

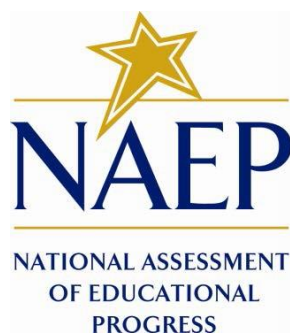
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*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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User ID:
Krishna

Password:

[Forgot Your Password?](#)

SIGN IN

SCHOOL QUESTIONNAIRE

GRADE 8

During the 2018–2019 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). As part of the assessment, NAEP will investigate the relationship between students' achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. **This questionnaire should be completed by the principal or other head administrator.**

We realize that you are very busy; however, we urge you to complete the questionnaire as carefully as possible. While your participation is voluntary, your responses to these questions are critical to ensuring that this survey is accurate and complete.

All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0928 APPROVAL EXPIRES 9/30/2021

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

< Previous

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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 |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24093</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH86097</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p>Issue: School Climate</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrative.</p> |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">VIE20977</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VIE86791</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p> | R | The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations. |
| <p style="text-align: right; font-size: small;">VIE25912</p> <p>5. What is the current enrollment in your school?</p> <p style="text-align: center;">□□□□</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VIE25912</p> <p>5. What is the current enrollment in your school?</p> <p style="text-align: center;">□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VIE25923</p> <p>6. Approximately what percentage of fourth-graders in your school is new this year?</p> <p style="text-align: center;">□□□ %</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VIE25923</p> <p>7. Approximately what percentage of fourth-graders in your school is new this year?</p> <p style="text-align: center;">□□□ %</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VIE40215</p> <p>7. About what percentage of this year’s fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VIE40215</p> <p>8. About what percentage of this year’s fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | NC | N/A |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VH240208</p> <p>8. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240208</p> <p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240209</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240209</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240210</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240210</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|--|
| <p style="text-align: right; font-size: small;">VH240211</p> <p>11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2018 Grade 4)</p> | <p>N/A</p> | <p>D</p> | <p>Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VH240212</p> <p>12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240212</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>Issue: School Climate</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">VH240215</p> <p>13. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240215</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">VH240216</p> <p>14. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240216</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHE40217</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2017 <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 or earlier <p>(2018 Grade 4)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VHE40218</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHE40218</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">VHE40219</p> <p>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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHE40219</p> <p>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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241918</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241921</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241923</td> </tr> <tr> <td>d. English-as-a-second language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241924</td> </tr> <tr> <td>e. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241925</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241918 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241921 | c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241923 | d. English-as-a-second language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241924 | e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241931</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241932</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241934</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241925</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241931 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241932 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241934 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | <p>R</p> | <p>Due to a lack of response variability and to keep school administrator burden low sub-item c. was dropped.</p> |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. English-as-a-second language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241931 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241932 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|----------------|-------|--------|--------|----------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p style="text-align: right; font-size: small;">VH24020</p> <p>19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH24198</p> <p>20. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241940 | b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241939 | <p style="text-align: right; font-size: small;">VH24198</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241940 | b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241939 | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH25099</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>21. 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.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH25099</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>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.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|---|-----------------------|-----------------------|-----------------------|----------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----|---|---|
| <p>22. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p> | <p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one year</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41943</td> </tr> <tr> <td>b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41942</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41943 | b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41942 | 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. |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | |
| a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41943 | | | | | | | | | | | | | | | | | | | | |
| b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41942 | | | | | | | | | | | | | | | | | | | | |
| <p>24. In the last school year, how many full-time teachers were new to your school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2018 Grade 4)</p> | 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. | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|--|
| <p style="text-align: right; font-size: small;">VHE40222</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>(2018 Grade 4)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VHS01599</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS0068</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <p>Issue: Technology Use</p> | <p>R</p> | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| <p style="text-align: right; font-size: small;">VHS8716</p> <p>27. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS8716</p> <p>22. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS4282</p> <p>28. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS6099</p> <p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <p>Issue: Technology Use</p> | R | The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations. |
| <p style="text-align: right; font-size: small;">VHS7118</p> <p>29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS7118</p> <p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS7129</p> <p>30. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS7129</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHS8712</p> <p>31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS8700</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |
| <p style="text-align: right; font-size: small;">VHS1502</p> <p>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.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS1502</p> <p>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.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS7138</p> <p>33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS7138</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS7131</p> <p>34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS709</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot</p> |

2019 Operational Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------|---|-----------------------------|-------------------------------|-------------------------------|---------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|-----|---|---|
| | | | administratio ns. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <small style="float: right;">VH617371</small> 35. In your school, is there a wireless Internet connection that students can use for schoolwork? <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No (2018 Grade 4) | <small style="float: right;">VH617371</small> 30. In your school, is there a wireless Internet connection that students can use for schoolwork? <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No Issue: Technology Use | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <small style="float: right;">VH617375</small> 36. This school year, did your school offer technical support to teachers for computers and tablets used in this school? <input type="radio"/> Yes, we are partnering with a provider outside the school. <input type="radio"/> Yes, we have technical support staff in the school. <input type="radio"/> No (2018 Grade 4) | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, this item was dropped. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <small style="float: right;">VH01406</small> 37. How often do teachers do the following in this school? Select one circle in each row. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th style="text-align: center;">Several times a day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: small;">VH01410</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: small;">VH01411</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: small;">VH01414</td> </tr> <tr> <td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: small;">VH01415</td> </tr> </tbody> </table> (2018 Grade 4) | | 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 | | a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01410 | b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01411 | c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01414 | d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01415 | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, this item was dropped. |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01410 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01414 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH01415 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3b: Operational 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
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 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

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?

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

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

 %

8. 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%

9. 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%

10. 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%

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%

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

- Ⓐ Yes
- Ⓑ No

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).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

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

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. VH241920

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|--|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241931 |
| b. Gifted and talented program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241922 |
| c. English-as-a-second-language (not in a bilingual education program) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241924 |
| d. Special education | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241925 |

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

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | 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

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

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

20. Does your school, district, or diocese offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

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)

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.

23. 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

24. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

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
- Ⓔ 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
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts

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.

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.

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts

30. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

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

2019 Pilot Grade 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale |
|--|--|-----------|---|
| N/A | <p style="text-align: right; font-size: small;">VH712290</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p> | A | This item was added to provide additional contextual information. |
| <p style="text-align: right; font-size: small;">VH240382</p> <p>1. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240382</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240383</p> <p>2. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240383</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: School Climate</p> | 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 |
|--|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH311531</p> <p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH720977</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p> | R | The response option “None of the Above” was removed. |
| <p style="text-align: right; font-size: small;">VH259012</p> <p>4. What is the current enrollment in your school?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH259012</p> <p>5. What is the current enrollment in your school?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH259025</p> <p>5. Approximately what percentage of fourth-graders in your school is new this year?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□ %</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH092141</p> <p>7. Approximately what percentage of fourth-graders in your school is new this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | R | The response format was changed to match other similar items in the questionnaire and reduce school administrator burden. |
| <p style="text-align: right; font-size: small;">VH040211</p> <p>6. About what percentage of this year’s fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH040211</p> <p>8. About what percentage of this year’s fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | 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 |
|---|---|---------------|--|
| <p style="text-align: right; font-size: small;">V11240308</p> <p>7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V11240308</p> <p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V11240306</p> <p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–3% <input type="radio"/> 4–6% <input type="radio"/> 7–10% <input type="radio"/> 11–20% <input type="radio"/> Over 20% <p>(2017 Grade 4)</p> | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| <p style="text-align: right; font-size: small;">V11240210</p> <p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–3% <input type="radio"/> 4–6% <input type="radio"/> 7–10% <input type="radio"/> 11–20% <input type="radio"/> Over 20% <p>(2017 Grade 4)</p> | 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 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH240211</p> <p>10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0–2% <input type="radio"/> 3–5% <input type="radio"/> 6–10% <input type="radio"/> More than 10% <p>(2017 Grade 4)</p> | <p>N/A</p> | <p>D</p> | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VH240212</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0–2% <input type="radio"/> 3–5% <input type="radio"/> 6–10% <input type="radio"/> More than 10% <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240212</p> <p>9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0–2% <input type="radio"/> 3–5% <input type="radio"/> 6–10% <input type="radio"/> More than 10% <p>Issue: School Climate</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">VH240215</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <i>Questions 13–15 are not applicable and will be skipped.</i> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240215</p> <p>11. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>No content change was made but the skip pattern directions have been removed due to the transition to DBA.</p> |
| <p style="text-align: right; font-size: small;">VH240216</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <i>Question 14 is not applicable and will be skipped.</i> <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240216</p> <p>12. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>No content change was made but the skip pattern directions have been</p> |

+ 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 |
|---|-----------|---------------|--|
| | | | removed due to the transition to DBA. |
| <p style="text-align: right; margin-right: 10px;"><small>VHE#0317</small></p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 <input type="radio"/> 2011 or earlier <p>(2017 Grade 4)</p> | 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 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------|------|-------|--------|--------|--------|--------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|
| <p style="text-align: right; font-size: small;">VHE4018</p> <p>15. 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?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-34%</p> <p><input type="radio"/> 35-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-99%</p> <p><input type="radio"/> 100%</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHE4018</p> <p>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?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-34%</p> <p><input type="radio"/> 35-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-99%</p> <p><input type="radio"/> 100%</p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE4019</p> <p>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.)</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes, our school receives funds, which are targeted to eligible students.</p> <p><input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHE4019</p> <p>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.)</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes, our school receives funds, which are targeted to eligible students.</p> <p><input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.</p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE4020</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41951</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41952</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41953</td> </tr> <tr> <td>d. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41954</td> </tr> <tr> <td>c. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41955</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41953 | d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41954 | c. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41955 | <p style="text-align: right; font-size: small;">VHE4020</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41951</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41952</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41924</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41925</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41924 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41925 | R | <p>Due to a lack of clear relationship to achievement and to keep school administrator burden low, sub-item C was dropped.</p> |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41953 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41954 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41955 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Pilot Grade 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------|-----------|--------|----------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|--|--|----------------|-------|--------|--------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|----|-----|
| <p style="text-align: right; font-size: small;">VH24020</p> <p>18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24020</p> <p>16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH241938</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | <p style="text-align: right; font-size: small;">VH241938</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH23959</p> <p><i>For all teacher counts entered in item 20:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH23959</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>18. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Pilot Grade 4 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|---|-----------------------|-----------------------|-----------------------|----------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----|---|---|
| <p style="text-align: right; font-size: small;">VHE4021</p> <p>21. Does your school or district offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS47401</p> <p>19. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | R | <p>This item was revised to include “diocese” as a source of tenure.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE41941</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">0-10%</th> <th style="width: 10%;">11-25%</th> <th style="width: 10%;">26-50%</th> <th style="width: 10%;">51-75%</th> <th style="width: 10%;">76-90%</th> <th style="width: 10%;">Over 90%</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one year</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41943</td> </tr> <tr> <td>b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41942</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41943 | b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41942 | N/A | D | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | |
| a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41943 | | | | | | | | | | | | | | | | | | | | |
| b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41942 | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE54012</p> <p>23. In the last school year, how many full-time teachers were new to your school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p style="font-size: x-small;">If you answered 0, Question 24 is not applicable and will be skipped.</p> <p>(2017 Grade 4)</p> | N/A | D | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Pilot Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|---|
| <p style="text-align: right; font-size: small;">V1E40222</p> <p>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?</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–25%</p> <p><input type="radio"/> 26–50%</p> <p><input type="radio"/> 51–75%</p> <p><input type="radio"/> 76–90%</p> <p><input type="radio"/> Over 90%</p> <p>(2017 Grade 4)</p> | <p>N/A</p> | <p>D</p> | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">V1E51899</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E51899</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">V1E57116</p> <p>26. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E57116</p> <p>21. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">V1E42862</p> <p>27. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E42862</p> <p>22. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |

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2019 Pilot Grade 4 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VHS8718</p> <p>28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS8718</p> <p>23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS8729</p> <p>29. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS8729</p> <p>24. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |

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| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VHS87122</p> <p>30. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS87122</p> <p>25. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS1592</p> <p>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.</p> <p style="font-size: 2em; margin-left: 20px;">□□□□</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS1592</p> <p>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.</p> <p style="font-size: 2em; margin-left: 20px;">□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87138</p> <p>32. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS87138</p> <p>27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87131</p> <p>33. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VHS87131</p> <p>28. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use</p> | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------|--|-----------------------------|-------------------------------|-------------------------------|---------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----|---|--|
| <p style="text-align: right; font-size: small;">V1617371</p> <p>34. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1617371</p> <p>29. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1617375</p> <p>35. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="radio"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="radio"/> Yes, we have technical support staff in the school.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p> | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1311439</p> <p>36. How often do teachers do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th>Several times a day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311440</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311441</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311442</td> </tr> <tr> <td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311443</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | 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 | | a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311440 | b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311441 | c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311442 | d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311443 | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311440 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311441 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311442 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311443 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|-----------|----|--|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|-----------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|----------------------------------|-----------------------|-----------------------|----------|---|---|
| N/A | <div style="text-align: right; font-size: small; margin-bottom: 5px;">VIR12914</div> <p>10. Are the following factors considered when students are admitted to your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Student's record of academic performance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12915</td> </tr> <tr> <td>b. Student's scores on an admission test</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12917</td> </tr> <tr> <td>c. Recommendation of the students' prior schools</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12918</td> </tr> <tr> <td>d. Parents' agreement with the instructional or religious philosophy of the school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12919</td> </tr> <tr> <td>e. Whether the student requires a special program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12920</td> </tr> <tr> <td>f. Whether the student is interested in a special program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR58971</td> </tr> <tr> <td>g. Preference given to family members of current or former students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12921</td> </tr> <tr> <td>h. Residence in a particular area</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12922</td> </tr> <tr> <td>i. Qualitative information obtained from the student (e.g., student essays or interviews)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12923</td> </tr> <tr> <td>j. Other (please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12924</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Yes | No | | a. Student's record of academic performance | <input type="radio"/> | <input type="radio"/> | VIR12915 | b. Student's scores on an admission test | <input type="radio"/> | <input type="radio"/> | VIR12917 | c. Recommendation of the students' prior schools | <input type="radio"/> | <input type="radio"/> | VIR12918 | d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> | <input type="radio"/> | VIR12919 | e. Whether the student requires a special program | <input type="radio"/> | <input type="radio"/> | VIR12920 | f. Whether the student is interested in a special program | <input type="radio"/> | <input type="radio"/> | VIR58971 | g. Preference given to family members of current or former students | <input type="radio"/> | <input type="radio"/> | VIR12921 | h. Residence in a particular area | <input type="radio"/> | <input type="radio"/> | VIR12922 | i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> | <input type="radio"/> | VIR12923 | j. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VIR12924 | A | This item was added to provide additional contextual information. |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student's record of academic performance | <input type="radio"/> | <input type="radio"/> | VIR12915 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student's scores on an admission test | <input type="radio"/> | <input type="radio"/> | VIR12917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Recommendation of the students' prior schools | <input type="radio"/> | <input type="radio"/> | VIR12918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> | <input type="radio"/> | VIR12919 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Whether the student requires a special program | <input type="radio"/> | <input type="radio"/> | VIR12920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Whether the student is interested in a special program | <input type="radio"/> | <input type="radio"/> | VIR58971 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Preference given to family members of current or former students | <input type="radio"/> | <input type="radio"/> | VIR12921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Residence in a particular area | <input type="radio"/> | <input type="radio"/> | VIR12922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> | <input type="radio"/> | VIR12923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VIR12924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

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
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 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
- Ⓛ Other (Please specify): _____

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- (A) American Association of Christian Schools
- (B) Association of Christian Schools International
- (C) Christian Schools International
- (D) National Association of Episcopal Schools
- (E) National Association of Independent Schools
- (F) National Catholic Educational Association
- (G) National Society of Hebrew Day Schools
- (H) The Association of Boarding Schools
- (I) Other (Please specify): _____
- (J) Not affiliated with any organization

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?

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

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

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

8. 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%

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

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

10. 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 | <input type="radio"/> A | <input type="radio"/> B | VH812915 |
| b. Student's scores on an admission test | <input type="radio"/> A | <input type="radio"/> B | VH812917 |
| c. Recommendation of the students' prior schools | <input type="radio"/> A | <input type="radio"/> B | VH812918 |
| d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> A | <input type="radio"/> B | VH812919 |
| e. Whether the student requires a special program | <input type="radio"/> A | <input type="radio"/> B | VH812920 |
| f. Whether the student is interested in a special program | <input type="radio"/> A | <input type="radio"/> B | VH858971 |
| g. Preference given to family members of current or former students | <input type="radio"/> A | <input type="radio"/> B | VH812921 |
| h. Residence in a particular area | <input type="radio"/> A | <input type="radio"/> B | VH812922 |
| i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> A | <input type="radio"/> B | VH812923 |
| j. Other (please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH812924 |

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

- A Yes
- B No

12. How does the school operate the program?

- A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- B 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?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

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

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

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|--|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241931 |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241922 |
| c. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241924 |
| d. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | 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
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | 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*

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
- B No

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.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- D Other digital devices (Please specify): _____

21. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

22. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

23. 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 average age of the **laptop computers** (including Chromebooks) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 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.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

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.

27. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

29. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

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

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|--|
| <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24033</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH24033</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p>Issue: School Climate</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH120977</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH186791</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p> | R | The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations. |
| <p style="text-align: right; font-size: small;">VH125912</p> <p>5. What is the current enrollment in your school?</p> <p style="font-size: 2em;">□□□□</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH125912</p> <p>5. What is the current enrollment in your school?</p> <p style="font-size: 2em;">□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH125943</p> <p>6. Approximately what percentage of eighth-graders in your school is new this year?</p> <p style="font-size: 2em;">□□□ %</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH125943</p> <p>7. Approximately what percentage of eighth-graders in your school is new this year?</p> <p style="font-size: 2em;">□□□ %</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH140214</p> <p>7. About what percentage of this year’s eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH140214</p> <p>8. About what percentage of this year’s eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | NC | N/A |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VH240208</p> <p>8. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240208</p> <p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240209</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240209</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240210</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240210</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|--|
| <p style="text-align: right;"><small>VH24011</small></p> <p>11. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> A 0–2% <input type="radio"/> B 3–5% <input type="radio"/> C 6–10% <input type="radio"/> D More than 10% <p>(2018 Grade 8)</p> | <p>N/A</p> | <p>D</p> | <p>Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right;"><small>VH24012</small></p> <p>12. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> A 0–2% <input type="radio"/> B 3–5% <input type="radio"/> C 6–10% <input type="radio"/> D More than 10% <p>(2018 Grade 8)</p> | <p style="text-align: right;"><small>VH24012</small></p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> A 0–2% <input type="radio"/> B 3–5% <input type="radio"/> C 6–10% <input type="radio"/> D More than 10% <p>Issue: School Climate</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right;"><small>VH24015</small></p> <p>13. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> A Yes <input type="radio"/> B No <p>(2018 Grade 8)</p> | <p style="text-align: right;"><small>VH24015</small></p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> A Yes <input type="radio"/> B No <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right;"><small>VH24016</small></p> <p>14. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> B All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2018 Grade 8)</p> | <p style="text-align: right;"><small>VH24016</small></p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> B All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHE40217</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2017 <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 or earlier <p>(2018 Grade 8)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VHE40218</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHE40218</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–34% <input type="radio"/> 35–50% <input type="radio"/> 51–75% <input type="radio"/> 76–99% <input type="radio"/> 100% <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">VHE40219</p> <p>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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHE40219</p> <p>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.)</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>N/A</p> |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241918</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241921</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241923</td> </tr> <tr> <td>d. English-as-a-second language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241924</td> </tr> <tr> <td>e. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241925</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241918 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241921 | c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241923 | d. English-as-a-second language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241924 | e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241931</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241932</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241934</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241935</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241931 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241932 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241934 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241935 | <p>R</p> | <p>Due to a lack of response variability and to keep school administrator burden low sub-item c. was dropped.</p> |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. English-as-a-second language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241931 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241932 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------|-----------|--------|----------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|--|--|----------------|-------|--------|--------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|----|-----|
| <p style="text-align: right; font-size: small;">VH24020</p> <p>19. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH24020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH24198</p> <p>20. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | <p style="text-align: right; font-size: small;">VH24198</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH25099</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>21. 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.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH25099</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>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.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|--|-----------------------|-----------------------|-----------------------|----------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|------------|---|--|
| <p style="text-align: right; font-size: small;">V104740</p> <p>22. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">V104740</p> <p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V104741</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one year</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V104193</td> </tr> <tr> <td>b. Tenured teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V104192</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V104193 | b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V104192 | <p>N/A</p> | D | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | |
| a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V104193 | | | | | | | | | | | | | | | | | | | | |
| b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V104192 | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1025012</p> <p>24. In the last school year, how many full-time teachers were new to your school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2018 Grade 8)</p> | <p>N/A</p> | D | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHE40222</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>(2018 Grade 8)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VHS01599</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS00688</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <p>Issue: Technology Use</p> | <p>R</p> | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHS8716</p> <p>27. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS8716</p> <p>22. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS4282</p> <p>28. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS6099</p> <p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |
| <p style="text-align: right; font-size: small;">VHS8718</p> <p>29. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS8718</p> <p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS8720</p> <p>30. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS8720</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|--|---------------|--|
| <p style="text-align: right; font-size: small;">VHS87122</p> <p>31. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS60700</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |
| <p style="text-align: right; font-size: small;">VHS11502</p> <p>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.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS11502</p> <p>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.</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87138</p> <p>33. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS87138</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87131</p> <p>34. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS60793</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------------|--|-----------------------------|-------------------------------|-------------------------------|---------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------|---|--|
| <p style="text-align: right; font-size: small;">VIB17371</p> <p>35. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VIB17371</p> <p>30. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VIB17251</p> <p>36. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="radio"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="radio"/> Yes, we have technical support staff in the school.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p> | <p>N/A</p> | D | <p>Due to a lack of a clear relationship to achievement and low response variability, this item was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VIB11409</p> <p>37. How often do teachers do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">About once or twice a year</th> <th style="text-align: center;">About once or twice a month</th> <th style="text-align: center;">About once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th style="text-align: center;">Several times a day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VIB11400</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VIB11441</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VIB11444</td> </tr> <tr> <td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VIB11403</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | 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 | | a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11400 | b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11441 | c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11444 | d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11403 | <p>N/A</p> | D | <p>Due to a lack of a clear relationship to achievement and low response variability, this item was dropped.</p> |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11400 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11441 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11444 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB11403 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3f: Operational Grade 8 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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?

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

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?

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

9. 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%

10. 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%

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%

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

- Ⓐ Yes
- Ⓑ No

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).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓘ 100%

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

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. VH241920

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|--|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241931 |
| b. Gifted and talented program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241922 |
| c. English-as-a-second-language (not in a bilingual education program) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241924 |
| d. Special education | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241925 |

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

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | 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

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

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

20. Does your school, district, or diocese offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

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)

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.

23. 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

24. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

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
- Ⓔ 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
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts

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.

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.

