

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

*Attachments V-IX*  
*Survey Questions with Cognitive Interview Probes*

***High School and Beyond 2020 (HS&B:20)***  
***Cognitive Testing Round 1***

**OMB# 1850-0803 v.240**

**September 2018**

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**Attachment V:**  
**Cognitive Interview Protocol: 9<sup>th</sup> Grade Students Survey**

For the next series of questions, please answer for the parent who brought you here today.

**Question 1A.1**

During the past week did your parent work at a job for pay?

- Yes
- No

Source: MGLS:2017 C020

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Please explain what “past week” means to you?</i></p>	<p>Do not read answer options – select which applies:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Last Sunday through Saturday</li><li><input type="checkbox"/> The past 7 days</li><li><input type="checkbox"/> Other:</li></ul> <hr/>

<p><b>3. Please explain what “job for pay” means to you. Please provide some examples.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Question 1A.1 Handout

### Question 1A.1

During the past week did your parent work at a job for pay?

- Yes
- No

Source: MGLS:2017 C020

**INTERVIEWER NOTE: Respondent should respond to Q 1A.2 regardless of their response to Q 1A.1.**

**Question 1A.2**

During the past week, was your parent on leave or vacation from a job?

- Yes
- No

Source: MGLS:2017 H001

Question/Prompt	Response
<b>GENERIC PROBES</b>	
Ask this probe AFTER the respondent has answered the question.  <b>1. Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<b>2. Please explain what "on leave" means to you. Please provide some examples.</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>3. Please explain what "on vacation" means to you. Please provide some examples.</b>	<hr/> <hr/> <hr/> <hr/> <hr/>

*Record observations and  
comments here*

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The next question is another way of asking about your parent.

**Question 1B**

During the past week, did your parent work for pay or income? (If your parent held a job but was not working because of temporary illness, vacation, strike, or jury duty answer "yes.")

- Yes
- No

Source: HSL:09 Parent Survey C05

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Did you find any words or parts of this question confusing?</b></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<p><b>3. How did you come up with your answer?</b></p>	<hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>4. <i>In your own words, what does “income” mean to you?</i></p> <p>a. <i>Do you think the term “income” is helpful to include in this question?</i></p>	<hr/> <hr/> <hr/>
<p>5. <i>Were the examples provided in the instructions helpful to you?</i> (point to parentheses)</p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>6. <i>Looking back at Question 1A.1, did you answer this question differently? Why or why not?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Same <span style="margin-left: 200px;"><input type="checkbox"/> Different</span></p> <hr/> <hr/> <hr/>
<p>7. <i>Which version (1A.1 or 1B) do you prefer? Why?</i></p>	<p style="text-align: center;"><input type="checkbox"/> 1A.1 <span style="margin-left: 200px;"><input type="checkbox"/> 1B</span></p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 2**

How far in school did your parent go? (Select highest level of education.)

- a. Less than high school completion
- b. Completed a high school diploma or equivalent (for example, GED, HiSET, TASC)
- c. Completed a certificate or diploma from a school that provides occupational training
- d. Completed an associate's degree
- e. Completed a bachelor's degree
- f. Completed a master's degree
- g. Completed a Ph.D., M.D., law degree, or other high level professional degree
- h. Don't Know

Source: ELS:02 83/HSLs:09 P1 C02

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Did you find any words or parts of this question confusing?</b></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p><b>3. Looking at sub-item c, in your own words, what does "completed a certificate or diploma" mean to you? Please try to explain without repeating the wording of the item.</b></p>	<hr/> <hr/> <hr/> <hr/>

<p>4. Looking at sub-item c, in your own words, what does “school that provides occupational training” mean to you? Please try to explain without repeating the wording of the item.</p> <p>a. Which of these three terms do you think would be easiest to understand:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <input type="checkbox"/> “school that provides occupational training” <input type="checkbox"/> “technical institute” <input type="checkbox"/> “trade school”
<p>5. <i>IF SELECTED “Don’t Know”</i>: You selected “Don’t Know” as your answer, can you please explain why you chose this answer?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6. What are some differences, if any, between sub-items b, c, and d?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>7. What are some differences, if any, between sub-items f and g?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



<p>3. <b>Do you live in more than one household?</b></p> <p><b><i>IF YES: In answering this question, which household did you choose? Why?</i></b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/>
<p>4. <b>How did you come up with your answer? How did you decide who to include and who not to include?</b></p>	<hr/> <hr/> <hr/> <hr/>
<p>5. <b>Do you have any relatives or friends who sometimes live in your household?</b></p> <p><b><i>IF YES: Did you include them in your answer?</i></b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

**Question 4**

How often do you...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often
a. Go to class without your homework done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Go to class without a way to take notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Go to class without books or required devices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Go to class late?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: HSL:09 E02

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. How sure are you about your answers to this item?</b></p> <p><u>IF UNSURE OR VERY UNSURE:</u> <b>What do you need to be more sure of your answer?</b></p>	<p><input type="checkbox"/> Very Unsure    <input type="checkbox"/> Unsure    <input type="checkbox"/> Sure    <input type="checkbox"/> Very Sure</p> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>Sub-item b</i></p> <p><b>3. In your own words, what does “a way to take notes” mean to you? Please provide examples.</b></p>	<hr/> <hr/> <hr/>
<p><i>Sub-item c</i></p> <p><b>4. Can you explain to me what “required devices” means to you? Please provide examples.</b></p>	<hr/> <hr/> <hr/>
<p><b>5. Do you think it would be helpful to include a “Does not apply” answer options? Why or why not?</b></p>	<hr/> <hr/> <hr/>
<p>Provide alternate version.</p> <p><b>6. Looking at the wording on sub-items a and c, which version (original or alternate) do you prefer? Why?</b></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>



**Question 4 ALTERNATE**

How often do you...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often
a. Come to class without completing prior assignments or homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Go to class without a way to take notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Go to class late?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: HSL:09 E02

**Question 5**

Do you plan to enroll in an Advanced Placement (AP) course?

- Yes
- No
- You haven't decided yet
- You don't know what this is

Source: HSL:09 F03

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>In your own words, what does "Advanced Placement (AP) course" mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>

**Question 6**

How often do you have a problem with your internet at home when trying to do your homework or school assignments?

