NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

National Assessment of Educational Progress (NAEP) 2019 and 2020

Appendix K3

NAEP 2019 School Questionnaires

OMB# 1850-0928 v.11



September 2018

Appendix F provides the library of possible items to be used in the NAEP 2019 and 2020 questionnaires. This appendix (Appendix K3) includes the final version of the NAEP 2019 School questionnaires, as well as a summary of any minor, non-substantive, wording changes made as a result of pilot and cognitive interview results and final reviews.

The confidentiality citation has been updated in September 2018 and is consistent with that provided in Part A.

Abbreviation Key
NIES: National Indian Education Study

The items presented in this appendix are those to be used in the digitally based assessments. Some of the questionnaires will also be administered in paper based assessments. Adaptations to the item-level directions may be made, as appropriate (for example, "select one answer choice on each row" in DBA would become "fill in one oval on each line" in PBA).

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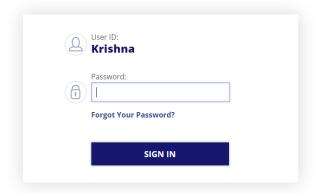
School Questionnaires

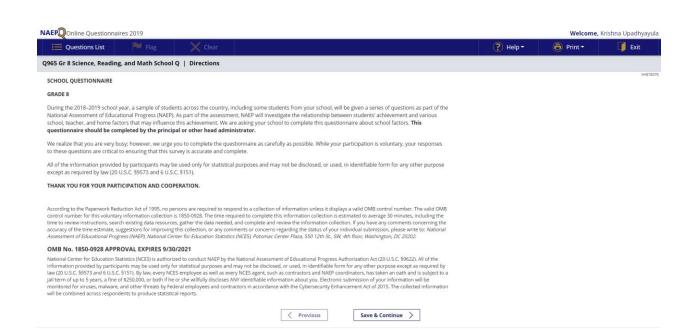
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Appendix K-3a: Summary of Changes Operational Grade 4 Core

| 2019 Operational Grade 4 Core School | | | | | | | | | |
|--|--|---------------|----------------|--|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | |
| WH7122 | 6. 1. 2. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. | NC | N/A | | | | | | |
| 1. What is your sex? | 1. What is your sex? | | ' | | | | | | |
| Male | Male | | | | | | | | |
| ⑤ Female | ① Female | | | | | | | | |
| (2018 Grade 4) | Issue: Gender | | | | | | | | |
| VILLENCE 2. What grades are taught in your school? Select all squares that apply. | | NC | N/A | | | | | | |
| what grades are taught in your school select an squares that apply. Pre-kindergarten | 2. What grades are taught in your school? Select all squares that apply. | | | | | | | | |
| © Fre-kindergarten © Kindergarten | Pre-kindergarten | | | | | | | | |
| | ® Kindergarten | | | | | | | | |
| © 1st grade | © 1st grade | | | | | | | | |
| © 2nd grade | ① 2nd grade | | | | | | | | |
| © 3rd grade 4th grade | © 3rd grade | | | | | | | | |
| © 5th grade | ① 4th grade | | | | | | | | |
| | © 5th grade | | | | | | | | |
| ♠ 6th gradeФ 7th grade | ⊕ 6th grade | | | | | | | | |
| Sth grade | ① 7th grade | | | | | | | | |
| ⊕ 9th grade | ② 8th grade | | | | | | | | |
| © 10th grade | © 9th grade | | | | | | | | |
| Ith grade Ith grade | © 10th grade | | | | | | | | |
| ® 12th grade | 11th grade | | | | | | | | |
| - integrate | 11th grade | | | | | | | | |
| (2018 Grade 4) | Issue: School Climate | | | | | | | | |
| VE249381 | VHR | R | The "Other | | | | | | |
| Can your school be described by any of the following? Select all squares that apply. | Can your school be described by any of the following? Select all squares that apply. | | (Please | | | | | | |
| Elementary school | | | • | | | | | | |
| Middle or junior high school | Middle or junior high school | | specify)" | | | | | | |
| © Secondary school | © Secondary school | | response | | | | | | |
| Regular school with a magnet program | Regular school with a magnet program | | option was | | | | | | |
| A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school | A magnet school or a school with a special program emphasis, e.g., science/mathematics | | · | | | | | | |
| © Special education school: primarily serves students with disabilities | school, performing arts school, talented/gifted school, foreign language immersion school | | removed. This | | | | | | |
| Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education | Special education school: primarily serves students with disabilities | | response | | | | | | |
| Private independent school | Alternative school: offers a curriculum designed to provide alternative or nontraditional | | option is only | | | | | | |
| Private religiously affiliated school | | | | | | | | | |
| ① Independent charter school | education, not clearly categorized as regular, special, or vocational education | | used in pilot | | | | | | |
| Charter school administered by local school district | Private independent school | | administratio | | | | | | |
| Other (Please specify): | Private religiously affiliated school | | ns. | | | | | | |
| | Independent charter school | | | | | | | | |
| (2010 C - 1- 1) | Charter school administered by local school district | | | | | | | | |
| (2018 Grade 4) | Issue: School Climate | | | | | | | | |

| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | |
|--|---|-----------|---------------|--|--|
| 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Other (Please specify): | 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Not affiliated with any organization | VH860791 | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio | |
| (2018 Grade 4) | Issue: School Climate | VH253912 | | ns. | |
| 5. What is the current enrollment in your school? | 5. What is the current enrollment in your school? | 1112.0912 | NC | N/A | |
| (2018 Grade 4) | Issue: School Climate | VH253923 | | | |
| 6. Approximately what percentage of fourth-graders in your school is new this year? [2018 Grade 4] | 7. Approximately what percentage of fourth-graders in your school is new this year? % | vii2392 | NC | N/A | |
| 7. About what percentage of this year's fourth-graders was held back and is repeating fourth grade? © 0% © 1-2% © 3-5% © 6-10% © More than 10% | | VH2-90213 | NC | N/A | |
| (2018 Grade 4) | Issue: School Climate | | | | |

| 2019 Operational Grade 4 Core School | | | | | | | | | |
|---|--|-----------|-----|------|--|--|--|--|--|
| Previous item | 2019 item | 2019 item | | | | | | | |
| | 124/008 | VH240208 | NC | N/A | | | | | |
| Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | 6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | | 140 | 1477 | | | | | |
| © 0% | ◎ 0% | | | | | | | | |
| ® 1–5% | © 1–5% | | | | | | | | |
| © 6-10% | © 6-10% | | | | | | | | |
| © 11-25% | © 11-25% | | | | | | | | |
| © 26–50% | © 26–50% | | | | | | | | |
| © 51-75% | © 51-75% | | | | | | | | |
| © 76–90% | © 76–90% | | | | | | | | |
| © Over 90% | © Over 90% | | | | | | | | |
| (2018 Grade 4) | | | | | | | | | |
| | Issue: School Climate | | | | | | | | |
| | (14009) | VH240209 | NC | N/A | | | | | |
| Last school year, approximately what percentage of students at your school enrolled after the first day of school? | Last school year, approximately what percentage of students at your school enrolled after the first day of school? | | 140 | 11// | | | | | |
| ◎ 0% | ● 0% | | | | | | | | |
| ⊕ 1–3% | ® 1–3% | | | | | | | | |
| © 4-6% | © 4-6% | | | | | | | | |
| © 7-10% | © 7–10% | | | | | | | | |
| © 11-20% | © 11-20% | | | | | | | | |
| ① Over 20% | © Over 20% | | | | | | | | |
| (2018 Grade 4) | Jacobs Calabad Climata | | | | | | | | |
| • | Issue: School Climate | VH240210 | | | | | | | |
| 10. Last school year, approximately what percentage of students at your school left before the end of the school year? | Last school year, approximately what percentage of students at your school left before the end of the school year? | 711240210 | NC | N/A | | | | | |
| ◆ 0% | © 0% | | | | | | | | |
| 1-3% | © 1-3% | | | | | | | | |
| © 4-6% | © 4-6% | | | | | | | | |
| © 7-10% | © 7-10% | | | | | | | | |
| © 11-20% | © 11–20% | | | | | | | | |
| © Over 20% | ① 11-20% ① Over 20% | | | | | | | | |
| (2018 Grade 4) | Issue: School Climate | | | | | | | | |

| 2019 O | 2019 Operational Grade 4 Core School | | | | | | | | | |
|--|--|---------------|--|--|--|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | |
| 11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% (2018 Grade 4) | N/A | D | Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was | | | | | | | |
| ACROITS | VIEWIE | NC | dropped. | | | | | | | |
| 12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% | 11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) D-2% 3-5% 6-10% | NC | N/A | | | | | | | |
| More than 10% | © More than 10% | | | | | | | | | |
| (2018 Grade 4) | Issue: School Climate | | | | | | | | | |
| 13. Does your school participate in the National School Lunch Program? © Yes © No | 12. Does your school participate in the National School Lunch Program? ① Yes ① No | NC | N/A | | | | | | | |
| (2018 Grade 4) | Issue: Socioeconomic Status | | | | | | | | | |
| 14. How does the school operate the program? ② Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. ③ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | 13. How does the school operate the program? Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | NC | N/A | | | | | | | |
| (2018 Grade 4) | Issue: Socioeconomic Status | | | | | | | | | |

| 2019 Operational Grade 4 Core School | | | | | | | | | |
|--|---|----------|---------------|---|--|--|--|--|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | | | | | |
| 15. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? ① This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. ② 2017 ② 2016 ② 2015 ② 2014 ② 2013 ② 2012 or earlier | N/A | | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. | | | | | |
| 16. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? © 0% © 1-5% © 6-10% © 11-25% © 26-34% © 35-50% © 51-75% © 76-99% © 100% (2018 Grade 4) | 14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? ② 0% ③ 1-5% ② 6-10% ⑤ 11-25% ⑤ 26-34% ⑥ 35-50% ⑥ 51-75% ⑥ 76-99% ⑥ 100% Issue: Socioeconomic Status | VH240218 | NC | N/A | | | | | |
| 17. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) No Yes, our school receives funds, which are targeted to eligible students. Yes, our school receives funds, which are used for schoolwide purposes. | 15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) ⑤ No ⑤ Yes, our school receives funds, which are targeted to eligible students. ⑥ Yes, our school receives funds, which are used for schoolwide purposes. Issue: Socioeconomic Status | V1E40219 | NC | N/A | | | | | |

| revious iter | | | | | | | | | | 2019 item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|---|-----------|------------|-------------|------------|------------|--|--|-----------------------------------|------------------------|--|--------------------------|-----------|--------------------------|-----------|-------------------------|-------------|-----------|-----------|----------|---|---|--|--|---------------|-----------|
| 18. Approximately one circle in ea- service they rec services as of th | CIVC. I'I | ase repor | it the perc | circage or | students v | cives the f rvice shou ho receiv | ollowing s ild be cour e each of t | services nted for the follo | Select each wing | 16. Approximately one circle in ea service they rec services as of th | ch row. St eive. Plea | tudents w | ho receive the percei | more than | in one ser udents wi | vice should | be count | ed for ea | ch | R | Due to a lack of response variability and | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over | | | to keep | | | | |
| a. Targeted Title I services | (9) | (D) | 0 | 9 | 99 | Ф | @ | 69 | VIRALEST | a. Targeted Title | 00 | 00 | 0 | 0 | Φ | (B) | 0 | Ø | VH24 931 | | school | | | | |
| b. Gifted and talented program | 0 | 0 | 0 | 9 | 6 | Ð | 0 | 8 | VIRTANIZA | I services b. Gifted and talented | 0 | 00 | 0 | 0 | Φ | ® | 6 | ® | VH24 923 | | administrato | | | | |
| c. Instruction provided in student's home language (non-English) | 0 | (8) | 0 | 9 | θ | Ф | Ø | 0 | VH241923 | program c. English-as-a- second-language (not in a bilingual | 0 | Ф | 0 | 0 | Φ | Ð | 6 | • | VH241924 | | burden low sub-item c. was dropped | | | | |
| d. English-as-a- second-language (not in a bilingual | (5) | OD: | 0 | 9 | 9 | Ф | 9 | 60 | MINARIOA | education program) d. Special education | 0 | 00 | 0 | Φ | Ф | ® | © | ® | VH241925 | | | | | | |
| education program) | - | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Special education | 0 | 0 | 0 | 0 | 0 | Θ | 9 | 0 | VH2419/25 | | | | | | | | | | | | | | | | |

| | | | | | | | | 19 item | | D/A/ R/NC+ | Rationale | | | | | |
|--|---|---------------------------------|-----------------------------------|---------------------------|----------|----------------------|--|--|-----------------------------------|---------------------------------|------------------------------------|--------------------------|----------|----------------------|----|-----|
| 19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 10. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 10. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 10. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 11. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? 12. During a typical week of school, what is the total number of regularly schools? 13. During a typical week of school, what is the total number of regularly schools? | | | | | | | | | | | VH240226 | NC | N/A | | | |
| Approximately what pe who do each of the follo | ercentage of s owing activit | tudents in yo ies? Select on | ur school have e circle in eac | e parents or gu h row. | ıardians | VH241938 | | 18. Approximately what p who do each of the fol | percentage of s lowing activit | tudents in yo ies? Select on | ur school have le circle in eac | e parents or g h row. | uardians | VH241938 | NC | N/A |
| Volunteer regularly to | Not applicable | 0-10% | 11-25% | 26–50% | Over 50% | | a | . Volunteer regularly to | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | |
| help in the classroom or another part of the school Attend teacher–parent conferences | ØØ | ® ® | 0 | Φ | © • | VH241940 VH241939 | 1 | help in the classroom or another part of the school . Attend teacher-parent | Ø Ø | ® ® | 0 | 0 | © © | VH241940 VH241939 | | |
| 2018 Grade 4) Issue: School Climate For all teacher counts entered in this item: For all teacher counts entered in this item: | | | | | | | | | NC | N/A | | | | | | |
| Regular Special area or, physical educat Lang-term subs INCLUDE these typ Itinerant teach | resource teach tion) stitute teacher wes of teachers | hers (e.g., spec s | | Title I, art. mi | usic. | | INCLUDE these types of teachers: Regular Special area or resource teachers (e.g., special education, Title I, art, music, physical education) Long-term substitute teachers INCLUDE these types of teachers: | | | | | | | | | |
| Employees repo teaching assign DO NOT INCLUDE Student teacher | orted in other ament at this s | items of this s | | also have a pa | ert-time | | Itinerant teachers who teach part-time at this school Employees reported in other items of this section if they also have a part-time teaching assignment at this school DO NOT INCLUDE: | | | | | | | | | |
| Short-term sub- Teachers who to 21. Around the first of C | stitute teache each ONLY pr October, how r | e-kindergarte many TEACH | ERS held full- | time or part-tir | me | | Student teachers Short-term substitute teachers Teachers who teach ONLY pre-kindergarten or adult education | | | | | | | | | |
| positions or assignm a. Full-time Full-t | | mou: IJ none | taurk (U) in t | ne ooxes. | | | Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes. a. Full-time | | | | | | | | | |
| b. Part-time | ime teachers | | | | | | Full-time teachers b. Part-time | | | | | | | | | |

| | | | | | 201 | 19 O | perational Grade 4 Core School | | | |
|---|--------------------------|------------------|---------------------------------|------------------------------|---------------|----------|---|---------------|--|--|
| Previous item | | | | | | | 2019 item | D/A/ R/NC+ | Rationale | |
| 22. Does your school, di Yes No (2018 Grade 4) | istrict, or diocese offe | r tenure to teac | hers? | | Vie | STIO | 20. Does your school, district, or diocese offer tenure to teachers? ① Yes ① No Issue: School Climate | VIESTADII NC | N/A | |
| 23. Of the following cate the end of the last so this school year? Sel- | chool year, what per | centage stayed | time teacher l on as full-ti | s at your sch me teachers | ool at for | vetnen | N/A | D | Due to the substantial | |
| a. Non-tenured teachers who had taught for at least one year | 0-10% 11-25% | © 26–50% | 51-75% © | 76-90% | Over 90% | VH241943 | | | time burden associated with | |
| (2018 Grade 4) | | | | | VIE | 254012 | | | completing this item and a lack of a clear relationship to achievement, this item was dropped. | |
| 24. In the last school year | r, how many full-tim | e teachers were | e new to your | school? | | | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, | |
| (2018 Grade 4) | | | | | | | | | this item was dropped. | |

| 201 | 19 Operational Grade 4 Core School | | |
|---|---|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 25. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year? © 0–10% © 11–25% © 26–50% © 51–75% © 76–90% © Over 90% (2018 Grade 4) | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. |
| 26. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): | 21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Issue: Technology Use | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio |
| (2018 Grade 4) | issue. recimology ose | | ns. |

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | |
|--|---|---------------|--|--|
| 27. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | 22. What is the average age of the desktop computers in your school? © Up to 2 years old ® More than 2 years but less than 4 years old © More than 4 years but less than 6 years old ® 6 years old or more © I don't know. Issue: Technology Use | VIESE/116 NC | N/A | |
| 28. In your school, where are desktop computers available for students to work? Select all squares that apply. © In some classrooms © In all classrooms © In a media center © In a computer lab © In the school library © Other (Please specify): (2018 Grade 4) | | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio | |
| 29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | Issue: Technology Use 24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | NC NC | ns. N/A | |
| (2018 Grade 4) | Issue: Technology Use | VH587129 NC | N/A | |
| 30. What is the average age of the laptop computers (including Chromebooks) in your school? ① Up to 2 years old ① More than 2 years but less than 4 years old ② More than 4 years but less than 6 years old ② 6 years old or more ② 1 don't know. (2018 Grade 4) | 25. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old ® More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © 1 don't know. Issue: Technology Use | INC | IN/A | |

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| 31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ⑤ In a computer lab ⑤ In the school library ⑥ On mobile carts ③ Other (Please specify): (2018 Grade 4) | 26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ⑤ In some classrooms ⑥ In all classrooms ⑥ In a media center ⑥ In a computer lab ⑥ In the school library ⑥ On mobile carts | • | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |
| <u>`</u> | Issue: Technology Use | 1502 NC | N/A |
| 32. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | 27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | INC | IN/A |
| | | | |
| (2018 Grade 4) | Issue: Technology Use | | |
| viss 33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | 28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | NC | N/A |
| ◆ Up to 2 years old | Dup to 2 years old | | |
| More than 2 years but less than 4 years old | More than 2 years but less than 4 years old | | |
| More than 4 years but less than 6 years old | More than 4 years but less than 6 years old | | |
| 6 years old or more | © 6 years old or more | | |
| © I don't know. | □ I don't know. | | |
| (2018 Grade 4) | Issue: Technology Use | | |
| 34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. | 29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. | R R | The "Other (Please |
| | | | specify)" |
| In all classrooms | In all classrooms | | 1 ' '' |
| © In a media center | © In a media center | | response |
| In a computer lab | ⑤ In a computer lab | | option was |
| In the school library | © In the school library | | removed. This |
| ① On mobile carts | ① On mobile carts | | |
| © Other (Please specify): | | | response option is only |
| (2018 Grade 4) | | | used in pilot |
| | 1 | 1 | i lisea in niiot |

| | | | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
|---|------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------|---|-----------------------|---------------|---|
| | | | | | | | | | | administrations. |
| 35. In your school, is there a wireless Internet connection that students can use for schoolwork? ① Yes, everywhere or almost everywhere in the school. ① Yes, in some areas of the school. ② No | | | | n use for | VH | 517371 | 30. In your school, is there a wireless Internet connection that students can use for schoolwork? ① Yes, everywhere or almost everywhere in the school. ① Yes, in some areas of the school. ② No | NC | N/A | |
| 2018 Grade 4 |) | | | | | | | Issue: Technology Use | | |
| 36. This school year, di and tablets used in Yes, we are part Yes, we have tee No | this school? tnering with | a provider out | side the sch | | r computers | | | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, |
| 2018 Grade 4) |) | | | | | | | | | this item was dropped. |
| 2018 Grade 4 | • | About once or twice a | About once or twice a | About once or twice a | Every day or almost | Several times a | VIENAM | N/A | D | |
| 37. How often do teach a. Teach jointly as a team in the same | hers do the | About once or | About once or | About once or | Every day | Several | VIENAM. | N/A | D | dropped. Due to a lack of a clear relationship to |
| 37. How often do teac | hers do the | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | | N/A | D | dropped. Due to a lack of a clear relationship |
| Teach jointly as a team in the same class Observe other teachers' classes and provide | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | V25A3 [440] | N/A | D | dropped. Due to a lack of a clear relationship to achievement and low |

Appendix K-3b: Operational Grade 4 Core

| 1. | What | ie | 77011r | cev? |
|----|--------|----|--------|------|
| 1. | vviiat | 13 | your | SUA: |

- Male
- Female

VH240382

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

- Pre-kindergarten
- ® Kindergarten
- O 1st grade
- ② 2nd grade
- © 3rd grade
- ① 4th grade
- © 5th grade
- (19) 6th grade
- ① 7th grade
- ① 8th grade
- © 9th grade
- ① 10th grade
- □ 11th grade
- 12th grade

- 3. Can your school be described by any of the following? Select all squares that apply.
 - Elementary school
 - Middle or junior high school
 - Secondary school
 - Regular school with a magnet program
 - © A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
 - © Special education school: primarily serves students with disabilities
 - © Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
 - Private independent school
 - Private religiously affiliated school
 - Independent charter school
 - © Charter school administered by local school district

VH860791

- **4.** Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.
 - American Association of Christian Schools
 - Association of Christian Schools International
 - © Christian Schools International
 - National Association of Episcopal Schools
 - © National Association of Independent Schools
 - © National Catholic Educational Association
 - © National Society of Hebrew Day Schools
 - The Association of Boarding Schools
 - Not affiliated with any organization

| 1/1 | 1124 | 301 | 10 |
|-----|------|-----|----|

| | | VH253912 |
|----|---|----------|
| 5. | What is the current enrollment in your school? | |
| | | |
| | | |
| | | |
| 6. | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | VH240208 |
| | | |
| | 1 1–5% | |
| | © 6–10% | |
| | © 11–25% | |
| | © 26-50% | |
| | © 51–75% | |
| | © 76–90% | |
| | ① Over 90% | |
| | | |
| | | |
| | | VH253923 |
| 7. | Approximately what percentage of fourth-graders in your school is new this year? | |
| | | |
| | | |
| | | |
| | | VH240213 |
| 8. | About what percentage of this year's fourth-graders was held back and is repeating fourth grade? | |
| | 1 0% | |
| | ® 1-2% | |
| | © 3–5% | |
| | © 6-10% | |
| | © More than 10% | |

| | | VH240209 |
|-----|--|----------|
| 9. | Last school year, approximately what percentage of students at your school enrolled after the first day of school? | |
| | A 0% | |
| | ® 1–3% | |
| | © 4–6% | |
| | © 7-10% | |
| | © 11-20% | |
| | © Over 20% | |
| | | |
| | | |
| | | VH240210 |
| 10. | Last school year, approximately what percentage of students at your school left before the end of the school year? | |
| | | |
| | ® 1-3% | |
| | © 4–6% | |
| | © 7–10% | |
| | © 11–20% | |
| | © Over 20% | |
| | | |
| | | |
| | | VH240212 |
| 11. | About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) | |

- ® 3-5%
- © 6-10%
- © More than 10%

| VI | 12/ | 02 | 15 |
|----|-----|----|----|

| | | | VH240215 |
|-----|------------|---|----------|
| 12. | Do | es your school participate in the National School Lunch Program? | |
| | (A) | Yes | |
| | ® | No | |
| | | | |
| | | | |
| | | | |
| | | | VH240216 |
| 13. | | w does the school operate the program? | |
| | (A) | Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. | |
| | ® | All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | |
| | | | |
| | | | |
| | | | VH240218 |
| 14. | eli | ring this school year, about what percentage of students in your school was gible to receive a free or reduced-price lunch through the National School Lunch ogram? | |
| | | 0% | |
| | ® | 1–5% | |
| | 0 | 6–10% | |
| | (| 11–25% | |
| | (E) | 26–34% | |
| | (Ē) | 35–50% | |
| | © | 51–75% | |
| | \oplus | 76–99% | |
| | \bigcirc | 100% | |
| | | | |
| | | | |
| | | | |

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

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

| | | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|----|---|------|------|-------|--------|--------|----------|--------|-------------|----------|
| a. | Targeted Title I services | (4) | ® | 0 | 0 | Œ | Ð | 0 | Θ | VH241931 |
| b. | Gifted and talented program | (4) | B | 0 | 0 | Œ | (F) | 6 | Ð | VH241922 |
| c. | English-as-a- second-language (not in a bilingual education program) | (4) | ® | 0 | 0 | (£) | © | 0 | Θ | VH241924 |
| d. | Special education | A | ® | 0 | 0 | Ē | Ē | © | \oplus | VH241925 |

VH240220

- 17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
 - **(A)** 0
 - ® 1-5
 - © 6-10
 - ① 11-15
 - © 16-25
 - ① More than 25

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

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|--|-------------------|-------|--------|--------|----------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | ® | ® | 0 | 0 | ©. | VH241940 |
| b. Attend teacher–parent conferences | (A) | ® | 0 | 0 | Œ | VH241939 |

VH253959

For all teacher counts entered in this item:

INCLUDE these types of teachers:

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

INCLUDE these types of teachers:

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

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education
- **19.** Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

| a. Full-time | |
|--------------|--------------------|
| | Full-time teachers |
| b. Part-time | |
| | Part-time teachers |

| | | | VH547401 |
|---------|-------------|--|--------------|
| 20. | Do | es your school, district, or diocese offer tenure to teachers? | |
| | (A) | Yes | |
| | ® | No | |
| | • | 110 | |
| | | | |
| | | | VH860698 |
| 21. | | this school year, which of the following types of computers or other digital vices are available in your school for student use? Select all squares that apply. | |
| | (A) | Desktop computers | |
| | B | Laptop computers (including Chromebooks) | |
| | | | |
| | 0 | Tablets (for example, Surface Pro, iPad, Kindle Fire) | |
| | | | |
| | | | |
| | | | VIII.50711.6 |
| 22 | W /1 | nat is the average age of the desktop computers in your school? | VH587116 |
| | | Up to 2 years old | |
| | ® | More than 2 years but less than 4 years old | |
| | | More than 4 years but less than 6 years old | |
| | | 6 years old or more | |
| | | I don't know. | |
| | | | |
| | | | |
| | | | |
| | | | |

| 23. | | your school, where are desktop computers available for students to work? Select squares that apply. | |
|-----|---|---|----------|
| | \bigcirc | In some classrooms | |
| | $^{	ext{																																		$ | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | (E) | In the school library | |
| 24. | | nat is the total number of laptop computers (including Chromebooks) available students in your school? Enter the number of laptop computers. | VH587118 |
| 25. | | nat is the average age of the laptop computers (including Chromebooks) in your nool? | |
| | (A) | Up to 2 years old | |
| | $^{	ext{	B}}$ | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | (E) | I don't know. | |
| | | | |

| 26. | | your school, where are laptop computers (including Chromebooks) available for dents to work? Select all squares that apply. | |
|-----|--------------|---|----------|
| | \bigcirc | In some classrooms | |
| | $^{\otimes}$ | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | Œ | In the school library | |
| | Ð | On mobile carts | |
| | | | |
| | | | |
| | | | VH311502 |
| 27. | | nat is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) iilable for students in your school? Enter the number of tablets. | |
| | П | | |
| | Ш | | |
| | | | |
| | | | |
| | | | |
| | | | VH587138 |
| 28. | | nat is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) your school? | |
| | \bigcirc | Up to 2 years old | |
| | ® | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | Œ | I don't know. | |
| | | | |
| | | | |

- **29.** In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
 - In some classrooms
 - In all classrooms
 - © In a media center
 - In a computer lab
 - © In the school library
 - ① On mobile carts

VH617371

- **30.** In your school, is there a wireless Internet connection that students can use for schoolwork?
 - Yes, everywhere or almost everywhere in the school.
 - ® Yes, in some areas of the school.
 - © No

Appendix K-3c: Summary of Changes Pilot Grade 4 Core

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---------------|
| N/A | VIII125 | Α | This item was |
| | 1. What is your sex? | | added to |
| | ◆ Male | | provide |
| | ® Female | | additional |
| | Issue: Gender | | information. |
| VH24082 | VID4082 | NC | |
| 1. What grades are taught in your school? Select all squares that apply. | 2. What grades are taught in your school? Select all squares that apply. | NC | N/A |
| Pre-kindergarten | Pre-kindergarten | | |
| ® Kindergarten | ® Kindergarten | | |
| © 1st grade | © 1st grade | | |
| ① 2nd grade | ② 2nd grade | | |
| ① 3rd grade | ② 3rd grade | | |
| ① 4th grade | ⊕ 4th grade | | |
| © 5th grade | © 5th grade | | |
| 6th grade | (b) 6th grade | | |
| ① 7th grade | | | |
| ① 8th grade | ① 7th grade | | |
| © 9th grade | © 8th grade | | |
| ① 10th grade | ◎ 9th grade | | |
| 11th grade | ① 10th grade | | |
| 12th grade | ® 11th grade | | |
| (2017 Crade 4) | ® 12th grade | | |
| (2017 Grade 4) | Issue: School Climate | | |
| VE2035 | VII20083 | NC | N/A |
| 2. Can your school be described by any of the following? Select all squares that apply. | 3. Can your school be described by any of the following? Select all squares that apply. | | , |
| Elementary school | Elementary school | | |
| Middle or junior high school | Middle or junior high school | | |
| © Secondary school © Regular school with a magnet program | © Secondary school | | |
| | Regular school with a magnet program | | |
| A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school | © A magnet school or a school with a special program emphasis, e.g., science/mathematics | | |
| Special education school: primarily serves students with disabilities | school, performing arts school, talented/gifted school, foreign language immersion school | | |
| Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education | © Special education school: primarily serves students with disabilities | | |
| Private independent school | © Alternative school: offers a curriculum designed to provide alternative or nontraditional | | |
| Private religiously affiliated school | education, not clearly categorized as regular, special, or vocational education | | |
| ① Independent charter school | Private independent school | | |
| © Charter school administered by local school district | Private religiously affiliated school | | |
| Other (Please specify): | | | |
| | ① Independent charter school | | |
| (2017 Grade 4) | Charter school administered by local school district | | |
| (2017 Grade 4) | Other (Please specify): | | |
| | Issue: School Climate | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

2019 Pilot Grade 4 Core School **Previous item** 2019 item D/A/ Rationale R/NC+ R The response 4. Please identify the organization(s) listed below to which your school is most 3. Please identify the organization(s) listed below to which your school is most option "None closely affiliated. Select all squares that apply. closely affiliated. Select all squares that apply. (3) American Association of Christian Schools American Association of Christian Schools of the Above" Association of Christian Schools International Association of Christian Schools International was removed. Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Episcopal Schools ® National Association of Independent Schools D National Association of Independent Schools National Catholic Educational Association National Catholic Educational Association @ National Society of Hebrew Day Schools @ National Society of Hebrew Day Schools The Association of Boarding Schools The Association of Boarding Schools Other (Please specify): Other (Please specify): Not affiliated with any organization O None of the above **Issue: School Climate** (2017 Grade 4) NC N/A 4. What is the current enrollment in your school? 5. What is the current enrollment in your school? **Issue: School Climate** (2017 Grade 4) R The response 5. Approximately what percentage of fourth-graders in your school is new this year? 7. Approximately what percentage of fourth-graders in your school is new this year? format was **®** 0% % changed to ® 1-2% © 3-5% match other © 6-10% similar items More than 10% in the questionnaire and reduce school administrator **Issue: School Climate** (2017 Grade 4) burden. N/A NC 6. About what percentage of this year's fourth-graders was held back and is repeating 8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade? fourth grade? ® 0% @ 0% ® 1-2% ® 1-2% © 3-5% © 3-5% © 6-10% @ 6-10% More than 10% D More than 10% (2017 Grade 4) **Issue: School Climate**

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 4 Core School | | | |
|--|---|---------------|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | NC | N/A |
| ◆ 0% | © 0% | | |
| ① 1–5% | ® 1-5% | | |
| © 6-10% | © 6-10% | | |
| © 11-25% | © 11-25% | | |
| © 26-50% | © 26-50% | | |
| © 51-75% | Ф 51-75% | | |
| © 76–90% | © 76–90% | | |
| © Over 90% | ® Over 90% | | |
| (2017 Grade 4) | Issue: School Climate | | |
| | N/A | D | To create room in the |
| ◎ 0% | | | |
| 3 1-3% | | | questionnaire |
| © 4-6% | | | for new |
| ◎ 7–10% | | | development |
| © 11–20% | | | and keep |
| ① Over 20% | | | • |
| | | | school |
| | | | administrator |
| | | | burden low, |
| | | | this item was |
| (2017 Grade 4) | | | |
| | VHZ40210 | | dropped. |
| 9. Last school year, approximately what percentage of students at your school left | N/A | D | To create |
| before the end of the school year? | | | room in the |
| ◎ 0% | | | questionnaire |
| 1-3% | | | The state of the s |
| © 4-6% | | | for new |
| © 7–10% | | | development |
| © 11–20% | | | and keep |
| © Over 20% | | | school |
| | | | administrator |
| | | | |
| | | | burden low, |
| 4 | | | this item was |
| (2017 Grade 4) | | | dropped. |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 20 | 019 Pilot Grade 4 Core School | | |
|---|---|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was |
| (2017 Grade 4) | | NC | dropped. N/A |
| 11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% © More than 10% | 9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% | | |
| (2017 Grade 4) | Issue: School Climate | | |
| 12. Does your school participate in the National School Lunch Program? © Yes © No Questions 13–15 are not applicable and will be skipped. (2017 Grade 4) | 11. Does your school participate in the National School Lunch Program? ② Yes ③ No Issue: Socioeconomic Status | NC | No content change was made but the skip pattern directions have been removed due to the transition to DBA. |
| 13. How does the school operate the program? © Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. Question 14 is not applicable and will be skipped. © All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | 12. How does the school operate the program? Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). Issue: Socioeconomic Status | NC | No content change was made but the skip pattern directions have been |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| D/A/ R/NC+ | Rationale |
|---------------|---|
| | removed due to the transition to DBA. |
| D | To create room in the questionnaire for new development and keep school administrator burden low, this item was |
| | |

36

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious ite | m | | | | | | | | | 2019 item | | | | | | | | | | D/A/ R/NC+ | Rationale |
|--|---------|------------|----------------------------|-----------|--------------------------|--|------------|-------------|-----------|---|------------|------------|-------|--------|----------|--------|--------|----------|--------------|---------------|--------------------------------------|
| 5. During this sch- eligible to recei- Program? | | | | | | | | | VH240218 | 13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? | | | | | | | NC | N/A | | | |
| ® 0% | | | | | | | | | | ⊕ 0% | | | | | | | | | | | |
| ® 1-5% | | | | | | | | | | 1–5% | | | | | | | | | | | |
| © 6-10% | | | | | | | | | | © 6-10% | | | | | | | | | | | |
| © 11-25% | | | | | | | | | | © 11-25% | | | | | | | | | | | |
| © 26-34% | | | | | | | | | | © 26-34% | | | | | | | | | | | |
| © 35-50% | | | | | | | | | | © 35-50% | | | | | | | | | | | |
| © 51-75% | | | | | | | | | | © 51-75% | | | | | | | | | | | |
| ⊕ 76–99% | | | | | | | | | | ® 76–99% | | | | | | | | | | | |
| O 100% | | | | | | | | | | O 100% | | | | | | | | | | | |
| 2017 Grade | 4) | | | | | | | | | Issue: Socioe | cono | mic St | tatus | | | | | | | | |
| 16. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) No Yes, our school receives funds, which are targeted to eligible students. Yes, our school receives funds, which are used for schoolwide purposes. | | | | | | provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) No Yes, our school receives funds, which are targeted to eligible students. Yes, our school receives funds, which are used for schoolwide purposes. | | | | | | | | | | | | | | | |
| 17. Approximately one circle in easervice they re services as of t | ch row. | Students v | who receive t the perce | entage of | nan one se students v | rvice sho | uld be cou | nted for | each | 15. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. | | | | | | | | R | Due to a lac | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | None | 1-5% | 6–10% | 11–25% | 26-50% | 51-75% | 76-90% | Over | | | relationship to |
| a. Targeted Title I services | 0 | Φ | 9 | 9 | Φ | Φ | ø | 0 | VH241931 | a. Targeted Title I services | (A) | (B) | 0 | 0 | © | 0 | 0 | ® | VH241931 | | achievemen |
| b. Gifted and talented program | 0 | (ID) | 9 | 0 | 00 | Θ | 0 | 69 | VH241922 | b. Gifted and talented program | @ | ® | 0 | 0 | (| Œ | 0 | • | VH241922 | | and to keep |
| c. Instruction provided in student's home language (non-English) | Ø | Φ | 9 | 9 | Φ | Φ | Φ | 0 | VH241923 | c. English-as-a- second-language (not in a bilingual education program) | a | • | 0 | 0 | 0 | Θ | 0 | • | VH241924 | | school administrat burden low, |
| English-as-a- second-language (not in a bilingual education program) | 9 | 9 | 0 | 9 | 0 | 0 | 0 | 0 | VHII41914 | d. Special education | (A) | (B) | 0 | Φ | © | • | © | • | VH241925 | | sub-item C was droppe |
| Pro-Printer. | | | | | | | 0 | GD | | l | | | | | | | | | | 1 | 1 |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|---|--|--|--|---|--------------|-----------|--|---|---|--|---------------------|----------|----------|---------------|-----------|
| During a typical week volunteers, including p | | | | ularly schedul | ed | VH240220 | 16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? | | | | | | NC | N/A | |
| ② 0 | | | | | | | ⊗ 0 | | | | | | | | |
| ® 1-5 | | | | | | | 3 1-5 | | | | | | | | |
| © 6-10 | | | | | | | © 6-10 | | | | | | | | |
| □ 11–15 | | | | | | | © 11-15 | | | | | | | | |
| © 16-25 | | | | | | | © 16-25 | | | | | | | | |
| © More than 25 | | | | | More than 25 | | | | | | | | | | |
| 2017 Grade 4) | | | | | | | Issue: School Clir | mate | | | | | | | |
| 19. Approximately what who do each of the fo | percentage of s llowing activit | students in yo ties? Select on | ur school have e circle in eac | e parents or gu h row. | ıardians | VH241938 | | 17. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row. | | | | | | NC | N/A |
| Wilmen | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | |
| Volunteer regularly to help in the classroom or another part of the school | ® | ® | 0 | Ф | Ф | VH241940 | Volunteer regularly to help in the classroom or another part of the school | (| (8) | 0 | Φ | • | VH241940 | | |
| Attend teacher-parent conferences | 0 | ® | 0 | 0 | 0 | VH241939 | b. Attend teacher-parent conferences | 0 | (6) | 0 | Φ | © | VH241939 | | |
| 2017 Grade 4) | | | | | | | Issue: School Clir | mate | | | | | | | |
| | ered in item 20 |): | | | | VH253959 | Issue: School Clin For all teacher counts entered | | n: | | | | VH253959 | NC | N/A |
| For all teacher counts ent | |): | | | | VH253959 | | ed in this iten | a: | | | | VH253959 | NC | N/A |
| For all teacher counts ent INCLUDE these typ • Regular | es of teachers: | | 1 - 1 | Fig. 1. and according | <u>.</u> | VH253959 | For all teacher counts entere INCLUDE these types • Regular | ed in this iten | | | | | VH253959 | NC | N/A |
| For all teacher counts ent | es of teachers: resource teach | | al education, T | Title I, art, mu | sic, | VH253959 | For all teacher counts entere | ed in this iten of teachers: source teacher | | education, Ti | tle I, art, mus. | ic, | VH253959 | NC | N/A |
| For all teacher counts ent INCLUDE these typ • Regular • Special area or | es of teachers: resource teach ion) | ers (e.g., specia | al education, T | Fitle I, art, mu | sic, | VIE253059 | For all teacher counts entere INCLUDE these types Regular Special area or res | ed in this iten of teachers: source teacher on) | | education, Ti | tle I, art, mus. | ic, | VH253959 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat | es of teachers: resource teach cion) titute teachers | ers (e.g., specia | al education, T | Title I, art, mu | sic, | VIE259059 | For all teacher counts entere INCLUDE these types Regular Special area or res physical educatio | ed in this iten of teachers: source teacher on) tute teachers | | education, Ti | tle I, art, mus. | ic, | VH253959 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ | es of teachers: resource teach ion) titute teachers es of teachers: ers who teach p | ers (e.g., specia | nis school | | | VH253959 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substit | ed in this iten of teachers: source teacher on) tute teachers of teachers: | rs (e.g., special | | tle I, art, mus. | ic, | VH233959 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educar Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign | es of teachers: resource teacher ion) titute teachers es of teachers: rs who teach p rted in other it ment at this so | ers (e.g., specia continue at the tems of this se | nis school | | | VIE259090 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substit INCLUDE these types | ed in this iten of teachers: source teachers in) tute teachers of teachers: s who teach pe | rs (e.g., special art-time at thi ems of this sec | s school | | | VE25999 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign | es of teachers: resource teacher ion) titute teachers es of teachers: ers who teach p rted in other it ment at this so | ers (e.g., specia continue at the tems of this se | nis school | | | V123999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substited INCLUDE these types Itinerant teachers Employees report. | ed in this iten of teachers: source teachers in) tute teachers of teachers: s who teach pe | rs (e.g., special art-time at thi ems of this sec | s school | | | VH25999 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educar Long-term subs INCLUDE these typ Itinerant teache Employees repcteaching assign DO NOT INCLUDE Student teacher | es of teachers: resource teacher ion) titute teachers: es of teachers: ers who teach p rted in other it ment at this so | ers (e.g., special wart-time at the tems of this se chool | nis school | | | V1C1999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substited INCLUDE these types Itinerant teachers Employees report teaching assignment DO NOT INCLUDE: Student teachers | ed in this item of teachers: source teacher on) tute teachers of teachers: s who teach pe ed in other ite ent at this sch | rs (e.g., special art-time at thi ems of this sec | s school | | | VII23999 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE | es of teachers: resource teacher ion) titute teachers: es of teachers: ers who teach p tred in other it ment at this se is stitute teachers | ers (e.g., special end of this section of this section) | nis school ction if they a | lso have a par | | ¥1253999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substite INCLUDE these types Itinerant teachers Employees report teaching assignment DO NOT INCLUDE: Student teachers Short-term substite | ed in this item of teachers: source teacher on) tute teachers of teachers: s who teach pe ed in other ite ent at this sch | rs (e.g., special art-time at thi ems of this sec hool | s school tion if they als | so have a part | | VIC23999 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educar Long-term subs INCLUDE these typ Itinerant teach Employees repoteaching assign DO NOT INCLUDE Student teaches Short-term subs | es of teachers: resource teacher ion) titute teachers es of teachers: ers who teach p rtted in other it ment at this so stitute teachers each ONLY pre october, how m | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | ¥1253998 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substite INCLUDE these types Itinerant teachers Employees reported teaching assignment book of the student teachers Student teachers Short-term substite Teachers who teachers Around the first of Oct | ed in this item of teachers: source teachers in tute teachers: of teachers: of who teach pred in other ite ent at this sol | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VIC25999 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educar Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE Student teaches Short-term subs Teachers who to | es of teachers: resource teacher ion) titute teachers es of teachers: ers who teach p rtted in other it ment at this so stitute teachers each ONLY pre october, how m | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | ¥1253998 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substited INCLUDE these types Itinerant teachers Employees report teaching assignment of the second o | ed in this item of teachers: source teachers in tute teachers: of teachers: of who teach pred in other ite ent at this sol | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VII23599 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE Student teaches Short-term subs Teachers who to Around the first of C positions or assignm a. Full-time | resource teachers: resource teachers ion) titute teachers es of teachers: ers who teach p red in other it ment at this so es stitute teachers each ONLY pre october, how m ents in this sol | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | ¥125999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substite INCLUDE these types Itinerant teachers Employees reported teaching assignment of the second | ed in this item of teachers: source teachers of teachers: of teachers: s who teach pied in other ite ent at this sch itute teachers ch ONLY pre- tober, how ma ats in this sch | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VII23599 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE Student teaches Short-term subs Teachers who to 20. Around the first of Copositions or assignm a. Full-time | es of teachers: resource teacher ion) titute teachers es of teachers: ers who teach p rtted in other it ment at this so stitute teachers each ONLY pre october, how m | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | V125999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substited INCLUDE these types Itinerant teachers Employees report teaching assignment of the second o | ed in this item of teachers: source teachers of teachers: of teachers: s who teach pied in other ite ent at this sch itute teachers ch ONLY pre- tober, how ma ats in this sch | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VIC23999 | NC | N/A |
| Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees report eaching assign DO NOT INCLUDE Student teaches Short-term subs Teachers who to 20. Around the first of Copositions or assignma. Full-time Full-time Full-time | resource teachers: resource teachers resource teachers res of teachers: res who teach p reted in other it ment at this so res restitute teachers reach ONLY pre rector, how m ents in this sol | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | V125999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substite INCLUDE these types Itinerant teachers Employees reported teaching assignment of the second | ed in this item of teachers: source teachers of teachers: of teachers: s who teach pied in other ite ent at this sch itute teachers ch ONLY pre- tober, how ma ats in this sch | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VIC23969 | NC | N/A |
| For all teacher counts ent. INCLUDE these typ Regular Special area or physical educat Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE Student teaches Short-term subs Teachers who to 20. Around the first of Copositions or assignm a. Full-time | resource teachers: resource teachers resource teachers res of teachers: res who teach p reted in other it ment at this so res restitute teachers reach ONLY pre rector, how m ents in this sol | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | V123999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical educatio Long-term substite INCLUDE these types Itinerant teachers Employees report teaching assignment of the country of the c | ed in this item of teachers: source teachers in) tute teachers of teachers: of teachers: of teachers of teachers of teachers of teachers of teachers of to teachers of to teachers of to teachers of to teachers chouly pre- tober, how ma ats in this scho | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VIES5969 | NC | N/A |
| For all teacher counts ent INCLUDE these typ Regular Special area or physical educar Long-term subs INCLUDE these typ Itinerant teach Employees reporteaching assign DO NOT INCLUDE Student teacher Short-term subs Teachers who to the substitution of Compositions or assignma. Full-time Full-time | resource teachers: resource teachers resource teachers res of teachers: res who teach p reted in other it ment at this so res restitute teachers reach ONLY pre rector, how m ents in this sol | ers (e.g., special wart-time at the tems of this se chool s -kindergarten | ais school ction if they a or adult educ RS held full-tir | lso have a par ation me or part-tim | t-time | V123999 | For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substite INCLUDE these types Itinerant teachers Employees reported teaching assignment DO NOT INCLUDE: Student teachers Short-term substite Teachers who teachers Around the first of Octpositions or assignment as Full-time Full-time | ed in this item of teachers: source teachers in) tute teachers of teachers: s who teach peed in other ite ent at this sch itute teachers ch ONLY pre- tober, how ma ats in this sche me teachers | rs (e.g., special art-time at thi ems of this sec hool kindergarten o | s school tion if they als or adult educat S held full-tim | so have a partition | time | VH25369 | NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 20 | 019 Pilot Grade 4 Core School | | |
|--|---|---------------|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 21. Does your school or district offer tenure to teachers? The Yes No (2017 Grade 4) | 19. Does your school, district, or diocese offer tenure to teachers? ① Yes ① No Issue: School Climate | R | This item was revised to include "diocese" as a source of tenure. |
| 22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select one circle in each row. 0-10% 11-25% 26-50% 51-75% 76-90% Over 90% a. Non-tenured teachers who had taught for at least one year b. Tenured teachers • • • • • • • • • • • • • • • • • • | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| 23. In the last school year, how many full-time teachers were new to your school? If you answered 0, Question 24 is not applicable and will be skipped. (2017 Grade 4) | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| | 2019 Pilot Grade 4 Core School | | |
|---|--|-------------|--|
| Previous item | 2019 item | D/A R/N | |
| 24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year? © 0-10% © 11-25% © 26-50% © 51-75% © 76-90% © Over 90% (2017 Grade 4) | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| 25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): (2017 Grade 4) | 20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): Issue: Technology Use | VIESUR99 NC | N/A |
| 26. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | | VIESTI16 NC | N/A |
| 27. In your school, where are desktop computers available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ④ In the school library ④ Other (Please specify): | | VHLCSSC NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 4 Core School | | | | | | | |
|--|--|----------|---------------|-----------|--|--|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | | | |
| 28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | 23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | VHS87118 | NC | N/A | | | |
| (2017 Grade 4) | Issue: Technology Use | | | | | | |
| 29. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | 24. What is the average age of the laptop computers (including Chromebooks) in your school? ① Up to 2 years old ① More than 2 years but less than 4 years old ② More than 4 years but less than 6 years old ② 6 years old or more ① I don't know. | VIBS7129 | NC | N/A | | | |
| (2017 Grade 4) | Issue: Technology Use | | | | | | |

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| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
|---|--|----------|---------------|-----------|
| In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | VH587122 | NC | N/A |
| ① In some classrooms | | | | |
| In all classrooms | In all classrooms | | | |
| © In a media center | - 1 Cont. 1 Co | | | |
| In a computer lab | © In a media center | | | |
| In the school library | © In a computer lab | | | |
| ① On mobile carts | In the school library | | | |
| Other (Please specify): | ① On mobile carts | | | |
| | © Other (Please specify): | | | |
| (2017 Grade 4) | Issue: Technology Use | | | |
| 31. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | 26. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | VH311502 | NC | N/A |
| | | | | |
| (2017 Grade 4) | Issue: Technology Use | | | |
| | 587138 | VH587138 | NC | N/A |
| 32. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | 27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | | | 14,71 |
| ⊕ Up to 2 years old | ⊕ Up to 2 years old | | | |
| More than 2 years but less than 4 years old | More than 2 years but less than 4 years old | | | |
| More than 4 years but less than 6 years old | © More than 4 years but less than 6 years old | | | |
| 6 years old or more | 6 years old or more | | | |
| ⊕ I don't know. | © I don't know. | | | |
| (2017 Grade 4) | Issue: Technology Use | | | |
| | VI587131 | VH587131 | NC | N/A |
| 33. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. | 28. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) | | | 1.4// |
| In some classrooms | available for students to work? Select all squares that apply. | | 1 | 1 |
| © In all classrooms | ① In some classrooms | | 1 | 1 |
| | In all classrooms | | 1 | |
| © In a media center | © In a media center | | | |
| In a computer lab | In a computer lab | | 1 | |
| © In the school library | In the school library | | 1 | |
| ① On mobile carts | On mobile carts | | 1 | |
| © Other (Please specify): | © Other (Please specify): | | | |
| (2017 Grade 4) | | | | |
| (LOI) Grade T | Issue: Technology Use | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item 44. In your school, is there a wireless Internet connection that students can use for schoolwork? | | | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
|--|-------------------------|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------|----------|--|---------------|---|
| | | | | | | | VH617371 | 29. In your school, is there a wireless Internet connection that students can use for schoolwork? ② Yes, everywhere or almost everywhere in the school. ③ Yes, in some areas of the school. ③ No Issue: Technology Use | NC | N/A |
| This school year, did yound tablets used in this Yes, we are partneric Yes, we have technic No | school? ng with a pr | ovider outs | side the sch | | for compute | ers | V1617375 | N/A | D | To create room in the questionnai for new developmer and keep school |
| 17 Grade 4) | | | | | | | | | | administrate burden low, this item wa dropped. |
| 17 Grade 4) 36. How often do teach | ners do the fo | dlowing in t | his school? | Select one | circle in each | row. | VIINTAEN | N/A | D | burden low this item wa dropped. To create |
| | ners do the fo | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | several times a | VILLER | N/A | D | burden low this item wa dropped. |
| How often do teach Teach jointly as a team in the same | | About once or twice a | About once or twice a | About once or twice a | Every day or almost | Several times a | VESTAN | N/A | D | burden low this item want dropped. To create room in the questionnal for new |
| How often do teach Teach jointly as a | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | | N/A | D | burden low this item want dropped. To create room in the questionnal for new developme and keep |
| a. Teach jointly as a team in the same class b. Observe other teachers' classes and provide | Never © | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | ARFFITTO | N/A | D | burden low this item w dropped. To create room in the questionna for new developme |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | 2019 item | | | | | | | |
|---------------|--|-----------------------|------|----------|---|---------------|--|--|
| N/A | 10. Are the following factors considered when students school? Select one circle in each row. | dents are admitted to | your | VH812914 | A | This item was | | |
| | | Yes | No | | | | | |
| | a. Student's record of academic performance | ⊗ | (1) | VH812915 | | provide | | |
| | b. Student's scores on an admission test | (A) | (3) | VH812917 | | additional | | |
| | c. Recommendation of the students' prior schools | 0 | (1) | VH812918 | | contextual | | |
| | d. Parents' agreement with the instructional or religious philosophy of the school | 0 | 18 | VH812919 | | information. | | |
| | e. Whether the student requires a special program | 0 | • | VH812920 | | | | |
| | f. Whether the student is interested in a special program | ® | • | VH858971 | | | | |
| | g. Preference given to family members of current or former students | 0 | (1) | VH812921 | | | | |
| | h. Residence in a particular area | (A) | (1) | VH812922 | | | | |
| | Qualitative information obtained from the student (e.g., student essays or interviews) | 0 | (1) | VH812923 | | | | |
| | j. Other (please specify): | ∅ | • | VH812924 | | | | |

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Appendix K-3d: Pilot Grade 4 Core

| 1. | What | is | your | sex? |
|----|------|----|------|------|
| | | | | |

- Male
- Female

- 2. What grades are taught in your school? Select all squares that apply.
 - Pre-kindergarten
 - ® Kindergarten
 - O 1st grade
 - ② 2nd grade
 - © 3rd grade
 - ① 4th grade
 - © 5th grade
 - (19) 6th grade
 - ① 7th grade
 - ① 8th grade
 - © 9th grade
 - ① 10th grade
 - □ 11th grade
 - 12th grade

| 3. | Ca | n your school be described by any of the following? Select all squares that apply. |
|----|------------|---|
| | (A) | Elementary school |
| | ഀ | Middle or junior high school |
| | 0 | Secondary school |
| | (| Regular school with a magnet program |
| | Œ | A magnet school or a school with a special program emphasis, e.g., science/mathematics |
| | | $school, performing \ arts \ school, \ talented/gifted \ school, for eign \ language \ immersion \ school$ |
| | Ð | Special education school: primarily serves students with disabilities |
| | © | Alternative school: offers a curriculum designed to provide alternative or nontraditional |
| | ⊕ | education, not clearly categorized as regular, special, or vocational education Private independent school |
| | Ф | Private religiously affiliated school |
| | О | Independent charter school |
| | ⊗ | Charter school administered by local school district |

Other (Please specify):

| 4. | Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. | |
|----|---|-----------|
| | American Association of Christian Schools | |
| | Association of Christian Schools International | |
| | © Christian Schools International | |
| | National Association of Episcopal Schools | |
| | © National Association of Independent Schools | |
| | National Catholic Educational Association | |
| | © National Society of Hebrew Day Schools | |
| | The Association of Boarding Schools | |
| | Other (Please specify): | |
| | Not affiliated with any organization | |
| 5. | What is the current enrollment in your school? | VH253912 |
| 6. | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | V11240206 |
| | 1 0% | |
| | ® 1–5% | |
| | © 6–10% | |
| | © 11–25% | |
| | © 26–50% | |
| | © 51–75% | |
| | © 76–90% | |
| | ① Over 90% | |
| | | |

| | | | VH892141 |
|----|------------|--|----------|
| 7. | Ap | proximately what percentage of fourth-graders in your school is new this year? | |
| | (A) | 0% | |
| | ® | 1–2% | |
| | 0 | 3–5% | |
| | 0 | 6–10% | |
| | Œ | More than 10% | |
| | | | |
| | | | |
| | | | VH240213 |
| 8. | | out what percentage of this year's fourth-graders was held back and is repeating orth grade? | |
| | (A) | 0% | |
| | ® | 1–2% | |
| | 0 | 3–5% | |
| | 0 | 6–10% | |
| | Œ | More than 10% | |
| | | | |
| | | | |
| | | | VH240212 |
| 9. | Ab abs | out what percentage of your teachers is absent on an average day? (Include all sences in calculating this rate.) | |
| | (A) | 0–2% | |
| | ® | 3–5% | |
| | 0 | 6–10% | |
| | 0 | More than 10% | |
| | | | |
| | | | |
| | | | |

10. Are the following factors considered when students are admitted to your school? Select **one** circle in each row.

| | | Yes | No | |
|----|--|------------|----|----------|
| a. | Student's record of academic performance | (A) | ® | VH812915 |
| b. | Student's scores on an admission test | (A) | ® | VH812917 |
| c. | Recommendation of the students' prior schools | (A) | ® | VH812918 |
| d. | Parents' agreement with the instructional or religious philosophy of the school | (4) | ® | VH812919 |
| e. | Whether the student requires a special program | (A) | ® | VH812920 |
| f. | Whether the student is interested in a special program | ® | ® | VH858971 |
| g. | Preference given to family members of current or former students | (A) | ® | VH812921 |
| h. | Residence in a particular area | (A) | ® | VH812922 |
| i. | Qualitative information obtained from the student (e.g., student essays or interviews) | ® | ® | VH812923 |
| j. | Other (please specify): | (A) | ® | VH812924 |

| 11. | Does your school | participate in | n the National | l School Lunch | Program? |
|-----|------------------|----------------|----------------|----------------|----------|
|-----|------------------|----------------|----------------|----------------|----------|

- A Yes
- ® No

VH240216

12. How does the school operate the program?

- Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- (a.g., Provision 2 or 3).