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts

30. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C No

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

2019 Pilot Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale |
|--|--|-----------|---|
| N/A | <p style="text-align: right; font-size: small;">VH712290</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p> | A | This item was added to provide additional contextual information. |
| <p style="text-align: right; font-size: small;">VH240382</p> <p>1. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240382</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH240383</p> <p>2. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240383</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: School Climate</p> | 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 |
|--|---|---------------|---|
| <p style="text-align: right; font-size: small;">VIE11531</p> <p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VIE72977</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p> | R | The response option “None of the Above” was removed. |
| <p style="text-align: right; font-size: small;">VIE25912</p> <p>4. What is the current enrollment in your school?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VIE25912</p> <p>5. What is the current enrollment in your school?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VIE25943</p> <p>5. Approximately what percentage of eighth-graders in your school is new this year?</p> <p style="font-size: 2em; letter-spacing: 0.5em;">□□□ %</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VIE802143</p> <p>7. Approximately what percentage of eighth-graders in your school is new this year?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | R | The response format was changed to match other similar items in the questionnaire and reduce school administrator burden. |
| <p style="text-align: right; font-size: small;">VIE240214</p> <p>6. About what percentage of this year’s eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VIE40214</p> <p>8. About what percentage of this year’s eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–2% <input type="checkbox"/> 3–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> More than 10% <p>Issue: School Climate</p> | 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 |
|--|--|---------------|--|
| <p style="text-align: right;"><small>V11240308</small></p> <p>7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>(2017 Grade 8)</p> | <p style="text-align: right;"><small>V11240308</small></p> <p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–25% <input type="radio"/> 26–50% <input type="radio"/> 51–75% <input type="radio"/> 76–90% <input type="radio"/> Over 90% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right;"><small>V11240306</small></p> <p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–3% <input type="radio"/> 4–6% <input type="radio"/> 7–10% <input type="radio"/> 11–20% <input type="radio"/> Over 20% <p>(2017 Grade 8)</p> | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| <p style="text-align: right;"><small>V11240210</small></p> <p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–3% <input type="radio"/> 4–6% <input type="radio"/> 7–10% <input type="radio"/> 11–20% <input type="radio"/> Over 20% <p>(2017 Grade 8)</p> | 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 |
|---|--|---------------|---|
| <p style="text-align: right;"><small>VH240211</small></p> <p>10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <p><input type="radio"/> 0–2%</p> <p><input type="radio"/> 3–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> More than 10%</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | <p>D</p> | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right;"><small>VH240212</small></p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0–2%</p> <p><input type="radio"/> 3–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> More than 10%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right;"><small>VH240212</small></p> <p>9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0–2%</p> <p><input type="radio"/> 3–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right;"><small>VH240215</small></p> <p>12. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No <i>Questions 13–15 are not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p style="text-align: right;"><small>VH240215</small></p> <p>11. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Socioeconomic Status</p> | <p>NC</p> | <p>No content change was made but the skip pattern directions have been removed due to the transition to DBA.</p> |

+ 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 |
|--|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH240216</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <i>Question 14 is not applicable and will be skipped.</i> Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240216</p> <p>12. How does the school operate the program?</p> <ul style="list-style-type: none"> Ⓐ 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). <p>Issue: Socioeconomic Status</p> | NC | <p>No content change was made but the skip pattern directions have been removed due to the transition to DBA.</p> |
| <p style="text-align: right; font-size: small;">VH240217</p> <p>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?</p> <ul style="list-style-type: none"> Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. Ⓑ 2016 Ⓒ 2015 Ⓓ 2014 Ⓔ 2013 Ⓕ 2012 Ⓖ 2011 or earlier <p>(2017 Grade 8)</p> | N/A | D | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |

2019 Pilot Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------|------|-------|--------|--------|--------|--------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|
| <p style="text-align: right; font-size: small;">VHE4018</p> <p>15. 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?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-34%</p> <p><input type="radio"/> 35-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-99%</p> <p><input type="radio"/> 100%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHE4018</p> <p>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?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-34%</p> <p><input type="radio"/> 35-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-99%</p> <p><input type="radio"/> 100%</p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE4019</p> <p>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.)</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes, our school receives funds, which are targeted to eligible students.</p> <p><input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHE4019</p> <p>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.)</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes, our school receives funds, which are targeted to eligible students.</p> <p><input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.</p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE4020</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41951</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41952</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41953</td> </tr> <tr> <td>d. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41954</td> </tr> <tr> <td>c. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41955</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41953 | d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41954 | c. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41955 | <p style="text-align: right; font-size: small;">VHE4020</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41951</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41952</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41924</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE41925</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41924 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41925 | R | <p>Due to a lack of clear relationship to achievement and to keep school administrator burden low, sub-item C was dropped.</p> |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41953 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41954 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41955 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Pilot Grade 8 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------|-----------|--------|----------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|--|--|----------------|-------|--------|--------|----------|--|---|---|---|---|---|---|----------|--------------------------------------|---|---|---|---|---|----------|----|-----|
| <p style="text-align: right; font-size: small;">VH24020</p> <p>18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH24020</p> <p>16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH241938</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | <p style="text-align: right; font-size: small;">VH241938</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">VH241939</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241939 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH23956</p> <p><i>For all teacher counts entered in item 20:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH23956</p> <p><i>For all teacher counts entered in this item:</i></p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • 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 <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>18. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p> | 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 | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|---|-----------------------|-----------------------|-----------------------|----------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------|---|---|
| <p style="text-align: right; font-size: small;">VHE4021</p> <p>21. Does your school or district offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS4701</p> <p>19. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | R | <p>This item was revised to include “diocese” as a source of tenure.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE41941</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">0-10%</th> <th style="width: 10%;">11-25%</th> <th style="width: 10%;">26-50%</th> <th style="width: 10%;">51-75%</th> <th style="width: 10%;">76-90%</th> <th style="width: 10%;">Over 90%</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. Non-tenured teachers who had taught for at least one year</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41943</td> </tr> <tr> <td style="font-size: small;">b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41942</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41943 | b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41942 | <p>N/A</p> | D | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | |
| a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41943 | | | | | | | | | | | | | | | | | | | | |
| b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE41942 | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE54012</p> <p>23. In the last school year, how many full-time teachers were new to your school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p style="font-size: small;">If you answered 0, Question 24 is not applicable and will be skipped.</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | D | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">V1E40222</p> <p>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?</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–25%</p> <p><input type="radio"/> 26–50%</p> <p><input type="radio"/> 51–75%</p> <p><input type="radio"/> 76–90%</p> <p><input type="radio"/> Over 90%</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | <p>D</p> | <p>To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">V1E51899</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1E51899</p> <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><input type="checkbox"/> Other digital devices (Please specify): _____</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">V1E57116</p> <p>26. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1E57116</p> <p>21. What is the average age of the desktop computers in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |
| <p style="text-align: right; font-size: small;">V1E42862</p> <p>27. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1E42862</p> <p>22. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p> | <p>NC</p> | <p>N/A</p> |

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2019 Pilot Grade 8 Core School

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|--|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VHS8718</p> <p>28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS8718</p> <p>23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS8729</p> <p>29. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS8729</p> <p>24. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |

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| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VHS87122</p> <p>30. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS87122</p> <p>25. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS1502</p> <p>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.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS1502</p> <p>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.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87138</p> <p>32. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS87138</p> <p>27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p><input type="checkbox"/> Up to 2 years old</p> <p><input type="checkbox"/> More than 2 years but less than 4 years old</p> <p><input type="checkbox"/> More than 4 years but less than 6 years old</p> <p><input type="checkbox"/> 6 years old or more</p> <p><input type="checkbox"/> I don't know.</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VHS87131</p> <p>33. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS87131</p> <p>28. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> On mobile carts</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>Issue: Technology Use</p> | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------|--|-----------------------------|-------------------------------|-------------------------------|---------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----|---|--|
| <p style="text-align: right; font-size: small;">V1617371</p> <p>34. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1617371</p> <p>29. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1617375</p> <p>35. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="radio"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="radio"/> Yes, we have technical support staff in the school.</p> <p><input type="radio"/> No</p> <p>(2017 Grade 8)</p> | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1310430</p> <p>36. How often do teachers do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th>Several times a day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311410</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311411</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311412</td> </tr> <tr> <td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1311413</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | 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 | | a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311410 | b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311411 | c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311412 | d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311413 | N/A | D | To create room in the questionnaire for new development and keep school administrator burden low, this item was dropped. |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311410 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1311413 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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 | <div style="text-align: right; font-size: small; margin-bottom: 5px;">VIR12914</div> <p>10. Are the following factors considered when students are admitted to your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Student's record of academic performance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12915</td> </tr> <tr> <td>b. Student's scores on an admission test</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12917</td> </tr> <tr> <td>c. Recommendation of the students' prior schools</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12918</td> </tr> <tr> <td>d. Parents' agreement with the instructional or religious philosophy of the school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12919</td> </tr> <tr> <td>e. Whether the student requires a special program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12920</td> </tr> <tr> <td>f. Whether the student is interested in a special program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12921</td> </tr> <tr> <td>g. Preference given to family members of current or former students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12921</td> </tr> <tr> <td>h. Residence in a particular area</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12922</td> </tr> <tr> <td>i. Qualitative information obtained from the student (e.g., student essays or interviews)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12923</td> </tr> <tr> <td>j. Other (please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIR12924</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Yes | No | | a. Student's record of academic performance | <input type="radio"/> | <input type="radio"/> | VIR12915 | b. Student's scores on an admission test | <input type="radio"/> | <input type="radio"/> | VIR12917 | c. Recommendation of the students' prior schools | <input type="radio"/> | <input type="radio"/> | VIR12918 | d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> | <input type="radio"/> | VIR12919 | e. Whether the student requires a special program | <input type="radio"/> | <input type="radio"/> | VIR12920 | f. Whether the student is interested in a special program | <input type="radio"/> | <input type="radio"/> | VIR12921 | g. Preference given to family members of current or former students | <input type="radio"/> | <input type="radio"/> | VIR12921 | h. Residence in a particular area | <input type="radio"/> | <input type="radio"/> | VIR12922 | i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> | <input type="radio"/> | VIR12923 | j. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VIR12924 | A | This item was added to provide additional contextual information. |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student's record of academic performance | <input type="radio"/> | <input type="radio"/> | VIR12915 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student's scores on an admission test | <input type="radio"/> | <input type="radio"/> | VIR12917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Recommendation of the students' prior schools | <input type="radio"/> | <input type="radio"/> | VIR12918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> | <input type="radio"/> | VIR12919 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Whether the student requires a special program | <input type="radio"/> | <input type="radio"/> | VIR12920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Whether the student is interested in a special program | <input type="radio"/> | <input type="radio"/> | VIR12921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Preference given to family members of current or former students | <input type="radio"/> | <input type="radio"/> | VIR12921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Residence in a particular area | <input type="radio"/> | <input type="radio"/> | VIR12922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> | <input type="radio"/> | VIR12923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VIR12924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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 is your sex?

- Ⓐ Male
- Ⓑ Female

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

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓝ 8th grade
- Ⓚ 9th grade
- Ⓛ 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
 - Ⓛ Other (Please specify): _____

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- (A) American Association of Christian Schools
- (B) Association of Christian Schools International
- (C) Christian Schools International
- (D) National Association of Episcopal Schools
- (E) National Association of Independent Schools
- (F) National Catholic Educational Association
- (G) National Society of Hebrew Day Schools
- (H) The Association of Boarding Schools
- (I) Other (Please specify): _____
- (J) Not affiliated with any organization

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?

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

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

- Ⓐ 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%

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

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

10. 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 | <input type="radio"/> A | <input type="radio"/> B | VH812915 |
| b. Student's scores on an admission test | <input type="radio"/> A | <input type="radio"/> B | VH812917 |
| c. Recommendation of the students' prior schools | <input type="radio"/> A | <input type="radio"/> B | VH812918 |
| d. Parents' agreement with the instructional or religious philosophy of the school | <input type="radio"/> A | <input type="radio"/> B | VH812919 |
| e. Whether the student requires a special program | <input type="radio"/> A | <input type="radio"/> B | VH812920 |
| f. Whether the student is interested in a special program | <input type="radio"/> A | <input type="radio"/> B | VH858971 |
| g. Preference given to family members of current or former students | <input type="radio"/> A | <input type="radio"/> B | VH812921 |
| h. Residence in a particular area | <input type="radio"/> A | <input type="radio"/> B | VH812922 |
| i. Qualitative information obtained from the student (e.g., student essays or interviews) | <input type="radio"/> A | <input type="radio"/> B | VH812923 |
| j. Other (please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH812924 |

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

- A Yes
- B No

12. How does the school operate the program?

- A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- B 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?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

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

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

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|--|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241931 |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241922 |
| c. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241924 |
| d. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | 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
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241940 |
| b. Attend teacher–parent conferences | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | 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*

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
- B No

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.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- D Other digital devices (Please specify): _____

21. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

22. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

23. 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 average age of the **laptop computers** (including Chromebooks) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 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.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

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.

27. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G Other (Please specify): _____

29. In your school, is there a wireless Internet connection that students can use for schoolwork?

- A Yes, everywhere or almost everywhere in the school.
- B Yes, in some areas of the school.
- C 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 |
|--|---|---------------|--|
| <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH12259</p> <p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>Issue: Gender</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH24032</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24033</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH24033</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p>Issue: School Climate</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| <p style="text-align: right; font-size: small;">VH22077</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> Not affiliated with any organization <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH86791</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p> | R | The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations. |
| <p style="text-align: right; font-size: small;">VH23912</p> <p>5. What is the current enrollment in your school?</p> <p style="text-align: center;">□□□□</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH23912</p> <p>5. What is the current enrollment in your school?</p> <p style="text-align: center;">□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH23948</p> <p>6. Approximately what percentage of twelfth-graders in your school is new this year?</p> <p style="text-align: center;">□□□ %</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH23948</p> <p>7. Approximately what percentage of twelfth-graders in your school is new this year?</p> <p style="text-align: center;">□□□ %</p> <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH24028</p> <p>7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> 11–25% <input type="checkbox"/> 26–50% <input type="checkbox"/> 51–75% <input type="checkbox"/> 76–90% <input type="checkbox"/> Over 90% <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH24028</p> <p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0% <input type="checkbox"/> 1–5% <input type="checkbox"/> 6–10% <input type="checkbox"/> 11–25% <input type="checkbox"/> 26–50% <input type="checkbox"/> 51–75% <input type="checkbox"/> 76–90% <input type="checkbox"/> Over 90% <p>Issue: School Climate</p> | NC | N/A |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|--|
| <p style="text-align: right; font-size: small;">V104030</p> <p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">V104030</p> <p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V104020</p> <p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">V104020</p> <p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-3% <input type="radio"/> 4-6% <input type="radio"/> 7-10% <input type="radio"/> 11-20% <input type="radio"/> Over 20% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V104021</p> <p>10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2018 Grade 12)</p> | <p>N/A</p> | D | <p>Due to content overlap with student questionnaire content and to keep school administrator burden low, this item was dropped.</p> |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|--|
| <p style="text-align: right; font-size: small;">V1800212</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">V1800212</p> <p>10. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2% <input type="radio"/> 3-5% <input type="radio"/> 6-10% <input type="radio"/> More than 10% <p>Issue: School Climate</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1800215</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">V1800215</p> <p>11. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Issue: Socioeconomic Status</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1800216</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">V1800216</p> <p>12. How does the school operate the program?</p> <ul style="list-style-type: none"> <input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. <input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). <p>Issue: Socioeconomic Status</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1800217</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually. <input type="radio"/> 2017 <input type="radio"/> 2016 <input type="radio"/> 2015 <input type="radio"/> 2014 <input type="radio"/> 2013 <input type="radio"/> 2012 or earlier <p>(2018 Grade 12)</p> | <p>N/A</p> | D | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------|------|-------|--------|--------|--------|--------|----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p style="text-align: right; font-size: small;">VID40215</p> <p>15. 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?</p> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VID40215</p> <p>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?</p> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VID40219</p> <p>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.)</p> <p> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VID40219</p> <p>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.)</p> <p> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. </p> <p>Issue: Socioeconomic Status</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VID41926</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41931</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41932</td> </tr> <tr> <td>c. Instruction provided in student's home language (non-English)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41934</td> </tr> <tr> <td>d. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41934</td> </tr> <tr> <td>e. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41935</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41931 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41932 | c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41935 | <p style="text-align: right; font-size: small;">VID41926</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41931</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41932</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41934</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID41935</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41931 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41932 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41935 | R | <p>Due to a lack of response variability and to keep school administrator burden low sub-item c. was dropped.</p> |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41931 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41932 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Instruction provided in student's home language (non-English) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41931 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41932 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID41935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>18. Of the students in last year's graduating class, approximately what percentage is doing each of the following? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V18D1915</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Attending a two-year college</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18D1915</td> </tr> <tr> <td>b. 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Serving in the military (excluding ROTC and military academies)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18D1916</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | a. Attending a two-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1915 | b. Attending a four-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1915 | c. Attending a vocational-technical or business school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1914 | d. Working for pay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1917 | e. Serving in the military (excluding ROTC and military academies) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1916 | <p>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.</p> <p style="text-align: right; font-size: small;">V16D1912</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Attending a two-year college</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16D1913</td> </tr> <tr> <td>b. Attending a four-year college</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16D1915</td> </tr> <tr> <td>c. 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Serving in the military (excluding ROTC and military academies)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V16D1916</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | 0-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | a. Attending a two-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1913 | b. Attending a four-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1915 | c. Attending a vocational-technical or business school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1914 | d. Working for pay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1917 | e. Serving in the military (excluding ROTC and military academies) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1916 | NC | N/A |
| | 0-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Attending a two-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1915 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attending a four-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1915 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Attending a vocational-technical or business school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1914 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Working for pay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Serving in the military (excluding ROTC and military academies) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18D1916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Attending a two-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1913 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attending a four-year college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1915 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Attending a vocational-technical or business school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1914 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Working for pay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Serving in the military (excluding ROTC and military academies) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V16D1916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>19. Does your school offer any of the following services to students on a regular basis? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V19T4109</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Career and technical education workshops</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V19T4120</td> </tr> <tr> <td>b. Career counseling services or programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V19T4121</td> </tr> <tr> <td>c. Job placement services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V19T4122</td> </tr> <tr> <td>d. Career days or job fairs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V19T4123</td> </tr> <tr> <td>e. Career or employment readiness workshops</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V19T4124</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Career and technical education workshops | <input type="radio"/> | <input type="radio"/> | V19T4120 | b. Career counseling services or programs | <input type="radio"/> | <input type="radio"/> | V19T4121 | c. Job placement services | <input type="radio"/> | <input type="radio"/> | V19T4122 | d. Career days or job fairs | <input type="radio"/> | <input type="radio"/> | V19T4123 | e. Career or employment readiness workshops | <input type="radio"/> | <input type="radio"/> | V19T4124 | <p>17. Does your school offer any of the following services to students on a regular basis? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V17T4109</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Career and technical education workshops</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V17T4120</td> </tr> <tr> <td>b. Career counseling services or programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V17T4121</td> </tr> <tr> <td>c. Job placement services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V17T4122</td> </tr> <tr> <td>d. Career days or job fairs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V17T4123</td> </tr> <tr> <td>e. Career or employment readiness workshops</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V17T4124</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Yes | No | | a. Career and technical education workshops | <input type="radio"/> | <input type="radio"/> | V17T4120 | b. Career counseling services or programs | <input type="radio"/> | <input type="radio"/> | V17T4121 | c. Job placement services | <input type="radio"/> | <input type="radio"/> | V17T4122 | d. Career days or job fairs | <input type="radio"/> | <input type="radio"/> | V17T4123 | e. Career or employment readiness workshops | <input type="radio"/> | <input type="radio"/> | V17T4124 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Career and technical education workshops | <input type="radio"/> | <input type="radio"/> | V19T4120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Career counseling services or programs | <input type="radio"/> | <input type="radio"/> | V19T4121 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Job placement services | <input type="radio"/> | <input type="radio"/> | V19T4122 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Career days or job fairs | <input type="radio"/> | <input type="radio"/> | V19T4123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Career or employment readiness workshops | <input type="radio"/> | <input type="radio"/> | V19T4124 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Career and technical education workshops | <input type="radio"/> | <input type="radio"/> | V17T4120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Career counseling services or programs | <input type="radio"/> | <input type="radio"/> | V17T4121 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Job placement services | <input type="radio"/> | <input type="radio"/> | V17T4122 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Career days or job fairs | <input type="radio"/> | <input type="radio"/> | V17T4123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Career or employment readiness workshops | <input type="radio"/> | <input type="radio"/> | V17T4124 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>20. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p style="text-align: right; font-size: small;">V18D020</p> <p>(2018 Grade 12)</p> | <p>18. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p><input type="radio"/> 0</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-25</p> <p><input type="radio"/> More than 25</p> <p style="text-align: right; font-size: small;">V18D020</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|--|----------------|-------|--------|--------|----------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|----|-----|
| <p>21. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241949</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241940 | b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241949 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V18241949</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241940 | b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241949 | NC | N/A |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241949 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not applicable | 0-10% | 11-25% | 26-50% | Over 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Volunteer regularly to help in the classroom or another part of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241940 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241949 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>For all teacher counts entered in this item:</i></p> <p>INCLUDE these types of teachers:</p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p>INCLUDE these types of teachers:</p> <ul style="list-style-type: none"> • 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 <p>DO NOT INCLUDE:</p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>22. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>(2018 Grade 12)</p> | <p><i>For all teacher counts entered in this item:</i></p> <p>INCLUDE these types of teachers:</p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p>INCLUDE these types of teachers:</p> <ul style="list-style-type: none"> • 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 <p>DO NOT INCLUDE:</p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>20. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? <i>If none, mark (0) in the boxes.</i></p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>23. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | <p>21. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|----------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------|----------|--|
| <p>24. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Non-tenured teachers who had taught for at least one year</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V1241941</td> </tr> <tr> <td>b. Tenured teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">V1241942</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1241941 | b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1241942 | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| | 0-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | | | | | | | | | | | | | | | | | | | | | |
| a. Non-tenured teachers who had taught for at least one year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1241941 | | | | | | | | | | | | | | | | | | | | |
| b. Tenured teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1241942 | | | | | | | | | | | | | | | | | | | | |
| <p>25. In the last school year, how many full-time teachers were new to your school?</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2018 Grade 12)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale |
|--|---|-----------|--|
| <p style="text-align: right; font-size: small;">VID0022</p> <p>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?</p> <p> <input type="radio"/> 0-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% </p> <p>(2018 Grade 12)</p> | <p>N/A</p> | <p>D</p> | <p>Due to the substantial time burden associated with completing this item and a lack of a clear relationship to achievement, this item was dropped.</p> |
| <p style="text-align: right; font-size: small;">VID0099</p> <p>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.</p> <p> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) <input type="checkbox"/> Other digital devices (Please specify): _____ </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VID0098</p> <p>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.</p> <p> <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire) </p> <p>Issue: Technology Use</p> | <p>R</p> | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| <p>28. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>(2018 Grade 12)</p> | <p>23. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p>29. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><input type="checkbox"/> Other (Please specify): _____</p> <p>(2018 Grade 12)</p> | <p>24. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p>Issue: Technology Use</p> | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |
| <p>30. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>(2018 Grade 12)</p> | <p>25. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/><input type="text" value=""/></p> <p>Issue: Technology Use</p> | NC | N/A |
| <p>31. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>(2018 Grade 12)</p> | <p>26. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>Issue: Technology Use</p> | NC | N/A |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|--|
| <p>32. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <p style="text-align: right;"><small>V1887122</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 12)</p> | <p>27. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <p style="text-align: right;"><small>V1886700</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |
| <p>33. 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.</p> <p style="text-align: right;"><small>V1881592</small></p> <p style="font-size: 24px; text-align: center;">□□□□</p> <p>(2018 Grade 12)</p> | <p>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.</p> <p style="text-align: right;"><small>V1881592</small></p> <p style="font-size: 24px; text-align: center;">□□□□</p> <p>Issue: Technology Use</p> | NC | N/A |
| <p>34. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p style="text-align: right;"><small>V1881538</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2018 Grade 12)</p> | <p>29. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p style="text-align: right;"><small>V1881538</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p> | NC | N/A |
| <p>35. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p style="text-align: right;"><small>V1887131</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> Other (Please specify): _____ <p>(2018 Grade 12)</p> | <p>30. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <p style="text-align: right;"><small>V1886709</small></p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <p>Issue: Technology Use</p> | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot</p> |

2019 Operational Grade 12 Core School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------|---|-----------------------------|-------------------------------|-------------------------------|---------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----|---|---|
| | | | administrations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>36. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | <p>31. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <p><input type="radio"/> Yes, everywhere or almost everywhere in the school.</p> <p><input type="radio"/> Yes, in some areas of the school.</p> <p><input type="radio"/> No</p> <p>Issue: Technology Use</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>37. This school year, did your school offer technical support to teachers for computers and tablets used in this school?</p> <p><input type="radio"/> Yes, we are partnering with a provider outside the school.</p> <p><input type="radio"/> Yes, we have technical support staff in the school.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, this item was dropped. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>38. How often do teachers do the following in this school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th>Several times a day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teach jointly as a team in the same class</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811410</td> </tr> <tr> <td>b. Observe other teachers' classes and provide feedback</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811411</td> </tr> <tr> <td>c. Engage in discussions about the learning development of specific students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811414</td> </tr> <tr> <td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811415</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 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 | | a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811410 | b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811411 | c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811414 | d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811415 | N/A | D | Due to a lack of a clear relationship to achievement and low response variability, this item was dropped. |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teach jointly as a team in the same class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811410 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Observe other teachers' classes and provide feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Engage in discussions about the learning development of specific students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811414 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811415 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3j: Operational Grade 12 Core

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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?

