teacher/family conferences (individual or group) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963053 |
| b. Information (for example, expectations, procedures, calendars) sent home about school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963054 |
| c. Written reports (for example, report cards) of child's performance sent home | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963055 |
| d. Events at school in which families are invited to participate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963056 |
| e. Opportunities to participate in formulation of school policies and improvement plans | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963057 |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963058 |
| g. Telephone calls with parents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963059 |
| h. Information provided through websites or e-mail | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC963060 |

19. What percentage of your grade 8 students dropped out of school during the last school year?

- Ⓐ 0 – 2%
- Ⓑ 3 – 5%
- Ⓒ 6 – 10%
- Ⓓ 11 – 20%
- Ⓔ 21 – 30%
- Ⓕ 31 – 40%
- Ⓖ 41 – 50%
- Ⓗ More than 50%

20. Please indicate what percentage of the individuals at your school is described by each of the following statements: Fill in **one** oval on each line.

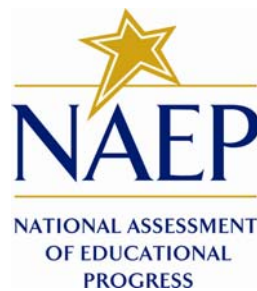
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-100% | I don't know. | |
|---|----|------|-------|--------|--------|--------|---------|---------------|----------|
| a. Teachers at this school for 3 or more years | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VC963065 |
| b. American Indian or Alaska Native teachers at this school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VC963073 |
| c. American Indian or Alaska Native staff other than teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VC963074 |

21. To what extent do your school's eighth-grade curricula emphasize preparing students for high school?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 3c **School Grade 12**



Part 3c contains School Grade 12 components:

Science Questions

*The amount of time estimated to complete these forms:
Complete Grade 12 School Questionnaire – 30 minutes*

STUDENT QUESTIONNAIRES

OMB Information on Student 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 xx¹ 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

¹ 30 minutes for complete school questionnaire.

School Grade 12 - Science

School Grade 12 Science Questions

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in science 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 science 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. Advanced Placement Biology | <input type="radio"/> A | <input type="radio"/> B | VC308200 |
| b. International Baccalaureate® Biology | <input type="radio"/> A | <input type="radio"/> B | VC312550 |
| c. Advanced biology (beyond an introductory course) | <input type="radio"/> A | <input type="radio"/> B | QK070746 |
| d. Advanced Placement Environmental Science | <input type="radio"/> A | <input type="radio"/> B | VC308202 |
| e. International Baccalaureate Environmental Systems | <input type="radio"/> A | <input type="radio"/> B | VC312552 |
| f. Advanced environmental science (beyond an introductory course) | <input type="radio"/> A | <input type="radio"/> B | VC308203 |
| g. Advanced Placement Chemistry | <input type="radio"/> A | <input type="radio"/> B | VC308204 |
| h. International Baccalaureate Chemistry | <input type="radio"/> A | <input type="radio"/> B | VC312554 |
| i. Advanced chemistry (beyond an introductory course) | <input type="radio"/> A | <input type="radio"/> B | QK070747 |
| j. Advanced Placement Physics B or C | <input type="radio"/> A | <input type="radio"/> B | VC308206 |
| k. International Baccalaureate Physics | <input type="radio"/> A | <input type="radio"/> B | VC312556 |
| l. Advanced physics (beyond an introductory course) | <input type="radio"/> A | <input type="radio"/> B | QK070748 |
| m. International Baccalaureate Design Technology | <input type="radio"/> A | <input type="radio"/> B | VC312557 |
| n. Advanced technology (beyond an introductory course) | <input type="radio"/> A | <input type="radio"/> B | VC312559 |

4. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to twelfth-grade students at your school?

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

5. To what extent is each of the following a responsibility of the science 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 science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158065 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158068 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158067 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH158066 |

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

- Ⓐ Yes, available full-time to twelfth-grade teachers → *Go to Question 7.*
- Ⓑ Yes, available part-time to twelfth-grade teachers → *Go to Question 7.*
- Ⓒ No → *Skip to Question 8.*

7. To what extent is each of the following a responsibility of the science 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 science content or the teaching of science to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654642 |
| b. Provide technical support/assistance to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654643 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF654644 |

8. To what extent is your school's science 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304220 |
| b. District curriculum standards or curriculum guides | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304221 |
| c. Results from state/district assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304222 |
| d. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304223 |
| e. Results from school assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304224 |
| f. Recommendations from school science department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304225 |
| g. Discretion of individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304226 |
| h. Commercially designed programs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304227 |
| i. Internet resources | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142091 |

9. Does your school have laboratory facilities for twelfth-grade science instruction?

Ⓐ Yes → Go to Question 10.

Ⓑ No → Skip to Question 11.

10. To what extent do your school's science laboratories that are available for twelfth-grade instruction have the following features? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|-----------------|--------------|----------|
| a. Demonstration stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142109 |
| b. Student lab stations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142110 |
| c. Storage areas for chemicals and other supplies | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142111 |
| d. Electricity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142112 |
| e. Running water | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142118 |
| f. Gas for burners | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142114 |
| g. Hoods or air hoses | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142115 |
| h. Safety equipment | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142116 |
| i. Computers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142117 |
| j. Internet connection | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH142113 |

11. To what extent are any of the following available to twelfth-grade teachers who teach science?
Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|-----------------|--------------|----------|
| a. Science textbooks (including digital forms, such as online textbooks) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF863506 |
| b. Science magazines and books (including digital forms, such as online magazines and books) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VF863510 |
| c. Supplies or equipment for science demonstrations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015633 |
| d. Supplies or equipment for science labs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015634 |
| e. Student access to computers in class for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015635 |
| f. Student access to computer labs for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015636 |
| g. Teacher access to computers for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015637 |
| h. Computerized science labs for classroom use | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015638 |
| i. Audiovisual materials for science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015639 |
| j. Science kits | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015640 |
| k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VE015641 |

12. Approximately what percentage of your school's classrooms has the following technological resources for twelfth-grade science instruction? Select one circle in each row.

| | 0% | 1–25% | 26–50% | 51–75% | 76–99% | 100% | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Desktop 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 | VE015643 |
| b. Laptop 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 | VE015644 |
| c. Tablet 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 | VH158070 |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015646 |
| e. CD-ROM | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015647 |
| f. Online software | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015648 |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 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 | VE015649 |
| h. 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 | VE015650 |
| i. DVD player and DVDs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015651 |
| j. Digital 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 | VE015652 |
| k. Graphing calculator | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015653 |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | VE015654 |

| | 0% | 1-25% | 26-50% | 51-75% | 76-99% | 100% | |
|---|----|-------|--------|--------|--------|------|----------|
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE015655 |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE015656 |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VE015657 |

13. In this school year, is there a science club offered to twelfth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|--|-----|----|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | Ⓐ | Ⓑ | VF654646 |
| b. School sponsored (initiated by school and run by school designated personnel) | Ⓐ | Ⓑ | VF654647 |
| c. Partnered with external agencies (such as universities, science museums, or industries) | Ⓐ | Ⓑ | VF654648 |

14. To what extent does your school provide twelfth-grade students with the following learning experiences? Select **one** circle in each row.

| | Not at all | 1–2 times per year | 3 or more times per year | |
|---|------------|--------------------|--------------------------|----------|
| a. Science fairs | Ⓐ | Ⓑ | Ⓒ | VH142407 |
| b. Science competitions | Ⓐ | Ⓑ | Ⓒ | VH142409 |
| c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites) | Ⓐ | Ⓑ | Ⓒ | VH142408 |