- **13.** During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
 - **a** 0%
 - ® 1-5%
 - © 6-10%
 - © 11–25%
 - © 26-34%
 - © 35-50%
 - © 51-75%
 - ⊕ 76–99%
 - ① 100%

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

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

| | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|---|------------|------|-------|--------|--------|----------|--------|-------------|----------|
| a. Targeted Title I services | A | ® | 0 | 0 | Œ | Ð | © | Θ | VH241931 |
| b. Gifted and talented program | (A) | B | 0 | 0 | Ē | Ē | © | ⊕ | VH241922 |
| c. English-as-a- second-language (not in a bilingual education program) | (A) | ® | 0 | 0 | ©. | © | 0 | Θ | VH241924 |
| d. Special education | A | ® | 0 | 0 | Ē | Ē | © | Θ | VH241925 |

- 16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
 - A 0
 - **®** 1–5
 - © 6-10
 - ① 11-15
 - © 16-25
 - © More than 25

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

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|--|-------------------|-------|--------|--------|----------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | ® | ® | 0 | 0 | © | VH241940 |
| b. Attend teacher–parent conferences | (A) | ® | 0 | 0 | Œ | VH241939 |

VH253959

For all teacher counts entered in this item:

INCLUDE these types of teachers:

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

INCLUDE these types of teachers:

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

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education
- **18.** Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

| a. Full-time | |
|--------------|--------------------|
| | Full-time teachers |
| b. Part-time | |
| | Part-time teachers |

| 19. Does your school, district, or diocese offer tenure to teachers? | |
|--|----------|
| Yes | |
| ® No | |
| | |
| | |
| | VH591899 |
| 20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. | |
| Desktop computers | |
| ® Laptop computers (including Chromebooks) | |
| Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): | |
| | |
| | |
| | |
| | |
| | VH587116 |
| 21. What is the average age of the desktop computers in your school? | |
| ⚠ Up to 2 years old | |
| ® More than 2 years but less than 4 years old | |
| © More than 4 years but less than 6 years old | |
| © 6 years old or more | |
| © I don't know. | |
| | |
| | |
| | |

| VH342882 |
|----------|
|----------|

| 22. | | your school, where are desktop computers available for students to work? Select squares that apply. | |
|-----|---------------|---|----------|
| | (A) | In some classrooms | |
| | $^{\odot}$ | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | (E) | In the school library | |
| | Ð | Other (Please specify): | |
| | | | |
| | | | |
| | | | VH587118 |
| 23. | | nat is the total number of laptop computers (including Chromebooks) available students in your school? Enter the number of laptop computers. | |
| | | | |
| | Ш | | |
| | | | |
| | | | |
| | | | |
| | | | VH587129 |
| 24. | | nat is the average age of the laptop computers (including Chromebooks) in your nool? | |
| | lack | Up to 2 years old | |
| | $^{	ext{	B}}$ | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | (E) | I don't know. | |
| | | | |
| | | | |

| 25. | In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | |
|-----|---|----------|
| | In some classrooms | |
| | ® In all classrooms | |
| | © In a media center | |
| | ① In a computer lab | |
| | ① In the school library | |
| | ① On mobile carts | |
| | © Other (Please specify): | |
| | | |
| 26. | What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) | VH311502 |
| | available for students in your school? Enter the number of tablets. | |
| | | |
| | | |
| | | |
| | | |
| | | VH587138 |
| 27. | What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | |
| | ① Up to 2 years old | |
| | ® More than 2 years but less than 4 years old | |
| | More than 4 years but less than 6 years old | |
| | © 6 years old or more | |
| | © I don't know. | |
| | | |
| | | |

| VH58713 |
|---------|
|---------|

| 28. | In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) |
|-----|---|
| | available for students to work? Select all squares that apply. |

- In some classrooms
- In all classrooms
- © In a media center
- In a computer lab
- © In the school library
- ① On mobile carts
- © Other (Please specify):

- **29.** In your school, is there a wireless Internet connection that students can use for schoolwork?
 - Yes, everywhere or almost everywhere in the school.
 - ® Yes, in some areas of the school.
 - © No

Appendix K-3e: Summary of Changes Operational Grade 8 Core

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|----------------|
| VIII 1229) | VHI125 | NC | N/A |
| 1. What is your sex? | 1. What is your sex? | | |
| ◆ Male | | | |
| ⑤ Female | Female | | |
| (2018 Grade 8) | Issue: Gender | | |
| VICEOUS | VH2402 | NC | NI/A |
| 2. What grades are taught in your school? Select all squares that apply. | 2. What grades are taught in your school? Select all squares that apply. | NC | N/A |
| Pre-kindergarten | Pre-kindergarten | | |
| © Kindergarten | ® Kindergarten | | |
| © 1st grade | © 1st grade | | |
| © 2nd grade | ① 2nd grade | | |
| © 3rd grade | ① 3rd grade | | |
| ① 4th grade | | | |
| © 5th grade | ① 4th grade | | |
| ® 6th grade | © 5th grade | | |
| ① 7th grade | ⊕ 6th grade | | |
| ① 8th grade | ① 7th grade | | |
| ◎ 9th grade | ② 8th grade | | |
| © 10th grade | 9th grade | | |
| © 11th grade | © 10th grade | | |
| 12th grade | 11th grade | | |
| | ⊕ 12th grade | | |
| (2018 Grade 8) | Issue: School Climate | | |
| VH24083 | | YH860697 R | The "Other |
| 3. Can your school be described by any of the following? Select all squares that apply. | 3. Can your school be described by any of the following? Select all squares that apply. | 1 | |
| Elementary school | Elementary school | | (Please |
| Middle or junior high school | Middle or junior high school | | specify)" |
| © Secondary school | © Secondary school | | response |
| Regular school with a magnet program | Regular school with a magnet program | | • |
| A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school | A magnet school or a school with a special program emphasis, e.g., science/mathematics | | option was |
| Special education school: primarily serves students with disabilities | | | removed. This |
| Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education | school, performing arts school, talented/gifted school, foreign language immersion school | 1 | response |
| | Special education school: primarily serves students with disabilities | | • |
| Private independent school Private religiously affiliated school | Alternative school: offers a curriculum designed to provide alternative or nontraditional | | option is only |
| Private rengiously animated sensor Independent charter school | education, not clearly categorized as regular, special, or vocational education | | used in pilot |
| Charter school administered by local school district | Private independent school | | administratio |
| O Other (Please specify): | Private religiously affiliated school | | ns. |
| | Independent charter school | | |
| (2018 Grade 8) | Charter school administered by local school district | | |
| | | | |

| 201 | 9 Operational Grade 8 Core School | | | |
|--|---|-----------|---------------|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
| 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Other (Please specify): Not affiliated with any organization | 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Not affiliated with any organization | VH862791 | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio |
| (2018 Grade 8) | Issue: School Climate | VH253912 | | ns. |
| 5. What is the current enrollment in your school? | 5. What is the current enrollment in your school? | | NC | N/A |
| (2018 Grade 8) | Issue: School Climate | VH253943 | | |
| 6. Approximately what percentage of eighth-graders in your school is new this year? | 7. Approximately what percentage of eighth-graders in your school is new this year? | V IL23943 | NC | N/A |
| (2018 Grade 8) | | VH240214 | NC | N1/A |
| 7. About what percentage of this year's eighth-graders was held back and is repeating eighth grade? © 0% © 1-2% © 3-5% © 6-10% More than 10% | 8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade? © 0% © 1-2% © 3-5% © 6-10% © More than 10% | | NC | N/A |
| (2018 Grade 8) | Issue: School Climate | | | |

| 2019 Operational Grade 8 Core School | | | | | | | |
|---|--|----------|---------------|-----------|--|--|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | | | |
| | 71224008 | VH240208 | NC | N/A | | | |
| Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | 6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | | | 14,71 | | | |
| ◎ 0% | ◎ 0% | | | | | | |
| ® 1–5% | ® 1-5% | | | | | | |
| © 6–10% | © 6-10% | | | | | | |
| © 11-25% | © 11–25% | | | | | | |
| © 26–50% | © 26–50% | | | | | | |
| Ф 51-75% | © 51–75% | | | | | | |
| © 76–90% | © 76–90% | | | | | | |
| ① Over 90% | © Over 90% | | | | | | |
| 2018 Grade 8) | January Cale and Climate | | | | | | |
| | Issue: School Climate | VH240209 | | | | | |
| Last school year, approximately what percentage of students at your school enrolled after the first day of school? | Last school year, approximately what percentage of students at your school enrolled after the first day of school? | 112020 | NC | N/A | | | |
| ◎ 0% | ₾ 0% | | | | | | |
| 3 1-3% | © 1-3% | | | | | | |
| © 4-6% | © 4-6% | | | | | | |
| ◎ 7–10% | © 7-10% | | | | | | |
| © 11-20% | © 11-20% | | | | | | |
| ① Over 20% | © Over 20% | | | | | | |
| 2018 Grade 8) | Issue: School Climate | | | | | | |
| · | REACTO CHARACTER CONTROLLER | VH240210 | NC | NI/A | | | |
| 0. Last school year, approximately what percentage of students at your school left before the end of the school year? | 10. Last school year, approximately what percentage of students at your school left before the end of the school year? | | NC | N/A | | | |
| ⊕ 0% | ® 0% | | | | | | |
| 1–3% | 1-3% | | | | | | |
| © 4-6% | © 4-6% | | | | | | |
| © 7-10% | © 7–10% | | | | | | |
| © 11-20% | © 11–20% | | | | | | |
| ● Over 20% | © Over 20% | | | | | | |
| 2018 Grade 8) | Issue: School Climate | | | | | | |

| 2019 O | perational Grade 8 Core School | | |
|--|--|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% (2018 Grade 8) | N/A | D | Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was dropped. |
| 12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% © More than 10% | 11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% | NC | N/A |
| (2018 Grade 8) | Issue: School Climate | | |
| 13. Does your school participate in the National School Lunch Program? ② Yes ③ No | 12. Does your school participate in the National School Lunch Program? ① Yes ① No | NC | N/A |
| (2018 Grade 8) | Issue: Socioeconomic Status | | |
| 14. How does the school operate the program? Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | 13. How does the school operate the program? Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | NC | N/A |
| (2018 Grade 8) | Issue: Socioeconomic Status | | |

| 2019 Operational Grade 8 Core School | | | | | | | | |
|--|---|----------|---------------|---|--|--|--|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | | | | |
| 15. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? ② This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. ③ 2017 ② 2016 ② 2015 ② 2014 ② 2013 ② 2012 or earlier | N/A | | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. | | | | |
| 16. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? © 0% © 1-5% © 6-10% © 11-25% © 26-34% © 35-50% © 51-75% © 76-99% © 100% (2018 Grade 8) | 14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? ② 0% ③ 1-5% ② 6-10% ⑤ 11-25% ⑤ 26-34% ⑥ 35-50% ⑥ 51-75% ⑥ 76-99% ⑥ 100% Issue: Socioeconomic Status | VH240218 | NC | N/A | | | | |
| 17. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) No Yes, our school receives funds, which are targeted to eligible students. Yes, our school receives funds, which are used for schoolwide purposes. | 15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) ◆ No ◆ Yes, our school receives funds, which are targeted to eligible students. ◆ Yes, our school receives funds, which are used for schoolwide purposes. Issue: Socioeconomic Status | VH240219 | NC | N/A | | | | |

| Previous item | | | | | | | 2019 item | 2019 item | | | | | | D/A/ R/NC+ | Rationale | | | | | | |
|---|------|------|-------|--------|--------|--------|---|-----------|-----------|--|----------|------|-------|---------------|-----------|--------|---------------------------|-------------|----------|---|--|
| 18. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. | | | | | | | 16. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. | | | | | | | | | R | Due to a lack of response | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over | | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | 1 | variability and to keep |
| a. Targeted Title I services | Ø | OD. | 0 | 9 | CD CD | Ф | 9 | 60 | VIRGARIES | a. Targeted Title I services | ® | • | 0 | 0 | Θ | Θ | 0 | ⊕ | VH241931 | | school |
| b. Gifted and talented program | 0 | 0 | 0 | 0 | 0 | Ф | 9 | 6 | VHZAVEZŽ | b. Gifted and talented program | 0 | 0 | 0 | Φ | Θ | Θ | 9 | 0 | VH241922 | | administrato |
| c. Instruction provided in student's home language (non-English) | Φ | Ф | 9 | Ф | θ | θ | 9 | 0 | V10.41921 | c. English-as-a- second-langua (not in a bilingual education program) | ge Ø | (1) | 0 | 0 | Θ | Θ | 0 | ⊕ | VH241924 | | burden low sub-item c. was dropped |
| d. English-as-a- second-language (not in a bilingual education program) | (D) | Ф | 9 | 9 | 30 | 9 | 9 | 89 | MHARRA | d. Special education | 0 | • | 0 | 0 | 0 | 0 | © | (8) | VH241925 | | |
| e. Special education | 0 | 0 | 9 | 0 | 0 | Ф | 9 | 0 | VH241925 | - | | | | | | | | | | | |

| | | | | | | VH240220 | 2019 item | | | | | | | D/A/ R/NC+ | Rationale | |
|--|--|---|--|------------------|------------|--------------|---|--|--|-------------------------------------|--|---------------|----------|---------------|-----------|-----|
| 19. During a typical week volunteers, including 1 | 17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? © 0 © 1–5 © 6–10 © 11–15 © 16–25 © More than 25 Issue: School Climate | | | | | | | NC | N/A | | | | | | | |
| Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row. | | | | | | 18. Approxim | nately what p | ercentage of s | tudents in yo | ur school have e circle in eac | parents or gu | uardians | VH241938 | NC | N/A | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | Not applicable | 0-10% | 11–25% | 26-50% | Over 50% | | | |
| Nolunteer regularly to help in the classroom or another part of the school | @ | ■ | 0 | Φ | • | VH241940 | a. Volunteer r help in the or another school | classroom | ® | • | 0 | • | • | VH241940 | | |
| . Attend teacher-parent conferences | ® | (8) | 0 | 0 | (D) | VH241939 | b. Attend tead conferences | | ® | ® | 0 | 0 | • | VH241939 | | |
| 2018 Grade 8) | | | | | | | Issue: Scho | ool Clim | ate | | | | | VH253959 | | |
| For all teacher counts entered in this item: INCLUDE these types of teachers: Regular Special area or resource teachers (e.g., special education, Title I, art. music, physical education) Lang-term substitute teachers INCLUDE these types of teachers: Itinerant teachers who teach part-time at this school Employees reported in other items of this section if they also have a part-time teaching assignment at this school DO NOT INCLUDE: Student teachers Not term substitute teachers | | | | | | | Regul Special physis Long- INCLUDE Itiner Emplo | these types of lar al area or resc cal education term substitu these types of rant teachers oyees reporte- ing assignme. | of teachers: ource teachers oute teachers of teachers: who teach pai | e (e.g., special rt-time at this | education, Ti s school tion if they als | | | | NC | N/A |
| Itinetent teac Employees replaced teaching assign DO NOT INCLUIT Student teach Short-term su | nment at this DE: ers bstitute teache | | Student teachers Short-term substitute teachers Teachers who teach ONLY pre-kindergarten or adult education Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes. Jeff Pull-time Full-time teachers B. Part-time Part-time teachers | | | | | | | | | | | | | |
| Itinerent teac Employees represent teaching essign DO NOT INCLUII. Student teach Short-term su Teachers who I Around the first of positions or assign a. Full-time Full b. Part-time | nment at this DE: ers bstitute teache teach ONLY p October, how ments in this s | re-kindergarte many TEACH chool? If none, | ERS held full-t | time or part-tir | ne | | Stude Short Teach 19. Around the positions of a. Full-tim b. Part-tim | ent teachers -term substitu ners who teach e first of Octo or assignment e Full-time | h ONLY pre-k ober, how mar s in this school teachers | y TEACHER | or adult educar S held full-tim ark (0) in the | e or part-tim | e | | | |

| | | | | | | 2019 (| Operational Grade 8 Core School | | | |
|---|---|---------------|-------------|--------------|------------|-------------|--|----------|---------------|-------------------------------|
| Previous item | | | | | | | 2019 item | | D/A/ R/NC+ | Rationale |
| 22. Does your school, di | 22. Does your school, district, or diocese offer tenure to teachers? © Yes © No (2018 Grade 8) | | | | | YHSGE | 20. Does your school, district, or diocese offer tenure to teachers? ◆ Yes ◆ No Issue: School Climate | VIEST201 | NC | N/A |
| the end of the last | 23. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select one circle in each row. | | | | | tool at for | N/A | | D | Due to the substantial |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | time burden |
| Non-tenured teachers who had taught for at least one year | Φ | 0 | 0 | Φ | Ф | © VHZEINES | | | | associated |
| b. Tenured teachers | 0 | 0 | 0 | Ф | Ф | © VICURE | | | | with completing this item and |
| | | | | | | | | | | a lack of a |
| | | | | | | | | | | clear relationship |
| | | | | | | | | | | to achievement, |
| | | | | | | | | | | this item was |
| (2018 Grade 8) | | | | | | VH254012 | N/A | | D | dropped. Due to the |
| 24. In the last school year | r, how man | y full-time t | eachers wer | e new to you | ur school? | | N/A | | | substantial |
| | | | | | | | | | | time burden associated |
| | | | | | | | | | | with |
| | | | | | | | | | | completing |
| | | | | | | | | | | this item and a lack of a |
| | | | | | | | | | | clear |
| | | | | | | | | | | relationship |
| | | | | | | | | | | to achievement, |
| (2018 Grade 8) | | | | | | | | | | this item was |
| , | | | | | | | | | | dropped. |

| 201 | 2019 Operational Grade 8 Core School | | | | | | | |
|--|--|---------------|---|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | |
| 25. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year? © 0-10% © 11-25% © 26-50% © 51-75% © 76-90% © Over 90% (2018 Grade 8) | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. | | | | | |
| 26. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): Other digital devices (Please specify): | 21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) | VIISSOISS R | The "Other (Please specify)" response option was removed. This response option is only used in pilot | | | | | |
| (2018 Grade 8) | Issue: Technology Use | | administratio ns. | | | | | |

| 2019 | Operational Grade 8 Core School | | |
|--|--|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 27. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | 22. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. Issue: Technology Use | VIESTII6 NC | N/A |
| 28. In your school, where are desktop computers available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ④ In the school library ④ Other (Please specify): (2018 Grade 8) | | PISSO(99) | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |
| 29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | 24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | NC | N/A |
| (2018 Grade 8) 30. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © 1 don't know. | Issue: Technology Use 25. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © 1 don't know. Issue: Technology Use | VIISST29 NC | N/A |

| 2019 | 9 Operational Grade 8 Core School | | |
|--|---|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ⑤ In a computer lab ⑤ In the school library ⑤ On mobile carts ③ Other (Please specify): | 26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ③ In the school library ④ On mobile carts | R R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio |
| (2018 Grade 8) | Issue: Technology Use | | ns. |
| 32. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. [2018 Grade 8] | 27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | NC NC | N/A |
| 33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | 28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. Issue: Technology Use | NC NC | N/A |
| 34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ⑤ In a computer lab ④ In the school library ⑤ On mobile carts ⑤ Other (Please specify): | 29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ③ In the school library ④ On mobile carts Issue: Technology Use | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |

| Previous item 35. In your school, is there a wireless Internet connection that students can use for schoolwork? © Yes, everywhere or almost everywhere in the school. © No (2018 Grade 8) | | | | | | | | 2019 item | D/A/ R/NC+ NC | Rationale N/A |
|---|---------------|-----------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------|-----------|---|---------------------|--|
| | | | | | | | 517371 | 30. In your school, is there a wireless Internet connection that students can use for schoolwork? ① Yes, everywhere or almost everywhere in the school. ① Yes, in some areas of the school. ② No | | |
| 36. This school year, did your school offer technical support to teachers for computers and tablets used in this school? ② Yes, we are partnering with a provider outside the school. ③ Yes, we have technical support staff in the school. ⑤ No | | | | | | ¥980) | 7735 | N/A | D | Due to a lac of a clear relationship to achievement and low response variability, this item wood |
| (2018 Grade 8) | | | | | | | | | | |
| (2018 Grade 8) 37. How often do teacl | ners do the f | About once or twice a | About once or twice a | About once or twice a | Every day or almost | Several times a | VID(1400 | N/A | D | dropped. Due to a lact of a clear relationship |
| | | About once or | About once or | About once or | Every day | Several | VHATE450 | N/A | D | dropped. Due to a lac of a clear |
| a. Teach jointly as a team in the same class b. Observe other teachers' classes and provide | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | | N/A | D | dropped. Due to a lactor of a clear relationship to achievement and low |
| a. Teach jointly as a team in the same class b. Observe other teachers' classes | Never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Several times a day | VERNICASO | N/A | D | dropped. Due to a lac of a clear relationship to achievemen |

Appendix K-3f: Operational Grade 8 Core

| 1. | What | ie | 77011r | cev? |
|----|--------|----|--------|------|
| т. | vviiat | 13 | your | SUA: |

- Male
- Female

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

- Pre-kindergarten
- ® Kindergarten
- O 1st grade
- ② 2nd grade
- © 3rd grade
- ① 4th grade
- © 5th grade
- (19) 6th grade
- ① 7th grade
- ① 8th grade
- © 9th grade
- ① 10th grade
- ◎ 11th grade
- 12th grade

- 3. Can your school be described by any of the following? Select all squares that apply.
 - Elementary school
 - Middle or junior high school
 - © Secondary school
 - Regular school with a magnet program
 - © A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
 - © Special education school: primarily serves students with disabilities
 - © Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
 - Private independent school
 - Private religiously affiliated school
 - Independent charter school
 - © Charter school administered by local school district

- **4.** Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.
 - American Association of Christian Schools
 - Association of Christian Schools International
 - Christian Schools International
 - National Association of Episcopal Schools
 - © National Association of Independent Schools
 - © National Catholic Educational Association
 - © National Society of Hebrew Day Schools
 - The Association of Boarding Schools
 - Not affiliated with any organization

| V | H25 | 391 | 12 |
|---|-----|-----|----|

| | | VH253912 |
|----|---|----------|
| 5. | What is the current enrollment in your school? | |
| | | |
| | | |
| | | |
| 6. | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | VH240208 |
| | | |
| | 1 1–5% | |
| | © 6–10% | |
| | © 11–25% | |
| | © 26-50% | |
| | © 51–75% | |
| | © 76–90% | |
| | ① Over 90% | |
| | | |
| | | |
| | | VH253943 |
| 7. | Approximately what percentage of eighth-graders in your school is new this year? | |
| | | |
| | | |
| | | |
| | | |
| 8. | About what percentage of this year's eighth-graders was held back and is repeating eighth grade? | VH240214 |
| | | |
| | ® 1-2% | |
| | © 3–5% | |
| | © 6-10% | |
| | © More than 10% | |

| | | | VH240209 |
|-----|---------------|--|----------|
| 9. | | st school year, approximately what percentage of students at your school rolled after the first day of school? | |
| | (A) | 0% | |
| | $^{	ext{	B}}$ | 1–3% | |
| | 0 | 4–6% | |
| | (| 7–10% | |
| | (E) | 11–20% | |
| | Ð | Over 20% | |
| | | | |
| | | | |
| | | | VH240210 |
| 10. | Las bef | st school year, approximately what percentage of students at your school left fore the end of the school year? | |
| | lack | 0% | |
| | $^{	ext{	B}}$ | 1–3 % | |
| | 0 | 4–6% | |
| | 0 | 7–10% | |
| | (E) | 11–20% | |
| | (Ē) | Over 20% | |
| | | | |
| | | | |
| | | | VH240212 |
| 11. | | out what percentage of your teachers is absent on an average day? (Include all sences in calculating this rate.) | |
| | (A) | 0–2% | |
| | $^{	ext{	B}}$ | 3–5% | |
| | 0 | 6–10% | |

© More than 10%

| | | | VH240215 |
|-----|------------|---|----------|
| 12. | Do | es your school participate in the National School Lunch Program? | |
| | (A) | Yes | |
| | ® | No | |
| | | | |
| | | | |
| | | | VH240216 |
| 13. | Но | w does the school operate the program? | |
| | lack | Student eligibility is determined individually, and eligible students receive free or | |
| | | reduced-price lunch. | |
| | ® | All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | |
| | | | |
| | | | |
| | | | VH240218 |
| 14. | eli | ring this school year, about what percentage of students in your school was gible to receive a free or reduced-price lunch through the National School Lunch ogram? | |
| | (A) | 0% | |
| | ® | 1–5% | |
| | 0 | 6–10% | |
| | 0 | 11–25% | |
| | Œ | 26–34% | |
| | (F) | 35–50% | |
| | © | 51–75% | |
| | \oplus | 76–99% | |
| | \bigcirc | 100% | |
| | | | |
| | | | |
| | | | |

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

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

| | | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|----|---|------|------|-------|--------|--------|----------|--------|-------------|----------|
| a. | Targeted Title I services | (4) | ® | 0 | 0 | Œ | Ð | 0 | Θ | VH241931 |
| b. | Gifted and talented program | (4) | B | 0 | 0 | Œ | (F) | 6 | Ð | VH241922 |
| c. | English-as-a- second-language (not in a bilingual education program) | (4) | ® | 0 | 0 | (£) | © | 0 | Θ | VH241924 |
| d. | Special education | A | ® | 0 | 0 | Ē | Ē | © | \oplus | VH241925 |

- 17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
 - **(A)** 0
 - ® 1-5
 - © 6-10
 - ① 11-15
 - © 16-25
 - © More than 25

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

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|--|-------------------|-------|--------|--------|----------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | 0 | ® | 0 | 0 | © | VH241940 |
| b. Attend teacher–parent conferences | (A) | ® | 0 | 0 | Œ | VH241939 |

VH253959

For all teacher counts entered in this item:

INCLUDE these types of teachers:

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

INCLUDE these types of teachers:

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

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education
- **19.** Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

| a. Full-time | |
|--------------|--------------------|
| | Full-time teachers |
| b. Part-time | |
| | Part-time teachers |

| | | VH547401 |
|-----|---|----------|
| 20. | Does your school, district, or diocese offer tenure to teachers? | |
| | ♠ Yes | |
| | ® No | |
| | | |
| | | |
| | | |
| | | VH860698 |
| 21. | In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. | |
| | Desktop computers | |
| | Laptop computers (including Chromebooks) | |
| | © Tablets (for example, Surface Pro, iPad, Kindle Fire) | |
| | | |
| | | |
| | | |
| | | |
| | | VH587116 |
| 22. | What is the average age of the desktop computers in your school? | |
| | ① Up to 2 years old | |
| | ® More than 2 years but less than 4 years old | |
| | More than 4 years but less than 6 years old | |
| | © 6 years old or more | |
| | © I don't know. | |
| | C I don't know. | |
| | | |
| | | |
| | | |
| | | |

| 23. | In your school, where are desktop computers available for students to work? Select all squares that apply. | |
|-----|--|----------|
| | D In some classrooms | |
| | D In all classrooms | |
| | O In a media center | |
| | D In a computer lab | |
| | D In the school library | |
| 24. | What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | VH587118 |
| 25. | What is the average age of the laptop computers (including Chromebooks) in your school? | |
| | D Up to 2 years old | |
| | D More than 2 years but less than 4 years old | |
| | More than 4 years but less than 6 years old | |
| | D 6 years old or more | |
| | D I don't know. | |
| | | |

| 26. | In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | |
|-----|--|----------|
| | In some classrooms | |
| | In all classrooms | |
| | © In a media center | |
| | ① In a computer lab | |
| | © In the school library | |
| | ① On mobile carts | |
| | | |
| | | |
| | | VH311502 |
| 27. | What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | VH587138 |
| 28. | What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | |
| | ① Up to 2 years old | |
| | ® More than 2 years but less than 4 years old | |
| | More than 4 years but less than 6 years old | |
| | © 6 years old or more | |
| | © I don't know. | |
| | | |
| | | |

- **29.** In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
 - In some classrooms
 - In all classrooms
 - © In a media center
 - In a computer lab
 - © In the school library
 - ① On mobile carts

- **30.** In your school, is there a wireless Internet connection that students can use for schoolwork?
 - ② Yes, everywhere or almost everywhere in the school.
 - ® Yes, in some areas of the school.
 - © No

Appendix K-3g: Summary of Changes Pilot Grade 8 Core

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|---------------|
| N/A | 1. What is your sex? | Α | This item was |
| | | | added to |
| | | | provide |
| | (3) Female | | · |
| | | | additional |
| | Issue: Gender | | contextual |
| | | | information. |
| V11240332 | VH24032 | NC | N/A |
| 1. What grades are taught in your school? Select all squares that apply. | What grades are taught in your school? Select all squares that apply. | | ' |
| © Pre-kindergarten | Pre-kindergarten | | |
| ® Kindergarten | ® Kindergarten | | |
| © 1st grade | ◎ 1st grade | | |
| © 2nd grade | ② 2nd grade | | |
| © 3rd grade | ① 3rd grade | | |
| ① 4th grade | ① 4th grade | | |
| © 5th grade | © 5th grade | | |
| 6th grade | ⊕ 6th grade | | |
| ① 7th grade | → 7th grade | | |
| ① 8th grade | → 8th grade | | |
| © 9th grade | 9th grade | | |
| © 10th grade © 11th grade | © 10th grade | | |
| ① 12th grade | 11th grade | | |
| o 12th gade | 12th grade | | |
| (2017 Grade 8) | Issue: School Climate | | |
| VH20385 | VIII-0083 | NC | N/A |
| 2. Can your school be described by any of the following? Select all squares that apply. | 3. Can your school be described by any of the following? Select all squares that apply. | INC | IN/A |
| Elementary school | | | |
| Middle or junior high school | Middle or junior high school | | |
| © Secondary school | © Secondary school | | |
| Regular school with a magnet program | Regular school with a magnet program | | |
| A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school | A magnet school or a school with a special program emphasis, e.g., science/mathematics | | |
| Special education school: primarily serves students with disabilities | school, performing arts school, talented/gifted school, foreign language immersion school | | |
| Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education | © Special education school: primarily serves students with disabilities | | |
| Private independent school | Alternative school: offers a curriculum designed to provide alternative or nontraditional | | |
| Private religiously affiliated school | education, not clearly categorized as regular, special, or vocational education | | |
| Independent charter school | ® Private independent school | | |
| © Charter school administered by local school district | O District William I also | | |
| Other (Please specify): | Private religiously affiliated school | | |
| | Independent charter school | | |
| | © Charter school administered by local school district | | |
| (22.7.2.1.2) | Other (Please specify): | | |
| (2017 Grade 8) | Issue: School Climate | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Page 1

2019 Pilot Grade 8 Core School **Previous item** 2019 item D/A/ Rationale R/NC+ R The response 4. Please identify the organization(s) listed below to which your school is most 3. Please identify the organization(s) listed below to which your school is most option "None closely affiliated. Select all squares that apply. closely affiliated. Select all squares that apply. (3) American Association of Christian Schools American Association of Christian Schools of the Above" Association of Christian Schools International Association of Christian Schools International was removed. Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Episcopal Schools ® National Association of Independent Schools D National Association of Independent Schools National Catholic Educational Association National Catholic Educational Association @ National Society of Hebrew Day Schools @ National Society of Hebrew Day Schools The Association of Boarding Schools The Association of Boarding Schools Other (Please specify): Other (Please specify): Not affiliated with any organization O None of the above **Issue: School Climate** (2017 Grade 8) NC N/A 4. What is the current enrollment in your school? 5. What is the current enrollment in your school? **Issue: School Climate** (2017 Grade 8) R The response 5. Approximately what percentage of eighth-graders in your school is new this year? 7. Approximately what percentage of eighth-graders in your school is new this year? format was **a** 0% % changed to ® 1-2% © 3-5% match other @ 6-10% similar items More than 10% in the questionnaire and reduce school administrator **Issue: School Climate** (2017 Grade 8) burden. N/A NC 6. About what percentage of this year's eighth-graders was held back and is repeating 8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade? eighth grade? ⊕ 0% @ 0% ® 1-2% ® 1-2% © 3-5% © 3-5% @ 6-10% ◎ 6-10% More than 10% More than 10% Issue: School Climate (2017 Grade 8)

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 8 Core School | | | | |
|--|--|---------------|-----------------------|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | |
| 7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | 6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | VH240208 NC | N/A | |
| ◆ 0% | © 0% | | | |
| 1–5% | © 1–5% | | | |
| © 6-10% | © 6–10% | | | |
| © 11-25% | © 11-25% | | | |
| © 26-50% | © 26-50% | | | |
| © 51-75% | © 51–75% | | | |
| © 76–90% | © 76–90% | | | |
| © Over 90% | © Over 90% | | | |
| (2017 Grade 8) | Issue: School Climate | | | |
| 8. Last school year, approximately what percentage of students at your school enrolled after the first day of school? | | D | To create room in the | |
| ② 0% | | | | |
| 3 1-3% | | | questionnaire | |
| © 4-6% | | | for new | |
| ◎ 7–10% | | | development | |
| © 11–20% | | | and keep | |
| © Over 20% | | | school | |
| (2017 Grade 8) | | | administrator | |
| (2017 Grade 0) | | | burden low, | |
| | | | this item was | |
| | | | dropped. | |
| V | H240210 | _ | | |
| Last school year, approximately what percentage of students at your school left before the end of the school year? | N/A | D | To create room in the | |
| ♥ 0% | | | | |
| ⊕ 1–3% | | | questionnaire | |
| © 4-6% | | | for new | |
| © 7-10% | | | development | |
| © 11–20% | | | and keep | |
| © Over 20% | | | | |
| | | | school | |
| (2047.0 1 0) | | | administrator | |
| (2017 Grade 8) | | | burden low, | |
| | | | this item was | |
| | | | | |
| | | | dropped. | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 8 Core School | | | | | | | |
|--|---|---------------|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | |
| 10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% (2017 Grade 8) | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | |
| 11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) ① 0-2% ① 3-5% ② 6-10% ① More than 10% | 9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% | NC NC | N/A | | | | |
| (2017 Grade 8) 12. Does your school participate in the National School Lunch Program? | 11. Does your school participate in the National School Lunch Program? | NC | No content change was | | | | |
| ♥ Yes ♥ No Questions 13–15 are not applicable and will be skipped. (2017 Grade 8) | ♠ Yes ♠ No Issue: Socioeconomic Status | | made but the skip pattern directions have been removed due to the transition to DBA. | | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 13. How does the school operate the program? © Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. Question 14 is not applicable and will be skipped. © All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). (2017 Grade 8) Issue: Socioeconomic Status I If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? © This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. I If your school distributes free lunch to all students under Provision 2 or 3—eligibility is determined annually. I I I Your school distributes free lunch to all students under Provision 2 or 3—eligibility is determined individually, and eligible students receive free or reduced-price lunch. © All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). I I Your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? © This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined individually, and eligible students receive free or reduced-price lunch. © Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. © All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | | D/A/ Rationale R/NC+ |
|--|-------------|--|
| 14. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? ① This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. ② 2016 ② 2015 ③ 2014 ④ 2013 | VH240236 NC | NC No content change was made but the skip pattern directions have been removed due to the transition to |
| 14. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? ① This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. ① 2016 ② 2015 ② 2014 ① 2013 | | DBA. |
| © 2011 or earlier | D | D To create room in the questionnaire for new development and keep school administrato burden low, |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous ite | m | | | | | | | | | 2019 item | | | | | | | | | | D/A/ R/NC+ | Rationale |
|---|---|-----------|-----------------------|-------------------------|------------|---|----------|-------------|--|--|---|------------|-------|--------------|----------|----------|--------|-------------|----------|---------------|---------------------------------------|
| | During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch | | | | | | | VH240218 | 13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? | | | | | | | VH240218 | NC | N/A | | | |
| © 0% | | | | | | | | | | ⊕ 0% | | | | | | | | | | | |
| ® 1-5% | | | | | | | | | | T-5% | | | | | | | | | | | |
| © 6-10% | | | | | | | | | | © 6-10% | | | | | | | | | | | |
| © 11–25% | | | | | | | | | | © 11-25% | | | | | | | | | | | |
| © 26-34% | | | | | | | | | | © 26-34% | | | | | | | | | | | |
| © 35-50% | | | | | | | | | | © 35-50% | | | | | | | | | | | |
| © 51–75% | | | | | | | | | | © 51–75% | | | | | | | | | | | |
| ® 76–99% | | | | | | | | | | ⊕ 76–99% | | | | | | | | | | | |
| O 100% | | | | | | | | | | Ф 100% | | | | | | | | | | | |
| 2017 Grade | 8) | | | | | | | | | Issue: Socioe | conoi | mic St | tatus | | | | | | | | |
| provides educatichildren who liv No Yes, our scho Yes, our scho | e in areas | s with hi | gh concer which ar | ntrations re targete | of low-ine | come fami | ilies.) | | | © No S Yes, our school | Yes, our school receives funds, which are targeted to eligible students. Yes, our school receives funds, which are used for schoolwide purposes. | | | | | | | | | | |
| 17. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. | | | | | | 15. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. | | | | | | | R | Due to a lac | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | None | 1-5% | 6–10% | 11–25% | 26-50% | 51-75% | 76-90% | Over 90% | | | relationship to |
| a. Targeted Title I services | 0 | 0 | 9 | 0 | Φ | Φ | 0 | 0 | VH241931 | a. Targeted Title I services | 8 | (B) | 0 | 0 | (| Θ | 0 | • | VH241931 | | achievemen |
| b. Gifted and talented program | 8 | (D) | 9 | 0 | 00 | θ | 0 | 69 | VH141922 | b. Gifted and talented program | 0 | ® | 0 | • | (| ① | © | • | VH241922 | | and to keep |
| c. Instruction provided in student's home language (non-English) | 9 | Φ | 9 | Ø | Ф | θ | © | Θ | VH231923 | c. English-as-a- second-language (not in a bilingual education program) | 0 | • | 0 | 0 | Φ | θ | 0 | • | VH241924 | | school administrate burden low, |
| d. English-as-a- second-language (not in a | 0 | 9 | 0 | 0 | 0 | 0 | Φ | 0 | VHIIALODA | d. Special education | ® | (B) | 0 | Φ | • | • | © | • | VH241925 | | sub-item C was droppe |
| bilingual education program) | | | | | | | | | | | | | | | | | | | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale | |
|--|---|---|---|----------|-----------|---|---|--|--|------------------------------------|----------|---------------|-----------|-----|
| 8. During a typical week of school, wh volunteers, including parents, work | | | ularly schedul | led | VH240220 | 16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? | | | | | | NC | N/A | |
| ● 0 | | | | | | ◎ 0 | | | | | | | | |
| □ 1-5 □ 6.10 □ 1.0 | | | | | | □ 1–5 | | | | | | | | |
| © 6-10 | | | | | | © 6–10 | | | | | | | | |
| © 11-15 © 16-25 | | | | | | © 11–15 | | | | | | | | |
| © More than 25 | | | | | | © 16–25 © More than 25 | | | | | | | | |
| 2017 Grade 8) | | | | | | Issue: School Clir | mate | | | | | | | |
| 19. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row. | | | | | | 17. Approximately what p who do each of the fol | percentage of s | | | | ıardians | VH241938 | NC | N/A |
| Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | Not applicable | 0–10% | 11-25% | 26–50% | Over 50% | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | ● | 0 | Ф | Ф | VH241940 | Volunteer regularly to help in the classroom or another part of the school | @ | (8) | 0 | Ф | • | VH241940 | | |
| b. Attend teacher-parent conferences | • | 0 | 0 | 0 | VH241939 | b. Attend teacher-parent | ® | • | 0 | Φ | • | VH241939 | 1 | |
| | • | | | 1 | | Iccup: School Clir | | <u> </u> | , mai (Tilliana) | | | | | |
| 2017 Grade 8) | 0: | | | | VH253959 | Issue: School Clir | mate | | Control of the Contro | | | VH253959 | NC | N/A |
| 2017 Grade 8) | | | | | VH253959 | Issue: School Clir | mate ed in this item | | | | | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular | : | | | | VH253959 | Issue: School Clir | mate ed in this item | | | | | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teac. | : | al education, 1 | Title I, art, mu | sic, | VH253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res | mate ed in this item of teachers: | : | | | | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular | : hers (e.g., speci | al education, I | Fitle I, art, mu | sic, | VH253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular | mate ed in this item of teachers: source teacher n) | : | | | | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachers physical education) | : hers (e.g., speci | al education, T | Title I, art, mu. | sic. | VE253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit | mate ed in this item of teachers: source teacher n) tute teachers | : | | | | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teacphysical education) • Long-term substitute teachers INCLUDE these types of teachers • Itinerant teachers who teach | : hers (e.g., speci s : part-time at tl | nis school | | | VIE253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education | mate ed in this item of teachers: source teacher n) tute teachers of teachers: | : s (e.g., special | education, Tit | | | | NC | N/A |
| For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachers education) • Long-term substitute teachers INCLUDE these types of teachers • Itinerant teachers who teach • Employees reported in other teaching assignment at this: | hers (e.g., species s : : part-time at the items of this se | nis school | | | VIES508 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types | mate ed in this item of teachers: source teacher n) tute teachers of teachers: who teach pied in other ite | s (e.g., special art-time at thi ms of this sec | education, Tit | tle I, art, mus. | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teacphysical education) Long-term substitute teachers INCLUDE these types of teachers Itinerant teachers who teach Employees reported in other teaching assignment at this second | hers (e.g., species s : : part-time at the items of this se | nis school | | | VIES508 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignment | mate ed in this item of teachers: source teacher n) tute teachers of teachers: who teach pied in other ite | s (e.g., special art-time at thi ms of this sec | education, Tit | tle I, art, mus. | ic, | | NC | N/A |
| For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachers entered education) • Long-term substitute teachers INCLUDE these types of teachers • Itinerant teachers who teach • Employees reported in other teaching assignment at this: | ers (e.g., specials s: : : : : : : : : : : : : : : : : : | nis school | | | VII253999 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignment DO NOT INCLUDE: Student teachers | mate ed in this item of teachers: source teacher n) ute teachers of teachers: who teach pe ed in other ite ent at this sch | s (e.g., special art-time at thi ms of this sec | education, Tit | tle I, art, mus. | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teacphysical education) Long-term substitute teachers INCLUDE these types of teachers Interant teachers who teach Employees reported in other teaching assignment at this supposed to the component of th | : s s : part-time at the titems of this second | ais school section if they a | lso have a par | | VIE25999 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignment DO NOT INCLUDE: Student teachers Short-term substit | mate ed in this item of teachers: source teacher in) tute teachers of teachers: who teach pe ed in other ite ent at this sch | es (e.g., special ort-time at thi ms of this sec- | education, Til s school tion if they als | tle I, art, mus: so have a part | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teachers entered e | thers (e.g., specials there is the second of this second of the second | ais school ection if they a or adult educ | lso have a par ation me or part-tim | t-time | VIE25999 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignment DO NOT INCLUDE: Student teachers Short-term substit Teachers who teach | mate ed in this item of teachers: source teacher in) tute teachers who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre-i | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |
| For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teachy physical education) Long-term substitute teachers Include these types of teachers Itinerant teachers who teach Employees reported in other teaching assignment at this substitute teachers NONOT INCLUDE: Student teachers Short-term substitute teacher Teachers who teach ONLY pu | thers (e.g., specials there is the second of this second of the second | ais school ection if they a or adult educ | lso have a par ation me or part-tim | t-time | VII253999 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignmen DO NOT INCLUDE: Student teachers Short-term substit Teachers who teac | mate ed in this item of teachers: source teacher in) tute teachers who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre-i | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers Regular Special area or resource teacphysical education) Long-term substitute teachers INCLUDE these types of teachers Itinerant teachers who teach Employees reported in other teaching assignment at this supposed in teachers Student teachers Short-term substitute teacher Teachers who teach ONLY p. | thers (e.g., specials there is the second of this second of the second | ais school ection if they a or adult educ | lso have a par ation me or part-tim | t-time | VIC55999 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignme DO NOT INCLUDE: Student teachers Short-term substit Teachers who teace 18. Around the first of Oct positions or assignmen a. Full-time | mate ed in this item of teachers: source teacher n) tute teachers of teachers: who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre- cober, how ma its in this scho | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |
| Por all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachers physical education) • Long-term substitute teachers INCLUDE these types of teachers • Itinerant teachers who teach • Employees reported in other teaching assignment at this supposed to the substitute teachers • Student teachers • Short-term substitute teacher • Teachers who teach ONLY propositions or assignments in this suppositions or assignment at the supposition of the supp | thers (e.g., specials there is the second of this second of the second | ais school ection if they a or adult educ | lso have a par ation me or part-tim | t-time | VII253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignmen DO NOT INCLUDE: Student teachers Short-term substit Teachers who teac | mate ed in this item of teachers: source teacher n) tute teachers of teachers: who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre- cober, how ma its in this scho | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachynysical education) • Long-term substitute teachers • Itinerant teachers who teach employees reported in other teaching assignment at this support of the second o | thers (e.g., specials there is the second of this second of the second | ais school ection if they a or adult educ | lso have a par ation me or part-tim | t-time | VII253959 | Issue: School Clir For all teacher counts entere INCLUDE these types Regular Special area or res physical education Long-term substit INCLUDE these types Itinerant teachers Employees reporte teaching assignme DO NOT INCLUDE: Student teachers Short-term substit Teachers who teace 18. Around the first of Oct positions or assignmen a. Full-time | mate ed in this item of teachers: source teacher n) tute teachers of teachers: who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre- cober, how ma its in this scho | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |
| 2017 Grade 8) For all teacher counts entered in item 2 INCLUDE these types of teachers • Regular • Special area or resource teachysical education) • Long-term substitute teachers • Itinerant teachers who teach employees reported in other teaching assignment at this substitute teachers • Student teachers • Short-term substitute teachers • Short-term substitute teachers • Teachers who teach ONLY propositions or assignments in this substitute teachers a. Full-time | thers (e.g., specials there is the second of this second of the second | ais school sction if they a or adult educ | lso have a par ation me or part-tim | t-time | VIESNOS | Issue: School Clir For all teacher counts entered INCLUDE these types Regular Special area or resphysical education Long-term substit INCLUDE these types Itinerant teachers Employees reported teaching assignment DO NOT INCLUDE: Student teachers Short-term substit Teachers who teact 18. Around the first of Oct positions or assignment a. Full-time | mate ed in this item of teachers: source teachers n) tute teachers of teachers who teach pe ed in other ite ent at this sch tute teachers ch ONLY pre- cober, how ma its in this sch in this sch | s (e.g., special ort-time at thi ms of this sec ool | education, Til s school tion if they als or adult educat S held full-tim | tle I, art, mus. so have a part- | ic, | | NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 8 Core School | | | | | | | |
|---|--|---------------|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | |
| 21. Does your school or district offer tenure to teachers? Type Yes No (2017 Grade 8) | 19. Does your school, district, or diocese offer tenure to teachers? Type Yes No Issue: School Climate | R | This item was revised to include "diocese" as a source of tenure. | | | | |
| 22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select one circle in each row. | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | |
| 23. In the last school year, how many full-time teachers were new to your school? If you answered 0, Question 24 is not applicable and will be skipped. (2017 Grade 8) | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 8 Core School | | | | | | | |
|---|---|---------------|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | |
| 24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year? © 0-10% © 11-25% © 26-50% © 51-75% © 76-90% © Over 90% (2017 Grade 8) | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | |
| 25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) © Other digital devices (Please specify): | 20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. Desktop computers Laptop computers (including Chromebooks) Tablets (for example, Surface Pro, iPad, Kindle Fire) Other digital devices (Please specify): | NC NC | N/A | | | | |
| 26. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. (2017 Grade 8) | | NC NC | N/A | | | | |
| 27. In your school, where are desktop computers available for students to work? Select all squares that apply. © In some classrooms © In all classrooms © In a media center © In a computer lab © In the school library © Other (Please specify): | 22. In your school, where are desktop computers available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ④ In the school library ⑤ Other (Please specify): Issue: Technology Use | NC NC | N/A | | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|-----------|
| 28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | 23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | NC NC | N/A |
| (2017 Grade 8) | Issue: Technology Use | | |
| 29. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | 24. What is the average age of the laptop computers (including Chromebooks) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | NC | N/A |
| (2017 Grade 8) | Issue: Technology Use | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
|--|---|----------|---------------|-----------|
| 30. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. © In some classrooms © In all classrooms © In a media center © In a computer lab © In the school library © On mobile carts © Other (Please specify): | 25. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ⑤ In some classrooms ⑤ In all classrooms ⑥ In a media center ⑥ In a computer lab ⑥ In the school library ⑥ On mobile carts ⑥ Other (Please specify): | VHS97122 | NC | N/A |
| (2017 Grade 8) | Issue: Technology Use | VH311502 | | |
| 31. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | 26. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | | NC | N/A |
| (2017 Grade 8) | Issue: Technology Use | | | |
| 32. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. (2017 Grade 8) | 27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? ① Up to 2 years old ② More than 2 years but less than 4 years old ② More than 4 years but less than 6 years old ③ 6 years old or more ⑤ I don't know. Issue: Technology Use | VISSTISS | NC | N/A |
| viess: 33. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) | | VH587131 | NC | N/A |
| available for students to work? Select all squares that apply. | available for students to work? Select all squares that apply. | | | |
| In some classrooms In all classrooms | | | | |
| © In a media center | In all classrooms | | | |
| © In a media center © In a computer lab | © In a media center | | | 1 |
| © In the school library | | | | 1 |
| and the state of t | In the school library | | | |
| On mobile carts | On mobile carts | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
|--|-------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|---------------------------|------------|--|---------------|--|
| No. In your school, is there a wireless Internet connection that students can use for schoolwork? Ores, everywhere or almost everywhere in the school. No. No. | | | | | s can use for | | VH617371 | 29. In your school, is there a wireless Internet connection that students can use for schoolwork? ② Yes, everywhere or almost everywhere in the school. ③ Yes, in some areas of the school. ③ No Issue: Technology Use | NC | N/A |
| This school year, did yeand tablets used in this Yes, we are partneri Yes, we have techni No 17 Grade 8) | s school? ing with a | provider out | side the scl | | s for compute | ers | VII6/17375 | N/A | D | To create room in the questionnai for new developmer and keep school administrate burden low, this item wadropped. |
| 36. How often do teacl | hers do the | About | About | About | 1 | | VISITAN | N/A | D | To create room in the |
| | Never | once or rwice a year | once or twice a month | once or twice a week | Every day or almost every day | Several times a day | | | | questionnai |
| Teach jointly as a team in the same class | (4) | 0 | 0 | Φ | Φ | Φ | YHRMAIO | | | for new |
| b. Observe other teachers' classes and provide feedback | 3 | do- | 0 | -60 | Ф | Φ | Assistra | | | development |
| or Common Sal | 8 | 0 | 0 | @ | - θ | Ф | VESTILIN | | | school administrate burden low, |
| e. Engage in discussions about the learning development of specific students | | 9 = 1 | | | | | | | | this item was |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pilot Grade 8 Core School | | | | | | |
|--------------------------------|--|-----------------------|------|----------|---------------|---------------|
| Previous item | 2019 item | | | | D/A/ R/NC+ | Rationale |
| N/A | 10. Are the following factors considered when students school? Select one circle in each row. | dents are admitted to | your | VH812914 | Α | This item was |
| | | Yes | No | | | |
| | a. Student's record of academic performance | ® | 10 | VH812915 | | provide |
| | b. Student's scores on an admission test | ® | (3) | VH812917 | | additional |
| | c. Recommendation of the students' prior schools | 0 | (8) | VH812918 | | contextual |
| | d. Parents' agreement with the instructional or religious philosophy of the school | 0 | (8) | VH812919 | | information. |
| | e. Whether the student requires a special program | 0 | (1) | VH812920 | | |
| | f. Whether the student is interested in a special program | 0 | (5) | VH858971 | | |
| | g. Preference given to family members of current or former students | 0 | • | VH812921 | | |
| | h. Residence in a particular area | ® | (8) | VH812922 | | |
| | Qualitative information obtained from the student (e.g., student essays or interviews) | 0 | (5) | VH812923 | | |
| | j. Other (please specify): | ® | 0 | VH812924 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3h: Pilot Grade 8 Core

| 1. | What | ie | 77011r | cev? |
|----|--------|----|--------|------|
| 1. | vviiat | 13 | your | SUA: |

- Male
- Female

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

- Pre-kindergarten
- ® Kindergarten
- O 1st grade
- ② 2nd grade
- © 3rd grade
- ① 4th grade
- © 5th grade
- (19) 6th grade
- ① 7th grade
- ① 8th grade
- © 9th grade
- ① 10th grade
- □ 11th grade
- 12th grade

| 3. | Ca: | n your school be described by any of the following? Select all squares that apply. Elementary school |
|----|----------|---|
| | B | Middle or junior high school |
| | 0 | Secondary school |
| | (| Regular school with a magnet program |
| | (E) | A magnet school or a school with a special program emphasis, e.g., science/mathematics |
| | | school, performing arts school, talented/gifted school, foreign language immersion school |
| | Ð | Special education school: primarily serves students with disabilities |
| | © | Alternative school: offers a curriculum designed to provide alternative or nontraditional |
| | \oplus | education, not clearly categorized as regular, special, or vocational education Private independent school |
| | Φ | Private religiously affiliated school |
| | О | Independent charter school |

 ${\color{blue} oldsymbol{\odot}}$ Charter school administered by local school district

Other (Please specify):

| 4. | Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. | |
|----|---|----------|
| | American Association of Christian Schools | |
| | ® Association of Christian Schools International | |
| | © Christian Schools International | |
| | National Association of Episcopal Schools | |
| | © National Association of Independent Schools | |
| | National Catholic Educational Association | |
| | © National Society of Hebrew Day Schools | |
| | The Association of Boarding Schools | |
| | Other (Please specify): | |
| | Not affiliated with any organization | |
| 5. | What is the current enrollment in your school? | VH253912 |
| 6. | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | |
| | a 0% | |
| | ® 1–5% | |
| | © 6–10% | |
| | © 11–25% | |
| | © 26–50% | |
| | © 51–75% | |
| | © 76–90% | |
| | ① Over 90% | |
| | | |

| | | | VH892143 |
|----|-------------------|---|----------|
| 7. | Ap | proximately what percentage of eighth-graders in your school is new this year? | |
| | (A) | 0% | |
| | $^{	ext{	B}}$ | 1–2% | |
| | 0 | 3–5% | |
| | 0 | 6–10% | |
| | (E) | More than 10% | |
| | | | |
| | | | |
| | | | VH240214 |
| 8. | | out what percentage of this year's eighth-graders was held back and is repeating hth grade? | |
| | lack | 0% | |
| | lacktriangle | 1–2% | |
| | 0 | 3–5% | |
| | 0 | 6–10% | |
| | (E) | More than 10% | |
| | | | |
| | | | |
| | | | VH240212 |
| 9. | | out what percentage of your teachers is absent on an average day? (Include all ences in calculating this rate.) | |
| | (A) | 0-2% | |
| | lacktriangle | 3–5% | |
| | 0 | 6–10% | |
| | 0 | More than 10% | |
| | | | |
| | | | |

10. Are the following factors considered when students are admitted to your school? Select **one** circle in each row.

| | | Yes | No | |
|----|--|------------|----------|----------|
| a. | Student's record of academic performance | A | ® | VH812915 |
| b. | Student's scores on an admission test | A | ® | VH812917 |
| c. | Recommendation of the students' prior schools | (4) | ® | VH812918 |
| d. | Parents' agreement with the instructional or religious philosophy of the school | (9) | ® | VH812919 |
| e. | Whether the student requires a special program | (A) | ® | VH812920 |
| f. | Whether the student is interested in a special program | (9) | ® | VH858971 |
| g. | Preference given to family members of current or former students | (4) | ® | VH812921 |
| h. | Residence in a particular area | A | ® | VH812922 |
| i. | Qualitative information obtained from the student (e.g., student essays or interviews) | ® | ® | VH812923 |
| j. | Other (please specify): | ® | ® | VH812924 |

| 11. | Does your school | participate in | n the National | l School Lunch | Program? |
|-----|------------------|----------------|----------------|----------------|----------|
|-----|------------------|----------------|----------------|----------------|----------|

A Yes

® No

VH240216

12. How does the school operate the program?

- ② Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- (a) All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

- **13.** During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
 - **a** 0%
 - ® 1-5%
 - © 6-10%
 - ① 11-25%
 - © 26-34%
 - © 35-50%
 - © 51-75%
 - ⊕ 76–99%
 - ① 100%

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

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

| | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|---|------------|------|-------|--------|--------|----------|--------|-------------|----------|
| a. Targeted Title I services | A | ® | 0 | 0 | Œ | Ð | © | Θ | VH241931 |
| b. Gifted and talented program | (A) | B | 0 | 0 | Ē | Ē | © | ⊕ | VH241922 |
| c. English-as-a- second-language (not in a bilingual education program) | (A) | ® | 0 | 0 | ©. | © | 0 | Θ | VH241924 |
| d. Special education | A | ® | 0 | 0 | Ē | Ē | © | Θ | VH241925 |

- 16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
 - A 0
 - **®** 1–5
 - © 6-10
 - ① 11-15
 - © 16-25
 - © More than 25

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

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|--|-------------------|-------|--------|--------|----------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | ® | ® | © | 0 | ©. | VH241940 |
| b. Attend teacher–parent conferences | (A) | ® | 0 | 0 | Œ | VH241939 |

VH253959

For all teacher counts entered in this item:

INCLUDE these types of teachers:

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

INCLUDE these types of teachers:

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

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education
- **18.** Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

| a. Full-time | |
|--------------|--------------------|
| | Full-time teachers |
| b. Part-time | |
| | Part-time teachers |

| 19. Does your school, district, or diocese offer tenure to teachers? | |
|--|-------------|
| A Yes | |
| ® No | |
| | |
| | |
| | VIII.201000 |
| 20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. | VH591899 |
| Desktop computers | |
| ® Laptop computers (including Chromebooks) | |
| © Tablets (for example, Surface Pro, iPad, Kindle Fire) | |
| Other digital devices (Please specify): | |
| | |
| | |
| | |
| | |
| | VH587116 |
| 21. What is the average age of the desktop computers in your school? | |
| ⊕ Up to 2 years old | |
| More than 2 years but less than 4 years old | |
| More than 4 years but less than 6 years old | |
| ① 6 years old or more | |
| © I don't know. | |
| | |
| | |
| | |

| VH342882 |
|----------|
|----------|

| 22. | | your school, where are desktop computers available for students to work? Select squares that apply. | |
|-----|-------------------|---|----------|
| | (A) | In some classrooms | |
| | $^{\odot}$ | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | (E) | In the school library | |
| | Ð | Other (Please specify): | |
| | | | |
| | | | |
| | | | VH587118 |
| 23. | | nat is the total number of laptop computers (including Chromebooks) available students in your school? Enter the number of laptop computers. | |
| | | | |
| | Ш | | |
| | | | |
| | | | |
| | | | |
| | | | VH587129 |
| 24. | | nat is the average age of the laptop computers (including Chromebooks) in your nool? | |
| | lack | Up to 2 years old | |
| | lacktriangle | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | (E) | I don't know. | |
| | | | |
| | | | |

| VH587122 |
|----------|
|----------|

| 25. | In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | |
|-----|--|----------|
| | ♠ In some classrooms | |
| | ® In all classrooms | |
| | © In a media center | |
| | ① In a computer lab | |
| | © In the school library | |
| | ① On mobile carts | |
| | © Other (Please specify): | |
| | | |
| | | |
| | | VH311502 |
| 26. | What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | |
| | | |
| | | |
| | | |
| | | |
| | | VH587138 |
| 27. | What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? | |
| | ① Up to 2 years old | |
| | ® More than 2 years but less than 4 years old | |
| | © More than 4 years but less than 6 years old | |
| | © 6 years old or more | |
| | © I don't know. | |
| | | |
| | | |

| V | H5 | 27 | 1 | 3 | 1 |
|---|----|----|---|---|---|

| 28. | In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) |
|-----|---|
| | available for students to work? Select all squares that apply. |

| _ | - | | 1 | 1 |
|-----|----|------|---|-----------|
| (A) | In | some | C | lassrooms |

| B | In | a11 | c1 | assr | 00 | ms |
|----------|-----|-----|--------------|------|----|-------|
| <u> </u> | 111 | all | \mathbf{c} | aooi | - | סננני |

- © In a media center
- In a computer lab
- © In the school library
- © On mobile carts

| © Other (Please specify): | |
|---------------------------|--|
|---------------------------|--|

- **29.** In your school, is there a wireless Internet connection that students can use for schoolwork?
 - Yes, everywhere or almost everywhere in the school.
 - ® Yes, in some areas of the school.
 - © No

Appendix K-3i: Summary of Changes Operational Grade 12 Core

| 2019 Operational Grade 12 Core School | | | | | | | | | |
|---|---|---------------|----------------|--|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | |
| Wi712259 | VH71229 | NC | N/A | | | | | | |
| 1. What is your sex? | 1. What is your sex? | | , | | | | | | |
| Male | Male | | | | | | | | |
| ⑤ Female | Temale | | | | | | | | |
| (2018 Grade 12) | Issue: Gender | | | | | | | | |
| VILLENCE 2. What grades are taught in your school? Select all squares that apply. | 2. What grades are taught in your school? Select all squares that apply. | NC | N/A | | | | | | |
| Pre-kindergarten | | | | | | | | | |
| Kindergarten | © Pre-kindergarten | | | | | | | | |
| © 1st grade | ® Kindergarten | | | | | | | | |
| © 2nd grade | © 1st grade | | | | | | | | |
| © 3rd grade | © 2nd grade | | | | | | | | |
| ① 4th grade | © 3rd grade | | | | | | | | |
| © 5th grade | ① 4th grade | | | | | | | | |
| ® 6th grade | © 5th grade | | | | | | | | |
| ① 7th grade | 6th grade | | | | | | | | |
| ② 8th grade | ① 7th grade | | | | | | | | |
| ◎ 9th grade | ② 8th grade | | | | | | | | |
| © 10th grade | | | | | | | | | |
| © 11th grade | © 10th grade | | | | | | | | |
| ® 12th grade | | | | | | | | | |
| a 1 viii Etane | 11th grade12th grade | | | | | | | | |
| (2018 Grade 12) | January Calculation | | | | | | | | |
| VII.4933 | Issue: School Climate | 97 | The "Other | | | | | | |
| 3. Can your school be described by any of the following? Select all squares that apply. | 3. Can your school be described by any of the following? Select all squares that apply. | ″ R | The "Other | | | | | | |
| © Elementary school | Elementary school | | (Please | | | | | | |
| Middle or junior high school | Middle or junior high school | | specify)" | | | | | | |
| © Secondary school | | | ' ' ' | | | | | | |
| Regular school with a magnet program | © Secondary school | | response | | | | | | |
| A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school | Regular school with a magnet program | | option was | | | | | | |
| school, performing arts school, talented/gitted school, toreign language immersion school Description school: primarily serves students with disabilities | A magnet school or a school with a special program emphasis, e.g., science/mathematics | | removed. This | | | | | | |
| | school, performing arts school, talented/gifted school, foreign language immersion school | | | | | | | | |
| Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education | Special education school: primarily serves students with disabilities | | response | | | | | | |
| Private independent school | Alternative school: offers a curriculum designed to provide alternative or nontraditional | | option is only | | | | | | |
| Private religiously affiliated school | education, not clearly categorized as regular, special, or vocational education | | used in pilot | | | | | | |
| ① Independent charter school | Private independent school | | | | | | | | |
| Charter school administered by local school district | intermediate sensor | | administratio | | | | | | |
| Other (Please specify): | Private religiously affiliated school | | ns. | | | | | | |
| | • Independent charter school | | | | | | | | |
| | Charter school administered by local school district | | | | | | | | |
| (2018 Grade 12) | Issue: School Climate | | | | | | | | |