- Do not have internet in the home
- Never
- Rarely
- Sometimes
- Often
- Very often
- Always

Source: MGLS:17 B.030

Question/Prompt	Response
<b>GENERIC PROBE</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>How did you come up with your answer?</i> (Note: Probe further on what “at home” means to kids with multiple households).</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>3. <i>In your own words, what does “internet” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>4. How do you or others access the internet? What devices do you use? What devices did you think about when answering?</b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b>5. Can you explain to me what “problem with your internet” means to you? What are some examples of problems with the internet? Do you think of problems with regards to doing homework or in general?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record your observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 7**

How often do you...

	Never	Less than once a week	A few times a week	About once a day	Many times a day
<i>Select one answer for each row.</i>					
a. Play video games, computer games, or mobile games?	1○	2○	3○	4○	5○
b. Make your own digital art or music (such as painting, graphics, videos, photos, music)?	1○	2○	3○	4○	5○
c. Write computer programs (code) or develop apps?	1○	2○	3○	4○	5○

Source: MGLS:17

Question/Prompt	Response
<b>GENERIC PROBE</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>Did you find any words or parts of this question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>Sub-item a</i></p> <p><b>3. In your own words, what does “video games, computer games, or mobile games” mean to you? Please provide examples.</b></p>	<hr/> <hr/> <hr/>
<p><i>Sub-item c</i></p> <p><b>4. Can you explain to me what “write computer programs (code) or develop apps” means to you? Please provide examples.</b></p>	<hr/> <hr/> <hr/>
<p><i>Record your observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Card Sort Activity**

Never	Rarely	Sometimes
Often	Very Often	Always

## Card Sort Activity

<p><b>Instructions</b></p>	<p><i>Please look at the six cards in front of you. After you read the cards, try to order them from lowest to highest.</i></p> <p><i>If you think that two or more cards mean the same thing, you can put the cards on top of each other.</i></p> <p><u>[Place cards (printed out individually) on a pile in front of the student in random order.]</u></p>														
<p><b>Response</b></p> <p>Denote the following:</p> <ol style="list-style-type: none"> <li>1) The order in which the student organized the cards from lowest to highest (1 to 6)</li> <li>2) Any cards that the student places on top of each other using the same order number.</li> </ol>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">Never</td> <td style="width: 25%;"></td> <td style="width: 25%;">Rarely</td> </tr> <tr> <td></td> <td>Often</td> <td></td> <td>Very Often</td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">Sometimes</td> <td style="width: 33%;"></td> </tr> <tr> <td></td> <td>Always</td> <td></td> </tr> </table>		Never		Rarely		Often		Very Often		Sometimes			Always	
	Never		Rarely												
	Often		Very Often												
	Sometimes														
	Always														

Question/Prompt	Response
<b>RESPONSE OPTION PROBES</b>	
<p><b>1. Do you think all cards mean something different, or are there cards that mean the same to you?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>





## General Debriefing and Thank You

1. *Before we finish, I'd like to hear [any/other] thoughts you have about what you've been doing.*

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2. *Is there anything else you would like to tell me about working on the survey questions?*

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3. *Is there anything that you think could make [this/these] survey question(s) clearer?*

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Thank participant for his/her time and provide gift card, as appropriate.

**Attachment VI:**  
**Cognitive Interview Protocol: Parent Survey**

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<p><b>4. If you were on vacation or leave in the past week, how would you answer this question?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>



<p>3. Please explain what “on vacation” means to you. Please provide some examples.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**INTERVIEWER NOTE: Ask only if parent answered ‘no’ to the previous questions (Q1A.1 and Q1A.2)**

**Question 2**

What were you doing most of last week? Would you say...

- a. Keeping house or caring for children
- b. Going to school
- c. Retired
- d. Unable to work
- e. Something else?

Source: MGLS:17 H020

Question/Prompt	Response
<p><b>GENERIC PROBES</b></p> <p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**2. Did you find any words or parts of this question confusing?**

***IF YES: What did you find confusing? What could we do to make the question less confusing?***

Yes

No

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ITEM SPECIFIC PROBES	
<p>3. Can you explain to me what part a “Keeping house or caring for children” means to you? Is there another word you would use instead?</p>	<hr/> <hr/> <hr/>
<p>4. <u>IF SELECTED “Something Else”</u>: You selected “Something else” as your answer to the question, can you please describe what else?</p>	<hr/> <hr/> <hr/>
<p>5. Would you say answering this question was very easy, easy, difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT</u>: How could we make it easier to answer this question?</p>	<p> <input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult </p> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

The next questions are about your job. If you were not working during the past week, tell us about the job you had most recently.

**Question 3.1**

Please describe your job.

First, what is the job called? (For example: 4th grade teacher, entry-level plumber)

JOB \_\_\_\_\_

Source: NELS:88 4B

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Did you find any words or part of this question that were confusing?</b></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p><b>2. Please explain what "job" means to you.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>3. Were the examples provided in the instructions helpful to you?</b> (point to parentheses)</p> <p><b>Why or why not?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Question 3.2**

What do you actually do in that job? What are some of your main duties?

JOB DUTIES \_\_\_\_\_

*(For example, instruct and evaluate students and create lesson plans, assemble and install pipe sections and review building plans for work details)*

Source: NELS:88 4C

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <b>Did you find any words or part of this question that were confusing?</b></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <b>Please explain what the word "duties" means to you.</b></p>	<hr/> <hr/> <hr/>
<p>3. <b>Were the examples provided in the instructions helpful to you?</b> (point to parentheses)</p> <p><b>Why or why not?</b></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 4**

What is the highest level of education you have completed?

- a. Less than high school completion
- b. Completed a high school diploma or equivalent (for example, GED, HiSET, TASC)
- c. Completed a certificate or diploma from a school that provides occupational training
- d. Completed an associate's degree
- e. Completed a bachelor's degree
- f. Completed a master's degree
- g. Completed a Ph.D., M.D., law degree, or other high level professional degree

Source: ELS:02 83/HSLs:09 P1 C02

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>Did you find any words or parts of this question that were confusing?</i></p> <p><i><u>IF YES:</u> What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>3. Looking at part c, in your own words, what does “completed a certificate or diploma” mean to you? Please try to explain without repeating the wording of the item.</p>	<hr/> <hr/> <hr/> <hr/>
<p>4. Looking at part c, in your own words, what does “school that provides occupational training” mean to you? Please try to explain without repeating the wording of the item.</p> <p>a. Which of these three terms do you think would be easiest to understand:</p>	<hr/> <hr/> <hr/> <hr/> <p><input type="checkbox"/> “school that provides occupational training”</p> <p><input type="checkbox"/> “technical institute”</p> <p><input type="checkbox"/> “trade school”</p>
<p>5. What are some differences, if any, between sub-items b, c, and d?</p>	<hr/> <hr/> <hr/> <hr/>
<p>6. What are some differences, if any, between sub-items f and g?</p>	<hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

**Question 5**

Since your 9<sup>th</sup> grader started kindergarten, in how many different residences (houses, apartments, etc.) has [he/she] lived for four months or more?