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

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

 %

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%

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%

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%

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

- Ⓐ Yes
- Ⓑ No

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).

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

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

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

| | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | |
|--|------|------|-------|--------|--------|--------|--------|----------|----------|
| a. Targeted Title I services | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241931 |
| b. Gifted and talented program | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241922 |
| c. English-as-a-second-language (not in a bilingual education program) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | VH241924 |
| d. Special education | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | 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) | (B) | (C) | (D) | (E) | (F) | (G) | VH241933 |
| b. Attending a four-year college | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241935 |
| c. Attending a vocational-technical or business school | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241934 |
| d. Working for pay | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241937 |
| e. Serving in the military (excluding ROTC and military academies) | (A) | (B) | (C) | (D) | (E) | (F) | (G) | 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 | <input type="radio"/> A | <input type="radio"/> B | VH741200 |
| b. Career counseling services or programs | <input type="radio"/> A | <input type="radio"/> B | VH741201 |
| c. Job placement services | <input type="radio"/> A | <input type="radio"/> B | VH741202 |
| d. Career days or job fairs | <input type="radio"/> A | <input type="radio"/> B | VH741203 |
| e. Career or employment readiness workshops | <input type="radio"/> A | <input type="radio"/> B | VH741204 |

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

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

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241940 |
| b. Attend teacher–parent conferences | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | 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?

Ⓐ Yes

Ⓑ No

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.

- (A) Desktop computers
- (B) Laptop computers (including Chromebooks)
- (C) Tablets (for example, Surface Pro, iPad, Kindle Fire)

23. What is the average age of the **desktop computers** in your school?

- (A) Up to 2 years old
- (B) More than 2 years but less than 4 years old
- (C) More than 4 years but less than 6 years old
- (D) 6 years old or more
- (E) I don't know.

24. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- (A) In some classrooms
- (B) In all classrooms
- (C) In a media center
- (D) In a computer lab
- (E) 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.

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
- Ⓔ I don't know.

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

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.

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.

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

31. 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-3k: Summary of Changes Operational Grades 4, 8, &
12 Charter School**

2019 Operational Grade 4, 8, and 12 Charter School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| <p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A |
| <p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>Issue: School Climate</p> | NC | N/A |
| <p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><input type="radio"/> Other (specify): _____</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p>Issue: School Climate</p> | R | The "Other (Please specify)" response option was removed. This response option is only used in pilot administrations. |
| <p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>Issue: School Climate</p> | NC | N/A |

Grade 4, 8, and 12 Charter School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------|--|---------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|----------|-------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|-----------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|-----------------------|----------|--|--|-----|----|--|---------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|----------|-------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|-----------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|---|--|
| <p style="text-align: right; font-size: small;">VID40226</p> <p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4, 8, and 12)</p> | <p style="text-align: right; font-size: small;">VID40226</p> <p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VID40227</p> <p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>(2018 Grade 4, 8, and 12)</p> | <p style="text-align: right; font-size: small;">VID40227</p> <p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VID40228</p> <p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4, 8, and 12)</p> | <p style="text-align: right; font-size: small;">VID40228</p> <p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VID41943</p> <p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41947</td> </tr> <tr> <td>b. Home learning environment</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41951</td> </tr> <tr> <td>c. Homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41959</td> </tr> <tr> <td>e. Parent volunteering</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41952</td> </tr> <tr> <td>f. School discipline policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41948</td> </tr> <tr> <td>g. Student attendance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41945</td> </tr> <tr> <td>h. Student promotion policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41950</td> </tr> <tr> <td>i. Other (specify):</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41944</td> </tr> </tbody> </table> <p>(2018 Grade 4, 8, and 12)</p> | | Yes | No | | a. Dress code | <input type="radio"/> | <input type="radio"/> | VID41947 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VID41951 | c. Homework | <input type="radio"/> | <input type="radio"/> | VID41946 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VID41959 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VID41952 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VID41948 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | VID41945 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VID41950 | i. Other (specify): | <input type="radio"/> | <input type="radio"/> | VID41944 | <p style="text-align: right; font-size: small;">VID41943</p> <p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41947</td> </tr> <tr> <td>b. Home learning environment</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41951</td> </tr> <tr> <td>c. Homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41953</td> </tr> <tr> <td>e. Parent volunteering</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41952</td> </tr> <tr> <td>f. School discipline policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41948</td> </tr> <tr> <td>g. Student attendance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41945</td> </tr> <tr> <td>h. Student promotion policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID41950</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Yes | No | | a. Dress code | <input type="radio"/> | <input type="radio"/> | VID41947 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VID41951 | c. Homework | <input type="radio"/> | <input type="radio"/> | VID41946 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VID41953 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VID41952 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VID41948 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | VID41945 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VID41950 | R | <p>The “Other (Please specify)” response option was removed. This response option is only used in pilot administrations.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Dress code | <input type="radio"/> | <input type="radio"/> | VID41947 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VID41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Homework | <input type="radio"/> | <input type="radio"/> | VID41946 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VID41959 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VID41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VID41948 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Student attendance | <input type="radio"/> | <input type="radio"/> | VID41945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VID41950 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Other (specify): | <input type="radio"/> | <input type="radio"/> | VID41944 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Dress code | <input type="radio"/> | <input type="radio"/> | VID41947 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VID41951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Homework | <input type="radio"/> | <input type="radio"/> | VID41946 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VID41953 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VID41952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VID41948 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Student attendance | <input type="radio"/> | <input type="radio"/> | VID41945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VID41950 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3l: Operational Grades 4, 8, & 12 Charter School

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

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

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

4. What is the legal status of your school?

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

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

- Ⓐ Yes
- Ⓑ No

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

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

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

- Ⓐ Yes, and parents are required to abide by it.
- Ⓑ 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 | <input type="radio"/> A | <input type="radio"/> B | VH241947 |
| b. Home learning environment | <input type="radio"/> A | <input type="radio"/> B | VH241951 |
| c. Homework | <input type="radio"/> A | <input type="radio"/> B | VH241946 |
| d. Parent-teacher communication | <input type="radio"/> A | <input type="radio"/> B | VH241953 |
| e. Parent volunteering | <input type="radio"/> A | <input type="radio"/> B | VH241952 |
| f. School discipline policy | <input type="radio"/> A | <input type="radio"/> B | VH241948 |
| g. Student attendance | <input type="radio"/> A | <input type="radio"/> B | VH241945 |
| h. Student promotion policy | <input type="radio"/> A | <input type="radio"/> B | 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 |
|---|---|---------------|--|
| <p style="text-align: right;"><small>VID40221</small></p> <p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No <i>Questions 2–8 are not applicable and will be skipped.</i></p> <p>(2017 Grade 4, 8, and 12)</p> | <p style="text-align: right;"><small>VID40223</small></p> <p>1. Is your school a public charter school?</p> <p>(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.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | No content change was made but the skip pattern directions have been removed due to the transition to DBA. |
| N/A | <p style="text-align: right;"><small>VID12499</small></p> <p>2. Is your school a for-profit or nonprofit charter school?</p> <p><input type="radio"/> For-profit</p> <p><input type="radio"/> Nonprofit</p> <p>Issue: School Climate</p> | 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. |
| <p style="text-align: right;"><small>VID24022</small></p> <p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>(2017 Grade 4, 8, and 12)</p> | <p style="text-align: right;"><small>VID24022</small></p> <p>3. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>Issue: School Climate</p> | NC | N/A |

2019 Pilot Grade 4, 8, and 12 Charter School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|---|
| <p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><input type="radio"/> Other (Please specify): _____</p> <p>(2017 Grade 4, 8, and 12)</p> | <p>4. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><input type="radio"/> Other (Please specify): _____</p> <p>Issue: School Climate</p> | NC | N/A |
| <p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>(2017 Grade 4, 8, and 12)</p> | <p>5. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>Issue: School Climate</p> | NC | N/A |
| <p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4, 8, and 12)</p> | <p>6. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p> | NC | N/A |
| N/A | <p>7. How many charter schools are operated by this company or organization?</p> <p><input type="radio"/> Two to four schools</p> <p><input type="radio"/> Five to nine schools</p> <p><input type="radio"/> Ten or more schools</p> <p>Issue: School Climate</p> | 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 | <p style="text-align: right;"><small>51012501</small></p> <p>8. How many days per school year is your school open for instruction? Do not count summer school. Enter the number of days.</p> <p><input type="text"/><input type="text"/><input type="text"/> days</p> <p>Issue: School Climate</p> | 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 | <p style="text-align: right;"><small>51012504</small></p> <p>9. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.</p> <p>_____ hours and _____ minutes per day</p> <p>Issue: School Climate</p> | 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. |

2019 Pilot Grade 4, 8, and 12 Charter School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|---|--|---------------|-----------------------|-----------------------|-----------|------------------------------|-----------------------|-----------------------|-----------|-------------|-----------------------|-----------------------|-----------|---------------------------------|-----------------------|-----------------------|-----------|------------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|----------------------------------|-----------------------|-----------------------|-----------|--|--|-----|----|--|---------------|-----------------------|-----------------------|-----------|------------------------------|-----------------------|-----------------------|-----------|-------------|-----------------------|-----------------------|-----------|---------------------------------|-----------------------|-----------------------|-----------|------------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|----------------------------------|-----------------------|-----------------------|-----------|----|-----|
| <p style="text-align: right; font-size: small;">V10240227</p> <p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <ul style="list-style-type: none"> <input type="radio"/> We have a comprehensive curriculum with no specialized area of focus. <input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion. <input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge. <input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy. <p>(2017 Grade 4, 8, and 12)</p> | <p style="text-align: right; font-size: small;">V10240227</p> <p>10. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <ul style="list-style-type: none"> <input type="radio"/> We have a comprehensive curriculum with no specialized area of focus. <input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion. <input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge. <input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy. <p>Issue: School Climate</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V10240228</p> <p>7. Does your school provide a written contract for parents?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, and parents are required to abide by it. <input type="radio"/> Yes, but signing it is voluntary. <input type="radio"/> No <i>Question 8 is not applicable and will be skipped.</i> <p>(2017 Grade 4, 8, and 12)</p> | <p style="text-align: right; font-size: small;">V10240228</p> <p>11. Does your school provide a written contract for parents?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, and parents are required to abide by it. <input type="radio"/> Yes, but signing it is voluntary. <input type="radio"/> No <p>Issue: School Climate</p> | NC | <p>No content change was made but the skip pattern directions have been removed due to the transition to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V10241944</p> <p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241947</td> </tr> <tr> <td>b. Home learning environment</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241951</td> </tr> <tr> <td>c. Homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241953</td> </tr> <tr> <td>e. Parent volunteering</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241952</td> </tr> <tr> <td>f. School discipline policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241948</td> </tr> <tr> <td>g. Student attendance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241945</td> </tr> <tr> <td>h. Student promotion policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241950</td> </tr> <tr> <td>i. Other (Please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241951</td> </tr> </tbody> </table> <p>(2017 Grade 4, 8, and 12)</p> | | Yes | No | | a. Dress code | <input type="radio"/> | <input type="radio"/> | V10241947 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | V10241951 | c. Homework | <input type="radio"/> | <input type="radio"/> | V10241946 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | V10241953 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | V10241952 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | V10241948 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | V10241945 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | V10241950 | i. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | V10241951 | <p style="text-align: right; font-size: small;">V10241944</p> <p>12. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241947</td> </tr> <tr> <td>b. Home learning environment</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241951</td> </tr> <tr> <td>c. Homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241953</td> </tr> <tr> <td>e. Parent volunteering</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241952</td> </tr> <tr> <td>f. School discipline policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241948</td> </tr> <tr> <td>g. Student attendance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241945</td> </tr> <tr> <td>h. Student promotion policy</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241950</td> </tr> <tr> <td>i. Other (Please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V10241951</td> </tr> </tbody> </table> <p>Issue: School Climate</p> | | Yes | No | | a. Dress code | <input type="radio"/> | <input type="radio"/> | V10241947 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | V10241951 | c. Homework | <input type="radio"/> | <input type="radio"/> | V10241946 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | V10241953 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | V10241952 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | V10241948 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | V10241945 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | V10241950 | i. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | V10241951 | NC | N/A |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Dress code | <input type="radio"/> | <input type="radio"/> | V10241947 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Home learning environment | <input type="radio"/> | <input type="radio"/> | V10241951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Homework | <input type="radio"/> | <input type="radio"/> | V10241946 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | V10241953 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | V10241952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. School discipline policy | <input type="radio"/> | <input type="radio"/> | V10241948 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Student attendance | <input type="radio"/> | <input type="radio"/> | V10241945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | V10241950 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | V10241951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Dress code | <input type="radio"/> | <input type="radio"/> | V10241947 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Home learning environment | <input type="radio"/> | <input type="radio"/> | V10241951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Homework | <input type="radio"/> | <input type="radio"/> | V10241946 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | V10241953 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | V10241952 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. School discipline policy | <input type="radio"/> | <input type="radio"/> | V10241948 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Student attendance | <input type="radio"/> | <input type="radio"/> | V10241945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | V10241950 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | V10241951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

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

2. Is your school a for-profit or nonprofit charter school?

- Ⓐ For-profit
- Ⓑ Nonprofit

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

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): _____

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

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

- Ⓐ Yes
- Ⓑ No

7. How many charter schools are operated by this company or organization?

- Ⓐ Two to four schools
- Ⓑ Five to nine schools
- Ⓒ Ten or more schools

8. How many days per school year is your school open for instruction? **Do not** count summer school. Enter the number of days.

days

9. 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.
 - Ⓓ 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 | <input type="radio"/> A | <input type="radio"/> B | VH241947 |
| b. Home learning environment | <input type="radio"/> A | <input type="radio"/> B | VH241951 |
| c. Homework | <input type="radio"/> A | <input type="radio"/> B | VH241946 |
| d. Parent-teacher communication | <input type="radio"/> A | <input type="radio"/> B | VH241953 |
| e. Parent volunteering | <input type="radio"/> A | <input type="radio"/> B | VH241952 |
| f. School discipline policy | <input type="radio"/> A | <input type="radio"/> B | VH241948 |
| g. Student attendance | <input type="radio"/> A | <input type="radio"/> B | VH241945 |
| h. Student promotion policy | <input type="radio"/> A | <input type="radio"/> B | VH241950 |
| i. Other (Please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH587571 |

Appendix K-3o: Summary of Changes Operational Grade 4 Reading

2019 Operational Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|---|--|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|--|-----------------------|-----------------------|----------|------------|----------|---|
| <p style="text-align: right; font-size: small;">VH240553</p> <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH259997</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240555</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH240559</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260000</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260001</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260002</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259997 | b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240555 | c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240559 | d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260000 | e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260001 | f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260002 | <p>N/A</p> | <p>D</p> | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240555 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240559 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH240020</p> <p>2. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No <i>Question 3 is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH240020</p> <p>1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | <p>NC</p> | <p>Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH240562</p> <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students on various reading topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH259984</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH259985</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259984 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259985 | <p style="text-align: right; font-size: small;">VH240562</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH245246</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH259985</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH245246 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259985 | <p>R</p> | <p>In sub-item “a”, the parenthetical “(e.g., basic comprehension, making inferences, building vocabulary)” was added to align with grade 8 development.</p> | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259984 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259985 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH245246 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259985 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VH2.40021</p> <p>4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH2.40021</p> <p>3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | <p>Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH2.40565</p> <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40567</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40566</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40567 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40566 | <p style="text-align: right; font-size: small;">VH2.40565</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40567</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40566</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40567 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40566 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40567 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40566 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VH2.40605</p> <p>6. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40606</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40609</td> </tr> <tr> <td>d. 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Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40614</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40610</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40611 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40612 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40614 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | <p style="text-align: right; font-size: small;">VH2.40605</p> <p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | R | <p>Sub-items were dropped to reduce school administrator burden and create opportunity for new development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|---|-----------------------|---|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|--------------|--|--------------|-----|-------------------------|-----------------------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|--|-----------------------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>7. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335509</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335508</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH356820</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335509 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335508 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH356820 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335509</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335508</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH356820</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335509 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335508 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH356820 | NC | N/A | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH356820 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH335508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH356820 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p><input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent</p> <p>(2017 Grade 4)</p> | <p>N/A</p> | D | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335489</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335490</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335494</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335492</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335491</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335493</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VH335489 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH335490 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH335494 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335492 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335491 | f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH335493 | <p>7. 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Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH335493</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VH335489 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH335490 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH335494 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335492 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335491 | f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH335493 | NC | N/A |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VH335489 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH335490 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH335494 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335492 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335491 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH335493 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VH335489 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH335490 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH335494 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335492 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VH335491 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH335493 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|----------------------------------|-----------------------|-----------------------|---|----------------------------------|--|----------------------------------|--|----------------------------------|-----------------------|-----------|--|----------------------------------|-----------------------|-----------------------|---|----------------------------------|-----------------------|----------------------------------|---|----------------------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|--|-----------|--|----|------------|---|----------------------------------|-----------------------|-----------|--|----------------------------------|----------------------------------|-----------------------|------------------------|----------------------------------|--|-----------------------|--|----------------------------------|-----------------------|-----------|----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|---|---|---|
| <p>10. 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 (ELL)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135410</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135407</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135408</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135409</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135412</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH135411</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH135410 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135407 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135408 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH135409 | e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH135412 | f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135411 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1846130</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1846127</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1846128</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1846132</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1846131</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH1846130 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH1846127 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH1846128 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input checked="" type="radio"/> | <input type="radio"/> | VH1846132 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH1846131 | R | <p>In the stem, an en dash was added between “English” and “language” and an “s” was added to “ELL”. In sub-item “d”, an “s” was added to “ELL” and one sub-item was dropped.</p> | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH135410 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135407 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135408 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH135409 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH135412 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH1846130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH1846127 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH1846128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input checked="" type="radio"/> | <input type="radio"/> | VH1846132 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH1846131 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. How much is your school’s ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260136</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260142</td> </tr> <tr> <td>d. Audio-visual resources for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260143</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260136 | b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260140 | c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260142 | d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260143 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260138</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH1260142</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260138 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260140 | c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260142 | R | <p>A sub-item was dropped to reduce school administrator burden and create opportunity for new development.</p> |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260136 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260143 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260138 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1260142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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?