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | |
|--|---|---------------|-----------|--|
| 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Other (Please specify): Not affiliated with any organization | 4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply. American Association of Christian Schools Association of Christian Schools International Christian Schools International National Association of Episcopal Schools National Association of Independent Schools National Catholic Educational Association National Society of Hebrew Day Schools The Association of Boarding Schools Not affiliated with any organization | VIBA(F)1 | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio |
| (2018 Grade 12) | Issue: School Climate | | | ns. |
| 5. What is the current enrollment in your school? [2018 Grade 12) | 5. What is the current enrollment in your school? Ssue: School Climate | VIES5912. | NC | N/A |
| 6. Approximately what percentage of twelfth-graders in your school is new this year? [2018 Grade 12] | 7. Approximately what percentage of twelfth-graders in your school is new this year? % | V1225948 | NC | N/A |
| 7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? © 0% © 1-5% © 6-10% © 11-25% © 26-50% © 51-75% © 76-90% © Over 90% | | VH24/208 | NC | N/A |
| (2018 Grade 12) | Issue: School Climate | | | |

| 2019 (| perational Grade 12 Core School | | |
|--|--|---------------|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 8. Last school year, approximately what percentage of students at your school enrolled after the first day of school? © 0% © 1–3% © 4-6% © 7-10% © 11-20% © Over 20% | 8. Last school year, approximately what percentage of students at your school enrolled after the first day of school? © 0% © 1-3% © 4-6% © 7-10% © 11-20% © Over 20% | NC | N/A |
| (2018 Grade 12) | Issue: School Climate | | |
| 9. Last school year, approximately what percentage of students at your school left before the end of the school year? © 0% © 1-3% © 4-6% © 7-10% © 11-20% © Over 20% (2018 Grade 12) | 9. Last school year, approximately what percentage of students at your school left before the end of the school year? © 0% © 1–3% © 4–6% © 7–10% © 11–20% © Over 20% | NC | N/A |
| 10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% | Issue: School Climate N/A | D | Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was |
| (2018 Grade 12) | | | dropped. |

| 2019 Operational Grade 12 Core School | | | | | | | | |
|---|---|---------------|---|--|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | |
| 11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% More than 10% (2018 Grade 12) | 10. About what percentage of your teachers is absent on an average day? (include all absences in calculating this rate.) © 0-2% © 3-5% © 6-10% © More than 10% Issue: School Climate | NC | N/A | | | | | |
| 12. Does your school participate in the National School Lunch Program? ① Yes ① No (2018 Grade 12) | 11. Does your school participate in the National School Lunch Program? ① Yes ① No Issue: Socioeconomic Status | NC | N/A | | | | | |
| 13. How does the school operate the program? © Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. © All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). (2018 Grade 12) | 12. How does the school operate the program? Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). Issue: Socioeconomic Status | NC | N/A | | | | | |
| 14. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? ① This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. ② 2017 ② 2016 ② 2015 ② 2014 ② 2013 ② 2012 or earlier | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. | | | | | |

| Previous ite | m | | | | | | | | | 2019 item | | | | | | | | | | D/A/ R/NC+ | Rationale |
|---|--|---|-------------------------------------|---|---|---|------------------------|--------------|------------|--|--------------------------------|---|------------------------|---|--|--|----------------------|-------------|-----------|---------------|--|
| 15. During this sch eligible to recei Program? | | | | | | | | h | VH240215 | 13. During this sche eligible to receiv Program? | | | | | | | | h | VIID40218 | NC | N/A |
| © 0% | | | | | | | | | | ◎ 0% | | | | | | | | | | | |
| □ 1–5% | | | | | | | | | | □ 1–5% | | | | | | | | | | | |
| © 6-10% | | | | | | | | | | © 6-10% | | | | | | | | | | | |
| © 11-25% | | | | | | | | | | © 11-25% | | | | | | | | | | | |
| © 26-34% | | | | | | | | | | © 26-34% | | | | | | | | | | | |
| O 35-50% | | | | | | | | | | | | | | | | | | | | | |
| © 51-75% | | | | | | | | | | © 35–50% | | | | | | | | | | | |
| ® 76-99% | | | | | | | | | | © 51-75% | | | | | | | | | | | |
| O 100% | | | | | | | | | | ₩ 76-99% | | | | | | | | | | | |
| | | | | | | | | | | O 100% | | | | | | | | | | | |
| (2018 Grade | 12) | | | | | | | | | Issue: Socioe | conor | nic St | atus | | | | | | | | |
| 16. Does your scho provides educarchildren who li No Yes, our sch Yes, our sch | ional serve in area ool receivool receivool receiv | vices, suc ns with h ves funds ves funds | ch as remeigh concer s, which at | edial readi ntrations of re targetec re used for | ng or rem of low-inc d to eligib r schoolw | edial matl come fami le student ide purpos | h, to lies.) ss. | | | 14. Does your school provides education children who live No Yes, our school Yes, our school Issue: Socioe | onal serve in areas ool receiv | rices, such s with hig wes funds, wes funds, mic St | which are which are | lial readin trations o targeted used for | ng or reme d low-inco to eligible schoolwie | edial math ome famil e students de purpos | i, to ies.) i. | | Vertrain | | |
| 17. Approximately one circle in e service they re services as of the services as of the services are services as of the services as of the services are services as of the services are services as of the services are services. | ich row. S ceive. Ple | Students case repoi | who receiv rt the perc | ve more ti entage of | han one so students v | ervice shot | uld be com | nted for | each | 15. Approximately one circle in each service they reconservices as of the | ch row, St cive. Plea | tudents w ise report | the percer | more that stage of st | in one ser udents wl | vice shoul | d be count | ted for ea | ich | R | Due to a lack of response variability ar |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | to keep |
| a. Targeted Title I services | ® | Φ. | 0 | 00 | 0 | 0 | 0 | 0 | VIDALISAL | a. Targeted Title I services | 0 | @ | 0 | 0 | Θ | Ф | 0 | ⊕ | VH2419A1 | | school |
| b. Gifted and talented program | Ø | 0 | 0 | 0 | Ф | Φ | 0 | Θ | VHZ41925 | b. Gifted and talented program | 0 | ® | 0 | Ф | Ф | Ø | @ | 0 | VH341923 | | administrato |
| c. Instruction provided in student's home language (non-English) | 69 | © | 0 | 0 | Φ | 9 | 0 | (III) | V#8243/924 | c. English-as-a- second-language (not in a bilingual education program) | 0 | Φ | 8 | 0 | θ | 8 | 0 | @ | V91241924 | | sub-item c. was dropped |
| f m for | | Φ | 0 | 0 | Φ | Θ | 0 | Φ | Millelale | d. Special education | 0 | 1 | 0 | 0 | Ф | Ð | 0 | 0 | VH241925 | | |
| d. English-as-a- second-language (not in a bilingual advention | 0 | | | | | | | | | | | | | | | | | | | | 1 |
| second-language (not in a | 9 | 0 | 0 | 0 | 9 | θ | 0 | 9 | VPERIVES | | | | | | | | | | | | |

| | | | | | | | 201 | 9 Op | erational Gra | de 1 | 2 Cor | re Sch | nool | | | | | | |
|---|---------------------------|--------------------------------------|------------------------------|-------------------------|--------------|-------------|---|------------------------|---|-----------|----------|--------------|----------|-----------|-------------|------------------|----------------------|-----------|-----|
| Previous iten | n | | | | | | | | 2019 item | | | | | | | | D/A/ R/NC+ | Rationale | |
| 18. Of the students doing each of th | in last yea e followin | r's graduati g? Select o r | ing class, a ne circle in | pproximate each row. | ely what per | VICEINE | 16. Of the students in last year's graduating class, approximately what percentage is doing each of the following? Select one circle in each row. | | | | | | | | | NC | N/A | | |
| | 0-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | | 0-5% | 6–10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | | |
| a. Attending a two-year college | 0 | 0 | 0 | 0 | Ф | Ø | 9 | VHDICOLA | Attending a two-year college | 0 | 3 | 0 | 0 | 0 | Ð | 0 | V11241433 | | |
| b. Attending a four-year college | ® | 00 | 0 | 0 | 0 | Ф | 0 | VHOLETISS | b. Attending a four-year college | 0 | 0 | 0 | 0 | Φ | 0 | 0 | VH241935 | | |
| c. Attending a vocational- technical or business | 8 | ® | 9 | 9 | 9 | Ф | 0 | VACUATIVA . | c. Attending a vocational-technical or business school | 0 | • | 60 | 0 | Θ | Ø | 0 | VHD41931 | | |
| school Norking for pay | * | - | | - | - | - | | VIII24(937 | d. Working for pay | 0 | 0 | 0 | 0 | 0 | Ф | 0 | VH241937 | | |
| e. Serving in the military (excluding ROTC and military academics) | 6 | ® | 9 | 9 | 9 | 0 | 9 | Astraine | e. Serving in the military (excluding ROTC and military academies) | Φ | @ | 0 | Φ. | © | Φ | 9 | VIDATEM: | | |
| 19. Does your school basis? Select one | circle in | each row. | | Yes | | No | | | 17. Does your school of basis? Select one cit | | | This service | Yes | I I | No | | | NC | N/A |
| i. Career and techni | | | | • | | • | | V11741200 | a. Career and technical | education | workshop | os | Ø | | D | | VH74 CLOU | | |
| . Career counseling . Job placement ser | | or programs | | ® | | 0 | | V21741201 V21741202 | b. Career counseling ser | | rograms | | @ | | (10) | | VH741201 | | |
| . Career days or job | | | - 1 | 9 | | 9 | | VH741203 | Job placement service d. Career days or job fai | | | - | 3 | _ | 0 | | VH741202 VH741203 | | |
| e. Career or employs workshops | ment readi | iness | | ® | | ® | | VH74)204 | e. Career or employmen workshops | | SS | | 8 | | 0 | | VH741204 | | |
| 2018 Grade | 12) | | | | | | | | Issue: School Cl | imate | | | | | | | | | |
| 20. During a typical volunteers, inclu | | | | | of regularly | scheduled | | VID40230 | 18. During a typical we volunteers, includin | | | | | regularly | scheduled | | VII240220 | NC | N/A |
| © 1-5 | | | | | | | | | © 1-5 | | | | | | | | | | |
| © 6-10 | | | | | | | | | © 6-10 | | | | | | | | | | |
| © 11-15 | | | | | | | | | © 11-15 | | | | | | | | | | |
| © 16-25 | | | | | | | | | © 16-25 | | | | | | | | | | |
| More than 25 | | | | | | | | | More than 25 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | 201 | 9 Op | erational Grad | e 12 C | ore Sc | hool | | | | | |
|--|---|--|--|---|----------|-----------|---|--|--|--|--|----------|------------|---------------|-----------|
| Previous item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
| 21. Approximately what p who do each of the fol | percentage of s lowing activit | tudents in yo ies? Select or | our school hav ne circle in eac | e parents or g | uardians | VH241938 | 19. Approximately what p who do each of the fol | ercentage of s lowing activit | tudents in yo ies? Select or | our school have ne circle in eac | e parents or g h row. | uardians | VH24193X | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | |
| Volunteer regularly to help in the classroom or another part of the school | 0 | 8 | 0 | 9 | Φ | VH241940 | Volunteer regularly to help in the classroom or another part of the school | 0 | • | 0 | Φ | Φ | VH241940 | | |
| b. Attend teacher-parent conferences | Ø | 0 | 0 | 0 | 0 | V11241939 | b. Attend teacher-parent conferences | Ø | (3) | 0 | Ф | Φ | VPE)419.09 | | |
| (2018 Grade 12) | | | | | | | Issue: School Clin | nate | | | | | | | |
| For all teacher counts enter INCLUDE these type: Regular Special area or re physical educati Long-term subst: INCLUDE these type: Itinerant teacher Employees reporteaching assignn DO NOT INCLUDE: Student teachers Short-term subst: Teachers who tea 22. Around the first of Ocpositions or assignme a. Full-time Full-time Part-time Part-time (2018 Grade 12) | s of teachers: esource teache on) itute teachers: s of teachers: s who teach p ted in other it ment at this sci itute teachers ach ONLY pre- ctober, how ma nts in this sch | art-time at the ems of this sentenced kindergarten | his school ection if they a g or adult educ ERS held full-t | also have a pa cation ime or part-tin | rt-time | VERNOR | For all teacher counts enter INCLUDE these types Regular Special area or re physical educatic Long-term substit INCLUDE these types Itinerant teachers Employees report teaching assignmen DO NOT INCLUDE: Student teachers Short-term substit Teachers who teat 20. Around the first of Octoor positions or assignmen a. Full-time Full-time Full-time Part-time Part-time Part-time | of teachers: source teachers n) tute teachers of teachers: s who teach p ed in other ite ent at this sch tute teachers ch ONLY pre- tober, how ma tas in this sch the teachers | rs (e.g., specie art-time at tl ums of this se nool kindergarten | nis school ection if they a or adult educ RS held full-ti | lso have a pa ation me or part-tir | ui-time | V12259009 | NC | N/A |
| 23. Does your school, dist Signature Yes No | rict, or dioceso | e offer tenure | to teachers? | | | VHSEZINIŞ | 21. Does your school, district, or diocese offer tenure to teachers? ② Yes ③ No | | | | | | | | N/A |
| (2018 Grade 12) | | | | | | | Issue: School Clin | nate | | | | | | | |

| 2019 O | | | | | | | 9 Op | perational Grade 12 Core Scho | ol | |
|--|----------|---|---|--------------|--------------------------------------|----------|----------------------|-------------------------------|---------------|---|
| Previous item | | | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
| 24. Of the following of the end of the last this school year? S a. Non-tenured teachers who had taught for at least one year b. Tenured teachers (2018 Grade 1 | 0-10% © | teachers wh what perceircle in each in 11–25% | o were full-tntage stayed row. 26–50% © | 51-75% | s at your selfme teachers 76–90% © | Over 90% | V2G41941 V2G41941 | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was |
| 25. In the last school y | | any full-time | e teachers w | ere new to y | our school? | | \$1254012 | N/A | D | dropped. Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. |

| 2019 Operational Grade 12 Core School | | | | | | | |
|---|--|---------------|---|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | |
| 26. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year? © 0–10% © 11–25% © 26–50% © 51–75% © 76–90% © Over 90% (2018 Grade 12) | N/A | D | Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped. | | | | |
| 27. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) © Other digital devices (Please specify): | 22. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply. © Desktop computers © Laptop computers (including Chromebooks) © Tablets (for example, Surface Pro, iPad, Kindle Fire) | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot | | | | |
| (2018 Grade 12) | Issue: Technology Use | | administratio ns. | | | | |

| 23. What is the average age of the desktop computers in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © 1 don't know. Issue: Technology Use 24. In your school, where are desktop computers available for students to work? Select | NC | N/A |
|--|---|---|
| 24. In your school, where are desktop computers available for students to work? Select | THEGEN | |
| ⑤ In some classrooms ⑤ In all classrooms ⑥ In a media center ⑥ In a computer lab ⑥ In the school library | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administratio |
| 25. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | NC | ns. N/A |
| | NC | N/A |
| | all squares that apply. In some classrooms In all classrooms In a media center In a computer lab In the school library 25. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. Issue: Technology Use 26. What is the average age of the laptop computers (including Chromebooks) in your school? Up to 2 years old More than 2 years but less than 4 years old More than 4 years but less than 6 years old More than 4 years old More than 6 years old More than 6 years old More than 6 years old More than 6 years old More than 6 years old More than 6 years old More than 6 years old More than 6 years old | all squares that apply. In some classrooms In all classrooms In a media center In a computer lab In the school library 25. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. Saue: Technology Use |

| 2019 Operational Grade 12 Core School | | | | | | | | |
|---|--|-----------|---------------|---|--|--|--|--|
| Previous item | 2019 item | | D/A/ R/NC+ | Rationale | | | | |
| 32. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ③ In a computer lab ③ In the school library ④ On mobile carts ③ Other (Please specify): (2018 Grade 12) | 27. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. In some classrooms In all classrooms In a media center In a computer lab In the school library On mobile carts | V1800700 | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. | | | | |
| (2010 Grade 12) | Issue: Technology Use | VII311502 | NC | N/A | | | | |
| 33. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) | 28. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) | | NC | IN/A | | | | |
| available for students in your school? Enter the number of tablets. | available for students in your school? Enter the number of tablets. | | | | | | | |
| | | | | | | | | |
| (2018 Grade 12) | Issue: Technology Use | | | | | | | |
| 34. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © je years old or more © I don't know. | 29. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school? © Up to 2 years old © More than 2 years but less than 4 years old © More than 4 years but less than 6 years old © 6 years old or more © I don't know. | VID8/138 | NC | N/A | | | | |
| (2018 Grade 12) | Issue: Technology Use | | | | | | | |
| 35. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply. ② In some classrooms ③ In all classrooms ③ In a media center ④ In a computer lab ④ In the school library ⑤ On mobile carts ⑤ Other (Please specify): (2018 Grade 12) | 30. In your school, where are tablets (for example, Surface Pro. iPad, Kindle Fire) available for students to work? Select all squares that apply. © In some classrooms © In all classrooms © In a media center © In a computer lab © In the school library © On mobile carts Issue: Technology Use | VIII80753 | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot | | | | |

| | | | | | | 201 | .9 Op | erational Grade 12 Core School | | |
|---|---------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|---------------------------|---|--------------------------------|---|-------------------------------|
| Previous item | | | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
| | | | | | | | | | | administrations. |
| 36. In your school, is there a wireless Internet connection that students can use for schoolwork? ② Yes, everywhere or almost everywhere in the school. ③ Yes, in some areas of the school. | | | | s can use for | | VHACTITI | 31. In your school, is there a wireless Internet connection that students can use for schoolwork? Solve Yes, everywhere or almost everywhere in the school. Yes, in some areas of the school. No | NC | N/A | |
| (2018 Grade 12 | 2) | | | | | | | Issue: Technology Use | | |
| (2018 Grade 12) 37. This school year, did your school offer technical support to teachers for computers and tablets used in this school? ① Yes, we are partnering with a provider outside the school. ② Yes, we have technical support staff in the school. ② No (2018 Grade 12) | | | | s for comput | ers | | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, this item was dropped. | |
| 38. How often do teac | hers do the i | ollowing in | this school? | Select one | | | V(DU 40) | N/A | D | Due to a lack of a clear |
| | Never | once or twice a year | once or twice a month | once or twice a week | Every day or almost every day | Several times a day | | | | relationship |
| Teach jointly as a team in the same class | 8 | 0 | 0 | 0 | Ð | 0 | VH311410 | | | achievement |
| Observe other teachers' classes and provide feedback | 0 | 0 | 0 | 0 | θ | Φ | MESTALL | | | and low response |
| c. Engage in discussions about the learning development of specific students | 0 | 0 | θ | Φ | θ | Θ | V18361+1+ | | | variability, this item was |
| d. Work with other teachers during common planning times to ensure | ® | 9 | 9 | θ | θ | Θ | VII311415 | | | dropped. |

Appendix K-3j: Operational Grade 12 Core

| V | H7 | 122 | 50 |
|---|----|-----|----|

| 4 | TT71 . | | | - |
|----|--------|----|------|-------|
| Ι. | What | 18 | vour | sex |
| | 111111 | 10 | , | 0021. |

- Male
- Female

- 2. What grades are taught in your school? Select all squares that apply.
 - Pre-kindergarten
 - ® Kindergarten
 - O 1st grade
 - ② 2nd grade
 - © 3rd grade
 - ① 4th grade
 - © 5th grade
 - (19) 6th grade
 - ① 7th grade
 - ① 8th grade
 - © 9th grade
 - ① 10th grade
 - □ 11th grade
 - 12th grade

- 3. Can your school be described by any of the following? Select all squares that apply.
 - Elementary school
 - Middle or junior high school
 - © Secondary school
 - Regular school with a magnet program
 - © A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
 - © Special education school: primarily serves students with disabilities
 - © Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
 - Private independent school
 - Private religiously affiliated school
 - Independent charter school
 - © Charter school administered by local school district

- **4.** Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.
 - American Association of Christian Schools
 - Association of Christian Schools International
 - © Christian Schools International
 - National Association of Episcopal Schools
 - © National Association of Independent Schools
 - National Catholic Educational Association
 - © National Society of Hebrew Day Schools
 - The Association of Boarding Schools
 - Not affiliated with any organization

| V | H25 | 391 | 12 |
|---|-----|-----|----|

| | | VH253912 |
|----|---|------------|
| 5. | What is the current enrollment in your school? | |
| | | |
| | | |
| | | |
| | | VH240208 |
| 6. | Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? | |
| | ® 0% | |
| | ® 1–5% | |
| | © 6-10% | |
| | © 11–25% | |
| | © 26-50% | |
| | © 51–75% | |
| | © 76–90% | |
| | ® Over 90% | |
| | | |
| | | |
| | | |
| _ | | VH253948 |
| 7. | Approximately what percentage of twelfth-graders in your school is new this year? | |
| | | |
| | | |
| | | |
| | | VH240209 |
| 8. | Last school year, approximately what percentage of students at your school enrolled after the first day of school? | V112-4020) |
| | ② 0% | |
| | ® 1–3% | |
| | © 4–6% | |
| | © 7–10% | |
| | © 11-20% | |
| | © Over 20% | |

| 9. | | st school year, approximately what percentage of students at your school left fore the end of the school year? | |
|-----|------------|--|---------|
| | (A) | 0% | |
| | ® | 1–3% | |
| | 0 | 4–6% | |
| | (| 7–10% | |
| | (E) | 11–20% | |
| | Ð | Over 20% | |
| | | | |
| 10. | | out what percentage of your teachers is absent on an average day? (Include all sences in calculating this rate.) | VH24021 |
| | (A) | 0–2% | |
| | ® | 3–5% | |
| | 0 | 6–10% | |
| | (| More than 10% | |
| | | | |
| | | | VH24021 |
| 11. | | es your school participate in the National School Lunch Program? | |
| | lack | Yes | |
| | ® | No | |
| | | | |
| | | | VH24021 |
| 12. | | w does the school operate the program? | |
| | (A) | Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. | |
| | ® | All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). | |

- **13.** During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
 - **a** 0%
 - ® 1-5%
 - © 6-10%
 - ① 11-25%
 - © 26-34%
 - © 35-50%
 - © 51-75%
 - ⊕ 76–99%
 - ① 100%

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

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

| | | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | |
|----|---|------|------|-------|--------|--------|--------|--------|-------------|----------|
| a. | Targeted Title I services | A | ® | 0 | 0 | (E) | Ē | © | \oplus | VH241931 |
| b. | Gifted and talented program | (A) | B | 0 | Θ | Œ | Ē | 6 | \oplus | VH241922 |
| c. | English-as-a- second-language (not in a bilingual education program) | (4) | ® | 0 | Θ | © | Θ | 0 | Φ | VH241924 |
| d. | Special education | A | ® | 0 | 0 | Œ | Ē | © | \oplus | VH241925 |

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

| | | 0–5% | 6–10% | 11–25% | 26–50% | 51-75% | Over 75% | I don't know. | |
|----|---|-------------|-------|--------|--------|--------|-------------|------------------|----------|
| a. | Attending a two-year college | (A) | (6) | 0 | 0 | Œ | Ð | © | VH241933 |
| b. | Attending a four-year college | A | ഀ | 0 | 0 | Ē | (E) | © | VH241935 |
| c. | Attending a vocational-technical or business school | (A) | ® | 0 | 0 | Œ | Đ | © | VH241934 |
| d. | Working for pay | (A) | ® | 0 | 0 | Œ | (Ē) | © | VH241937 |
| e. | Serving in the military (excluding ROTC and military academies) | (A) | ® | 0 | 0 | ©. | © | © | VH241936 |

17. Does your school offer any of the following services to students on a regular basis? Select **one** circle in each row.

| | Yes | No | |
|---|------------|----|----------|
| a. Career and technical education workshops | (A) | ® | VH741200 |
| b. Career counseling services or programs | (A) | ® | VH741201 |
| c. Job placement services | (A) | ® | VH741202 |
| d. Career days or job fairs | (A) | ® | VH741203 |
| e. Career or employment readiness workshops | (A) | ® | VH741204 |

VH240220

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

 - ® 1-5
 - © 6-10
 - ① 11-15
 - © 16-25
 - © More than 25

VH241938

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

| | Not applicable | 0–10% | 11–25% | 26–50% | Over 50% | |
|--|-------------------|----------|--------|--------|----------|----------|
| a. Volunteer regularly to help in the classroom or another part of the school | (A) | ® | 0 | 0 | ©. | VH241940 |
| b. Attend teacher–parent conferences | (A) | ® | 0 | 0 | Œ | VH241939 |

For all teacher counts entered in this item:

INCLUDE these types of teachers:

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

INCLUDE these types of teachers:

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

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education
- 20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes*.a. Full-time

| | Full-time teachers |
|--------------|--------------------|
| b. Part-time | |
| | Part-time teachers |

- **21.** Does your school, district, or diocese offer tenure to teachers?
 - A Yes
 - ® No

| | | | VH860698 |
|-----|---------------|--|----------|
| 22. | | this school year, which of the following types of computers or other digital vices are available in your school for student use? Select all squares that apply. | |
| | (A) | Desktop computers | |
| | ₿ | Laptop computers (including Chromebooks) | |
| | 0 | Tablets (for example, Surface Pro, iPad, Kindle Fire) | |
| | | | |
| | | | |
| | | | VH587116 |
| 23. | Wl | nat is the average age of the desktop computers in your school? | |
| | lack | Up to 2 years old | |
| | ® | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | (E) | I don't know. | |
| | | | |
| | | | |
| | | | VH860699 |
| 24. | | your school, where are desktop computers available for students to work? Select squares that apply. | |
| | (A) | In some classrooms | |
| | $^{	ext{	B}}$ | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | (E) | In the school library | |

| | VH587118 |
|---|----------|
| 25. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers. | |
| | |
| | |
| | |
| | |
| | VH587129 |
| 26. What is the average age of the laptop computers (including Chromebooks) in your school? | |
| ⊕ Up to 2 years old | |
| More than 2 years but less than 4 years old | |
| More than 4 years but less than 6 years old | |
| © 6 years old or more | |
| ① I don't know. | |
| | |
| | |
| | VH860700 |
| 27. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply. | |
| | |
| In all classrooms | |
| © In a media center | |
| | |
| © In the school library | |
| © On mobile carts | |
| | |
| | |
| | VH311502 |
| 28. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets. | |
| | |

| 1/1 | 150 | 71 | 20 |
|-----|-----|----|----|

| | | | VH587138 |
|-----|------------|---|----------|
| 29. | | nat is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) your school? | |
| | (A) | Up to 2 years old | |
| | ® | More than 2 years but less than 4 years old | |
| | 0 | More than 4 years but less than 6 years old | |
| | 0 | 6 years old or more | |
| | Œ | I don't know. | |
| | | | |
| | | | |
| | | | VH860793 |
| 30. | | your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) tilable for students to work? Select all squares that apply. | |
| | (A) | In some classrooms | |
| | ® | In all classrooms | |
| | 0 | In a media center | |
| | 0 | In a computer lab | |
| | (E) | In the school library | |
| | Ð | On mobile carts | |
| | | | |
| | | | |
| | | | VH617371 |
| 31. | | your school, is there a wireless Internet connection that students can use for aoolwork? | |
| | (A) | Yes, everywhere or almost everywhere in the school. | |
| | ® | Yes, in some areas of the school. | |
| | 0 | No | |
| | | | |

Appendix K-3k: Summary of Changes Operational Grades 4, 8, & 12 Charter School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|---|
| 1. Is your school a public charter school? | 1. Is your school a public charter school? | NC | N/A |
| (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.) | (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.) | | |
| © Yes | | | |
| Ф No | © No | | |
| (2018 Grade 4, 8, and 12) | Issue: School Climate | | |
| 2. In which year did your school start providing instruction as a charter school? | 2. In which year did your school start providing instruction as a charter school? | NC | N/A |
| (2018 Grade 4, 8, and 12) | Issue: School Climate | | |
| 3. Who granted your school's current charter? School district State board of education (includes state board of regents and District of Columbia State Board of Education) Postsecondary institution State charter-granting agency City or state public charter school board Other (specify): (2018 Grade 4, 8, and 12) | 3. Who granted your school's current charter? School district State board of education (includes state board of regents and District of Columbia State Board of Education) Postsecondary institution State charter-granting agency City or state public charter school board Issue: School Climate | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |
| 4. What is the legal status of your school? © Officially part of the school district or local education agency (LEA) © Independent from the school district or local education agency (LEA) © A separate local education agency (LEA) as stipulated by state law (2018 Grade 4, 8, and 12) | 4. What is the legal status of your school? © Officially part of the school district or local education agency (LEA) © Independent from the school district or local education agency (LEA) © A separate local education agency (LEA) as stipulated by state law Issue: School Climate | NC | N/A |

| revious item | Previous item | | | | | | | D/A/ R/NC+ | Rationale |
|---|--|------------------------------------|------------------------|---|-----------------------------|------------------------|----------------------|---------------|-----------------------|
| . Is this school operated by a company or or charter schools? | ganization that also opera | ites other | VH340226 | 5. Is this school operated by a company or orgo- charter schools? | anization that also operate | s other | N-H240226 | NC | N/A |
| | | | | Yes | | | | | |
| Φ No | | | | ® No | | | | | |
| 2018 Grade 4, 8, and 12) | | | | Issue: School Climate | | | | | |
| | | | YH240227 | | | | VII240227 | NC | N/A |
| Which one of the following best describes terms of program content? | your charter school's prin | mary focus in | | 6. Which one of the following best describes terms of program content? | your charter school's prin | nary focus in | | INC | IN/A |
| We have a comprehensive curriculum | with no specialized area | of focus. | | We have a comprehensive curriculum | with no specialized area o | of focus. | | | |
| We have a special curricular focus, for immersion. | example, the arts, math/s | science, foreign lan | guage | We have a special curricular focus, for immersion. | example, the arts, math/s | cience, foreign langua | nge | | |
| Our curriculum is based on a particula school, Core Knowledge. | ar educational theory, for o | example, Montesso | ori, open | Our curriculum is based on a particula school, Core Knowledge. | r educational theory, for e | example, Montessori, | open | | |
| Our curriculum is based on a particula African-centered education, character- | ir moral philosophy or set based education, Eastern | of values, for exam philosophy. | nple, | Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy. | | | | | |
| 2018 Grade 4, 8, and 12) | | | | Issue: School Climate | | | | | |
| 7. Does your school provide a written contra | or formanian) | | VH240228 | * 5 | | | VH240228 | NC | N/A |
| Yes, and parents are required to abide be | | | | 7. Does your school provide a written contract for parents? | | | | | |
| Yes, but signing it is voluntary. | by It. | | | Yes, and parents are required to abide by it. | | | | | |
| Tes, but signing it is votuntary. | | | | Yes, but signing it is voluntary. | | | | | |
| O No | | | | © No | | | | | |
| 2018 Grade 4, 8, and 12) | | | | Issue: School Climate | | | | | |
| 8. Are the following elements addressed is circle in each row. | n your charter-parent con | ntract? Select one | VHIZHTOLE | Are the following elements addressed circle in each row. | in your charter-parent co | ontract? Select one | V902419431 | R | The "Other (Please |
| 11 | Yes | No | 4 2 4 | | Yes | No | | | specify)" |
| a. Dress code | 0 | • | VIII241947 | a. Dress code | 0 | Φ | VH241947 | | |
| b. Home learning environment | Φ. | 0 | VEIZAL946 | b. Home learning environment | 0 | 0 | VH24 (951 | | response |
| d. Parent-teachet communication | (D) | 0 | VII241946 VII241959 | c. Homework | 0 | 0 | V10241946 | | option was |
| e. Parent volunteering | 0 | 0 | VEE:41952 | d. Parent-teacher communication | 0 | 0 | VH241953 | | removed. This |
| f. School discipline policy | 0 | 0 | VH2A1948 | e. Parent volunteering | 0 | • | VH241992 | | |
| g. Student attendance | ® | 0 | VEEZAJ 945 | f. School discipline policy | • | (0) | VH241946 | | response |
| h. Student promotion policy | ® | • | VH241950 | g. Student attendance h. Student promotion policy | 0 | ® ® | VH2#1945 VH2#1950 | | option is only |
| i. Other (specify): | Ø | • | V11259444 | In. Student promotion poncy | CO CO | Φ | VH241950 | | Priori is only |

Appendix K-31: Operational Grades 4, 8, & 12 Charter School

| | | VH240223 |
|----|--|-------------|
| 1. | Is your school a public charter school? | |
| | (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.) | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | 1,11,05,400 |
| 2 | In which year did your school start providing instruction as a charter school? | VH254022 |
| | | |
| | | |
| | | |
| | | |
| 2 | ************************************** | VH860788 |
| 3. | Who granted your school's current charter? | |
| | School district | |
| | State board of education (includes state board of regents and District of Columbia State of Education) | Board |
| | © Postsecondary institution | |
| | © State charter-granting agency | |
| | © City or state public charter school board | |
| | | |
| | | |
| | | VH240225 |
| 4. | What is the legal status of your school? | |
| | Officially part of the school district or local education agency (LEA) | |
| | ® Independent from the school district or local education agency (LEA) | |
| | © A separate local education agency (LEA) as stipulated by state law | |

| VH240226 |
|----------|
|----------|

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

- Yes
- ® No

- **6.** Which one of the following best describes your charter school's **primary** focus in terms of program content?
 - We have a comprehensive curriculum with no specialized area of focus.
 - ® We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - © Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

- 7. Does your school provide a written contract for parents?
 - Yes, and parents are required to abide by it.
 - Yes, but signing it is voluntary.
 - © No

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

| | Yes | No | |
|---------------------------------|-----|----|----------|
| a. Dress code | A | ® | VH241947 |
| b. Home learning environment | A | ® | VH241951 |
| c. Homework | A | ® | VH241946 |
| d. Parent-teacher communication | A | ® | VH241953 |
| e. Parent volunteering | A | ® | VH241952 |
| f. School discipline policy | (A) | ® | VH241948 |
| g. Student attendance | (A) | ® | VH241945 |
| h. Student promotion policy | A | ® | VH241950 |

Appendix K-3m: Summary of Changes Pilot Grades 4, 8, & 12 Charter School

| 2019 Pilot Grade 4, 8, and 12 Charter School | | | | |
|--|---|---------------|---|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | |
| Is your school a public charter school? (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.) Yes No Questions 2-8 are not applicable and will be skipped. | 1. Is your school a public charter school? (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.) ② Yes No | NC | No content change was made but the skip pattern directions have been removed due to the | |
| (2017 Grade 4, 8, and 12) | Issue: School Climate | | transition to DBA. | |
| N/A | 2. Is your school a for-profit or nonprofit charter school? ⑤ For-profit ⑥ Nonprofit | A | This item was added based on NCES' request for additional charter school items assessing factors shown to related to student achievement in the | |
| | Issue: School Climate | 10254022 | research literature. | |
| 2. In which year did your school start providing instruction as a charter school? | 3. In which year did your school start providing instruction as a charter school? | NC | N/A | |
| (2017 Grade 4, 8, and 12) | Issue: School Climate | | | |

| 2019 Pilot | Grade 4, 8, and 12 Charter School | | |
|--|---|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 3. Who granted your school's current charter? School district State board of education (includes state board of regents and District of Columbia State Board of Education) Postsecondary institution State charter-granting agency City or state public charter school board Other (Please specify): | 4. Who granted your school's current charter? School district State board of education (includes state board of regents and District of Columbia State Board of Education) Postsecondary institution State charter-granting agency City or state public charter school board Other (Please specify): | NC | N/A |
| 4. What is the legal status of your school? Officially part of the school district or local education agency (LEA) Independent from the school district or local education agency (LEA) A separate local education agency (LEA) as stipulated by state law (2017 Grade 4, 8, and 12) | Issue: School Climate 5. What is the legal status of your school? © Officially part of the school district or local education agency (LEA) © Independent from the school district or local education agency (LEA) © A separate local education agency (LEA) as stipulated by state law Issue: School Climate | NC | N/A |
| 5. Is this school operated by a company or organization that also operates other charter schools? © Yes © No (2017 Grade 4, 8, and 12) | 6. Is this school operated by a company or organization that also operates other charter schools? © Yes © No Issue: School Climate | NC | N/A |
| N/A | 7. How many charter schools are operated by this company or organization? Two to four schools Five to nine schools Ten or more schools | A | This item was added based on NCES' request for additional charter school items assessing factors shown to related to student achievement in the |

| | 2019 Pilot Grade 4, 8, and 12 Charter School | | |
|---------------|---|---------------|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| | | | research literature. |
| N/A | 8. How many days per school year is your school open for instruction? Do not count summer school. Enter the number of days. | A | This item was added based on NCES' request for additional charter school items assessing factors shown to related to student achievement in the research literature. |
| N/A | 9. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes per day | A | This item was added based on NCES' request for additional charter school items assessing factors shown to related to student achievement in the research |
| | Issue: School Climate | | literature. |

| Previous item | | | | 2019 item | | | | D/A/ R/NC+ | Rationale |
|--|---|------------------------------------|------------|---|--|---------------------------------------|--------------|---------------|--|
| Which one of the following best describes terms of program content? | s your charter school's prin | nary focus in | V1040237 | 10. Which one of the following best describes terms of program content? | s your charter school's pri | mary focus in | VIII240227 | NC | N/A |
| We have a comprehensive curriculum | with no specialized area o | f focus. | | We have a comprehensive curriculum with no specialized area of focus. | | | | | |
| We have a special curricular focus, for immersion. | example, the arts, math/se | cience, foreign lang | uage | We have a comprehensive curriculum with no specialized area of focus. We have a special curricular focus, for example, the arts, math/science, foreign language immersion. | | | | | |
| Our curriculum is based on a particul school, Core Knowledge. | ar educational theory, for e | xample. Montessor | i, open | Our curriculum is based on a particul- school, Core Knowledge. | ar educational theory, for | example, Montessor | i, open | | |
| Our curriculum is based on a particul African-centered education, character | ar moral philosophy or set -based education, Eastern p | of values, for exam philosophy. | ple, | Our curriculum is based on a particul. African-centered education, character | ar moral philosophy or se -based education, Eastern | t of values, for examp philosophy. | ole, | | |
| (2017 Grade 4, 8, and 12) | | | | Issue: School Climate | | | | | |
| Does your school provide a written contr Yes, and parents are required to abide Yes, but signing it is voluntary. No Question 8 is not applicable and (2017 Grade 4, 8, and 12) | by it. | | | 11. Does your school provide a written contra Yes, and parents are required to abide Yes, but signing it is voluntary. No Issue: School Climate | A TO THE RESERVE OF THE PARTY O | | | | change was made but th skip pattern directions have been removed due to the transition to DBA. |
| 8. Are the following elements addressed circle in each row. | in your charter-parent cor | ntract? Select one | VHZirvis | Are the following elements addressed is circle in each row. | n your charter-parent co | ntract? Select one | V10/1944 | NC | N/A |
| | Yes | No | | | Yes | No | | | |
| a. Dress code | ⊕ | (D) | VR243947 | a. Dress code | Φ | 0 | VH241947 | | |
| b. Home learning environment | 0 | • | VH241951 | b. Home learning environment | | 0 | VH2419/1 | | |
| c. Homework | ® | Φ | Vf1241946 | c. Homework | 0 | 0 | VII241946 | | |
| l. Parent-teacher communication | 0 | 0 | VH2(4)953- | d. Parent-teacher communication | 0 | • | VH241953 | | |
| Parent volunteering | 0 | Ф | VH24J9S2 | e. Parent volunteering | • | 0 | VH241952 | | |
| . School discipline policy | 0 | 0 | VH241948 | f. School discipline policy | 0 | 0 | V16241948 | | |
| | | 0 | VR243945 | g. Student attendance | © | (3) | VFI241948 | | |
| g. Student attendance | | 0 | VH2.11950 | h. Student promotion policy | (3) | Φ. | VHZELVNO | 1 | |
| | Φ | | | i. Other (Please specify): | - | | A La Ca Land | | |

Appendix K-3n: Pilot Grades 4, 8, & 12 Charter School

| 1. | Is y | your school a public charter school? | |
|----|------------|--|----------|
| | sta and | charter school is a public school that, in accordance with an enabling state tute, has been granted a charter exempting it from selected state or local rules d regulations. A charter school may be a newly created school, or it may eviously have been a public or private school.) | |
| | (A) | Yes | |
| | ® | No | |
| | | | VH812950 |
| 2. | Is y | your school a for-profit or nonprofit charter school? | |
| | (A) | For-profit | |
| | ® | Nonprofit | |
| 3. | In | which year did your school start providing instruction as a charter school? | VH254022 |
| | | | VH594583 |
| 4. | Wł | no granted your school's current charter? | |
| | (A) | School district | |
| | ® | State board of education (includes state board of regents and District of Columbia State B of Education) | oard |
| | 0 | Postsecondary institution | |
| | 0 | State charter-granting agency | |
| | Œ | City or state public charter school board | |
| | Ð | Other (Please specify): | |

| 1/ | H2 | 40 | 22 | 5 |
|----|----|----|----|---|

| 5. | . What is the legal status of your school? | |
|------------|---|------------|
| | Officially part of the school district or local education agency (LEA) | |
| | ® Independent from the school district or local education agency (LEA) | |
| | © A separate local education agency (LEA) as stipulated by state law | |
| | | |
| | | |
| | | VH240226 |
| 6. | Is this school operated by a company or organization that also operates other charter schools? | V H240220 |
| | ♠ Yes | |
| | ® No | |
| | | |
| | | |
| | | VH812949 |
| 7 | . How many charter schools are operated by this company or organization? | V11012547 |
| <i>'</i> • | | |
| | Two to four schools | |
| | ® Five to nine schools | |
| | © Ten or more schools | |
| | | |
| | | |
| | | VH812951 |
| 8. | • How many days per school year is your school open for instruction? Do not count summer school. Enter the number of days. | |
| | days | |
| | | |
| | | |
| | | VIII010064 |
| 0 | What is the total instructional time evaluding breaks in a typical school day? Enter | VH812964 |
| 7. | • What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes. | |
| | hours and minutes per day | |
| | ± , | |

- **10.** Which one of the following best describes your charter school's **primary** focus in terms of program content?
 - We have a comprehensive curriculum with no specialized area of focus.
 - We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - © Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - ① Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

- 11. Does your school provide a written contract for parents?
 - Yes, and parents are required to abide by it.
 - Yes, but signing it is voluntary.
 - © No

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

| | Yes | No | |
|---------------------------------|-----|----|----------|
| a. Dress code | A | ® | VH241947 |
| b. Home learning environment | A | ® | VH241951 |
| c. Homework | A | ® | VH241946 |
| d. Parent-teacher communication | (A) | ® | VH241953 |
| e. Parent volunteering | A | ® | VH241952 |
| f. School discipline policy | A | ® | VH241948 |
| g. Student attendance | A | ® | VH241945 |
| h. Student promotion policy | A | ® | VH241950 |
| i. Other (Please specify): | (A) | ® | VH587571 |

Appendix K-30: Summary of Changes Operational Grade 4 Reading

| | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|------------------------------------|---|-----------------------------------|---------------------|----------------------|--|-----------------|---|-----------------------------------|--------------------|----------|---------------|--|
| During the last two years, offered to teachers in your row. | | | | | VH240553 | N/A | | | | | | D | This item was |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | reduce schoo |
| Use of English/language arts across the curriculum Interpreting and analyzing | Ø | • | 0 | Φ | VH259997 | | | | | | | | administrato burden and |
| literature Interpreting and analyzing | ® | • | 0 | Φ | VH240555 | | | | | | | | create |
| informational texts Understanding the | Φ | • | 0 | 0 | VH240559 | | | | | | | | opportunity |
| cognitive process of an individual when they are reading or writing | ® | (8) | 0 | • | VH260000 | | | | | | | | for future developmen |
| Use of scoring guides to evaluate student work | ® | ® | 0 | 0 | VH260001 | | | | | | | | 3.21.21 0 p 0 11 |
| Instructional strategies for teaching English/language arts | ® | • | 0 | 0 | VH260002 | | | | | | | | |
| Yes, available full-time to Yes, available part-time No Question 3 is not ap | to fourth-grade s | students | | | | © Yes, available full-time to f © Yes, available part-time to © No Issue: Resources for | fourth-grade st | rudents | ıction | | | | directions ar different given transition from PBA to DBA. |
| 3. To what extent are each o | the following a tudents at your | responsibility of school? Select one | the reading spe circle in each | ecialist(s) row. | VH240562 | To what extent are each of available to fourth-grade stu | he following a | responsibility of school? Select one | the reading spe circle in each | cialist(s) row. | VH240562 | R | In sub-item |
| available to fourth-grade s | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | "a", the parenthetica |
| available to fourth-grade s | Not at all | | | | | a. Provide one-on-one help to | | | | 1 | | | ((/ |
| available to fourth-grade s Provide one-on-one help to students on various reading topics | Not at all | • | 0 | 0 | VH259934 | students with various reading strategies (e.g., basic comprehension | 0 | ® | 0 | Φ | VH845246 | | "(e.g., basic comprehens |
| available to fourth-grade s Provide one-on-one help to students on various reading | | (h) | 0 | 0 | VH259934 VH259935 | | • | • | 0 | Ф | VH845246 | | comprehens on, making inferences, |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|---|---------------------------------------|-------------------------|--|---|--|---|------------------------------------|-------------------------|----------------------|---------------|--|
| 4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school? | | | | | | 3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school? ① Yes, available full-time to fourth-grade teachers ① Yes, available part-time to fourth-grade teachers ② No Issue: Resources for Learning and Instruction | | | | | | NC | Please note inline directions are different given transition from PBA to DBA. |
| 5. To what extent are each of available to fourth-grade to | the following a achers at your | a responsibility of school? Select one | the literacy cos circle in each | ach(es) row. | VH240565 | To what extent are each of t available to fourth-grade tea | the following a achers at your s | responsibility of school? Select one | the literacy coa circle in each | ach(es) row. | VH240565 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | • | 0 | Φ | VH240567 | a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | • | 0 | Φ | VH240567 | | |
| b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ | @ | ® | 0 | Φ | VH240566 | b. Conduct professional development for groups of teachers about English/ language arts content or | ® | ® | 0 | 0 | VH240566 | | |
| language arts | | | | | | the teaching of English/ language arts | | | | | | | |
| | ool's English/la Select one circ | inguage arts progra ele in each row. | am structured : | according | VH240605 | | ool's English/la | anguage arts progr | | according | VH240605 | R | Sub-items |
| language arts 2017 Grade 4) 6. To what extent is your sch | ool's English/la Select one circ Not at all | inguage arts progra ele in each row. | am structured : Moderate extent | according Large extent | VH240605 | Issue: Resources for 5. To what extent is your sch- | ool's English/la | anguage arts progr | | according Large extent | VH240605 | R | Sub-items were droppe to reduce |
| a. District curriculum standards or curriculum guides | Select one circ | ele in each row. | Moderate | | VH240605 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum | ool's English/la Select one circ | anguage arts progr cle in each row. | ram structured Moderate | | VH240607 | R | were droppe to reduce school |
| a. District curriculum standards or curriculum | Not at all | Small extent | Moderate extent | Large extent | | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards | ool's English/la 'Select one circ Not at all | anguage arts progrele in each row. | Moderate extent | Large extent | | R | were droppe to reduce school administrato |
| a. District curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent © | Large extent | VH240607 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la 'Select one circ Not at all | Small extent | Moderate extent | Large extent | VH240607 | R | were droppe to reduce school administrato burden and create |
| language arts 2017 Grade 4) 6. To what extent is your sch to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Not at all | Small extent | Moderate extent © | Large extent | VH240607 VH240606 | Issue: Resources for 5. To what extent is your sch to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum | ool's English/la Select one circ Not at all | singuage arts progr cle in each row. Small extent | Moderate extent | Large extent | VH240607 VH240606 | R | were droppe to reduce school administrato burden and create opportunity |
| a. District curriculum standards or frameworks confirmeworks and standards for learning d. Results from district | Not at all | Small extent | Moderate extent © © | Large extent | VH240607 VH240606 VH240609 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | singuage arts progr cle in each row. Small extent | Moderate extent | Large extent | VH240607 VH240606 | R | were droppe to reduce school administrato burden and create |
| a. District curriculum standards or curriculum standards or curriculum frameworks c. In-school curriculum standards for learning d. Results from district assessments c. Results from state | Not at all | Small extent | Moderate extent | Large extent | VH240607 VH240606 VH240609 VH566890 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | singuage arts progr cle in each row. Small extent | Moderate extent | Large extent | VH240607 VH240606 | R | were droppe to reduce school administrato burden and create opportunity for new |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Results from district assessments c. Results from state assessments f. Recommendations from school English/language arts department g. Discretion of individual | Not at all | Small extent | Moderate extent | Large extent | VH240607 VH240606 VH240609 VH546890 VH240608 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | singuage arts progr cle in each row. Small extent | Moderate extent | Large extent | VH240607 VH240606 | R | were droppe to reduce school administrato burden and create opportunity |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Results from district assessments e. Results from state assessments f. Recommendations from school English/language arts department | Not at all | Small extent D D D | Moderate extent | Large extent | VH240607 VH240606 VH240609 VH240609 VH240605 VH240611 | Issue: Resources for 5. To what extent is your scheto the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | singuage arts progr cle in each row. Small extent | Moderate extent | Large extent | VH240607 VH240606 | R | were droppe to reduce school administrato burden and create opportunity for new |

| | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|---------------------------------------|----------------------|-------------------------------|--|---|--|--------------------|-------------------|----------------------------------|---------------|---|
| To what extent does your so focus on preparation for the row. | chool's fourth-g following type | grade English/lan es of assessments | guage arts curr Select one cir | culum cle in each | VH335506 | To what extent does your so focus on preparation for the row. | | | | | VH335506 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | 18 | | |
| . District assessments | ® | ® | 0 | • | VH335509 | a. District assessments | ® | ® | 0 | 0 | VH335509 | | |
| o. State assessments | 0 | (8) | 0 | Φ | VH335508 | b. State assessments | ® | ® | 0 | Φ | VH335508 | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | 0 | • | 0 | Ф | VH586820 | c. School assessments (e.g., quizzes or tests created by teachers) | 0 | (1) | 0 | Ф | VH586820 | | |
| 2017 Grade 4) | | | | | VH592388 | Issue: Organization | of Instru | ction | | | | | |
| Not at all Small extent Moderate extent Large extent | | | | | | | | | | | | | dropped to reduce scho administrate burden and |
| 2017 Grade 4) | | | | | | | | | | | | | for future |
| 2017 Grade 4) 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI | lish/language ar | rts class instruction | ol have the follo on for fourth-gr | wing | VH335488 | 7. In addition to English/langu. personnel to assist with Eng students with disabilities (SI | lish/language | arts class instruc | tion for fourth- | llowing grade | VH335488 | NC | opportunity for future |
| In addition to English/langua personnel to assist with Engl students with disabilities (SI | lish/language ar D)? Select one c | rts class instruction | ol have the follo on for fourth-gr | wing | VH335488 | personnel to assist with Engl | lish/language | arts class instruc | tion for fourth- | ollowing grade | VH335488 | NC | opportunity for future developmen |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI Special Education teachers (an | lish/language ar D)? Select one c | rts class instruction circle in each row. | ol have the follo on for fourth-gr | No No | VH335488 | personnel to assist with Eng- students with disabilities (SI | lish/language D)? Select one | arts class instruc circle in each ro Yes | tion for fourth- | grade No | | NC | opportunity for future developmen |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI 1. Special Education teachers (an service providers) | lish/language ar D)? Select one c | rts class instruction circle in each row. | ol have the follo on for fourth-gr | No v | | personnel to assist with Engi students with disabilities (SI a. Special Education teachers (an service providers) | lish/language D)? Select one and related | arts class instruc circle in each ro Yes | tion for fourth- | grade No ® | VH335489 | NC | opportunity for future developmen |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI Special Education teachers (an service providers) Reading specialists or literacy Speech pathologists | d related | rts class instruction in each row. Yes | ol have the follow | No v | 1335489 | personnel to assist with Engistudents with disabilities (Si a. Special Education teachers (ar service providers) b. Reading specialists or literacy | lish/language D)? Select one and related | arts class instructircle in each ro Yes | tion for fourth- | grade No | VH335489 VH335490 | NC | opportunity for future developmer |
| personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher ai trained to work with students disabilities | d related coaches des who are with | rts class instruction in cach row. Yes | ol have the follo | No v | 1335489 1335490 | personnel to assist with Engistudents with disabilities (SI a. Special Education teachers (ar service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher at trained to work with students | lish/language D)? Select one and related coaches | arts class instruc circle in each ro Yes | tion for fourth- | grade No ® | VH335489 | NC | opportunity for future developmen |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher ai trained to work with students | d related coaches des who are with des who are | rts class instruction in each row. Yes | ol have the follo | No | 1335489 1335490 1335494 | personnel to assist with Eng students with disabilities (SI a. Special Education teachers (ar service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher ai | lish/language D)? Select one and related coaches ides who are with | Yes | tion for fourth- | No © © | VH335489 VH335490 VH335494 | NC | opportunity for future developmen |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|---|--|-----------------|-------------------------------|---|--|--|------------------|---------------|----------------------------|---------------|---|
| 10. In addition to English/lang personnel to assist with En English language learners (| uage arts teacher glish/language ar ELL)? Select one | s, does your schoo ts class instructio circle in each row | ol have the follo on for fourth-gra | wing ide | VIE35406 | In addition to English/language a personnel to assist with English. | | | | | VH846126 | R | In the stem, an en dash |
| | | Yes | | No | | English-language learners (ELLs) | s)? Select one c | circle in each ro | ow. | | | | was added |
| a. Certified ELL/bilingual educ | | 0 | | 0 | VH335410 | | 1 | | | 120 | 1 | | between |
| b. Reading specialists or literac | y coaches | 0 | | • | VH335407 | | | Yes | | No | | | |
| c. Speech pathologists d. Paraprofessionals or teacher: | aides rebo are | 0 | | 0 | VH335408 | a. Certified ELL/bilingual education | | ® | | 10 | VH846130 | | "English" ar |
| d. Paraprofessionals or teacher trained to work with student | | 0 | | 0 | VH335409 | B. Reading specialists or literacy coa C. Speech pathologists | oaches | ® | | (B) | VH846127 VH846128 | | "language" |
| e. Paraprofessionals or teacher not trained to work with stu- | | | | | VH335412 | d. Paraprofessionals or teacher aides | es who are | (A) | | (B) | VH846128 | | |
| ELL | dents who are | 0 | | (D) | VH305412 | trained to work with students who | | (A) | | (1) | VH846132 | | and an "s" |
| LUL | | | | | | | | | | | | | |
| f. Parent volunteers | | 0 | | Φ | VH335411 | ELLs | | • | + | A | VI2946121 | | was added |
| | | ⊗ | | ® | VH335411 | e. Parent volunteers | | ® | | • | VH846131 | | |
| | | ⊗ | | ⊕ | VH335411 | 77787 | | ® | | (1) | VH846131 | | "ELL". In sub |
| | | Φ | | (1) | VH335411 | 77787 | | • | | (1) | VH846131 | | was added t "ELL". In sub item "d", an |
| | | Φ | | Φ | VH335411 | 77787 | | • | | • | VH846131 | | "ELL". In sub item "d", an |
| | | (| | Φ | VH335411 | 77787 | | (5) | | • | VH846131 | | "ELL". In sul item "d", ar "s" was |
| | | Φ | | Φ | VH335411 | 77787 | | ③ | | • | VH846131 | | "ELL". In subsitem "d", ar "s" was added to |
| | | • | | Φ | VH335411 | 77787 | | ③ | | • | VH846131 | | "ELL". In sul item "d", ar "s" was added to |
| | | Ø | | Φ | VH335411 | 77787 | | Ø | | • | VH846121 | | "ELL". In sul item "d", ar "s" was added to "ELL" and o |
| f. Parent volunteers | | | | Φ | V98556411 | 77787 | | • | | • | VH846121 | | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wa |
| | | | | Φ | V9855641 | e. Parent volunteers | earning ar | | ction | • | V1846131 | | "ELL". In subsitem "d", and "s" was |
| f. Parent volunteers | s ability to provi | | ifacted by a lacked | | V1E56117 | e. Parent volunteers Issue: Resources for Lea | | nd Instru | | | VH260137 | R | "ELL". In subsitem "d", and "s" was added to "ELL" and o sub-item wadropped. |
| f. Parent volunteers | | de instruction al | fected by a lack | | | e. Parent volunteers | bility to provide | nd Instru | | | | R | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wa dropped. A sub-item |
| f. Parent volunteers 2017 Grade 4) | one circle in ea | de instruction af ch row. | | k of the | | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abi following resources? Select one | bility to provide ne circle in each | nd Instru | fected by a lack | of the | | R | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wa dropped. A sub-item was droppe |
| f. Parent volunteers 2017 Grade 4) 11. How much is your school's following resources? Select | | de instruction al | fected by a lack | | | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one | bility to provide | nd Instru | | | | R | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wa dropped. A sub-item |
| f. Parent volunteers 2017 Grade 4) | one circle in ea | de instruction af ch row. | | k of the | | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/ | bility to provide ne circle in each | nd Instru | fected by a lack | of the | | R | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wadropped. A sub-item was droppe to reduce |
| f. Parent volunteers 2017 Grade 4) 11. How much is your school's following resources? Select 1. Teachers with a specialization in English/ language arts | Not at all | de instruction af ch row. A little | Some | k of the | VII260137 | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/ language arts | bility to provide ne circle in each | nd Instru e instruction aff n row. | fected by a lack | of the | VIE26137 | R | "ELL". In sul item "d", ar "s" was added to "ELL" and o sub-item wa dropped. A sub-item was droppe to reduce school |
| O17 Grade 4) (1. How much is your school's following resources? Select Teachers with a specialization in English/ language arts Computer software for | Not at all | de instruction at ch row. A little | Some | k of the A lot | VII260137 | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/ | bility to provide ne circle in each | nd Instru e instruction aff n row. | fected by a lack | of the | VIE26137 | R | "ELL". In sulitem "d", ar "s" was added to "ELL" and o sub-item wadropped. A sub-item was dropped to reduce school |
| O17 Grade 4) I. How much is your school's following resources? Select Teachers with a specialization in English/language arts Computer software for English/language arts instruction | Not at all | de instruction af ch row. A little | Some | k of the | VIES-0137 VIES-0138 VIES-0140 | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction | bility to provide ne circle in each Not at all | nd Instru e instruction aff n row. A little | Some © | of the A lot | VID60137 VH260138 VH260140 | R | "ELL". In sulfitem "d", ar "s" was added to "ELL" and o sub-item wadropped. A sub-item was dropped to reduce school administrat |
| f. Parent volunteers 2017 Grade 4) 11. How much is your school's following resources? Select 12. Teachers with a specialization in English/ language arts 13. Computer software for English/language arts 14. Instruction in English/ Language arts 15. Library books | Not at all | de instruction at ch row. A little | Some | k of the A lot | VH260137 VH260138 | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/language arts b. Computer software for English/language arts | bility to provide ne circle in each Not at all | nd Instru e instruction aff n row. | Some | of the A lot | VID(0137 | R | "ELL". In subsitem "d", and "s" was added to "ELL" and o sub-item was dropped. A sub-item was droppe to reduce school administrate burden and |
| f. Parent volunteers 2017 Grade 4) 11. How much is your school's following resources? Select 1. Teachers with a specialization in English/language arts 1. Computer software for English/language arts instruction | Not at all | de instruction af ch row. A little | Some © | k of the A lot | VIES-0137 VIES-0138 VIES-0140 | e. Parent volunteers Issue: Resources for Lea 9. How much is your school's abit following resources? Select one a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction | bility to provide ne circle in each Not at all | nd Instru e instruction aff n row. A little | Some © | of the A lot | VID60137 VH260138 VH260140 | R | "ELL". In sulfitem "d", ar "s" was added to "ELL" and o sub-item wadropped. A sub-item was dropped to reduce school administrat |

Appendix K-3p: Operational Grade 4 Reading

- **1.** Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?
 - Yes, available full-time to fourth-grade students
 - Yes, available part-time to fourth-grade students
 - © No

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

VH240562

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | (A) | ® | 0 | 0 | VH845246 |
| b. Provide one-on-one help to students at various achievement levels | (A) | ® | 0 | 0 | VH259935 |

VH240021

- **3.** Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?
 - Yes, available full-time to fourth-grade teachers
 - Yes, available part-time to fourth-grade teachers
 - © No

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | (4) | ® | 0 | 0 | VH240567 |
| b. | Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | (9) | ® | 0 | 0 | VH240566 |

VH240605

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | (A) | ® | 0 | 0 | VH240607 |
| b. State curriculum standards or frameworks | A | B | 0 | 0 | VH240606 |
| c. In-school curriculum frameworks and standards for learning | (4) | ® | © | 0 | VH240609 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH335509 |
| b. State assessments | (A) | ® | 0 | 0 | VH335508 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (B) | 0 | 0 | VH586820 |

VH335488

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

| | | Yes | No | |
|----|--|----------|----|----------|
| a. | Special Education teachers (and related service providers) | ® | ® | VH335489 |
| b. | Reading specialists or literacy coaches | (A) | ® | VH335490 |
| c. | Speech pathologists | A | ® | VH335494 |
| d. | Paraprofessionals or teacher aides who are trained to work with students with disabilities | (| ® | VH335492 |
| e. | Paraprofessionals or teacher aides who are not trained to work with students with disabilities | ® | ® | VH335491 |
| f. | Parent volunteers | (A) | ® | VH335493 |

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

| | Yes | No | |
|--|------------|----|----------|
| a. Certified ELL/bilingual education teachers | A | ® | VH846130 |
| b. Reading specialists or literacy coaches | (A) | ® | VH846127 |
| c. Speech pathologists | (A) | ® | VH846128 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | (| ® | VH846132 |
| e. Parent volunteers | (A) | ® | VH846131 |

VH260137

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

| | Not at all | A little | Some | A lot | |
|---|------------|----------|------|-------|----------|
| a. Teachers with a specialization in English/ language arts | (A) | ® | 0 | 0 | VH260138 |
| b. Computer software for English/language arts instruction | (A) | ® | 0 | 0 | VH260140 |
| c. Library books | (A) | ® | 0 | 0 | VH260142 |