Source: MGLS:17 I010

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Were the examples provided in the question helpful to you?</i> (point to parentheses)</p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. <i>The question asks about residences lived in for “four months or more”. Does this make it easier to answer, harder to answer, or not make a difference? Why?</i></p>	<p><input type="checkbox"/> Easier                      <input type="checkbox"/> No difference                      <input type="checkbox"/> Harder</p> <hr/> <hr/> <hr/>

<p>4. <b>Would you say answering this question was very easy, easy, difficult or very difficult?</b></p> <p><b><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</b></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>



### Question 6

How many older siblings does your 9th grader have? Please include all older brothers and sisters including adopted siblings, half-siblings, step-siblings, and foster siblings.

Source: HSLS:09 A12

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>3. <i>Does your child have any siblings who are not currently in the home or live somewhere else?</i></p> <p><i>IF YES: Did you include them in your answer?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<p>4. <i>Does your child have any step or half-siblings who were born in the same year?</i></p> <p><i>IF YES: Do you consider them the same age or is one considered older (i.e., by birth date)?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>

<p>5. <b>Would you say answering this question was very easy, easy, difficult or very difficult?</b></p> <p><b><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</b></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>Record your observations and comments here</p>	<hr/> <hr/> <hr/>

**Question 7 (Students with older sibling(s))**

How many of your 9th grader’s siblings (including adopted, half-, step-, and foster brothers and sisters) have continued their education after high school?

\_\_\_sibling(s)

Source: NELS:88 5B

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p><b>2. In your own words, what does the phrase “continued education after high school” mean to you?</b></p>	<hr/> <hr/> <hr/>
<p><b>3. Would you say answering this question was very easy, easy, difficult or very difficult?</b></p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>Record your observations and comments here</p>	<hr/> <hr/> <hr/>

**Question 8**

How many days of school has your 9th grader missed in the past 30 days due to health issues?

\_\_\_\_\_ days

Source: New

Question/Prompt	Response
<b>GENERIC PROBE</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>1. <i>Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>2. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>3. <i>In your own words, what does the term "health issues" mean to you? What would you consider or exclude when providing your response?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/>

<p><i>Record your observations and comments here</i></p>	<hr/> <hr/> <hr/>
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**Question 9**

If at any point in time your 9th grader continues his or her education after high school, how do you expect to pay for tuition, room, and board?

(Check here if you are sure your 9th grader will never continue his or her education after high school.)

- a) 9th grader's own earnings and savings \_\_\_\_
- b) 9th grader's parents' or relatives' earnings and savings including a pre-paid tuition account or 529 plan \_\_\_\_
- c) Scholarships or grants that do not have to be repaid \_\_\_\_
- d) Federal or state loans in 9th grader's name \_\_\_\_
- e) Federal or state loans in 9th grader's parent's or relatives' name \_\_\_\_
- f) Private loan in 9th grader's name \_\_\_\_
- g) Private loan in 9th grader's parents' or relatives' names \_\_\_\_
- h) Second mortgage \_\_\_\_
- i) Withdrawal from retirement savings \_\_\_\_
- j) Alimony or child support \_\_\_\_
- k) Social Security or Veteran's Administration benefits \_\_\_\_

1=Yes 2=No 3=Don't know

Source: HSLs 1st follow-up, plus NELS 82B and new subitems

Question/Prompt	Response
<b>GENERIC PROBE</b>	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><b>1. Can you tell me, in your own words, what the question is asking? Please try to explain without repeating the wording of the question.</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Did you find any words or parts of this question confusing?</b></p> <p><b><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>3. Do you think providing some examples of any of these options [part a., b., c., etc.] would be helpful? If so, which sub item would be helpful to provide examples?</p>	<p>Mark all items that are recommended to include examples:</p> <p>a. b. c. d. e. f. g. h. i. j. k.</p>
<p>4. Would you say answering this question was very easy, easy, difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>5. In your own words, what does the phrase “continues [his/her] education after high school” mean to you? What would you include or exclude when providing your response?</p>	<hr/> <hr/> <hr/> <hr/>
<p>6. Can you think of any other sources that should be on this list that are not included?</p> <p><u>IF Yes:</u> What sources would you add to this list?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>Record your observations and comments here</p>	<hr/> <hr/> <hr/> <hr/>

## General Debriefing and Thank You

1. *Before we finish, I'd like to hear [any/other] thoughts you have about what you've been doing.*

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2. *Is there anything else you would like to tell me about working on the survey questions?*

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3. *Is there anything that you think could make [this/these] survey question(s) clearer?*

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Thank participant for his/her time and provide gift card, as appropriate.



**Attachment VII:**  
**Cognitive Interview Protocol: Teacher Survey**

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**Question 1**

Did you enter teaching through an alternative certification program? An alternative certification program is a program that is designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.

- Yes
- No

Source: MGLS:17 C045

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>Can you tell me, in your own words, what the question is asking?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
2. <i>Did you find any part of the question confusing?</i>  <i>IF YES: What did you find confusing? What could we do to make it less confusing?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
3. <i>Do you think the definition for “alternative certification program” in this question is helpful? How can it be improved?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>4. Are there other examples of alternative certification programs that are not listed here?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Question 2**

How many hours of professional development did you receive during the previous school year (2017-2018) that was focused on math?

- Not applicable, you are a first-year teacher in the 2018-2019 school year
- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

Source: MGLS:17 D001

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any part of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make it less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>What professional math development activities did you consider when answering the question? Can you please provide some examples?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>3. Would you say answering this question for the previous school year was very easy, easy, difficult or very difficult?</b></p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> <b>How could we make it easier to answer this question?</b></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>4. Did you find it useful to have a range of hours instead in the response options? Why or why not?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>5. How would you answer this question if there were no response options provided?</b></p> <p><b>Would you find it easier or more difficult to answer the question?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Question 3**

Including this school year, how many years have you taught math at the following grade levels at any school?

(Please enter '0' if you have no math teaching experience at a level.)