- A Yes, available full-time to fourth-grade students
- B Yes, available part-time to fourth-grade students
- C 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.

| | 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) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH845246 |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH259935 |

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

- A Yes, available full-time to fourth-grade teachers
- B Yes, available part-time to fourth-grade teachers
- C 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240567 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240566 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240607 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240606 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH335509 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH335508 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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) | <input type="radio"/> A | <input type="radio"/> B | VH335489 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VH335490 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VH335494 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VH335492 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VH335491 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | 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 | <input type="radio"/> | <input type="radio"/> | VH846130 |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH846127 |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH846128 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input type="radio"/> | VH846132 |
| e. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH846131 |

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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 |
| c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 |

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

2019 Pilot Grade 4 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|---|-----------------------|--------------|--|---|----------------------------------|-----------------------|-----------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|------------|----------|---|
| <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE20997</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE240553</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE240349</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE240000</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE240001</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE240002</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Use of English/language arts across the curriculum | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE20997 | b. Interpreting and analyzing literature | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240553 | c. Interpreting and analyzing informational texts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240349 | d. Understanding the cognitive process of an individual when they are reading or writing | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240000 | e. Use of scoring guides to evaluate student work | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240001 | f. Instructional strategies for teaching English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240002 | <p>N/A</p> | <p>D</p> | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use of English/language arts across the curriculum | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE20997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Interpreting and analyzing literature | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240553 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Interpreting and analyzing informational texts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240349 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Understanding the cognitive process of an individual when they are reading or writing | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Use of scoring guides to evaluate student work | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Instructional strategies for teaching English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE240002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</p> <p><input checked="" type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No <i>Question 3 is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p> | <p>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?</p> <p><input checked="" type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | <p>R</p> | <p>The entire stem was revised. Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|---|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|---|
| <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students on various reading topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH259934</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH259935</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259934 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259935 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide English/language arts course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13012</td> </tr> <tr> <td>b. Provide English/language arts course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13013</td> </tr> <tr> <td>c. Provide English/language arts enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13014</td> </tr> <tr> <td>d. Provide English/language arts enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13015</td> </tr> <tr> <td>e. Provide instruction for gifted and talented students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13017</td> </tr> <tr> <td>f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13018</td> </tr> <tr> <td>g. Provide instruction for English-language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH13019</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide English/language arts course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13012 | b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13013 | c. Provide English/language arts enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13014 | d. Provide English/language arts enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13015 | e. Provide instruction for gifted and talented students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13017 | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13018 | g. Provide instruction for English-language learners (ELLs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13019 | R | <p>“Reading specialist(s)” was replaced with “additional English/language arts staff”. Two sub-items were dropped and seven sub-items were added.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH259935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide English/language arts course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide English/language arts enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide English/language arts enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Provide instruction for gifted and talented students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Provide instruction for English-language learners (ELLs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH13019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>The entire stem was revised. Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 4 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--------------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|---|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|---|-----------------------|-----------------------|----------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|------------|--------------|-----------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|------------------------------------|
| <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E20567</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E20568</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E20567 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E20568 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1B13098</td> </tr> <tr> <td>b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1B13099</td> </tr> <tr> <td>c. Provide assistance/support to individual or groups of teachers with testing and collecting data</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1B13100</td> </tr> <tr> <td>d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1B13101</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13098 | b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13099 | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13100 | d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13101 | R | <p>“Literacy coach(es)” was replaced with “additional English/language arts staff”. Two sub-items were added.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E20567 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E20568 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13098 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13099 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1B13101 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. To what extent is your school’s English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40608</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40609</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40610</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40611</td> </tr> <tr> <td>f. Recommendations from school English/language arts department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40612</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40613</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40614</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40615</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40607 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40608 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40609 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40610 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40611 | f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40612 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40613 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40614 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40615 | <p>5. To what extent is your school’s English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40607</td> </tr> <tr> <td>b. 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In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40609 | R | <p>Six sub-items were removed.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|----------------------------------|---|-----------------------|---|----------------------------------|-------------------------|----------------------------------|--|----------------------------------|-----------------------|----------|------------------------|----------------------------------|-----------------------|-----------------------|---|----------------------------------|--|----------------------------------|---|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|--------------|---|--------------|-----|-------------------------|----------------------------------|---|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|------------------------|----------------------------------|--|----------------------------------|---|----------------------------------|-----------------------|----------|--|-----------------------|----------------------------------|----------|----------------------|----------------------------------|-----------------------|----------|---|---|
| <p>7. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH133509</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH133508</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH136620</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133509 | b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133508 | c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH136620 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH133509</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH133508</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH136620</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133509 | b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133508 | c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH136620 | NC | N/A | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH136620 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH133508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH136620 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p><input checked="" type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2017 Grade 4)</p> | <p>N/A</p> | D | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135419</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135400</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135404</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135492</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135491</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135404</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH135419 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135400 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135492 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135491 | f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135400</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135490</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135404</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135492</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH135457</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH135404</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH135400 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135490 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135492 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | VH135457 | f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | R | <p>In sub-item "b", "not" was bolded.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH135419 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135400 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135492 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135491 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH135400 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH135490 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH135492 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | VH135457 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH135404 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 4 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|--|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|---|---------|--|----|------------|---|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|--|-----------------------|--|-----------------------|-----------------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|---|--------------------------------|
| <p>10. 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 (ELL)? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH05846</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05846</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05847</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05848</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05849</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05842</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH05841</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input type="radio"/> | VH05846 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH05847 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH05848 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> | <input type="radio"/> | VH05849 | e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> | <input type="radio"/> | VH05842 | f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH05841 | <p>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.</p> <p style="text-align: right; font-size: small;">VH06126</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06130</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06127</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06128</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06132</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06131</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input type="radio"/> | VH06130 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH06127 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH06128 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input type="radio"/> | VH06132 | e. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH06131 | R | <p>In the stem, a hyphen was added between “English” and “language” and an “s” was added to “ELL”. In sub-item “d”, an “s” was added to “ELL” and one sub-item was dropped.</p> | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input type="radio"/> | VH05846 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH05847 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH05848 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> | <input type="radio"/> | VH05849 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> | <input type="radio"/> | VH05842 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH05841 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input type="radio"/> | VH06130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH06127 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH06128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input type="radio"/> | VH06132 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH06131 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. How much is your school’s ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH06017</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06018</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06040</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06042</td> </tr> <tr> <td>d. Audio-visual resources for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06041</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06018 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06040 | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06042 | d. Audio-visual resources for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06041 | <p>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.</p> <p style="text-align: right; font-size: small;">VH06017</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06042</td> </tr> <tr> <td>d. Class sets of books (e.g., literature books)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH06041</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06018 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06040 | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06042 | d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06041 | R | <p>A sub-item was removed.</p> |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06040 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06042 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Audio-visual resources for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06041 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06040 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06042 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH06041 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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?

- A Yes, available full-time to fourth-grade students
- B Yes, available part-time to fourth-grade students
- C 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.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Provide English/language arts course-related support, remediation, or intervention to individual students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813032 |
| b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813033 |
| c. Provide English/language arts enrichment to individual students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813034 |
| d. Provide English/language arts enrichment to groups of students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813035 |
| e. Provide instruction for gifted and talented students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813037 |
| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH813038 |
| g. Provide instruction for English-language learners (ELLs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813098 |
| b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813099 |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813100 |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240607 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240606 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH335509 |
| b. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH335508 |
| c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | VH335490 |
| c. Speech pathologists | Ⓐ | Ⓑ | 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 | Ⓐ | Ⓑ | VH858459 |
| f. Parent volunteers | Ⓐ | Ⓑ | 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 | <input type="radio"/> A | <input type="radio"/> B | VH846130 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VH846127 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VH846128 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> A | <input type="radio"/> B | VH846132 |
| e. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VH846131 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260138 |
| b. Computer software for English/language arts instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260140 |
| c. Library books | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260142 |
| d. Class sets of books (e.g., literature books) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH855315 |

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

2019 Operational Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|---|--|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------|----------|---|
| <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1238991</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240585</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240598</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1250046</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1260031</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1260002</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1238991 | b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240585 | c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240598 | d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1250046 | e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1260031 | f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1260002 | <p>N/A</p> | <p>D</p> | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1238991 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240585 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240598 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1250046 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1260031 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1260002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No <i>Question 3 is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | <p>NC</p> | <p>Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1252071</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1259961</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1252071 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1259961 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1252071</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1259961</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1252071 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1259961 | <p>NC</p> | <p>N/A</p> | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1252071 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1259961 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1252071 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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2019 Operational Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p>3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | Please note inline directions are different given transition from PBA to DBA. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240604</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240603</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240604 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240603 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240604</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240603</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240604 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240603 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240603 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240603 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240608</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240609</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240610</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240608</td> </tr> <tr> <td>f. Recommendations from school English/language arts department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240611</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240612</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240614</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240615</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240607 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240608 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240609 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240610 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240608 | f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240611 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240612 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240614 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240615 | <p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240607</td> </tr> <tr> <td>b. 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In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240609 | R | Sub-items were dropped to reduce burden. |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>7. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40616</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40617</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40616 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40619 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40617 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40616</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1E40617</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40616 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40619 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40617 | NC | N/A | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40616 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | V1E40616 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p><input checked="" type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | D | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40626</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input checked="" type="radio"/> | V1E40621 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | V1E40622 | c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | V1E40623 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | V1E40624 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | V1E40627 | f. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | V1E40626 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>V1E40626</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input checked="" type="radio"/> | V1E40621 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | V1E40622 | c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | V1E40623 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | V1E40624 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | V1E40627 | f. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | V1E40626 | NC | N/A |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | V1E40622 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input checked="" type="radio"/> | V1E40627 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | V1E40626 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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2019 Operational Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|----------------------------------|-----------------------|-----------------------|---|----------------------------------|--|----------------------------------|--|----------------------------------|-----------------------|----------|--|----------------------------------|----------------------------------|-----------------------|---|----------------------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|---|---|----------------------------------|------------|--|-----------------------|----------------------------------|----------|--|-----------------------|----------------------------------|-----------------------|--|-----------------------|--|-----------------------|----------------------------------|-----------------------|----------------------------------|----------|------------------|--|----------------------------------|-----------------------|-----------------------|----------|---|--|
| <p>3. 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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH562376</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH562378</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2017 Grade 8)</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH562377 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH562374 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH562375 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH562376 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH562378 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: small;">VH562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: small;">VH562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: small;">VH562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: small;">VH562376</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: small;">VH562378</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input checked="" type="radio"/> | VH562377 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | VH562374 | c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | VH562375 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input checked="" type="radio"/> | VH562376 | e. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VH562378 | R | <p>In sub-item “d”, an “s” was added to “ELL”.</p> | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH562377 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH562374 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH562375 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH562378 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input checked="" type="radio"/> | VH562376 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VH562378 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. How much is your school’s ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560136</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560142</td> </tr> <tr> <td>d. Audio-visual resources for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560143</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2017 Grade 8)</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560136 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560140 | c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560142 | d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560143 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560136</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH560142</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560136 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560140 | c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560142 | R | <p>A sub-item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560136 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560143 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560136 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH560142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3t: Operational Grade 8 Reading

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

- A Yes, available full-time to eighth-grade students
- B Yes, available part-time to eighth-grade students
- C 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.

| | 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 | B | C | D | VH562871 |
| b. Provide one-on-one help to students at various achievement levels | A | B | C | D | VH259963 |

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

- A Yes, available full-time to eighth-grade teachers
- B Yes, available part-time to eighth-grade teachers
- C 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240604 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240603 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240607 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240606 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240618 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240619 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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) | <input type="radio"/> A | <input type="radio"/> B | VH240621 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VH240622 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VH240623 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VH240624 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VH240627 |
| f. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | 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 | <input type="radio"/> | <input type="radio"/> | VH562377 |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH562374 |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH562375 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input type="radio"/> | VH858637 |
| e. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH562378 |

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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 |
| c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 |

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

2019 Pilot Grade 8 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|---|-----------------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------|----------|---|
| <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI125997</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1240553</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1240559</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1240000</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1240001</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI1240002</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI125997 | b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240553 | c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240559 | d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240000 | e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240001 | f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240002 | <p>N/A</p> | <p>D</p> | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI125997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240553 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240559 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI1240002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No <i>Question 3 is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | <p>R</p> | <p>The entire stem was revised. Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|---|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|---------|--|-----------------------|-----------------------|-----------------------|-----------------------|---------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students on various reading topics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V125992</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V125993</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V125992 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V125993 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide English/language arts course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813106</td> </tr> <tr> <td>b. Provide English/language arts course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813107</td> </tr> <tr> <td>c. Provide English/language arts enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813108</td> </tr> <tr> <td>d. Provide English/language arts enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813109</td> </tr> <tr> <td>e. Provide instruction for gifted and talented students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813110</td> </tr> <tr> <td>f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813111</td> </tr> <tr> <td>g. Provide instruction for English-language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1813112</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide English/language arts course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813106 | b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813107 | c. Provide English/language arts enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813108 | d. Provide English/language arts enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813109 | e. Provide instruction for gifted and talented students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813110 | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813111 | g. Provide instruction for English-language learners (ELLs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813112 | R | <p>“Reading specialist(s)” was replaced with “additional English/language arts staff”. Two sub-items were dropped and seven sub-items were added.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide one-on-one help to students on various reading topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V125992 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V125993 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide English/language arts course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813106 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813107 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide English/language arts enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813108 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide English/language arts enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813109 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Provide instruction for gifted and talented students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Provide instruction for English-language learners (ELLs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1813112 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>The entire stem was revised. Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 8 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240601</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240603</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240601 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240603 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH013168</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH013169</td> </tr> <tr> <td>c. Provide assistance/support to individual or groups of teachers with testing and collecting data</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH013171</td> </tr> <tr> <td>d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH013172</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013168 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013169 | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013171 | d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013172 | R | <p>“Literacy coach(es)” was replaced with “additional English/language arts staff” and two sub-items were added.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240601 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240603 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013168 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013169 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013171 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH013172 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. To what extent is your school’s English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240608</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240609</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240610</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240611</td> </tr> <tr> <td>f. Recommendations from school English/language arts department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240612</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240613</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240614</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240615</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240607 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240608 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240609 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240610 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240611 | f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240612 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240613 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240614 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240615 | <p>5. To what extent is your school’s English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240607</td> </tr> <tr> <td>b. 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In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240609 | R | <p>Six sub-items were removed.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school English/language arts department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|---|-----------------------|---|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|--------------|---|--------------|-----|-------------------------|-----------------------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|--|-----------------------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|----------|---|---|
| <p>7. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40615</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40617</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40615 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40619 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40617 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40618</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40617</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40618 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40619 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40617 | NC | N/A | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40617 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40617 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | D | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40626</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VID40621 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VID40622 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VID40623 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40624 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40627 | f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VID40626 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40626</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VID40621 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VID40622 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VID40623 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40624 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40627 | f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VID40626 | R | <p>In sub-item "b", "not" was bolded.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VID40621 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VID40622 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VID40623 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40624 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40627 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VID40626 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VID40621 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VID40622 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VID40623 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VID40624 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| f. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VID40626 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Pilot Grade 8 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|----------------------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|--|-----------------------|----------------------------------|----------|--|-----------------------|----------------------------------|-----------------------|---|-----------------------|----------------------------------|-----------------------|---|-----------------------|----------------------------------|----------|---|-----------------------|----------------------------------|-----------------------|---|----------|--|----|------------|---|-----------------------|----------------------------------|----------|--|-----------------------|----------------------------------|-----------------------|------------------------|-----------------------|--|-----------------------|--|-----------------------|----------------------------------|----------|----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|--|---|-----------------------|----------------------------------|-----------------------|-----------------------|----------|---|--------------------------------|
| <p>10. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID4076</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076a</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076b</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076c</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076d</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076e</td> </tr> <tr> <td>f. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID4076f</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input checked="" type="radio"/> | VID4076a | b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | VID4076b | c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | VID4076c | d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> | <input checked="" type="radio"/> | VID4076d | e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> | <input checked="" type="radio"/> | VID4076e | f. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VID4076f | <p>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.</p> <p style="text-align: right; font-size: small;">VIB6237</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VIB6237e</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237a | b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237b | c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237c | d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237d | e. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237e | R | <p>One sub-item was removed and in sub-item “d”, “s” was added to “ELL”.</p> | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input checked="" type="radio"/> | VID4076a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | VID4076b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | VID4076c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> | <input checked="" type="radio"/> | VID4076d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> | <input checked="" type="radio"/> | VID4076e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VID4076f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input type="radio"/> | <input checked="" type="radio"/> | VIB6237e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID6017</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID6017a</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID6017b</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID6017c</td> </tr> <tr> <td>d. Audio-visual resources for English/language arts instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID6017d</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017a | b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017b | c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017c | d. Audio-visual resources for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017d | <p>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.</p> <p style="text-align: right; font-size: small;">VIB6137</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Library books</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIB6137c</td> </tr> <tr> <td>d. Class sets of books (e.g., literature books)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIB6137d</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137a | b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137b | c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137c | d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137d | R | <p>A sub-item was removed.</p> |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Audio-visual resources for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID6017d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB6137d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Provide English/language arts course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813106 |
| b. Provide English/language arts course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813107 |
| c. Provide English/language arts enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813108 |
| d. Provide English/language arts enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813109 |
| e. Provide instruction for gifted and talented students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813110 |
| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813111 |
| g. Provide instruction for English-language learners (ELLs) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813168 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813169 |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH813171 |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240607 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240606 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240618 |
| b. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240619 |
| c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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) | Ⓐ | Ⓑ | VH240621 |
| b. Reading specialists or literacy coaches | Ⓐ | Ⓑ | VH240622 |
| c. Speech pathologists | Ⓐ | Ⓑ | VH240623 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | Ⓐ | Ⓑ | VH240624 |
| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | Ⓐ | Ⓑ | VH858471 |
| f. Parent volunteers | Ⓐ | Ⓑ | 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 | <input type="radio"/> | <input type="radio"/> | VH562377 |
| b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VH562374 |
| c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VH562375 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> | <input type="radio"/> | VH858637 |
| e. Parent volunteers | <input type="radio"/> | <input type="radio"/> | VH562378 |

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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 |
| b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 |
| c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 |
| d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH855315 |

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

2019 Operational Grade 12 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|---|--|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------|----------|---|
| <p>1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Use of English/language arts across the curriculum</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.59997</td> </tr> <tr> <td>b. Interpreting and analyzing literature</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40555</td> </tr> <tr> <td>c. Interpreting and analyzing informational texts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40559</td> </tr> <tr> <td>d. Understanding the cognitive process of an individual when they are reading or writing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.60000</td> </tr> <tr> <td>e. Use of scoring guides to evaluate student work</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.60001</td> </tr> <tr> <td>f. Instructional strategies for teaching English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.60002</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.59997 | b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40555 | c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40559 | d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60000 | e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60001 | f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60002 | <p>N/A</p> | <p>D</p> | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use of English/language arts across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.59997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Interpreting and analyzing literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40555 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Interpreting and analyzing informational texts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40559 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Understanding the cognitive process of an individual when they are reading or writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Use of scoring guides to evaluate student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Instructional strategies for teaching English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.60002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade students</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade students</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | <p>1. Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to twelfth-grade students</p> <p><input type="radio"/> Yes, available part-time to twelfth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | <p>NC</p> | <p>Please note inline directions are different given transition from PBA to DBA.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. To what extent are each of the following a responsibility of the reading specialist(s) available to twelfth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40715</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40716</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40715 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40716 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40715</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40716</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40715 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40716 | <p>NC</p> | <p>N/A</p> | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40715 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40716 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40715 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40716 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Reading School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VH2.40025</p> <p>4. Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <p><input checked="" type="radio"/> Yes, available full-time to twelfth-grade teachers</p> <p><input checked="" type="radio"/> Yes, available part-time to twelfth-grade teachers</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH2.40025</p> <p>3. Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <p><input checked="" type="radio"/> Yes, available full-time to twelfth-grade teachers</p> <p><input checked="" type="radio"/> Yes, available part-time to twelfth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH2.40718</p> <p>5. To what extent are each of the following a responsibility of the literacy coach(es) available to twelfth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40720</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40719</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 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 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40720 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40719 | <p style="text-align: right; font-size: small;">VH2.40718</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40720</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40719</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | 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 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40720 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40719 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40720 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40719 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40720 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40719 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH2.40600</p> <p>6. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40606</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40609</td> </tr> <tr> <td>d. Results from district assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40608</td> </tr> <tr> <td>e. Results from state assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40611</td> </tr> <tr> <td>f. Recommendations from school English/language arts department</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40612</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40614</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40610</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40610</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | d. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | e. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40611 | f. Recommendations from school English/language arts department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40612 | g. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40614 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | i. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | <p style="text-align: right; font-size: small;">VH2.40600</p> <p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH2.40607</td> </tr> <tr> <td>b. 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District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | R | <p>Sub-items were dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school English/language arts department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|-----------------------|---|-----------------------|---|----------------------------------|-------------------------|----------------------------------|--|----------------------------------|-----------------------|-----------|------------------------|----------------------------------|-----------------------|-----------------------|---|----------------------------------|--|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------|---|--|------------|--------------|-----------------|---|----------------------------------|-------------------------|----------------------------------|--|----------------------------------|-----------------------|-----------|------------------------|----------------------------------|-----------------------|-----------------------|---|----------------------------------|--|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------|----|-----|
| <p>7. To what extent does your school's twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40724</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40725</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40723</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40724 | b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40725 | c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40723 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40724</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40725</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40723</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40724 | b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40725 | c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40723 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40724 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40725 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40723 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40724 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40725 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40723 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?</p> <p><input checked="" type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent</p> <p>(2018 Grade 12)</p> | <p>N/A</p> | D | <p>This item was dropped to reduce school administrator burden and create opportunity for future development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40727</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40728</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40729</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40733</td> </tr> <tr> <td>e. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40730</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40727 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40728 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40729 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40733 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40730 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40727</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40728</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40729</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40733</td> </tr> <tr> <td>e. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH2.40730</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40727 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40728 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40729 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40733 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40730 | NC | N/A |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40727 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40728 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40729 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40733 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40730 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Special Education teachers (and related service providers) | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40727 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40728 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40729 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40733 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH2.40730 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|--|----------------------------------|--|----------------------------------|------------------------|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|---|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|---|--|-----------------------|------------|--|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|--|----------------------------------|--|----------------------------------|-----------------------|----------------------------------|-----------------------|----------|------------------|---|-----------------------|-----------------------|-----------------------|----------|---|--|
| <p>10. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade English language learners (ELL)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240735</td> </tr> <tr> <td>b. Speech pathologists</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240736</td> </tr> <tr> <td>c. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240737</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240741</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH240738</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2018 Grade 12)</p> | | Yes | No | | a. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH240735 | b. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH240736 | c. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH240737 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH240741 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH240738 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH860283</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH860278</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH860279</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH860280</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH860281</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH860283 | b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH860278 | c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH860279 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input checked="" type="radio"/> | <input type="radio"/> | VH860280 | e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH860281 | R | <p>In the stem, an en dash was added between “English” and “language” and an “s” was added to “ELL”. In sub-item “d”, an “s” was added to “ELL” and one sub-item was dropped.</p> | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH240735 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH240736 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH240737 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input checked="" type="radio"/> | <input type="radio"/> | VH240741 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH240738 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Certified ELL/bilingual education teachers | <input checked="" type="radio"/> | <input type="radio"/> | VH860283 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Reading specialists or literacy coaches | <input checked="" type="radio"/> | <input type="radio"/> | VH860278 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Speech pathologists | <input checked="" type="radio"/> | <input type="radio"/> | VH860279 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input checked="" type="radio"/> | <input type="radio"/> | VH860280 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Parent volunteers | <input checked="" type="radio"/> | <input type="radio"/> | VH860281 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. How much is your school’s ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260138</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260142</td> </tr> <tr> <td>d. Audio-visual resources for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260143</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2018 Grade 12)</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 | b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 | c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 | d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260143 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">A little</th> <th style="text-align: center;">Some</th> <th style="text-align: center;">A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260138</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260140</td> </tr> <tr> <td>c. Library books</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH260142</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p> | | Not at all | A little | Some | A lot | | a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 | b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 | c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 | R | <p>A sub-item was dropped to reduce school administrator burden and create opportunity for future development.</p> |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Audio-visual resources for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260143 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | A little | Some | A lot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teachers with a specialization in English/language arts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260138 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Computer software for English/language arts instruction | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Library books | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260142 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>12. Does your school offer online English/language arts courses for credit?</p> <p style="margin-left: 20px;"><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p style="margin-top: 20px;">(2018 Grade 12)</p> | <p>10. Does your school offer online English/language arts courses for credit?</p> <p style="margin-left: 20px;"><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p style="margin-top: 20px;">Issue: Organization of Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Reading School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------|--|-------------------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|------------------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------|------------------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|---|---|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|---|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|----|-----|
| <p>13. 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. VH2.40742</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Advanced Placement English Language and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40743</td> </tr> <tr> <td>b. Advanced Placement English Literature and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40745</td> </tr> <tr> <td>c. English language and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40747</td> </tr> <tr> <td>d. English literature and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40748</td> </tr> <tr> <td>e. International Baccalaureate® Language A1</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40746</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Advanced Placement English Language and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40743 | b. Advanced Placement English Literature and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40745 | c. English language and composition (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH2.40747 | d. English literature and composition (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH2.40748 | e. International Baccalaureate® Language A1 | <input type="radio"/> | <input type="radio"/> | VH2.40746 | <p>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. VH2.40742</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Advanced Placement English Language and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40743</td> </tr> <tr> <td>b. Advanced Placement English Literature and Composition</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40745</td> </tr> <tr> <td>c. English language and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40747</td> </tr> <tr> <td>d. English literature and composition (beyond an introductory course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40748</td> </tr> <tr> <td>e. International Baccalaureate® Language A1</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40746</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Yes | No | | a. Advanced Placement English Language and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40743 | b. Advanced Placement English Literature and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40745 | c. English language and composition (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH2.40747 | d. English literature and composition (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH2.40748 | e. International Baccalaureate® Language A1 | <input type="radio"/> | <input type="radio"/> | VH2.40746 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Advanced Placement English Language and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40743 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Advanced Placement English Literature and Composition | <input type="radio"/> | <input type="radio"/> | VH2.40745 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| e. International Baccalaureate® Language A1 | <input type="radio"/> | <input type="radio"/> | VH2.40746 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>14. 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. VH2.40750 (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. 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On a postsecondary campus</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40752</td> </tr> <tr> <td>c. Through distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">VH2.40753</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40751 | b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40752 | c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40753 | <p>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. VH2.40750 (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. 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On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40752 | c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40753 | NC | N/A |
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40751 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40752 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40753 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40751 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40752 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH2.40753 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix K-3x: Operational Grade 12 Reading

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

- A Yes, available full-time to twelfth-grade students
- B Yes, available part-time to twelfth-grade students
- C 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.

| | 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) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240715 |
| b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240716 |

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

- A Yes, available full-time to twelfth-grade teachers
- B Yes, available part-time to twelfth-grade teachers
- C 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240720 |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240719 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240607 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240606 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240724 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240725 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240723 |

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) | <input type="radio"/> A | <input type="radio"/> B | VH240727 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VH240728 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VH240729 |
| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B | VH240733 |
| e. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | 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 | <input type="radio"/> A | <input type="radio"/> B | VH860283 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VH860278 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VH860279 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs | <input type="radio"/> A | <input type="radio"/> B | VH860280 |
| e. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | 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.

| | Not at all | A little | Some | A lot | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Teachers with a specialization in English/language arts | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260138 |
| b. Computer software for English/language arts instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260140 |
| c. Library books | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH260142 |

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

- A Yes
 B No

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

| | Yes | No | |
|---|-----|----|----------|
| a. Advanced Placement English Language and Composition | Ⓐ | Ⓑ | VH240743 |
| b. Advanced Placement English Literature and Composition | Ⓐ | Ⓑ | 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 | Ⓐ | Ⓑ | VH240746 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VH240751 |
| b. On a postsecondary campus | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VH240752 |
| c. Through distance learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | VH240753 |

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

2019 Operational Grade 4 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|---|
| <p style="text-align: right; font-size: small;">V1E20370</p> <p>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)?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E20370</p> <p>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)?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1E20371</p> <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><input type="radio"/> Once a year</p> <p><input type="radio"/> Once a marking period (semester, trimester)</p> <p><input type="radio"/> More than once a marking period</p> <p><input type="radio"/> Students are not grouped by achievement level.</p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E20371</p> <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><input type="radio"/> Once a year</p> <p><input type="radio"/> Once a marking period (semester, trimester)</p> <p><input type="radio"/> More than once a marking period (semester, trimester)</p> <p><input type="radio"/> Students are not grouped by achievement level.</p> <p>Issue: Organization of Instruction</p> | R | The phrase “(semester/trimester)” was added to response option “c”. |
| <p style="text-align: right; font-size: small;">V1E591761</p> <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E591761</p> <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1E24068</p> <p>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p>(2017 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1E24068</p> <p>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | 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).