Appendix K-3q: Summary of Changes Pilot Grade 4 Reading

| Previous item | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
|--|----------------------------------|--|--|--------------------------|-----------|---|---------------|---|
| During the last two years, to offered to teachers in your row. | o what extent school focused | have professional on the following? | development a Select one cir | ctivities cle in each | VH240333 | N/A | D | This item was dropped to |
| | Not at all | Small extent | Moderate extent | Large extent | | | | reduce schoo |
| a. Use of English/language arts across the curriculum | @ | 0 | 0 | 9 | VH259997 | | | administrato |
| b. Interpreting and analyzing literature | 0 | 0 | 0 | | VH240555 | | | burden and create |
| c. Interpreting and analyzing informational texts | 0 | 0 | 0 | Φ | VHZenise | | | opportunity |
| d. Understanding the cognitive process of an individual when they are reading or writing | ® | • | 0 | 0 | V182/0000 | | | for future development |
| e. Use of scoring guides to evaluate student work | ® | 0 | 0 | 0 | VH260001 | | | development |
| f. Instructional strategies for teaching English/language arts | Φ | 00 | 0 | 0 | VH260002 | | | |
| (2017 Grade 4) 2. Is there a reading specialist a your school? ① Yes, available full-time to ① Yes, available part-time t ② No Question 3 is not app | o fourth-grade o fourth-grade | students students | urth-grade stu | dents at | Viglands | 1. In addition to their regular classroom teacher, are there any additional full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) available to fourth-grade students at your school? ② Yes, available full-time to fourth-grade students ③ Yes, available part-time to fourth-grade students ③ No | R | The entire stem was revised. Please note inline directions are different given transition from PBA to |
| | | | | | | Issue: Resources for Learning and Instruction | | DBA. |

| | | | | 2 | 019 | Pilot Grade 4 Rea | iding So | chool | | | | | |
|---|-----------------------------------|--|------------------------------------|-----------------------|-----------|---|---|--|--------------------|--------------|------------|---------------|---|
| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
| 3. To what extent are each of available to fourth-grade st | the following a udents at your | responsibility of school? Select or | the reading sp e circle in each | ecialist(s) i row. | VH2A662 | To what extent is each of the English/language arts staff one circle in each row. | | | | ool? Select | VBH (3027 | R | "Reading specialist(s)" |
| - Possible and the later | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | was replaced |
| Provide one-on-one help to students on various reading topics | 0 | 00 | 0 | 0 | VH259934 | Provide English/language arts course-related support, | | | CATCHE | | | | with "additional |
| b. Provide one-on-one help to students at various achievement levels | • | Φ | 0 | 0 | VH259835 | remediation, or intervention to individual students | ⊗ | Φ | 0 | 0 | VHS1800 | | English/langu |
| | | | | | | Provide English/language arts course-related support, remediation, or intervention to groups of students | ® | 0 | 0 | 0 | VHSLSOU | | age arts staff". Two sub- items |
| | | | | | | Provide English/language arts enrichment to individual students | 0 | 0 | 0 | 0 | VEREIREA | | were dropped |
| | | | | | | d. Provide English/language arts enrichment to groups of students | • | 0 | 0 | 0 | VM819030 | | and seven sub-items |
| | | | | | | e. Provide instruction for gifted and talented students | ® | 0 | 0 | 0 | VHS13017 | | were added. |
| | | | | | | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment) | © | (1) | θ | Φ | VIIII.AQ38 | | |
| | | | | | | g. Provide instruction for English-language learners (ELLs) | Φ | Ф | 0 | 0 | VHSERGIO | | |
| (2017 Grade 4) | | | | | | Issue: Resources for | Learning | and Instru | ıction | | | | |
| 4. Is there a literacy coach avail your school? ② Yes, available full-time to ③ Yes, available part-time to ③ No Question 5 is not app | o fourth-grade o fourth-grade | teachers teachers | th-grade teach | ers at | VIIC46021 | 3. Are there any additional full coach or supervisor. English, available to fourth-grade tead Yes, available full-time to Yes, available part-time to No | language arts l chers at your so o fourth-grade | lead teacher or de chool? teachers | | | Vikinovi | R | The entire stem was revised. Please note inline directions are different given transition from PBA to |
| (2017 Grade 4) | | | | | | Issue: Resources for | Learning | and Instru | ıction | | | | DBA. |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|-----------------------------------|--|-------------------------------------|-------------------------|---|--|---|--|--|--------------|------------|---------------|-------------------------------|
| 5. To what extent are each of available to fourth-grade te | the following a achers at your | responsibility of school? Select on | the literacy co e circle in each | ach(es) row. | VH240565 | To what extent is each of th English/language arts staff one circle in each row. | ne following a r available to fo | responsibility of the ourth-grade teache | ne additional ers at your sch | ool? Select | VHS13097 | R | "Literacy coach(es)" |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate | Large extent | | | was replaced |
| a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | • | 0 | 0 | V#124056* | a. Conduct professional development for groups of teachers about English/ language arts content or | Φ | © | extent | © | VH313094 | | with "additional English/lang |
| Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ | ® | (3) | 0 | • | VHE240566- | the teaching of English/ language arts h. Provide assistance/support to individual teachers | | | | | | | age arts |
| language arts | | | | | | about English/language arts content or the teaching of English/language arts | 0 | ® | 0 | 0 | VERESON | | sub-items |
| | | | | | | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | 0 | 0 | 0 | 0 | VHStaton | | were added. |
| | | | | | | d. Provide assistance/support | | | | | | | |
| | | | | | | to individual or groups of teachers in using technology and media to support reading/English/ language arts instruction | ⊗ | 0 | 0 | Φ | V148 (310) | | |
| 2017 Grade 4) 6. To what extent is your sch to the following resources? | | | | according | V(C460) | to individual or groups of teachers in using technology and media to support reading/English/ | Learning | g and Instru | ction | | VH2HHHS | R | Six sub-items |
| 6. To what extent is your sch | | | am structured Moderate extent | according Large extent | VICesso | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche | Learning | g and Instru | ction | | ÌŤ | R | |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides | Select one circ | le in each row. | Moderate | | V1044007 | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche | Learning ool's English/la Select one circ | and Instru | ction m structured | according | ÌŤ | R | were |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks | Select one circ | Small extent | Moderate extent | Large extent | | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum | Learning pol's English/la Select one circ Not at all | g and Instru | Ction Im structured Moderate extent | Large extent | VH2Histi | R | were |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent | Large extent | | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning pol's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction mm structured Moderate extent | Large extent | V11210665 | R | were |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent © | Large extent | | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or frameworks or frameworks c. In-school curriculum | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progracle in each row. Small extent | ction In structured Moderate extent © | Large extent | V11210665 | R | were |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district assessments | Not at all | Small extent | Moderate extent © © | Large extent | | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progracle in each row. Small extent | ction In structured Moderate extent © | Large extent | V11210665 | R | were |
| 6. To what extent is your sch to the following resources? 5. District curriculum standards or curriculum guides 5. State curriculum standards or frameworks 1. In-school curriculum frameworks and standards for learning 6. Results from district assessments 1. Results from state | Not at all | Small extent D D | Moderate extent © © © | Large extent | V1540407 V1540408 V1540408 V1540409 V15464400 | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progracle in each row. Small extent | ction In structured Moderate extent © | Large extent | V11210665 | R | were |
| 6. To what extent is your sch to the following resources? 1. District curriculum standards or curriculum guides or frameworks c. In-school curriculum frameworks and standards for learning I. Results from district assessments c. Results from state assessments Recommendations from school English/language arts department c. Discretton of individual | Not at all | Small extent D D | Moderate extent | Large extent | V11240407 V31240408 V31240409 V31240409 V31240409 | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progracle in each row. Small extent | ction In structured Moderate extent © | Large extent | V11210665 | R | were |
| a. District curriculum standards or curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Results from district assessments c. Results from state assessments c. Results from state assessments c. Results from state assessments c. Recounted from state assessments c. Results from state assessments c. Recounted from state assessments c. Recounted from state assessments c. Results | Not at all | Small extent D D D | Moderate extent © © © © © | Large extent | V103-404-07 V103-404-08 V103-404-09 V103-404-09 V103-404-09 V103-404-09 V103-404-09 | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progracle in each row. Small extent | ction In structured Moderate extent © | Large extent | V11210665 | R | were |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|---|------------------------|----------------------------------|--|---|--|--------------------|------------------------|----------------------------------|---------------|--|
| To what extent does your so focus on preparation for the row. | chool's fourth- following type | grade English/lan es of assessments | guage arts curri ? Select one cir | culum cle in each | VIII 1880 | To what extent does your so focus on preparation for the row. | | | | | VIII3566 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | 1 | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. District assessments | ® | 0 | 0 | 0 | VH333509 | a. District assessments | Φ | • | 0 | 0 | VH115509 | | |
| b. State assessments | ® | • | Ø | 0 | V14335506 | b. State assessments | ® | (3) | 0 | Φ | VHASSON | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | Φ | • | 0 | 0 | VHS66820 | c. School assessments (e.g., quizzes or tests created by teachers) | ® | • | 0 | 9 | ¥78586820 | | |
| 8. To what extent does your schenglish/language arts teachin D Not at all D Small extent Moderate extent Large extent | | | ogy resources f | or | VHS07500 | N/A | | | | | | D | This item wanted dropped to reduce school administrate burden and |
| 9. In addition to English/langu | iage arts teach | ers, does your sch | ool have the fo | llowing | VIETUMARS | 7. In addition to English/langu | iage arts teach | ers, does your sch | ool have the fo | llowing | YHU5488 | R | create opportunity for future |
| (2017 Grade 4) 9. In addition to English/languersonnel to assist with Enstudents with disabilities (8) | glish/language | arts class instruc circle in each ro | tion for fourth- | grade | V1(f)/540s | 7. In addition to English/langu personnel to assist with Eng students with disabilities (S | glish/language | arts class instruct circle in each rov | ion for fourth- | grade | VH335489 | R | create opportunity for future developmer In sub-item "b", "not" |
| In addition to English/lange personnel to assist with English students with disabilities (8) | glish/language SD)? Select one | arts class instruc | tion for fourth- | llowing grade No | VIII (S48) | personnel to assist with Eng students with disabilities (S | glish/language 3D)? Select one | arts class instruct | ion for fourth- | llowing grade No | YH35488 | R | create opportunity for future developmer In sub-item |
| In addition to English/langu personnel to assist with En | glish/language SD)? Select one | arts class instruc circle in each ro | tion for fourth- | grade | VICTAMAS VPEXSSER | personnel to assist with Eng students with disabilities (S a. Special Education teachers (a | glish/language 3D)? Select one | arts class instruct circle in each rov | ion for fourth- | grade | VH35488 VH35488 | R | create opportunity for future developmer In sub-item "b", "not" |
| In addition to English/lange personnel to assist with Enstudents with disabilities (\$ a. Special Education teachers (a.). | glish/language ED)? Select one nd related | arts class instruc circle in each ro Yes | tion for fourth- | grade No | П | personnel to assist with Eng students with disabilities (S a. Special Education teachers (a service providers) | glish/language D)? Select one and related | arts class instruct circle in each rov Yes | ion for fourth- | No © | | R | create opportunity for future developmer In sub-item "b", "not" |
| 9. In addition to English/lange personnel to assist with English students with disabilities (\$\frac{5}{2}\$ a. Special Education teachers (a service providers) b. Reading specialists or literact. c. Speech pathologists | glish/language SD)? Select one nd related y coaches | arts class instruce circle in each ro Yes | tion for fourth- | No © | VH535449 | personnel to assist with Eng students with disabilities (S a. Special Education teachers (a | glish/language D)? Select one and related | arts class instruct circle in each rov Yes | ion for fourth- | grade No | VHIUSER | R | create opportunity for future developmer In sub-item "b", "not" |
| 9. In addition to English/lange personnel to assist with Engstudents with disabilities (\$ a. Special Education teachers (a service providers) b. Reading specialists or literact. Speech pathologists d. Paraprofessionals or teacher trained to work with student disabilities | glish/language D)? Select one and related y coaches aides who are s with | arts class instruce circle in each ro Yes | tion for fourth- | No © | VH135469 VH135460 | personnel to assist with Eng students with disabilities (S a. Special Education teachers (a service providers) b. Reading specialists or literacy | glish/language SD): Select one and related y coaches | arts class instruct e circle in each rov Yes | ion for fourth- | No D D | VHILISARIA VHILISARIA | R | create opportunity for future developmen In sub-item "b", "not" |
| 9. In addition to English/langupersonnel to assist with Enstudents with disabilities (\$\frac{5}{2}\) a. Special Education teachers (a service providers) b. Reading specialists or literact. c. Speech pathologists d. Paraprofessionals or teacher trained to work with student. | glish/language ind related y coaches aides who are s with | arts class instruct circle in each ro Yes | tion for fourth- | No D D | VH135469 VH135400 VH135494 | personnel to assist with Eng students with disabilities (S a. Special Education teachers (a service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher a trained to work with student | glish/language phone and related y coaches aides who are s with | arts class instruct circle in each row Yes | ion for fourth- | No | VHE85489 VHE85490 VER85494 | R | create opportunity for future developmen In sub-item "b", "not" |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|-------------------|--|-------------------|--------------|------------------|--|--|-----------------------------------|-----------------|------------------|------------|---------------|--|
| In addition to English/lang personnel to assist with En English language learners (| iglish/language a | arts class instruc | tion for fourth-s | | V1(1154m) | 8. In addition to English/language personnel to assist with English English-language learners (ELLs | h/language arts | s class instruct | ion for fourth- | llowing grade | VHI645 (26 | R | In the stem |
| | | Yes | | No | | | | Yes | | No | | | added |
| Certified ELL/bilingual educ | ation teachers | (3) | | 0 | V16333010 | a. Certified ELL/bilingual education | n teachers | Ø | _ | (0) | VHMASIAO | | between |
| Reading specialists or literac | y coaches | 0 | | (1) | VESTALISM? | b. Reading specialists or literacy coa | | 0 | _ | 0 | V18846127 | | |
| Speech pathologists | | 0 | | ® | VH35408 | c. Speech pathologists | merico | 0 | | 0 | VH846128 | | "English" a |
| Paraprofessionals or teacher trained to work with studen | ts who are ELL | Φ | -1111 | © | VILLUNGON | d. Paraprofessionals or teacher aides trained to work with students wh | | 0 | | 0 | VH846132 | | "language" |
| | | 0 | II II. | (3) | VHOS4iż | ELLs e. Parent volunteers | | ③ | | Ф | VFm46131 | | and an "s" |
| LL | | | | | | | | | | | | | |
| Parent volunteers | | ₲. | | (3) | vitaxia(i | | | | · | | | | was added "ELL". In su item "d", a "s" was added to |
| Parent volunteers | | • | | • | | Issue: Resources for Le | earning a | nd Instru | ction | | | | "ELL". In suitem "d", a "s" was added to "ELL" and o |
| | | de instruction af | fected by a lack | - | VHZS6LST | Issue: Resources for Le | ility to provide | instruction aff | | of the | VID6937 | R | "ELL". In suitem "d", a "s" was added to "ELL" and cubitem witem wite dropped. A sub-item |
| Parent volunteers 2017 Grade 4) 1. How much is your school's | | de instruction af | fected by a lack | - | | 9. How much is your school's abili- following resources? Select one of | ility to provide | instruction aff | | of the | VID6037 | R | "ELL". In suitem "d", a "s" was added to "ELL" and sub-item with dropped. A sub-item |
| Parent volunteers 2017 Grade 4) 1. How much is your school's following resources? Select Teachers with a specialization in English/ language arts | one circle in ea | de instruction af ch row. | | of the | | 9. How much is your school's abili- following resources? Select one of | ility to provide e circle in each | instruction aff row. | ected by a lack | | VID6037 | R | "ELL". In suitem "d", a "s" was added to "ELL" and sub-item with dropped. A sub-item |
| Parent volunteers 2017 Grade 4) 1. How much is your school's following resources? Select Teachers with a specialization in English/ | Not at all | de instruction af ch row. A little | Some | of the A lot | VIDNIST | 9. How much is your school's abilifollowing resources? Select one of the specialization in English language arts b. Computer software for English/language arts | ility to provide e circle in each | instruction aff row. | ected by a lack | A lot | H | R | "ELL". In suitem "d", a "s" was added to "ELL" and cub-item with dropped. A sub-item |
| 2017 Grade 4) 11. How much is your school's following resources? Select 12. Teachers with a specialization in English/language arts 13. Computer software for English/language arts | one circle in ca | de instruction af ch row. A little | Some © | of the A lot | VICHIST VICTORIA | 9. How much is your school's abilifollowing resources? Select one of the selection of the | ility to provide e circle in each Not at all | instruction aff row. A little | Some | A lot | VID#I)≫ | R | "ELL". In suitem "d", a "s" was added to "ELL" and c sub-item was dropped. |

Appendix K-3r: Pilot Grade 4 Reading

- 1. In addition to their regular classroom teacher, are there any additional full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) available to fourth-grade students at your school?
 - Yes, available full-time to fourth-grade students
 - Yes, available part-time to fourth-grade students
 - © No

2. To what extent is each of the following a responsibility of the additional English/language arts staff available to fourth-grade students at your school? Select one circle in each row.

VH813027

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|-------------|--------------|--------------------|--------------|----------|
| a. | Provide English/language arts course-related support, remediation, or intervention to individual students | (A) | ® | 0 | 0 | VH813032 |
| b. | Provide English/language arts course-related support, remediation, or intervention to groups of students | (| ® | 0 | 0 | VH813033 |
| c. | Provide English/language arts enrichment to individual students | ® | ® | © | 0 | VH813034 |
| d. | Provide English/language arts enrichment to groups of students | ® | ® | 0 | 0 | VH813035 |
| e. | Provide instruction for gifted and talented students | (A) | ® | 0 | 0 | VH813037 |
| f. | Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment) | ® | ® | 0 | 0 | VH813038 |
| g. | Provide instruction for English-language learners (ELLs) | ® | ® | 0 | 0 | VH813039 |

- **3.** Are there any **additional** full- or part-time English/language arts staff (e.g., Reading coach or supervisor, English/language arts lead teacher or department head) **available to fourth-grade teachers** at your school?
 - Yes, available full-time to fourth-grade teachers
 - Yes, available part-time to fourth-grade teachers
 - © No

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to fourth-grade teachers** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | ® | ® | 0 | 0 | VH813098 |
| b. | Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | ® | 0 | 0 | VH813099 |
| c. | Provide assistance/support to individual or groups of teachers with testing and collecting data | ® | (B) | 0 | 0 | VH813100 |
| d. | Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/ language arts instruction | (| ® | 0 | 0 | VH813101 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240607 |
| b. State curriculum standards or frameworks | (A) | B | 0 | 0 | VH240606 |
| c. In-school curriculum frameworks and standards for learning | (A) | (8) | 0 | 0 | VH240609 |

VH335506

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | (A) | ® | 0 | 0 | VH335509 |
| b. State assessments | (A) | ® | 0 | 0 | VH335508 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (4) | ® | 0 | 0 | VH586820 |

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

| | | Yes | No | |
|----|---|----------|----------|----------|
| a. | Special Education teachers (and related service providers) | ® | ® | VH335489 |
| b. | Reading specialists or literacy coaches | (A) | ® | VH335490 |
| c. | Speech pathologists | (A) | ® | VH335494 |
| d. | Paraprofessionals or teacher aides who are trained to work with students with disabilities | 0 | ® | VH335492 |
| e. | Paraprofessionals or teacher aides who are not trained to work with students with disabilities | ® | ® | VH858459 |
| f. | Parent volunteers | (A) | ® | VH335493 |

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

| | Yes | No | |
|--|------------|----|----------|
| a. Certified ELL/bilingual education teachers | A | ® | VH846130 |
| b. Reading specialists or literacy coaches | (A) | ® | VH846127 |
| c. Speech pathologists | (A) | ® | VH846128 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | (| ® | VH846132 |
| e. Parent volunteers | (A) | ® | VH846131 |

VH260137

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

| | Not at all | A little | Some | A lot | |
|---|------------|----------|------|-------|----------|
| a. Teachers with a specialization in English/ language arts | ® | ® | © | 0 | VH260138 |
| b. Computer software for English/language arts instruction | (A) | ® | 0 | 0 | VH260140 |
| c. Library books | A | ® | 0 | 0 | VH260142 |
| d. Class sets of books (e.g., literature books) | A | ® | 0 | 0 | VH855315 |

Appendix K-3s: Summary of Changes Operational Grade 8 Reading

| During the last two years, to offered to teachers in your serow. Use of English/language arts across the curriculum. Interpreting and analyzing literature. Interpreting and analyzing informational texts. Understanding the cognitive process of an individual when they are | o what extent l chool focused Not at all | have professional on the following? Small extent | development a Select one cir | activities cle in each | VIENNS3 | | | | | | | R/NC+ | |
|--|--|--|--|---------------------------|-------------|---|--|--------------------------------------|----------|--------------|-----------|-------|--|
| arts across the curriculum Interpreting and analyzing Iterature Interpreting and analyzing informational texts Understanding the cognitive process of an | -6.27.00.00 | Small extent | | | | N/A | | | | | | D | This item was |
| arts across the curriculum Interpreting and analyzing Iterature Interpreting and analyzing informational texts Understanding the cognitive process of an | • | Smiles Carrent | Moderate extent | Large extent | | | | | | | | | reduce school |
| literature Interpreting and analyzing informational texts Understanding the cognitive process of an | | 0 | 0 | Φ. | VH259991 | | | | | | | | administrato |
| informational texts Understanding the cognitive process of an | 0 | 00 | 0 | 0 | VH240385 | | | | | | | | burden and create |
| cognitive process of an | 0 | Φ | 0 | Φ | VH24055V | | | | | | | | opportunity |
| reading or writing | @ | Φ. | 0 | 0 | vitinoxio | | | | | | | | for future developmen |
| Use of scoring guides to evaluate student work | Θ | 0 | 0 | 0 | Y21(260(U)) | | | | | | | | acteropinen |
| Instructional strategies for teaching English/language arts | • | • | 0 | 0 | V1050002 | | | | | | | | |
| Is there a reading specialist avyour school? Yes, available full-time to Yes, available part-time to No Question 3 is not apple | eighth-grade so eighth-grade dicable and wi | students students Ill be skipped. responsibility of | the reading sp | ecialist(s) | VH240022 | 1. Is there a reading specialist average your school? Yes, available full-time to Yes, available part-time to No Issue: Resources for available to eighth-grade str | eighth-grade s eighth-grade Learning | students students g and Instru | ıction | | VID4052 | NC NC | Please note inline directions ar different given transition from PBA to DBA. |
| available to eighth-grade stu | Not at all | Small extent | e circle in each Moderate | 1 | | available to eighth-grade str | | T T | Moderate | | | | , |
| . Provide one-on-one help to | Not at an | Sman extent | extent | Large extent | 7 | a. Provide one-on-one help to | Not at all | Small extent | extent | Large extent | 7 - | | |
| students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | Φ | • | 6 | 0 | VH58247.L | a. Provide one-on-one neity to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | Ø | (3) | 0 | Ф | VH562874 | | |
| Provide one-on-one help to students at various achievement levels | 0 | 0 | 0 | 0 | V11259961 | b. Provide one-on-one help to students at various achievement levels | Φ | 00 | 0 | 0 | V11259961 | | |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|-----------------------------------|--|--------------------------------|-------------------------|--|--|---|--|--------------------|-------------------------|------------------------|---------------|---|
| 4. Is there a literacy coach available full-time to Yes, available full-time to Yes, available part-time to No Question 5 is not applications. (2017 Grade 8) | o eighth-grade to eighth-grade | teachers teachers | th-grade teache | ers at | YIEA0025 | 3. Is there a literacy coach avail your school? Yes, available full-time to Yes, available part-time to No Issue: Resources for | o eighth-grade o eighth-grade | teachers teachers | | ers at | VH240023 | NC | Please note inline directions are different given transition from PBA to DBA. |
| 5. To what extent are each of available to eighth-grade to | | | | | V11240802 | To what extent are each of available to eighth-grade tea | | | | | VHOME | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | Φ | Φ | 0 | 0 | VH249604 | a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | • | • | 0 | • | V18240604 | | |
| Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | ® | Φ | 0 | Ф | VH240ess | b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ | 0 | © | 0 | 0 | VH240683 | | |
| | | | | | | language arts | | | | | | | |
| 2017 Grade 8) 6. To what extent is your sch to the following resources: | | | am structured Moderate extent | according Large extent | V1Q-46405 | | ool's English/la | nguage arts progra | | according Large extent | V1C40005 | R | Sub-items were dropped to reduce |
| 6. To what extent is your sch | Select one circ | le in each row. | Moderate | 1 | VH240407 | Issue: Resources for 5. To what extent is your sehr to the following resources? a. District curriculum standards or curriculum | ool's English/la Select one circ | nguage arts progra le in each row. | om structured | | 1/1240605 V11240607 | R | were droppe |
| To what extent is your sch to the following resources: District curriculum standards or curriculum | Not at all | Small extent | Moderate extent | Large extent | | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards | ool's English/la Select one circ Not at all | nguage arts progra le in each row. | Moderate extent | Large extent | | R | were droppe to reduce |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards | Not at all | Small extent | Moderate extent | Large extent | VH240407 | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | nguage arts progr. le in each tow. Small extent | Moderate extent | Large extent | V11246807 | R | were droppe to reduce |
| To what extent is your sch to the following resources: District curriculum standards or curriculum guides State curriculum standards or frameworks. In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent © | Large extent | VH240607 VH5140608 | language arts Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum | ool's English/la Select one circ Not at all | nguage arts progr. le in each row. Small extent | Moderate extent © | Large extent | VEI240807 | R | were droppe to reduce |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district assessments | Not at all | Small extent | Moderate extent | Large extent | VH240407 VH24040H VH240H0H | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | nguage arts progr. le in each row. Small extent | Moderate extent © | Large extent | VEI240807 | R | were droppe to reduce |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks. In-school curriculum frameworks and standards for learning. Results from district assessments Results from state | Not at all | Small extent D D | Moderate extent | Large extent | VH240007 VHC40000 VH240000 VH240000 VH240000 | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | nguage arts progr. le in each row. Small extent | Moderate extent © | Large extent | VEI240807 | R | were droppe to reduce |
| To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks. In-school curriculum frameworks and standards for learning. Results from district assessments. Results from state assessments Recommendations from school English/Janguage arts department. Discretion of individual | Not at all O O O | Small extent Small extent Small extent | Moderate extent | Large extent | VIELEGOO7 VHELEGOO VHELEGOO VHELEGOO VIELEGOO VIELEGOO | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | nguage arts progr. le in each row. Small extent | Moderate extent © | Large extent | VEI240807 | R | were droppe to reduce |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Results from district assessments e. Results from state assessments f. Recommendations from school English/language arts department | Not at all O O O | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | VEE240407 VEE240407 VEE240404 VEE240409 VEE2406490 VEE240611 | Issue: Resources for 5. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's English/la Select one circ Not at all | nguage arts progr. le in each row. Small extent | Moderate extent © | Large extent | VEI240807 | R | were droppe to reduce |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|--|------------------------|----------------------------------|---|--|--|--|-----------------------|----------------------------------|---------------|---|
| To what extent does your s focus on preparation for the row. | chool's eighth- e following type | grade English/lan es of assessments | guage arts curr ? Select one cir | iculum ele in each | VIDAMS | To what extent does your so focus on preparation for the row. | chool's eighth- following type | grade English/lan es of assessments | guage arts curr Select one cir | iculum cle in each | VICHES | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. District assessments | Θ | 0 | 0 | 0 | VH240618 | a. District assessments | @ | 0 | 0 | Φ | V11240618 | | |
| b. State assessments | 0 | 0 | 0 | 0 | V14240619 | b. State assessments | 0 | 00 | 0 | 0 | VH240619 | | |
| School assessments (e.g., quizzes or tests created by teachers) | 0 | 0 | 0 | 0 | VH240617 | c. School assessments (e.g., quizzes or tests created by teachers) | Ø | (1) | 0 | Φ | VH240637 | | |
| (2017 Grade 8) 8. To what extent does your scl English/language arts teachin © Not at all | | | ogy resources f | or | 11092386 | Issue: Organization N/A | of Instru | ction | | | | D | This item wa |
| ⚠ Small extent ⚠ Moderate extent ⚠ Large extent | | | | | | | | | | | | | administrat burden and create opportunity |
| Moderate extent Large extent | glish/language . | arts class instruct | tion for eighth- | llowing grade | VH2369620 | 7. In addition to English/langu personnel to assist with Eng students with disabilities (S | dish/language | arts class instruct | ion for eighth- | | VICENSO | NC | administrate burden and create opportunity for future |
| © Moderate extent © Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with En | glish/language . | arts class instruct | tion for eighth- | llowing grade No | V923 (600-20) | personnel to assist with Eng | dish/language | arts class instruct | ion for eighth- | | YYGesže | NC | administrate burden and create opportunity for future developmer |
| © Moderate extent © Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with En | glish/language SD)? Select one | arts class instruct circle in each rov | tion for eighth- | grade | VH24662.1 | personnel to assist with Eng | dish/language D)! Select one | arts class instruct circle in each rov | ion for eighth- | grade | VH249/20 VH249/23 | NC | create opportunity for future developmer |
| Moderate extent Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with Enstudents with disabilities (3) | glish/language SD)? Select one and related | arts class instruct circle in each rov Yes | tion for eighth- | grade No | | personnel to assist with Eng students with disabilities (S a. Special Education teachers (at | dish/language D)! Select one nd related | arts class instruct circle in each rov Yes | ion for eighth- | No No | | NC | administrate burden and create opportunity for future developmer |
| Moderate extent Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with Enstudents with disabilities (consideration for the extension of the exten | glish/language SD)? Select one and related | arts class instruct circle in each rov Yes | tion for eighth- | No ® | VH24062.I | personnel to assist with Eng students with disabilities (S a. Special Education teachers (ar service providers) | dish/language D)! Select one nd related | arts class instruct circle in each rov Yes | ion for eighth- | No ® | V18240K21 | NC | administrate burden and create opportunity for future developmen |
| Moderate extent Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with Enstudents with disabilities (3) a. Special Education (eachers (a service providers) | glish/language SD)? Select one and related by coaches aides who are | arts class instruct circle in each rov Yes | tion for eighth- | No D | VH240621 VH240622 | personnel to assist with Eng students with disabilities (S a. Special Education teachers (ar service providers) b. Reading specialists or literacy | elish/language D)! Select one nd related y coaches uides who are | arts class instruct circle in each rov Yes | ion for eighth- | No ® | VH240821 VH240822 | NC | administrate burden and create opportunity for future developmer |
| Moderate extent Large extent Large extent 2017 Grade 8) 9. In addition to English/lang personnel to assist with Enstudents with disabilities (statements) a. Special Education teachers (aservice providers) b. Reading specialists or literact. Speech pathologists d. Paraprofessionals or teacher trained to work with student. | iglish/language SD)? Select one and related by coaches aides who are ts with | arts class instruct circle in each rov | tion for eighth- | No | VH240621 VH240622 VH240623 | personnel to assist with Eng students with disabilities (S a. Special Education teachers (ar service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher a trained to work with students | elish/language D)! Select one and related y coaches aides who are s with | arts class instruct circle in each rov | ion for eighth- | No D D | VH240621 VH240622 VH240623 | NC | administrate burden and create opportunity for future developmer |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---|--|--|----------------|----------------------|--|------------------|----------------------------|-------------------|---------------|-----------|---------------|--|
| 3. In addition to English/lang personnel to assist with En English-language learners (| uage arts teacher glish/language ar ELLs)? Select on e | rs, does your scho rts class instruct e circle in each r | ool have the foll tion for eighth-g | lowing rade | VIIS62373 | 8. In addition to English/langua personnel to assist with Engli English-language learners (EL | ish/language art | ts class instruct | ion for eighth-gr | owing rade | VIBICITY | R | In sub-item "d", an "s" |
| | | Yes | | No | | | | Yes | | No | | | was added to |
| a. Certified ELL/bilingual educ | ation teachers | ⊗ | | Φ | VH562377 | a. Certified ELL/bilingual educati | ion teachers | • | | @ | VH562377 | | "ELL". |
| b. Reading specialists or literac | and the second second second | 00 | | Φ | VH562874 | b. Reading specialists or literacy of | coaches | @ | | • | VH562374 | | |
| . Speech pathologists | | 0 | | 0 | VH562875 | c. Speech pathologists | | @ | | © | Vacsazars | | |
| | | | | | | | 1 1 | | | | | | |
| Paraprofessionals or teacher trained to work with studen | aides who are ts who are ELL | 00 | | Φ | VH562376 | d. Paraprofessionals or teacher aid trained to work with students | who are | 0 | | ® | VH858637 | | |
| Paraprofessionals or teacher trained to work with student e. Parent volunteers | aides who are ts who are ELL | Φ | | Φ | VH562376 VH562378 | trained to work with students of ELLs e. Parent volunteers | who are | Φ | | (D) | VH562378 | | |
| d. Paraprofessionals or teacher | ts who are ELL | ⊕ | fected by a lack | Φ | - Pro-17 | trained to work with students t ELLs | Learning a | and Instru | | • | 7.5 | R | A sub-item |
| d. Paraprofessionals or teacher trained to work with student e. Parent volunteers 2017 Grade 8) | ts who are ELL | ⊕ | fected by a lack | Φ | VH562378 | trained to work with students of ELLs e. Parent volunteers Issue: Resources for I | Learning a | and Instru | | • | VH562378 | R | was dropped |
| d. Paraprofessionals or teacher trained to work with student e. Parent volunteers 2017 Grade 8) 11. How much is your school's following resources? Select a Specialization in English/ language arts | ts who are ELL s ability to provid one circle in cac | de instruction af th row. | | Φ of the | VH562378 | trained to work with students of ELLs e. Parent volunteers Issue: Resources for I | Learning a | and Instru | fected by a lack | | VH562378 | R | was dropped to reduce school |
| d. Paraprofessionals or teacher trained to work with studenie. Parent volunteers 2017 Grade 8) 11. How much is your school's following resources? Select periodical specialization in English/ | ability to provide one circle in each | de instruction af | Some | of the | 931250131 | Issue: Resources for I 9. How much is your school's al following resources? Select of a. Teachers with a specialization in English/language arts b. Computer software for English/language arts | Learning a | and Instruction affinow. | fected by a lack | of the | V11562378 | R | was dropped to reduce school |
| d. Paraprofessionals or teacher trained to work with student e. Parent volunteers 2017 Grade 8) 11. How much is your school's following resources? Select period in English language arts 2. Computer software for English/language arts | ability to provid one circle in eac | de instruction af ch row. A little | Some © | of the A lot | V1040378 | Issue: Resources for I 9. How much is your school's al following resources? Select of a. Teachers with a specialization in English/language arts b. Computer software for | Learning a | and Instruction affin row. | Some | of the A lot | V91502379 | R | was dropped to reduce school administrate |

Appendix K-3t: Operational Grade 8 Reading

| VH240022 |
|----------|
|----------|

- **1.** Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
 - Yes, available full-time to eighth-grade students
 - ® Yes, available part-time to eighth-grade students
 - © No

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

VH240599

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | (4) | ® | © | Θ | VH562871 |
| b. | Provide one-on-one help to students at various achievement levels | (4) | ® | 0 | 0 | VH259963 |

VH240023

- **3.** Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?
 - Yes, available full-time to eighth-grade teachers
 - Yes, available part-time to eighth-grade teachers
 - © No

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | (4) | ® | 0 | 0 | VH240604 |
| b. | Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | (| ® | 0 | 0 | VH240603 |

VH240605

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240607 |
| b. State curriculum standards or frameworks | (A) | B | 0 | 0 | VH240606 |
| c. In-school curriculum frameworks and standards for learning | (A) | ® | 0 | 0 | VH240609 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH240618 |
| b. State assessments | A | ® | 0 | 0 | VH240619 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | ® | 0 | 0 | VH240617 |

VH240620

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

| | | Yes | No | |
|----|--|------------|----------|----------|
| a. | Special Education teachers (and related service providers) | ® | ® | VH240621 |
| b. | Reading specialists or literacy coaches | (A) | ® | VH240622 |
| c. | Speech pathologists | (A) | ® | VH240623 |
| d. | Paraprofessionals or teacher aides who are trained to work with students with disabilities | 0 | ® | VH240624 |
| e. | Paraprofessionals or teacher aides who are not trained to work with students with disabilities | (| ® | VH240627 |
| f. | Parent volunteers | A | ® | VH240626 |

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

| | Yes | No | |
|--|-----|----------|----------|
| a. Certified ELL/bilingual education teachers | (A) | ® | VH562377 |
| b. Reading specialists or literacy coaches | A | ® | VH562374 |
| c. Speech pathologists | (A) | ® | VH562375 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | 0 | ® | VH858637 |
| e. Parent volunteers | (A) | ® | VH562378 |

VH260137

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

| | | Not at all | A little | Some | A lot | |
|--------------------------------------|---|------------|----------|------|-------|----------|
| a. Teachers specializ language | zation in English/ | 0 | ® | 0 | 0 | VH260138 |
| | er software for language arts ion | 0 | ® | 0 | 0 | VH260140 |
| c. Library | books | (A) | ® | © | 0 | VH260142 |

Appendix K-3u: Summary of Changes Pilot Grade 8 Reading

| Previous item | | | | | | 2019 item | D/A/ R/NC+ | Rationale |
|--|-----------------------------------|---------------------------------------|--|--------------------------|-----------|---|---------------|---|
| During the last two years, offered to teachers in your row. | to what extent school focused | have professional on the following | development a Select one cir | ctivities cle in each | VH240553 | N/A | D | This item was |
| | Not at all | Small extent | Moderate extent | Large extent | 0.4 | | | reduce school |
| Use of English/language arts across the curriculum | 0 | 0 | 0 | 0 | V11259997 | | | administrato burden and |
| o. Interpreting and analyzing literature | Θ | .0 | 0 | 0 | V1)240555 | | | create |
| Interpreting and analyzing informational texts | 0 | 0 | 0 | 0 | VH240659 | | | opportunity |
| l. Understanding the cognitive process of an individual when they are reading or writing | 0 | - 13 | 0 | 0 | VH260000 | | | for future development |
| . Use of scoring guides to evaluate student work | 9 | Φ | 0 | 0 | VH260001 | | | developmen |
| Instructional strategies for teaching English/language arts | 0 | • | 0 | 0 | VH260002 | | | |
| 2017 Grade 8) 2. Is there a reading specialist your school? © Yes, available full-time t © Yes, available part-time © No Question 3 is not app | o eighth-grade to eighth-grade | students | ighth-grade stu | idents at | VH200023 | 1. In addition to their regular English/language arts teacher, are there any additional full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) available to eighth-grade students at your school? ② Yes, available full-time to eighth-grade students ③ Yes, available part-time to eighth-grade students ③ No | R | The entire stem was revised. Please note inline directions are different given transition |
| 2017 Grade 8) | | | | | | Issue: Resources for Learning and Instruction | | from PBA to |

| | | | | 2 | 019 | Pilot Grade 8 Rea | iding So | chool | | | | | |
|---|-----------------------------------|--|------------------------------------|---------------------|-----------|---|----------------|--------------------|------------------------------------|--------------|-----------|---------------|---------------------------------------|
| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
| 3. To what extent are each of available to eighth-grade st | the following a udents at your | responsibility of school? Select on | the reading sp e circle in each | ecialist(s) row. | VH340590 | 2. To what extent is each of the following a responsibility of the additional English/language arts staff available to eighth-grade students at your school? Select one circle in each row. | | | | | | R | "Reading specialist(s)" |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate | Large extent | | | was replaced |
| Provide one-on-one help to students on various reading topics | Θ | ® | 0 | 0 | VII259962 | Provide English/language arts course-related support, | . 3015528 | | extent | | | | with "additional |
| Provide one-on-one help to students at various achievement levels | 0 | • | 0 | 0 | V11259963 | remediation, or intervention to individual students | • | Φ. | 0 | 00 | V21813106 | | English/langu |
| | | | | | | b. Provide English/language arts course-related support, remediation, or intervention to groups of students | 0 | 0 | .0 | 0 | VH413107 | | age arts staff". Two sub- items |
| | | | | | | Provide English/language arts enrichment to individual students | • | • | 0 | • | VH613108 | | were dropped |
| | | | | | | d. Provide English/language arts enrichment to groups of students | @ | (10) | 0 | 0 | VHSE3109 | | and seven sub-items |
| | | | | | | e. Provide instruction for gifted and talented students | ® | Ф | 0 | 0 | VHSIALIG | | were added. |
| | | | | | | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment) | Ø | ® | 0 | 0 | A54019111 | | |
| | | | | | | g. Provide instruction for English-language learners (ELLs) | ⊗ | (3) | 0 | 0 | VHs13142 | | |
| (2017 Grade 8) | | | | | | Issue: Resources for | Learning | g and Instru | ction | | | | |
| 4. Is there a literacy coach availyour school? | | | th-grade teach | ers at | VII240023 | Are there any additional full coach or supervisor, English, available to eighth-grade tea | language arts | lead teacher or de | arts staff (c.g., partment head | Reading | VIB(3150 | R | The entire stem was |
| Yes, available full-time t Yes, available part-time | | | | | | | | | | | | | revised. Please note |
| O No Question 5 is not app | plicable and w | rill be skipped. | | | | Yes, available part-time t No | o eighth-grade | teachers. | | | | | inline |
| | | | | | | 2 110 | | | | | | | directions are |
| | | | | | | | | | | | | | different |
| | | | | | | | | | | | | | given |
| | | | | | | | | | | | | | transition |
| (2017 Grade 8) | | | | | | | | 1. | | | | | from PBA to |
| • | | | | | | Issue: Resources for | Learning | g and Instru | ction | | | | DBA. |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|-------------------------------------|-------------------------|---|---|---|--|---|--------------|-----------|---------------|--|
| 5. To what extent are each of available to eighth-grade to | the following a achers at your | responsibility of school? Select one | the literacy co e circle in each | och(es) row. | VHOMMO | To what extent is each of th English/language arts staff one circle in each row. | ne following a r available to ei | responsibility of this ighth-grade teache | ne additional ers at your sch | ool? Select | VIBILIE | R | "Literacy coach(es)" |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate | Large extent | | | was replaced |
| Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | ® | 0 | 0 | V#42406618 | a. Provide assistance/support to individual teachers about English/language arts content or the teaching of | Φ | Ф | extent | ® | VHB12(68 | | with "additional English/lang |
| Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | 0 | Φ | 0 | Φ | VH240601 | English/language arts b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | • | Φ. | 0 | Φ | VHS1010M | | age arts staff and two sub- items were |
| | | | | | | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | © | Œ | 0 | 0 | V16813471 | | added. |
| | | | | | | 1 0 1 | | | | | | | |
| | | | | | | d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/ language arts instruction | Φ | • | 0 | Φ | VHAI3172 | | |
| 2017 Grade 8) 6. To what extent is your sch to the following resources: | Select one circ | le in each row. | | | V31540805 | to individual or groups of teachers in using technology and media to support reading/English/ | Learning | g and Instru | ction om structured : | | VHA13172 | R | Six sub-items |
| To what extent is your sch to the following resources: | | | om structured : Moderate extent | according Large extent | VILLIONIO | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: | Learning | g and Instru | ction | | | R | |
| 6. To what extent is your sch | Select one circ | le in each row. | Moderate | | VH24060? | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho | Learning | g and Instru | ction om structured. Moderate | according | | R | were |
| To what extent is your sch to the following resources: District curriculum standards or curriculum guides State curriculum standards or frameworks | Not at all | Small extent | Moderate extent | Large extent | | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum | Learning tol's English/la Select one circ Not at all | g and Instru | ction m structured. Moderate extent | Large extent | VICHNOS | R | were |
| 6. To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent | Large extent | VF240KD? | to individual or groups of reachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. Stare curriculum standards | Learning rol's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | Ction om structured Moderate extent | Large extent | V1(249005 | R | |
| 6. To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards | Not at all | Small extent | Moderate extent | Large extent | VH24060F | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction om structured: Moderate extent © | Large extent | V1G49605 | R | were |
| To what extent is your sch to the following resources: District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district | Not at all | Small extent | Moderate extent © © | Large extent | VH24060F | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction om structured: Moderate extent © | Large extent | V1G49605 | R | were |
| 6. To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district assessments Results from state | Select one circ Not at all | Small extent | Moderate extent | Large extent | V11240600* V11240600 V11240600 | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction om structured: Moderate extent © | Large extent | V1G49605 | R | were |
| 6. To what extent is your sch to the following resources? District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district assessments Results from state assessments Recommendations from school English/language | Not at all | Small extent Small extent Small extent | Moderate extent | Large extent | VH2340K0P VH2340K0B VH2340K0B | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction om structured: Moderate extent © | Large extent | V1G49605 | R | were |
| 6. To what extent is your sch to the following resources: District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district assessments Recommendations from school English/language arts department Discretion of individual | Not at all Select one circ Not at all | Small extent Small extent Small extent Small extent | Moderate extent © © © © © | Large extent | VHZ-MOND? VHZ-MOND? VHZ-MONDS VHZ-MONDS VHZ-MONDS | to individual or groups of teachers in using technology and media to support reading/English/language arts instruction Issue: Resources for 5. To what extent is your scho to the following resources: a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | Learning ool's English/la Select one circ Not at all | g and Instru inguage arts progra- cle in each row. Small extent | ction om structured: Moderate extent © | Large extent | V1G49605 | R | were |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|---------------------|--------------------|--------------|----------------------|--|------------------------|---------------------|--------------------|------------------|----------------------|---------------|---|
| To what extent does your sch focus on preparation for the t row. | | | | | VII:540615 | 6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row. | | | | | | | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | 1 | Not at all | Small extent | Moderate extent | Large extent | | | |
| District assessments | ⊕ | (3) | 0 | Φ | VH240618 | a. District assessments | ® | 0 | 0 | 0 | Y1(240618 | | |
| o. State assessments | ® | • | 0 | • | VH240619 | b. State assessments | 0 | 0 | 0 | 0 | VFI240619 | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | ® | (0) | Φ | Φ | VH240617 | c. School assessments (e.g., quizzes or tests created by teachers) | Ø | • | Ø | 0 | VHQ40617 | | |
| 2017 Grade 8) | | | | | | Issue: Organization | of Instruc | tion | | | | | |
| 8. To what extent does your sche English/language arts teaching Description Not at all Small extent | | | ógy resources f | or | VH502388 | N/A | | | | | | D | This item was dropped to reduce school administrate |
| Moderate extent | | | | | | | | | | | | | |
| Large extent | | | | | | | | | | | | | burden and |
| | | | | | | | | | | | | | create |
| | | | | | | | | | | | | | opportunity |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | for future |
| 2017 Crada 01 | | | | | | | | | | | | | developme |
| 2017 Grade 8) | lish/language | arts class instruct | tion for eighth- | | A1540950 | In addition to English/lange personnel to assist with En- students with disabilities (5) | lish/language | arts class instruct | ion for eighth- | llowing grade | VH240620 | R | In sub-item "b", "not" |
| In addition to English/langua personnel to assist with Engl students with disabilities (SI | | | | No | | | | Yes | -1- | No | - | | was bolded |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI | | Yes | | | | | | | | Φ | VH240621 | | |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) | nd related | Yes | | Ф | V91240421 | Special Education teachers (a service providers) | nd related | 0 | | | | | |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) b. Reading specialists or literacy | nd related | Ø Ø | | ® | VH240622 | Special Education teachers (a service providers) Reading specialists or literac | | 0 | | (3) | V15240622 | | |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI 1. Special Education teachers (an service providers) 1. Reading specialists or literacy 2. Speech pathologists | nd related | 00 | | | | service providers) | | 177 | | © | VH240622 VH240628 | | |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher ai trained to work with students disabilities | nd related coaches ides who are with | Ø Ø | | ® | VH240622 | service providers) b. Reading specialists or literac c. Speech pathologists d. Paraprofessionals or teacher trained to work with student | coaches | 0 | | | | | |
| 9. In addition to English/langua personnel to assist with Engl students with disabilities (SI a. Special Education teachers (an service providers) b. Reading specialists or literacy c. Speech pathologists d. Paraprofessionals or teacher ai trained to work with students | coaches ides who are with | Ø Ø | | (D) | VH240622 VH240623 | service providers) b. Reading specialists or literac c. Speech pathologists d. Paraprofessionals or teachers | ides who are s with | Ø Ø | | (1) | VH240623 | | |

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--|--|-------------------|---------------|-----------|--|--|---------------------------------------|------------------|-----------------|-----------|---------------|-----------------------|
| In addition to English/lang personnel to assist with English language learners | nglish/language a | rts class instruc | tion for eighth-g | owing rade | V1240704 | 8. In addition to English/lang personnel to assist with En English-language learners (| iglish/language a | rts class instruc | tion for eighth- | lowing grade | VIDSCOTS | R | One sub-iter |
| | | Yes | | No | | | | Yes | | No | - | | and in sub- |
| . Certified ELL/bilingual educ | cation teachers | 0 | | 0 | VH240708 | a. Certified ELL/bilingual educ | cation teachers | Ø. | | (D) | V11562377 | | item "d", "s |
| o. Reading specialists or litera | cy coaches | • | | 0 | VH240705 | b. Reading specialists or literac | | 9 | | (D) | VH562374 | | |
| . Speech pathologists | | 00 | | (D) | V11240706 | c. Speech pathologists | 7 - 5000040 | 6 0 | | 0 | V16962375 | | was added |
| Paraprofessionals or teacher trained to work with studen | ts who are ELL | Ф | | 0 | VH240710 | d. Paraprofessionals or teacher trained to work with studen | | 0 | - 1 | 0 | Vf1858637 | | "ELL". |
| Paraprofessionals or teacher not trained to work with str ELL | | 0 | | • | VH240707 | ELLs e. Parent volunteers | | (b) | | ® | VH562378 | | |
| . Parent volunteers | | 0 | | 0 | | | | | | | | | |
| 2017 Grade 8) | | | | | VH24U09 | Jeaner Dosources for | . Loomping | and Instru | ation | | | | |
| 2017 Grade 8) 11. How much is your school' following resources? Select | s ability to provid t one circle in eac | de instruction af | fected by a lack | | VHEMETT | Issue: Resources for 9. How much is your school's following resources? Select | s ability to provid | le instruction af | | of the | VH2N0137 | R | A sub-item |
| 11. How much is your school | s ability to provid t one circle in cad Not at all | de instruction af ch row. A little | fected by a lack | | 1,000 | 9. How much is your school's | s ability to provid | le instruction af | | of the | VH2HOL37 | R | A sub-item was remove |
| 11. How much is your school following resources? Select a. Teachers with a specialization in English/ language arts | one circle in eac | ch row. | 22131. | of the | 1,000 | 9. How much is your school's following resources? Select a. Teachers with a specialization in English/ | s ability to provid one circle in cas | le instruction af h row. | fected by a lack | | VH26137 | R | |
| 11. How much is your school following resources? Select Teachers with a specialization in English/language arts | Not at all | A little | Some | of the | vugager | 9. How much is your school's following resources? Select a. Teachers with a specialization in English/language arts b. Computer software for English/language arts | s ability to provid one circle in cac Not at all | le instruction af h row. A little | fected by a lack | A lot | | R | |
| 11. How much is your school following resources? Select a. Teachers with a specialization in English/language arts b. Computer software for English/language arts | Not at all | A little | Some © | of the A lot | VHSedar | 9. How much is your school's following resources? Select a. Teachers with a specialization in English/ language arts b. Computer software for | s ability to provid one circle in cac Not at all | le instruction at h row. A little | Some | A lot | Althorite | R | |

Appendix K-3v: Pilot Grade 8 Reading

- 1. In addition to their regular English/language arts teacher, are there any additional full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) available to eighth-grade students at your school?
 - Yes, available full-time to eighth-grade students
 - ® Yes, available part-time to eighth-grade students
 - © No

2. To what extent is each of the following a responsibility of the additional English/language arts staff available to eighth-grade students at your school? Select one circle in each row.

VH813105

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide English/language arts course-related support, remediation, or intervention to individual students | ® | ® | 0 | 0 | VH813106 |
| b. | Provide English/language arts course-related support, remediation, or intervention to groups of students | (A) | ® | 0 | Θ | VH813107 |
| c. | Provide English/language arts enrichment to individual students | (A) | ® | © | 0 | VH813108 |
| d. | Provide English/language arts enrichment to groups of students | (A) | ® | 0 | 0 | VH813109 |
| e. | Provide instruction for gifted and talented students | (A) | ® | 0 | 0 | VH813110 |
| f. | Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/ psychological impairment) | ® | ® | 0 | 0 | VH813111 |
| g. | Provide instruction for English-language learners (ELLs) | (A) | ® | 0 | 0 | VH813112 |

- **3.** Are there any **additional** full- or part-time English/language arts staff (e.g., Reading coach or supervisor, English/language arts lead teacher or department head) **available to eighth-grade teachers** at your school?
 - Yes, available full-time to eighth-grade teachers
 - ® Yes, available part-time to eighth-grade teachers
 - © No

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | ® | ® | © | 0 | VH813168 |
| b. | Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | ® | ® | © | 0 | VH813169 |
| c. | Provide assistance/support to individual or groups of teachers with testing and collecting data | ® | (B) | 0 | 0 | VH813171 |
| d. | Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/ language arts instruction | (A) | ® | 0 | 0 | VH813172 |

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | District curriculum standards or curriculum guides | (A) | ® | © | 0 | VH240607 |
| b. | State curriculum standards or frameworks | A | B | 0 | 0 | VH240606 |
| c. | In-school curriculum frameworks and standards for learning | (A) | (B) | 0 | 0 | VH240609 |

VH240615

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | (A) | ® | 0 | 0 | VH240618 |
| b. State assessments | (A) | ® | 0 | 0 | VH240619 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (8) | 0 | 0 | VH240617 |

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

| | | Yes | No | |
|----|---|------------|----------|----------|
| a. | Special Education teachers (and related service providers) | 0 | ® | VH240621 |
| b. | Reading specialists or literacy coaches | (A) | ® | VH240622 |
| c. | Speech pathologists | (A) | ® | VH240623 |
| d. | Paraprofessionals or teacher aides who are trained to work with students with disabilities | 0 | ® | VH240624 |
| e. | Paraprofessionals or teacher aides who are not trained to work with students with disabilities | 0 | ® | VH858471 |
| f. | Parent volunteers | (A) | ® | VH240626 |

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

| | Yes | No | |
|--|------------|----|----------|
| a. Certified ELL/bilingual education teachers | (A) | 8 | VH562377 |
| b. Reading specialists or literacy coaches | (A) | ® | VH562374 |
| c. Speech pathologists | (A) | ® | VH562375 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | (| ® | VH858637 |
| e. Parent volunteers | (A) | ® | VH562378 |

VH260137

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

| | Not at all | A little | Some | A lot | |
|---|------------|----------|------|-------|----------|
| a. Teachers with a specialization in English/ language arts | ® | ® | © | 0 | VH260138 |
| b. Computer software for English/language arts instruction | (4) | ® | 0 | 0 | VH260140 |
| c. Library books | A | ® | 0 | 0 | VH260142 |
| d. Class sets of books (e.g., literature books) | A | ® | 0 | 0 | VH855315 |

Appendix K-3w: Summary of Changes Operational Grade 12 Reading

| | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|---------------------------------------|--|----------------------------|----------|---|----------------|--|--------------------------------------|-----------------------|----------|---------------|--|
| During the last two years, offered to teachers in your row. | to what extent school focused | have professional on the following | development a Select one cir | activities rele in each | VH240553 | N/A | | | | | | D | This item wa dropped to |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | reduce school |
| . Use of English/language arts across the curriculum | 0 | ® | 0 | • | VH259997 | | | | | | | | administrato |
| . Interpreting and analyzing literature | 0 | ® | 0 | Φ | VH240555 | | | | | | | | burden and |
| . Interpreting and analyzing informational texts | ® | ® | 0 | 0 | VH240559 | | | | | | | | create |
| l. Understanding the cognitive process of an individual when they are reading or writing | @ | ■ | 0 | 0 | VH260000 | | | | | | | | opportunity for future |
| . Use of scoring guides to evaluate student work | 0 | ® | 0 | • | VH260001 | | | | | | | | developmer |
| Instructional strategies for teaching English/language arts | Φ | • | 0 | 0 | VH260002 | | | | | | | | |
| Yes, available part-timeNo | to twelfth-grade | students | | | | Yes, available full-time to Yes, available part-time to No Issue: Resources for | twelfth-grade | students | ruction | | | | directions and different given transition from PBA to DBA. |
| 018 Grade 12) | | 2.27 | the reading spe | cialist(s) | VH240714 | 2. To what extent are each of | he following a | responsibility of school? Select of | the reading spe ne circle in eacl | ecialist(s) h row. | VH240714 | NC | N/A |
| 018 Grade 12) 3. To what extent are each of available to twelfth-grade s | the following a tudents at your | school? Select on | e circle in each | row. | | available to twentii-grade s | | | | | | | |
| 3. To what extent are each of | the following a tudents at your Not at all | school? Select on | e circle in each Moderate extent | Large extent | | available to twentin-grade s | Not at all | Small extent | Moderate extent | Large extent | | | |
| 3. To what extent are each of | tudents at your | school? Select on | e circle in each Moderate | | VH240715 | a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | | Small extent | Moderate extent © | Large extent | VH240715 | | |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---------------------------------------|--|---------------------------------------|------------------------|--|--|---|---|---------------------------------------|-------------------------|----------------------|---------------|---|
| 4. Is there a literacy coach avai your school? Yes, available full-time to Yes, available part-time to No 2018 Grade 12) | twelfth-grade t | eachers | n-grade teachers | | VH240025 | 3. Is there a literacy coach avail your school? ② Yes, available full-time to ③ Yes, available part-time to ③ No Issue: Resources fo | o twelfth-grade | e teachers e teachers | | hers at | VH240025 | NC | N/A |
| To what extent are each available to twelfth-grad | of the following e teachers at you | a responsibility of ar school? Select o | f the literacy co ne circle in eac | oach(es) h row. | VH240718 | To what extent are each of t available to twelfth-grade te | he following a achers at your | responsibility of school? Select or | the literacy coa ne circle in each | ach(es) n row. | VH240718 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | 1 | |
| a. Provide assistance/suppor to individual teachers about English/language ar content or the teaching of English/language arts | ts 🐵 | Φ | O | Φ | VH240720 | a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | • | • | 0 | Φ | VH240720 | | |
| b. Conduct professional development for groups of teachers about English/ | a | (B) | 0 | Φ | VH240719 | b. Conduct professional development for groups of teachers about English/ | ® | • | 0 | 0 | VH240719 | | |
| language arts content or the teaching of English/language arts | | | | | | language arts content or the teaching of English/ language arts | 2 2 3 4 4 | | 3000 | | | | |
| the teaching of English/ | | | Moderate | ecording Large extent | VH240605 | the teaching of English/ | or Learnin | ng and Inst | ruction | | VH240605 | R | Sub-items were droppe |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your scheto the following resources? 1. District curriculum standards or curriculum | Select one circle | e in each row. | | | VH240605 | Issue: Resources fo | or Learnin | ng and Inst | ruction | | VH240605 | R | |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your sche to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards | Not at all | Small extent | Moderate extent | Large extent | | the teaching of English/ language arts Issue: Resources fo 5. To what extent is your scho to the following resources? a. District curriculum standards or curriculum | or Learnir ool's English/la Select one circ | ng and Inst | eruction am structured Moderate | according | V1124965 | R | were droppe to reduce school administrate |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your sche to the following resources? 1. District curriculum standards or curriculum guides 1. In-school curriculum frameworks 2. In-school standards or frameworks and standards | Not at all | Small extent | Moderate extent © | Large extent | VH240607 | Issue: Resources fo 5. To what extent is your scho to the following resources? a. District curriculum | or Learnir ool's English/la Select one circ Not at all | ng and Inst inguage arts progr cle in each row. | am structured Moderate extent | according Large extent | | R | were droppe to reduce school administrate burden and |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your sche to the following resources? District curriculum standards or curriculum guides or state curriculum standards or frameworks In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent © | Large extent | VH240607 VH240606 | the teaching of English/language arts Issue: Resources fo 5. To what extent is your school to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | or Learnir ool's English/la Select one circ Not at all | ng and Inst inguage arts progr cle in each row. | mam structured Moderate extent | according Large extent | VH240807 | R | were droppe to reduce school administrate |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your sche to the following resources? District curriculum standards or curriculum guides 5. State curriculum standards or frameworks In-school curriculum frameworks and standards for learning Results from district | Not at all | Small extent | Moderate extent © © | Large extent | VH2.40607 VH2.40606 VH2.40609 | the teaching of English/language arts Issue: Resources fo 5. To what extent is your schoot to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum | or Learnir ool's English/la Select one circ Not at all | ng and Inst | mam structured Moderate extent | Large extent | VHZ40607 VHZ40606 | R | were dropped to reduce school administrate burden and create opportunity for future |
| the teaching of English/language arts 2018 Grade 12) 6. To what extent is your sche to the following resources? 1. District curriculum standards or curriculum guides 2. State curriculum standards or frameworks 2. In-school curriculum frameworks and standards for learning 3. Results from district assessments 4. Results from state | Not at all | Small extent | Moderate extent © © | Large extent | VH240607 VH240606 VH240609 VH586890 | the teaching of English/language arts Issue: Resources fo 5. To what extent is your school to the following resources? a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | or Learnir ool's English/la Select one circ Not at all | ng and Inst | mam structured Moderate extent | Large extent | VHZ40607 VHZ40606 | R | were droppe to reduce school administrate burden and create opportunity for future |
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| To what extent does your s focus on preparation for th row. | school's twelfth e following type | -grade English/lar es of assessments | nguage arts cur ? Select one cir | riculum cle in each | VH240721 | To what extent does your so focus on preparation for the row. | chool's twelfth following type | grade English/lar es of assessments | iguage arts cur Select one cir | riculum cle in each | VH240721 | NC | N/A |
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| o. State assessments | 0 | ® | 0 | 0 | VH240725 | b. State assessments | 8 | ® | 0 | 0 | VH240725 | | |
| School assessments (e.g., quizzes or tests created by teachers) | @ | ® | 0 | • | VH240723 | c. School assessments (e.g., quizzes or tests created by teachers) | 0 | • | 0 | 0 | VH240723 | | |
| 2018 Grade 12) | | | | | VH592388 | Issue: Organization | of Instru | uction | | | | | |
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| In addition to English/lang personnel to assist with En students with disabilities (| nglish/language | arts class instruct | ion for twelfth- | lowing grade | VH240726 | In addition to English/lang personnel to assist with Er students with disabilities (| glish/language | e arts class instru | ction for twelft | ollowing th-grade | VH240725- | NC | N/A |
| | | Yes | | No | | | | Yes | | No | | | |
| | | 0 | | (5) | VH240727 | Special Education teachers (service providers) | and related | 0 | | ® | VH240727 | | |
| Special Education teachers (service providers) | cy coaches | • | 4 | • | VH240728 | b. Reading specialists or literac | v coaches | @ | | Φ | VH240728 | | |
| service providers) b. Reading specialists or literac | | 0 | | 8 | VH240729 | c. Speech pathologists | , | 0 | | Φ | VH240729 | | |
| service providers) b. Reading specialists or literac c. Speech pathologists | | | - 111 - | ® | VH240733 | d. Paraprofessionals or teacher trained to work with studen | | | | 0 | VII2407a3 | | |
| service providers) b. Reading specialists or literac | aides who are ts with | Ø | | ® | VH240730 | disabilities | | | | | 1 | | |

| revious item | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--|--------------------|--------------------|----------------------------------|--|-------------------|-------------------|--|----------|----------------------------|---------------|---|
| In addition to English/language art personnel to assist with English/la English language learners (ELL)? S | nguage arts class inst | uction for twelfth | llowing n-grade | VH240734 | 8. In addition to English/langua personnel to assist with Engl English-language learners (El | glish/language a | rts class instruc | tion for twelfth-gr | | VH860277 | R | In the stem, an en dash |
| 1 | Ye | | No | | | | Yes | | No | | | was added |
| a. Reading specialists or literacy coach | es 🛽 🖎 | - 14 | (1) | VH240735 | a. Certified ELL/bilingual educat | ation teachers | ® | | ® | VH860283 | | between |
| b. Speech pathologists | | | ® | VH240736 | b. Reading specialists or literacy | y coaches | ® | - 5 | ® | VH860278 | | |
| c. Certified ELL/bilingual education te d. Paraprofessionals or teacher aides w | ho ava | | ® | VH240737 | c. Speech pathologists | | ® | | ® | VH860279 | | "English" an |
| trained to work with students who | ire ELL | 4 - | (1) | VH240741 | d. Paraprofessionals or teacher ai trained to work with students | aides who are | (A) | | (B) | VH860280 | | "language" |
| e. Parent volunteers | • | | (1) | VH240738 | ELLs | 7 (7 | | | 700 | | | and an "s" |
| | | | | | e. Parent volunteers | | ® | | ® | VH860281 | | |
| | | | | | | | | | | | | was added t |
| | | | | | Issue: Resources for | r I parning | and Inct | ruction | | | | "ELL". In sub |
| 2018 Grade 12) | | | | | issue. Resources for | LCarring | s and mist | raction | | | | item "d", an |
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| | | | | MINOR W | | | | | | | | added to "ELL" and or |
| 11. How much is your school's ability | | affected by a lac | k of the | VH260137 | 9. How much is your school's a | | | fected by a lack o | of the | VII280137 | R | added to "ELL" and or sub-item wa |
| 11. How much is your school's ability following resources? Select one circ | | affected by a lac | k of the | VH260137 | 9. How much is your school's a following resources? Select 0 | | | fected by a lack o | of the | VH280137 | R | added to "ELL" and or sub-item wa dropped. A sub-item |
| | ele in each row. | affected by a lac | k of the | VH260157 | | | | fected by a lack o | of the | VIES0137 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped |
| following resources? Select one circles Not: a. Teachers with a | cle în each row. | Some | A lot | VH260137 | following resources? Select o | one circle in eac | A little | Some | A lot | | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce |
| following resources? Select one circ | cle în each row. | | | VH260137 VH260138 | a. Teachers with a specialization in English/ | one circle in eac | ch row. | | | VH260137 | R | added to "ELL" and or sub-item wa dropped. A sub-item was droppe |
| not seem of the following resources? Select one circles a. Teachers with a specialization in English/ language arts b. Computer software for | at all A little | Some | A lot | | a. Teachers with a specialization in English/language arts b. Computer software for | Not at all | A little | Some | A lot | VH260138 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school |
| not specialization in English/ language arts | ele în each row. | Some | A lot | VH260137 VH260138 VH260140 | a. Teachers with a specialization in English/ language arts b. Computer software for English/language arts | one circle in eac | A little | Some | A lot | | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate |
| a. Teachers with a specialization in English/ language arts b. Computer software for English/language arts instruction c. Library books | ole în each row. It all A little D | Some | A lot | | a. Teachers with a specialization in English/language arts b. Computer software for | Not at all | A little | Some | A lot | VH260138 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school |
| a. Teachers with a specialization in English/ language arts b. Computer software for English/language arts instruction c. Library books d. Audio-visual resources for | it all A little | Some © | A lot | VH260140 VH260142 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction | Not at all | A little | Some © | A lot | VH260138 VH260140 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate |
| a. Teachers with a specialization in English/ language arts b. Computer software for English/language arts instruction c. Library books | it all A little | Some © | A lot | VH260140 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction | Not at all | A little | Some © | A lot | VH260138 VH260140 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate burden and create |
| a. Teachers with a specialization in English/ language arts instruction c. Library books d. Audio-visual resources for English/language arts | it all A little | Some © | A lot | VH260140 VH260142 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction c. Library books | Not at all | A little | Some © | A lot | VH260138 VH260140 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate burden and create opportunity |
| a. Teachers with a specialization in English/ language arts instruction c. Library books d. Audio-visual resources for English/language arts instruction c. Library books d. Audio-visual resources for English/language arts instruction | it all A little | Some © | A lot | VH260140 VH260142 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction | Not at all | A little | Some © | A lot | VH260138 VH260140 | R | added to "ELL" and or sub-item was dropped. A sub-item was dropped to reduce school administrate burden and create opportunity for future |
| a. Teachers with a specialization in English/ language arts instruction c. Library books d. Audio-visual resources for English/language arts | it all A little | Some © | A lot | VH260140 VH260142 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction c. Library books | Not at all | A little | Some © | A lot | VH260138 VH260140 | R | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate burden and create opportunity |
| a. Teachers with a specialization in English/ language arts b. Computer software for English/language arts instruction c. Library books d. Audio-visual resources for English/language arts instruction 2018 Grade 12) | ele în each row. It all A little D D D D D D D D D D D D D | Some © © © © | A lot | VH260140 VH260142 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction c. Library books | Not at all | A little | Some © | A lot | VH260138 VH260140 | | added to "ELL" and or sub-item wa dropped. A sub-item was dropped to reduce school administrate burden and create opportunity for future developmer |
| a. Teachers with a specialization in English/ language arts instruction c. Library books d. Audio-visual resources for English/language arts instruction c. Library books d. Audio-visual resources for English/language arts instruction | ele în each row. It all A little D D D D D D D D D D D D D | Some © © © © | A lot | VH260140 VH260142 VH260143 | a. Teachers with a specialization in English/language arts b. Computer software for English/language arts instruction c. Library books | Not at all | A little | Some © O O O O O O O O O O O O O O O O O O | A lot | VH2x0138 VH2x0140 VH2x0142 | R R | added to "ELL" and or sub-item was dropped. A sub-item was dropped to reduce school administrate burden and create opportunity for future |
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| revious itei | m | | | | | | | | 2019 item | | | | | D/A/ R/NC+ | Rationale | | | |
|--|--|---|---|--|--|--|---|---|---|---|---|---|--|---|--|---|----|-----|
| | ourses of at least one semester in length taught in your school in each of the wing subjects? Select one circle in each row. | | | | | 11. Are courses of at following subject | least one semest ts? Select one circ | er in length t ele in each ro | aught in yo w. | ur school i | n each of th | ne | VH240742 | NC | N/A | | | |
| | | | | Yes | | No | | | | | | Yes | - | No | 0 | | | |
| a. Advanced Place Composition | | | | 0 | | • | | VH240743 | a. Advanced Placeme Composition | ent English Langu | age and | 0 | | (6) |) | VH240743 | | |
| Advanced Place and Compositio | on | | | 0 | | (1) | | VH240745 | b. Advanced Placeme and Composition | ent English Litera | ture | 0 | | • | > | VH240745 | | |
| c. English language an introductory | course) | | 1400 | (4) | | • | p. | VH240747 | c. English language a an introductory co | and composition (| beyond | 0 | | • |) | VH240747 | | |
| d. English literatur an introductory | | oosition (be | eyond | (8) | | • | | VH240748 | d. English literature a | and composition | (beyond | ® | | (B) |) | VH240748 | | |
| | | ~ | | | | | | _ | an introductory co | | | | | | | 1500 10100 | | |
| da wasan i | 12) | 12. 1. | 7 | ⊕ his year's g | raduating c | (ass has en | | VH240746 | an introductory co e. International Bacc. Issue: Organi 12. Approximately w | alaureate® Langu ization of I | nstructi | this year's gr | raduating c | lass has enr | rolled in a | VH240746 | NC | N/A |
| e. International Ba 2018 Grade 14. Approximately English/langua, circle in each re (Dual credit is oboth high school include public a or vocational se, articulated or fe NOT include A | what percei ge arts acade ow. defined for t ol and posts and private a chools. The | ntage of st emic cours this survey econdary of 2- or 4-yea dual credii | udents in t se for dual or r as a course credits for t ir colleges of t options m | his year's g credit taugh e or prograr he same co or universiti ust either I n your scho | nt at the fol m where his urses. Poste ies, commu- be legislate ool and a po | class has em llowing loca gh school st secondary i unity colleg d by your st systecondary | rolled in a ations? Se tudents ca nstitution es, and te tate or ha | vii240750 an elect one an earn as chnical ve an | e. International Bacc. Issue: Organi | ization of I that percentage of arts academic co v. fined for this sur and postsecondar d private 2- or 4-y ools. The dual cr all with a gree | nstructi students in turse for dual vey as a cours y credits for rear colleges edit options in ment between | On this year's good greed it taught the same coor universition that the same coor universition when your school that there is there is no your school that the same coor universition your school that the same coordinates the same coordinates that the same coordinates the same coordinates that the same coordinates the same coordinates that the same coordinates | t at the following where his curses. Posts es, commune legislates of and a po | llass has enr lowing loca gh school st secondary ir mity college d by your st ststsecondary | rolled in a titions? Sel tudents ca nstitution es, and tec tate or hav | vii240746 Vii240750 n eect one in earn is chinical | NC | N/A |
| 2018 Grade 14. Approximately English/language circle in each re (Dual credit is a both high schoot include public or vocational se articulated or fe | what percei ge arts acade ow. defined for t ol and posts and private a chools. The | ntage of st emic cours this survey econdary of 2- or 4-yea dual credii | udents in t se for dual or r as a course credits for t ir colleges of t options m | his year's g credit taugh e or prograr he same co or universiti ust either I n your scho | nt at the fol m where his urses. Poste ies, commu- be legislate ool and a po | class has em llowing loca gh school st secondary i unity colleg d by your st systecondary | rolled in a ations? Se tudents ca nstitution es, and te tate or ha | vii240750 an elect one an earn as chnical ve an | e. International Bacc. Issue: Organi 12. Approximately w English/language circle in each row (Dual credit is de both high school include public an or vocational sch articulated or for | ization of I that percentage of arts academic co v. fined for this sur and postsecondar d private 2- or 4-y ools. The dual cr all with a gree | nstructi students in urse for dual yey as a cours y credits for year colleges dit options in ment betwee t and Internal | On this year's good greed it taught the same coor universition that the same coor universition when your school that there is there is no your school that the same coor universition your school that the same coordinates the same coordinates that the same coordinates the same coordinates that the same coordinates the same coordinates that the same coordinates | t at the following where his curses. Posts es, commune legislates of and a po | llass has enr lowing loca gh school st secondary ir mity college d by your st ststsecondary | rolled in a titions? Sel tudents ca nstitution es, and tec tate or hav | vii240746 Vii240750 n eect one in earn is chinical | NC | N/A |
| 2018 Grade 14. Approximately English/language circle in each re (Dual credit is a both high schoot include public or vocational se articulated or fe | what percei ge arts acade ow. defined for to ol and posts and private chools. The cormal writte Advanced Pla | ntage of st emic cours this survey econdary c 2- or 4-yea dual credi en agreeme acement an | udents in t se for dual of r as a course credits for t r colleges of t options m ent between nd Internat | his year's g credit taugh e or prograr he same co or universit ust either l u your scho ional Bacca | nt at the fol m where his urses. Posts ies, commu pe legislate ol and a po laureate® c | class has entillowing loca gh school st secondary is unity colleged by your st setsecondary courses.) | rolled in a titions? Se tudents et nstitution es, and te tate or ha y instituti | vii240750 an elect one an earn as chnical ve an | e. International Bacc. Issue: Organi 12. Approximately w English/language circle in each row (Dual credit is de both high school include public an or vocational sch articulated or for | ization of I that percentage of arts academic co v. fined for this survand postsecondard private 2- or 4-y ools. The dual cr mal written agree vanced Placement | nstructi students in urse for dual yey as a cours y credits for year colleges dit options in ment betwee t and Internal | On this year's greedit taugh the or program the same cor or universiti nus either h nu your scho tional Bacca | t at the following where his arses. Posts es, commune legislate old and a pollowing aureate estate. | class has em lowing loca gh school st secondary in inity college d by your st ststecondary courses.) | rolled in a tions? Sel tudents ca nstitution es, and tec tate or hav y instituti | vii240746 Vii240750 n eect one in earn is chinical | NC | N/A |
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Appendix K-3x: Operational Grade 12 Reading

| V/L | 12/ | 100 | 124 |
|-----|-----|-----|-----|

- **1.** Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?
 - Yes, available full-time to twelfth-grade students
 - Yes, available part-time to twelfth-grade students
 - © No