- any grade K-5 \_\_\_\_\_
- any grade 6-8 \_\_\_\_\_
- any grade 9-12 \_\_\_\_\_
- any grade K-12 \_\_\_\_\_

Source: HSL:09 M1 A19

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>How did you come up with your answer?</i>	<hr/> <hr/> <hr/>
2. <i>Did you find any part of the question confusing?</i>  <i>IF YES: What did you find confusing? What could we do to make it less confusing?</i>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
3. <i>How did you calculate the number of years you have taught math for "grade K-12"?</i>	<hr/> <hr/> <hr/>
4. <i>Did you teach any math classes where you had students from several different grades in the same class? If so, how did you account for them in your answer?</i>	<hr/> <hr/> <hr/>

<p>5. <b>Have you taught math at more than one school?</b></p> <p><b>IF YES: What school(s) were you thinking about when answering this question? How did you decide what school(s) to consider?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

Interviewer Directions: For this next set of questions, please think of one of your math class periods. You will be answering questions about this period. Remember, you are evaluating the survey questions, not the class.

**Question 4**

The next question asks for your opinion, so there are no right or wrong answers.

How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a. You have a certain amount of intelligence and you really can't do much to change it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your intelligence is something about you that you can't change very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You can learn new things, but you can't really change your basic intelligence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: MGLS Student A.035

Question/Prompt	Response
<b>GENERIC PROBE</b>	
<p>1. <i>Did you find any part of the question confusing?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b><i>IF YES: What did you find confusing? What could we do to make it less confusing?</i></b></p> <hr/> <hr/> <hr/>	



ITEM SPECIFIC PROBES	
<p>2. <b>Would you say answering this question was very easy, easy, difficult or very difficult?</b></p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> <b>How could we make it easier to answer this question?</b></p>	<p> <input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult </p> <hr/> <hr/> <hr/> <hr/>
<p>3. <b>Would you be able to answer this question for another class, and for students in general? Why or why not?</b></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 5**

At this point in the school year, how would you rate the behavior of the students in your math class?

- Students misbehave very frequently and are almost always difficult to handle.
- Students misbehave frequently and are often difficult to handle.
- Students misbehave occasionally.
- Students behave well.
- Students behave exceptionally well.

Source: MGLS:17 J040

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any part of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make it less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><b>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>3. <i>About how long after the start of the school year can you assess students' behavior in a class as a whole?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>4. <i>Are there other student behaviors that are not included here?</i></p>	<hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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**Question 6**

How would you best describe the rigor of your math class?

- Remedial
- General
- Advanced/Honors
- Other (please specify) \_\_\_\_\_

Source: NEW

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>Can you tell me, in your own words, what the question is asking?</i>	<hr/> <hr/> <hr/>
2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i>  <i><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</i>	<input type="checkbox"/> Very Easy <input type="checkbox"/> Easy <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
3. <i>In your own words, what does "rigor" mean to you?</i>	<hr/> <hr/> <hr/>
4. <i>Are there other levels of rigor that are not listed here?</i>	<hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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Interviewer Directions: For this next set of questions, please think of one of your students. You will be answering questions about this student, but you do not need to tell us the student's name. Remember, you are evaluating the survey questions, not the student.

**Question 7**

Please rate [student]'s skills in the following areas, as exhibited in your class.

Select one answer for each row.	Outstanding	Very good	Good	Fair	Poor	Not applicable or not observed
a. Ability to apply mathematical concepts to "real world" problems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Ability to complete or conduct proofs or demonstrations of [his/her] mathematical reasoning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Ability to talk about [his/her] reasoning or thinking in solving a problem	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Ability to explain [his/her] reasoning in solving a problem in writing	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Ability to use representations to model mathematical ideas	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. Ability to use a calculator to solve problems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
g. Ability to fluently apply math facts and procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

Source: MGLS:17 G005

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or part of [sub-item a, b, c, etc.] confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p>Mark all items reported as <b>Confusing</b></p> <p style="text-align: center;">a      b      c      d      e      f      g</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>e. _____</p> <p>f. _____</p> <p>g. _____</p>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><b>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. <i>Do you think your answers would vary depending on when during the school year you would evaluate the student(s)?</i></p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>4. <i>About how long after the start of the school year do you think you could answer this question about a student?</i></p>	<p>_____</p> <p>_____</p> <p>_____</p>

<p>Ask this probe only for sub-items where the respondent selected "Not Applicable or Not Observed."</p> <p><b>5. I noticed you selected "Not Applicable or Not Observed" as your answer choice to [sub-item a, b, c etc.], can you please tell me more about why you selected this answer?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>



**Question 8**

For each item below, please think about [student]'s behavior during the past month.

Describe how often [student] demonstrated the behavior.

Select one answer for each row.						No opportunity to observe this behavior
	Never	Sometimes	Often	Very often	Always	
a. Organizes work	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Appears motivated to learn new things	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Works well independently	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Adapts to changes in plans, requirements, or routines	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Persists in completing tasks	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. Pays attention well	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

Source: MGLS:17 G025

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or part of [sub-item a, b, c, etc.] confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p>Mark all items reported as <b>Confusing</b></p> <p style="text-align: center;">a      b      c      d      e      f      g</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>e. _____</p> <p>f. _____</p> <p>g. _____</p>

ITEM SPECIFIC PROBES	
<p>2. <b>Would you say answering this question was very easy, easy, difficult or very difficult?</b></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p> <input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult </p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. <b>Do you think your answers would vary depending on when during the school year you would evaluate the student(s)?</b></p>	<hr/> <hr/> <hr/>
<p>4. <b>About how long after the start of the school year do you think you could answer this question about a student?</b></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 9**

Over the last month, how often did [student]...