2019 Operational Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240913</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240917</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240918</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240913 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240917 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240918 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240916</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240917</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240918</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240916 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240917 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240918 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240913 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2017 Grade 4)</p> | <p>N/A</p> | D | <p>This item was dropped because it showed lack of variability in response option frequency and did not predict achievement.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|----------|-----------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|----------|---|--|------------|-------------|-----------------|-----------------------------|-----------------------|-----------------------|----------|----------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|----------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>7. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH270634</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270635</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270636</td> </tr> <tr> <td>c. Mathematics competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270637</td> </tr> <tr> <td>d. Chess clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270638</td> </tr> <tr> <td>e. Programming classes</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270640</td> </tr> <tr> <td>f. Mathematics clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270641</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270643</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270644</td> </tr> <tr> <td>i. Family mathematics night</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270645</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | VH270635 | b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | d. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | e. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | VH270644 | i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | <p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH270634</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270637</td> </tr> <tr> <td>b. Chess clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270638</td> </tr> <tr> <td>c. Programming classes</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270640</td> </tr> <tr> <td>d. Mathematics clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270641</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270643</td> </tr> <tr> <td>f. Family mathematics night</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH270645</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | b. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | c. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | d. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | f. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | R | <p>Previous sub-items “a”, “b”, and “h” were dropped.</p> | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | VH270635 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | VH270644 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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 patterns and writing number sentences? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH240905</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not taught</th> <th style="text-align: center;">No emphasis</th> <th style="text-align: center;">Little emphasis</th> <th style="text-align: center;">Moderate emphasis</th> <th style="text-align: center;">Heavy emphasis</th> <th style="text-align: center;">Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH240906</td> </tr> <tr> <td>b. Fourth grade</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH240906</td> </tr> <tr> <td>c. Fifth grade</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH240909</td> </tr> <tr> <td>d. Sixth grade</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH240907</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | a. Third grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | b. Fourth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | c. Fifth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240909 | d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240907 | <p>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.</p> <p style="text-align: right; font-size: small;">VH240905</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not taught</th> <th style="text-align: center;">No emphasis</th> <th style="text-align: center;">Little emphasis</th> <th style="text-align: center;">Moderate emphasis</th> <th style="text-align: center;">Heavy emphasis</th> <th style="text-align: center;">Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Sixth grade</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH240907</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | a. Third grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | b. Fourth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240909 | c. Fifth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240908 | d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240907 | NC | N/A |
| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Third grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fourth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Fifth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240909 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240907 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Third grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240906 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fourth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240909 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Fifth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240908 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240907 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|-----------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|------------|--------------|-----------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>9. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH240919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240923</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240922</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240924</td> </tr> <tr> <td>f. Recommendations from school mathematics department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240925</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240926</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240927</td> </tr> <tr> <td>i. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240928</td> </tr> <tr> <td>j. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240929</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240923 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240922 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240924 | f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240925 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240926 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240927 | i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240928 | j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240929 | <p>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH240919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240923</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240923 | R | <p>Previous sub-items "d" through "j" were dropped.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240928 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240929 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <p style="text-align: right; font-size: small;">VH240931</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240934</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240935</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240933</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240934 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240935 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240933 | <p>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.</p> <p style="text-align: right; font-size: small;">VH240931</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240934</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240935</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240933</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240934 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240935 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240933 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH240935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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. 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)?

- A Yes
- B No

2. In your school, how often are fourth-grade students' mathematics placements evaluated?

- A Once a year
- B Once a marking period (semester, trimester)
- C More than once a marking period (semester, trimester)
- D 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.

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

- A Yes, available full-time to fourth-grade teachers
- B Yes, available part-time to fourth-grade teachers
- C 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 | |
|---|------------|--------------|-----------------|--------------|----------|
| a. Provide support or assistance about mathematics content | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240916 |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240917 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240918 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH240906 |
| b. Fourth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH240909 |
| c. Fifth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH240908 |
| d. Sixth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240921 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240920 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240923 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240934 |
| b. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240935 |
| c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> | <input type="radio"/> | VH270637 |
| b. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 |
| c. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 |
| d. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 |
| e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 |
| f. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 |

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

2019 Pilot Grade 4 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|--|
| <p>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)?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2017 Grade 4)</p> | <p>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)?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><input type="radio"/> Once a year</p> <p><input type="radio"/> Once a marking period (semester, trimester)</p> <p><input type="radio"/> More than once a marking period</p> <p><input type="radio"/> Students are not grouped by achievement level.</p> <p>(2017 Grade 4)</p> | <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><input type="radio"/> Once a year</p> <p><input type="radio"/> Once a marking period (semester, trimester)</p> <p><input type="radio"/> More than once a marking period (semester, trimester)</p> <p><input type="radio"/> Students are not grouped by achievement level.</p> <p>Issue: Organization of Instruction</p> | R | The phrase “(semester/trimester)” was added to response option “c”. |
| <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 4)</p> | <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p>N/A</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | A | This version of the math coach/specialist 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 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|--|-----------------------|-----------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|
| N/A | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide math course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VIB54255</td> </tr> <tr> <td>b. Provide math course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VIB54256</td> </tr> <tr> <td>c. Provide math enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VIB54259</td> </tr> <tr> <td>d. Provide math enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VIB54260</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide math course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54255 | b. Provide math course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54256 | c. Provide math enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54259 | d. Provide math enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54260 | A | This version of the math coach/specialist item was added to inquire about additional math staff supporting students. |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide math course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54255 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide math course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54256 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide math enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54259 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide math enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIB54260 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No <i>Question 5 is not applicable and will be skipped.</i></p> <p style="font-size: small; margin-top: 10px;">(2017 Grade 4)</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | R | This version of the math coach/specialist item replaced the previous version and includes specific examples of additional math staff titles. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1240916</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1240917</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH1240918</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240916 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240917 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240918 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with math content or the teaching of math to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH154304</td> </tr> <tr> <td>b. Provide support/assistance in using math manipulatives and hands-on activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH154306</td> </tr> <tr> <td>c. Conduct professional development about math or the teaching of math for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH154307</td> </tr> <tr> <td>d. Provide support/assistance with differentiated or group instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH154308</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with math content or the teaching of math to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154304 | b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154306 | c. Conduct professional development about math or the teaching of math for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154307 | d. Provide support/assistance with differentiated or group instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154308 | R | <p>This version of the math coach/specialist item replaced the previous version and includes specific examples of additional math staff titles.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240916 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH1240918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support/assistance with math content or the teaching of math to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154304 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about math or the teaching of math for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide support/assistance with differentiated or group instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH154308 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <p><input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent</p> <p>(2017 Grade 4)</p> | <p>N/A</p> | D | <p>This item was dropped because it showed lack of variability in response option frequency and did not predict achievement.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|--|----------------------------------|-----------------------|----------|---------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------------|----------------------------------|-----------------------|----------|-----------------|----------------------------------|-----------------------|-----------------------|------------------------|----------------------------------|-----------------------|----------|----------------------|----------------------------------|-----------------------|-----------------------|--|----------------------------------|-----------------------|----------|---|----------------------------------|-----------------------|-----------------------|-----------------------------|----------------------------------|-----------------------|----------|---|--|------------|-------------|-----------------|---------------------------------|----------------------------------|-----------------------|----------|-----------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------|----------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|-----------------------------|----------------------------------|-----------------------|----------|----------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|
| <p>7. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1270634</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270635</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270636</td> </tr> <tr> <td>c. Mathematics competitions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270637</td> </tr> <tr> <td>d. Chess clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270638</td> </tr> <tr> <td>e. Programming classes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270639</td> </tr> <tr> <td>f. Mathematics clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270640</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270641</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270644</td> </tr> <tr> <td>i. Family mathematics night</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270645</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Yes | No | | a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input checked="" type="radio"/> | <input type="radio"/> | V1270635 | b. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270636 | c. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | V1270637 | d. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270638 | e. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | V1270639 | f. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270640 | g. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | h. Teacher-led extra-help sessions in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270644 | i. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | V1270645 | <p>11. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1270644</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Peer tutoring in mathematics</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270646</td> </tr> <tr> <td>b. Mathematics competitions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270637</td> </tr> <tr> <td>c. Chess clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270638</td> </tr> <tr> <td>d. Computer coding classes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270641</td> </tr> <tr> <td>e. Mathematics clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270641</td> </tr> <tr> <td>f. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270643</td> </tr> <tr> <td>g. Family mathematics night</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>V1270645</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270646 | b. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | V1270637 | c. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270638 | d. Computer coding classes | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | e. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | f. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | V1270643 | g. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | V1270645 | R | <p>Previous sub-items “a”, “b”, and “h” were dropped. Previous sub-item “e” was revised to “Computer coding classes”.</p> | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input checked="" type="radio"/> | <input type="radio"/> | V1270635 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270636 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | V1270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | V1270639 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270644 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | V1270645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | V1270646 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | V1270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Computer coding classes | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | V1270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | V1270643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | V1270645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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 patterns and writing number sentences? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1240908</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240906</td> </tr> <tr> <td>b. Fourth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240907</td> </tr> <tr> <td>c. Fifth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240908</td> </tr> <tr> <td>d. Sixth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240907</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | a. Third grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240906 | b. Fourth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240907 | c. Fifth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240908 | d. Sixth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240907 | <p>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.</p> <p style="text-align: right; font-size: small;">V1811912</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811917</td> </tr> <tr> <td>b. Fourth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811918</td> </tr> <tr> <td>c. Fifth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811919</td> </tr> <tr> <td>d. Sixth grade</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1811921</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | a. Third grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811917 | b. Fourth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811918 | c. Fifth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811919 | d. Sixth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811921 | R | <p>The stem wording was revised based on Standing Committee feedback. Revisions were made based on review of Common Core standards and the curricula for algebra at grades 3-6</p> |
| | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Third grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240906 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fourth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240907 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Fifth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240908 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Sixth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240907 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| a. Third grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Fourth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811918 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Fifth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811919 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Sixth grade | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 4 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>9. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VID40919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40920</td> </tr> <tr> <td>c. 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Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40926</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40924</td> </tr> <tr> <td>i. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40927</td> </tr> <tr> <td>j. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40925</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40923 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40922 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40904 | f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40930 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40926 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40924 | i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40927 | j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40925 | <p>9. To what extent is your school's mathematics program structured according to the following resources? 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| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40904 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <p style="text-align: right; font-size: small;">VID40931</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40934</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40935</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40933</td> </tr> </tbody> </table> <p>(2017 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40934 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40935 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40933 | <p>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.</p> <p style="text-align: right; font-size: small;">VID40931</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40934</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40935</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID40933</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40934 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40935 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40933 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40934 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40935 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID40933 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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

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)?

- A Yes
- B No

2. In your school, how often are fourth-grade students' mathematics placements evaluated?

- A Once a year
- B Once a marking period (semester, trimester)
- C More than once a marking period (semester, trimester)
- D 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.

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?

- A Yes, available full-time to fourth-grade students
- B Yes, available part-time to fourth-grade students
- C 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854255 |
| b. Provide math course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854258 |
| c. Provide math enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854259 |
| d. Provide math enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854260 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854364 |
| b. Provide support/assistance in using math manipulatives and hands-on activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854365 |
| c. Conduct professional development about math or the teaching of math for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854367 |
| d. Provide support/assistance with differentiated or group instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854368 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH811917 |
| b. Fourth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH811918 |
| c. Fifth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | VH811919 |
| d. Sixth grade | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240921 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240920 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240923 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240934 |
| b. State assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240935 |
| c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> | <input type="radio"/> | VH270636 |
| b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 |
| c. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 |
| d. Computer coding classes | <input type="radio"/> | <input type="radio"/> | VH854091 |
| e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 |
| g. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 |

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

2019 Operational Grade 8 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|--|---|---------------|--|
| <p style="text-align: right; font-size: small;">VB591775</p> <p>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.</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VB591775</p> <p>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.</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p> <p>Issue: Organization of Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V10270531</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V10270531</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p><input type="text"/> <input type="text"/></p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VB511923</p> <p>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?</p> <p><input type="radio"/> 0–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">VB511923</p> <p>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?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p> <p>Issue: Resources for Learning and Instruction</p> | R | The percentages were further divided into additional response options for better differentiation. The article “a” was added in front of “neighboring”. |
| <p style="text-align: right; font-size: small;">V10270595</p> <p>4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> | N/A | D | This item was dropped because it showed lack of variability in response |

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

2019 Operational Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|---|-----------------------|--------------|--|--|----------------------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| (2017 Grade 8) | | | option frequency and did not predict achievement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <small style="float: right;">V1E40073</small> 5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school? <input type="radio"/> Yes, available full-time to eighth-grade teachers <input type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No <i>Question 6 is not applicable and will be skipped.</i> (2017 Grade 8) | <small style="float: right;">V1E40073</small> 5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school? <input type="radio"/> Yes, available full-time to eighth-grade teachers <input type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No Issue: Resources for Learning and Instruction | 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <small style="float: right;">V1E40962</small> 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. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40964</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40966</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40965</td> </tr> </tbody> </table> (2017 Grade 8) | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40964 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40966 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40965 | <small style="float: right;">V1E40963</small> 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. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40964</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40966</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40965</td> </tr> </tbody> </table> Issue: Resources for Learning and Instruction | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40964 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40966 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40965 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40966 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40965 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40966 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40965 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|-----------------------|-----------|--|--|----------------------------------|-----------------------|----------|---------------------------------|----------------------------------|-----------------------|----------|-----------------------------|----------------------------------|-----------------------|----------|----------------|----------------------------------|-----------------------|----------|------------------------|----------------------------------|-----------------------|----------|----------------------|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|----------|---|----------------------------------|-----------------------|----------|-----------------------------|----------------------------------|-----------------------|----------|--|--|-----|----|--|-----------------------------|----------------------------------|-----------------------|----------|----------------|----------------------------------|-----------------------|----------|------------------------|----------------------------------|-----------------------|----------|----------------------|----------------------------------|-----------------------|----------|--|----------------------------------|-----------------------|----------|-----------------------------|----------------------------------|-----------------------|----------|----------|---|
| <p>7. In this school year, did your school offer any of the following activities? Select one circle in each row. VIE70634</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70635</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70636</td> </tr> <tr> <td>c. Mathematics competitions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70637</td> </tr> <tr> <td>d. Chess clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70638</td> </tr> <tr> <td>e. Programming classes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70640</td> </tr> <tr> <td>f. Mathematics clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70641</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70643</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70644</td> </tr> <tr> <td>i. Family mathematics night</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70645</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input checked="" type="radio"/> | <input type="radio"/> | VIE70635 | b. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | VIE70636 | c. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | VIE70637 | d. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70638 | e. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | VIE70640 | f. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70641 | g. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | VIE70643 | h. Teacher-led extra-help sessions in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | VIE70644 | i. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | VIE70645 | <p>9. In this school year, did your school offer any of the following activities? Select one circle in each row. VIE70634</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70637</td> </tr> <tr> <td>b. Chess clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70638</td> </tr> <tr> <td>c. Programming classes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70640</td> </tr> <tr> <td>d. Mathematics clubs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70641</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70643</td> </tr> <tr> <td>f. Family mathematics night</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VIE70645</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | VIE70637 | b. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70638 | c. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | VIE70640 | d. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70641 | e. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | VIE70643 | f. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | VIE70645 | <p>R</p> | <p>Previous sub-items “a”, “b”, and “h” were dropped.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input checked="" type="radio"/> | <input type="radio"/> | VIE70635 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Peer tutoring in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | VIE70636 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | VIE70637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | VIE70640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | VIE70643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | <input checked="" type="radio"/> | <input type="radio"/> | VIE70644 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | VIE70645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Mathematics competitions | <input checked="" type="radio"/> | <input type="radio"/> | VIE70637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Chess clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Programming classes | <input checked="" type="radio"/> | <input type="radio"/> | VIE70640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Mathematics clubs | <input checked="" type="radio"/> | <input type="radio"/> | VIE70641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Teacher-led tutoring sessions in mathematics for groups of students | <input checked="" type="radio"/> | <input type="radio"/> | VIE70643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Family mathematics night | <input checked="" type="radio"/> | <input type="radio"/> | VIE70645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>8. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHE40919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40923</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40922</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40924</td> </tr> <tr> <td>f. Recommendations from school mathematics department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40925</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40926</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40927</td> </tr> <tr> <td>i. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40928</td> </tr> <tr> <td>j. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40929</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40923 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40922 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40924 | f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40925 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40926 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40927 | i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40928 | j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40929 | <p>7. To what extent is your school's mathematics program structured according to the following resources? 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| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40928 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40929 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. 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.</p> <p style="text-align: right; font-size: small;">VHE40967</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40970</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40971</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40969</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40970 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40971 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40969 | <p>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.</p> <p style="text-align: right; font-size: small;">VHE40967</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40970</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40971</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40969</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40970 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40971 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40969 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40970 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40971 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40969 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40970 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40971 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE40969 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------|--|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|---|--|-----|----|--|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|-----------|------------|
| <p>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.</p> <p style="text-align: right; font-size: small;">V12.70659</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70660</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70661</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70663</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70664</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70660 | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70661 | c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V12.70663 | d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V12.70664 | <p>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.</p> <p style="text-align: right; font-size: small;">V12.70659</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70660</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70661</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70663</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right;">V12.70664</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70660 | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70661 | c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V12.70663 | d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V12.70664 | <p>NC</p> | <p>N/A</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70660 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70661 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V12.70663 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V12.70664 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70660 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V12.70661 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V12.70663 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V12.70664 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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 number of teachers.

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?