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

VH240714

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | (| ® | © | Φ | VH240715 |
| b. | Provide one-on-one help to students at various achievement levels | (8) | ® | 0 | Θ | VH240716 |

VH240025

- **3.** Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?
 - Yes, available full-time to twelfth-grade teachers
 - ® Yes, available part-time to twelfth-grade teachers
 - © No

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | (4) | ® | 0 | 0 | VH240720 |
| b. | Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/ language arts | (9) | ® | 0 | 0 | VH240719 |

VH240605

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240607 |
| b. State curriculum standards or frameworks | (A) | B | 0 | 0 | VH240606 |
| c. In-school curriculum frameworks and standards for learning | (A) | ® | 0 | 0 | VH240609 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | Ø | ® | 0 | 0 | VH240724 |
| b. State assessments | (A) | ® | 0 | 0 | VH240725 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | ® | 0 | 0 | VH240723 |

VH240726

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

| | Yes | No | |
|---|------------|----|----------|
| a. Special Education teachers (and related service providers) | ® | ® | VH240727 |
| b. Reading specialists or literacy coaches | A | ® | VH240728 |
| c. Speech pathologists | (A) | ® | VH240729 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | ® | ® | VH240733 |
| e. Parent volunteers | (A) | ® | VH240730 |

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

| | Yes | No | |
|--|------------|----|----------|
| a. Certified ELL/bilingual education teachers | (A) | ® | VH860283 |
| b. Reading specialists or literacy coaches | A | ® | VH860278 |
| c. Speech pathologists | (A) | ® | VH860279 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | 0 | ® | VH860280 |
| e. Parent volunteers | (A) | ® | VH860281 |

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

VH260137

| | Not at all | A little | Some | A lot | |
|---|------------|----------|------|-------|----------|
| a. Teachers with a specialization in English/ language arts | (A) | ® | 0 | 0 | VH260138 |
| b. Computer software for English/language arts instruction | (A) | ® | 0 | 0 | VH260140 |
| c. Library books | A | ® | 0 | 0 | VH260142 |

VH240026

- 10. Does your school offer online English/language arts courses for credit?
 - A Yes
 - ® No

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

| | Yes | No | |
|---|------------|----------|----------|
| a. Advanced Placement English Language and Composition | 0 | ® | VH240743 |
| b. Advanced Placement English Literature and Composition | (A) | ® | VH240745 |
| c. English language and composition (beyond an introductory course) | ® | ® | VH240747 |
| d. English literature and composition (beyond an introductory course) | ® | ® | VH240748 |
| e. International Baccalaureate® Language A1 | (A) | ® | VH240746 |

VH240750

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

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

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|-------------------------------|-----|------|-------|--------|--------|--------|-------------|----------|
| a. On your high school campus | A | ® | © | 0 | © | Ē | © | VH240751 |
| b. On a postsecondary campus | (4) | ® | O | 0 | (E) | Ē | © | VH240752 |
| c. Through distance learning | (4) | ® | 0 | 0 | Œ | Ð | © | VH240753 |

Appendix K-3y: Summary of Changes Operational Grade 4 Mathematics

| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
|---|--|-----------|---------------|---|
| I. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? Yes No (2017 Grade 4) | 1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? ① Yes ① No Issue: Resources for Learning and Instruction | VH270370 | NC | N/A |
| 2. In your school, how often are fourth-grade students' mathematics placements evaluated? ② Once a year ③ Once a marking period (semester, trimester) ② More than once a marking period ③ Students are not grouped by achievement level. | 2. In your school, how often are fourth-grade students' mathematics placements evaluated? ② Once a year ③ Once a marking period (semester, trimester) ⑤ More than once a marking period (semester, trimester) ⑤ Students are not grouped by achievement level. Issue: Organization of Instruction | VIE20371 | R | The phrase "(semester/tr imester)" was added to response option "c". |
| 3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. | | VII591761 | NC | N/A |
| 4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? ② Yes, available full-time to fourth-grade teachers ③ Yes, available part-time to fourth-grade teachers ③ No Question 5 is not applicable and will be skipped. (2017 Grade 4) | 4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? ② Yes, available full-time to fourth-grade teachers ③ Yes, available part-time to fourth-grade teachers ③ No Issue: Resources for Learning and Instruction | VII.5008 | NC | Please note that no content changes were made to the item but the skip pattern text was removed from the item given the transition from PBA to DBA. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---|--------------------|---|-----------------------------------|---|---|--------------------|--------------|--------------------|--------------|----------|---------------|-----------------------|
| To what extent are each of coach(es) available to four row, | responsibility of rs at your school? | cs de in each | 5. To what extent are each of coach(es) available to fourt row. | the following a h-grade teache | a responsibility of ers at your school | the mathemat ? Select one cir | ics cle in each | VH240915 | NC | N/A | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. Provide support or assistance about mathematics content | @ | 0 | 0 | 0 | VHUBINI 6 | Provide support or assistance about mathematics content | 0 | • | 0 | 0 | VH240916 | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | 00 | 9 | 0 | 0 | VH240917 | b. Provide support or assistance about the teaching of mathematics to individual teachers | ® | (1) | 0 | • | VH240917 | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | 0 | Φ | 0 | Φ | унциона | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | ® | • | 0 | • | VH240918 | | |
| 2017 Grade 4) | | | | S | VH270595 | Issue: Resources for N/A | Learnin | g and Insti | ruction | | | D | This item wa |
| To what extent does your sch mathematics teaching and lea | | -to-date technolog | gy resources to | r | | , | | | | | | | dropped |
| Not at all | | | | | | | | | | | | | because it |
| Small extent Moderate extent | | | | | | | | | | | | | showed lack |
| Large extent | | | | | | | | | | | | | of variability |
| | | | | | | | | | | | | | in response |
| | | | | | | | | | | | | | option |
| | | | | | | | | | | | | | • |
| | | | | | | | | | | | | | frequency and did not |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | predict |
| (2017 Grade 4) | | | | | | | | | | | | | achievement |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|--|---------------------------|-------------------------------------|-------------------|------------------------|----------------------|---|------------------------------------|--------------------|----------------------|-------------------|------------------------|----------|---------------|--------------|
| In this school year, did your school or circle in each row. | ffer any of the | ollowing acti | vities? Selec | t one | VH270634 | In this school year, did you circle in each row. | ur school offer a | ny of the fol | lowing activ | ities? Select | one | VH270634 | R | Previous sub |
| | 1 | Yes | N | 0 | | | | Ye | s | No | | | | items "a", |
| . Opportunities for students to discuss mathematics work, including homewor | k, | ® | d | D | VH270635 | Mathematics competitions Chess clubs | | (A) | | ® ® | | 7H270637 | | "b", and "h" |
| with their teachers | 21 | | | | | c. Programming classes | | (8) | | 0 | | /H270640 | | were |
| . Peer tutoring in mathematics | | ® | Q | | VH270636 VH270637 | d. Mathematics clubs | | 0 | | 0 | | /H270641 | | dropped. |
| . Mathematics competitions . Chess clubs | | ® | d d | | VH270637 | e. Teacher-led tutoring session | s in | | | | | 3.7 | | а оррса. |
| Programming classes | | Φ Φ | O O | | VH270638 VH270640 | mathematics for groups of st | | 0 | | (1) | 7 | /H270643 | | |
| Mathematics clubs | | 0 | Q. | | VH270641 | f. Family mathematics night | | (4) | | ® | 3 | VH270645 | | |
| . Teacher-led tutoring sessions in mathematics for groups of students | | 0 | d | | VH270643 | | | | | | | | | |
| . Teacher-led extra-help sessions in mathematics | | ® | d | D | VH270644 | | | | | | | | | |
| Family mathematics night | 7 | ® | a | D | VH270645 | | | | | | | | | |
| 2017 Grade 4) 8. At each of the following grades, how mathematics curriculum place on in as patterns and writing number sent | structing studer | its in algebraic e circle in eac | concepts, s | | 10295 | Issue: Resources for 6. At each of the following g mathematics curriculum as patterns and writing no | rades, how muc place on instruc | h emphasis d | loes your sch | ool's | uch | VH240908 | NC | N/A |
| taught emp | lo Little hasis emphas | Moderate emphasis | Heavy emphasis | Grade not in school | | No taug | | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | | |
| | D @ | 9 | Ф | 0 | VH240906 | a. Third grade | | 0 | Φ | © | D | VH240906 | | |
| The second secon | 0 0 | Ф | Ф | 0 | VH240909 | b. Fourth grade | | 0 | 0 | 0 | 0 | VH240909 | | |
| c. Fifth grade 🗆 🔿 | 0 0 0 0 | 0 | OD. | Ф | VIDAPAR | c. Fifth grade | | 0 | 0 | 0 | Φ | VH240908 | | |
| d. Sixth grade @ @ | | (0) | (D) | 0 | VH240007 | | | | | | | | | |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| evious item | | | | 2019 item | | | | | | | Rationale | | |
|--|------------------------------|--------------|--|--------------|-----------|--|------------|--------------|--------------------|----------------------------|-----------|----|--------------|
| . To what extent is your scho following resources? Select | ics program struc ch row. | g to the | 7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row. | | | | | | | Previous sub- items "d" | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate | Large extent | | | through ""j" |
| District curriculum standards or curriculum guides | ® | ® | 0 | Φ | VH240921 | District curriculum standards or curriculum | ® | (8) | extent | © O | VH240921 | | were |
| State curriculum standards or frameworks | @ | • | 0 | 0 | VH240920 | guides b. State curriculum standards | | | | | | | dropped. |
| In-school curriculum frameworks and standards | ® | (1) | 0 | • | VH240923 | or frameworks c. In-school curriculum | ® | (8) | 0 | • | VH240920 | | |
| for learning Results from district assessments | ® | ® | 0 | 0 | VH240922 | frameworks and standards for learning | ® | (8) | 0 | • | VH240923 | | |
| Results from state assessments | ⊗ | • | 0 | Φ | VH587964 | | | | | | | | |
| Recommendations from school mathematics department | Ø | 10 | 0 | Ф | VH240930 | | | | | | | | |
| Discretion of individual teachers | ® | (8) | 0 | 0 | VH240926 | | | | | | | | |
| Results from school assessments (e.g., quizzes or tests created by teachers) | 0 | (8) | 0 | Φ. | VH240924 | | | | | | | | |
| Commercially designed programs | ® | • | 0 | 0 | VH240927 | | | | | | | | |
| Resources found on the Internet | • | (8) | 0 | 0 | VH240925 | | | | | | | | |
| 017 Grade 4) | | | | | | Issue: Organization | of Instruc | ction | | | | | |
| 10. To what extent does your preparation for the follow | | | | | Sattabyti | 8. To what extent does your preparation for the followi | | | | | VH240931 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. District assessments | 0 | 0 | 0 | 0 | AH245627 | a. District assessments | Φ | (B) | © | 0 | VH240934 | | |
| b. State assessments | 0 | (0) | 0 | 0 | VIETRINAS | b. State assessments | 0 | (8) | 0 | • | VH240935 | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | Ø | QD. | 0 | 0 | VIENDAME | c. School assessments (e.g., quizzes or tests created by teachers) | ® | 0 | 0 | 0 | VH240933 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3z: Operational Grade 4 Mathematics

| 1.7 | LI 2 | 70 | 27 | C |
|-----|------|----|----|---|

| 1. | In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? | |
|----|---|----------|
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH270371 |
| 2. | In your school, how often are fourth-grade students' mathematics placements evaluated? | |
| | Once a year | |
| | Once a marking period (semester, trimester) | |
| | More than once a marking period (semester, trimester) | |
| | Students are not grouped by achievement level. | |
| 3. | This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. | VH591761 |
| | | VH240068 |
| 4. | Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? | |
| | Yes, available full-time to fourth-grade teachers | |
| | ® Yes, available part-time to fourth-grade teachers | |
| | © No | |
| | | |

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|---------------|---|------------|--------------|--------------------|--------------|----------|
| as | rovide support or ssistance about nathematics content | ® | ® | 0 | 0 | VH240916 |
| as te | rovide support or ssistance about the eaching of mathematics to addividual teachers | (4) | ® | 0 | 0 | VH240917 |
| de m te | Conduct professional evelopment about nathematics or the eaching of mathematics or groups of teachers | (4) | ® | 0 | 0 | VH240918 |

VH240905

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

| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | |
|-----------------|---------------|----------------|--------------------|----------------------|-------------------|---------------------|----------|
| a. Third grade | (A) | ® | © | 0 | Œ | Ē | VH240906 |
| b. Fourth grade | (A) | ® | © | 0 | Œ | (Ē) | VH240909 |
| c. Fifth grade | (A) | ® | © | 0 | Œ | (Ē) | VH240908 |
| d. Sixth grade | (A) | ® | © | 0 | Œ | (Ē) | VH240907 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240921 |
| b. State curriculum standards or frameworks | (A) | B | 0 | 0 | VH240920 |
| c. In-school curriculum frameworks and standards for learning | (A) | (8) | 0 | 0 | VH240923 |

VH240931

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH240934 |
| b. State assessments | (A) | ® | 0 | 0 | VH240935 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (8) | 0 | 0 | VH240933 |

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

| | Yes | No | |
|--|-------------|----|----------|
| a. Mathematics competitions | (A) | ® | VH270637 |
| b. Chess clubs | (A) | ® | VH270638 |
| c. Programming classes | (A) | ® | VH270640 |
| d. Mathematics clubs | (A) | ® | VH270641 |
| e. Teacher-led tutoring sessions in mathematics for groups of students | (a) | ® | VH270643 |
| f. Family mathematics night | (A) | ® | VH270645 |

Appendix K-3aa: Summary of Changes Pilot Grade 4 Mathematics

| 2019 Pi | lot Grade 4 Mathematics School | | |
|--|---|---------------|---|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
| 1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? ② Yes ③ No | 1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? Yes No | NC | N/A |
| 2. In your school, how often are fourth-grade students' mathematics placements evaluated? ① Once a year ① Once a marking period (semester, trimester) ② More than once a marking period ② Students are not grouped by achievement level. (2017 Grade 4) | Issue: Resources for Learning and Instruction 2. In your school, how often are fourth-grade students' mathematics placements evaluated: © Once a year © Once a marking period (semester, trimester) © More than once a marking period (semester, trimester) © Students are not grouped by achievement level. Issue: Organization of Instruction | R | The phrase "(semester/tr imester)" was added to response option "c". |
| 3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of reachers. [2017 Grade 4] | 3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. | NC NC | N/A |
| N/A | 4. In addition to their regular classroom teacher, are there any additional full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to fourth-grade students at your school? Yes, available full-time to fourth-grade students Yes, available part-time to fourth-grade students No Issue: Resources for Learning and Instruction | A | This version of the math coach/speciali st item was added to inquire about additional math staff supporting students. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 | Pilot Grade 4 Math | ematics | s School | | | | | |
|---|--|--|---|--------------------|--------------|-------------|---------------|---|
| Previous item | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
| N/A | 5. To what extent is each of the following a responsibility of the additional math staff available to fourth-grade students at your school? Select one circle in each row. | | | | | | | This version of the math |
| | | Not at all | Small extent | Moderate extent | Large extent | | | coach/speciali |
| | Provide math course-related support, remediation, or intervention to individual students | 0 | • | 0 | 0 | V16854245 | | st item was added to inquire about |
| | b. Provide math course-related support, remediation, or intervention to groups of students | | • | 0 | 0 | V18654258 | | additional math staff |
| | c. Provide math enrichment to individual students | 3 | 0 | 0 | 0 | VH954259 | | supporting |
| | d. Provide math enrichment to groups of students | 0 | ® | 0 | 0 | VH9542/60 | | students. |
| 4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? Yes, available full-time to fourth-grade teachers Yes, available part-time to fourth-grade teachers No Question 5 is not applicable and will be skipped. | 6. Are there any additional for coach, math lead teacher, or your school? • Yes, available full-time • Yes, available part-time • No | ll- or part-time r math supervis to fourth-grade | math staff (e.g., a sor) available to fo teachers | math specialis | | ¥1(6:54099) | R | This version of the math coach/specialist item replaced the previous version and includes specific examples of additional |
| (2017 Grade 4) | Issue: Resources fo | r Learning | g and Instru | ction | | | | math staff titles. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|------------------------------------|---|---|-------------------|----------|--|-----------------------------|--|--|--------------------|-----------|---------------|----------------------------|
| To what extent are each of coach(es) available to four row. | the following a h-grade teacher | responsibility of rs at your school? | the mathemati Select one cire | cs ele in each | VIC4993 | 7. To what extent is each of the available to fourth-grade tea | e following a chers at your | responsibility of the school? Select one | ne additional n circle in each | nath staff row. | V18614231 | R | This version of the math |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | coach/special |
| Provide support or assistance about mathematics content | 0 | 0 | © | 0 | VNIMPIE | Provide support/assistance with math content or the teaching of math to individual teachers | • | Œ | 0 | Φ | VH854364 | | st item replaced the |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | 0 | (D) | Ø | 0 | VH240917 | b. Provide support/assistance in using math manipulatives and hands-on activities | • | 0 | 0 | Φ | VHRS4MA | | previous version and |
| c. Conduct professional development about mathematics or the teaching of mathematics | © | (3) | 0 | 0 | VH240916 | c. Conduct professional development about math or the teaching of math for groups of teachers | • | • | 0 | 0 | VERSONS | | includes specific |
| for groups of teachers | | | | | | d. Provide support/assistance with differentiated or group instruction | • | 0 | 0 | Φ | VHINSTANA | | examples of additional |
| (2017 Grade 4) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | math staff titles. |
| To what extent does your sci mathematics teaching and lo Not at all | | o-to-date technolo | ogy resources fo | or | VH270595 | N/A | | | | | | D | This item was |
| Not at all Small extent | | | | | | | | | | | | | because it |
| Small extent | | | | | | | | | | | | | showed lack |
| Moderate extent | | | | | | | | | | | | | of variability in response |
| | | | | | | | | | | | | | 1 111 162001126 |
| Moderate extent | | | | | | | | | | | | | • |
| Moderate extent | | | | | | | | | | | | | option |
| Moderate extent | | | | | | | | | | | | | • |
| Moderate extent | | | | | | | | | | | | | option frequency |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | 1 | | | | | | | 2019 item | | | | | | | | D/A/ R/NC+ | Rationale |
|--|-------------------------------|-------------------|---------------|--|---------------|-----------|----------------------------------|--|---------------|----------------|--------------------|----------------------|-------------------|------------------------|----------------------|---------------|---|
| 7. In this school year circle in each row | | chool offer a | my of the fo | ollowing acti | ivities? Sele | ct one | VH270634 | 11. In this school ye circle in each ro | | chool offer | any of the fo | llowing acti | vities? Sele | ct one | V3(270614 | R | Previous sub |
| | | | Y | es | | No | 1 | | | | Y | es | 1 | No | | | "b", and "h" |
| a. Opportunities for s mathematics work with their teachers | , including he | scuss omework, | (| D | 3 | 0 | V14270635 | Peer tutoring in m Mathematics com | | | | Đ Đ | | © | VH270636 VH270637 | | were |
| b. Peer tutoring in ma | | | | D | | Φ | VH270636 | c. Chess clubs | | | | Đ | | ® | VH270638 | | dropped. |
| c. Mathematics comp | etitions | | | D | | ® | V10270637 | d. Computer coding | | | | Ð | | ® | VH8840W1 | | |
| d. Chess clubs | | | | D | _ | 0 | VEE2 POIGHT | e. Mathematics club | | | -(| Ð | | 0 | VH270641 | | Previous sub |
| Programming class Mathematics clubs | | | | D D | | (D) | VH270640 VH270641 | Teacher-led tutori mathematics for g | | | | D | | D | VH270643 | | item "e" wa |
| g. Teacher-led tutorin mathematics for gr | ig sessions in | | | D D | | Φ | VH270641 | g. Family mathemat | | | | D | 11 1 19 | D | VH270643 | | revised to |
| h. Teacher-led extra-h mathematics | | | - 4 | Ð | | ® | VH270644 | | | | | | | | | | "Computer |
| i. Family mathematic | es night | | - 1 | D | | ® | Y11270645 | | | | | | | | | | coding |
| mathematics cur as patterns and w | riculum place riting numbe | er sentences? | Select one of | in algebraic circle in eacl Moderate | row. | Grade no | | mathematics cur as variables, rep each row. | | | | | | | | | wording wa |
| | taught | emphasis | emphasis | emphasis | emphasis © | in school | | | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | | on Standing |
| 1. Third grade | | (7) | (0) | | | | 11 mariantes | | | | 0 | 0 | (D) | Ø. | V1003917 | | _ |
| a. Third grade | © | (B) | 0 0 | 9 | 0 | 0 | VH280909 | a. Third grade | (A) | | | | | | | | Committee |
| The state of the s | • | - | | | | 0 | VH240909 VH240908 | a. Third grade b. Fourth grade | 0 | (D) | 0 | 0 | 0 | Ф | Visiters | | Committee |
| . Fourth grade . Fifth grade | @ @ | ® | 0 | 0 | 0 | _ | VH240907 VH240907 VH240907 | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade | 0 | Ф | 0 | | | | VHS11918 | | |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made |
| . Fourth grade . Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on |
| . Fourth grade . Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on review of |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | 0 | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | Ø | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on review of Common Core |
| b. Fourth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | Ø | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on review of Common Core standards a |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | Ø | (B) | 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on review of Common Core standards a the curricul |
| b. Fourth grade c. Fifth grade | © © | (D) | 0 | 0 | © © | Ф | | b. Fourth grade c. Fifth grade | © © | Ф Ф | 0 0 | 0 | 0 | 0 | VHS11919 | | feedback. Revisions were made based on review of Common Core standards a |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|------------|--------------|--------------------|--------------|------------|--|------------|--------------|--------------------|--------------|-----------|---------------|--------------|
| To what extent is your scho following resources? Select | | | tured according | g to the | 171540010 | To what extent is your scho following resources? Select | | | tured accordin | g to the | VH240919 | R | Previous sub |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | through ""j" |
| a. District curriculum standards or curriculum guides | 0 | (8) | 0 | 0 | VH240921 | District curriculum standards or curriculum guides | 0 | 0 | 0 | 0 | VPD40921 | | were |
| b, State curriculum standards or frameworks | 0 | 0 | 0 | 0 | VH340920 | b. State curriculum standards or frameworks | • | 0 | 9 | • | VH240920 | | dropped. |
| c. In-school curriculum frameworks and standards for learning | 0 | • | • | 0 | V21240923 | c. In-school curriculum frameworks and standards | 0 | 0 | 0 | 0 | V11240924 | | |
| d. Results from district assessments | ® | 0 | 0 | Φ | VH240922 | for learning | | | | | | | |
| e. Results from state assessments | • | @ | 0 | 0 | Y1138.7964 | | | | | | | | |
| f. Recommendations from school mathematics department | • | • | • | 0 | V31240930 | | | | | | | | |
| g. Discretion of individual teachers | ® | 00 | 0 | 0 | VH240926 | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | 0 | 0 | 0 | 0 | VH140924 | | | | | | | | |
| Commercially designed programs | 0 | @ | 0 | Φ | VH240927 | | | | | | | | |
| j. Resources found on the Internet | 0 | ⊕ | 0 | 0 | VH240925 | | | | | | | | |
| 2017 Grade 4) | | | | | | Issue: Organization o | of Instruc | tion | | | | | |
| 10. To what extent does your s preparation for the following | | | | | VHZMHAI | 10. To what extent does your so preparation for the followin | | | | | VH240001 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. District assessments | Φ | (3) | 0 | 0 | VI1240934 | a. District assessments | ® | (B) | 0 | 0 | VH240934 | | |
| b. State assessments | 0 | 0 | 0 | 0 | VE1240935 | b. State assessments | ® | ® | 0 | Ф | VH240935 | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | 0 | ® | 0 | 0 | VH240913 | c. School assessments (e.g., quizzes or tests created by teachers) | 0 | 0 | 0 | 9 | VOLUMEN | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3ab: Pilot Grade 4 Mathematics

| VIII | 0270 |
|------|------|

| 1. | In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? | |
|----|--|-----------|
| | ② Yes | |
| | ® No | |
| | | |
| | | |
| | | VH270371 |
| 2. | In your school, how often are fourth-grade students' mathematics placements evaluated? | |
| | Once a year | |
| | Once a marking period (semester, trimester) | |
| | More than once a marking period (semester, trimester) | |
| | Students are not grouped by achievement level. | |
| | | |
| | | |
| | | VH591761 |
| 3. | This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. | |
| | | |
| | | |
| | | |
| | | VH854094 |
| 4. | In addition to their regular classroom teacher, are there any additional full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to fourth-grade students at your school? | V11654074 |
| | Yes, available full-time to fourth-grade students | |
| | Yes, available part-time to fourth-grade students | |
| | © No | |
| | | |

5. To what extent is each of the following a responsibility of the **additional** math staff **available to fourth-grade students** at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------|--------------|--------------------|--------------|----------|
| a. Provide math course-related support, remediation, or intervention to individual students | (8) | ® | 0 | 0 | VH854255 |
| b. Provide math course-related support, remediation, or intervention to groups of students | (A) | ® | 0 | 0 | VH854258 |
| c. Provide math enrichment to individual students | (A) | ® | 0 | 0 | VH854259 |
| d. Provide math enrichment to groups of students | (A) | ® | 0 | 0 | VH854260 |

VH854099

- **6.** Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to fourth-grade teachers** at your school?
 - Yes, available full-time to fourth-grade teachers
 - Yes, available part-time to fourth-grade teachers
 - © No

7. To what extent is each of the following a responsibility of the **additional** math staff **available to fourth-grade teachers** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide support/assistance with math content or the teaching of math to individual teachers | ® | ® | 0 | 0 | VH854364 |
| b. | Provide support/assistance in using math manipulatives and hands-on activities | 0 | (9) | 0 | 0 | VH854365 |
| c. | Conduct professional development about math or the teaching of math for groups of teachers | 0 | (9) | 0 | 0 | VH854367 |
| d. | Provide support/assistance with differentiated or group instruction | (A) | ® | 0 | 0 | VH854368 |

VH811912

8. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as variables, repeating patterns, and proportional reasoning? Select **one** circle in each row.

| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | |
|-----------------|---------------|----------------|--------------------|----------------------|-------------------|---------------------|----------|
| a. Third grade | (A) | ® | © | 0 | Œ | Ē | VH811917 |
| b. Fourth grade | (A) | ® | © | 0 | Œ | (Ē) | VH811918 |
| c. Fifth grade | (A) | ® | © | 0 | Œ | (Ē) | VH811919 |
| d. Sixth grade | (A) | ® | 0 | 0 | Œ | (Ē) | VH811921 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | (A) | ® | 0 | 0 | VH240921 |
| b. State curriculum standards or frameworks | (A) | ® | 0 | 0 | VH240920 |
| c. In-school curriculum frameworks and standards for learning | ® | ® | 0 | 0 | VH240923 |

VH240931

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH240934 |
| b. State assessments | (A) | ® | 0 | 0 | VH240935 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (8) | 0 | 0 | VH240933 |

11. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

| | Yes | No | |
|--|-----|----|----------|
| a. Peer tutoring in mathematics | (A) | ® | VH270636 |
| b. Mathematics competitions | (A) | ® | VH270637 |
| c. Chess clubs | (A) | ₿ | VH270638 |
| d. Computer coding classes | (A) | ® | VH854091 |
| e. Mathematics clubs | (A) | ₿ | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | (A) | ® | VH270643 |
| g. Family mathematics night | (A) | ® | VH270645 |

Appendix K-3ac: Summary of Changes Operational Grade 8 Mathematics

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|---|
| 1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions. © 0–10% © 11–20% © 21–30% © 31–40% © 41–50% © More than 50% | 1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions. ① 0-10% ① 11-20% ② 21-30% ② 31-40% ② 41-50% ① More than 50% | | N/A |
| (2017 Grade 8) | Issue: Organization of Instruction | | |
| 2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. [2017 Grade 8] | 2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. | NC NC | N/A |
| 3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction? © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% (2017 Grade 8) | 3. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction? ① 0% ① 1-5% ② 6-10% ① 11-20% ① 21-30% ① 31-40% ② 41-50% ② More than 50% Issue: Resources for Learning and Instruction | R | The percentages were further divided into additional response options for better differentiation The article "a" was added in front of "neighboring". |
| 4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning? Does not at all Small extent Moderate extent Large extent | N/A | D | This item was dropped because it showed lack o variability in |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|--|-----------------------------------|--|----------------------------|--------------------|----------|-----------|---|---|---|--|--------------|-----------|---------------|---|
| 2017 Grade 8) Is there a mathematics coach as at your school? Yes, available full-time to ei Yes, available part-time to e No Question 6 is not applic | ghth-grade tea | achers achers | eighth-grade to | eachers | VID:8073 | | Is there a mathematics coach ar at your school? Yes, available full-time to ei Yes, available part-time to e No No | ighth-grade te | achers achers | | achers | V)1230073 | NC | option frequency and did not predict achievement. Please note that no conten changes were made to the item but the skip pattern text was removed from the item given |
| To what extent are each of coach(es) available to eight row. | the following a h-grade teache | responsibility of rs at your school | Select one cir Moderate | ics cle in each | Allphois | | To what extent are each of coach(es) available to eight row. | the following a h-grade teache Not at all | responsibility of is at your schools | the mathemati Select one circ Moderate | cle in each | VH240963 | NC | the transition from PBA to DBA. N/A |
| a. Provide support or | 45.646.44 | 1 | extent | | \Box | | a. Provide support or | Not at all | Sman extent | extent | Large extent | | | |
| mathematics content | 0 | 0 | 0 | 0 | VHIANISE | | assistance about mathematics content | • | (B) | 0 | Φ | VH240964 | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | • | Ф | 0 | 9 | VICADOS | | b. Provide support or assistance about the teaching of mathematics to individual teachers | • | • | 0 | Φ | VH240966 | | |
| c. Conduct professional development about mathematics or the | Φ | 00 | 0 | • | ýH240965 | | c. Conduct professional development about mathematics or the teaching of mathematics | © | • | 0 | Φ | VH240965 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | 2019 item | 2019 item | | | | | |
|--|------------------------|--------------------|----------|---|-----------|----------|------------|--|---------------------------------|--|
| In this school year, did your school offer any circle in each row. | of the following activ | vities? Select one | VH270634 | 9. In this school year, did your school offer any of the following activities? Select one circle in each row. | | | | | Previous sub- items "a", "b' | |
| | Yes | No | | | Yes | No | | | - | |
| a. Opportunities for students to discuss | | | 1 1 | a. Mathematics competitions | Ø | • | VH270637 | | and "h" were | |
| mathematics work, including homework, with their teachers | ® | (8) | VH270635 | b. Chess clubs | • | 0 | VH270638 | | dropped. | |
| b. Peer tutoring in mathematics | ■ | (B) | VH270636 | c. Programming classes | 0 | (1) | VH270640 | | a. opped. | |
| c. Mathematics competitions | ® | (8) | VH270637 | d. Mathematics clubs | ® | ® | VH270641 | | | |
| d. Chess clubs | ⊗ | (1) | VH270638 | e. Teacher-led tutoring sessions in | • | (1) | VH270643 | | | |
| e. Programming classes | 0 | ® | VH270640 | mathematics for groups of students | 9 | 9 | 1 (550,05) | | | |
| f. Mathematics clubs | ® | (1) | VH270641 | f. Family mathematics night | ® | • | VH270645 | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | ⊗ | (1) | VH270643 | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | 0 | 130 | VH270644 | | | | | | | |
| i. Family mathematics night | ∅ | (1) | VH270645 | | | | | | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--------------------------------------|---------------------------------|--------------------|--------------|-----------|--|-----------------------------------|-------------------------------|--------------------|--------------|----------|---------------|--------------|
| 8. To what extent is your sol following resources? Select | nool's mathema et one circle in e | tics program strue each row. | ctured according | g to the | VH340019 | To what extent is your scho following resources? Select | ol's mathemat one circle in ea | ics program struc ach row. | tured according | to the | VH240919 | R | Previous sub |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | through ""j" |
| District curriculum standards or curriculum guides | 0 | Ф | 0 | Φ | VH140021 | a. District curriculum standards or curriculum guides | ® | (8) | 0 | Φ | VH240921 | | were |
| State curriculum standards or frameworks | @ | (D) | 9 | 0 | VILLANOUS | b. State curriculum standards or frameworks | ® | • | 0 | Φ | VH240920 | | dropped. |
| c. In-school curriculum frameworks and standards for learning | 0 | Φ | 0 | Φ | VYIZADVEL | c. In-school curriculum frameworks and standards for learning | @ | ® | 0 | 0 | VH240923 | 1 | |
| d. Results from district assessments | Φ | 0 | 0 | • | VH240922 | for fearning | | | | | | | |
| c. Results from state assessments | Ø | Œ | 9 | 0 | V1087964 | | | | | | | | |
| f. Recommendations from school mathematics department | Φ | Φ | 0 | Ф | VIGANO | | | | | | | | |
| g. Discretion of individual teachers | 0 | • | 0 | Ф | VH2.40926 | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers | 0 | 0 | 0 | Ф | VH240924 | | | | | | | | |
| Commercially designed programs | 0 | Φ | 0 | Ф | VH140927 | | | | | | | | |
| j. Resources found on the Internet | 0 | • | 0 | Φ | VHQANNES | | | | | | | | |
| 017 Grade 8) 9. To what extent does your so preparation for the following | hool's eighth-gr | rade mathematics | s curriculum fo | ocus on | VH240967 | Issue: Organization 8. To what extent does your preparation for the follows | chool's eighth- | grade mathematic | es curriculum fo | cus on | VH240967 | NC | N/A |
| preparation for the following | Not at all | Small extent | Moderate extent | Large extent | | preparation for the follows | Not at all | Small extent | Moderate extent | Large extent | | | |
| District assessments | ® | ® | © | 0 | VH240970 | a. District assessments | 0 | 0 | © | 0 | VH240970 | | |
| State assessments | 0 | ® | 0 | 0 | VH240971 | b. State assessments | 0 | 0 | 0 | 0 | VH240971 | | |
| School assessments (e.g., quizzes or tests created by teachers) | @ | (8) | 0 | Φ | VH240969 | c. School assessments (e.g., quizzes or tests created by teachers) | 0 | Φ | 0 | • | VH240969 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | 2019 item | | | | D/A/ R/NC+ | Rationale |
|--|----------|----------|----------|--|--|----------|----------|---------------|-----------|
| 10. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row. | | | | | Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row. | | | | |
| | Yes | No | | | Yes | No | | | |
| There are students in my school who take high school mathematics classes. | 0 | ® | VH270660 | There are students in my school who take high school mathematics classes. | Φ | Φ | VH170660 | | |
| My school provides credit for students who take high school or college mathematics classes. | ® | • | VH270661 | b. My school provides credit for students who take high school or college mathematics | 0 | Φ | VH270661 | | |
| c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | ® | • | VH270663 | classes. c. Students at my school who take high school mathematics classes also take the same tests as high school students taking | ۵ | Œ | VH270663 | | |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | @ | ூ | VH270664 | the same course. d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | ® | ® | VH270664 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3ad: Operational Grade 8 Mathematics

| 1. | In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions. | |
|----|---|----------|
| | ♠ 0-10% | |
| | ® 11–20% | |
| | © 21–30% | |
| | © 31–40% | |
| | © 41–50% | |
| | © More than 50% | |
| 2. | This year, how many teachers are teaching mathematics in your school? Enter the | VH270533 |
| | number of teachers. | |
| | | |
| | | VH811923 |
| 3. | In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction? | |
| | a 0% | |
| | © 1–5% | |
| | © 6–10% | |
| | © 11–20% | |
| | © 21–30% | |
| | © 31–40% | |
| | © 41–50% | |
| | More than 50% | |
| | | |

4. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** circle in each row.

| | Yes | No | |
|---|---------|----|----------|
| a. There are students in my school who high school mathematics classes. | take | ® | VH270660 |
| b. My school provides credit for student take high school or college mathemat classes. | | ® | VH270661 |
| c. Students at my school who take high school mathematics classes also take same tests as high school students tal the same course. | the | ® | VH270663 |
| d. There are algebra classes offered in m school that are equivalent to algebra offered at the high schools in my dist | classes | ® | VH270664 |

VH240073

- **5.** Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
 - Yes, available full-time to eighth-grade teachers
 - ® Yes, available part-time to eighth-grade teachers
 - © No

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide support or assistance about mathematics content | (A) | ® | © | 0 | VH240964 |
| b. | Provide support or assistance about the teaching of mathematics to individual teachers | (9) | ® | 0 | 0 | VH240966 |
| c. | Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | (4) | ® | 0 | Θ | VH240965 |

VH240919

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | (A) | ® | 0 | 0 | VH240921 |
| b. State curriculum standards or frameworks | (A) | ® | 0 | 0 | VH240920 |
| c. In-school curriculum frameworks and standards for learning | (A) | ® | 0 | 0 | VH240923 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH240970 |
| b. State assessments | A | ® | 0 | 0 | VH240971 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (8) | 0 | 0 | VH240969 |

VH270634

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

| | Yes | No | |
|--|------------|----|----------|
| a. Mathematics competitions | (A) | 8 | VH270637 |
| b. Chess clubs | (A) | ® | VH270638 |
| c. Programming classes | (A) | ® | VH270640 |
| d. Mathematics clubs | (A) | ® | VH270641 |
| e. Teacher-led tutoring sessions in mathematics for groups of students | ® | ® | VH270643 |
| f. Family mathematics night | A | ® | VH270645 |

Appendix K-3ae: Summary of Changes Pilot Grade 8 Mathematics

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|--|
| 1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% (2017 Grade 8) | 1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% Issue: Organization of Instruction | NC NC | N/A |
| 2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. (2017 Grade 8) | 4. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. | NC | N/A |
| 3. In this school year, what percentage of students have gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction? © 0–10% © 11–20% © 21–30% © 31–40% © 41–50% © More than 50% (2017 Grade 8) | 2. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction? | R | The percentages were further divided into additional response options for better differentiation. The article "a" has been added in front of "neighboring" |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| 2019 Pi | lot Grade 8 Math | ematics | School | | | | | |
|--|--|--|--|--------------------------|--------------|-----------|---------------|---|
| Previous item | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
| 4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning? ② Not at all ③ Small extent ③ Moderate extent ⑤ Large extent (2017 Grade 8) | N/A | | | | | | D | This item was dropped because it showed lack of variability in response option frequency and did not predict achievement. |
| N/A | 5. In addition to their regular e part-time math staff (e.g., a r math supervisor) available to Yes, available full-time to Yes, available part-time to No | math specialist, eighth-grade s o eighth-grade s o eighth-grade | , math coach, mat students at your so students students | h lead teacher chool? | or c, or | V1854007 | A | This version of the math coach/speciali st item was added to inquire about additional math staff supporting students. |
| N/A | 6. To what extent is each of t | he following a | responsibility of th | ne additional n | nath staff | VIIIS42(2 | Α | This version |
| | available to eighth-grade so | Not at all | Small extent | Moderate | Large extent | | | of the math |
| | a. Provide math course-related support, remediation, or intervention to individual students | ® | © | extent | © | V(8854265 | | coach/speciali st item was added to |
| | b. Provide math course-related support, remediation, or intervention to groups of students | • | • | 0 | • | VI8854266 | | inquire about additional math staff |
| | c. Provide math enrichment | © | • | 0 | 0 | VH854267 | | supporting |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|---|---|-------------------|-------------|--|------------------------------------|---|--------------------|--------------------|----------|---|--|
| 5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school? © Yes, available full-time to eighth-grade teachers © Yes, available part-time to eighth-grade teachers © No Question 6 is not applicable and will be skipped. | | | | | | 7. Are there any additional full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to eighth-grade teachers at your school? ② Yes, available full-time to eighth-grade teachers ③ Yes, available part-time to eighth-grade teachers ② No Issue: Resources for Learning and Instruction | | | | | R | This version of the math coach/special st item replaced the previous version and includes | |
| 2017 Grade 5) | | | | | VIIS8063 | | | | | | VH854370 | | specific examples of additional math staff titles. |
| To what extent are each of the coach(es) available to eighth-g row. | following a grade teacher | responsibility of rs at your school? | the mathemati Select one circ | cs cle in each | 1834061 | To what extent is each of the available to eighth-grade tea | e following a r schers at your: | responsibility of the school? Select one | circle in each | nath staff row. | YHISON | R | This version of the math |
| | Not at all | Small extent | Moderate extent | Large extent | - | | Not at all | Small extent | Moderate extent | Large extent | | | coach/speciali |
| Provide support or assistance about mathematics content | (8) | Φ | ø | Φ | V11240964 | Provide support/assistance with math content or the teaching of math to individual teachers | • | • | 9 | 0 | VH851373 | | st item replaced the |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | ۵ | Φ | 0 | Ф | VI (240966) | Provide support/assistance in using math manipulatives and hands-on activities | 0 | Ф | Φ | 0 | YIDDA37a | | previous version and |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | individual teachers Conduct professional development about mathematics or the | | | | | | • | • | 0 | 0 | VH954374 | | includes specific |
| Washington, and the same of th | | | | | | d. Analyze assessment data to inform strategies and next steps for instruction | 0 | 00 | 0 | 0 | VHH54375 | | examples of additional |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|---------------------------------|--------------|--|---|---|---|--------------------|--------------|------------------------|---------------|---|
| 7. In this school year, did yo circle in each row. | ur school offer | any of the follow | ing activities? | Select one | VIE27/In34 | In this school year, did you circle in each row. | r school offer | any of the follow | ing activities? | Select one | VII270634 | R | Previous sub |
| | | Yes | -1 | No | | | | Yes | | No | | | |
| Opportunities for students to mathematics work, includin with their teachers | o discuss g homework, | 0 | | Φ | V91020603 | Peer tutoring in mathematics Mathematics competitions | | ® | | ® | VH270636 VH270637 | | "b", and "h' were |
| . Peer tutoring in mathematic | s | 0 | | Φ | VIIINAA | c. Chess clubs | | ® | | (1) | V10270638 | | drannad |
| . Mathematics competitions | | 0 | | Φ | V21170627 | d. Computer coding classes | | 0 | | 0 | VH854001 | | dropped. |
| . Chess clubs | | 0 | | 0 | V1127062E | e. Mathematics clubs | | 0 | | 0 | VH070641 | | Previous su |
| . Programming classes | | @ | | ® | VH1270640 | f. Teacher-led tutoring sessions | | 0 | | • | VH270643 | | item "e" wa |
| . Mathematics clubs | | (D) | | 0 | V21270641 | mathematics for groups of stu | idents | | | | 7 - | 1 | |
| g. Teacher-led tutoring session mathematics for groups of s | udents | 0 | | Œ | VH170843 | g. Family mathematics night | | • | | (1) | VH270645 | | revised to |
| Teacher-led extra-help session mathematics | ons in | 0 | | 00 | VH270644 | | | | | | | | "Computer |
| . Family mathematics night | | 0 | | (1) | V91270645 | | | | | | | | coding |
| 2017 Grade 8) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | classes". |
| 2017 Grade 8) 8. To what extent is your sch following resources? Select | ool's mathemat one circle in e | ics program struc ach row. | tured accordin | g to the | V16240019 | 9. To what extent is your scho following resources? Select | ol's mathema | tics program struc | | g to the | VIC40H0 | R | Previous sub |
| 8. To what extent is your sch following resources? Select | ool's mathemat one circle in e Not at all | ics program struc ach row. | tured accordin Moderate extent | g to the | VIC40019 | 9. To what extent is your scho | ol's mathema | tics program struc | | g to the | VII240H0 | R | classes". Previous sul items "d" through ""j" |
| To what extent is your sch following resources? Select to District curriculum standards or curriculum guides | one circle in e | ich row. | Moderate | | VICeous VIDsoon | 9. To what extent is your scho | ol's mathema one circle in e | tics program struc ach row. | tured accordin | | VH240910 | R | Previous subsitems "d" through ""j" were |
| To what extent is your sch following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks | Not at all | Small extent | Moderate extent | Large extent | | To what extent is your scho following resources? Select of a. District curriculum standards or curriculum | ol's mathema one circle in e Not at all | tics program struc ach row. | Moderate extent | Large extent | | R | Previous su items "d" through ""j' |
| 8. To what extent is your sch following resources? Select of the selection of the selectio | Not at all | Small extent | Moderate extent | Large extent | VH240921 | To what extent is your scho following resources? Select of the selection of the select | ol's mathema one circle in e Not at all | stics program structach row. Small extent | Moderate extent | Large extent | VHD40921 | R | Previous sul items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select the selection of the selection o | Not at all | Small extent | Moderate extent | Large extent | VH240920 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous sul items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select following resources? Select District curriculum standards or curriculum guides 9. State curriculum standards or frameworks 12. In-school curriculum frameworks and standards for learning 13. Results from district assessments 14. Results from state assessments | Not at all | Small extent | Moderate extent | Large extent | VII240901 VII240920 VII240923 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous su items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select following resources? Select process of the following resources? Select process of the following standards or curriculum standards or frameworks in the frameworks and standards for learning frameworks and standards for learning from district assessments (Results from state assessments assessments recommendations from second mathematics department | Not at all O O O O O | Small extent | Moderate extent | Large extent | VIII340931 VIII340920 VIII340923 VIII340923 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous su items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select following resources? Select in the selection of th | Not at all | Small extent | Moderate extent | Large extent | VIII340921 VIII340920 VIII340923 VIII340923 VIII340923 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous su items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select following resources? Select the selection of the | Not at all O O O O O O O | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | V11340931 V11340920 V11340923 V11340923 V11340930 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous su items "d" through ""j' were |
| 8. To what extent is your sch following resources? Select following resources? Select following resources? Select in the select following resources? Select following resources? State curriculum standards or frameworks and standards for learning following resources. In-school curriculum frameworks and standards for learning following. Results from district assessments. 2. Results from state assessments 3. Recommendations from school mathematics department 3. Discretion of individual teachers 4. Results from school assessments [e.g., quizzes | Not at all O O O O O O O O O O O O O O O O O O | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | VIII40921 VIII40920 VIII40923 VIII40923 VIII40920 VIII40920 | To what extent is your scho following resources? Select of the selection of the select | ol's mathematone circle in e Not at all | stics program structure arch row. Small extent | Moderate extent © | Large extent | V#1240921 V#1340920 | R | Previous su items "d" through ""j' were |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---|----------------------|--------------------|--------------|-----------|---|--|---------------------------------------|--------------------|--------------|------------|---------------|-----------|
| To what extent does your preparation for the following | | | | | VH24096T | 10. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row. | | | | | NC | N/A | |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| . District assessments | - 8 | 0 | 0 | 0 | V18240970 | a. District assessments | ® | Φ. | 0 | 0 | VH240970 | | |
| o. State assessments | @ | (3) | 0 | 0 | VH240971 | b. State assessments | @ | • | 0 | 0 | VH240971 | | |
| School assessments (e.g., quizzes or tests created by teachers) | ® | • | 0 | 0 | V11240969 | c. School assessments (e.g., quizzes or tests created by | ٩ | Ф | 0 | 0 | VIQ40960 | | |
| . T. F. T | Please indicate | | | rools for | VH220049 | Issue: Organization of a Below are some sentences a mathematics instruction. Plantathers, Select one circle in | bout students lease indicate v | who may have to | | ools for | VH2706593 | NC | N/A |
| Below are some sentences mathematics instruction. | Please indicate | | | nools for | V16730659 | Issue: Organization of | bout students lease indicate v | who may have to | | nools for | V4(270659) | NC | N/A |
| students, Select one círcle a. There are students in my schigh school mathematics cl | Please indicate in each row. hool who take asses. | which statements Yes | | | VH270660 | Issue: Organization of 3. Below are some sentences a mathematics instruction. Pl | bout students the lease indicate with the neach row. | who may have to which statements | | | VH270659 | NC | N/A |
| Below are some sentences mathematics instruction. students, Select one circle There are students in my schigh school mathematics clib. My school provides credit for take high school or college relasses. | Please indicate in each row. hool who take asses. or students who mathematics | which statements Yes | | No | | Issue: Organization of a Below are some sentences a mathematics instruction. Plastudents. Select one circle in a. There are students in my sch | bout students the second who take sees. | who may have to which statements Yes | | No | | NC | N/A |
| Below are some sentences mathematics instruction, students, Select one circle a. There are students in my schigh school mathematics cl. b. My school provides credit fe take high school or college r | Please indicate in each row. hool who take asses. or students who mathematics take high also take the udents taking | Yes | | No | VH1/9860 | Issue: Organization of an athematics instruction. Planthematics instruction. Planthematics in the students. Select one circle in a. There are students in my schehigh school mathematics clast. My school provides credit for take high school or college m | bout students lease indicate on each row. ool who take sses. students who take high liso take high | who may have to which statements Yes | | No | VH2 70660 | NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3af: Pilot Grade 8 Mathematics

- 1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.
 - ♠ 0–10%
 - ® 11-20%
 - © 21-30%
 - © 31-40%
 - © 41-50%
 - © More than 50%

- **2.** In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction?
 - **a** 0%
 - ® 1-5%
 - © 6-10%
 - © 11-20%
 - © 21-30%
 - © 31-40%
 - © 41-50%
 - ⊕ More than 50%

3. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** circle in each row.

| | | Yes | No | |
|----|---|----------|----------|----------|
| a. | There are students in my school who take high school mathematics classes. | ® | ® | VH270660 |
| b. | My school provides credit for students who take high school or college mathematics classes. | 0 | ® | VH270661 |
| c. | Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | (| ® | VH270663 |
| d. | There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | (| ® | VH270664 |

| 4. | This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. | VH270533 |
|----|--|----------|
| | | VH854097 |
| 5. | In addition to their regular classroom teacher, are there any additional full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to eighth-grade students at your school? | |
| | ② Yes, available full-time to eighth-grade students | |

® Yes, available part-time to eighth-grade students

© No

6. To what extent is each of the following a responsibility of the **additional** math staff **available to eighth-grade students** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide math course-related support, remediation, or intervention to individual students | ® | ® | 0 | 0 | VH854265 |
| b. | Provide math course-related support, remediation, or intervention to groups of students | (4) | ® | 0 | 0 | VH854266 |
| c. | Provide math enrichment to individual students | A | ® | 0 | 0 | VH854267 |
| d. | Provide math enrichment to groups of students | A | ® | 0 | 0 | VH854268 |

VH854102

- 7. Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to eighth-grade teachers** at your school?
 - Yes, available full-time to eighth-grade teachers
 - ® Yes, available part-time to eighth-grade teachers
 - © No

8. To what extent is each of the following a responsibility of the **additional** math staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide support/assistance with math content or the teaching of math to individual teachers | (| ® | 0 | Θ | VH854372 |
| b. | Provide support/assistance in using math manipulatives and hands-on activities | 0 | (9) | 0 | Θ | VH854373 |
| c. | Conduct professional development about math or the teaching of math for groups of teachers | 0 | (9) | 0 | 0 | VH854374 |
| d. | Analyze assessment data to inform strategies and next steps for instruction | (A) | ® | © | 0 | VH854375 |

VH240919

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240921 |
| b. State curriculum standards or frameworks | (A) | B | 0 | 0 | VH240920 |
| c. In-school curriculum frameworks and standards for learning | (A) | ® | 0 | 0 | VH240923 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | A | ® | 0 | 0 | VH240970 |
| b. State assessments | (A) | ® | 0 | 0 | VH240971 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (8) | 0 | 0 | VH240969 |

VH270634

11. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

| | Yes | No | |
|--|----------|----|----------|
| a. Peer tutoring in mathematics | (A) | 8 | VH270636 |
| b. Mathematics competitions | (A) | ® | VH270637 |
| c. Chess clubs | (A) | ® | VH270638 |
| d. Computer coding classes | (A) | ® | VH854091 |
| e. Mathematics clubs | (A) | ® | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | ® | ® | VH270643 |
| g. Family mathematics night | (A) | 8 | VH270645 |

Appendix K-3ag: Summary of Changes Operational Grade 12 Mathematics

| evious item | | | | 2019 item | | | | D/A/ R/NC+ | Rationale |
|--|-----------------------|-------------------|---|--|---|----------------|--|---------------|--------------------------|
| Beginning with ninth grade, how many years (or course work in mathematics does your school or Less than two years Two years Three years Four years More than four years | | | VII28077 | Beginning with ninth grade, how many years (or course work in mathematics does your school or Less than two years Two years Three years Four years More than four years | district require for g | | VH248077 | NC | N/A |
| 018 Grade 12) | | | VH240078 | Issue: Organization of Instruction | on | | VH240078 | | |
| Does your school offer online mathematics cours Yes No No 018 Grade 12) | es for credit? | | | 4. Does your school offer online mathematics cou 4. Yes 5 No Issue: Organization of Instruction | | | | NC | N/A |
| Are courses of at least one semester in length following subjects? Select one circle in each re | | in each of the | NYCIAYN4 | Are courses of at least one semester in length following subjects? Select one circle in each results. | | in each of the | VH240984 | R | The current sub-item "k" |
| | Yes | No | | | Yes | No | | | |
| a. Pre-calculus or introductory analysis | 6 | Ф | VICATORO. | a. Pre-calculus or introductory analysis | @ | • | VH241006 | | was added a |
| b. Integrated mathematics 3 (third year of a | 0 | Ф | WHEELDS P | b. Integrated mathematics 3 (third year of a multi-year course) | 0 | • | VH241017 | | an additiona |
| multi-year course) | 0 | 9 | VHIATOR | c. Integrated mathematics 4 (fourth year of a | ® | (1) | VH241018 | | course title. |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | 0 | (0) | VH292691 | multi-year course) d. Trigonometry | ® | (8) | VH240991 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry | | | VEGRIORE | | | | VH240991 VH241008 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics | 0 | 0 | | e. International Baccalaureate® (IB) | ® | (1) | | I | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB | Ø | 0 | VPE241009 | Mathematics | | - W. | | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC | © © | © | \$15241000 \$15241000 | Mathematics f. Advanced Placement (AP®) Calculus AB | @ | (1) | VH241009 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus Other than Advanced Placement [AP] Calculus Mathematics | Ø | 0 | VPE241009 | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC | © | (B) | VH241010 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics | © © | © | \$15241000 \$15241000 | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) | @ | (1) | VH241010 VH241007 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement (AP) Calculus) | © © | 9 | VHZALOOP VHZALOOT | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics | © | (B) | VH241010 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) f. Advanced Placement (AP) Statistics f. Probability and/or statistics (other than Advanced Placement [AP] Statistics) k. Advanced Placement (AP) Computer Science A | © © © | (5) (6) (6) | VHZALOOP VHZALOOT | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | © © | (D) (D) | VH241010 VH241007 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) k. Advanced Placement (AP) Computer | © © © © | 9 9 | VPEAU00 VPEAU01 VPEAU01 VPEAU01 | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) k. Advanced Placement (AP) Computer Science Principles | ΦΦΦ | (b) | VH241010 VH241007 VH241011 | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) d. Trigonometry e. International Baccalaureate® (IB) Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) k. Advanced Placement (AP) Computer Science A l. Computer science (other than Advanced | © © © © © | © © © | VPETALOOP | Mathematics f. Advanced Placement (AP®) Calculus AB g. Advanced Placement (AP) Calculus BC h. Calculus (other than Advanced Placement [AP] Calculus) i. Advanced Placement (AP) Statistics j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) k. Advanced Placement (AP) Computer | © © © | © © | VH241010 VH241007 VH241011 VH241012 | | |

| Previous item | | | | 2019 item | | | | D/A/ R/NC+ | Rationale |
|--|--|---|-------------------|---|---|--|----------------------------------|---------------|-----------|
| 4. Which of the following mathematics courses graduation? Select one circle in each row. | are required for high s | school | VH241021 | Which of the following mathematics courses a graduation? Select one circle in each row. | NC | N/A | | | |
| | Yes | No | | | Yes | No | | | |
| a. Algebra I | 00 | (8) | VH241022 | a. Algebra I | 0 | 0 | VH241022 | | |
| b. Geometry | ® | (1) | VH241023 | b. Geometry | ® | • | VH241023 | | |
| c. Algebra II | ® | (6) | VH241024 | c. Algebra II | ® | • | VH241024 | | |
| I. Statistics/Probability | ® | (3) | VH241025 | d. Statistics/Probability | Φ | ® | VH241025 | | |
| e. Integrated mathematics 1 (first year of a multi-year course) | • | (1) | VH241032 | e. Integrated mathematics 1 (first year of a multi-year course) | 0 | • | VH241032 | | |
| f. Integrated mathematics 2 (second year of a multi-year course) | 0 | (1) | VH241033 | f. Integrated mathematics 2 (second year of a multi-year course) | 0 | (B) | VH241033 | | |
| g. Integrated mathematics 3 (third year of a multi-year course) h. Integrated mathematics 4 (fourth year of a | • | (8) | VH241034 | g. Integrated mathematics 3 (third year of a multi-year course) | 0 | • | VH241034 | | |
| | | | | | | | | | |
| multi-year course) | (A) | • | VH241028 | h. Integrated mathematics 4 (fourth year of a multi-year course) | ® | • | VH241028 | | |
| multi-year course) i. Other mathematics course (Please specify): | • | • | VH241031 VH241031 | | • | (D) | VH241028 VH241031 VH733475 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block ide students who | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includes) classes) for remediation or to catch up a grade learned additional mathematics instruction as perceive additional mathematics instruction as perceived. | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction [EP provisions.] | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block ide students who | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade learned receive additional mathematics instruction as possible provisions. | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction [EP provisions. | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block ide students who | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as p of IEP provisions. © 0-10% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block ide students who | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade learned receive additional mathematics instruction as possible provisions. | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% © 21-30% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block ide students who | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as p of IEP provisions. © 0-10% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile in the provisions. © 0-10% © 11-20% © 21-30% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% © 21-30% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction of IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% | ● On of twelfth-grade stude luding summer schoevel? Do not include | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includes) for remediation or to catch up a grade for receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% | On of twelfth-grade studing summer schoevel? Do not include aart of special educat | dents enroll in ol or two-block students who | VH241031 | NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% | tage of twelfth-grade s r (including summer sc ade level? Do not inclu | tudents enroll in hool or two-block | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% | On of twelfth-grade studing summer schoevel? Do not include aart of special educat | dents enroll in ol or two-block students who | VH241031 | | |
| i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a yer classes) for remediation or to catch up a greecive additional mathematics instruction (IEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% 2018 Grade 12) | atage of twelfth-grade s r (including summer se rade level? Do not inclu n as part of special edu | tudents enroll in hool or two-block de students who cation or because | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includes) for remediation or to catch up a grade for receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% | on of twelfth-grade stududing summer schoevel? Do not include part of special educat | dents enroll in ol or two-block students who ion or because | YHEAHAN | NC NC | N/A |
| multi-year course) i. Other mathematics course (Please specify): 2018 Grade 12) 5. In your school, approximately what percemore than one mathematics class in a year classes) for remediation or to catch up a greecive additional mathematics instruction (EEP provisions. © 0-10% © 11-20% © 21-30% © 31-40% © More than 50% 2018 Grade 12) | atage of twelfth-grade s r (including summer se rade level? Do not inclu n as part of special edu | tudents enroll in hool or two-block de students who cation or because | VH241031 | i. Other mathematics course (Please specify): Issue: Organization of Instruction 5. In your school, approximately what percentage more than one mathematics class in a year (includesses) for remediation or to catch up a grade le receive additional mathematics instruction as profile provisions. © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% More than 50% Issue: Organization of Instruction 7. This year, how many teachers are teaching | on of twelfth-grade stududing summer schoevel? Do not include part of special educat | dents enroll in ol or two-block students who ion or because | YHEAHAN | | |

| 2019 Operational Grade 12 Mathematics School | | | | | | | |
|--|---|---------------|---|--|--|--|--|
| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | |
| 7. In this school year, what percentage of students have gone to other schools (neighboring high school or college) to receive mathematics instruction? © 0-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% (2018 Grade 12) | 6. In this school year, what percentage of students have gone to other schools (a neighboring high school or college) to receive mathematics instruction? © 0% © 1.5% © 6-10% © 11-20% © 21-30% © 31-40% © 41-50% © More than 50% | R | This item was revised to further break down the first response option of 0-10% into 3 separate response options, and adding "a" in front of | | | | |
| 8. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning? ① Not at all ① Small extent ② Moderate extent ① Large extent (2018 Grade 12) | Issue: Resources for Learning and Instruction N/A | D | "neighboring". This item was dropped because it showed lack of variability in response option frequency and did not predict achievement. | | | | |
| 9. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school? ① Yes, available full-time to twelfth-grade teachers ① Yes, available part-time to twelfth-grade teachers ② No | 8. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school? ① Yes, available full-time to twelfth-grade teachers ① Yes, available part-time to twelfth-grade teachers ② No | NC | N/A | | | | |
| (2018 Grade 12) | Issue: Organization of instruction | | | | | | |