**Original:**

Select one answer for each row.	0 times	1-2 times	3-6 times	7-9 times	10-12 times	13 or more times
a. Come to class without completing prior assignments or homework?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

**Alternative 1:**

Select one answer for each row.	Never	Less than once a week	Once a week	More than once a week	Every class
a. Come to class without completing prior assignments or homework?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**Alternative 2:**

Select one answer for each row.	Never	Rarely	Sometimes	Often	Always
a. Come to class without completing prior assignments or homework?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Source: MGLS:17 H010

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<p>2. <i>Did you find any words or part of [sub-item a, b] confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p>Mark all items reported as <b>Confusing</b></p> <p style="margin-left: 40px;">a      b</p> <p>a. _____</p> <p>b. _____</p>
<b>ITEM SPECIFIC PROBES</b>	
<p>3. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><b>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/>
<p><b>INTERVIEWER NOTE:</b> Provide both handouts of alternative versions to participant and point out the frequency scales.</p> <p>4. <i>We are considering three different types of response scales. Out of the original and the two alternatives, which scale do you prefer? Why?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Original      <input type="checkbox"/> Alternative 1      <input type="checkbox"/> Alternative 2</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 9 Participant Handout: Alternative 1**

<i>Select one answer for each row.</i>	Never	Less than once a week	Once a week	More than once a week	Every class
a. Come to class without completing prior assignments or homework?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**Question 9 Participant Handout: Alternative 2**

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Always
a. Come to class without completing prior assignments or homework?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**Question 10**

**Before being involved in this study, had you heard of the following?**

	Yes	No
a. ED (Department of Education)	1 <input type="radio"/>	2 <input type="radio"/>
b. NCES (National Center for Education Statistics)	1 <input type="radio"/>	2 <input type="radio"/>
c. IES (Institute of Education Sciences)	1 <input type="radio"/>	2 <input type="radio"/>

Source: New

Question/Prompt	Response
<b>ITEM SPECIFIC PROBES</b>	
1. <i>(If yes to a) How did you hear of ED?</i>	_____ _____ _____
2. <i>(If yes to a) Did you recognize it by its acronym, by its name, or both?</i>	_____ _____ _____
3. <i>(If yes to a) When did you first hear of ED?</i>	_____ _____ _____
4. <i>(If yes to b) How did you hear of NCES?</i>	_____ _____ _____
5. <i>(If yes to b) Did you recognize it by its acronym, by its name, or both?</i>	_____ _____ _____

<p><b>6. (If yes to b) When did you first hear of NCES?</b></p>	<hr/> <hr/> <hr/>
<p><b>7. (If yes to c) How did you hear of IES?</b></p>	<hr/> <hr/> <hr/>
<p><b>8. (If yes to c) Did you recognize it by its acronym, by its name, or both?</b></p>	<hr/> <hr/> <hr/>
<p><b>9. (If yes to c) When did you first hear of IES?</b></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

## General Debriefing and Thank You

1. *Before we finish, I'd like to hear any other thoughts you have about the survey questions we worked on today.*

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2. *Is there anything else you would like to tell me about working on the survey questions?*

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3. *Is there anything that you think could make these survey questions clearer?*

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Thank participant for his/her time and provide gift card, as appropriate.



**Attachment VIII:  
Cognitive Interview Protocol: School Administrators  
Survey**

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**Question 1**

Which of the following describes your school?

(Check all that apply.)

- A comprehensive school
- A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)
- A special program school or magnet school such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school
- A vocational or technical school
- An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)
- Schools-within-a-school
- 9th-grade only school
- Online school
- Other \_\_\_\_\_
- None of the above

Source: HSL:09 A06

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>In your own words, what does "comprehensive school" mean to you?</i></p>	<hr/> <hr/> <hr/>
<p>3. <i>Can you think of any other types of schools that should be included here?</i></p>	<hr/> <hr/> <hr/>

<b>4. Are the descriptions of school types helpful? Why or why not?</b>	<hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

## Question 1 Handout

### Question 1

Which of the following describes your school?

(Check all that apply.)

- A comprehensive school
- A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)
- A special program school or magnet school such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school
- A vocational or technical school
- An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)
- Schools-within-a-school
- 9th-grade only school
- Online school
- Other \_\_\_\_\_
- None of the above

Source: HSLS:09 A06

**Question 2**

Does your school have a special focus?

(Check all that apply.)

- STEM (science, technology, engineering and mathematics)
- Early college
- Performing or fine arts
- Gifted and talented education
- International baccalaureate or other special diploma program
- Foreign language immersion
- Newcomer and/or English language development program
- Career academies
- Freshman academies
- Other \_\_\_\_\_
- Your school does not have a special focus

Source: HSL:09 A07 (modified)

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Are there other areas of school focus that are not listed here?</i></p>	<hr/> <hr/> <hr/>
<p>3. <i>Looking back at question 1, [HAND COPY OF Q1 TO ADMINISTRATOR] do you think any of the options here might fit better in Question 1?</i></p>	<hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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**Question 3**

Last school year (2017-2018), approximately what percentage of students had at least one parent or guardian participating in the following events?

Select one answer for each row.	0%-25%	26%-50%	51%-75%	76%-100%	Not applicable
a. Open house or back to school night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All regularly scheduled schoolwide parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Special subject-area events (e.g., science fair, concerts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sporting events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parent education workshops or courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Involvement in governance or fundraising (e.g., PTA or PTO meetings, school board, parent booster clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Involvement in budget decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Career days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: NTPS 3-2 2015-2016

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or part of the question confusing?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<hr/> <hr/> <hr/> <hr/>







**Question 3 ALTERNATE HANDOUT**

**Question 3**

Last school year (2017-2018), about what percentage of students had a parent or guardian participate in each of the following activities?

<i>Select one answer for each row.</i>	All or almost all of the students	More than half of the students	About half of the students	Less than half of the students	None or almost none of the students
a. Open house or back to school night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All regularly scheduled schoolwide parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Special subject-area events (e.g., science fair, concerts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sporting events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parent education workshops or courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Involvement in governance or fundraising (e.g., PTA or PTO meetings, school board, parent booster clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Involvement in budget decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Career days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: NTPS 3-2 2015 - 2106

**Question 4 (Public schools only)**

Does your school participate in a public school choice program?

School choice programs are those aimed at giving families the opportunity to choose the school their children will attend, such as magnet schools, charter schools, and school vouchers. Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

- Yes
- No

Source: HSLS:09 A08

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<b>1. In your own words, what does “public school choice program” mean to you?</b>	<hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

**Question 5 (Public schools that are part of a public school choice program)**

In which of the following types of public school choice programs does your high school participate?

(Check all that apply.)

- Students assigned to your school can choose to enroll in your school or another school within the district
- Students can enroll in a public school in another district at no tuition cost to themselves or their families
- Students from other districts can enroll in your school at no tuition cost to themselves or their families
- Students assigned to your school can choose to enroll in a private school using state or district funds
- Any other public school choice program \_\_\_\_\_

Source: HSL:09 A09

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><b>3. Did you think any of the categories overlap? If so, which ones?</b></p>	<input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span>
	<hr/> <hr/> <hr/>
<p><b>4. Can you think of any programs that should be on this list that are not included?</b></p> <p><b><u>IF Yes:</u> What programs would you add to this list?</b></p>	<input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span>
	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 6**

In the 2018-2019 school year, does your school provide students with opportunities for competency-based advancement?