- Ⓐ 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 take high school mathematics classes. | <input type="radio"/> A | <input type="radio"/> B | VH270660 |
| b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> A | <input type="radio"/> B | 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. | <input type="radio"/> A | <input type="radio"/> B | VH270663 |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> A | <input type="radio"/> B | VH270664 |

5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
- A Yes, available full-time to eighth-grade teachers
 - B Yes, available part-time to eighth-grade teachers
 - C 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240964 |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240966 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240965 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240921 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240920 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240970 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240971 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240969 |

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 | <input type="radio"/> A | <input type="radio"/> B | VH270637 |
| b. Chess clubs | <input type="radio"/> A | <input type="radio"/> B | VH270638 |
| c. Programming classes | <input type="radio"/> A | <input type="radio"/> B | VH270640 |
| d. Mathematics clubs | <input type="radio"/> A | <input type="radio"/> B | VH270641 |
| e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> A | <input type="radio"/> B | VH270643 |
| f. Family mathematics night | <input type="radio"/> A | <input type="radio"/> B | VH270645 |

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

2019 Pilot Grade 8 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|---|
| <p style="text-align: right; font-size: small;">V1859775</p> <p>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.</p> <p>Ⓐ 0–10%</p> <p>Ⓑ 11–20%</p> <p>Ⓒ 21–30%</p> <p>Ⓓ 31–40%</p> <p>Ⓔ 41–50%</p> <p>Ⓕ More than 50%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1859775</p> <p>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.</p> <p>Ⓐ 0–10%</p> <p>Ⓑ 11–20%</p> <p>Ⓒ 21–30%</p> <p>Ⓓ 31–40%</p> <p>Ⓔ 41–50%</p> <p>Ⓕ More than 50%</p> <p>Issue: Organization of Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1829651</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p>□□</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1829651</p> <p>4. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p>□□</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">V1817228</p> <p>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?</p> <p>Ⓐ 0–10%</p> <p>Ⓑ 11–20%</p> <p>Ⓒ 21–30%</p> <p>Ⓓ 31–40%</p> <p>Ⓔ 41–50%</p> <p>Ⓕ More than 50%</p> <p>(2017 Grade 8)</p> | <p style="text-align: right; font-size: small;">V1819021</p> <p>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?</p> <p>Ⓐ 0%</p> <p>Ⓑ 1–5%</p> <p>Ⓒ 6–10%</p> <p>Ⓓ 11–20%</p> <p>Ⓔ 21–30%</p> <p>Ⓕ 31–40%</p> <p>Ⓖ 41–50%</p> <p>Ⓙ More than 50%</p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>The percentages were further divided into additional response options for better differentiation. The article “a” has been added in front of “neighboring”</p> |

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

2019 Pilot Grade 8 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|--|-----------------------|-----------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <p><input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent</p> <p>(2017 Grade 8)</p> | <p>N/A</p> | D | <p>This item was dropped because it showed lack of variability in response option frequency and did not predict achievement.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>N/A</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students <input type="radio"/> Yes, available part-time to eighth-grade students <input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | A | <p>This version of the math coach/specialist item was added to inquire about additional math staff supporting students.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>N/A</p> | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide math course-related support, remediation, or intervention to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1854263</td> </tr> <tr> <td>b. Provide math course-related support, remediation, or intervention to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1854266</td> </tr> <tr> <td>c. Provide math enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1854267</td> </tr> <tr> <td>d. Provide math enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1854268</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide math course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854263 | b. Provide math course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854266 | c. Provide math enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854267 | d. Provide math enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854268 | A | <p>This version of the math coach/specialist item was added to inquire about additional math staff supporting students.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide math course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854263 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide math course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854266 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide math enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854267 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide math enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1854268 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|---|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No <i>Question 6 is not applicable and will be skipped.</i></p> <p>(2017 Grade 8)</p> | <p>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?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>This version of the math coach/specialist item replaced the previous version and includes specific examples of additional math staff titles.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI040964</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI040966</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VI040965</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040964 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040966 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040965 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with math content or the teaching of math to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH054372</td> </tr> <tr> <td>b. Provide support/assistance in using math manipulatives and hands-on activities</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH054373</td> </tr> <tr> <td>c. Conduct professional development about math or the teaching of math for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH054374</td> </tr> <tr> <td>d. Analyze assessment data to inform strategies and next steps for instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH054375</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with math content or the teaching of math to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054372 | b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054373 | c. Conduct professional development about math or the teaching of math for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054374 | d. Analyze assessment data to inform strategies and next steps for instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054375 | R | <p>This version of the math coach/specialist item replaced the previous version and includes specific examples of additional math staff titles.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040966 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VI040965 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support/assistance with math content or the teaching of math to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054372 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054373 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about math or the teaching of math for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054374 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Analyze assessment data to inform strategies and next steps for instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH054375 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|---|-----------------------|---------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|------------------------|-----------------------|-----------------------|----------|--------------------------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------------------|-----------------------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|---|----------|--------------------------------------|-----------------------|-----------------------|---------------------------------|-----------------------|-----------------------|---|-----------------------------|-----------------------|-----------------------|-----------------------|----------------|-----------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|--|-----------------------|------------|-----------------------------|-----------------------|-----------------------|----------|---|---|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>7. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1270604</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270603</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270606</td> </tr> <tr> <td>c. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270607</td> </tr> <tr> <td>d. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270608</td> </tr> <tr> <td>e. Programming classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270609</td> </tr> <tr> <td>f. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270604</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270605</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270604</td> </tr> <tr> <td>i. Family mathematics night</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270605</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | V1270603 | b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | V1270606 | c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V1270607 | d. Chess clubs | <input type="radio"/> | <input type="radio"/> | V1270608 | e. Programming classes | <input type="radio"/> | <input type="radio"/> | V1270609 | f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V1270604 | g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V1270605 | h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | V1270604 | i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V1270605 | <p>11. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1270604</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Peer tutoring in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270606</td> </tr> <tr> <td>b. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270607</td> </tr> <tr> <td>c. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270608</td> </tr> <tr> <td>d. Computer coding classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270601</td> </tr> <tr> <td>e. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270604</td> </tr> <tr> <td>f. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270605</td> </tr> <tr> <td>g. Family mathematics night</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1270605</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | V1270606 | b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V1270607 | c. Chess clubs | <input type="radio"/> | <input type="radio"/> | V1270608 | d. Computer coding classes | <input type="radio"/> | <input type="radio"/> | V1270601 | e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V1270604 | f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V1270605 | g. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V1270605 | R | <p>Previous sub-items “a”, “b”, and “h” were dropped. Previous sub-item “e” was revised to “Computer coding classes”.</p> | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | V1270603 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | V1270606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V1270607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Chess clubs | <input type="radio"/> | <input type="radio"/> | V1270608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Programming classes | <input type="radio"/> | <input type="radio"/> | V1270609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V1270604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V1270605 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | V1270604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V1270605 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | V1270606 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V1270607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Chess clubs | <input type="radio"/> | <input type="radio"/> | V1270608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Computer coding classes | <input type="radio"/> | <input type="radio"/> | V1270601 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V1270604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V1270605 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V1270605 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. To what extent is your school’s mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1240910</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240901</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240923</td> </tr> <tr> <td>d. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240922</td> </tr> <tr> <td>e. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240904</td> </tr> <tr> <td>f. Recommendations from school mathematics department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240900</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240926</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240924</td> </tr> <tr> <td>i. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240927</td> </tr> <tr> <td>j. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240925</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240901 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240923 | d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240922 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240904 | f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240900 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240926 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240924 | i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240927 | j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240925 | <p>9. To what extent is your school’s mathematics program structured according to the following resources? 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In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1240923</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240923 | R | <p>Previous sub-items “d” through “j” were dropped.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240901 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240904 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school mathematics department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1240923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Pilot Grade 8 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|--|-----------------------|--|-----------------------|---|-----------------------|-----------------------|----------|---|--|-----------------------|-----------------------|-----------------|--|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>9. 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.</p> <p style="text-align: right; font-size: small;">V124097</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124097b</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124097c</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124097d</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097b | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097c | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097d | <p>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.</p> <p style="text-align: right; font-size: small;">V124098</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124098b</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124098c</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V124098d</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098b | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098c | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098d | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124097d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V124098d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <p style="text-align: right; font-size: small;">V127060</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127060a</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127060b</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127060c</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127060d</td> </tr> </tbody> </table> <p>(2017 Grade 8)</p> | | Yes | No | | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127060a | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127060b | c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V127060c | d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V127060d | <p>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.</p> <p style="text-align: right; font-size: small;">V127061</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127061a</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127061b</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127061c</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V127061d</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127061a | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127061b | c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V127061c | d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V127061d | NC | N/A | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127060a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127060b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V127060c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V127060d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127061a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | V127061b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course. | <input type="radio"/> | <input type="radio"/> | V127061c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district. | <input type="radio"/> | <input type="radio"/> | V127061d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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?

- Ⓐ 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. | Ⓐ | Ⓑ | 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.

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?

- Ⓐ 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854265 |
| b. Provide math course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854266 |
| c. Provide math enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854267 |
| d. Provide math enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854268 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854372 |
| b. Provide support/assistance in using math manipulatives and hands-on activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854373 |
| c. Conduct professional development about math or the teaching of math for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854374 |
| d. Analyze assessment data to inform strategies and next steps for instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH854375 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240921 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240920 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240970 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240971 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH240969 |

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 | <input type="radio"/> A | <input type="radio"/> B | VH270636 |
| b. Mathematics competitions | <input type="radio"/> A | <input type="radio"/> B | VH270637 |
| c. Chess clubs | <input type="radio"/> A | <input type="radio"/> B | VH270638 |
| d. Computer coding classes | <input type="radio"/> A | <input type="radio"/> B | VH854091 |
| e. Mathematics clubs | <input type="radio"/> A | <input type="radio"/> B | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> A | <input type="radio"/> B | VH270643 |
| g. Family mathematics night | <input type="radio"/> A | <input type="radio"/> B | VH270645 |

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

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|-----------|--|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|-----------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---------------------------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|--|-----|----|--|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|-----------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---------------------------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|--|
| <p style="text-align: right; font-size: small;">VH24077</p> <p>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?</p> <p>Ⓐ Less than two years Ⓑ Two years Ⓒ Three years Ⓓ Four years Ⓔ More than four years</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH24077</p> <p>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?</p> <p>Ⓐ Less than two years Ⓑ Two years Ⓒ Three years Ⓓ Four years Ⓔ More than four years</p> <p>Issue: Organization of Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH24078</p> <p>2. Does your school offer online mathematics courses for credit?</p> <p>Ⓐ Yes Ⓑ No</p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH24078</p> <p>4. Does your school offer online mathematics courses for credit?</p> <p>Ⓐ Yes Ⓑ No</p> <p>Issue: Organization of Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH24094</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Pre-calculus or introductory analysis</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241006</td> </tr> <tr> <td>b. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241017</td> </tr> <tr> <td>c. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241018</td> </tr> <tr> <td>d. Trigonometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH240991</td> </tr> <tr> <td>e. International Baccalaureate® (IB) Mathematics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241008</td> </tr> <tr> <td>f. Advanced Placement (AP)® Calculus AB</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241009</td> </tr> <tr> <td>g. Advanced Placement (AP) Calculus BC</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241010</td> </tr> <tr> <td>h. Calculus (other than Advanced Placement [AP] Calculus)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241007</td> </tr> <tr> <td>i. Advanced Placement (AP) Statistics</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241011</td> </tr> <tr> <td>j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241012</td> </tr> <tr> <td>k. Advanced Placement (AP) Computer Science A</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241016</td> </tr> <tr> <td>l. Computer science (other than Advanced Placement [AP] Computer Science)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241016</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Pre-calculus or introductory analysis | <input type="radio"/> | <input type="radio"/> | VH241006 | b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241017 | c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241018 | d. Trigonometry | <input type="radio"/> | <input type="radio"/> | VH240991 | e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VH241008 | f. Advanced Placement (AP)® Calculus AB | <input type="radio"/> | <input type="radio"/> | VH241009 | g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VH241010 | h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VH241007 | i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VH241011 | j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VH241012 | k. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241016 | l. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | VH241016 | <p style="text-align: right; font-size: small;">VH24094</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Pre-calculus or introductory analysis</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241006</td> </tr> <tr> <td>b. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241017</td> </tr> <tr> <td>c. 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Advanced Placement (AP) Computer Science Principles</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241016</td> </tr> <tr> <td>l. Advanced Placement (AP) Computer Science A</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241016</td> </tr> <tr> <td>m. Computer science (other than Advanced Placement [AP] Computer Science)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH241016</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Yes | No | | a. Pre-calculus or introductory analysis | <input type="radio"/> | <input type="radio"/> | VH241006 | b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241017 | c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241018 | d. Trigonometry | <input type="radio"/> | <input type="radio"/> | VH240991 | e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VH241008 | f. Advanced Placement (AP)® Calculus AB | <input type="radio"/> | <input type="radio"/> | VH241009 | g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VH241010 | h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VH241007 | i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VH241011 | j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VH241012 | k. Advanced Placement (AP) Computer Science Principles | <input type="radio"/> | <input type="radio"/> | VH241016 | l. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241016 | m. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | VH241016 | R | <p>The current sub-item “k” was added as an additional course title.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Pre-calculus or introductory analysis | <input type="radio"/> | <input type="radio"/> | VH241006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Trigonometry | <input type="radio"/> | <input type="radio"/> | VH240991 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VH241008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Advanced Placement (AP)® Calculus AB | <input type="radio"/> | <input type="radio"/> | VH241009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VH241010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VH241007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VH241011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VH241012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | VH241016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Pre-calculus or introductory analysis | <input type="radio"/> | <input type="radio"/> | VH241006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Trigonometry | <input type="radio"/> | <input type="radio"/> | VH240991 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VH241008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Advanced Placement (AP)® Calculus AB | <input type="radio"/> | <input type="radio"/> | VH241009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VH241010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VH241007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VH241011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VH241012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Advanced Placement (AP) Computer Science Principles | <input type="radio"/> | <input type="radio"/> | VH241016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| m. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | VH241016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|------------|--|--------------|-----------------------|-----------------------|-----------|-------------|-----------------------|-----------------------|-----------|---------------|-----------------------|-----------------------|-----------|---------------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|--|--|-----|----|--|--------------|-----------------------|-----------------------|-----------|-------------|-----------------------|-----------------------|-----------|---------------|-----------------------|-----------------------|-----------|---------------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------|-----------|------------|
| <p>4. Which of the following mathematics courses are required for high school graduation? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHE24021</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Algebra I</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241022</td> </tr> <tr> <td>b. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241023</td> </tr> <tr> <td>c. Algebra II</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241024</td> </tr> <tr> <td>d. Statistics/Probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241025</td> </tr> <tr> <td>e. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241032</td> </tr> <tr> <td>f. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241033</td> </tr> <tr> <td>g. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241034</td> </tr> <tr> <td>h. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241028</td> </tr> <tr> <td>i. Other mathematics course (Please specify):</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241031</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Algebra I | <input type="radio"/> | <input type="radio"/> | VHE241022 | b. Geometry | <input type="radio"/> | <input type="radio"/> | VHE241023 | c. Algebra II | <input type="radio"/> | <input type="radio"/> | VHE241024 | d. Statistics/Probability | <input type="radio"/> | <input type="radio"/> | VHE241025 | e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241032 | f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241033 | g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241034 | h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241028 | i. Other mathematics course (Please specify): | <input type="radio"/> | <input type="radio"/> | VHE241031 | <p>3. Which of the following mathematics courses are required for high school graduation? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VHE24021</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Algebra I</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241022</td> </tr> <tr> <td>b. Geometry</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241023</td> </tr> <tr> <td>c. Algebra II</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241024</td> </tr> <tr> <td>d. Statistics/Probability</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241025</td> </tr> <tr> <td>e. Integrated mathematics 1 (first year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241032</td> </tr> <tr> <td>f. Integrated mathematics 2 (second year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241033</td> </tr> <tr> <td>g. Integrated mathematics 3 (third year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241034</td> </tr> <tr> <td>h. Integrated mathematics 4 (fourth year of a multi-year course)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241028</td> </tr> <tr> <td>i. Other mathematics course (Please specify):</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHE241031</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Yes | No | | a. Algebra I | <input type="radio"/> | <input type="radio"/> | VHE241022 | b. Geometry | <input type="radio"/> | <input type="radio"/> | VHE241023 | c. Algebra II | <input type="radio"/> | <input type="radio"/> | VHE241024 | d. Statistics/Probability | <input type="radio"/> | <input type="radio"/> | VHE241025 | e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241032 | f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241033 | g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241034 | h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241028 | i. Other mathematics course (Please specify): | <input type="radio"/> | <input type="radio"/> | VHE241031 | <p>NC</p> | <p>N/A</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Algebra I | <input type="radio"/> | <input type="radio"/> | VHE241022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Geometry | <input type="radio"/> | <input type="radio"/> | VHE241023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Algebra II | <input type="radio"/> | <input type="radio"/> | VHE241024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Statistics/Probability | <input type="radio"/> | <input type="radio"/> | VHE241025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241032 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241033 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241034 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241028 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Other mathematics course (Please specify): | <input type="radio"/> | <input type="radio"/> | VHE241031 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Algebra I | <input type="radio"/> | <input type="radio"/> | VHE241022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Geometry | <input type="radio"/> | <input type="radio"/> | VHE241023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Algebra II | <input type="radio"/> | <input type="radio"/> | VHE241024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Statistics/Probability | <input type="radio"/> | <input type="radio"/> | VHE241025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241032 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241033 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241034 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VHE241028 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Other mathematics course (Please specify): | <input type="radio"/> | <input type="radio"/> | VHE241031 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <p> <input type="radio"/> 0–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% </p> <p>(2018 Grade 12)</p> | <p>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.</p> <p> <input type="radio"/> 0–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% </p> <p>Issue: Organization of Instruction</p> | <p>NC</p> | <p>N/A</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="font-size: x-large; margin-left: 20px;">□ □</p> <p>(2018 Grade 12)</p> | <p>7. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="font-size: x-large; margin-left: 20px;">□ □</p> <p>Issue: Resources for Learning and Instruction</p> | <p>NC</p> | <p>N/A</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|---|
| <p style="text-align: right; font-size: small;">VH123478</p> <p>7. In this school year, what percentage of students have gone to other schools (neighboring high school or college) to receive mathematics instruction?</p> <ul style="list-style-type: none"> <input type="radio"/> 0-10% <input type="radio"/> 11-20% <input type="radio"/> 21-30% <input type="radio"/> 31-40% <input type="radio"/> 41-50% <input type="radio"/> More than 50% <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH18466</p> <p>6. In this school year, what percentage of students have gone to other schools (a neighboring high school or college) to receive mathematics instruction?</p> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-20% <input type="radio"/> 21-30% <input type="radio"/> 31-40% <input type="radio"/> 41-50% <input type="radio"/> More than 50% <p>Issue: Resources for Learning and Instruction</p> | R | <p>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 "neighboring".</p> |
| <p style="text-align: right; font-size: small;">VH12058</p> <p>8. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?</p> <ul style="list-style-type: none"> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent <p>(2018 Grade 12)</p> | <p>N/A</p> | D | <p>This item was dropped because it showed lack of variability in response option frequency and did not predict achievement.</p> |
| <p style="text-align: right; font-size: small;">VH12090</p> <p>9. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to twelfth-grade teachers <input type="radio"/> Yes, available part-time to twelfth-grade teachers <input type="radio"/> No <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH12090</p> <p>8. Is there a mathematics coach available (full- or part-time) to twelfth-grade teachers at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to twelfth-grade teachers <input type="radio"/> Yes, available part-time to twelfth-grade teachers <input type="radio"/> No <p>Issue: Organization of instruction</p> | NC | <p>N/A</p> |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|--|-----------------------|---------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|--------------|--|-----------------------|-----------------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------------|---|-----------------------|-----------------------|---|-----------------------|----------|---|-----------------------|---------------------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|----------------|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|----------|----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|----------|---|
| <p>10. 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. VH241043</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241044</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241046</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241045</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241044 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241046 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241045 | <p>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. VH241043</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241044</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241046</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241045</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241044 | b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241046 | c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241045 | <p>NC</p> | <p>N/A</p> | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241044 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241046 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241045 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support or assistance about mathematics content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241044 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241046 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241045 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. In this school year, did your school offer any of the following activities? Select one circle in each row. VH270634</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Opportunities for students to discuss mathematics work, including homework, with their teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270635</td> </tr> <tr> <td>b. Peer tutoring in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270636</td> </tr> <tr> <td>c. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270637</td> </tr> <tr> <td>d. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270638</td> </tr> <tr> <td>e. Programming classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270640</td> </tr> <tr> <td>f. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270641</td> </tr> <tr> <td>g. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270643</td> </tr> <tr> <td>h. Teacher-led extra-help sessions in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270644</td> </tr> <tr> <td>i. Family mathematics night</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270645</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | VH270635 | b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | d. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | e. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | VH270644 | i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | <p>15. In this school year, did your school offer any of the following activities? Select one circle in each row. VH270634</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Peer tutoring in mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270636</td> </tr> <tr> <td>b. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270637</td> </tr> <tr> <td>c. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270638</td> </tr> <tr> <td>d. Programming classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270640</td> </tr> <tr> <td>e. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270641</td> </tr> <tr> <td>f. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH270643</td> </tr> </tbody> </table> <p>Issue: Resources for learning and instruction</p> | | Yes | No | | a. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | c. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | d. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | <p>R</p> | <p>Previous sub-items “a”, “h”, and “i” were dropped.</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Opportunities for students to discuss mathematics work, including homework, with their teachers | <input type="radio"/> | <input type="radio"/> | VH270635 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Teacher-led extra-help sessions in mathematics | <input type="radio"/> | <input type="radio"/> | VH270644 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Family mathematics night | <input type="radio"/> | <input type="radio"/> | VH270645 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | VH270636 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>12. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH140919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140920</td> </tr> <tr> <td>b. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140921</td> </tr> <tr> <td>c. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140922</td> </tr> <tr> <td>d. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140923</td> </tr> <tr> <td>e. Results from school-level assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140924</td> </tr> <tr> <td>f. Recommendations from school mathematics department or teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140925</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140926</td> </tr> <tr> <td>h. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140927</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140928</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140920 | b. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140921 | c. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140922 | d. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140923 | e. Results from school-level assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140924 | f. Recommendations from school mathematics department or teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140925 | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140926 | h. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140927 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140928 | <p>10. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH140919</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH140923</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140921 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140920 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140923 | R | <p>Previous sub-items "c" through "i" were dropped. Current sub-item "c" was added in to align with changes made to this item for grades 4 and 8. The order of previous sub-items "a" and "b" was reversed.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140922 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from school-level assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140924 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Recommendations from school mathematics department or teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140926 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140928 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140920 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH140923 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>13. 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.</p> <p style="text-align: right; font-size: small;">VH173484</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173487</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173486</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173485</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173487 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173486 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173485 | <p>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.</p> <p style="text-align: right; font-size: small;">VH173484</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173487</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173486</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH173485</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173487 | b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173486 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173485 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173487 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173486 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173485 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173487 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173486 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH173485 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>14. 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.) VH241061</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241062</td> </tr> <tr> <td>b. Mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241063</td> </tr> <tr> <td>c. Social studies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241064</td> </tr> <tr> <td>d. Science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241065</td> </tr> <tr> <td>e. Computer science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241066</td> </tr> <tr> <td>f. Foreign languages</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241067</td> </tr> <tr> <td>g. Career and technical/vocational</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241068</td> </tr> <tr> <td>h. Other (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241069</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241062 | b. Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241063 | c. Social studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241064 | d. Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241065 | e. Computer science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241066 | f. Foreign languages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241067 | g. Career and technical/vocational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241068 | h. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241069 | <p>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.) VH260442</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not offered</th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260443</td> </tr> <tr> <td>b. Mathematics</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260444</td> </tr> <tr> <td>c. Social studies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260445</td> </tr> <tr> <td>d. Science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260450</td> </tr> <tr> <td>e. Computer science</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260447</td> </tr> <tr> <td>f. Foreign languages</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260448</td> </tr> <tr> <td>g. Career and technical/vocational</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH260449</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | Not offered | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260443 | b. Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260444 | c. Social studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260445 | d. Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH260450 | e. 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| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| h. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241069 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>15. 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.) VH241070</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241071</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241072</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241074</td> </tr> <tr> <td>d. Other (Please specify): _____</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241076</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241071 | b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241072 | c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241074 | d. Other (Please specify): _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241076 | <p>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. 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Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241074</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241071 | b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241072 | c. 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| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241071 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241072 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241074 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2019 Operational Grade 12 Mathematics School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|----|------|-------|--------|--------|--------|----------|--|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|---|
| <p>16. 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.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241079</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241079</td> </tr> <tr> <td>c. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241080</td> </tr> <tr> <td>d. Other (Please specify):</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241082</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241080 | d. Other (Please specify): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241082 | <p>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.)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>Over 75%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. On your high school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241078</td> </tr> <tr> <td>b. On a postsecondary campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241079</td> </tr> <tr> <td>c. On a career and technical/vocational/ vocational school campus</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241074</td> </tr> <tr> <td>d. Through distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241080</td> </tr> </tbody> </table> <p>Issue: Organization of instruction</p> | | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241078 | b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | c. On a career and technical/vocational/ vocational school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241074 | d. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241080 | R | <p>Previous sub-item “d” was dropped and current sub-item “c” was added based on the 2019 pilot data for the free response sub-item VH241082.</p> |
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241080 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Other (Please specify): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241082 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0% | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | Over 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. On your high school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241078 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. On a postsecondary campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241079 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. On a career and technical/vocational/ vocational school campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241074 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Through distance learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241080 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 | <input type="radio"/> | <input type="radio"/> | VH241006 |
| b. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241017 |
| c. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> | <input type="radio"/> | VH241018 |
| d. Trigonometry | <input type="radio"/> | <input type="radio"/> | VH240991 |
| e. International Baccalaureate® (IB) Mathematics | <input type="radio"/> | <input type="radio"/> | VH241008 |
| f. Advanced Placement (AP®) Calculus AB | <input type="radio"/> | <input type="radio"/> | VH241009 |
| g. Advanced Placement (AP) Calculus BC | <input type="radio"/> | <input type="radio"/> | VH241010 |
| h. Calculus (other than Advanced Placement [AP] Calculus) | <input type="radio"/> | <input type="radio"/> | VH241007 |
| i. Advanced Placement (AP) Statistics | <input type="radio"/> | <input type="radio"/> | VH241011 |
| j. Probability and/or statistics (other than Advanced Placement [AP] Statistics) | <input type="radio"/> | <input type="radio"/> | VH241012 |
| k. Advanced Placement (AP) Computer Science Principles | <input type="radio"/> | <input type="radio"/> | VH887721 |
| l. Advanced Placement (AP) Computer Science A | <input type="radio"/> | <input type="radio"/> | VH796763 |
| m. Computer science (other than Advanced Placement [AP] Computer Science) | <input type="radio"/> | <input type="radio"/> | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241022 |
| b. Geometry | <input type="radio"/> A | <input type="radio"/> B | VH241023 |
| c. Algebra II | <input type="radio"/> A | <input type="radio"/> B | VH241024 |
| d. Statistics/Probability | <input type="radio"/> A | <input type="radio"/> B | VH241025 |
| e. Integrated mathematics 1 (first year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VH241032 |
| f. Integrated mathematics 2 (second year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VH241033 |
| g. Integrated mathematics 3 (third year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VH241034 |
| h. Integrated mathematics 4 (fourth year of a multi-year course) | <input type="radio"/> A | <input type="radio"/> B | VH241028 |
| i. Other mathematics course (Please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH241031 |

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

- A Yes
 B No

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.