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|-----------------------------------|---|--------------------------------|---------------------|-----------|--|--|--------------|--------------------|--------------|-----------|---------------|----------------|
| To what extent are each of coach(es) available to twelf row. | the following a th-grade teach | a responsibility of ers at your school | the mathemat Select one cir | ics rcle in each | VH241043 | 9. To what extent are each of the following a responsibility of the mathematics coach(es) available to twelfth-grade teachers at your school? Select one circle in each row. | | | | | | | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. Provide support or assistance about mathematics content | Ø | ® | 0 | Φ | VH241044 | a. Provide support or assistance about mathematics content | • | (1) | 0 | 0 | VH241044 | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | ® | ® | 0 | 0 | VH241046 | Provide support or assistance about the teaching of mathematics to individual teachers | • | ₪ | 0 | 0 | VH241046 | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | ® | (8) | 0 | • | VH241045 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Φ | • | 0 | 0 | VH241045 | | |
| 2018 Grade 12) 11. In this school year, did you circle in each row. | r school offer s | any of the following | ng activities? So | elect one | VII23604 | | Issue: Organization of instruction 15. In this school year, did your school offer any of the following activities? Select one circle in each row. | | | | | | Previous sub- |
| | | Yes | | No | | | 1 | Yes | | No | | | items "a", "h' |
| a. Opportunities for students to | | | | | | a. Peer tutoring in mathematics | - | Ø | _ | • | VH270636 | | and "i" were |
| mathematics work, including with their teachers | homework, | 0 | | (0) | VH279635 | b. Mathematics competitions | | 0 | | (6) | VH270637 | | dropped. |
| b. Peer tutoring in mathematics | | 0 | _ | 0 | VH270636 | c. Chess clubs | | 0 | | ® | VH270638 | | uroppeu. |
| c. Mathematics competitions | | 0 | | - | VH270637 | d. Programming classes | | 0 | | ® | VH270640 | | |
| d. Chess clubs | | 00 | | | VH270638 | e. Mathematics clubs | | ⊗ | | ■ | VH270641 | | |
| e. Programming classes | | @ | | CD . | V15270640 | f. Teacher-led tutoring sessions in | | | | | VH270643 | | |
| f. Mathematics clubs | | 0 | | 0 | VH270641 | mathematics for groups of stude | nts | 0 | | (b) | vrtZ/0643 | | |
| g. Teacher-led tutoring sessions mathematics for groups of str | adents | 0 | | Φ . | VH279643 | | | | | | | | |
| | ns in | 00 | | CD . | V11773644 | | | | | | | | |
| h. Teacher-led extra-help sessio mathematics | | | | | VH270665 | | | | | | | | |

| vious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--------------------------------------|---------------------------------------|-----------------------------------|---------------------|------------|--|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|----------|---------------|--|
| 12. To what extent is your s following resources? Sel | chool's mathema ect one circle in | stics program struc each row. | tured accordin | g to the | VIG49(0) | 10. To what extent is your scho following resources? Select | | | tured according | g to the | VH240919 | R | Previous sub- items "c" |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate | Large extent | | | through "i" |
| State curriculum standard or frameworks | s @ | 0 | 9 | Ф | VHI140920 | a. District curriculum | | 7 | extent | | | | were droppe |
| District curriculum standards or curriculum guides | 3 | • | 0 | 0 | V245249921 | standards or curriculum guides b. State curriculum standards | ® | 10 | 0 | • | VH240921 | | Current sub- |
| c. Results from district | 0 | 0 | 0 | 0 | VHEARMEE | or frameworks | (A) | • | 0 | Φ | VH240920 | | item "c" was |
| d. Results from state | 0 | 0 | 0 | • | VHSE7W4 | c. In-school curriculum frameworks and standards for learning | ® | • | 0 | Φ | VH240923 | | added in to |
| e. Results from school-level | Ø | 0 | Ф | Φ. | VHSATAVA | for learning | | | | | | | align with |
| t. Recommendations from school mathematics department or teachers | 0 | Ф | 0 | Ф | VHS47ftrs | | | | | | | | changes ma |
| g. Discretion of individual teachers | 0 | 0 | 0 | Φ. | VARIABLE | | | | | | | | to this item |
| h. Commercially designed programs | 0 | • | 0 | 6 | VH0.40007 | | | | | | | | grades 4 and |
| i. Resources found on the Internet | 0 | | .0 | 0 | VERNINES | | | | | | | | The order of |
| 18 Grade 12) | | | | | | Issue: Organization o | of instruc | tion | | | | | previous sub items "a" an "b" was reversed. |
| To what extent does your spreparation for the following | chool's twelfth- g types of asses | grade mathematic sments? Select or | es curriculum ne circle in eac | focus on ch row. | VH733484 | 11. To what extent does your preparation for the follow | school's twelft ing types of ass | h-grade mathema essments? Select | tics curriculum one circle in ea | n focus on ach row. | VH733484 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| District assessments | 0 | 0 | 0 | 0 | VH733487 | a. District assessments | 0 | • | 0 | Φ | VH733487 | | |
| Contraction | 0 | (8) | 0 | 0 | VH733486 | b. State assessments | @ | (8) | 0 | 0 | VH733486 | | |
| State assessments School assessments (e.g., | | 0 | 0 | Ф | VH733485 | c. School assessments (e.g., quizzes or tests created by | @ | (B) | 0 | 0 | VH733485 | | |

| revious ite | m | | | | | | | | 2019 item | | | | | | | | | D/A/ R/NC+ | Rationale |
|--|---|--|--|---|--|--|---|---|--|--|--|--|---|---|--|--|---|---------------|--|
| distance learnir (Distance learn teacher and stu- | g course fo ng courses lent are in | or the follow are define different lo | ntage of students in this year's graduating class has enrolled in a r the following subjects? Select one circle in each row. 12. Approximately what percentage of students in this year's graduating class has enrolled in a distance learning course for the following subjects? Select one circle in each row. (Distance learning courses are defined for this survey as credit-granting courses in which the different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.) | | | | | | | | R | Previous sub- item "h" was dropped and | | | | | | | |
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | Not offered | 0% | 1-5% 6 | 10% 11- | 25% 26–50 | % 51-75% | Over 75% | | | "Not offered |
| . English/ language arts | 0 | (8) | 0 | Φ | • | Ð | 0 | VH241062 | a. English/ | © ® | ® | 0 | Φ (|) (| 0 | /3% (B) | VH860443 | | was added ir |
| Mathematics | 0 | ® | 0 | 0 | Ф | Ð | 0 | VH241063 | language arts | 1700 | | | | | | | | | as a respons |
| . Social studies | 8 | (8) | 0 | • | • | Ð | 0 | VH241064 | b. Mathematics | (A) | ® | 0 | | 0 | 0 | ⊕ | VH860444 | | • |
| d. Science | (A) | (1) | 0 | 0 | • | Ð | 0 | VH241065 | c. Social studies | ® | (8) | 0 | | 0 | 0 | ⊕ | VH860445 | | option. |
| e. Computer science | (A) | ® | 0 | 0 | (D) | • | 0 | VH241066 | d. Science | (A) | ® | 0 | 0 (| 0 | © | ⊕ | VH860450 | | |
| f. Foreign languages | ® | ® | 0 | 0 | • | Θ | 0 | VH241067 | e. Computer science | 0 | ® | 0 | Φ (| Φ | 0 | • | VH860447 | | |
| g. Career and technical/ | 0 | ® | 0 | Φ | Ф | Ф | 0 | VH241068 | f. Foreign languages | ⊕ | ® | 0 | 0 0 | 0 | 0 | • | VH860448 | | |
| | 1.25 | | | | 1.5 | - 7 | | 2000 | g. Career and | | 25.1 | 0 | 0 | 0 | 0 | ⊕ | VH860449 | | |
| vocational . Other (Please | | rda. | | 30 | | 70.50 | - E.7 | diaments. | technical/ vocational | (A) | (B) | | | | 0 | _ | 1120040 | | |
| | 0 | (1) | 0 | 0 | • | Ф | 0 | VH241069 | | ® | (1) | | | | | | | | |
| n. Other (Please specify): | what perceademic co | entage of sourse for duthis surve secondary: 2- or 4-ye.e dual crediten agreem | tudents in a lal credit ta y as a cours credits for ar colleges it options in lent betwee | this year's a ught at the se or progra the same co or universi must either | graduating e following um where h ourses. Pos ties, comm be legislat ool and a p | class has er locations? S igh school s tsecondary unity colle; ed by your s ostsecondary | nrolled in Select one students o institution | a vH241076 a circle can carn ms | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high schoinclude public or vocational sarticulated or included or vocational sarticulated or vocationa | y what pe academic s defined fool and po c and prive schools. T formal w | n of in | structi f students i dual credit vey as a cor y credits fe year college edit option ment betw | on this year's taught at the rse or prog r the same s or univer- must eithe een your se | graduating e following am where h courses. Pos ities, comm r be, cegislat tool and a p | class has em locations? Sigh school st tsecondary i unity colleg ed by your st ostsecondary | rolled in a clect one cudents can truit to come can truit to come can truit to come can truit are con hard truit are con hard truit are con hard truit are con hard truit trui | vii241670 circle n earn s chnical | R | Previous sub item "d" was dropped. |
| 2018 Grade 15. Approximately mathematics in each row. (Dual credit is both high scho include public or vocational significant or the state of the s | what perceademic co- lefined for oll and posts and private thools. The private days are the private whools. The private days are the private who who was a private who was a p | entage of s surse for du this surve secondary 2- or 4-ye. e dual cred et a green lacement a | tudents in a lal credit ta y as a cours credits for ar colleges it options n ent betwee and Interna | this year's rught at the see or progration of the same coor universinust either myour schotional Bace | graduating e following im where h ourses. Pos ties, comm be legislat ool and a palaureate | class has er locations? § igh school s tsecondary unity colle; ed by your s ootsecondar courses.) | nrolled in Select one students of institution gges, and the state or harry institution | a vH241076 a circle can carn ms | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high sche include public or vocational s | y what pe academic s defined fool and po c and prive schools. T formal w | n of in | structi f students i dual credit vey as a cor y credits fe year college edit option ment betw | on this year's taught at the rse or prog r the same s or univer- must eithe een your se | graduating e following am where h courses. Pos ities, comm r be, cegislat tool and a p | class has em locations? Sigh school st tsecondary i unity colleg ed by your st ostsecondary | rolled in a elect one of mudents can stitution es, and tec ate or hav v instituti | vii241670 circle n earn s chnical | R | item "d" was |
| h. Other (Please specify): 2018 Grade 15. Approximately mathematics as in each row. (Dual credit is both high schos include public or vocational starticulated or finiculated A | what perceademic co- defined for oldefined for oldefined for oldefined for oldefined posterior of the following th | entage of surse for du this surve secondary 2 - 2 - or 4-ye, e dual cred- ten agreem lacement a | tudents in tal credit tal y as a course redits for ar colleges it options in tent betwee and Internal | this year's gught at the se or prograthe same cor universimust either my your sch tional Bacc | graduating following im where hourses. Postities, comm be legislat ool and a p alaureate® | class has er locations? !! igh school ! tsecondary unity colle; db your ! ostsecondar courses.) | orrolled in Select one students of institution ges, and to state or hary institution Over 75% | a circle can earn ms echnical ave an tion. Do | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high schoinclude public or vocational sarticulated or included or vocational sarticulated or vocationa | y what pe academic s defined fool and po c and prive schools. T formal w | n of in ercentage of course for for this sur- ostseconda ate 2 - or 4. The dual cr ritten agre l Placemer | structi f students i dual credit vey as a co ry credits fe year college dit option ment betw t and Inter | on this year's taught at the rse or prog r the same s or univer- must eith een your sean your seat attional Bac | graduating e following am where h courses. Pos ities, comm r be legislat nool and a p calaureate | class has em locations? Sigh school st tsecondary i unity colleg ed by your st ostsecondary | rolled in a clect one cudents can truit to come can truit to come can truit to come can truit are con hard truit are con hard truit are con hard truit are con hard truit trui | vii241670 circle n earn s chnical | R | item "d" was |
| n. Other (Please specify): 2018 Grade 15. Approximately mathematics in each row. (Dual credit is both high scho include public or vocational significant or vocational significant in the control of th | what perceademic co- lefined for oll and posts and private thools. The private days are the private whools. The private days are the private who who was a private who was a p | entage of s surse for du this surve secondary 2- or 4-ye. e dual cred et a green lacement a | tudents in a lal credit ta y as a cours credits for ar colleges it options n ent betwee and Interna | this year's rught at the see or progration of the same coor universinust either myour schotional Bace | graduating e following im where h ourses. Pos ties, comm be legislat ool and a palaureate | class has er locations? § igh school s tsecondary unity colle; ed by your s ootsecondar courses.) | nrolled in Select one students of institution gges, and the state or harry institution | a vH241076 a circle can carn ms | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high schoinclude public or vocational sarticulated or included or vocational sarticulated or vocationa | ization y what pe academic s defined fool and po c and prive schools. T formal w Advanced | n of in ercentage of course for for this sur systeconda ate 2 - or 4. The dual cr ritten agre I Placemer | structi f students i dual credit vey as a co ry credits fe year college dit option ment betw t and Inter | on this year's taught at the rse or prog r the same s or univer- must eith een your sean your seat attional Bac | graduating e following am where h courses. Pos ities, comm r be legislat nool and a p calaureate | class has en locations? Sigh school st tsecondary is unity colleged by your st ostsecondary courses.) | rolled in a elect one or tudents ca nstitution ess, and tec ate or hav y instituti | vii241670 circle n earn s chnical | R | item "d" was |
| 2018 Grade 2018 Grade 15. Approximately mathematics are in each row. (Dual credit is both high schoriculated or for NOT include Authoriculated or for NOT include Authoriculat | what perceademic co- defined for oldefined for oldefined for oldefined for oldefined posterior of the following th | entage of surse for du this surve secondary 2 - 2 - or 4-ye, e dual cred- ten agreem lacement a | tudents in tal credit tal y as a course redits for ar colleges it options in tent betwee and Internal | this year's gught at the se or prograthe same cor universimust either my your sch tional Bacc | graduating following im where hourses. Postities, comm be legislat ool and a p alaureate® | class has er locations? !! igh school ! tsecondary unity colle; db your ! ostsecondar courses.) | orrolled in Select one students of institution ges, and to state or hary institution Over 75% | a circle can earn ms echnical ave an tion. Do | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high sche include public or vocational s articulated or NOT include at the company of the | ization y what per academic s defined fool and prive and prive schools. Tr formal wi Advanced | n of in ercentage of course for for this sur ostseconda ate 2- or 4- the dual or ritten agre I Placemer | structi f students i dual credit dual credit vey as a cor y credits fe year colleg edit option ment betw t and Inter | on this year's taught at the same or proggrithe same or universemust eitheren your scational Back | graduating to following am where hourses. Postities, comm the legislation and a pcalaureate 26–50% | class has em locations? Sigh school st tsecondary is unity colleged by your si ostsecondary courses.) | rolled in a elect one of sudents can sstitution ses, and tec ate or have y instituti | vitation circle n earn s chnical re an on. Do | R | item "d" was |
| h. Other (Please specify): 2018 Grade 15. Approximately mathematics are in each row. (Dual credit is both high school include public or vocational searticulated or for NOT include Amount of the control of the contr | what perceademic codefined for all and posts and private thools. The private who all the private was a second of the private with distribution of the private was a second | entage of source for duthis surve secondary 2-or 4-ye dual crediten agreem 1-5% | tudents in a la credit ta y as a course credits for a colleges, it options n earth terms of the condition of | this year's rught at the se or prograthes same coroniversis must either myour schotional Bacc | graduating following im where hourses. Postics, comm be legislat ool and a palaureate \$\text{26-50}\% | class has er locations? (sigh school stsecondary uunity colle ed by your sostsecondar courses.) | orrolled in Select one students of institution ges, and to state or harry institution | a a erirele can earn me chnical ave an tion. Do | Issue: Organi 13. Approximately mathematics a in each row. (Dual credit is both high schoinclude public or vocational a articulated or NOT include a. On your high school campus b. On a | ization y what per academic so defined from and prives cand prives chools. To formal with a distribution of the control of the | n of in course for this sure street of the dual of th | structi f students i dual credit vey as a cor yy credits f year college dit option ement betw t and Inter | on this year's taught at the same so runivers must eithe en your scational Bac | graduating e following am where h courses. Pos tities, comm to be legislation and a p calaureate \$\text{26-50}\%\$ | class has eni locations? Sigh school st tsecondary i unity colleged by your si ostsecondary courses.) | rolled in a clect one a clect on the cleck of the | VIEA1070 circle n earn s chnical re an on. Do | R | item "d" was |

| evious item 2019 item | | | | | | | | | D/A/ R/NC+ | Rationale | | | | | | | | | |
|---|--|---|---|-----------------------------|---|--|-------------|------------|--|--|---|---|--|--|---|---|---|---|---|
| 16. Approximately and technically in each row. (Dual credit is oboth high school include public or vocational scarticulated or fo NOT include A | efined for l and post nd private hools. The rmal write | this survey secondary of 2- or 4-year dual crediten agreem | y as a cours credits for t ar colleges of it options m ent betwee | the same co or universit | m where his ourses. Post ties, comm be legislate ool and a po | igh school s isecondary unity colleged by your s ostsecondar | tudents c | an earn | 14. Approximately v and technical/ve in each row. (Dual credit is d both high school include public ai or vocational sol articulated or for NOT include Ac | efined for l and post nd private nools. The | this survey secondary of 2- or 4-year dual credi | as a course redits for t r colleges of t options m | aught at the e or program he same coor universit | e following m where hi urses. Post ies, commi be legislate | g locations? gh school st secondary is unity colleged by your st | Select on cudents can stitution es, and te | e circle an earn as chnical ve an | R | Previous sub item "d" was dropped and current sub- item "c" was |
| | 0% | 1-5% | 6–10% | 11-25% | 26-50% | 51-75% | Over 75% | | 0% 1-5% 6-10% 11-25% 26-50% 51-75% Over 75% | | | | added based | | | | | | |
| a. On your high school campus | 0 | 0 | θ | 9 | Θ | Ø | 0 | V9614107W | a. On your high school campus & © © © © VHL44076 | | on the 2019 | | | | | | | | |
| b. On a postsecondary campus c. Through | (6) | 00 | 0 | Φ | 0 | 0 | 0 | VARIANCE | b. On a postsecondary campus | ® | (8) | 0 | Φ | ® | (D) | © | VH241079 | | pilot data fo |
| distance learning | 00 | (D) | 0 | 60 | Φ | Φ | 6 | VEIZALIMI | c. On a career and technical/ | | | | | | | | 11 | | the free |
| d. Other (Please specify): | 0 | 0 | 0 | 0 | Φ | Φ | ۵ | VHILAUGICA | vocational school campus | @ | (8) | 0 | Φ | Ð | Ð | 0 | VH859714 | | response sul |
| | | | | | | | | | d. Through distance learning | | | | | | VH241080 | | VH241082. | | |

Appendix K-3ah: Operational Grade 12 Mathematics

- 1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in mathematics does your school or district require for graduation?
 - Less than two years
 - ® Two years
 - Three years
 - Four years
 - More than four years

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

| | Yes | No | |
|---|----------|----------|----------|
| a. Pre-calculus or introductory analysis | 0 | ® | VH241006 |
| b. Integrated mathematics 3 (third year of a multi-year course) | (| ® | VH241017 |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | (4) | ® | VH241018 |
| d. Trigonometry | (A) | ® | VH240991 |
| e. International Baccalaureate® (IB) Mathematics | (4) | ® | VH241008 |
| f. Advanced Placement (AP®) Calculus AB | (A) | ® | VH241009 |
| g. Advanced Placement (AP) Calculus BC | (A) | ® | VH241010 |
| h. Calculus (other than Advanced Placement [AP] Calculus) | (4) | ® | VH241007 |
| i. Advanced Placement (AP) Statistics | (A) | ® | VH241011 |
| j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | (4) | ® | VH241012 |
| k. Advanced Placement (AP) Computer Science Principles | (4) | ® | VH887721 |
| l. Advanced Placement (AP) Computer Science A | (4) | ® | VH796763 |
| m. Computer science (other than Advanced Placement [AP] Computer Science) | (| ® | VH241016 |

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

| | Yes | No | |
|--|------------|-----|----------|
| a. Algebra I | (A) | ® | VH241022 |
| b. Geometry | (A) | ® | VH241023 |
| c. Algebra II | (A) | ® | VH241024 |
| d. Statistics/Probability | (A) | ® | VH241025 |
| e. Integrated mathematics 1 (first year of a multi-year course) | (A) | ® | VH241032 |
| f. Integrated mathematics 2 (second year of a multi-year course) | (A) | ® | VH241033 |
| g. Integrated mathematics 3 (third year of a multi-year course) | (A) | ® | VH241034 |
| h. Integrated mathematics 4 (fourth year of a multi-year course) | (A) | (8) | VH241028 |
| i. Other mathematics course (Please specify): | (A) | (8) | VH241031 |

| VI | 12/ | .007 |
|-------|-----|------|
| V 1 1 | 124 | ·UU |

- **4.** Does your school offer online mathematics courses for credit?
 - A Yes
 - ® No

VH733475

- 5. In your school, approximately what percentage of twelfth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.
 - ♠ 0–10%
 - ® 11-20%
 - © 21-30%
 - © 31-40%
 - © 41-50%
 - © More than 50%

| 6. | In this school year, what percentage of students have gone to other schools (a neighboring high school or college) to receive mathematics instruction? | |
|----|--|----------|
| | 1 0% | |
| | ® 1-5% | |
| | © 6-10% | |
| | © 11-20% | |
| | © 21-30% | |
| | © 31-40% | |
| | © 41-50% | |
| | ® More than 50% | |
| 7. | This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. | VH270533 |
| | | VH240080 |
| 8. | Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school? | |
| | ② Yes, available full-time to twelfth-grade teachers | |
| | ® Yes, available part-time to twelfth-grade teachers | |
| | © No | |
| | | |

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|------------|--------------|--------------------|--------------|----------|
| a. | Provide support or assistance about mathematics content | (A) | ® | © | 0 | VH241044 |
| b. | Provide support or assistance about the teaching of mathematics to individual teachers | (9) | ® | 0 | 0 | VH241046 |
| c. | Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | (4) | ® | 0 | Θ | VH241045 |

VH240919

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH240921 |
| b. State curriculum standards or frameworks | (A) | ® | 0 | 0 | VH240920 |
| c. In-school curriculum frameworks and standards for learning | (A) | (8) | 0 | 0 | VH240923 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. District assessments | (A) | ® | 0 | 0 | VH733487 |
| b. State assessments | (A) | ® | 0 | 0 | VH733486 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (8) | ® | 0 | 0 | VH733485 |

VH860442

12. Approximately what percentage of students in this year's graduating class has enrolled in a distance learning course for the following subjects? Select **one** circle in each row. (Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)

| | | Not offered | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|----|---------------------------------|----------------|----|------|-------|--------|--------|--------|-------------|----------|
| a. | English/ language arts | (4) | ® | 0 | 0 | Œ | Ð | 0 | θ | VH860443 |
| b. | Mathematics | (A) | ® | 0 | 0 | Œ | Ē | 0 | \oplus | VH860444 |
| c. | Social studies | (A) | ® | 0 | 0 | Œ | Ē | 0 | \oplus | VH860445 |
| d. | Science | (4) | ₿ | 0 | 0 | Œ | Ē | 0 | \oplus | VH860450 |
| e. | Computer science | (A) | ® | 0 | 0 | Œ | Ð | 0 | \oplus | VH860447 |
| f. | Foreign languages | (A) | ® | 0 | 0 | Œ | © | 0 | \oplus | VH860448 |
| g. | Career and technical/vocational | A | B | 0 | 0 | Œ | (F) | © | Θ | VH860449 |

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

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

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | Over 75% | |
|------------------------------------|-----|------|-------|--------|--------|--------|-------------|----------|
| a. On your high school campus | (9) | ® | 0 | 0 | (E) | (F) | © | VH241071 |
| b. On a postsecondary campus | A | ® | 0 | 0 | Œ | Ē | © | VH241072 |
| c. Through distance learning | (4) | ® | 0 | 0 | Œ | Ē | © | VH241074 |

VH241077

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

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

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51-75% | Over 75% | |
|--|-----|------|-------|--------|--------|--------|-------------|----------|
| a. On your high school campus | A | ® | 0 | 0 | Œ | Ð | © | VH241078 |
| b. On a postsecondary campus | (A) | ® | 0 | 0 | Œ | Ē | © | VH241079 |
| c. On a career and technical/ vocational school campus | (A) | ® | 0 | 0 | Œ | Ð | © | VH859714 |
| d. Through distance learning | A | ® | 0 | 0 | Œ | (F) | © | VH241080 |

15. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

| | Yes | No | |
|--|-----|----|----------|
| a. Peer tutoring in mathematics | (A) | ® | VH270636 |
| b. Mathematics competitions | (A) | ® | VH270637 |
| c. Chess clubs | (A) | ® | VH270638 |
| d. Programming classes | (A) | ® | VH270640 |
| e. Mathematics clubs | (A) | ® | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | (A) | ® | VH270643 |

Appendix K-3ai: Summary of Changes Operational Grade 4 Science

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|---|--------------------|--------------|------------|---|--|---|---|---------------------|----------|---------------|---|
| 1. In addition to their regular c part-time science staff (e.g., supervisor, or science depart school? Yes, available full-time to Yes, available part-time to No No (2018 Grade 4) | science specia ment head) ava o fourth-grade s | list, science lead ilable to fourth-g tudents | teacher, scien | ce | -VHDMS17 | 1. In addition to their regular el part-time science staff (e.g., a supervisor, or science departischool? Yes, available full-time to Yes, available part-time to No Issue: Resources for | science specia ment head) ava o fourth-grade s o fourth-grade | ilist, science lead ilable to fourth-g students students | teacher, scienc | ce | VIRSOCS | R | Bolding was added to the item for emphasis and to create consistency with similar items in others subjects. |
| 2. To what extent is each of t staff available to fourth-gra | | | | | VIID41296 | 2. To what extent is each of t staff available to fourth-gra | he following a r de students at | responsibility of th your school? Selec | ne additional se et one circle in | cience each row. | VHRSWALL | R | Bolding was added to the |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | item for |
| Provide science course-related support, remediation, or intervention to individual students | Φ. | Φ | 0 | Φ | VEEZAFZ97 | a. Provide science course-related support, remediation, or intervention to individual students | @ | Φ | 0 | Ф | VH241297 | | emphasis and to create |
| b. Provide science course-related support, remediation, or intervention to groups of students | ۵ | Φ | 0 | 0 | V8824139H | b. Provide science course-related support, remediation, or intervention to groups of students | (a) | • | 0 | Φ | VH241298 | | consistency with similar items in |
| c. Provide science enrichment to individual students | ® | 0 | 0 | • | VH241299 | c. Provide science enrichment to individual students | • | • | 0 | • | VH241299 | | others subjects. |
| d. Provide science enrichment to groups of students | Ø | • | 0 | 0 | VI1241.500 | d. Provide science enrichment to groups of students | • | • | 0 | 0 | VHZ41300 | | Judgeets. |
| (2018 Grade 4) | | | | | | Issue: Resources for | learning | and instruc | tion | | | | |
| 3. Are there any additional full science lead teacher, science fourth-grade teachers at you 4. Yes, available full-time t 5. Yes, available part-time t 6. No 7. No | supervisor, or school? o fourth-grade | science departme eachers | | | VIEMOITS | 3. Are there any additional full science lead teacher, science fourth-grade teachers at your Yes, available full-time to Yes, available part-time to No | supervisor, or school? o fourth-grade | science departme teachers | a science coac nt head) avail a | h. ible to | V1850448 | R | Bolding was added to the item for emphasis and to create consistency with similar items in others |
| (2018 Grade 4) | | | | | | | | and instruc | | | | | subjects. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|---|-------------------------------------|---------------------|--|--|---|---|-------------------------------------|---------------------|----------------------|---------------|---|
| 4. To what extent is each of the staff available to fourth-grad | ie following a r de teachers at y | esponsibility of t our school? Selec | he additional s et one circle in | cience each row. | VHZALIMI | 4. To what extent is each of the staff available to fourth-grade | ne following a de teachers at y | responsibility of t your school? Selec | he additional se t one circle in | cience each row. | VIB59443 | R | Bolding was added to the |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | item for |
| Provide support/assistance with science content or the teaching of science to individual teachers | • | 0 | 0 | Ф | VH241 802 | Provide support/assistance with science content or the teaching of science to individual teachers | 0 | () | 0 | 9 | V2H2941,803 | | emphasis an to create |
| o. Provide technical support/ assistance with lab equipment to individual teachers | 0 | 0 | 9 | 0 | VH640260 | b. Provide technical support/ assistance with lab equipment to individual teachers | ® | • | 0 | 0 | VH640280 | | consistency with similar |
| c. Conduct professional development about science or the teaching of science for groups of teachers | 0 | ® | 0 | 0 | VIDALSOI | c. Conduct professional development about science or the teaching of science for groups of teachers | ® | • | 0 | Ф | VHZ41303 | | items in others |
| 2018 Grade 4) 5. To what extent is your sche following resources? Select | | | Moderate | Large extent | - V4640 205 | Issue: Resources for 5. To what extent is your sche following resources? Select | ool's science pr | rogram structured ach row. | according to th | 1 | V3IS41366 | R | To align the science |
| 5. To what extent is your scho | | | according to th | he | VH243.86 | 5. To what extent is your scho | ool's science pr | ogram structured | | ne | V1041305 | R | To align the |
| To what extent is your sche following resources? Select | one circle in ea | ach row. | | T | : VH243,805 | 5. To what extent is your sche following resources? Select | ool's science pr one circle in e | ogram structured | according to th | Large extent | V10341306 | R | To align the science survey |
| To what extent is your sche following resources? Select District curriculum standards or curriculum guides | one circle in ea | ach row. | Moderate | T | VH243.05 | 5. To what extent is your scho | ool's science pr one circle in e | rogram structured ach row. | according to the | 1 | VH241307 | R | To align the science survey questionnai |
| 5. To what extent is your sche following resources? Select 1. District curriculum standards or curriculum guides 5. State curriculum standards or frameworks. | One circle in ea | Small extent | Moderate extent | Large extent | | To what extent is your sche following resources? Select District curriculum standards or curriculum | ool's science pr one circle in e | ogram structured ach row. | Moderate extent | Large extent | | R | To align the science survey questionnail with those |
| To what extent is your sche following resources? Select District curriculum standards or curriculum guides State curriculum standards | Not at all | Small extent | Moderate extent | Large extent | VH241307 | To what extent is your schefollowing resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks In-school curriculum | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnai with those used in other |
| 5. To what extent is your sche following resources? Select 1. District curriculum standards or curriculum guides 5. State curriculum standards or frameworks 5. Standards or frameworks | Not at all | Small extent | Moderate extent | Large extent | VH241307 VH241306 | To what extent is your sche following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks | ool's science prone circle in e | Small extent | Moderate extent | Large extent | VH241307 | R | To align the science survey questionnair with those used in othe subjects and to keep |
| 5. To what extent is your sche following resources? Select 1. District curriculum standards or curriculum guides 5. State curriculum standards or frameworks 6. Standards or frameworks common to several states 6. In-school curriculum frameworks and standards 6. In-school curriculum frameworks and standards | Not at all | Small extent | Moderate extent © © | Large extent | VH241307 VH241306 VH203774 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnair with those used in othe subjects and to keep school |
| 5. To what extent is your sche following resources? Select 1. District curriculum standards or curriculum guides 5. State curriculum standards or frameworks 5. Standards or frameworks common to several states 1. In-school curriculum frameworks and standards for learning 7. Results from school assessments (e.g., quizzes | Not at all | Small extens | Moderate extent | Large extent | VH241807 VH241809 VH703771 VH241809 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnair with those used in other subjects and to keep school administrate |
| 5. To what extent is your sche following resources? Select looking resources? Select standards or curriculum standards or frameworks. State curriculum standards or frameworks common to several states. In-school curriculum frameworks and standards for learning. Results from school assessments (e.g., quizzes or tests created by teachers). Results from district assessments. | Not at all O O O | Small extens | Moderate extent | Large extent | VH241807 VH241809 VH241809 VH241809 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnai with those used in othe subjects and to keep school administrate burden low, |
| 5. To what extent is your sche following resources? Select following resources? Select standards or curriculum guides Stare curriculum standards or frameworks. Standards or frameworks common to several states. In-school curriculum frameworks and standards for learning. Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state assessments Results from state assessments Results from pational | Not at all O O O O | Small extent | Moderate extent | Large extent | VHEALRO7 VHEALRO7 VHEALRO9 VHEALRO9 VHEALRO9 VHEALRO9 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnai with those used in othe subjects and to keep school administrate burden low, sub-items C. |
| 5. To what extent is your sche following resources? Select following resources? Select standards or curriculum guides 5. Standards or curriculum standards or frameworks 5. Standards or frameworks common to several states In-school curriculum frameworks and standards for learning Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state assessments Results from pational assessments Discretion of individual | Not at all O O O O O | Small extens | Moderate extent | Large extent | VH241307 VH241309 VH241309 VH241309 VH241304 VH640301 VH640501 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnai with those used in othe subjects and to keep school administrate burden low, |
| 5. To what extent is your sche following resources? Select looking resources? Select District curriculum standards or curriculum guides 5. State curriculum standards or frameworks 5. Standards or frameworks common to several states 6. In-school curriculum frameworks and standards for learning 7. Results from school assessments (e.g., quizzes or tests created by reachers) 7. Results from district assessments 8. Results from state assessments 1. Results from national assessments 1. Results from national assessments | Not at all So | Small extens D D D D D | Moderate extent | Large extent | VHEALRO7 VHEALRO9 VHEALRO9 VHEALRO4 VHEALRO4 VHEALRO4 VHEALRO4 VHEALRO4 VHEALRO5 VHEALRO5 VHEALRO5 VHEALRO5 VHEALRO5 | To what extent is your schefollowing resources? Select a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ool's science prone circle in e Not at all | ogram structured ach row. Small extent | Moderate extent | Large extent | VHZ41307 VHZ41306 | R | To align the science survey questionnai with those used in othe subjects and to keep school administrate burden low, sub-items C E, F, G, H, I, |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--------------------------------|---|------------------------------|--------------|------------|---|---|--------------------|--------------------|--------------|-----------|---------------|-----------|
| To what extent do your sch for the following types of a | ool's fourth-grassessments? Se | ide science curric lect one circle in | ula focus on pr each row. | eparation | VHS41315 | To what extent do your sch for the following types of as | 6. To what extent do your school's fourth-grade science curricula focus on preparation for the following types of assessments? Select one circle in each row. | | | | | | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. State assessments | • | 0 | 0 | Ф | VHZ83319 | a. State assessments | Φ. | 0 | 0 | Φ. | VH241319 | | |
| b. District assessments | . 0 | 0 | 0 | 0 | VR241918 | b. District assessments | 0 | 0 | 0 | 0 | VH241818 | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | • | 0 | 0 | • | V785409/64 | c. School assessments (e.g., quizzes or tests created by teachers) | @ | (3) | 0 | 0 | V11640%64 | | |
| 7. To what extent does your se science teaching and learnin D Not at all Small extent | | o-to-date technolo | ogy resources f | or | VH042831 | 7. To what extent does your schescience teaching and learning Not at all Small extent | | o-to-date technolo | gy resources f | or | VH642831 | NC | N/A |
| Moderate extent Large extent | | | | | | Moderate extentLarge extent | | | | | | | |
| (2018 Grade 4) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | |
| 8. Does your school have labor: The Yes | ntory facilities | for fourth-grade s | science instruc | tion? | Astaining | 8. Does your school have labora Test Yes | tory facilities | for fourth-grade s | cience instruc | tion? | VH240119 | NC | N/A |
| ① No | | | | | | ® No | | | | | | | |
| | | | | | | Issue: Resources for | | | | | | 1 | |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|---|--------------------|---|---|--|---|---------------------|---|---|--|---------------|--|
| To what extent do your sch fourth-grade instruction ha | | | | | VH241330 | To what extent do your sche fourth-grade instruction have | | | | | VH241320 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| a. Demonstration stations | ® | ⊕ | 9 | 0 | VH241.521 | a. Demonstration stations | ® | ® | 0 | 0 | VH241323 | | |
| o. Student lab stations | Ø | 00 | Ф | Ф | VH241523 | b. Student lab stations | (A) | ® | 0 | 0 | VH241322 | | |
| Storage areas for chemicals and other supplies | © | 0 | 0 | 0 | VH2ACU2S | c. Storage areas for chemicals and other supplies | ® | ® | 0 | 0 | VH241323 | | |
| d. Electricity (for example, power outlets for using lab equipment) | © | 0 | 0 | 0 | V11241324 | d. Electricity (for example, power outlets for using lab | • | ® | 0 | 0 | VH241324 | | |
| e. Running water | 0 | (1) | 0 | 0 | V(12(1830) | equipment) e. Running water | (A) | • | 0 | 0 | VH241330 | | |
| Gas for burners | 0 | • | 0 | 0 | VIES11-826 | f. Gas for burners | <u> </u> | ® | 0 | 0 | VH241326 | | |
| g. Hoods or air hoses | 0 | (0) | 9 | 0 | VHSALISET | g. Hoods or air hoses | ® | ® | 0 | 0 | VH241327 | | |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | 0 | 0 | 0 | 0 | VH1541328 | h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | 0 | ® | 0 | • | VH241328 | | |
| Computers and other digital devices | Φ | ⊕ | 0 | 0 | VH241329 | i. Computers and other | ® | 0 | 0 | 0 | VH241329 | | |
| | | | | 1 | _ | digital devices | 9 | | 0 | | . Cherricold | 1 | |
| | | g types of science | clubs offered | to | VID41325 | j. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you | of the followin | ng types of science | clubs offered | to | VH241325 VH241362 | R | |
| 2018 Grade 4) | of the followin | g types of science et one circle in es | : clubs offered | l to | , | i. Internet connection Issue: Resources for 10. In this school year, are any | Learning | g and Instru | iction | to | | R | Due to lov |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in your parent volunteered (initiated | of the followin ur school? Selec | g types of science et one circle in es Yes | : clubs offered | No No | , | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you | Learning of the followir ur school? Sele | g and Instru | iction | No No | VH241%2 | R | response variability |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in your parent yolunteered (initiated individual parents) Teacher volunteered (initiated individual parents) | of the followin ur school? Select and run by | g types of science et one circle in es | : clubs offered | l to | vigine | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated b | Learning of the followir ur school? Sele | g and Instru | iction | No D | | R | response variability to keep |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you. 10. Parent volunteered (initiated individual parents) 11. Teacher volunteered (initiated individual teachers) 12. School sponsored (initiated by School sponsored (ini | of the followin ar school? Select and run by d and run by y school and | g types of science et one circle in es | : clubs offered | No ® | VIQ.1362 VI8640872 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated per c. Partnered with external agen | Learning of the followir ur school? Sele ed and run by ry school and sonnel) cies (e.g., | g and Instru | iction | No ® | VH241362 VH241363 VH241365 | R | response variability to keep school |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you. 10. Parent volunteered (initiated individual parents) 10. Teacher volunteered (initiated individual reachers) 11. Teacher volunteered (initiated individual teachers) 12. School sponsored (initiated brun by school designated per la Partnered with external agen | of the followin, ir school? Select and run by d and run by school and connel) | g types of science et one circle in es Yes | : clubs offered | No | VH241362 VH4440873 VH241363 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated personal states) | Learning of the followir ur school? Sele ed and run by ry school and sonnel) cies (e.g., | g and Instru | iction | No D | VH241362 VH241363 | R | response variability to keep school administra |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you. 10. Parent volunteered (initiated individual parents) 10. Teacher volunteered (initiated individual teachers) 11. School sponsored (initiated brun by school designated per universities, science museun companies) | of the followin, ir school? Select and run by d and run by school and connel) | g types of science et one circle in es | : clubs offered | No D | VH241362 V18640872 V1244363 VH241365 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated b run by school designated personal companies) c. Partnered with external agen universities, science museum companies) | Learning of the following the following school? Selected and run by the school and sonnel) cies (e.g., as, or | g and Instru | e clubs offered | No ® | VH241362 VH241363 VH241365 | R | response variability to keep school administr burden lo sub-item |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in your students in your students in your students in your students individual parents) 5. Teacher volunteered (initiated individual teachers) 5. School sponsored (initiated brun by school designated per universities, science museun universities, science museun | of the followin, ir school? Select and run by d and run by school and connel) | g types of science et one circle in es | : clubs offered | No | VH241362 V18640872 V1244363 VH241365 | j. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated personal year) c. Partnered with external agen universities, science museum | Learning of the following the following school? Selected and run by the school and sonnel) cies (e.g., as, or | g and Instru | e clubs offered | No ® | VH241362 VH241363 VH241365 | R | response variability to keep school administration burden lo sub-item |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you. 10. Parent volunteered (initiated individual parents) 10. Teacher volunteered (initiated individual teachers) 11. School sponsored (initiated brun by school designated per universities, science museun companies) | of the followin ar school? Select and run by d and run by y school and connel) cies (e.g., is, or | g types of science et one circle in es Yes | e clubs offered | No | VH241362 V18640872 V1244363 VH241365 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated b run by school designated personal companies) c. Partnered with external agen universities, science museum companies) | Learning of the followir ur school? Sele ed and run by ny school and sonnel) cies (e.g., ns, or | g and Instru | ection clubs offered ach row. | No D D | VH241362 VH241363 VH241365 | R NC | response variability to keep school administr burden lo sub-item |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you have been supported in the school year and support of the school year. Are any fourth-grade students in your limit of the school year and you have been school designated per partnered with external agen universities, science museun companies) 2018 Grade 4) | of the followin, ir school? Selection and run by d and run by d school and connel) cies (e.g., is, or | g types of science or one circle in each of the circle in each of | e clubs offered | No | VHD41362 VH640872 VH640873 VH640873 VH641365 VH641366 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated personal year) c. Partnered with external agen universities, science museum companies) Issue: Resources for 11. To what extent does your set | Learning of the followir ur school? Sele ed and run by sy school and sonnel) cies (e.g., as, or Learning chool provide t t one circle in | y and Instru | ection clubs offered ach row. | No D D | VH241362 VH241363 VH241365 VH241364 | | response variability to keep school administration burden lo sub-item was dropp |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you have been supported in the school year and support of the school year. Are any fourth-grade students in your limit of the school year and you have been school designated per partnered with external agen universities, science museun companies) 2018 Grade 4) | of the followin ar school? Selection and run by d and run by y school and connel) connel) consecutive one circle in connection on circle in connection circle in connection on circle in connection circle in circle in connection circle in | g types of science of one circle in each of the circle in each of | nts with the | No No The state of the state | VHD41362 VH640872 VH640873 VH640873 VH641365 VH641366 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated personal year) c. Partnered with external agen universities, science museum companies) Issue: Resources for 11. To what extent does your set | Learning of the followir ur school? Sele ed and run by ny school and sonnel) cies (e.g., ns, or Learning chool provide t t one circle in | g and Instru | ection eclubs offered ach row. action ents with the f | No D Ollowing 3 or more times | VH241362 VH241363 VH241365 VH241364 | | response variability to keep school administration burden lo sub-item was dropp |
| 2018 Grade 4) 10. In this school year, are any fourth-grade students in you have a student of the foundation of the school year. Are any fourth-grade students in you have a school special to the school school special to the school special to | of the followin, ir school? Selection and run by d and run by school and connel) cies (e.g., is, or chool provide for one circle in each of the control of t | g types of science of one circle in es Yes © © ourth-grade stude ach row. | nts with the | No No The state of the state | V9041362 V98640872 V9241365 V9241364 | i. Internet connection Issue: Resources for 10. In this school year, are any fourth-grade students in you a. Teacher volunteered (initiate individual teachers) b. School sponsored (initiated brun by school designated per c. Partnered with external agen universities, science museum companies) Issue: Resources for 11. To what extent does your se learning experiences? Select | Learning of the followir ur school? Sele ed and run by ny school and sonnel) cies (e.g., ns, or Learning chool provide t one circle in | g and Instru | ection eclubs offered ach row. action ents with the forms are times per year | No D Ollowing 3 or more times per year | VH241362 VH241365 VH241364 VH241366 | | response variability to keep school administration burden lo sub-item was dropp |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3aj: Operational Grade 4 Science

- 1. In addition to their regular classroom teacher, are there any **additional** full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) **available to fourth-grade students** at your school?
 - Yes, available full-time to fourth-grade students
 - ® Yes, available part-time to fourth-grade students
 - © No

2. To what extent is each of the following a responsibility of the **additional** science staff **available to fourth-grade students** at your school? Select **one** circle in each row.

VH859433

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|------------|--------------|--------------------|--------------|----------|
| a. | Provide science course-related support, remediation, or intervention to individual students | ® | ® | 0 | 0 | VH241297 |
| b. | Provide science course-related support, remediation, or intervention to groups of students | (A) | ® | 0 | 0 | VH241298 |
| c. | Provide science enrichment to individual students | (A) | ® | © | 0 | VH241299 |
| d. | Provide science enrichment to groups of students | (A) | (B) | 0 | 0 | VH241300 |

- **3.** Are there any **additional** full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) **available to fourth-grade teachers** at your school?
 - Yes, available full-time to fourth-grade teachers
 - ® Yes, available part-time to fourth-grade teachers
 - © No

4. To what extent is each of the following a responsibility of the **additional** science staff **available to fourth-grade teachers** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|---|-------------|--------------|--------------------|--------------|----------|
| a. | Provide support/assistance with science content or the teaching of science to individual teachers | (9) | ® | 0 | 0 | VH241302 |
| b. | Provide technical support/ assistance with lab equipment to individual teachers | (4) | ® | 0 | 0 | VH640260 |
| c. | Conduct professional development about science or the teaching of science for groups of teachers | (8) | (B) | 0 | (1) | VH241303 |

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH241307 |
| b. State curriculum standards or frameworks | (A) | ® | 0 | 0 | VH241306 |
| c. In-school curriculum frameworks and standards for learning | ® | ® | 0 | 0 | VH241309 |

VH241315

6. To what extent do your school's fourth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. State assessments | A | ® | 0 | 0 | VH241319 |
| b. District assessments | (A) | ® | 0 | 0 | VH241318 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | (B) | 0 | 0 | VH640864 |

VH642831

- 7. To what extent does your school provide up-to-date technology resources for science teaching and learning?
 - Not at all
 - Small extent
 - Moderate extent
 - D Large extent

- 8. Does your school have laboratory facilities for fourth-grade science instruction?
 - A Yes
 - No

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. Demonstration stations | (A) | ® | 0 | 0 | VH241321 |
| b. Student lab stations | (A) | ® | 0 | 0 | VH241322 |
| c. Storage areas for chemicals and other supplies | (A) | ® | 0 | 0 | VH241323 |
| d. Electricity (for example, power outlets for using lab equipment) | (A) | ® | 0 | 0 | VH241324 |
| e. Running water | (A) | ® | 0 | 0 | VH241330 |
| f. Gas for burners | (A) | ® | 0 | 0 | VH241326 |
| g. Hoods or air hoses | (A) | ® | 0 | 0 | VH241327 |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | (A) | ® | 0 | 0 | VH241328 |
| i. Computers and other digital devices | (A) | ® | 0 | 0 | VH241329 |
| j. Internet connection | (A) | ® | 0 | 0 | VH241325 |

10. In this school year, are any of the following types of science clubs offered to fourth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|---|----------|----------|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | ® | ® | VH241363 |
| b. School sponsored (initiated by school and run by school designated personnel) | ® | ® | VH241365 |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | ® | ® | VH241364 |

VH241366

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

| | Not at all | 1–2 times per year | 3 or more times per year | |
|--|------------|-----------------------|-----------------------------|----------|
| a. Science fairs | (A) | ® | 0 | VH241367 |
| b. Science competitions | A | ® | 0 | VH241368 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | (| ® | 0 | VH241369 |

Appendix K-3ak: Summary of Changes Operational Grade 8 Science

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--|--|--------------------|--------------|--|--|---|--|--------------------|---------------------|----------|---|--|
| 1. In addition to their regular cl part-time science staff (e.g., supervisor, or science depart school? 1. Yes, available full-time to Yes, available part-time to No 1. No 1. In addition to their regular cl part-time to Yes, available part-time to No 1. In addition to their regular cl part-time to Yes, available part-time to No 1. In addition to their regular cl part-time to Yes, available full-time to Yes, available part-time to No 1. In addition to their regular cl part-time science staff (e.g., available full-time to Yes, available full-time to Yes, available part-time to Y | science specia ment head) ava eighth-grade s | list, science lead ilable to eighth-g students | teacher, science | ce | 1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available to eighth-grade students at your school? ② Yes, available full-time to eighth-grade students ③ Yes, available part-time to eighth-grade students ③ No | | | | | | R | Bolding was added to the item for emphasis and to create consistency with similar items in others | |
| To what extent is each of the staff available to eighth-grade. | | | | | AHSHTAN | Issue: Resources for 2. To what extent is each of the staff available to eighth-gra | ne following a | responsibility of the | he additional so | cience each row. | VH859456 | R | subjects. Bolding was added to the |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | item for |
| a. Provide science course-related support, remediation, or intervention to individual students | ۵ | (| 0 | @ | VH24137) | a. Provide science course-related support, remediation, or intervention to individual students | ® | • | © | 0 | VH241371 | | emphasis and to create |
| b. Provide science course-related support, remediation, or intervention to groups of students | 0 | Φ | 0 | Θ. | VH241572 | b. Provide science course-related support, remediation, or intervention to groups of students | ⊗ | • | 0 | • | VH241372 | | consistency with similar items in |
| c. Provide science enrichment to individual students | © | 00 | 0 | 0 | VH241.673 | c. Provide science enrichment to individual | 0 | ® | 0 | 0 | VH241373 | | others |
| d. Provide science enrichment to groups of students | Φ | 0 | 0 | 0 | V11241374 | students d. Provide science enrichment to groups of students | • | ® | 0 | 0 | VH241A74 | | subjects. |
| (2018 Grade 8) 3. Are there any additional full-science lead teacher, science eighth-grade teachers at your Yes, available full-time to Yes, available part-time to No | supervisor, or s school? eighth-grade t | science departme eachers | | | YH200121 | Issue: Resources for 3. Are there any additional full-science lead teacher, science eighth-grade teachers at your ① Yes, available full-time to ① Yes, available part-time to ② No | or part-time s supervisor, or school? eighth-grade | science staff (e.g., science departme teachers | _ 70 . / 1 | h. ble to | VH859364 | R | Bolding was added to the item for emphasis and to create consistency with similar items in |
| (2018 Grade 8) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | others subjects. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--------------------------------------|---|--|---|--|---|--------------------------------------|---|--------------------|--------------|----------------------------------|---------------|---|
| 4. To what extent is each of the staff available to eighth-gra | ne following a r de teachers at y | esponsibility of t our school? Selec | he additional s ct one circle in | cience each row. | VID41375 | To what extent is each of the staff available to eighth-grad | | | | | VH859471 | R | Bolding was added to the |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | item for |
| Provide support/assistance with science content or the teaching of science to individual teachers | ® | @ | 0 | 0 | VH241376 | Provide support/assistance with science content or the teaching of science to individual teachers | 0 | • | 0 | 0 | VH241376 | | emphasis and to create |
| b. Provide technical support/ assistance with lab equipment to individual teachers | ® | • | 0 | 0 | VHSIOZAR | b. Provide technical support/ assistance with lab equipment to individual teachers | ③ | • | 0 | • | VH640268 | | consistency with similar |
| c. Conduct professional development about science or the teaching of science for groups of teachers | ٩ | © | 0 | Φ | VII241377 | c. Conduct professional development about science or the teaching of science for groups of teachers | • | • | 0 | 0 | VH241377 | | items in others |
| 5. To what extent is your scho | | | according to t | he | V1041368 | Issue: Resources for 5. To what extent is your scho | | | | ne | VH241305 | R | To align the |
| | V/15.35 | | | | VID4008 | | | | | | V11211305 | + | |
| 5. To what extent is your sche following resources? Select | one circle in e. | ich row. | | | VIDANA | 5. To what extent is your scho- following resources? Select | ol's science pr | ogram structured | according to th | ne | VH241305 | R | To align the science |
| following resources? Select | | | Moderate extent | Large extent | V1041365 | 5. To what extent is your scho following resources? Select | ol's science pr | ogram structured | | Large extent | VH241305 | R | science survey |
| following resources? Select a. District curriculum standards or curriculum guides | one circle in e. | ich row. | Moderate | | VICHMS | 5. To what extent is your school | ol's science pr one circle in e | ogram structured ach row. | according to th | | VH241305 VH241307 | R | science survey questionnaire |
| following resources? Select a. District curriculum standards or curriculum | one circle in e | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides b. State curriculum standards or standards b. State curriculum standards | ol's science pro one circle in ea | ogram structured ach row. | Moderate extent | Large extent | | R | science survey questionnair with those |
| a. District curriculum standards or curriculum guides b. State curriculum standards | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or frameworks b. State curriculum standards or frameworks c. In-school curriculum | ol's science prone circle in e | ogram structured ach row. Small extent | Moderate extent | Large extent | VH241307 VH241306 | R | science survey questionnair with those used in other |
| a. District curriculum standards or curriculum guides b. Stare curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum frameworks and standards | Not at all | Small extent | Moderate extent © | Large extent | VHO11307 V11241306 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum | Not at all | Small extent | Moderate extent © © | Large extent | VHOM307 VH241306 VH705771 | a. District curriculum standards or curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards | ol's science prone circle in e | ogram structured ach row. Small extent | Moderate extent | Large extent | VH241307 VH241306 | R | science survey questionnair with those used in other subjects and to keep school |
| a. District curriculum standards or curriculum guides b. Stare curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district | Not at all | Small extent | Moderate extent © © | Large extent | VH241307 VH241306 VH705771 VH24130y | To what extent is your scho following resources? Select of the following resources? Select of the following resources of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in other subjects and to keep school administrato |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district assessments g. Results from state | Not at all | Small extent D D D | Moderate extent © © © | Large extent | VIDAGOO VIDAGOO VIDAGOO VIDAGOO VIDAGOO | To what extent is your scho following resources? Select of the following resources? Select of the following resources of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in othe subjects and to keep school administrato burden low, |
| a. District curriculum standards or curriculum guides b. Stare curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district assessments g. Results from state assessments h. Results from state assessments | Not at all | Small extent D D D | Moderate extent © © © © | Large extent D D D D D | VIDAGOO VIDAGOO VIDAGOO VIDAGOO VIDAGOO | To what extent is your scho following resources? Select of the following resources? Select of the following resources? Select of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in othe subjects and to keep school administrate burden low, sub-items C, |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district assessments h. Results from state assessments h. Results from rational assessments i. Recommendations from | Not at all | Small extent Small extent D D D | Moderate extent | Large extent | VH541307 VH541306 VH708771 VH541309 VH541314 VH640850 VH640851 | To what extent is your scho following resources? Select of the following resources? Select of the following resources? Select of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in othe subjects and to keep school administrate burden low, sub-items C, |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district assessments g. Results from state assessments h. Results from national assessments i. Recommendations from school science department j. Discretion of individual | one circle in e. Not at all | Small extent D D D D | Moderate extent © © © © © © © © © © © © © | Large extent D D D D D D D D D D D D D | VHO41307 VHO41306 VHF05771 VH241309 VH241314 VH640630 VH640631 VH706772 | To what extent is your scho following resources? Select of the following resources? Select of the following resources? Select of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in other subjects and to keep school administrato burden low, sub-items C, E, F, G, H, J, H |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. Standards or frameworks common to several states d. In-school curriculum frameworks and standards for learning e. Results from school assessments (e.g., quizzes or tests created by teachers) f. Results from district assessments g. Results from state assessments h. Results from rational assessments i. Recommendations from school science department | One circle in ea | Small extent D D D D D D D D D D D D D | Moderate extent | Large extent | VIDALIOF VIDALIOF VIDALIOF VIDALIOP VIDALI | To what extent is your scho following resources? Select of the following resources? Select of the following resources? Select of the following standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | ol's science prone circle in ex | Small extent | Moderate extent | Large extent | VH241307 VH241306 VH241309 | R | science survey questionnair with those used in othe subjects and to keep school administrate burden low, sub-items C, E, F, G, H, J, I and L were |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---------------------------------|---|------------------------------|--------------|-----------|--|----------------------------------|--|------------------------------|--------------|----------|---------------|-----------|
| 6. To what extent do your sch for the following types of a | nool's eighth-grassessments? Se | ade science curric lect one circle in | ula focus on pr each row. | eparation | VH241179 | 6. To what extent do your sch for the following types of a | ool's eighth-gr sessments? Se | ade science curric elect one circle in o | ula focus on pi each row. | reparation | VH241379 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| . State assessments | 0 | ® | Ø | 0 | VH241383 | a. State assessments | (4) | ® | 0 | 0 | VH241383 | | |
| o. District assessments | 0 | (1) | 0 | 9 | VH24)382 | b. District assessments | (A) | 0 | 0 | 0 | VH241382 | | |
| s. School assessments (e.g., quizzes or tests created by teachers) | 0 | ◎ | 0 | 0 | N1643937 | c. School assessments (e.g., quizzes or tests created by teachers) | 0 | ® | 0 | 0 | VH643937 | | |
| To what extent does your sci science teaching and learnin Not at all | | p-to-date technol | ogy resources i | ior | VH642831 | 7. To what extent does your schecience teaching and learning Not at all | ool provide up | -11 | gy resources f | or | VH642831 | NC | N/A |
| Small extent | | | | | | Small extent | | | | | | | |
| Moderate extent | | | | | | Moderate extent | | | | | | | |
| ⊕ Large extent | | | | | | Moderate extent Large extent | | | | | | | |
| 2018 Grade 8) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | |
| Does your school have labor. Yes | atory facilities | for eighth-grade | science instruc | ction? | /VED40122 | 8. Does your school have labora O Yes | ntory facilities | for eighth-grade s | cience instruc | tion? | VH240122 | NC | N/A |
| © No | | | | | | ® No | | | | | | | |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|--|--|--|--|--|---|--|--|---|---|----------------------------------|---------------|---|
| To what extent do your sch eighth-grade instruction ha | ool's science la we the followin | boratories that a g features? Selec | re available for r one circle in | each row. | VR211 III4 | To what extent do your scho eighth-grade instruction hav | ool's science la | aboratories that an ig features? Select | e available for one circle in | each row. | VH241384 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | |
| . Demonstration stations | ® | Φ | 0 | 0 | VH241385 | a. Demonstration stations | (3) | ® | 0 | 0 | VH241385 | | |
| . Internet connection | Ø | 0 | 0 | 0 | VH341J89 | b. Internet connection | 0 | • | 0 | 0 | VH241389 | | |
| Student lab stations | Ø | 0 | 0 | 0 | VH241366 | c. Student lab stations | 0 | ® | 0 | 0 | VH241386 | | |
| Storage areas for chemicals and other supplies | 8 | • | 0 | 0 | VH24(387 | d. Storage areas for chemicals and other supplies | 0 | • | 0 | 0 | VH241387 | | |
| Electricity (for example, power outlets for using lab equipment) | • | ® | 0 | 0 | VII241388 | e. Electricity (for example, power outlets for using lab equipment) | ③ | ® | 0 | 0 | VH241388 | | |
| . Running water | 0 | 0 | 0 | 0 | VH241394 | f. Running water | 0 | • | 0 | Φ | VH241394 | | |
| g. Gas for burners | Ø | 0 | 9 | 0 | VH341390 | g. Gas for burners | 0 | 9 | 0 | 0 | VH241390 | | 1 |
| n. Hoods or air hoses | 0 | • | 0 | • | 911211291 | h. Hoods or air hoses | 0 | • | 0 | 0 | VH241391 | | 1 |
| . Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | 0 | • | 0 | 0 | V183/1392 | i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | 0 | ® | 0 | 0 | VH241392 | | |
| . Computers and other digital devices | Φ | 0 | 0 | 0 | VHMILIKU | j. Computers and other | | | | _ | VI4241393 | | |
| 10. In this school year, are any | of the followin | g types of science | e clubs offered | to | VIII41416. | Issue: Resources for | of the followin | g types of science | clubs offered | to | VH241446 | R | Due to low |
| 10. In this school year, are any eighth-grade students in yo | ur school? Sele | ct one circle in e Yes | e clubs offered ach row. | No | | Issue: Resources for 10. In this school year, are any of eighth-grade students in you | Learning of the followin or school? Sele | and Instru | ction | to No | | R | response |
| 10. In this school year, are any | ur school? Sele | ct one circle in e Yes | e clubs offered ach row. | No | VH843916 | Issue: Resources for 10. In this school year, are any of eighth-grade students in your area. a. Teacher volunteered (initiated individual teachers) | Learning of the followin or school? Sele | and Instru | ction | No ® | VH241447 | R | response |
| Patent volunteered (initiated individual parents) Teacher volunteered (initiate individual teachers) School sponsored (initiated h | and run by d and run by y school and | Yes | e clubs offered ach row. | No | VH643916 VH241447 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by run by school designated pers | Learning of the following school? Sele d and run by y school and onnel) | and Instru | ction | to No | | R | response variability ar to keep school |
| 10. In this school year, are any eighth-grade students in you. 1. Parent volunteered (initiated individual parents). 5. Teacher volunteered (initiated individual teachers). 5. School sponsored (initiated brun by school designated per L. Partnered with external agen. | and run by d and run by y school and sonnel) cies (e.g., | Yes D D | e clubs offered ach row. | No © © | VH843916 VH241447 VH241449 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by | Learning of the followin ar school? Sele d and run by y school and onnel) cies (e.g., | and Instru | ction | No ® | VH241447 | R | response variability and to keep school administrate |
| 10. In this school year, are any eighth-grade students in you have a second or a second o | and run by d and run by y school and sonnel) cies (e.g., | Yes | e clubs offered ach row. | No | VH643916 VH241447 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by run by school designated personal control of the property of | Learning of the following school? Sele d and run by y school and onnel) cies (e.g., s, or | and Instru | ction clubs offered ich row. | No D | VH241447 VH241449 | R | response variability ar to keep school administrate burden low, sub-item A |
| 10. In this school year, are any eighth-grade students in yo in Parent volunteered (initiated individual parents). 5. Teacher volunteered (initiated individual teachers). 5. School sponsored (initiated hrun by school designated per hrun by school designated per universities, science museun companies) | and run by d and run by y school and sonnel) cies (e.g., us, or | Yes D D D D D D D D D D D D D | ach row. | No | VH843916 VH241447 VH241449 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by run by school designated personal teachers) c. Partnered with external agency universities, science museum companies) | Learning of the following trachool? Selection and trun by the selection of | and Instru | ction clubs offered ich row. | No D D | VH241447 VH241449 | R | response variability ar to keep school administrate burden low, |
| 10. In this school year, are any eighth-grade students in you peighth-grade students in you. 1. Parent volunteered (initiated individual parents) 1. Teacher volunteered (initiated individual reachers) 1. School sponsored (initiated brun by school designated per universities, science museum companies) 2018 Grade 8) | and run by d and run by vy school and sonnel) cies (e.g., ls, or | Yes Description of the circle in e | ents with the f | No | VIB-13916 VIB-14-47 VIB-14-49 VIB-14-49 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by run by school designated personal companies) c. Partnered with external agency universities, science museum companies) Issue: Resources for 11. To what extent does your second | Learning of the following trachool? Selection in the following trachool? Selection in the following trachool and onnel) cites (e.g., s, or Learning thool provide to one circle in the following trachool provide the following trachool provide the following trachool provide the following trachool? | and Instru | ction clubs offered ich row. | No D D | VH241447 VH241449 VH241446 | | response variability and to keep school administrate burden low, sub-item A was dropped |
| 10. In this school year, are any eighth-grade students in you peighth-grade students in you. 1. Parent volunteered (initiated individual parents) 1. Teacher volunteered (initiated individual reachers) 1. School sponsord (initiated brun by school designated per la vin by school designated per universities, science museun companies) 12. Oats Grade 8) 11. To what extent does your segantiments in your segantiments. | and run by d and run by y school and sonnel) cies (e.g., s, or | Yes Description of the control of t | ents with the f | No S Ollowing 3 or more times | V18643916 V18241447 V18241447 V18241448 V1884481 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you are individual teachers) b. School sponsored (initiated by run by school designated personal companies) c. Partnered with external agency universities, science museum companies) Issue: Resources for 11. To what extent does your se learning experiences? Select | Learning of the following reschool? Selection of the following reschool? Selection of the following reschool and connections (e.g., s., or Learning thool provide cone circle in the following reschool provide cone circle in the following reschool? | and Instrugg types of science ct one circle in early services and Instruction and Instruction and Instruction and Instruction at all 1-2 | ction clubs offered the row. ction ction ents with the f | No D Ollowing 3 or more times per year | VH241447 VH241449 VH241446 | | response variability and to keep school administrate burden low, sub-item A was dropped |
| 10. In this school year, are any eighth-grade students in you provide the control of the control | and run by d and run by y school and sonnel) cies (e.g., s, or | Yes Tes a series of the control of | ents with the f | No Solowing 3 or more times per year | VIB-13916 VIB-1447 VIB-1447 VIB-1448 VIB-1448 | Issue: Resources for 10. In this school year, are any of eighth-grade students in you a. Teacher volunteered (initiated individual teachers) b. School sponsored (initiated by run by school designated personal companies) c. Partnered with external agency universities, science museum companies) Issue: Resources for 11. To what extent does your second | Learning of the following trachool? Selection of the following trachool? Selection of the following trachool and onnel) class (e.g., s, or Learning thool provide a one circle in Not | and Instru | ction clubs offered the row. ction ction ents with the f | No No Dollowing 3 or more times | VH241447 VH241449 VH241448 | | response variability and to keep school administrate burden low, sub-item A was dropper |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3al: Operational Grade 8 Science

- 1. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available to eighth-grade students at your school?
 - Yes, available full-time to eighth-grade students
 - ® Yes, available part-time to eighth-grade students
 - © No

2. To what extent is each of the following a responsibility of the **additional** science staff **available to eighth-grade students** at your school? Select **one** circle in each row.