- Yes
- No

Source: High School Strategies Designed to Help At-Risk Students Graduate:15 104

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>In your own words, what does “competency-based advancement” mean to you?</i></p>	<hr/> <hr/> <hr/>
<p>3. <i>Do you think “competency-based learning” is the same or different from “personalized learning?” Please explain.</i></p>	<p><input type="checkbox"/> Same      <input type="checkbox"/> Different</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 7**

Are there enough slots available for the following courses so that all 9<sup>th</sup>-grade students who have the necessary prerequisites and interest can enroll?

Select one answer for each row.

	Yes	No	Not applicable
a. Algebra 1, part 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Algebra 1, part 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Algebra I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Algebra II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Modified from MGLS:17 D10

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or part of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>





*Record observations and  
comments here*

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**Question 8**

What percentage of the total student body in your school...  
(Please enter '0' if none.)

receives free or reduced-price lunch? \_\_\_\_%  Does not apply; this program is not offered at your school  
are English language learners? \_\_\_\_\_%

Source: HSLs:09 B03

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<p>2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><i><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>3. <i>Can you think of any other terminology schools may use in place of "Free or Reduced-Price Lunch (FRPL)?"</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>4. <i>Does your school offer FRPL to all students?</i></p> <p><i><u>IF YES:</u> Did this affect your response? Why or why not?</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>

<p>5. What does the term “English Language Learners” mean to you?</p>	<hr/> <hr/> <hr/>
<p>6. How easy or difficult would you find it to answer this question, if it was asking ONLY about 9<sup>th</sup> grade students?</p> <p><u>IF Hard or Very Hard:</u> What was difficult about answering this question? How could we make it easier?</p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Hard      <input type="checkbox"/> Very Hard</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>7. How easy or difficult would you find it to answer this question, if it was asking ONLY about 12<sup>th</sup> grade students?</p> <p><u>IF Hard or Very Hard:</u> What was difficult about answering this question? How could we make it easier?</p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Hard      <input type="checkbox"/> Very Hard</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

**Question 9**

What percentage of your school's 2018-2019 9<sup>th</sup>-grade class is repeating 9<sup>th</sup> grade?

\_\_\_\_%

Source: HSL:09 B05

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>How did you come up with your answer?</i>	<hr/> <hr/> <hr/>
2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i>  <i><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</i>	<input type="checkbox"/> Very Easy <input type="checkbox"/> Easy <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
Provide alternate version.  3. <i>Which version (original or alternate) do you prefer? Why?</i>	<input type="checkbox"/> Original <input type="checkbox"/> Alternate <hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

## Question 9 ALTERNATE HANDOUT

### Question 9

What percentage of your school's 2018-2019 9<sup>th</sup>-grade class was reclassified as a 9<sup>th</sup>-grade student?

\_\_\_\_%

Source: Modified from HSL:09 B05

**Question 10**

When does the school day start for high school students in your school in the 2018-2019 school year?

\_\_:\_\_ AM

Source: New

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>2. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

## General Debriefing and Thank You

1. *Before we finish, I'd like to hear any other thoughts you have about the survey questions we worked on today.*

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2. *Is there anything else you would like to tell me about working on the survey questions?*

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3. *Is there anything that you think could make these survey questions clearer?*

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Thank participant for his/her time and provide gift card, as appropriate.

**Attachment IX:**  
**Cognitive Interview Protocol: School Counselors Survey**



**Question 1**

The following questions are about the high school counseling staff at your school as whole.

During the 2017-2018 school year, what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

	5% or less	6%-10%	11%-20%	21%-50%	More than 50%
a. Choice and scheduling of high school courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assisting students with college readiness, selection, and applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. FAFSA completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Academic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Academic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Career assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Occupational choice and career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Job placement and employability skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students' attendance, discipline, and other school and personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: HSLs:09 11th grade Spring A05

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>2. <i>Would you say answering this question for all of your high school's counseling staff was very easy, easy, difficult or very difficult?</i></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>3. <i>When you were answering this question, were you thinking about services provided one-on-one, services provided to a group or the whole school, or both? Did it depend on the item? Please explain.</i></p>	<p><input type="checkbox"/> One-on-one      <input type="checkbox"/> Group/ whole school      <input type="checkbox"/> Both</p> <hr/> <hr/> <hr/> <hr/>
<p>4. <i>Did you think any of the categories overlap? If so, which ones?</i></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p>5. <i>Can you please provide me with a few examples of how you have assisted students with "college readiness, selection, and applications?"</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>Provide alternate version.</p> <p>6. <i>Looking at the wording on the response options, which version (original or alternate) do you prefer? Why?</i></p>	<p><input type="checkbox"/> Original      <input type="checkbox"/> Alternate</p> <hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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**Question 1 ALTERNATE**

During the 2017-2018 school year, how often did your school's counseling staff deliver the following services to high school students?

	Never	Rarely	Sometimes	Often	Very Often
a. Choice and scheduling of high school courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assisting students with college readiness, selection, and applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. FAFSA completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Academic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Academic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Career assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Occupational choice and career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Job placement and employability skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students' attendance, discipline, and other school and personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: HSL:09 11th grade Spring A05

**Question 2**

During the 2017–2018 school year, what percentage of work hours did your school’s counseling staff spend counseling high school students on the following topics?

	5% or less	6%-10%	11%-20%	21%-50%	More than 50%
a. Anxiety or depression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Peer relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Romantic relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sexual behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: New

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>2. <b>Would you say answering this question for all of your high school's counseling staff was very easy, easy, difficult or very difficult?</b></p> <p><b><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</b></p>	<p><input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. <b>When you were answering this question, were you thinking about services provided one-on-one, services provided to a group or the whole school, or both? Did it depend on the item? Please explain.</b></p>	<p><input type="checkbox"/> One-on-one      <input type="checkbox"/> Group/ whole school      <input type="checkbox"/> Both</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. <b>Looking back at Question 1, [HAND COPY OF Q1 TO COUNSELOR] do you think that any of the categories overlap with Question 1?</b></p> <p><b><u>IF YES:</u> Which ones?</b></p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Question 1 HANDOUT**

During the 2017-2018 school year, what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

	5% or less	6%-10%	11%-20%	21%-50%	More than 50%
a. Choice and scheduling of high school courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assisting students with college readiness, selection, and applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. FAFSA completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Academic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Academic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Career assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Occupational choice and career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Job placement and employability skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Students' attendance, discipline, and other school and personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: HSL:09 11th grade Spring A05

**Question 3**

Which of the following steps does your school take for high school students who need extra assistance?