- A 0–10%
 B 11–20%
 C 21–30%
 D 31–40%
 E 41–50%
 F 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?

- Ⓐ 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.

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

- Ⓐ Yes, available full-time to twelfth-grade teachers
- Ⓑ 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241044 |
| b. Provide support or assistance about the teaching of mathematics to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241046 |
| c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241045 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240921 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH240920 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH733487 |
| b. State assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH733486 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH733485 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860443 |
| b. Mathematics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860444 |
| c. Social studies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860445 |
| d. Science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860450 |
| e. Computer science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860447 |
| f. Foreign languages | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH860448 |
| g. Career and technical/ vocational | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | 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 | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241071 |
| b. On a postsecondary campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241072 |
| c. Through distance learning | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241074 |

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) | (B) | (C) | (D) | (E) | (F) | (G) | VH241078 |
| b. On a postsecondary campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH241079 |
| c. On a career and technical/vocational school campus | (A) | (B) | (C) | (D) | (E) | (F) | (G) | VH859714 |
| d. Through distance learning | (A) | (B) | (C) | (D) | (E) | (F) | (G) | 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 | <input type="radio"/> | <input type="radio"/> | VH270636 |
| b. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | VH270637 |
| c. Chess clubs | <input type="radio"/> | <input type="radio"/> | VH270638 |
| d. Programming classes | <input type="radio"/> | <input type="radio"/> | VH270640 |
| e. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | VH270641 |
| f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | VH270643 |

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

2019 Operational Grade 4 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|--|-----------------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------|---|--|
| <p style="text-align: right; font-size: small;">V1824017</p> <p>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?</p> <p> <input type="radio"/> Yes, available full-time to fourth-grade students <input type="radio"/> Yes, available part-time to fourth-grade students <input type="radio"/> No </p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1824020</p> <p>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?</p> <p> <input type="radio"/> Yes, available full-time to fourth-grade students <input type="radio"/> Yes, available part-time to fourth-grade students <input type="radio"/> No </p> <p>Issue: Resources for learning and instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1824296</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide science course-related support, remediation, or intervention to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241297</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or intervention to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241298</td> </tr> <tr> <td>c. Provide science enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241299</td> </tr> <tr> <td>d. Provide science enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241300</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241297 | b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241298 | c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241299 | d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241300 | <p style="text-align: right; font-size: small;">V1824333</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Provide science enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241299</td> </tr> <tr> <td>d. Provide science enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">V18241300</td> </tr> </tbody> </table> <p>Issue: Resources for learning and instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241297 | b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241298 | c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241299 | d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241300 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241297 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241298 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241299 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241297 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241298 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241299 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V18241300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">V1824018</p> <p>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?</p> <p> <input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No </p> <p>(2018 Grade 4)</p> | <p style="text-align: right; font-size: small;">V1824400</p> <p>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?</p> <p> <input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No </p> <p>Issue: Resources for learning and instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|--------------|--|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|--------------|---|--|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|---|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|----------------------------------|--|-----------------------|-----------------------|----------|--------------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|-----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|------------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------|---|--|------------|--------------|-----------------|--------------|--|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|--|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241302</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40250</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241303</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241302 | b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40250 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241303 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241302</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40250</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241303</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241302 | b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40250 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241303 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| a. Provide support/assistance with science content or the teaching of science to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241302 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241303 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>5. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241307</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241306</td> </tr> <tr> <td>c. Standards or frameworks common to several states</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E705771</td> </tr> <tr> <td>d. In-school curriculum frameworks and standards for learning</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241309</td> </tr> <tr> <td>e. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241314</td> </tr> <tr> <td>f. Results from district assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40260</td> </tr> <tr> <td>g. Results from state assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40551</td> </tr> <tr> <td>h. Results from national assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E50772</td> </tr> <tr> <td>i. Discretion of individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241312</td> </tr> <tr> <td>j. Commercially designed programs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E241315</td> </tr> <tr> <td>k. Resources found on the Internet</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V1E40587</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241307 | b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241306 | c. Standards or frameworks common to several states | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E705771 | d. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241309 | e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241314 | f. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40260 | g. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40551 | h. Results from national assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E50772 | i. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241312 | j. Commercially designed programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241315 | k. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40587 | <p>5. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241306 | c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241309 | R | <p>To align the science survey questionnaire with those used in other subjects and to keep school administrator burden low, sub-items C, E, F, G, H, I, J, K were dropped.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards or frameworks common to several states | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E705771 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241314 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40260 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40551 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from national assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E50772 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241312 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Commercially designed programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241315 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E40587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E241309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Operational Grade 4 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|--------------|--|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041319</td> </tr> <tr> <td>b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041318</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040964</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041319 | b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041318 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040964 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041319</td> </tr> <tr> <td>b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041318</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040964</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041319 | b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041318 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040964 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041319 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041318 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041319 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041318 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2018 Grade 4)</p> | <p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. Does your school have laboratory facilities for fourth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4)</p> | <p>8. Does your school have laboratory facilities for fourth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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2019 Operational Grade 4 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Demonstration stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241321</td> </tr> <tr> <td>b. Student lab stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241322</td> </tr> <tr> <td>c. Storage areas for chemicals and other supplies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241323</td> </tr> <tr> <td>d. Electricity (for example, power outlets for using lab equipment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241324</td> </tr> <tr> <td>e. Running water</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241325</td> </tr> <tr> <td>f. Gas for burners</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241326</td> </tr> <tr> <td>g. Hoods or air hoses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241327</td> </tr> <tr> <td>h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241328</td> </tr> <tr> <td>i. Computers and other digital devices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241329</td> </tr> <tr> <td>j. Internet connection</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241330</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241321 | b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241322 | c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241323 | d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241324 | e. Running water | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241325 | f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241326 | g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241327 | h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241328 | i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241329 | j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241330 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Demonstration stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241321</td> </tr> <tr> <td>b. Student lab stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241322</td> </tr> <tr> <td>c. Storage areas for chemicals and other supplies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241323</td> </tr> <tr> <td>d. Electricity (for example, power outlets for using lab equipment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241324</td> </tr> <tr> <td>e. Running water</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241325</td> </tr> <tr> <td>f. Gas for burners</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241326</td> </tr> <tr> <td>g. Hoods or air hoses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241327</td> </tr> <tr> <td>h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241328</td> </tr> <tr> <td>i. Computers and other digital devices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241329</td> </tr> <tr> <td>j. Internet connection</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241330</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241321 | b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241322 | c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241323 | d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241324 | e. Running water | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241325 | f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241326 | g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241327 | h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241328 | i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241329 | j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241330 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241321 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241322 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241323 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241324 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Running water | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241325 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241326 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241327 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241328 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241329 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241330 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241321 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241322 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241323 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241324 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Running water | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241325 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241326 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241327 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241328 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241329 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241330 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241361</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241362</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241363</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241364</td> </tr> </tbody> </table> <p>(2018 Grade 4)</p> | | Yes | No | | a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input checked="" type="radio"/> | VH241361 | b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input checked="" type="radio"/> | VH241362 | c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input checked="" type="radio"/> | VH241363 | d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input checked="" type="radio"/> | VH241364 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241361</td> </tr> <tr> <td>b. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241362</td> </tr> <tr> <td>c. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>VH241364</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input checked="" type="radio"/> | VH241361 | b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input checked="" type="radio"/> | VH241362 | c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input checked="" type="radio"/> | VH241364 | R | <p>Due to low response variability and to keep school administrator burden low, sub-item A was dropped.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input checked="" type="radio"/> | VH241361 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input checked="" type="radio"/> | VH241362 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input checked="" type="radio"/> | VH241363 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input checked="" type="radio"/> | VH241364 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input checked="" type="radio"/> | VH241362 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input checked="" type="radio"/> | VH241364 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Not at all | 1–2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241367 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241368 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241369 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | 1–2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241367 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241368 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VH241369 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Provide science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241297 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241298 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241299 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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?

- A Yes, available full-time to fourth-grade teachers
- B Yes, available part-time to fourth-grade teachers
- C 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241302 |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH640260 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241307 |
| b. State curriculum standards or frameworks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241306 |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241309 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241319 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241318 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH640864 |

7. To what extent does your school provide up-to-date technology resources for science teaching and learning?

- A Not at all
- B Small extent
- C Moderate extent
- D Large extent

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

- A Yes
- B 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241321 |
| b. Student lab stations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241322 |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241323 |
| d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241324 |
| e. Running water | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241330 |
| f. Gas for burners | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241326 |
| g. Hoods or air hoses | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241327 |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241328 |
| i. Computers and other digital devices | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241329 |
| j. Internet connection | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 |

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 | Ⓐ | Ⓑ | Ⓒ | VH241367 |
| b. Science competitions | Ⓐ | Ⓑ | Ⓒ | VH241368 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | Ⓐ | Ⓑ | Ⓒ | VH241369 |

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

2019 Operational Grade 8 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|--|-----------------------|--------------|--|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|----------------------------------|-----------------------|-----------------------|-----------|---|-----------------------|----------------------------------|-----------------------|-----------------------|-----------|--|-----------------------|----------------------------------|-----------------------|-----------------------|-----------|---|-----------------------|----------------------------------|-----------------------|-----------------------|-----------|---|--|
| <p style="text-align: right; font-size: small;">VHS04030</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to eighth-grade students <input checked="" type="radio"/> Yes, available part-time to eighth-grade students <input type="radio"/> No </p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS04033</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to eighth-grade students <input checked="" type="radio"/> Yes, available part-time to eighth-grade students <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHS04038</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide science course-related support, remediation, or intervention to individual students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS041371</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or intervention to groups of students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS041372</td> </tr> <tr> <td>c. Provide science enrichment to individual students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHS041373</td> </tr> <tr> <td>d. 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Provide science enrichment to individual students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041373 | d. Provide science enrichment to groups of students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041374 | <p style="text-align: right; font-size: small;">VHS04036</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041371 | b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041372 | c. Provide science enrichment to individual students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041373 | d. Provide science enrichment to groups of students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041374 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide science course-related support, remediation, or intervention to individual students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041371 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041372 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041373 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041374 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041371 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041372 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041373 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS041374 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHS04042</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to eighth-grade teachers <input checked="" type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No </p> <p>(2018 Grade 8)</p> | <p style="text-align: right; font-size: small;">VHS04044</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to eighth-grade teachers <input checked="" type="radio"/> Yes, available part-time to eighth-grade teachers <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041376</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040268</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041377</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041376 | b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040268 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041377 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041376</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040268</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041377</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041376 | b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040268 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041377 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support/assistance with science content or the teaching of science to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041376 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040268 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041377 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support/assistance with science content or the teaching of science to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041376 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040268 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041377 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041307</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041306</td> </tr> <tr> <td>c. Standards or frameworks common to several states</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH050771</td> </tr> <tr> <td>d. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041309</td> </tr> <tr> <td>e. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041314</td> </tr> <tr> <td>f. Results from district assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040850</td> </tr> <tr> <td>g. Results from state assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040851</td> </tr> <tr> <td>h. Results from national assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH030772</td> </tr> <tr> <td>i. Recommendations from school science department</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041311</td> </tr> <tr> <td>j. Discretion of individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041312</td> </tr> <tr> <td>k. Commercially designed programs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041313</td> </tr> <tr> <td>l. Resources found on the Internet</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040852</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041307 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041306 | c. Standards or frameworks common to several states | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050771 | d. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041309 | e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041314 | f. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040850 | g. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040851 | h. Results from national assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH030772 | i. Recommendations from school science department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041311 | j. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041312 | k. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041313 | l. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040852 | <p>5. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041307 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041306 | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041309 | d. Recommendations from school science department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041311 | R | <p>To align the science survey questionnaire with those used in other subjects and to keep school administrator burden low, sub-items C, E, F, G, H, J, K, and L were dropped.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards or frameworks common to several states | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050771 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041314 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Results from district assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040850 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040851 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from national assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH030772 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Recommendations from school science department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041311 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041312 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Commercially designed programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041313 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040852 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Recommendations from school science department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041311 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|----------------------------------|-----------------------|--------------|--|----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|--|------------|--------------|-----------------|--------------|--|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|-----|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH041363</td> </tr> <tr> <td>b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041362</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH043937</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. State assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH041363 | b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041362 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH043937 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041363</td> </tr> <tr> <td>b. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH041362</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH043937</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041363 | b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041362 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH043937 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State assessments | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH041363 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041362 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH043937 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041363 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041362 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH043937 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2018 Grade 8)</p> | <p>7. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. Does your school have laboratory facilities for eighth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 8)</p> | <p>8. Does your school have laboratory facilities for eighth-grade science instruction?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Demonstration stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH241385</td> </tr> <tr> <td>b. Internet connection</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241389</td> </tr> <tr> <td>c. Student lab stations</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241386</td> </tr> <tr> <td>d. Storage areas for chemicals and other supplies</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241387</td> </tr> <tr> <td>e. Electricity (for example, power outlets for using lab equipment)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241388</td> </tr> <tr> <td>f. Running water</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241394</td> </tr> <tr> <td>g. Gas for burners</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241390</td> </tr> <tr> <td>h. Hoods or air hoses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241391</td> </tr> <tr> <td>i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241392</td> </tr> <tr> <td>j. Computers and other digital devices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241393</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241385 | b. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241389 | c. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241386 | d. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241387 | e. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241388 | f. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241394 | g. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241390 | h. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241391 | i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241392 | j. 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Hoods or air hoses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241391</td> </tr> <tr> <td>i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241392</td> </tr> <tr> <td>j. Computers and other digital devices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241393</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241385 | b. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241389 | c. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241386 | d. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241387 | e. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241388 | f. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241394 | g. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241390 | h. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241391 | i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241392 | j. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241393 | NC | N/A |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | VH241385 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241389 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241386 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241387 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241388 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241394 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241390 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241391 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241392 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241393 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241385 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241389 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241386 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241387 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241388 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241394 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241390 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241391 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241392 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241393 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241416</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241417</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241449</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241448</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Yes | No | | a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input type="radio"/> | VH241416 | b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241417 | c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241449 | d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241448 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teacher volunteered (initiated and run by individual teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241447</td> </tr> <tr> <td>b. School sponsored (initiated by school and run by school designated personnel)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241449</td> </tr> <tr> <td>c. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241448</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241447 | b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241449 | c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241448 | R | Due to low response variability and to keep school administrator burden low, sub-item A was dropped. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input type="radio"/> | VH241416 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241417 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241449 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241448 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241447 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241449 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241448 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>11. To what extent does your school provide eighth-grade students with the following learning experiences? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241452</td> </tr> <tr> <td>b. Science competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241453</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241454</td> </tr> </tbody> </table> <p>(2018 Grade 8)</p> | | Not at all | 1-2 times per year | 3 or more times per year | | a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241452 | b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241453 | c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241454 | <p>11. To what extent does your school provide eighth-grade students with the following learning experiences? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>1-2 times per year</th> <th>3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241452</td> </tr> <tr> <td>b. Science competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241453</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241454</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | 1-2 times per year | 3 or more times per year | | a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241452 | b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241453 | c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241454 | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | 1-2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241452 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241453 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241454 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | 1-2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241452 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241453 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241454 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Appendix K-3a: 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.

| | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Provide science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241371 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241372 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241373 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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?

- A Yes, available full-time to eighth-grade teachers
- B Yes, available part-time to eighth-grade teachers
- C 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241376 |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH640268 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241307 |
| b. State curriculum standards or frameworks | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241306 |
| c. In-school curriculum frameworks and standards for learning | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241309 |
| d. Recommendations from school science department | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241311 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241383 |
| b. District assessments | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241382 |
| c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH643937 |

7. To what extent does your school provide up-to-date technology resources for science teaching and learning?

- A Not at all
- B Small extent
- C Moderate extent
- D Large extent

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

- A Yes
- B 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241385 |
| b. Internet connection | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241389 |
| c. Student lab stations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241386 |
| d. Storage areas for chemicals and other supplies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241387 |
| e. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241388 |
| f. Running water | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241394 |
| g. Gas for burners | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241390 |
| h. Hoods or air hoses | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241391 |
| i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241392 |
| j. Computers and other digital devices | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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) | Ⓐ | Ⓑ | VH241449 |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | Ⓐ | Ⓑ | VH241448 |

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 | Ⓐ | Ⓑ | Ⓒ | VH241452 |
| b. Science competitions | Ⓐ | Ⓑ | Ⓒ | VH241453 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | Ⓐ | Ⓑ | Ⓒ | VH241454 |