VH859456

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|-------------|--------------|--------------------|--------------|----------|
| a. Provide science course-related support, remediation, or intervention to individual students | (A) | ® | 0 | 0 | VH241371 |
| b. Provide science course-related support, remediation, or intervention to groups of students | (A) | ® | 0 | Θ | VH241372 |
| c. Provide science enrichment to individual students | (A) | ® | 0 | 0 | VH241373 |
| d. Provide science enrichment to groups of students | (A) | (8) | 0 | 0 | VH241374 |

- **3.** Are there any **additional** full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) **available to eighth-grade teachers** at your school?
 - Yes, available full-time to eighth-grade teachers
 - Yes, available part-time to eighth-grade teachers
 - © No

4. To what extent is each of the following a responsibility of the **additional** science staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. Provide support/assistance with science content or the teaching of science to individual teachers | <u> </u> | (8) | 0 | 0 | VH241376 |
| b. Provide technical support/ assistance with lab equipment to individual teachers | (A) | ® | 0 | 0 | VH640268 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <u>a</u> | ® | © | © | VH241377 |

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

| | | Not at all | Small extent | Moderate extent | Large extent | |
|----|--|-------------|--------------|--------------------|--------------|----------|
| a. | District curriculum standards or curriculum guides | ® | ® | 0 | 0 | VH241307 |
| b. | State curriculum standards or frameworks | (A) | B | 0 | 0 | VH241306 |
| c. | In-school curriculum frameworks and standards for learning | ® | ® | 0 | 0 | VH241309 |
| d. | Recommendations from school science department | A | ® | 0 | 0 | VH241311 |

VH241379

6. To what extent do your school's eighth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. State assessments | (A) | ® | 0 | 0 | VH241383 |
| b. District assessments | (A) | ® | 0 | 0 | VH241382 |
| c. School assessments (e.g., quizzes or tests created by teachers) | (A) | ® | 0 | 0 | VH643937 |

- 7. To what extent does your school provide up-to-date technology resources for science teaching and learning?
 - Not at all
 - Small extent
 - Moderate extent
 - Large extent

- 8. Does your school have laboratory facilities for eighth-grade science instruction?
 - A Yes
 - ® No

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. Demonstration stations | (A) | B | 0 | 0 | VH241385 |
| b. Internet connection | A | ® | © | 0 | VH241389 |
| c. Student lab stations | (A) | 8 | © | 0 | VH241386 |
| d. Storage areas for chemicals and other supplies | (A) | ® | 0 | 0 | VH241387 |
| e. Electricity (for example, power outlets for using lab equipment) | ® | (8) | 0 | 0 | VH241388 |
| f. Running water | A | ® | © | 0 | VH241394 |
| g. Gas for burners | (A) | 8 | © | 0 | VH241390 |
| h. Hoods or air hoses | (A) | 8 | © | 0 | VH241391 |
| i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | ® | (8) | 0 | 0 | VH241392 |
| j. Computers and other digital devices | (A) | ® | 0 | 0 | VH241393 |

10. In this school year, are any of the following types of science clubs offered to eighth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|---|----------|----------|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | ® | ® | VH241447 |
| b. School sponsored (initiated by school and run by school designated personnel) | (4) | ® | VH241449 |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | 0 | ® | VH241448 |

VH241451

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

| | Not at all | 1–2 times per year | 3 or more times per year | |
|--|------------|-----------------------|-----------------------------|----------|
| a. Science fairs | A | ® | 0 | VH241452 |
| b. Science competitions | (A) | ® | 0 | VH241453 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | 0 | ® | 0 | VH241454 |

Appendix K-3am: Summary of Changes Operational Grade 12 Science

| | | | | 2019 item | | | VH240123 | D/A/ R/NC+ | Rationale |
|--|---------------------------------------|---------------------------------------|---|---|---|---|---|---------------|-----------|
| 1. Beginning with ninth grade, how many years to course work in science does your school or dist 2. Less than two years 3. Two years 4. Three years 5. Four years 6. More than four years (2018 Grade 12) | | | VID:0125 | 1. Beginning with ninth grade, how many years (or course work in science does your school or distress than two years ① Two years ② Three years ② Four years ① More than four years Issue: Organization of Instruction | NC NC | N/A | | | |
| 2. Does your school offer online science courses for Yes No | or credit? | | | 2. Does your school offer online science courses for Yes No | | | | INC | N/A |
| (2018 Grade 12) 3. Are courses of at least one semester in length following subjects? Select one circle in each re | taught in your school ow. | in each of the | Y8240984 | Issue: Organization of Instructio 3. Are courses of at least one semester in length t following subjects? Select one circle in each ro | aught in your school | in each of the | V1040/54 | NC | N/A |
| | Yes | No | | | Yes | No | | | |
| a. Advanced Placement® Biology | Ø | 0 | V15240997 | a. Advanced Placement® Biology | 0 | • | VH2X0807 | | |
| a. Travelleta i mechiciti increggi | 120 | 100 | VH2.40996 | m | - | | | | |
| b. Advanced physics (beyond an introductory | (D) | (1) | VH240996 | b. Advanced physics (beyond an introductory | | | VIII MARK | | |
| b. Advanced physics (beyond an introductory course) | | | Verzaunyes | course) | 0 | 0 | V1(240996 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) | 9 | 0 | VEE240994 | | Θ | ® | V10240656 V14240654 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an | | | VH540994 VH540995 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an | Φ | • | VH340946 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design | 8 | ® ® | VR540904 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) | © © | 3 | VH240996 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology | © © | © © | V72540994 V83540995 V83540004 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an | Φ | • | VH340946 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an introductory course) | ⊗ | ® ® | VESSA0994 VESSA0995 VESSA1004 VESSA1005 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an | © © | 3 | VH240996 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an introductory course) g. International Baccalaureate Chemistry | © © © | © © © | VESSA0994 VESSA0995 VESSA1004 VESSA1005 VESSA1002 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate ⁵⁰ Design Technology f. Advanced technology (beyond an introductory course) | © © | © © | VH240005 VH240005 VH241004 VH241001 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an introductory course) g. International Baccalaureate Chemistry h. International Baccalaureate Physics | © © © © | © © © © | VEESA0994 VEES40995 VEES40004 VEES41005 VEES41005 VEES41005 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an | © © | (b) | VH240095 VH240095 | | |
| b. Advanced physics (beyond an introductory course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate® Design Technology f. Advanced technology (beyond an introductory course) g. International Baccalaureate Chemistry h. International Baccalaureate Physics i. International Baccalaureate Biology | © © © © © | © | VESSA0994 VESSA0995 VESSA1004 VESSA1005 VESSA1002 | course) c. Advanced biology (beyond an introductory course) d. Advanced chemistry (beyond an introductory course) e. International Baccalaureate ⁵⁰ Design Technology f. Advanced technology (beyond an introductory course) g. International Baccalaureate Chemistry | © © © | © © © | VH240004 VH240005 VH241000 VH241002 | | |
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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| | | | | 2019 | Оре | rational Grade 12 | Scien | ce Schoo | I | | | | |
|--|---|------------------------------|--------------------|--------------|-----------|--|--|---------------------|---|------------------|----------|---------------|---|
| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
| 4. In addition to their regular classroom teacher, are there any additional full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) available to twelfth-grade students at your school? Yes, available full-time to twelfth-grade students Yes, available part-time to twelfth-grade students No | | | | | | part-time science staff (e.g., a supervisor, or science departn school? Tes, available full-time to Yes, available part-time to No | Yes, available full-time to twelfth-grade students Yes, available part-time to twelfth-grade students | | | | | | Bolding was added to the item for emphasis and to create consistency with similar items in others |
| (2018 Grade 12) 5. To what extent is each of t staff available to twelfth-gr | | | | | VIDITIES | Issue: Resources for 5. To what extent is each of the staff available to twelfth-grant | ne following a | responsibility of t | ne additional se | | VH859487 | R | subjects. Bolding was |
| stan available to twenting | Not at all | Small extent | Moderate extent | Large extent | | stan available to twentin-gra | Not at all | Small extent | Moderate | Large extent | | | added to the item for |
| a. Provide science course-related support, remediation, or intervention to individual students | ® | 0 | -© | • | VH241456 | a. Provide science course-related support, remediation, or intervention to individual students | • | • | extent | • | VH241456 | | emphasis and to create |
| b. Provide science course-related support, remediation, or intervention to groups of students | 3 0 | 0 | 9 | 69 | VH241457 | b. Provide science course-related support, remediation, or intervention to groups of students | ated support, on, or | | consistency with similar items in | | | | |
| Provide science enrichment to individual students | • | • | Θ | Φ | VPEZATARA | c. Provide science enrichment to individual | 0 | - (D) VH241458 | | others subjects. | | | |
| d. Provide science enrichment to groups of students | 0 | • | 0 | • | VPIZALASS | d. Provide science enrichment to groups of | | | | | | | subjects. |
| (2018 Grade 12) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | |
| 6. Are there any additional full- science lead teacher, science twelfth-grade teachers at you Yes, available full-time to Yes, available part-time to No | supervisor, or ir school? o twelfth-grade | science departme teachers | a science coacl | h. ble to | Y10049126 | Issue: Resources for Learning and Instruction VIRSTANDE 6. Are there any additional full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) available to twelfth-grade teachers at your school? © Yes, available full-time to twelfth-grade teachers © Yes, available part-time to twelfth-grade teachers © No | | | | | | | Bolding was added to the item for emphasis and to create consistency with similar items in others |
| (2018 Grade 12) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | subjects. |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---|---|--|-----------------------|---|---|---------------------------------|--|---|-----------------------|----------------------|---------------|---|
| 7. To what extent is each of t staff available to twelfth-gr | he following a r ade teachers at | responsibility of the your school? Sele | he additional sect one circle ir | cience n each row. | VH24184 | 7. To what extent is each of the staff available to twelfth-gra | ne following a rade teachers at | responsibility of the your school? Sele | ne additional se ect one circle in | cience i each row. | VH859498 | R | Bolding was |
| | Not at all | Small extent | Moderate extent | Large extent | | | Not at all | Small extent | Moderate extent | Large extent | | | item for |
| a. Provide support/assistance with science content or the teaching of science to individual teachers | 0 | ☞ | 0 | 00 | V11241461 | Provide support/assistance with science content or the teaching of science to individual teachers | ® | • | 0 | Φ | VH241461 | | emphasis ar to create |
| b. Provide technical support/ assistance with lab equipment to individual teachers | © | 0 | 0 | 0 | V18640273 | b. Provide technical support/ assistance with lab equipment to individual teachers | ® | • | 0 | 0 | VH640273 | | consistency with similar |
| c. Conduct professional development about science or the teaching of science for groups of teachers | Φ | Ф | 0 | 00 | VH24(462 | c. Conduct professional development about science or the teaching of science for groups of teachers | 0 | • | 0 | • | VH241462 | | items in others subjects. |
| a track | Issue: Resources for Learning and Instruction were school's science program structured according to the Select one circle in each row. Issue: Resources for Learning and Instruction 8. To what extent is your school's science program structured according to the following resources? Select one circle in each row. | | 12 | VH241305 | R | To align the | | | | | | | |
| | | | according to th | ie | | | | | according to tr | ie | | , N | _ |
| | | | Moderate extent | Large extent | | | | | Moderate | Large extent | | K | To align the science survey |
| | one circle in ea | ach row, | Moderate | 1 | VIQ41307 | | one circle in e | ach row. | | L | VH241307 | N | science survey questionnai |
| following resources? Select District curriculum standards or curriculum | one circle in ea | Small extent | Moderate extent | Large extent | VIQ41307 VIQ41308 | a. District curriculum standards or curriculum guides b. State curriculum standards | one circle in e | Small extent | Moderate extent | Large extent | VH2A1307 VH2A1306 | K | science survey questionnai with those |
| following resources? Select District curriculum standards or curriculum guides State curriculum standards | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum | Not at all | Small extent | Moderate extent © | Large extent | VH241306 | K | science survey questionnai with those used in other |
| n. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. Standards or frameworks | Not at all | Small extent | Moderate extent | Large extent | VHC41806 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent | Large extent | | K | science survey questionnai with those used in othe subjects and to keep |
| following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks Standards or frameworks common to several states I. In-school curriculum frameworks and standards | Not at all | Small extent | Moderate extent | Large extent | VH241.856 VH705771 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnai with those used in othe subjects and |
| following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks Standards or frameworks common to several states In-school curriculum frameworks and standards for learning Results from school | Not at all | Small extent | Moderate extent © © © | Large extent | VH241306 VH705771 VH241309 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnai with those used in othe subjects and to keep school |
| n. District curriculum standards or curriculum guides standards or frameworks State curriculum standards or frameworks common to several states l. In-school curriculum frameworks and standards for learning Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state assessments | Not at all | Small extent Small extent Small oxident Small oxident Small oxident | Moderate extent © © © | Large extent | VH241306 VH201773 VH241309 VH241314 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnai with those used in othe subjects and to keep school administrat burden low sub-items C |
| following resources? Select District curriculum standards or curriculum guides Standards or frameworks Common to several states Inschool curriculum frameworks and standards for learning Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state | Not at all | Small extent Small extent Small extent Small extent | Moderate extent © © © © | Large extent | VH241306 VH205773 VH241309 VH241314 VH640050 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnal with those used in othe subjects and to keep school administrat burden low sub-items C E, F, G, H, J, |
| following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks Standards or frameworks common to several states In-school curriculum frameworks and standards for learning Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state assessments Results from national assessments Recommendations from school science department | One circle in ea | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | VH241306 VH205773 VH241309 VH241314 VH640050 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnal with those used in othe subjects and to keep school administrat burden low sub-items C E, F, G, H, J, and L were |
| following resources? Select District curriculum standards or curriculum guides State curriculum standards or frameworks common to several states In-school curriculum frameworks and standards for learning Results from school assessments (e.g., quizzes or tests created by teachers) Results from district assessments Results from state assessments Results from national assessments Recommendations from | One circle in each of the circle in each of | Small extent Small extent Small extent Small extent | Moderate extent © © © © © © © © © © © © © | Large extent | VEC41306 VEC41309 VEC41309 VEC41309 VEC46314 VE640801 VE640801 VE640801 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K | science survey questionnai with those used in othe subjects and to keep school administrat burden low sub-items C E, F, G, H, J, |
| a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks common to several states l. In-school curriculum frameworks and standards for learning c. Results from school assessments (e.g., quizzes or tests created by teachers) l. Results from district assessments g. Results from state assessments g. Results from national assessments g. Results from from school science department l. Discretion of individual | One circle in each of the circle in each of | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | VRC41806 VRC0C771 VRC41809 VRC44314 VR64080 VR64080 VR640811 | a. District curriculum standards or curriculum guides b. State curriculum standards or frameworks c. In-school curriculum frameworks and standards for learning d. Recommendations from | Not at all | Small extent | Moderate extent © © | Large extent | VH241306 VH241309 | K . | science survey questionnal with those used in othe subjects and to keep school administrat burden low sub-items C E, F, G, H, J, and L were |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|--|--|--|--------------|--|---|--|---|---|--------------|--|---------------|--|
| 9. To what extent does your so science teaching and learning | | o-to-date technolo | ogy resources f | or | VH+42k3) | To what extent does your schescience teaching and learning | | p-to-date technolo | ogy resources fo | or | VH642831 | NC | N/A |
| Not at all | .0. | | | | | Not at all | , | | | | | | |
| Small extent | | | | | | Small extent | | | | | | | |
| | | | | | | Moderate extent | | | | | | | |
| © Moderate extent © Large extent | | | | | | Large extent | | | | | | | |
| (2018 Grade 12) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | |
| 10. Does your school have laboratory facilities for twelfth-grade science instruction? © Yes © No | | | | | | 10. Does your school have labor♠ Yes♠ No | atory facilities | s for twelfth-grade | science instru | ction? | | NC | N/A |
| 2018 Grade 12) | | | | | | Issue: Resources for | Learning | and Instru | ction | | | | |
| 2018 Grade 12) 11. To what extent do your se twelfth-grade instruction l | | | | each row. | VICERAN | Issue: Resources for 11. To what extent do your sch twelfth-grade instruction h | ool's science l | aboratories that ar | re available for | each row. | VH241464 | R | |
| 11. To what extent do your se | | | | each row. | VIENA | 11. To what extent do your sch | ool's science l | aboratories that ar | re available for | each row. | VH241464 | R | Sub-item D was revised to create |
| To what extent do your set twelfth-grade instruction l Demonstration stations | Not at all | Small extent | Moderate extent | Large extent | V1041465 | To what extent do your sch twelfth-grade instruction h a. Demonstration stations | ool's science l ave the follow | aboratories that ar ing features? Selec | re available for et one circle in Moderate | | VH241465 | R | was revised to create |
| To what extent do your so twelfth-grade instruction I Demonstration stations Student lab stations | Not at all | Small extent D D | Moderate extent | Large extent | VII241865 VED41866 | To what extent do your sch twelfth-grade instruction h a. Demonstration stations b. Student lab stations | nool's science l ave the follow Not at all | aboratories that aring features? Selec | re available for et one circle in Moderate extent | Large extent | | R | was revised to create consistence |
| To what extent do your so twelfth-grade instruction I Demonstration stations Student lab stations Storage areas for chemicals and other supplies | Not at all | Small extent | Moderate extent | Large extent | VIE241865 VIE241866 VIE241867 | To what extent do your sch twelfth-grade instruction h a. Demonstration stations | Not at all | aboratories that aring features? Select Small extent | Moderate extent | Large extent | VH241465 | R | was revised to create consistence with the |
| To what extent do your so twelfth-grade instruction l Demonstration stations Student lab stations Storage areas for chemicals and other supplies Electricity | Not at all © © © | Small extent D D | Moderate extent | Large extent | VIE241865 VIE241866 VIE241867 VIE241867 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, | Not at all | shoratories that an ing features? Select Small extent | Moderate extent | Large extent | VH241465 VH241466 VH241467 | R | was revised to create consistence with the grade 4 and |
| 11. To what extent do your so twelfth-grade instruction I a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity e. Running water | Not at all So So So | Small extent Small extent Small extent Small extent | Moderate extent | Large extent | VIEN1865 VIEN1865 VIEN1867 VIEN1865 VIEN1866 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, power outlets for using lab | Not at all | aboratories that aring features? Selection Small extent | me available for et one circle in Moderate extent © | Large extent | VH241465 VH241466 | R | was revised to create consistence with the |
| To what extent do your so twelfth-grade instruction l Demonstration stations Student lab stations Storage areas for chemicals and other supplies Electricity | Not at all © © © | Small extent D D | Moderate extent | Large extent | VIE241865 VIE241866 VIE241867 VIE241867 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, | Not at all | shoratories that an ing features? Select Small extent | Moderate extent | Large extent | VH241465 VH241466 VH241467 | R | was revised to create consistence with the grade 4 and grade 8 |
| a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity e. Running water f. Gas for burners g. Hoods or air hoses h. Safety equipment (e.g., | Not at all So | Small extent Small extent Small extent | Moderate extent Moderate extent | Large extent | VID41665 VID41667 VID41667 VID41667 VID41660 VID41660 VID41671 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, power outlets for using lab equipment) | Not at all | aboratories that aring features? Selecting features? Selecting features? Selecting features? Small extent | re available for et one circle in Moderate extent © © | Large extent | VH241465 VH241466 VH241467 VH865617 | R | was revised to create consistence with the grade 4 and grade 8 versions of |
| a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity e. Running water f. Gas for burners g. Hoods or air hoses | Not at all O O O O O O O O O O O O O O O O O O | Small extent Small extent Small extent | Moderate extent Comparison of the comparison of | Large extent | VIED41865 VIED41865 VIED41867 VIED41868 VIED41869 VIED41870 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, power outlets for using lab equipment) e. Running water f. Gas for burners g. Hoods or air hoses | Not at all | aboratories that aring features? Select Small extent | re available for et one circle in Moderate extent © © | Large extent | VH241465 VH241466 VH241467 VH865617 VH241469 | R | was revised to create consistency with the grade 4 and |
| a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity e. Running water f. Gas for burners g. Hoods or air hoses h. Safety equipment (e.g., goggles, lire extinguishers, or eye wash stations) i. Computers and other digital devices | Not at all So | Small extent Small extent Small extent Small extent Small extent | Moderate extent Moderate extent | Large extent | VIEN1865 VIEN1865 VIEN1865 VIEN1867 VIEN1867 VIEN1867 VIEN1867 VIEN1867 VIEN1867 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, power outlets for using lab equipment) e. Running water f. Gas for burners | Not at all O O O O O O O O O O O O | shoratories that an ing features? Select Small extent | we available for it one circle in Moderate extent | Large extent | VH241465 VH241466 VH241467 VH865617 VH865617 VH241469 VH241470 | R | was revised to create consistency with the grade 4 and grade 8 versions of |
| a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity e. Running water f. Gas for burners g. Hoods or air hoses h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) i. Computers and other | Not at all So | Small extent Small extent Small extent Small extent | Moderate extent Moderate extent | Large extent | VID41865 VID41866 VID41867 VID41867 VID41867 VID41867 VID41871 VID41871 | a. Demonstration stations b. Student lab stations c. Storage areas for chemicals and other supplies d. Electricity (for example, power outlets for using lab equipment) e. Running water f. Gas for burners g. Hoods or air hoses h. Safety equipment (e.g., goggles, fire extinguishers, | Not at all O O O O O O O O O O O O O O O O O O | aboratories that aring features? Selecting features? Selecting features? Selecting features? Selecting features? Selecting features? Small extent | re available for et one circle in Moderate extent © © © © © | Large extent | VH241465 VH241467 VH241467 VH865617 VH865617 VH241469 VH241470 VH241471 | R | was revised to create consistence with the grade 4 and grade 8 versions of |

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⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | 2019 item | | | | | D/A/ R/NC+ | Rationale |
|---|---|--|-----------------------------|------------|---|--|--|-----------------------------|----------|---------------|---------------------------|
| 12. In this school year, are any of the twelfth-grade students in your sch | following types of nool? Select one ci | f science clubs offere ircle in each row. | ed to | VIENISOS | In this school year, are any of the f twelfth-grade students in your school | ollowing types o ool? Select one c | of science clubs offere circle in each row. | ed to | VH241506 | R | Due to low |
| | | Yes | No | . = - | | | Yes | No | | | response |
| Parent volunteered (initiated and ruindividual parents) | in by | 0 | Ф | VH643899 | a. Teacher volunteered (initiated and r individual teachers) | un by | ® | (3) | VH241507 | | variability an |
| Teacher volunteered (initiated and individual teachers) | | 0 | 0 | VH24 (567 | School sponsored (initiated by school run by school designated personnel) | | 0 | 8 | VH241509 | | school |
| School sponsored (initiated by scho run by school designated personnel | ol and | © | • | V94241509 | Partnered with external agencies (e. universities, science museums, or | 5 | 0 | ® | VH241508 | | administrato |
| d. Partnered with external agencies (c universities, science museums, or companies) | ·g., | Φ. | © | V2H241508 | companies) | | | | | | burden low, sub-item A |
| (2018 Grade 12) | | | | | Issue: Resources for Lear | ning and I | nstruction | | | | was dropped |
| 13. To what extent does your school plearning experiences? Select one of | | | ne following | V172415801 | 13. To what extent does your school p learning experiences? Select one ci | rovide twelfth-gr rcle in each row. | rade students with th | ne following | VH241510 | NC | N/A |
| | Not at all | 1–2 times per year | 3 or more times per year | | | Not at all | 1–2 times per year | 3 or more times per year | | | |
| a. Science fairs | (D) | (D) | Ø | VH243511 | a. Science fairs | ® | (3) | 0 | VH241511 | | |
| b. Science competitions | ® | 0 | 0 | VH241512 | b. Science competitions | ® | (3) | 0 | VH241512 | | |
| c. Science-related field trips (e.g., museums, 200s, aquatiums, science centers, or other similar sites) | Ø | Φ | 0 | VH241513 | c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | ® | • | 0 | VH241513 | | |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3an: Operational Grade 12 Science

| | | VH240123 |
|----|--|----------|
| 1. | Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in science does your school or district require for graduation? | |
| | Less than two years | |
| | Two years | |
| | © Three years | |
| | © Four years | |
| | © More than four years | |

- 2. Does your school offer online science courses for credit?
 - A Yes
 - ® No

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

| | Yes | No | |
|---|------------|----------|----------|
| a. Advanced Placement® Biology | (A) | 8 | VH240997 |
| b. Advanced physics (beyond an introductory course) | ® | ® | VH240996 |
| c. Advanced biology (beyond an introductory course) | ® | ® | VH240994 |
| d. Advanced chemistry (beyond an introductory course) | ® | ® | VH240995 |
| e. International Baccalaureate® Design Technology | ® | ® | VH241004 |
| f. Advanced technology (beyond an introductory course) | ® | ® | VH241005 |
| g. International Baccalaureate Chemistry | A | ® | VH241002 |
| h. International Baccalaureate Physics | (A) | ® | VH241003 |
| i. International Baccalaureate Biology | A | ® | VH240986 |
| j. Advanced environmental science (beyond an introductory course) | ® | ® | VH241019 |
| k. International Baccalaureate Environmental Systems and Societies | ® | ® | VH241001 |
| Advanced Placement Environmental Science | ® | ® | VH240998 |
| m. Advanced Placement Chemistry | (A) | ® | VH240999 |
| n. Advanced Placement Physics C | (A) | ® | VH241000 |
| o. Advanced Placement Physics 1 | (A) | ® | VH748759 |
| p. Advanced Placement Physics 2 | (A) | ® | VH748760 |
| q. Advanced Placement Computer Science A | (A) | ® | VH241013 |
| r. Advanced Placement Computer Science Principles | ® | ® | VH748761 |

- **4.** In addition to their regular classroom teacher, are there any **additional** full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) **available to twelfth-grade students** at your school?
 - Yes, available full-time to twelfth-grade students
 - Yes, available part-time to twelfth-grade students
 - © No

5. To what extent is each of the following a responsibility of the **additional** science staff **available to twelfth-grade students** at your school? Select **one** circle in each row.

| | | Not at all | Small extent | Moderate extent | Large extent | |
|-------|---|------------|--------------|--------------------|--------------|----------|
| cours | ide science se-related support, ediation, or vention to individual ents | (A) | ® | 0 | 0 | VH241456 |
| cours | ide science se-related support, ediation, or vention to groups of ents | (A) | ® | 0 | 0 | VH241457 |
| | ide science chment to individual ents | (A) | ® | 0 | 0 | VH241458 |
| 1 | ide science chment to groups of ents | (A) | ® | 0 | 0 | VH241459 |

- **6.** Are there any **additional** full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) **available to twelfth-grade teachers** at your school?
 - Yes, available full-time to twelfth-grade teachers
 - ® Yes, available part-time to twelfth-grade teachers
 - © No

7. To what extent is each of the following a responsibility of the **additional** science staff **available to twelfth-grade teachers** at your school? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|--------------------|--------------|----------|
| a. Provide support/assistance with science content or the teaching of science to individual teachers | (9) | ® | 0 | 0 | VH241461 |
| b. Provide technical support/ assistance with lab equipment to individual teachers | (4) | ® | 0 | 0 | VH640273 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | © | ® | 0 | 0 | VH241462 |

VH241305

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. District curriculum standards or curriculum guides | (A) | ® | © | 0 | VH241307 |
| b. State curriculum standards or frameworks | (A) | ® | 0 | 0 | VH241306 |
| c. In-school curriculum frameworks and standards for learning | | (8) | © | 0 | VH241309 |
| d. Recommendations from school science department | (A) | ₿ | 0 | 0 | VH241311 |

| V | н | 6 | 12 | Q. | 21 | |
|---|---|---|----|----|----|--|

| | | VH642831 |
|----|--|----------|
| 9. | To what extent does your school provide up-to-date technology resources for science teaching and learning? | |
| | Not at all | |
| | Small extent | |
| | Moderate extent | |
| | ① Large extent | |
| | | |
| | | |

- 10. Does your school have laboratory facilities for twelfth-grade science instruction?
 - A Yes
 - ® No

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

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. Demonstration stations | (A) | ® | 0 | 0 | VH241465 |
| b. Student lab stations | (A) | ® | 0 | 0 | VH241466 |
| c. Storage areas for chemicals and other supplies | A | ® | 0 | 0 | VH241467 |
| d. Electricity (for example, power outlets for using lab equipment) | (A) | ® | 0 | 0 | VH865617 |
| e. Running water | (A) | ® | 0 | • | VH241469 |
| f. Gas for burners | (A) | ® | 0 | 0 | VH241470 |
| g. Hoods or air hoses | (A) | ® | 0 | 0 | VH241471 |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | ® | ® | 0 | 0 | VH241472 |
| i. Computers and other digital devices | A | ® | 0 | 0 | VH241473 |
| j. Internet connection | A | ® | 0 | 0 | VH241474 |

12. In this school year, are any of the following types of science clubs offered to twelfth-grade students in your school? Select **one** circle in each row.

| | Yes | No | |
|---|----------|----------|----------|
| a. Teacher volunteered (initiated and run by individual teachers) | ® | ® | VH241507 |
| b. School sponsored (initiated by school and run by school designated personnel) | ® | ® | VH241509 |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | © | ® | VH241508 |

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

| | Not at all | 1–2 times per year | 3 or more times per year | |
|--|------------|-----------------------|-----------------------------|----------|
| a. Science fairs | (A) | ® | O | VH241511 |
| b. Science competitions | (A) | ® | 0 | VH241512 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | (| ® | 0 | VH241513 |

Appendix K-3ao: Summary of Changes Operational Grade 4 NIES

| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
|---|---|-----------|---------------|-----------|
| 1. What is your professional position (title) at this school? | What is your professional position (title) at this school? | VH242887 | NC | N/A |
| (2015 Grade 4) | | | | |
| 2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01." Years | 2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01." Years Years | VH253882 | NC | N/A |
| (2015 Grade 4) | | VH240180 | | |
| Which of the following describes your school best? Please fill in one oval only. Regular public school Charter public school Bureau of Indian Education contracted or grant school Bureau of Indian Education operated school Other nonpublic school | 3. Which of the following describes your school best? Please select one circle only. Regular public school Charter public school Bureau of Indian Education contracted or grant school Bureau of Indian Education operated school Other nonpublic school | | NC | N/A |
| (2015 Grade 4) | | | | |
| 4. Is your school a boarding school? ② Yes ③ No (2015 Grade 4) | 4. Is your school a boarding school? Yes No | V11240181 | NC | N/A |
| 5. Is your school located on a reservation/on tribal land? ② Yes ③ No | 5. Is your school located on a reservation/on tribal land? Tes No | VII240182 | NC | N/A |
| (2015 Grade 4) | | VH240183 | NC | NI/A |
| 6. Is your school an American Indian or Alaska Native language immersion school? Yes No | 6. Is your school an American Indian or Alaska Native language immersion school? Yes | | NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| evious item | | | | | 2019 item | | | | | | Rationale |
|---|-------------------|---------------------|---------------------|-----------------------|--|-------------------------------------|--|-----------------------|----------------------|----|--|
| 7. How many American Indian an school? (Include both enrolled to calculations.) Students | | | | VCHEHI | | | | | | | N/A |
| O15 Grade 4) 8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Fill in one oval on each line. | | | | | 8. For this school year, has funding fro provide educational services and suj students? Some of the sources are de Alaska Native education, while othe each row. | port for Americ signated specifi | an Indian or Alask cally for American | a Native Indian or | VH241662 | NC | The in-line direction was adapted from |
| | Yes. | No | I don't know | | | Yes | No | I don't know. | | | PBA to DBA: |
| a. Title I funds (Compensatory Education) | ۵ | Ф | O | VC190529 | a. Title I funds (Compensatory Education) | • | • | 0 | VH241663 | | "Fill in one |
| b. Title II funds (Professional Improvement) | 0 | 0 | 0 | VC190550 | b. Title II funds (Professional Improvement) | ® | • | 0 | VH241664 | | oval on each |
| c. Title III or other bilingual or ESL/ ELL funds | ۵ | (3) | 0 | VC190851 | c. Title III or other bilingual or ESL/ ELL funds | ® | ® | 0 | VH241665 | r | line." was |
| d. Title VII, Indian Education Formula Grant | 0 | 0 | 0 | VC190552 | d. Title VII, Indian Education Formula Grant | ∞ | • | 0 | VH241666 | | adapted to |
| e. Title VII, Discretionary Grant under Indian Education | 0 | 0 | 0 | YC190863 | e. Title VII, Discretionary Grant under Indian Education | ® | ® | 0 | VH241667 | | "Select one |
| f. Individuals with Disabilities Education Act (IDEA) funds | 0 | 0 | 0 | VC190555 | f. Individuals with Disabilities | ® | ® | 0 | VH241674 | | answer |
| g. Impact Aid Program | Ø | (8) | 0 | VC190586 | Education Act (IDEA) funds g. Impact Aid Program | ® | ® | 0 | VH241669 | | |
| h. Johnson-O'Malley Grant i. Alaska Native Education | 0 | 0 | 0 | VC190567 | h. Johnson-O'Malley Grant | • | • | 0 | VH241670 | | choice on |
| Programs | 0 | 0 | 9 | YC190589 | i. Alaska Native Education Programs | • | • | 0 | VH241671 | | each row." |
| j. Tribal or Village funds k. Other funding sources related to | 0 | 0 | 0 | VC190692 | j. Tribal or Village funds | • | (b) | 0 | VH241672 | | |
| American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | 0 | Œ | 0 | ACLARINA | k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | 0 | ® | 0 | VH241673 | | |
| 9. Are families of your students inveach line. | olved with your s | chool in the follow | ing ways? Fill in o | vinsese ne oval on | 9. Are families of your students involv one circle in each row. | ed with your scl | | | VH241675 | NC | The in-line |
| | | Yes | No | | | 1.5 | Yes | No | | | adapted fro |
| a. Academic club (for example, math | club) | Ø | Œ | VHU8SWO | a. Academic club (for example, math cl b. Arts club | ID) | Φ Φ | (D) | VH241676 VH241677 | | PBA to DBA |
| o. Arts club | | 0 | 0 | VH138591 | c. Cultural dances or activities (for exar | nple, | Ø | ® | VH241678 | 4 | |
| Cultural dances or activities (for ex drum groups) | ample. | Ø | 0 | VH158592 | drum groups) d. Drama club | | | | VH241678 | | "Fill in one |
| f. Drama club | | 0 | 0 | VH158593 | e. Making school curriculum decisions | | ® | ® | VH241679 VH241680 | | oval on eac |
| . Making school curriculum decision | | 0 | 0 | VH158594 | f. Open houses or back-to-school nights | | 0 | (8) | VH241681 | | |
| . Open houses or back-to-school nig parent-teacher conferences | nts | 0 | (D) | VHI38600 | g. Parent-teacher conferences | | ® | • | VH241682 | | line." was |
| Parent-teacher conferences Parent-teacher organizations | | 0 | (1) | VIII SANO) | h. Parent-teacher organizations | | 0 | ● | VH241683 | | adapted to |
| . School sports | | @ | Ф | VH158598 | i. School sports j. Volunteer programs | | 0 | ® | VH241684 VH241685 | | "Select one |
| . Volunteer programs | | @ | (3) | VH158590 | k. Other (please specify): | | ® | • | | | |
| k. Other (please specify): | | | | | | 1 | (D) | ® | VH241686 | | answer |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---------------------------|-------------------|------------------|-----------------|------------------------|---|-------------------------------------|--------------------------------------|-------------------------------------|---------------------|----------------------|---------------|--|
| 10. In a typical school year, how | | | | Indian or Ala | vc962942 ska Native | 10. In a typical school year, how Alaska Native community of | v many times h lone the follow | nas a member of ring? Select one | the American I circle in each ro | ndian or ow. | VH241687 | NC | The in-line direction wa |
| | Never | 1-2 times | 3 or more | I don't kn | low. | | Never | 1–2 times | 3 or more times | I don't know. | | | adapted fro |
| . Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | • | • | times | • | VC962943 | a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student b. Visited the school to share | • | (b) | 0 | Φ | VH241688 | | PBA to DBA "Fill in one oval on eac |
| Nisited the school to share American Indian or Alaska Native traditions and culture with students and | • | (1) | 0 | Φ | VC962944 | American Indian or Alaska Native traditions and culture with students and staff | ⊗ | • | 0 | 0 | VH241690 | | line." was adapted to |
| staff Participated in Indian Education Parent Groups | ® | (8) | 0 | Φ | VC962946 | c. Participated in Indian Education Parent Groups | ⊗ | • | 0 | • | VH241689 | _ | "Select one answer |
| 2015 Grade 4) | | | | | VH154926 | 11 Asiah Zillaria | I | A I | i Al-al-a | NT-ei | VH241691 | NC | choice on each row." |
| 11. Are the following courses a culture offered at your scho | | out American Ind | lian or Alaska N | ative tradition | ns and | Are the following courses an traditions and culture offered | d programs abo l at your school | ut American Inc l each year? Sele | tian or Alaska l | Native each row. | | NC | The in-line direction w |
| | | Yes | | No | | . V | - 1 | Yes | | No | VH241692 | | adapted fro |
| a. Year-long course | | ® | | (D) | VH154927 | a. Year-long course b. Semester-long course | | 0 | | (B) | VH241692 VH241693 | | PBA to DBA |
| b. Semester-long course | | (A) | | ● | VH154928 | c. Workshop or unit | | ⊗ | | • | VH241694 | | |
| . Workshop or unit l. Clubs | | ® | | (B) | VH154932 VH154930 | d. Clubs | | ® | | ® | VH241695 | h | "Fill in one |
| Other programs (for example before or after regular class p | , study groups eriods) | 0 | | 0 | VH154929 | e. Other programs (for example, s before or after regular class per | study groups riods) | @ | | ® | VH241696 | | oval on ea line." was |
| 2015 Grade 4) 12. Are the following courses o | r programs about | it American India | ın or Alaska Nat | ive traditions | VORDAS - | 12. Are the following courses or traditions and culture require | programs about d or elective for | t American Indic students at von | an or Alaska Na school? Select | ative one circle | VI(24)697 | NC | adapted to "Select one answer choice on each row." |
| culture required or elective | | | | | | in each row. | | sudden su you | Seliosii Select | one on the | | | direction v |
| | Requ | ired E | ective | Not offered | | | Requi | ired E | lective | Not offered | | | adapted fr |
| | 0 | | ® | 0 | VC962964 | a. Year-long course | 0 | | ® | 0 | VH241698 | | PBA to DB |
| . Year-long course | 0 | | ® | 0 | VC962966 VC962967 | b. Semester-long course c. Workshop or unit | 0 | | (b) | 0 | VH241700 | | "Fill in one |
| Year-long course Semester-long course Workshop or unit | · · · | | | | | or morning of unit | | | _ | ~ | | | |
| b. Semester-long course | | | | | | | | | | | | | oval on ear line." was adapted to |
| b. Semester-long course c. Workshop or unit | | | | | | | | | | | | | line." was |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|---|---|-----------------------|---|------------------------------------|---|---|---|---|--|---|----------------------------------|---|---|---------------|---|
| | | | | | | | | | | | | | | | choice on each row." |
| Do students in your se in any of the following | | | | Indian or Alas | ka Native cul | veneses | 13. Do students in your so Native cultures in any | | | | | ska | VH241701 | NC | The in-line |
| an any or me rome may | , | | | - | | | | | | Yes | | No | | | |
| - 5 11 | | | Yes | | No | | a. Oral language | | | (8) | | (1) | VH241702 | | adapted fro |
| a. Oral language b. Written language | | _ | Ø | | (D) | VC9G005 VC9G007 | b. Written language | | | 0 | | (1) | VH241703 | | PBA to DBA |
| . History of tribes or culti | ural groups | | 0 | _ | 0 | VC963008 | c. History of tribes or cult d. Traditions and customs | | | 0 | | (B) | VH241704 VH241708 | | "Fill in one |
| d. Traditions and customs | | | Ø | | OD . | VC365009 | e. Arts, crafts, music, or da | | | 0 | _ | ® | VH241706 | | |
| Arts, crafts, music, or da Tribal or village governs | | _ | 0 | \rightarrow | 0 | VC968018 | f. Tribal or village governr | ment | | (A) | | (D) | VH241707 | | oval on eac |
| Current events and issue | | 0 | @ | | 0 | (minutes) | g. Current events and issu tribes or cultural groups | | to | 0 | 1100 | (1) | VH241705 | | line." was |
| tribes or cultural groups | | | 0 | | 00 | yEssagr4 | tribes of cultural groups | , | - | | | | | | adapted to |
| | | | | | | | | | | | | | | | "Select one |
| 015 Grade 4) | | | | | | | | | | | | | | | Select one |
| orac i | | | | | | | | | | | | | | | answer |
| | | | | | | | | | | | | | | | choice on |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | each row " |
| | | | | | | VC963018 | 11.0 | 1 (1 | c n | . 1 1 1 | 1 | 1. | VH241709 | N.C. | each row." |
| 4. How much influence de | oes each of the | e following st | andards have | on your schoo | l's reading/la | vc963018 nguage | 14. How much influence of reading/language arts of | | | | on your scho | ool's | VH241709 | NC | each row." The in-line |
| 4. How much influence de arts curriculum? Fill in | | | andards have | on your schoo | l's reading/la | vc963018 nguage | | curriculum? S | elect one circl | le in each row. | | | | NC | The in-line |
| | one oval on e | ach line. | | | | vcssois nguage | | | | | on your scho A lot of influence | ool's Unaware o | ıf | NC | The in-line direction w |
| | | | andards have Some influence | on your school A lot of influence | l's reading/la Unaware of standards | vc963018 nguage | | No influence | A little influence | Some influence | A lot of influence | Unaware o | f | NC | The in-line direction w adapted from |
| arts curriculum? Fill in | one oval on e | A little | Some | A lot of | Unaware of | vc963018 nguage | a. State content | ourriculum? S | A little | le in each row. | A lot of | Unaware o | ıf | NC | The in-line direction w adapted fro PBA to DBA |
| arts curriculum? Fill in State content standards District content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VC963019 | reading/language arts of | No influence | A little influence | Some influence | A lot of influence | Unaware o | f | NC | The in-line direction w adapted from |
| State content standards District content standards | one oval on e No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VC963019 VC963020 | a. State content standards b. District content standards c. Standards developed | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | vH241710 | NC | The in-line direction w adapted fro PBA to DBA "Fill in one |
| State content standards District content standards Standards developed by national professional | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VC963019 | a. State content standards b. District content standards c. Standards developed by national professional organizations | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | vH241710 | NC NC | The in-line direction w adapted fro PBA to DBA "Fill in one oval on each line." was |
| State content standards District content standards Standards developed by national professional organizations American Indian or | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | NC | The in-line direction w adapted fro PBA to DBA "Fill in one oval on eac |
| State content standards District content standards Standards developed by national professional organizations | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VC963019 VC963020 | a. State content standards b. District content standards c. Standards developed by national professional organizations | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 | NC NC | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | NC NC | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | NC NC | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | NC NC | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | NC NC | The in-line direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards | one oval on e | A little influence | Some influence © © | A lot of influence | Unaware of standards | VC963019 VC963020 VC963021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards | © No influence | A little influence | le in each row. Some influence © © | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 | | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968020 VC968021 VC968021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 VH241712 | NC NC | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968020 VC968021 VC968021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards | No influence | A little influence | Some influence © © © standards have ach row. | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 VH241711 | | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction w |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968021 VC968021 VC968021 VC968022 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards | No influence | A little influence | Some influence © © standards have ach row. | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 VH241711 | | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction w |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) 15. How much influence curriculum? Fill in o | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968020 VC968021 VC968022 VC968022 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards | No influence | A little influence | Some influence © © standards have ach row. | A lot of influence | Unaware of standards | VH241710 VH241713 VH241712 VH241711 | | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction w adapted from the in-line direction was adapted from |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968021 VC968021 VC968021 VC968022 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards 15. How much influence mathematics curric as State content standards b. District content | © No influence © © © © © © © © © © © © © | A little influence D | Some influence © © Standards have sech row. | A lot of influence | Unaware of standards D D D Unaware of standards | VH241710 VH241713 VH241712 VH241711 VH241714 VH241714 | | The in-line direction w adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction w adapted fro PBA to DBA |
| State content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) 15. How much influence curriculum? Fill in o | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968019 VC968020 VC968021 VC968022 VC968022 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards 15. How much influence mathematics curric a. State content standards b. District content standards | © No influence © Output Company of the Company of | A little influence the following one circle in ca A little influence | Some influence © © standards have influence Some influence | A lot of influence | Unaware of standards Unaware of standards | VH241710 VH241713 VH241712 VH241711 | | The in-line direction wadapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wadapted from PBA to DBA "Fill in one |
| state content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) I5. How much influence curriculum? Fill in o | one oval on confidence No influence o o o o o o o o o o o o o o o o o o o | A little influence | Some influence © © standards have influence © | A lot of influence | Unaware of standards | VCN68021 VCN68021 VCN68021 VCN68021 VCN68021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards 15. How much influence mathematics curric standards b. District content standards c. Standards developed by national | © No influence © © © © © © © © © © © No influence © © © No influence © © No influence © © © © © © © © © © © © © | A little influence A little influence | Some influence © © Standards have influence Some influence © © Standards have influence © Some influence © © | A lot of influence | Unaware of standards Unaware of standards Unaware of standards Unaware of standards | VH241710 VH241713 VH241712 VH241711 VH241714 VH241714 | | The in-line direction wadapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wadapted from PBA to DBA "Fill in one |
| State content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) 15. How much influence curriculum? Fill in o | one oval on confidence No influence o o o o o o o o o o o o o o o o o o o | A little influence | Some influence © © standards have influence © | A lot of influence | Unaware of standards | VCN68021 VCN68021 VCN68021 VCN68021 VCN68021 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards 15. How much influence mathematics curric a. State content standards b. District content standards c. Standards developed by national professional | © No influence © © © © © © © © © © © © © | A little influence D | Some influence © © Standards have sech row. | A lot of influence | Unaware of standards D D D Unaware of standards | VH241710 VH241713 VH241712 VH241711 VH241711 VH241714 VH241714 | | The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each color each colors." |
| state content standards District content standards District content standards Standards developed by national professional organizations American Indian or Alaska Native content or cultural standards O15 Grade 4) I5. How much influence curriculum? Fill in o | one oval on e | A little influence | Some influence | A lot of influence | Unaware of standards | VC968021 VC968021 VC968021 VC968022 VC968022 VC968025 VC968025 VC968026 | a. State content standards b. District content standards c. Standards developed by national professional organizations d. American Indian or Alaska Native content or cultural standards 15. How much influence mathematics curric standards b. District content standards c. Standards developed by national | © No influence © © © © © © © © © © © © © | A little influence A little influence | Some influence © © Standards have influence Some influence © © Standards have influence © Some influence © © | A lot of influence | Unaware of standards Unaware of standards Unaware of standards Unaware of standards | VH241710 VH241713 VH241712 VH241711 VH241711 VH241714 VH241714 | | The in-line direction wadapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction wadapted from PBA to DBA "Fill in one |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|--|---|-----------------------|--------------------|-----------------|--|---|--|-----------------------------------|--------------------|--|--|---------------|---|
| 2015 Grade 4) | | | | | | | | | | | | · | "Select one answer choice on each row." |
| Virgues. 16. Considering all of the students in your school, to what extent is each of the following a problem? Fill in one oval on each line. | | | | | | 16. Considering all of the stude following a problem? Select | | | nt is each of th | e | VH241719 | NC | The in-line direction wa |
| | Not at all | Small extent | Moderate extent | Large extent | П | | Not at all | Small extent | Moderate extent | Large extent | | | adapted fro |
| a. Student absenteeism | 0 | Φ | 0 | 0 | VINCENSY | a. Student absenteeism | 0 | • | 0 | 0 | VH241720 | | PBA to DBA |
| b. Student tardiness | 0 | 0 | 0 | 0 | VH138608 | b. Student tardiness | (A) | 0 | 0 | 0 | VH241721 | | |
| c. Student health problems | Φ. | 0 | 0 | • | VH158609 | c. Student health problems | 0 | (1) | 0 | 0 | VH241722 | | "Fill in one |
| d. Student misbehavior in class | 00 | 00 | 0 | 0 | VH158611 | d. Student misbehavior in class e. Physical conflicts among | (A) | • | 0 | 0 | VH241724 | | oval on eac |
| e. Physical conflicts among | • | 0 | Φ | Ф | VHI58612 | e. Physical conflicts among students | (4) | (D) | 0 | • | VH241731 | | line." was |
| students | | | | 1. 2.5 | VHISIGIA | f. Bullying | (4) | ® | 0 | Φ | VH241726 | | |
| f. Bullying g. Low student aspirations | Ø | OD OD | 0 | 0 | Variances | g. Low student aspirations | ® | (1) | 0 | 0 | VH241727 | | adapted to |
| h. Low teacher expectations | 0 | 0 | 0 | 0 | VH158615 | h. Low teacher expectations | 0 | 0 | 0 | Φ | VH241728 | | "Select one |
| i. Low family involvement | @ | 0 | 0 | @ | VHISA616 | i. Low family involvement | 0 | (B) | 0 | 0 | VH241729 | | |
| j. Inadequate transportation for students | 0 | ao. | 0 | 0 | VIIISMALE | j. Inadequate transportation for students | ® | • | Φ | Ф | VH241725 | 1 | answer choice on |
| 015 Grade 4) | es of student an | l family services | are offered at y | our school on a | vessen regular | 17. Which of the following types school on a regular basis? Sel | of student an | d family services in each row. | are offered at | your | VH241732 | NC | each row." The in-line direction w |
| Which of the following type basis? Fill in one oval on ea | | | | | | | | Offered | | Not offered | | | adapted fro |
| | | Dillores | - 53 | or Officered | | | | | | | VH241733 | | • |
| basis? Fill in one oval on ea | ch line. | Offered | N | ot Offered | VCwstoas | Health services for students su school nurse | ich as a | ■ | | (1) | | | DRA to DRA |
| basis? Fill in one oval on ea a. Health services for students school nurse b. Health services for families s | ch line. such as a | Offered | N | © © | VCWstatz | school nurse b. Health services for families su community clinic | ch as a | 0 | | 100 | VH241734 | | |
| basis? Fill in one oval on ca a. Health services for students school nurse b. Health services for families s community clinic | such as a | ω Φ | N | ® | VC963042 VC963043 | school nurse b. Health services for families su community clinic c. Social or counseling services for | ch as a | | | | VH241734 VH241735 | | "Fill in one |
| a. Health services for students: school nurse b. Health services for families scommunity clinic. c. Social or counseling services | such as a uch as a for students. | Φ Φ | N | © © | VC963043 | school nurse b. Health services for families su community clinic c. Social or counseling services for d. Social or counseling services for services for counseling services for services | ch as a | Φ Φ | | (D) | VH241734 VH241735 VH241739 | | "Fill in one |
| a. Health services for students: school nurse b. Health services for families scommunity clinic. c. Social or counseling services | such as a uch as a for students. for families | ω Φ | N | ® | VC963045 | school nurse b. Health services for families su community clinic c. Social or counseling services fd. Social or counseling services fee. Adult education programs for | ch as a | (A) | | (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c | VH241734 VH241735 VH241739 VH241737 | | "Fill in one oval on eac |
| a. Health services for students school nurse b. Health services for families scommunity clinic. Social or counseling services consulting services. | such as a uch as a for students for families r all ages | © © | N | © © © | VC963045 VC963047 | school nurse b. Health services for families su community clinic c. Social or counseling services fi d. Social or counseling services fe e. Adult education programs for f. Tutoring services for students | ch as a or students or families all ages | © © © | | (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d | VH241734 VH241735 VH241739 VH241737 VH241738 | | "Fill in one oval on each line." was |
| a. Health services for students school nurse b. Health services for families scommunity clinic. c. Social or counseling services. d. Social or counseling services. e. Adult education programs for | such as a uch as a for students for families r all ages s | © © © © | N | © © © | VC963043 VC963045 VC963047 VC963044 | school nurse b. Health services for families su community clinic c. Social or counseling services fd. Social or counseling services fee. Adult education programs for | ch as a or students or families all ages | (A) | | (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c | VH241734 VH241735 VH241739 VH241737 | | "Fill in one oval on eac line." was adapted to |
| a. Health services for students school nurse b. Health services for families scommunity clinic c. Social or counseling services d. Social or counseling services e. Adult education programs to f. Tutoring services for student g. Career counseling services for | such as a uch as a for students for families r all ages s | © © © © © | N | © © © © | VC943043 VC943045 VC943047 VC943048 VH017914 | school nurse b. Health services for families su community clinic c. Social or counseling services fi d. Social or counseling services fe e. Adult education programs for f. Tutoring services for students | ch as a or students or families all ages | © © © | | (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d | VH241734 VH241735 VH241739 VH241737 VH241738 | | "Fill in one oval on each line." was adapted to "Select one |
| a. Health services for students school nurse b. Health services for families scommunity clinic c. Social or counseling services d. Social or counseling services e. Adult education programs fo f. Tutoring services for student | such as a uch as a for students for families r all ages s | © © © © © | N | © © © © | VC943043 VC943045 VC943047 VC943048 VH017914 | school nurse b. Health services for families su community clinic c. Social or counseling services fi d. Social or counseling services fe e. Adult education programs for f. Tutoring services for students | ch as a or students or families all ages | © © © | | (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d | VH241734 VH241735 VH241739 VH241737 VH241738 | | oval on eac line." was adapted to "Select one answer |
| a. Health services for students school nurse b. Health services for families scommunity clinic c. Social or counseling services d. Social or counseling services e. Adult education programs fo f. Tutoring services for student g. Career counseling services for | such as a uch as a for students for families r all ages s | © © © © © | N | © © © © | VC943043 VC943045 VC943047 VC945048 VH017914 | school nurse b. Health services for families su community clinic c. Social or counseling services fi d. Social or counseling services fe e. Adult education programs for f. Tutoring services for students | ch as a or students or families all ages | © © © | | (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d | VH241734 VH241735 VH241739 VH241737 VH241738 | | "Fill in one oval on each line." was adapted to "Select one |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| evious item | | | | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|-------------|--------------------------|------------------------|------------------------|----------------------|--------------------|--------------------------------|---------------------|--|-----------------------------|------------------|---|--------------|--------------------|---------------|---------------------------------------|
| 3. In a typical school y for communication | ear, ho | w often do n school a | cs your s nd famili | chool provies? Fill in | ide each one oval | of the fol | lowing oppor | vescoss tunities | In a typical school year, h opportunities for commu- each row. | | | | | VH241740 | NC | The in-line direction wa |
| | | A few tim | | nce or twic | | e or twice week | Every day almost eve day | | | A few time | os a Once or tw | | | or ery | 7 . | adapted from |
| Teacher/family confe (individual or group) | rences | 0 | | 00 | | 0 | 0 | Vicwasia | Teacher/family conference (individual or group) | 0 | ® | 0 | 0 | VH241741 | | "Fill in one |
| Information (for exan expectations, procedu calendars) sent home school | res. | 0 | | ® | | Φ | 0 | V(39/305) | b. Information (for example, expectations, procedures, calendars) sent home abou school | 0 | • | 0 | Φ | VH241742 | 4 | oval on each |
| Written reports (for example, report cards child's performance s home | | 0 | | • | | Φ | 0 | VC868055 | c. Written reports (for example, report cards) of child's performance sent home | 0 | • | 0 | • | VH241743 | | adapted to |
| Events at school in w families are invited to participate | | ۵ | | Ф | | 0 | Φ | VC963056 | d. Events at school in which families are invited to participate | @ | (1) | 0 | Ф | VH241748 | | "Select one answer |
| Opportunities to participate in formula of school policies and improvement plans | | 0 | | Φ | | 0 | 0 | VCMR67 | e. Opportunities to participate in formulation of school policies and improvement plans | • | • | 0 | • | VH241745 | | choice on each row." |
| Opportunities to shar American Indian or A Native histories and traditions as part of the instructional program | laska ne | 0 | | 0 | | Θ | 0 | VC963058 | f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | ® | (1) | 0 | 0 | VH241746 | | |
| Telephone calls with | | 0 | | œ | | 0 | 0 | VCWORN | g. Telephone calls with parents | Ø | (1) | 0 | 0 | VH241747 | 9 | |
| Information provided through websites or e | mail | 0 | | 0 | | 0 | 0 | VC943060 | h. Information provided through websites or e-mail | ® | • | 0 | • | VH241744 | 4 | |
| 19. Please indicate following states | | ill in one o | | ich line. | | ool is descr | r mos I de | on't | 19. Please indicate what percereach of the following states | itage of the inents: Select | one circle in ea | ur school is de ch row. -50% 51-75% | 76 1000 I de | VH241749 Dn't OW. | NC | The in-line direction was adapted fro |
| a. Teachers at | 47.9 | 8,80. | 1 | 74.250 | 2 270 | 74.75(9) | 6-100% kn | ow. | a. Teachers at this school for | | | | | | | PBA to DBA |
| this school for 3 or more years | Ø | 00 | 0 | Φ | Φ | Ø | @ 4 | D. VICHAMIL | 3 or more years b. American | ® © | 0 | (B) (D) | 0 (| D VH241750 | | "Fill in one |
| b. American | @ | ٥ | 9 | Ð | Φ | Ф | © 4 | D. VICHARITA | Indian or Alaska Native | 0 0 | Φ | © | © (| D VH241752 | | oval on each |
| Indian or Alaska Native teachers at this school | | - | | | | | | | c. American Indian or | | | | | | | adapted to "Select one |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3ap: Operational Grade 4 NIES

| 1. | What is your professional position (title) at this school? | |
|----|--|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| 2 | Counting this year, how many years has the current principal or head of school | VH253882 |
| ∠. | held his/her position at this school? If less than 1 year total, enter "01." | |
| | Years | |
| | | |
| | | |
| 3. | Which of the following describes your school best? Please select one circle only. | VH240180 |
| | Regular public school | |
| | ® Charter public school | |
| | © Bureau of Indian Education contracted or grant school | |
| | Bureau of Indian Education operated school | |
| | ① Other nonpublic school | |
| | | |

| | | VH240181 |
|----|--|----------|
| 1. | Is your school a boarding school? | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH240182 |
| 5. | Is your school located on a reservation/on tribal land? | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH240183 |
| 5. | Is your school an American Indian or Alaska Native language immersion school? | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH253888 |
| 7. | How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.) | |

Students

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

| | Yes | No | I don't know. | |
|--|------------|----------|---------------|----------|
| a. Title I funds (Compensatory Education) | (A) | ® | 0 | VH241663 |
| b. Title II funds (Professional Improvement) | (8) | ® | 0 | VH241664 |
| c. Title III or other bilingual or ESL/ ELL funds | (8) | ® | 0 | VH241665 |
| d. Title VII, Indian Education Formula Grant | (8) | ® | 0 | VH241666 |
| e. Title VII, Discretionary Grant under Indian Education | (8) | ® | 0 | VH241667 |
| f. Individuals with Disabilities Education Act (IDEA) funds | (A) | ® | 0 | VH241674 |
| g. Impact Aid Program | (A) | ® | O | VH241669 |
| h. Johnson-O'Malley Grant | (A) | ® | 0 | VH241670 |
| i. Alaska Native Education Programs | (A) | ® | 0 | VH241671 |
| j. Tribal or Village funds | (A) | ® | 0 | VH241672 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | (A) | ® | 0 | VH241673 |

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

| | Yes | No | |
|---|------------|----|----------|
| a. Academic club (for example, math club) | A | ® | VH241676 |
| b. Arts club | (A) | ® | VH241677 |
| c. Cultural dances or activities (for example, drum groups) | (A) | ® | VH241678 |
| d. Drama club | (A) | ® | VH241679 |
| e. Making school curriculum decisions | A | ® | VH241680 |
| f. Open houses or back-to-school nights | (A) | ® | VH241681 |
| g. Parent-teacher conferences | (A) | ® | VH241682 |
| h. Parent-teacher organizations | (A) | ® | VH241683 |
| i. School sports | (A) | ® | VH241684 |
| j. Volunteer programs | A | ® | VH241685 |
| k. Other (please specify): | (A) | ® | VH241686 |

VH241687

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

| | Never | 1–2 times | 3 or more times | I don't know. | |
|--|---------|-----------|-----------------|---------------|----------|
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | | ® | 0 | 0 | VH241688 |
| b. Visited the school to she American Indian or Ala Native traditions and culture with students as staff | ska 💮 💿 | (9) | 0 | 0 | VH241690 |
| c. Participated in Indian Education Parent Group | os 🔊 | ® | 0 | 0 | VH241689 |

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

| | Yes | No | |
|---|----------|----|----------|
| a. Year-long course | (A) | ® | VH241692 |
| b. Semester-long course | A | ® | VH241693 |
| c. Workshop or unit | (A) | ® | VH241694 |
| d. Clubs | A | ® | VH241695 |
| e. Other programs (for example, study groups before or after regular class periods) | ® | ® | VH241696 |

VH241697

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

| | Required | Elective | Not offered | |
|-------------------------|------------|----------|-------------|----------|
| a. Year-long course | (A) | ® | 0 | VH241698 |
| b. Semester-long course | (A) | ® | 0 | VH241700 |
| c. Workshop or unit | (A) | ® | © | VH241699 |

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

| | Yes | No | |
|---|-----|----|----------|
| a. Oral language | (A) | ® | VH241702 |
| b. Written language | A | ® | VH241703 |
| c. History of tribes or cultural groups | (A) | ® | VH241704 |
| d. Traditions and customs | A | ® | VH241708 |
| e. Arts, crafts, music, or dance | (A) | ® | VH241706 |
| f. Tribal or village government | (A) | ® | VH241707 |
| g. Current events and issues important to tribes or cultural groups | (4) | ® | VH241705 |

VH241709

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

| | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|----|--|-----------------|--------------------|-------------------|--------------------|----------------------|----------|
| a. | State content standards | A | B | 0 | 0 | Œ | VH241710 |
| b. | District content standards | (A) | B | 0 | 0 | Œ | VH241713 |
| c. | Standards developed by national professional organizations | (4) | ® | 0 | 0 | ©. | VH241712 |
| d. | American Indian or Alaska Native content or cultural standards | (4) | ® | 0 | 0 | Œ | VH241711 |

15. How much influence does each of the following standards have on your school's **mathematics** curriculum? Select **one** circle in each row.