	Yes	No
a. Tutoring during the regular school day by an adult	<input type="radio"/>	<input type="radio"/>
b. Before- or after-school tutoring by an adult	<input type="radio"/>	<input type="radio"/>
c. Peer tutoring	<input type="radio"/>	<input type="radio"/>
d. School staff work with classroom teachers to provide extra assistance to the student	<input type="radio"/>	<input type="radio"/>
e. Pull-out instruction during the regular school day	<input type="radio"/>	<input type="radio"/>
f. Homework assistance program	<input type="radio"/>	<input type="radio"/>
g. Special incentives or rewards tied to academic performance	<input type="radio"/>	<input type="radio"/>
h. A school-arranged match with an adult mentor	<input type="radio"/>	<input type="radio"/>
i. Positive behavior interventions and supports such as HS-BEP (high school behavior education program)	<input type="radio"/>	<input type="radio"/>
j. Additional support outside the regular school day such as special programs, weekend programs, or summer school programs	<input type="radio"/>	<input type="radio"/>
k. Summer program prior to entry into high school that provides supplemental instruction in reading and math	<input type="radio"/>	<input type="radio"/>
l. Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria	<input type="radio"/>	<input type="radio"/>
m. Small 9 <sup>th</sup> grade learning communities or academies separate from the rest of the school	<input type="radio"/>	<input type="radio"/>
n. Catch-up courses or “double-dosing” of classes	<input type="radio"/>	<input type="radio"/>
o. 9th grade seminar or class(es) in study skills	<input type="radio"/>	<input type="radio"/>
p. Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders	<input type="radio"/>	<input type="radio"/>
q. Credit recovery program targeted at standards in which students were deficient. Programs may be offered by computer software, online instruction (such as a virtual school), or teacher-guided instruction	<input type="radio"/>	<input type="radio"/>

Source: HSL:09 11th grade Spring B16; HSL:09 9th grade Fall A26





**Question 4**

In which of the following ways does your school support high-achieving students?

	Yes	No
a. Technology and software to support curriculum specifically to meet the needs of the high-achieving students		
b. Gifted students receive pull-out instruction during the regular school day		
c. Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams		
d. Scholarships for students to attend special events, programs, or classes		
e. Special incentives or rewards tied to academic performance		
f. A school-arranged match with an adult mentor		
g. Special recognitions such as Honor Roll, Honor Society, or department awards		

**Source:** HSL:09 11th grade Spring B10

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Are there other ways your school supports high-achieving students? What are they?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>3. <i>What does the phrase "high-achieving students" mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/>

<p><b>4. Does your school support students who are <u>not</u> high achieving in any of these ways? If yes, which ways?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

These next three questions ask about Early Warning Systems. For the purposes of this survey, an early warning system is a system based on student-level data to detect students who exhibit behavior or academic performance issues that put them at risk of educational failure.

**Question 5**

In the 2018-2019 school year, does your school have an early warning system? (Please select only one)

- Yes
- No

Source: High School Strategies Deigned to Help At-Risk Students Graduate Q83

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/> <hr/>

<p><b>3. Does your school have a formal dropout prevention program? This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.</b></p> <p><b><u>IF YES AND HAS EARLY WARNING SYSTEM:</u> Do the early warning system and dropout prevention program work together or are they independent? Please explain.</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 6 (Respondents whose school has an early warning system)**

Which of the following data trigger an intervention in your early warning system?

(Check all that apply)

- State achievement test scores
- Attendance
- Truancy and/or chronic absenteeism
- Course grades
- Discipline incidents including suspensions or expulsions
- Involvement with criminal justice system
- Involvement with social services or foster care
- Pregnancy/teen parenthood
- Reports of substance abuse
- Homelessness or frequent address change
- Limited English proficiency
- Migrant status
- Students overage for their grade level
- Students who are behind in accumulating credits for their grade level
- Other (Please specify \_\_\_\_\_)

**Source:** High School Strategies Deigned to Help At-Risk Students Graduate Q87

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>Ask this probe only if the respondent selected "other."</p> <p>2. <i>I noticed you selected "other" as your answer choice. Can you please tell me more about this?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<b>3. Did you think any of the categories overlap? If so, which ones?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

**Question 7 (Respondents whose school has an early warning system)**

What action is taken if a student is flagged by an early warning system?

(Check all that apply)

- Meeting of teachers and administrators
- Meeting of parents
- Develop an intervention plan
- Assign a case manager
- Assign an adult mentor
- Arrange access to social services
- Assign to credit recovery courses
- Assign to double dose or academic support courses
- Assign to mandatory tutoring
- Refer to student support team
- Assigned to a dropout prevention program
- Other (Please specify \_\_\_\_\_)

Source: High School Strategies Designed to Help At-Risk Students Graduate:15 (Administrator) Q88

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Can you think of any other actions that should be on this list that are not included?</i></p> <p><b>IF YES: What actions would you add to this list?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>





**Question 8**

Does your school have a formal dropout prevention program for students in high school? This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

- Yes
- No

**Source:** HSLs:09 9th grade Fall B24

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any part of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make it less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>What does the term “formal dropout prevention program” mean to you?</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 9 (Respondents whose school has a dropout prevention program)**

On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

- Absentee record
- Poor or failing grades
- Behind on credits
- Teacher’s referral
- Counselor’s referral
- Parental request
- Student request
- Disciplinary problems
- On another basis (Please specify \_\_\_\_\_ e.g., other early warning system criteria)

Source: HSLs:09 9th grade Fall B25

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Can you think of any other reasons that should be on this list that are not included?</i></p> <p><i>IF YES: What reasons would you add to this list?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<p>3. <i>Did you think any of the categories overlap? If so, which ones?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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**Question 10 (Respondents whose school has a dropout prevention program)**

Which of the following services does your dropout prevention program offer?

(Check all that apply.)

- Occupationally focused courses
- Tutoring
- Incentives for better attendance or classroom performance
- Childcare for children of students
- Graduation counseling
- Job counseling
- Other (please specify \_\_\_\_\_)

Source: HSLs:09 11th grade Spring B19

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><b><u>IF YES:</u> What did you find confusing? What could we do to make the question less confusing?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>Can you think of any other services that should be on this list that are not included?</i></p> <p><b><u>IF YES:</u> What services would you add to this list?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

**Question 11**

To what extent do you agree or disagree that your school makes sure that students from each of the following groups get the support they need to achieve success equal to other students?