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|-----------------|--------------------|-------------------|--------------------|----------------------|----------|
| a. State content standards | A | ® | O | 0 | Œ | VH241715 |
| b. District content standards | (A) | ® | 0 | 0 | Œ | VH241718 |
| c. Standards developed by national professional organizations | (A) | ® | 0 | 0 | ©. | VH241717 |
| d. American Indian or Alaska Native content or cultural standards | A | ® | 0 | 0 | Œ | VH241716 |

16. Considering all of the students in your school, to what extent is each of the following a problem? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. Student absenteeism | A | ® | 0 | 0 | VH241720 |
| b. Student tardiness | A | ® | 0 | 0 | VH241721 |
| c. Student health problems | (A) | ® | 0 | 0 | VH241722 |
| d. Student misbehavior in class | (A) | ® | 0 | 0 | VH241724 |
| e. Physical conflicts among students | A | ® | 0 | 0 | VH241731 |
| f. Bullying | A | ® | 0 | 0 | VH241726 |
| g. Low student aspirations | (A) | ® | 0 | 0 | VH241727 |
| h. Low teacher expectations | A | ® | 0 | 0 | VH241728 |
| i. Low family involvement | A | ® | 0 | 0 | VH241729 |
| j. Inadequate transportation for students | (A) | ® | 0 | 0 | VH241725 |

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

| | Offered | Not offered | |
|--|---------|-------------|----------|
| a. Health services for students such as a school nurse | (8) | ® | VH241733 |
| b. Health services for families such as a community clinic | (4) | ® | VH241734 |
| c. Social or counseling services for students | (A) | ® | VH241735 |
| d. Social or counseling services for families | (A) | ® | VH241739 |
| e. Adult education programs for all ages | (A) | ₿ | VH241737 |
| f. Tutoring services for students | (A) | ® | VH241738 |
| g. Career counseling services for students | (A) | ₿ | VH241736 |

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

| | | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|----|---|--------------------|-----------------------|-------------------------|-------------------------------|----------|
| a. | Teacher/family conferences (individual or group) | (A) | ® | 0 | 0 | VH241741 |
| b. | Information (for example, expectations, procedures, calendars) sent home about school | (9) | ® | 0 | 0 | VH241742 |
| c. | Written reports (for example, report cards) of child's performance sent home | (9) | ® | 0 | 0 | VH241743 |
| d. | Events at school in which families are invited to participate | (A) | ® | 0 | 0 | VH241748 |
| e. | Opportunities to participate in formulation of school policies and improvement plans | (9) | ® | 0 | 0 | VH241745 |
| f. | Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | (4) | ® | 0 | 0 | VH241746 |
| g. | Telephone calls with parents | (A) | ® | 0 | 0 | VH241747 |
| h. | Information provided through websites or e-mail | A | ® | 0 | 0 | VH241744 |

19. Please indicate what percentage of the individuals at your school is described by each of the following statements: Select **one** circle in each row.

| | 0% | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–100% | I don't know. | |
|---|------------|------|-------|--------|--------|--------|---------|------------------|----------|
| a. Teachers at this school for 3 or more years | Ø | ® | O | 0 | Œ | (F) | © | Ð | VH241750 |
| b. American Indian or Alaska Native teachers at this school | (A) | ® | 0 | Θ | © | Œ | 6 | Ð | VH241752 |
| c. American Indian or Alaska Native staff other than teachers | (A) | ® | 0 | 0 | Œ | Œ | © | Ð | VH241751 |

Appendix K-3aq: Summary of Changes Operational Grade 8 NIES

| Previous item | 2019 item | | D/A/ R/NC+ | Rationale |
|---|---|----------|---------------|-----------|
| What is your professional position (title) at this school? | 1. What is your professional position (title) at this school? | VH242887 | NC | N/A |
| (2015 Grade 8) | | | | |
| 2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01." Years | 2. Counting this year, how many years has the current principal or head of school held his/her position at this school? If less than 1 year total, enter "01." Years Years | VH253827 | NC | N/A |
| (2015 Grade 8) Which of the following describes your school best? Please fill in one oval only. Regular public school Charter public school Bureau of Indian Education contracted or grant school Bureau of Indian Education operated school Other nonpublic school | 3. Which of the following describes your school best? Please select one circle only. ⚠ Regular public school ⚠ Charter public school ⚠ Bureau of Indian Education contracted or grant school ⚠ Bureau of Indian Education operated school ⚠ Other nonpublic school | VH240180 | NC | N/A |
| (2015 Grade 8) 4. Is your school a boarding school? © Yes © No | 4. Is your school a boarding school? ◆ Yes ◆ No | VH240181 | NC | N/A |

| Previous item | | | | | 2019 item | | | | | D/A/ R/NC+ | Rationale |
|---|--|--|---|--|---|--|--|---|--|---------------|---|
| 5. Is your school located on a reservat ② Yes ③ No | tion/on tribal land? | | | VH040437 | 5. Is your school located on a reservatio Tes No | on/on tribal land? | | | VH240182 | NC | N/A |
| 2015 Grade 8) 6. Is your school an American Indian of Yes No 2015 Grade 8) | or Alaska Native la | nguage immersio | on school? | VH040477 | 6. Is your school an American Indian or Yes No | r Alaska Native l | anguage immersio | on school? | VH240183 | NC | N/A |
| 7. How many American Indian and/o school? (Include both enrolled tribs calculations.) | | | | VC962919 | 7. How many American Indian and/or school? (Include both enrolled tribal calculations.) | | | | VH253888 | NC | Please note there were no content changes, but |
| 2015 Grade 8) | | | | | | | | | | | the comma was removed free response |
| ш,шшш | or American Indian for American India | or Alaska Natív m or Alaska Natí | e students? Some o | sciose f the others | 8. For this school year, has funding fr provide educational services and su students? Some of the sources are of Alaska Native education, while oth each row. | ipport for Americ lesignated specifi | an Indian or Alasl cally for American | ka Native n Indian or | VH241662 | NC | the comma was removed free response text box. The in-line direction was |
| 2015 Grade 8) 8. For this school year, has funding freducational services and support for sources are designated specifically | or American Indian for American India n one oval on each l | i or Alaska Natív in or Alaska Nati líne. | e students? Some o ve education, while | f the | provide educational services and su students? Some of the sources are of Alaska Native education, while other | ipport for Americ lesignated specifi | an Indian or Alasl cally for American | ka Native n Indian or | VH241662 | NC | the comma was removed free response text box. The in-line direction was adapted from |
| 8. For this school year, has funding frequestional services and support for sources are designated specifically are intended for broader use. Fill in a Title I funds (Compensatory | or American Indian for American India n one oval on each l Yes | or Alaska Nativ n or Alaska Nati line. No | e students? Some o ve education, while I don't know | f the | provide educational services and su students? Some of the sources are of Alaska Native education, while oth each row. a. Title I funds (Compensatory | ipport for Americ designated specifi ers are intended fo | an Indian or Alasl cally for America or broader use. Selo | ka Native n Indian or ect one circle in | VH241662 VH241663 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: |
| 8. For this school year, has funding frequestional services and support for sources are designated specifically are intended for broader use. Fill in a. Title I funds (Compensatory Education) b. Title II funds (Professional | or American Indian for American India n one oval on each l Yes | or Alaska Natív n or Alaska Nati line. No | e students? Some o ve education, while I don't know | f the others | provide educational services and sustudents? Some of the sources are calaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional | upport for Americ designated specifi ers are intended fo Yes | an Indian or Alasl cally for American or broader use. Selo No | A Native Indian or ect one circle in I don't know. | | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one |
| 8. For this school year, has funding freducational services and support for sources are designated specifically are intended for broader use. Fill in a Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ | or American Indian for American India n one oval on each l Yes | a or Alaska Natív nr or Alaska Natí line. No | e students? Some o ve education, while I don't know | the others VERNOR | provide educational services and su students? Some of the sources are of Alaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ | ipport for Americ lesignated specifi ers are intended for Yes | an Indian or Alasl cally for America or broader use. Selo No | ka Native n Indian or sect one circle in I don't know. | VH241663 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each |
| 8. For this school year, has funding frequestional services and support frequestional services are designated specifically are intended for broader use. Fill in a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) | or American Indian for American India n one oval on each l Yes | a or Alaska Nativini or Alaska Nati inc. No | e students? Some o ve education, while I don't know | the others where | provide educational services and su students? Some of the sources are: Alaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education | upport for Americ designated specific ers are intended for Yes | an Indian or Alasl cally for American or broader use. Sele No | a Native I Indian or cet one circle in I don't know. | VH241663 VH241664 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was |
| 8. For this school year, has funding frequestional services and support for sources are designated specifically are intended for broader use. Fill in a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds | or American Indian for American Indian on one oval on each l | a or Alaska Nativum or Alaska Natiline. No | e students? Some o ve education, while I don't know | the others VERNOUN VERNOUN VERNOUN VERNOUN VERNOUN VERNOUN VERNOUN | provide educational services and sustudents? Some of the sources are Alaska Native education, while other each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant e. Title VII, Discretionary Grant | upport for Americ designated specific ers are intended for Yes | an Indian or Alas) cally for Americar or broader use. Sele | as Native n Indian or rections circle in I don't know. | VH241663 VH241664 VH241665 VH241666 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to |
| 8. For this school year, has funding freducational services and support for sources are designated specifically are intended for broader use. Fill in a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Crant | or American Indian for American India for American India one oval on each l Yes | a or Alaska Nativan or Alaska Nativan or Alaska Natiline. No D | e students? Some o ve education, while I don't know | the others Windshi Windshi Windshi Windshi Windshi Windshi Windshi Windshi Windshi | provide educational services and sustudents? Some of the sources are a Alaska Native education, while otherwise each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant | upport for Americ lesignated specifi ers are intended fe Yes | nan Indian or Alasla cally for American or broader use. Sele | As Native n Indian or cet one circle in I don't know. | VH241663 VH241664 VH241665 VH241666 VH241667 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one |
| 8. For this school year, has funding freducational services and support for sources are designated specifically are intended for broader use. Fill in Education a. Title I funds (Compensatory Education) b. Title III funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant c. Title VII, Indian Education Individuals with Disabilities Education Act (IDEA) funds | or American Indian for American India for American India one oval on each l Yes | Or Alaska Nativian or Alaska Nativian or Alaska Nati | e students? Some ove education, while I don't know | ### the others Window Window | provide educational services and sustudents? Some of the sources are a Alaska Native education, while other each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant e. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities Education Act (IDEA) funds | upport for Americ designated specific ers are intended fe Yes | nan Indian or Alasla cally for American or broader use. Sele | a Native n Indian or cet one circle in I don't know. | VH241663 VH241664 VH241665 VH241667 VH24167 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer |
| 8. For this school year, has funding freducational services and support for sources are designated specifically are intended for broader use. Fill in a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Crant c. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities | or American Indian for American India for American India one oval on each l Yes | a or Alaska Nativan or Alaska Nativan or Alaska Natiline. No D | e students? Some o ve education, while I don't know | the others Windshi Windshi Windshi Windshi Windshi Windshi Windshi Windshi Windshi | provide educational services and sustudents? Some of the sources are a Alaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant e. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities | upport for Americ lesignated specifi ers are intended fe Yes | nan Indian or Alasla cally for American or broader use. Sele | As Native n Indian or cet one circle in I don't know. | VH241663 VH241664 VH241665 VH241666 VH241667 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one |
| 8. For this school year, has funding frequestional services and support for sources are designated specifically are intended for broader use. Fill in Education a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant under Indian Education for Individuals with Disabilities Education Act (IDEA) funds g. Impact Aid Program h. Johnson-O'Malley Grant 1. Alaska Native Education | or American Indian Indian Indian Indian Indian one oval on each I | Or Alaska Nativum or Alaska Nativum or Alaska Natiline. No D D D | e students? Some ove education, while I don't know | ### WEINGEN | provide educational services and sustudents? Some of the sources are a Alaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant e. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities Education Act (IDEA) funds g. Impact Aid Program h. Johnson-O'Malley Grant i. Alaska Native Education | upport for Americ designated specific ers are intended fo Yes | an Indian or Alaslically for American or A | as Native n Indian or n Indian or cert one circle in I don't know. | VH241663 VH241665 VH241665 VH241667 VH241667 VH241667 VH241667 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer |
| 8. For this school year, has funding frequestional services and support frou sources are designated specifically are intended for broader use. Fill in a Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant c. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities Education Act (IDEA) funds g. Impact Aid Program h. Johnson-O'Malley Grant | or American Indian Indian Indian Indian Indian one oval on each I | Or Alaska Nativum or Alaska Nativum or Alaska Natiline. No D D D D D | e students? Some ove education, while I don't know | ### windship ################################### | provide educational services and sustudents? Some of the sources are: Alaska Native education, while oth each row. a. Title I funds (Compensatory Education) b. Title II funds (Professional Improvement) c. Title III or other bilingual or ESL/ELL funds d. Title VII, Indian Education Formula Grant e. Title VII, Discretionary Grant under Indian Education f. Individuals with Disabilities Education Act (IDEA) funds g. Impact Aid Program h. Johnson-O'Malley Grant | upport for Americ designated specific ers are intended fo Yes | an Indian or Alaslically for American or Alaslically for American or broader use. Selection of the American or Alaslican or Al | as Native n Indian or n Indian or cert one circle in I don't know. | VH241663 VH241665 VH241665 VH241667 VH241674 VH241674 VH241679 | NC | the comma was removed free response text box. The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| evious item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|------------------|------------------|--------------------|-------------------|-------------|---|-----------------|-------------------|------------------|---------------|----------------------|---------------|---------------------------|
| Are families of your stude each line. | lents involved w | with your school | in the followin | g ways? Fill in o | one oval on | Are families of your student one circle in each row. | s involved with | your school in t | he following w | rays? Select | VH241675 | NC | The in-line direction was |
| | | T | | | | | | Yes | | No | 1 | | |
| | | Yes | | No | | a. Academic club (for example, | math club) | (A) | | (5) | VH241676 | | adapted fro |
| Academic club (for examp Arts club | ic, math club) | (3) | | Ø | VH158590 | b. Arts club | | (8) | | (8) | VH241677 | | PBA to DBA |
| c. Cultural dances or activit | ies (for example | _ | | 0 | 2000/2000 | c. Cultural dances or activities (| for example, | (4) | | ® | VH241678 | | "Fill in one |
| drum groups) | | - 7.0 | | - 10 | VIIISOS | drum groups) d. Drama club | | 0 | | (1) | VH241679 | | |
| d. Drama club c. Making school curriculun | Aminima | Ø | | Φ | VHI58993. | e. Making school curriculum de | cisions | (4) | | 0 | VH241680 | | oval on ead |
| f. Open houses or back-to-se | | (9) | | Φ. | OBSETHY | f. Open houses or back-to-school | | (3) | | ® | VH241681 | | line." was |
| g. Parent-teacher conference | | 0 | | 0 | VHI58596 | g. Parent-teacher conferences | | (A) | | ® | VH241682 | | |
| h. Parent-teacher organization | ins | 9 | | ® | VH158997 | h. Parent-teacher organizations | - 1 | (8) | | (1) | VH241683 | | adapted to |
| i. School sports | | 0 | | 0 | VH158598. | i. School sports | | (4) | | ® | VH241684 | | "Select on |
| j. Volunteer programs | | 0 | | • | VI81G8-259 | j. Volunteer programs | | (A) | | ® | VH241685 | 1 | |
| k. Other (please specify): | | _ @ | | 0 | VH158595 | k. Other (please specify): | | 0 | | (1) | VH241686 | | answer |
| | | | | | | | | | | | | | choice on |
| 015 Grade 8) In a typical school year, hov | | | de America I | le diam en Alask | VC962942 | 10. In a typical school year, ho Alaska Native community | w many times h | nas a member of | the American I | ndian or | VH241687 | NC | each row." The in-line |
| community done the follow | | | | ndian or Alaska | a inative | Alaska Native community | | | 3 or more | | | | direction v |
| | Never | 1-2 times | 3 or more times | I don't knov | v. | | Never | 1–2 times | times | I don't know. | | | adapted fr |
| Visited the school to | | | times | | | Visited the school to discuss education issues | | | | | 7 | | PBA to DB |
| discuss education issues | | | | | 1 4 7 | with students and staff, | Φ | ■ | 0 | • | VH241688 | | |
| with students and staff, other than a conference | ® | (8) | 0 | 0 | VC962943 | other than a conference regarding an individual | 9 | • | | | 11241000 | | "Fill in one |
| regarding an individual | | | | | | student | | | | | | | oval on ea |
| student Visited the school to share | | | | 1 | | Visited the school to share American Indian or Alaska | | | | | | | line." was |
| American Indian or Alaska | 75. 6 | | | | 45.1 | Native traditions and | ⊗ | ® | 0 | • | VH241690 | | |
| Native traditions and culture with students and | (4) | (1) | 0 | Φ | VC962944 | culture with students and staff | | | | | | | adapted to |
| staff | | | | | | c. Participated in Indian | | | | | | | "Select on |
| Participated in Indian Education Parent Groups | 0 | • | 0 | • | VC962946 | Education Parent Groups | 0 | • | 0 | • | VH241689 | | Select on |
| addition ratem croups | | | | | | | | | | | | | answer |
| | | | | | | | | | | | | | choice on |
|)15 Grade 8) | | | | | | | | | | | | | |
| | | | | | | | | | | | Fr. W. | | each row.' |
| 200 4 70 | | Land Land | NA. 2 | de La collège | VIII/54/26 | 11. Are the following courses an | | | | | VH241691 | NC | The in-line |
| Are the following courses culture offered at your sch | | bout American I | ndian or Alask | a Native traditi | ons and | traditions and culture offere | l at your schoo | l each year? Sele | ct one circle ir | n each row. | | 1 | direction w |
| _arms onsituat your sen | sweet year: | | | | | | - 1 | Yes | | No | | | |
| | | Yes | | No | | a. Year-long course | | 37,10 | | | VH241692 | | adapted fr |
| Year-long course | | 0 | | Φ | VH(51/27 | b. Semester-long course | | 0 | | ® | VH241692 VH241693 | 1 | PBA to DB |
| Semester-long course | | ۵ | | Φ | VH134928 | c. Workshop or unit | 7 | 0 | | • | VH241694 | 1 | |
| Workshop or unit | | 00 | | OD . | VH154932 | d. Clubs | | 9 | | 100 | VH241695 | 1 | "Fill in one |
| Clubs Other programs (for exampl | e study error | 0 | - | Φ. | VR125530 | e. Other programs (for example, | study groups | @ | | • | VH241696 | | oval on each |
| before or after regular class | | 0 | | 0 | VH(58929 | before or after regular class pe | riods) | w | | • | | | |
| | | | | | | | | | | | | | line." was |
| | | | | | | | | | | | | 1 | adapted to |
| | | | | | | | | | | | | 1 | - |
| | | | | | | | | | | | | | |
| 015 Grade 8) | | | | | | | | | | | | | "Select on |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|---|---|---|---|----------------------------------|---|--|---|--|---|--|---|---|--|---------------|--|
| | | | | | | | | | | | | | | | choice on each row." |
| 12. Are the following course culture required or elec- | | | | | | vcscssi s and | 12. Are the following cour traditions and culture r in each row. | rses or program required or ele | ms about Am ective for stud | erican Indian o ents at your scl | or Alaska Na nool? Select (| tive one circle | VH241697 | NC | The in-line direction wa |
| | - 1 | Required | Elect | ive 1 | Not offered | | | | Required | Elect | ive | Not offered | 1-1- |) | adapted fro |
| . Year-long course | | Ø | (D) | | 0 | VC362964 | a. Year-long course | | ® | (B) | A 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 0 | VH241698 | | PBA to DBA |
| . Semester-long course | | (B) | (0) | | 0 | VC962966 | b. Semester-long course | | ® | • | | 0 | VH241700 | | |
| . Workshop or unit | | 0 | (5) | | 0 | 1,74,74 | c. Workshop or unit | | 0 | (6) | | 0 | VH241699 | | "Fill in one |
| | | | | | | | | | | | | | | | oval on each |
| | | | | | | | | | | | | | | | line." was |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | adapted to |
| | | | | | | | | | | | | | | | "Select one |
| | | | | | | | | | | | | | | | answer |
| | | | | | | | | | | | | | | | choice on |
| 015 Grade 8) | | | | | | | | | | | | | | | |
| | | | | | | VENNORE | | | | | | | VH241701 | | each row." |
| | | | | | | 41.560 EST | 12 De studente in como | school receiv | e instruction | about America | Indian or A | Lacks | 111247107 | NIC. | T 1 11 |
| 1 Do etudante in vour cal | sool receive in | etruction abo | nt American | Indian or Ala | elea Matires e | nlenvas | | | | | | | | NC | The in-line |
| Do students in your sch in any of the following | | | | Indian or Ala | ska Native c | ultures | Native cultures in a | | | | | | | NC | _ |
| | | | ich line. | | | ultures | Native cultures in a | | | elect one circle Yes | | No | | NC | direction w |
| in any of the following | | | Yes | | No | | Native cultures in a | | | Yes | | No ® | VH241702 | NC | direction was |
| in any of the following Oral language | | | ich line. | | | vestans | Native cultures in a | ny of the follo | owing areas? S | elect one circle Yes | | No | VH241702 VH241703 VH241704 | NC | direction w adapted fro PBA to DBA |
| in any of the following Oral language Written language History of tribes or cultu | arcas? Fill in | | Yes So So | | No D D | VESWARES VESWARES VCSWARES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon | ny of the follo | owing areas? S | Yes | | No | VH241703 VH241704 VH241708 | NC | direction w adapted fro |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs | areas? Fill in o | | Yes So So So | | No D D D | VES-63005 VES-63007 VES-63009 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or | ultural groups ns | owing areas? S | Yes Solution of the circle of | | No | VH241703 VH241704 VH241708 VH241706 | NC | direction w adapted fro PBA to DBA "Fill in one |
| oral language Written language History of tribes or cultu | areas? Fill in o | | Yes So So | | No D D | VESWARES VESWARES VCSWARES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover | ultural groups ns dance | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction w adapted fro PBA to DBA "Fill in one oval on eac |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue | areas? Fill in o | one oval on ea | Yes S S S S S | | No | VC943005 VC943007 VC943008 VC943009 VC943010 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or | ultural groups ns dance rnment ssues importar | owing areas? S | Yes Solution of the circle of | | No | VH241703 VH241704 VH241708 VH241706 | NC | direction wadapted from PBA to DBA "Fill in one oval on each line." was |
| in any of the following Oral language Written language History of tribes or cultus Traditions and customs Arts, crafts, music, or dar Tribal or village governm | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction w adapted fro PBA to DBA "Fill in one oval on eac |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction w adapted fro PBA to DBA "Fill in one oval on eac line." was adapted to "Select one |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction wa adapted fro PBA to DBA "Fill in one oval on eac line." was adapted to "Select one answer |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on |
| Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue | areas? Fill in o | one oval on ea | Yes | | No | VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES VESAGRES | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | ultural groups ns dance rnment ssues importar | owing areas? S | Yes So | | No | VH241703 VH241704 VH241708 VH241706 VH241707 | NC | direction wa adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) | ral groups nee nent s important to | one oval on c | Yes S S S S S S S S S S S S S S S S S S | | No | VESHARIO | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is | altural groups us dance rnment sues importar | owing areas? S | Yes Solution Yes Solution Soluti | in each row. | No | VH241703 VH241704 VH241708 VH241706 VH241707 | | direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) | areas? Fill in o | the following s | Yes S S S S S S S S S S S S S S S S S S | | No | VESHARIO | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon c. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou | altural groups altural groups s dance rnment ssues importar | nt to | Yes Solution Wes Solution Soluti | in each row. | No | VH241703 VH241704 VH241708 VH241708 VH241706 VH241707 VH241707 | NC | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." |
| in any of the following Oral language Written language History of tribes or cultus Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) | areas? Fill in o | the following seach line. | Yes S S S S S S T T T T T T T T T T T T T | on your scho | No D D D D D D D D D D D D D | VC968865 VC968867 VC968867 VC968866 VC968866 VC968866 VC968866 VC968866 VC968866 VC968866 VC9688666 VC9688666 VC9688666 VC9688666 VC9688666 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou | altural groups altural groups see adance rnment sues importar ps does each of the curriculum? S | nt to | Yes Description of the control of t | on your scho | No D D D D D O D O D O D | VH241703 VH241704 VH441708 VH241706 VH241707 VH241707 VH241705 | | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted to "Select one answer choice on each row." |
| in any of the following Oral language Written language History of tribes or cultuse. Traditions and customs Arts, crafts, music, or dat Tribal or village governm. Current events and issue tribes or cultural groups O15 Grade 8) | areas? Fill in o | he following seach line. | Yes Some | on your scho | No D D D D D D D D D D D D D | ус-маже ус-ма ус-ма ус-ма | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts or | altural groups altural groups s dance rnment ssues importar | nt to | Yes Solution Wes Solution Soluti | in each row. | No | VH241703 VH241704 VH441708 VH241706 VH241707 VH241707 VH241705 | | direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted to "Select one answer choice on each row." |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill i | areas? Fill in o | he following seach line. | Yes Some influence | on your scho | No D D D D D D D D D D D D D | VES-00005 VES-00007 VES-00000 VES-00000 VES-00000 VES-00000 VES-00000 VES-000000 VES-000000 VES-000000000000000000000000000000000000 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts c | altural groups altural groups by dance rmment sues important sues import | he following select one circ | Yes Some | on your scho | No D D D D D D D D D D D D D | VH241703 VH241704 VH441708 VH241706 VH241707 VH241707 VH241705 | | direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted fro |
| in any of the following Oral language Written language History of tribes or cultus Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill i | does each of the one one one one one one one one one on | he following seach line. A little influence | Yes Some influence | on your scho A lot of influence | No D D D D D D D D D D D D D | VENORMS | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts c | altural groups altural groups but dance roment sues important sues import | nt to he following select one circ A little influence | Yes Some influence | on your scho | No D D D D D D D D D D D D D | VH241703 VH241704 VH241706 VH241706 VH241706 VH241706 VH241709 | | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted from PBA to DBA |
| in any of the following Oral language Written language History of tribes or cultuse Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill is a. State content standards b. District content standards | areas? Fill in o | he following seach line. | Yes Some influence | on your scho | No D D D D D D D D D D D D D | VES-00005 VES-00007 VES-00000 VES-00000 VES-00000 VES-00000 VES-00000 VES-000000 VES-000000 VES-000000000000000000000000000000000000 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts c a. State content standards b. District content standards | altural groups used ance rement usues importar ups does each of the turriculum? S No influence | to to be following select one circ | Yes Some influence | on your scho A lot of influence | No D D D D D D D D D D D D D | VH241705 VH241706 VH241706 VH241706 VH241706 VH241706 VH241706 | | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted from PBA to DBA "Fill in one |
| in any of the following Oral language Written language History of tribes or cultu Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill i | areas? Fill in or all groups need the simportant to does each of the one oval on the or all one oval on the or all or or all or | the following seach line. A little influence | Yes So | on your scho A lot of influence | No D D D D D D D D D D D D D | VC968007 VC968007 VC968007 VC968000 VC968000 VC968000 VC9680000 VC9680000 VC9680000 VC96800000 VC968000000000000000000000000000000000000 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts ce a. State content standards b. District content standards c. Standards developed by national | altural groups altural groups and ance roment sues important sues important sues interview of the curriculum? S No influence | the following select one circ | Ves Ves Some influence | on your scho A lot of influence | No D D D D D D D D D D D D D | VH241703 VH241704 VH241706 VH241706 VH241706 VH241706 VH241709 VH241709 VH241710 | | direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted fro PBA to DBA "Fill in one oval on each |
| in any of the following Oral language Written language History of tribes or cultus Traditions and customs Arts, crafts, music, or dat Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill i a. State content standards b. District content standards c. Standards developed by national professional | does each of the one one one one one one one one one on | he following seach line. A little influence | Yes Some influence | on your scho A lot of influence | No D D D D D D D D D D D D D | VENORMS | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon c. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts c a. State content standards b. District content standards c. Standards developed by national professional | altural groups altural groups but dance roment sues important sues import | nt to he following select one circ A little influence | Yes Some influence | on your scho | No D D D D D D D D D D D D D | VH241703 VH241704 VH241706 VH241706 VH241706 VH241706 VH241709 | | direction was adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on each row." The in-line direction was adapted from PBA to DBA "Fill in one oval on each oval on each or each or each oval on each on each or each on each or each o |
| in any of the following Oral language Written language History of tribes or cultus Traditions and customs Arts, crafts, music, or dar Tribal or village governm Current events and issue tribes or cultural groups O15 Grade 8) 14. How much influence arts curriculum? Fill i | areas? Fill in or all groups need the simportant to does each of the one oval on the or all one oval on the or all or or all or | the following seach line. A little influence | Yes So | on your scho A lot of influence | No D D D D D D D D D D D D D | VC968007 VC968007 VC968007 VC968000 VC968000 VC968000 VC9680000 VC9680000 VC9680000 VC96800000 VC968000000000000000000000000000000000000 | a. Oral language b. Written language c. History of tribes or cu d. Traditions and custon e. Arts, crafts, music, or f. Tribal or village gover g. Current events and is tribes or cultural grou 14. How much influence d reading/language arts ce a. State content standards b. District content standards c. Standards developed by national | altural groups altural groups and ance roment sues important sues important sues interview of the curriculum? S No influence | the following select one circ | Ves Ves Some influence | on your scho A lot of influence | No D D D D D D D D D D D D D | VH241703 VH241704 VH241706 VH241706 VH241706 VH241706 VH241709 VH241709 VH241710 | | direction w adapted fro PBA to DBA "Fill in one oval on eac line." was adapted to "Select one answer choice on each row." The in-line direction w adapted fro PBA to DBA "Fill in one |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| revious item | | | | | | | 2019 item | | | | | | | D/A/ R/NC+ | Rationale |
|---|-----------------------------|---------------|-------------------|--------------------------------------|--------------------------------|---|--|---|--|---------------------------------|-----------------------------------|----------------------|--|---------------|--|
| 2015 Grade 8) | | | | | | | | | | | | | | | "Select one answer choice on each row." |
| 15. How much influence do curriculum? Fill in one o | | | tandards have | e on your sch | ool's mathem | vc963023 | 15. How much influence of mathematics curricult | | | | e on your scho | ool's | VH241714 | NC | The in-line direction wa |
| | No influence | A little | Some influence | A lot of influence | Unaware o | f | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | adapted from |
| . State content | ® | • | 0 | Φ | 0 | VC963025 | a. State content standards | ∞ | ® | 0 | 0 | • | VH241715 | | PBA to DBA: |
| standards District content | Ø | • | 0 | | (D) | West control | b. District content standards | ® | 0 | 0 | Φ | © | VH241718 | | "Fill in one |
| standards Standards developed by national | | | - 32 | 0 | | VC.963026 | c. Standards developed by national | Ø | (8) | 0 | 0 | (D) | VH241717 | | oval on each |
| professional organizations | 0 | (1) | 0 | 0 | 0 | VC963027 | professional organizations | | | | | | | | line." was |
| organizations | | | | | | | PACE AND LANGUAGE AND AND ADDRESS OF THE PACE AND ADDR | | | | | | | | |
| . American Indian or Alaska Native content or cultural standards | · 🚳 | (1) | Φ | Φ | © | VC963028 | d. American Indian or Alaska Native content or cultural standards | @ | • | 0 | • | • | VH241716 | | adapted to "Select one answer |
| . American Indian or Alaska Native content | • | Φ | 0 | 0 | 0 | VC963028 | Alaska Native content or cultural standards | | | | | | VH241716 VH241719 | NG | "Select one answer choice on each row." |
| . American Indian or Alaska Native content or cultural standards | udents in yo | | | | | VIIIM66 | Alaska Native content | he students ii | n your school | , to what exten | | | | NC | "Select one answer choice on each row." |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) | udents in yo | ur school, to | what extent i | is each of the | following a pr | VIIIM66 | Alaska Native content or cultural standards 16. Considering all of the following a problem | he students in 13 Select one | n your school circle in each | , to what exten | | | VH241719 | NC | "Select one answer choice on each row." |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards fill in one oval on each | udents in you line. | ar school, to | what extent i | is each of the Moderate extent | tollowing a pr | VIIIM66 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism | he students in 13 Select one | n your school circle in each ot at all S | , to what exten row. | t is each of the | Large extent | VH241739 VH241730 | NC | "Select one answer choice on each row." The in-line direction was adapted fro |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards fill in one oval on each | udents in you line. | ar school, to | what extent i | is each of the Moderate extent | tollowing a pr Large extent | VIIIM66 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness | he students in 3 Select one | n your school circle in each ot at all S | to what exten row. | Moderate extent | Large extent | VH241739 VH241720 VH241721 | NC | "Select one answer choice on each row." The in-line direction was adapted fro PBA to DBA |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards fill in one oval on each | udents in you line. | ar school, to | what extent i | is each of the Moderate extent | tollowing a pr | VIII3866 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism | he students in 3 Select one | n your school circle in each ot at all S | to what exten row. mall extent | Moderate extent © © | Large extent | VH241739 VH241730 | NC | "Select one answer choice on each row." The in-line direction was adapted from |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards fill in one oval on each student tardiness student tardiness student health problems d. Teen pregnancies | udents in you | ar school, to | what extent i | Moderate extent | tollowing a pr | VHIMMO | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled. Teen pregnancies e. Drug or alcohol use b | he students in Proceedings of the Science one No. | n your school circle in each of at all S | to what exten row. mall extent | Moderate extent © © © | Large extent | VH241719 VH241720 VH241721 VH241721 VH241730 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one |
| 2015 Grade 8) 16. Considering all of the standards Fill in one oval on each a. Student absentecism b. Student tardiness c. Student health problems d. Teen pregnancies e. Drug or alcohol use by students | udents in you line. | ar school, to | what extent i | Moderate extent | tollowing a pr | VHISMOS Oblem? VHISMOS VHISMOS VHISMOS VHISMOS VHISMOS | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior | he students in 3 Select one No | n your school circle in each ot at all S | to what exten row. mall extent | Moderate extent © © | Large extent | VH241719 VH241720 VH241720 VH241721 VH241722 | NC | "Select one answer choice on each row." The in-line direction w adapted fro PBA to DBA |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards or cach 18. Student absenteeism 19. Student tardiness 19. Student tardiness 20. Student tardiness 21. Student health problems 22. Student misbehavior in class 23. Student misbehavior in class | udents in you line. | ar school, to | what extent i | Moderate extent | tollowing a pr | VH19666 bblem? VH18667 VH18667 VH19669 VH19667 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled d. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior class g. Physical conflicts am | he students in Select one No | n your school circle in each or at all S | to what extentow. mall extent | Moderate extent | Large extent | VHL41789 VHL41730 VHL41721 VHL41721 VHL41720 VHL41723 VHL41723 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards in one oval on each student absenteeism be. Student tardiness c. Student health problems d. Teen pregnancies c. Drug or alcohol use by students. | udents in you line. Not at | ar school, to | what extent i | Moderate extent | tollowing a pr | VH19666 oblem? VH18667 VH18667 VH18667 VH18660 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior class g. Physical conflicts am students | he students in Select one No | n your school circle in each of at all S | to what exten row. mall extent | Moderate extent © © © | Large extent | VH241789 VH241730 VH241730 VH241731 VH241732 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards a. Student absentecism b. Student tardiness c. Student health problems d. Teen pregnancies c. Drug or alcohol use by students f. Student misbehavior in class g. Physical conflicts among | udents in you line. Not at | ar school, to | what extent i | Moderate extent | tollowing a pr | унцыял тиныял т | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student tardiness c. Student health probled. d. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior class g. Physical conflicts ame students h. Bullying | he students in 12 Select one No | n your school circle in each of at all S | to what exten row. mall extent | Moderate extent © © © © © | Large extent | VIEAT79 VIEAT79 VIEAT710 VIEAT721 VIEAT722 VIEAT736 VIEAT724 VIEAT731 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards a. Student absentecism b. Student tardiness c. Student tardiness d. Teen pregnancies c. Drug or alcohol use by students f. Student misbehavior in class g. Physical conflicts among students h. Bullying i. Low student aspirations | udents in you line. Nut at | ar school, to | what extent is | Moderate extent | tollowing a pr | VH19666 bblem? VH186677 310 2020 VH18607 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior class g. Physical conflicts am students | he students in a Select one No | n your school circle in each of at all S | to what exten row. mall extent | Moderate extent © © © | Large extent | VH241790 VH241720 VH241721 VH241721 VH241722 VH241724 VH241724 VH241724 VH241724 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to |
| American Indian or Alaska Native content or cultural standards 2015 Grade 8) 16. Considering all of the standards 16. Considering all of the standards a. Student absentecism b. Student tardiness c. Student tardiness c. Student health problems d. Teen pregnancies c. Drug or alcohol use by students f. Student misbehavior in class g. Physical conflicts among students b. Bullying | udents in you line. Nut at | ar school, to | what extent i | Moderate extent | Large extent | VH19606 oblem? VH18667 VH18667 VH18660 VH18661 VH186611 VH186611 | Alaska Native content or cultural standards 16. Considering all of the following a problem a. Student absenteeism b. Student tardiness c. Student health probled d. Teen pregnancies e. Drug or alcohol use be students f. Student misbehavior class g. Physical conflicts ame students h. Bullying i. Low student aspiration | he students in a Select one No | n your school circle in each of at all S | to what exten row. mall extent | Moderate extent © © © © © © | Large extent | VHEA1739 VHEA1720 VHEA1721 VHEA1721 VHEA1723 VHEA1723 VHEA1724 VHEA1724 VHEA1726 VHEA1727 | NC | "Select one answer choice on each row." The in-line direction w adapted from PBA to DBA "Fill in one oval on each line." was adapted to "Select one |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous item | | | | | | 2019 item | | | | | | D/A/ R/NC+ | Rationale |
|---|---------------------------------------|---|--|-------------------------------------|-------------------------------------|---|---|---------------------------------------|---|--|--|---------------|---|
| 17. Which of the following typ basis? Fill in one oval on e. | | d family services | are offered at yo | our school on a | regular | 17. Which of the following type school on a regular basis? So | s of student and lect one circle in | family services an each row. | are offered at you | ur | VH241732 | NC | The in-line |
| basis; Thi in one ovar on c | acii iiic. | | | | | | | Offered | No | t offered | | | direction wa |
| | | Offered | Ne | ot Offered | | a. Health services for students s | uch as a | 0 | | (II) | VH241733 | | adapted froi |
| Health services for students school nurse | such as a | • | | • | VC963042 | school nurse b. Health services for families s | ich as a | | | | | | PBA to DBA: |
| b. Health services for families | such as a | ® | | (b) | VC963043 | community clinic | | 0 | | 1 | VH241734 | | "Fill in one |
| c. Social or counseling services | e for etudents | 0 | | ® | VC963045 | c. Social or counseling services d. Social or counseling services | | ■ | | (1) | VH241735 VH241739 | | |
| l. Social or counseling services | * * * * * * * * * * * * * * * * * * * | 0 | | 0 | VC963047 | e. Adult education programs for | | ® | - | 0 | VH241/39 VH241737 | | oval on eacl |
| e. Adult education programs fo | | 0 | | ® | VC963048 | f. Tutoring services for students | | 0 | | 0 | VH241738 | | line." was |
| f. Tutoring services for studen g. Career counseling services for | | 8 | | (B) | VH017944 VH017945 | g. Career counseling services for | students | ® | _ 1 | (1) | VH241736 | | adapted to |
| 2015 Grade 8) | | | | | | | | | | | | | answer choice on each row." |
| 2015 Grade 8) 18. In a typical school year, he for communication between | | | | | vc%3049 nities | 18. In a typical school year, hopportunities for commu | ow often does yo nication between | our school provid n school and fan | e each of the foll uilies? Select one | lowing e circle in | VH24(740 | NC | choice on |
| 18. In a typical school year, ho | | | | | | opportunities for commu | ow often does yo nication between A few times a year | n school and fan | e each of the foll pilies? Select one Once or twice a week | lowing e circle in Every day or almost every day | VH241749 | NC | choice on each row." The in-line direction wa adapted from |
| 18. In a typical school year, he for communication between the second s | A few times a | milies? Fill in on Once or twice | e oval on each li | ne. Every day or almost every | | a. Teacher/family conference (individual or group) | A few times a | n school and fam | Once or twice | Every day or almost every | VH241740 VH241741 | NC | choice on each row." The in-line direction wa adapted from |
| 18. In a typical school year, he for communication between the school of the school o | A few times a | onilies? Fill in on Once or twice a month | oval on each li Once or twice a week | Every day or almost every day | | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school | A few times a | Once or twice | Once or twice a week | Every day or almost every day | | NC | choice on each row." The in-line direction wa adapted from PBA to DBA: "Fill in one oval on each |
| 18. In a typical school year, he for communication between the force of the force | A few times a year | Once or twice a month | oval on each li Once or twice a week | Every day or almost every day | vc963053 | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home abou | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | VH241741 | NC | choice on each row." The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to |
| a. Teacher/family conferences (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent | A few times a year | Once or twice a month | o oval on each li Once or twice a week | Every day or almost every day | VC963053 | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home d. Events at school in which families are invited to participate | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | VH241741. VH241742 | NC | choice on each row." The in-line direction wa adapted from PBA to DBA: "Fill in one oval on each line." was |
| a. Teacher/family conferences (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home d. Events at school in which families are invited to participate e. Opportunities to participate in formulation of school policies and | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | VC963053 VC963054 VC963055 | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home d. Events at school in which families are invited to participate e. Opportunities to participate in formulation of school policies and improvement plans | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | VH241741. VH241742. VH241743 | NC | choice on each row." The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one |
| a. Teacher/family conferences (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home d. Events at school in which families are invited to participate in formulation of school policies and improvement plans f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the | A few times a year | Once or twice a month | e oval on each li Once or twice a week | Every day or almost every day | VC968653 VC968654 VC968655 VC968656 | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home d. Events at school in which families are invited to participate e. Opportunities to participate of school policies and | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | V1041741 V1041742 V1041743 V10241748 | NC | choice on each row." The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer choice on |
| 18. In a typical school year, he for communication between the for communication between the for communication between the for communication between the formation (for example, expectations, procedures, calendars) sent home about school c. Written reports (for example, report cards) of child's performance sent home to be performed to be performed to participate to participate to participate in formulation of school policies and improvement plans f. Opportunities to share American Indian or Alaska Native histories and | A few times a year | Once or twice a month | e oval on each li Once or twice a week | Every day or almost every day | VCM60553 VCM60554 VCM60556 VCM60557 | a. Teacher/family conference (individual or group) b. Information (for example, expectations, procedures, calendars) sent home about school c. Written report cards) of child's performance sent home d. Events at school in which families are invited to participate e. Opportunities to participate c. Opportunities to participate in formulation of school policies and improvement plans f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | V1041741 V1041742 V1041749 V1041748 V1041748 | NC | choice on each row." The in-line direction was adapted fro PBA to DBA "Fill in one oval on each line." was adapted to "Select one answer choice on |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

| Previous it | em | | | | | | | | | 2019 item | | | | | | | | | | D/A/ R/NC+ | Rationale |
|--|--------------------------|-------------|------------|-------------|-------------|-------------|------------|------------------|---------------|--|-------------------------|--------------------|---------------------------|----------------------------|---------------------------|-------------|-----------|------------------|----------|---------------|-------------------------------------|
| 19. What percenta school year? © 0-2% © 3-5% © 6-10% © 11-20% © 21-30% © 31-40% © 41-50% More than | | r grade 8 s | tudents d | ropped ou | t of school | l during tl | ne last | | VH158626 | 19. What percentage schoolyear? ② 0-2% ③ 3-5% ③ 6-10% ④ 11-20% ④ 21-30% ④ 31-40% ④ 41-50% Φ More than 56 | | grade 8 st | udents dr | opped out | t of school | during the | he last | | VH240184 | NC | N/A |
| 2015 Grad 20. Please indicat following stat | e what pe | | | | your scho | ool is desc | ribed by e | each of th | VC963064 e | 20. Please indicat each of the fol | e what po llowing st | rcentage catements | of the ind : Select or | ividuals a ne circle in | t your scho n each row | ool is desc | cribed by | Land | VH241749 | NC | The in-line direction wa |
| a. Teachers at | 0% | 1-5% | 6–10% | 11-25% | 26–50% | 51-75% | 76–100% | I don't know. | | a. Teachers at | 0% | 1-5% | 6–10% | 11-25% | 26-50% | 51-75% | 76–100% | I don't know. | | | adapted fro |
| this school for 3 or more years | 0 | ® | 0 | Θ | Ф | Φ | 0 | ⊕ | VC963065 | this school for 3 or more years | ® | (1) | 0 | 0 | • | Ð | 0 | • | VH241750 | | "Fill in one |
| b. American Indian or Alaska Native teachers at this school | 0 | ® | 0 | 0 | Φ | Θ | 0 | • | VC963073 | b. American Indian or Alaska Native teachers at this school | ® | ₿ | 0 | 0 | 0 | Θ | @ | • | VH241752 | | oval on each |
| c. American Indian or Alaska Native staff other than teachers | 0 | (8) | 0 | Φ | • | • | 0 | • | VC963074 | c. American Indian or Alaska Native staff other than teachers | 0 | (B) | 0 | 0 | Θ | Θ | 0 | • | VHZ41751 | | adapted to "Select one answer |
| 2015 Grad | e 8) | | | | | | | | | | | | | | | | | | | | choice on each row." |
| 21. To what exten students for hi Not at all Small exten Moderate c Large exter | gh school nt xtent | | ighth-grac | le curricul | a emphas | ize prepar | ing | | VH170538 | 21. To what extent students for hig Not at all Small extens Moderate ex Large extent | h school? t | chool's ei | ghth-grad | e curricul | a emphasi: | ze prepari | ing | | VH240185 | NC | N/A |

⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3ar: Operational Grade 8 NIES

| 1. | What is your professional position (title) at this school? | |
|----|--|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | VH253882 |
| 2. | Counting this year, how many years has the current principal or head of school held his the receition at this school? If less than I want total onter "01" | |
| | held his/her position at this school? If less than 1 year total, enter "01." Years | |
| | Teats | |
| | | |
| 2 | William of the Caller than the control of the Caller of th | VH240180 |
| 3. | Which of the following describes your school best? Please select one circle only. Regular public school | |
| | Charter public school | |
| | © Bureau of Indian Education contracted or grant school | |
| | Bureau of Indian Education operated school | |
| | © Other nonpublic school | |
| | | |

| | | VH240181 |
|----|--|----------|
| 4. | Is your school a boarding school? | |
| | ① Yes | |
| | ® No | |
| | | |
| | | |
| | | VH240182 |
| 5. | Is your school located on a reservation/on tribal land? | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH240183 |
| 6. | Is your school an American Indian or Alaska Native language immersion school? | |
| | Yes | |
| | ® No | |
| | | |
| | | |
| | | VH253888 |
| 7. | How many American Indian and/or Alaska Native students are enrolled at your school? (Include both enrolled tribal members and descendants in your calculations.) | |

Students

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

| | Yes | No | I don't know. | |
|--|------------|----------|---------------|----------|
| a. Title I funds (Compensatory Education) | (A) | ® | 0 | VH241663 |
| b. Title II funds (Professional Improvement) | (8) | ® | 0 | VH241664 |
| c. Title III or other bilingual or ESL/ ELL funds | (8) | ® | 0 | VH241665 |
| d. Title VII, Indian Education Formula Grant | (8) | ® | 0 | VH241666 |
| e. Title VII, Discretionary Grant under Indian Education | (8) | ® | 0 | VH241667 |
| f. Individuals with Disabilities Education Act (IDEA) funds | (A) | ® | 0 | VH241674 |
| g. Impact Aid Program | (A) | ® | O | VH241669 |
| h. Johnson-O'Malley Grant | (A) | ® | 0 | VH241670 |
| i. Alaska Native Education Programs | (A) | ® | 0 | VH241671 |
| j. Tribal or Village funds | (A) | ® | 0 | VH241672 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | (A) | ® | 0 | VH241673 |

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

| | Yes | No | |
|---|------------|----|----------|
| a. Academic club (for example, math club) | (A) | ® | VH241676 |
| b. Arts club | A | ® | VH241677 |
| c. Cultural dances or activities (for example, drum groups) | (A) | ® | VH241678 |
| d. Drama club | (A) | ® | VH241679 |
| e. Making school curriculum decisions | A | ® | VH241680 |
| f. Open houses or back-to-school nights | (A) | ® | VH241681 |
| g. Parent-teacher conferences | A | ® | VH241682 |
| h. Parent-teacher organizations | A | ® | VH241683 |
| i. School sports | (A) | ® | VH241684 |
| j. Volunteer programs | A | ® | VH241685 |
| k. Other (please specify): | (A) | ® | VH241686 |

VH241687

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

| | Never | 1–2 times | 3 or more times | I don't know. | |
|--|---------|-----------|-----------------|---------------|----------|
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | | ® | 0 | 0 | VH241688 |
| b. Visited the school to she American Indian or Ala Native traditions and culture with students as staff | ska 💮 💿 | (9) | 0 | 0 | VH241690 |
| c. Participated in Indian Education Parent Group | os 🗈 | ® | 0 | 0 | VH241689 |

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

| | Yes | No | |
|---|------------|----|----------|
| a. Year-long course | (A) | ® | VH241692 |
| b. Semester-long course | (A) | ® | VH241693 |
| c. Workshop or unit | (A) | ® | VH241694 |
| d. Clubs | (A) | ® | VH241695 |
| e. Other programs (for example, study groups before or after regular class periods) | (A) | ® | VH241696 |

VH241697

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

| | Required | Elective | Not offered | |
|-------------------------|------------|----------|-------------|----------|
| a. Year-long course | (A) | ® | 0 | VH241698 |
| b. Semester-long course | (A) | ® | 0 | VH241700 |
| c. Workshop or unit | (A) | ® | © | VH241699 |

13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

| | Yes | No | |
|---|-----|----|----------|
| a. Oral language | (A) | ® | VH241702 |
| b. Written language | A | ® | VH241703 |
| c. History of tribes or cultural groups | (A) | ® | VH241704 |
| d. Traditions and customs | A | ® | VH241708 |
| e. Arts, crafts, music, or dance | (A) | ® | VH241706 |
| f. Tribal or village government | (A) | ® | VH241707 |
| g. Current events and issues important to tribes or cultural groups | (4) | ® | VH241705 |

VH241709

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

| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|---|-----------------|--------------------|-------------------|--------------------|----------------------|----------|
| a. State content standards | (A) | B | 0 | 0 | Œ | VH241710 |
| b. District content standards | (A) | B | 0 | 0 | Œ | VH241713 |
| c. Standards developed by national professional organizations | (A) | ® | 0 | 0 | ©. | VH241712 |
| d. American Indian or Alaska Native content or cultural standards | (A) | ® | 0 | 0 | Œ | VH241711 |

15. How much influence does each of the following standards have on your school's **mathematics** curriculum? Select **one** circle in each row.

| | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | |
|----|--|-----------------|--------------------|-------------------|--------------------|----------------------|----------|
| a. | State content standards | Ø | ® | 0 | 0 | Œ | VH241715 |
| b. | District content standards | (A) | ® | 0 | 0 | Œ | VH241718 |
| c. | Standards developed by national professional organizations | ® | ® | 0 | 0 | ©. | VH241717 |
| d. | American Indian or Alaska Native content or cultural standards | (A) | ® | 0 | 0 | Œ | VH241716 |

16. Considering all of the students in your school, to what extent is each of the following a problem? Select **one** circle in each row.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---|------------|--------------|--------------------|--------------|----------|
| a. Student absenteeism | A | ® | 0 | 0 | VH241720 |
| b. Student tardiness | A | ® | 0 | 0 | VH241721 |
| c. Student health problems | A | ® | 0 | 0 | VH241722 |
| d. Teen pregnancies | A | ® | 0 | 0 | VH241730 |
| e. Drug or alcohol use by students | (A) | ® | 0 | 0 | VH241723 |
| f. Student misbehavior in class | (A) | ® | 0 | 0 | VH241724 |
| g. Physical conflicts among students | (A) | ® | 0 | 0 | VH241731 |
| h. Bullying | A | ® | 0 | 0 | VH241726 |
| i. Low student aspirations | A | ® | 0 | 0 | VH241727 |
| j. Low teacher expectations | A | ® | 0 | 0 | VH241728 |
| k. Low family involvement | A | ® | 0 | 0 | VH241729 |
| 1. Inadequate transportation for students | (A) | ® | 0 | 0 | VH241725 |

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

| | Offered | Not offered | |
|--|------------|-------------|----------|
| a. Health services for students such as a school nurse | (8) | ® | VH241733 |
| b. Health services for families such as a community clinic | (4) | ® | VH241734 |
| c. Social or counseling services for students | (A) | ® | VH241735 |
| d. Social or counseling services for families | (A) | ® | VH241739 |
| e. Adult education programs for all ages | (A) | ® | VH241737 |
| f. Tutoring services for students | (A) | ® | VH241738 |
| g. Career counseling services for students | (A) | ® | VH241736 |

18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

| | | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|-----------------|---|--------------------|-----------------------|-------------------------|-------------------------------|----------|
| | acher/family conferences dividual or group) | (A) | (8) | 0 | 0 | VH241741 |
| exp cal | formation (for example, pectations, procedures, lendars) sent home about nool | (4) | ® | 0 | 0 | VH241742 |
| exa | ritten reports (for ample, report cards) of ild's performance sent me | (4) | ® | 0 | 0 | VH241743 |
| fan | ents at school in which nilies are invited to rticipate | (A) | ® | 0 | 0 | VH241748 |
| par of s | oportunities to rticipate in formulation school policies and provement plans | 0 | ® | 0 | 0 | VH241745 |
| An Na tra | pportunities to share merican Indian or Alaska ative histories and ditions as part of the structional program | (4) | ® | 0 | 0 | VH241746 |
| | lephone calls with rents | A | ® | 0 | 0 | VH241747 |
| | ormation provided rough websites or e-mail | A | ® | 0 | 0 | VH241744 |

- **19.** What percentage of your grade 8 students dropped out of school during the last schoolyear?
 - ♠ 0-2%
 - ® 3-5%
 - © 6-10%
 - ① 11-20%
 - © 21-30%
 - © 31-40%
 - © 41–50%
 - ⊕ More than 50%

20. Please indicate what percentage of the individuals at your school is described by each of the following statements: Select **one** circle in each row.

VH241749

| | 0% | 1–5% | 6–10% | 11–25% | 26-50% | 51–75% | 76–100% | I don't know. | |
|---|----------|------|-------|--------|--------|--------|---------|------------------|----------|
| a. Teachers at this school for 3 or more years | Ø | ß | 0 | 0 | Ē | © | 6 | Ð | VH241750 |
| b. American Indian or Alaska Native teachers at this school | (| ® | 0 | Θ | © | © | 9 | ⊕ | VH241752 |
| c. American Indian or Alaska Native staff other than teachers | (| ® | 0 | 0 | Ē | © | 6 | Ð | VH241751 |

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

Appendix K-3as: Summary of Changes Operational Grade 4, 8 & 12 Giving Back

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|--|
| Would you like access to an interactive website that shows how others in the nation responded to a similar NAEP questionnaire? Yes No | 1. Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation? Example Question In 2017, 75% of reading teachers used reading-related websites or apps as supplemental resources when teaching English/language arts. Yes, I want access to preliminary information regarding teachers and schools across the nation. | R | The item was revised to accommodat e system changes. |
| (2018 Grade 4, 8, and 12)2. If yes, please provide your email address so that we may send access to the website. | 2. What type of analyses do you want to do based on feedback? a. How other teachers and school administrators across the nation responded to this questionnaire b. How other teachers and school administrators in my state responded to this questionnaire c. What resources for learning and instruction are available to and used by teachers and school administrators d. How instruction for different subjects is organized in classrooms e. The type of training and education received by teachers across the nation f. Technology infrastructure that is available for students, teachers, and school administrators g. Information about enrollment and absenteeism in schools across the nation h. How students across the nation performed on the assessment i. How students in my state performed on the assessment j. Other information not listed above (Please specify): | R | The item was revised to accommodate system changes. |

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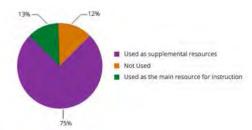
⁺ This column indicates whether the item was dropped (D), added (A), revised (R), or there was no change (NC).

Appendix K-3at: Operational Grade 4, 8 & 12 Giving Back

1. Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation?

Example Question

In 2017, 75% of reading teachers used reading-related websites or apps as supplemental resources when teaching English/language arts.



____ Yes, I want access to preliminary information regarding teachers and schools across the nation.

- 2. What type of analyses do you want to do based on feedback?
 - a. How other teachers and school administrators across the nation responded to this questionnaire
 - b. How other teachers and school administrators in my state responded to this questionnaire
 - c. What resources for learning and instruction are available to and used by teachers and school administrators
 - d. How instruction for different subjects is organized in classrooms
 - e. The type of training and education received by teachers across the nation
 - f. Technology infrastructure that is available for students, teachers, and school administrators
 - g. Information about enrollment and absenteeism in schools across the nation
 - h. How students across the nation performed on the assessment
 - i. How students in my state performed on the assessment
 - j. Other information not listed above (Please specify):