	Strongly agree	Agree	Disagree	Strongly disagree
a. Low-income students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. English Language Learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: New

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>In your own words, what does this question mean to you?</i>	<hr/> <hr/> <hr/>
1. <i>Did you find any part of the question confusing?</i>  <i>IF YES: What did you find confusing? What could we do to make it less confusing?</i>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
2. <i>Do you offer different types of support or programs for low-income students, English Language Learners (ELLs), and students with special needs? What are they?</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

**Question 12**

Do high school students at this school keep the same counselor throughout their high school years?

- Yes
- No

Source: New

Question/Prompt	Response
<b>GENERIC PROBES</b>	
1. <i>In your own words, what does this question mean to you?</i>	<hr/> <hr/> <hr/>
2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i>  <i><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</i>	<input type="checkbox"/> Very Easy <input type="checkbox"/> Easy <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult <hr/> <hr/> <hr/> <hr/>
<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>

**Question 13**

Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in your school?

- Yes
- No

Source: HSLS:09 9th grade Fall (Counselor) B30

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>1. <i>Are there other words that you would use to describe career focused technical education?</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>



**Question 14 (Public schools only)**

Which of the following describe the practices for enrollment of students in your school?

	Yes	No
All students in a particular geographic area (or district) enroll in this school	<input type="radio"/>	<input type="radio"/>
Students in a particular geographic area (or district) are generally enrolled in this school but transfers are frequently allowed	<input type="radio"/>	<input type="radio"/>
Students are enrolled from particular areas to achieve desired racial or ethnic composition in the school	<input type="radio"/>	<input type="radio"/>
Students are enrolled from particular areas to achieve desired socio-economic status composition in the school	<input type="radio"/>	<input type="radio"/>
Students are enrolled in this school based on an entrance test or other achievement criteria	<input type="radio"/>	<input type="radio"/>
Students are enrolled in this school based on a lottery system	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>

Source: NELS:88 (Administrator) 24

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ITEM SPECIFIC PROBES	
<p>Ask this probe only if the respondent selected "other."</p> <p>2. <i>I noticed you selected "other" as your answer choice, can you please tell me more about your school's approach?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. <i>Do students choose to go to your school rather than be assigned to it?</i></p> <p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p><i>IF YES: How did you come up with your answer? What could we do to make it easier to answer the question?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. <i>In your own words, what does "particular geographic area (or district)" mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. <i>In your own words, what does "catchment area" mean to you? Which term is clearer to you: "particular geographic area (or district)" or "catchment area"? Why?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>6. Are there other practices that are not listed here?</b></p> <p><b><u>IF Yes:</u> What practices would you add to this list?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Question 15**

How many Carnegie units in each of the following subjects is required by your school for high school graduation? The Carnegie unit is a standard of measurement that represents one credit for 120 hours of classroom time over the course of a year at the secondary-school level, equivalent to the completion of a 1-year academic course taken one period a day, 5 days a week.

Check here if your school does not include 12th grade.

Select one answer for each row.	At least 4 Carnegie units	At least 3 Carnegie units	At least 2 Carnegie units	At least 1 Carnegie unit	No required amount
a. English/reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Computer Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Physical Education/Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: NELS:88 (Administrator) 39

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ITEM SPECIFIC PROBES	
<p><b>1. Are other subjects taught at your school that are required for graduation and are not included here? What are they?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Do you use something other than Carnegie units to describe minimum requirements?</b></p> <p><b>IF YES: What do you use? How did you come up with your answer? What could we do to make it easier to answer the question?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>3. How sure are you about your answers to this item?</b></p>	<p style="text-align: center;"><input type="checkbox"/> Very unsure    <input type="checkbox"/> Unsure    <input type="checkbox"/> Sure    <input type="checkbox"/> Very sure</p>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Question 16**

Does your school offer the following courses? (Check all that apply)

- Online
- Blended learning (e.g., online with an in-person facilitator)

Source: NEW

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ITEM SPECIFIC PROBES</b>	
<p>2. <i>In your own words, what does the term “blended learning” mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Question 17**

What type of dual or concurrent enrollment program does your school offer?

	Yes	No
Students can earn college credits for college academic courses while enrolled in our school		
Students can earn credits for college career and technical courses while enrolled in our school		
Students can apply to a nearby “early college” high school on a partner college campus, where they will complete high school and earn college credits at the same time.		
Students are automatically accepted into a partner college upon high school graduation		
The credits students earn at a partner college are automatically accepted there once a student matriculates		
The credits students earn at a partner college are automatically accepted by some or all other public two- and four-year colleges in our state once a student matriculates		
Our school’s dual or concurrent enrollment program doesn’t specify details about credit acceptance by colleges		

Source: HSL:09 11th grade Spring (Counselor) B07

Question/Prompt	Response
<b>GENERIC PROBES</b>	
<p>1. <i>Did you find any words or parts of the question confusing?</i></p> <p style="text-align: center;"><input type="checkbox"/> Yes <span style="margin-left: 200px;"><input type="checkbox"/> No</span></p> <p><b>IF YES: What did you find confusing? What could we do to make the question less confusing?</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p>2. <i>Would you say answering this question was very easy, easy, difficult or very difficult?</i></p> <p><i>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</i></p>	<p> <input type="checkbox"/> Very Easy      <input type="checkbox"/> Easy      <input type="checkbox"/> Difficult      <input type="checkbox"/> Very Difficult </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>ITEM SPECIFIC PROBES</b></p>	
<p>3. <i>In your own words, what does the term “dual or concurrent enrollment” mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. <i>In your own words, what does the term “early college” mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. <i>In your own words, what does the term “partner college” mean to you?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>6. <i>How sure are you about your answers to this item?</i></p>	<p> <input type="checkbox"/> Very unsure      <input type="checkbox"/> Unsure      <input type="checkbox"/> Sure      <input type="checkbox"/> Very sure </p>



<p><b>7. Are there other types of dual or concurrent enrollment programs that are not listed here?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## General Debriefing and Thank You

1. *Before we finish, I'd like to hear any other thoughts you have about the survey questions we worked on today.*

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2. *Is there anything else you would like to tell me about working on the survey questions?*

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3. *Is there anything that you think could make these survey questions clearer?*

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Thank participant for his/her time and provide gift card, as appropriate.