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

2019 Operational Grade 12 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------|--|--------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|--|-----|----|--|--------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|----|-----|
| <p>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?</p> <p><input type="radio"/> Less than two years</p> <p><input type="radio"/> Two years</p> <p><input type="radio"/> Three years</p> <p><input type="radio"/> Four years</p> <p><input type="radio"/> More than four years</p> <p>(2018 Grade 12)</p> | <p>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?</p> <p><input type="radio"/> Less than two years</p> <p><input type="radio"/> Two years</p> <p><input type="radio"/> Three years</p> <p><input type="radio"/> Four years</p> <p><input type="radio"/> More than four years</p> <p>Issue: Organization of Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Does your school offer online science courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 12)</p> | <p>2. Does your school offer online science courses for credit?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Organization of Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Advanced Placement® Biology</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VH240997</td></tr> <tr><td>b. Advanced physics (beyond an introductory course)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VH240996</td></tr> <tr><td>c. Advanced biology (beyond an introductory course)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VH240994</td></tr> <tr><td>d. Advanced chemistry (beyond an introductory course)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VH240995</td></tr> <tr><td>e. 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| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Advanced Placement® Biology | <input type="radio"/> | <input type="radio"/> | VH240997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Advanced physics (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240996 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Advanced biology (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240994 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Advanced chemistry (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240995 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. International Baccalaureate® Design Technology | <input type="radio"/> | <input type="radio"/> | VH241004 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Advanced technology (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH241005 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. International Baccalaureate Chemistry | <input type="radio"/> | <input type="radio"/> | VH241002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. International Baccalaureate Physics | <input type="radio"/> | <input type="radio"/> | VH241003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. International Baccalaureate Biology | <input type="radio"/> | <input type="radio"/> | VH240998 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Advanced environmental science (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH241019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. International Baccalaureate Environmental Systems and Societies | <input type="radio"/> | <input type="radio"/> | VH241001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Advanced Placement Environmental Science | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| m. Advanced Placement Chemistry | <input type="radio"/> | <input type="radio"/> | VH240998 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n. Advanced Placement Physics C | <input type="radio"/> | <input type="radio"/> | VH241000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| o. Advanced Placement Physics 1 | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p. Advanced Placement Physics 2 | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| q. Advanced Placement Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| r. Advanced Placement Computer Science Principles | <input type="radio"/> | <input type="radio"/> | VH240761 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Advanced Placement® Biology | <input type="radio"/> | <input type="radio"/> | VH240997 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Advanced physics (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240996 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Advanced biology (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240994 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Advanced chemistry (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH240995 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. International Baccalaureate® Design Technology | <input type="radio"/> | <input type="radio"/> | VH241004 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Advanced technology (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH241005 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. International Baccalaureate Chemistry | <input type="radio"/> | <input type="radio"/> | VH241002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. International Baccalaureate Physics | <input type="radio"/> | <input type="radio"/> | VH241003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. International Baccalaureate Biology | <input type="radio"/> | <input type="radio"/> | VH240998 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Advanced environmental science (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | VH241019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. International Baccalaureate Environmental Systems and Societies | <input type="radio"/> | <input type="radio"/> | VH241001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Advanced Placement Environmental Science | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| m. Advanced Placement Chemistry | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n. Advanced Placement Physics C | <input type="radio"/> | <input type="radio"/> | VH241000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| o. Advanced Placement Physics 1 | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p. Advanced Placement Physics 2 | <input type="radio"/> | <input type="radio"/> | VH240999 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| q. Advanced Placement Computer Science A | <input type="radio"/> | <input type="radio"/> | VH241013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| r. Advanced Placement Computer Science Principles | <input type="radio"/> | <input type="radio"/> | VH240761 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 12 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|--|----------------------------------|--------------|--|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------|---|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|--|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|---|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|--|--|------------|--------------|-----------------|--------------|--|--|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|---|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|--|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|---|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|---|--|
| <p style="text-align: right; font-size: small;">VHS00250</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to twelfth-grade students <input checked="" type="radio"/> Yes, available part-time to twelfth-grade students <input type="radio"/> No </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VHS0482</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to twelfth-grade students <input checked="" type="radio"/> Yes, available part-time to twelfth-grade students <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHS1185</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide science course-related support, remediation, or intervention to individual students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VHS241456</td> </tr> <tr> <td>b. Provide science course-related support, remediation, or intervention to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: right; font-size: x-small;">VHS241457</td> </tr> <tr> <td>c. Provide science enrichment to individual students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: right; font-size: x-small;">VHS241458</td> </tr> <tr> <td>d. Provide science enrichment to groups of students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: right; font-size: x-small;">VHS241459</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide science course-related support, remediation, or intervention to individual students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS241456 | b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241457 | c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241458 | d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241459 | <p style="text-align: right; font-size: small;">VHS0487</p> <p>5. To what extent is each of the following a responsibility of the additional science staff available to twelfth-grade students at your school? 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Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241458 | d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241459 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide science course-related support, remediation, or intervention to individual students | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHS241456 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241457 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241458 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241459 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide science course-related support, remediation, or intervention to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241456 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide science course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241457 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Provide science enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241458 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Provide science enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | VHS241459 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHS0026</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to twelfth-grade teachers <input checked="" type="radio"/> Yes, available part-time to twelfth-grade teachers <input type="radio"/> No </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VHS0486</p> <p>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?</p> <p> <input checked="" type="radio"/> Yes, available full-time to twelfth-grade teachers <input checked="" type="radio"/> Yes, available part-time to twelfth-grade teachers <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p> | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 12 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241461</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040273</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241462</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241461 | b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040273 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241462 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with science content or the teaching of science to individual teachers</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241461</td> </tr> <tr> <td>b. Provide technical support/assistance with lab equipment to individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040273</td> </tr> <tr> <td>c. Conduct professional development about science or the teaching of science for groups of teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241462</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Provide support/assistance with science content or the teaching of science to individual teachers | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241461 | b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040273 | c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241462 | R | <p>Bolding was added to the item for emphasis and to create consistency with similar items in others subjects.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Provide support/assistance with science content or the teaching of science to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241461 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Provide technical support/assistance with lab equipment to individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040273 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Conduct professional development about science or the teaching of science for groups of teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241462 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>8. To what extent is your school's science program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241307</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241306</td> </tr> <tr> <td>c. Standards or frameworks common to several states</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH050771</td> </tr> <tr> <td>d. In-school curriculum frameworks and standards for learning</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241309</td> </tr> <tr> <td>e. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241314</td> </tr> <tr> <td>f. Results from district assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040950</td> </tr> <tr> <td>g. Results from state assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040961</td> </tr> <tr> <td>h. Results from national assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH050772</td> </tr> <tr> <td>i. Recommendations from school science department</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241311</td> </tr> <tr> <td>j. Discretion of individual teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241312</td> </tr> <tr> <td>k. Commercially designed programs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241313</td> </tr> <tr> <td>l. Resources found on the Internet</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH040957</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241307 | b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241306 | c. Standards or frameworks common to several states | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050771 | d. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241309 | e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241314 | f. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040950 | g. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040961 | h. Results from national assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050772 | i. Recommendations from school science department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241311 | j. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241312 | k. Commercially designed programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241313 | l. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040957 | <p>8. To what extent is your school's science program structured according to the following resources? 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Recommendations from school science department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241311 | R | <p>To align the science survey questionnaire with those used in other subjects and to keep school administrator burden low, sub-items C, E, F, G, H, J, K, and L were dropped.</p> |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards or frameworks common to several states | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050771 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Results from school assessments (e.g., quizzes or tests created by teachers) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241314 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Results from district assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040950 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Results from state assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040961 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Results from national assessments | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH050772 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Recommendations from school science department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241311 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Discretion of individual teachers | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241312 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Commercially designed programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241313 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Resources found on the Internet | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH040957 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. District curriculum standards or curriculum guides | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. State curriculum standards or frameworks | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. In-school curriculum frameworks and standards for learning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Recommendations from school science department | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241311 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 12 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VH04201</p> <p>9. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH04201</p> <p>9. To what extent does your school provide up-to-date technology resources for science teaching and learning?</p> <p> <input type="radio"/> Not at all <input type="radio"/> Small extent <input type="radio"/> Moderate extent <input type="radio"/> Large extent </p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH040127</p> <p>10. Does your school have laboratory facilities for twelfth-grade science instruction?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> <p>(2018 Grade 12)</p> | <p style="text-align: right; font-size: small;">VH040127</p> <p>10. Does your school have laboratory facilities for twelfth-grade science instruction?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Issue: Resources for Learning and Instruction</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH041464</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Demonstration stations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041465</td></tr> <tr><td>b. Student lab stations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041466</td></tr> <tr><td>c. Storage areas for chemicals and other supplies</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041467</td></tr> <tr><td>d. Electricity</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041468</td></tr> <tr><td>e. Running water</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041469</td></tr> <tr><td>f. Gas for burners</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041470</td></tr> <tr><td>g. Hoods or air hoses</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041471</td></tr> <tr><td>h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041472</td></tr> <tr><td>i. Computers and other digital devices</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041473</td></tr> <tr><td>j. Internet connection</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-small;">VH041474</td></tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | Small extent | Moderate extent | Large extent | | a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041465 | b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041466 | c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041467 | d. Electricity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041468 | e. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041469 | f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041470 | g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041471 | h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041472 | i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041473 | j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041474 | <p style="text-align: right; font-size: small;">VH041464</p> <p>11. 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| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041465 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041466 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041467 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Electricity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041468 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041469 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041470 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041471 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041472 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041473 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041474 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Demonstration stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041465 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student lab stations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041466 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041467 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041468 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Running water | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041469 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Gas for burners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041470 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Hoods or air hoses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041471 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041472 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Computers and other digital devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041473 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Internet connection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041474 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 12 Science School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|--------------------------|--------------------------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|--|---|-----------------------|-----------------------|----------|--|--|------------|--------------------|--------------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-------------------------|-----------------------|---|-----------------------|-----------------------|--|-----------------------|---|-----------------------|----------|----|-----|
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Parent volunteered (initiated and run by individual parents)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241506</td> </tr> <tr> <td>b. Teacher volunteered (initiated and run by individual teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241507</td> </tr> <tr> <td>c. School sponsored (initiated by school and run by school designated personnel)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241509</td> </tr> <tr> <td>d. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241508</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Yes | No | | a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input type="radio"/> | VH241506 | b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241507 | c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241509 | d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241508 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teacher volunteered (initiated and run by individual teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241507</td> </tr> <tr> <td>b. School sponsored (initiated by school and run by school designated personnel)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241509</td> </tr> <tr> <td>c. Partnered with external agencies (e.g., universities, science museums, or companies)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241508</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Yes | No | | a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241507 | b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241509 | c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241508 | R | <p>Due to low response variability and to keep school administrator burden low, sub-item A was dropped.</p> | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Parent volunteered (initiated and run by individual parents) | <input type="radio"/> | <input type="radio"/> | VH241506 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241507 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Teacher volunteered (initiated and run by individual teachers) | <input type="radio"/> | <input type="radio"/> | VH241507 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> | <input type="radio"/> | VH241509 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> | <input type="radio"/> | VH241508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>13. To what extent does your school provide twelfth-grade students with the following learning experiences? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">1-2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241511</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241512</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241513</td> </tr> </tbody> </table> <p>(2018 Grade 12)</p> | | Not at all | 1-2 times per year | 3 or more times per year | | a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241511 | b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241512 | c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241513 | <p>13. To what extent does your school provide twelfth-grade students with the following learning experiences? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">1-2 times per year</th> <th style="text-align: center;">3 or more times per year</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Science fairs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241511</td> </tr> <tr> <td>b. Science competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241512</td> </tr> <tr> <td>c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: small;">VH241513</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p> | | Not at all | 1-2 times per year | 3 or more times per year | | a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241511 | b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241512 | c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241513 | NC | N/A |
| | Not at all | 1-2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241511 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241512 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241513 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | 1-2 times per year | 3 or more times per year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Science fairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241511 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Science competitions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241512 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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

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

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

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

- Ⓐ Yes
- Ⓑ No

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

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

- A Yes, available full-time to twelfth-grade students
- B Yes, available part-time to twelfth-grade students
- C 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 | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Provide science course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241456 |
| b. Provide science course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241457 |
| c. Provide science enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241458 |
| d. Provide science enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241461 |
| b. Provide technical support/assistance with lab equipment to individual teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH640273 |
| c. Conduct professional development about science or the teaching of science for groups of teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241462 |

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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241307 |
| b. State curriculum standards or frameworks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241306 |
| c. In-school curriculum frameworks and standards for learning | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241309 |
| d. Recommendations from school science department | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241311 |

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
- Ⓓ Large extent

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

- Ⓐ 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241465 |
| b. Student lab stations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241466 |
| c. Storage areas for chemicals and other supplies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241467 |
| d. Electricity (for example, power outlets for using lab equipment) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH865617 |
| e. Running water | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241469 |
| f. Gas for burners | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241470 |
| g. Hoods or air hoses | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241471 |
| h. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241472 |
| i. Computers and other digital devices | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241473 |
| j. Internet connection | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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) | <input type="radio"/> A | <input type="radio"/> B | VH241507 |
| b. School sponsored (initiated by school and run by school designated personnel) | <input type="radio"/> A | <input type="radio"/> B | VH241509 |
| c. Partnered with external agencies (e.g., universities, science museums, or companies) | <input type="radio"/> A | <input type="radio"/> B | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241511 |
| b. Science competitions | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241512 |
| c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241513 |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|---|---------------|-----------|
| <p style="text-align: right; font-size: small;">VC190540</p> <p>1. What is your professional position (title) at this school?</p> <p>_____</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24387</p> <p>1. What is your professional position (title) at this school?</p> <p>_____</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VC36214</p> <p>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."</p> <p><input type="text"/> <input type="text"/> Years</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH25382</p> <p>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."</p> <p><input type="text"/> <input type="text"/> Years</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH0432</p> <p>3. Which of the following describes your school best? Please fill in one oval only.</p> <p><input type="radio"/> Regular public school</p> <p><input type="radio"/> Charter public school</p> <p><input type="radio"/> Bureau of Indian Education contracted or grant school</p> <p><input type="radio"/> Bureau of Indian Education operated school</p> <p><input type="radio"/> Other nonpublic school</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24180</p> <p>3. Which of the following describes your school best? Please select one circle only.</p> <p><input type="radio"/> Regular public school</p> <p><input type="radio"/> Charter public school</p> <p><input type="radio"/> Bureau of Indian Education contracted or grant school</p> <p><input type="radio"/> Bureau of Indian Education operated school</p> <p><input type="radio"/> Other nonpublic school</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH0433</p> <p>4. Is your school a boarding school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24181</p> <p>4. Is your school a boarding school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH0437</p> <p>5. Is your school located on a reservation/on tribal land?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24182</p> <p>5. Is your school located on a reservation/on tribal land?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH0437</p> <p>6. Is your school an American Indian or Alaska Native language immersion school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 4)</p> | <p style="text-align: right; font-size: small;">VH24183</p> <p>6. Is your school an American Indian or Alaska Native language immersion school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>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.)</p> <p><input type="text"/>, <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Students</p> <p>(2015 Grade 4)</p> | <p>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.)</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Students</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Title I funds (Compensatory Education)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190589</td> </tr> <tr> <td>b. Title II funds (Professional Improvement)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190550</td> </tr> <tr> <td>c. Title III or other bilingual or ESL/ELL funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190554</td> </tr> <tr> <td>d. Title VII, Indian Education Formula Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190582</td> </tr> <tr> <td>e. Title VII, Discretionary Grant under Indian Education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190553</td> </tr> <tr> <td>f. Individuals with Disabilities Education Act (IDEA) funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190554</td> </tr> <tr> <td>g. Impact Aid Program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190556</td> </tr> <tr> <td>h. Johnson-O'Malley Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190561</td> </tr> <tr> <td>i. Alaska Native Education Programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190589</td> </tr> <tr> <td>j. Tribal or Village funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190592</td> </tr> <tr> <td>k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VC190594</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Yes | No | I don't know | | a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190589 | b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190550 | c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190582 | e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190553 | f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190556 | h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190561 | i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190589 | j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190592 | k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190594 | <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Title I funds (Compensatory Education)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241663</td> </tr> <tr> <td>b. Title II funds (Professional Improvement)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241664</td> </tr> <tr> <td>c. Title III or other bilingual or ESL/ELL funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241665</td> </tr> <tr> <td>d. Title VII, Indian Education Formula Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241666</td> </tr> <tr> <td>e. 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Johnson-O'Malley Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241670</td> </tr> <tr> <td>i. Alaska Native Education Programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241671</td> </tr> <tr> <td>j. Tribal or Village funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241672</td> </tr> <tr> <td>k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241673</td> </tr> </tbody> </table> <p style="text-align: center;">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 each row."</p> | | Yes | No | I don't know. | | a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241663 | b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241664 | c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241665 | d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241666 | e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241667 | f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241674 | g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241669 | h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241670 | i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241671 | j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241672 | k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241673 | NC | 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 each row." |
| | Yes | No | I don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190589 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190550 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190582 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190553 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190556 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190561 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190589 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190592 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190594 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241663 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241664 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241665 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241666 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241667 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241674 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241669 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241670 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241671 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241672 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241673 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Cultural dances or activities (for example, drum groups)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183592</td> </tr> <tr> <td>d. Drama club</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183593</td> </tr> <tr> <td>e. Making school curriculum decisions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183594</td> </tr> <tr> <td>f. Open houses or back-to-school nights</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183595</td> </tr> <tr> <td>g. Parent-teacher conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183596</td> </tr> <tr> <td>h. Parent-teacher organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183597</td> </tr> <tr> <td>i. School sports</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183598</td> </tr> <tr> <td>j. Volunteer programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183599</td> </tr> <tr> <td>k. Other (please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH183600</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Yes | No | | a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VH183590 | b. Arts club | <input type="radio"/> | <input type="radio"/> | VH183591 | c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VH183592 | d. Drama club | <input type="radio"/> | <input type="radio"/> | VH183593 | e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VH183594 | f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VH183595 | g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VH183596 | h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VH183597 | i. School sports | <input type="radio"/> | <input type="radio"/> | VH183598 | j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VH183599 | k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VH183600 | <p>9. Are families of your students involved with your school in the following ways? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Academic club (for example, math club)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241676</td> </tr> <tr> <td>b. 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Open houses or back-to-school nights</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241681</td> </tr> <tr> <td>g. Parent-teacher conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241682</td> </tr> <tr> <td>h. Parent-teacher organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241683</td> </tr> <tr> <td>i. School sports</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241684</td> </tr> <tr> <td>j. Volunteer programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241685</td> </tr> <tr> <td>k. Other (please specify): _____</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VH241686</td> </tr> </tbody> </table> <p style="text-align: center;">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 each row."</p> | | Yes | No | | a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VH241676 | b. Arts club | <input type="radio"/> | <input type="radio"/> | VH241677 | c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VH241678 | d. Drama club | <input type="radio"/> | <input type="radio"/> | VH241679 | e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VH241680 | f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VH241681 | g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VH241682 | h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VH241683 | i. School sports | <input type="radio"/> | <input type="radio"/> | VH241684 | j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VH241685 | k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VH241686 | NC | 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 each row." | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VH183590 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Arts club | <input type="radio"/> | <input type="radio"/> | VH183591 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VH183592 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Drama club | <input type="radio"/> | <input type="radio"/> | VH183593 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VH183594 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VH183595 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VH183596 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VH183597 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. School sports | <input type="radio"/> | <input type="radio"/> | VH183598 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VH183599 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VH183600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VH241676 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Arts club | <input type="radio"/> | <input type="radio"/> | VH241677 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VH241678 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Drama club | <input type="radio"/> | <input type="radio"/> | VH241679 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VH241680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VH241681 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VH241682 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VH241683 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. School sports | <input type="radio"/> | <input type="radio"/> | VH241684 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VH241685 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VH241686 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|-----------------------|--|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|-----------------------|----------|--|--|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-------------------------|-----------------------|-----------------------|---------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|--|---|-----------------------|---|-----------------------|-----------------------|----------|-----------|---|
| <p style="text-align: right; font-size: small;">VC962942</p> <p>10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>1-2 times</th> <th>3 or more times</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962943</td> </tr> <tr> <td>b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962944</td> </tr> <tr> <td>c. Participated in Indian Education Parent Groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962946</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Never | 1-2 times | 3 or more times | I don't know. | | a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962943 | b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962944 | c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962946 | <p style="text-align: right; font-size: small;">VH241687</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Never</th> <th>1-2 times</th> <th>3 or more times</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241688</td> </tr> <tr> <td>b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241690</td> </tr> <tr> <td>c. Participated in Indian Education Parent Groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241689</td> </tr> </tbody> </table> | | Never | 1-2 times | 3 or more times | I don't know. | | a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241688 | b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241690 | c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241689 | <p>NC</p> | <p>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 each row."</p> |
| | Never | 1-2 times | 3 or more times | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962943 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962944 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962946 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Never | 1-2 times | 3 or more times | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241688 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241690 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241689 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH154926</p> <p>11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year?</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH154927</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH154928</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH154932</td> </tr> <tr> <td>d. Clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH154930</td> </tr> <tr> <td>e. Other programs (for example, study groups before or after regular class periods)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH154929</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Yes | No | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | VH154927 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VH154928 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VH154932 | d. Clubs | <input type="radio"/> | <input type="radio"/> | VH154930 | e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VH154929 | <p style="text-align: right; font-size: small;">VH241691</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241692</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241693</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241694</td> </tr> <tr> <td>d. Clubs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241695</td> </tr> <tr> <td>e. Other programs (for example, study groups before or after regular class periods)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241696</td> </tr> </tbody> </table> | | Yes | No | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | VH241692 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VH241693 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VH241694 | d. Clubs | <input type="radio"/> | <input type="radio"/> | VH241695 | e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VH241696 | <p>NC</p> | <p>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 each row."</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | VH154927 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VH154928 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VH154932 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Clubs | <input type="radio"/> | <input type="radio"/> | VH154930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VH154929 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | VH241692 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VH241693 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VH241694 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Clubs | <input type="radio"/> | <input type="radio"/> | VH241695 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VH241696 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC962963</p> <p>12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Required</th> <th>Elective</th> <th>Not offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962964</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962966</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC962967</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Required | Elective | Not offered | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962964 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962966 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962967 | <p style="text-align: right; font-size: small;">VH241697</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Required</th> <th>Elective</th> <th>Not offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241698</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241700</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241699</td> </tr> </tbody> </table> | | Required | Elective | Not offered | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241698 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241700 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241699 | <p>NC</p> | <p>The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer</p> | | | | | | | | |
| | Required | Elective | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962964 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962966 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC962967 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Required | Elective | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241698 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241699 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-------------------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|---|-----------------------|-----------------------|---------------------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|---------|---|--|------------------|-----------------------|-----------------------|--------------------|----------------------|-----------------------|----------------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|---------------------------|-------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|---------|---|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|---|-----------------------|---|-----------------------|-----------------------|-----------------------|---------|----|---|
| | | | choice on each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96006</p> <p>13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Oral language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96006</td> </tr> <tr> <td>b. Written language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96007</td> </tr> <tr> <td>c. History of tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96008</td> </tr> <tr> <td>d. Traditions and customs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96009</td> </tr> <tr> <td>e. Arts, crafts, music, or dance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96010</td> </tr> <tr> <td>f. Tribal or village government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96011</td> </tr> <tr> <td>g. Current events and issues important to tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96014</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | Yes | No | | a. Oral language | <input type="radio"/> | <input type="radio"/> | VC96006 | b. Written language | <input type="radio"/> | <input type="radio"/> | VC96007 | c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96008 | d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VC96009 | e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VC96010 | f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VC96011 | g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96014 | <p style="text-align: right; font-size: small;">VH24701</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Oral language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24702</td> </tr> <tr> <td>b. Written language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24703</td> </tr> <tr> <td>c. History of tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24704</td> </tr> <tr> <td>d. Traditions and customs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24708</td> </tr> <tr> <td>e. Arts, crafts, music, or dance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24706</td> </tr> <tr> <td>f. Tribal or village government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24707</td> </tr> <tr> <td>g. Current events and issues important to tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24705</td> </tr> </tbody> </table> | | Yes | No | | a. Oral language | <input type="radio"/> | <input type="radio"/> | VH24702 | b. Written language | <input type="radio"/> | <input type="radio"/> | VH24703 | c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24704 | d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VH24708 | e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VH24706 | f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VH24707 | g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24705 | NC | <p>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 each row."</p> | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Oral language | <input type="radio"/> | <input type="radio"/> | VC96006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Written language | <input type="radio"/> | <input type="radio"/> | VC96007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VC96009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VC96010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VC96011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Oral language | <input type="radio"/> | <input type="radio"/> | VH24702 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Written language | <input type="radio"/> | <input type="radio"/> | VH24703 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24704 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VH24708 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VH24706 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VH24707 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24705 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96013</p> <p>14. How much influence does each of the following standards have on your school's reading/language arts curriculum? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">No influence</th> <th style="text-align: center;">A little influence</th> <th style="text-align: center;">Some influence</th> <th style="text-align: center;">A lot of influence</th> <th style="text-align: center;">Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96021</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96022</td> </tr> </tbody> </table> <p>(2015 Grade 4)</p> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96019 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96020 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96021 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96022 | <p style="text-align: right; font-size: small;">VH24709</p> <p>14. How much influence does each of the following standards have on your school's reading/language arts curriculum? 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District content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24713</td> </tr> <tr> <td>c. Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24712</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24711</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24710 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24713 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24712 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24711 | NC | <p>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 each row."</p> |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24710 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24713 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24712 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24711 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96023</p> <p>15. How much influence does each of the following standards have on your school's mathematics curriculum? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">No influence</th> <th style="text-align: center;">A little influence</th> <th style="text-align: center;">Some influence</th> <th style="text-align: center;">A lot of influence</th> <th style="text-align: center;">Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96027</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC96024</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96023 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96024 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96027 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96024 | <p style="text-align: right; font-size: small;">VH24714</p> <p>15. How much influence does each of the following standards have on your school's mathematics curriculum? 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District content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24716</td> </tr> <tr> <td>c. Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24717</td> </tr> <tr> <td>d. 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Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24717 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24716 | NC | <p>The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to</p> |
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| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96027 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24715 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24716 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24717 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24716 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (2015 Grade 4) | | | "Select one answer choice on each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH15606</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Student absenteeism</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH15607</td></tr> <tr><td>b. 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Physical conflicts among students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH15612</td></tr> <tr><td>f. Bullying</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH15613</td></tr> <tr><td>g. Low student aspirations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH15614</td></tr> <tr><td>h. 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Inadequate transportation for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH15618</td></tr> </tbody> </table> | | Not at all | Small extent | Moderate extent | Large extent | | a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15607 | b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15608 | c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15609 | d. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15611 | e. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15612 | f. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15613 | g. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15614 | h. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15615 | i. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15616 | j. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15618 | <p style="text-align: right; font-size: small;">VH241719</p> <p>16. Considering all of the students in your school, to what extent is each of the following a problem? 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Bullying</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241736</td></tr> <tr><td>g. Low student aspirations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241727</td></tr> <tr><td>h. Low teacher expectations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241728</td></tr> <tr><td>i. Low family involvement</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241729</td></tr> <tr><td>j. Inadequate transportation for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241725</td></tr> </tbody> </table> | | Not at all | Small extent | Moderate extent | Large extent | | a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241720 | b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241721 | c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241722 | d. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241724 | e. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241731 | f. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241736 | g. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241727 | h. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241728 | i. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241729 | j. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241725 | NC | 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 each row." |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15616 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH15618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241720 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241721 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241722 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241724 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241731 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241736 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241727 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241728 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241729 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241725 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">YC96341</p> <p>17. Which of the following types of student and family services are offered at your school on a regular basis? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Offered</th> <th>Not Offered</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Health services for students such as a school nurse</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">YC96342</td></tr> <tr><td>b. Health services for families such as a community clinic</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">YC96343</td></tr> <tr><td>c. Social or counseling services for students.</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">YC96345</td></tr> <tr><td>d. Social or counseling services for families</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">YC96347</td></tr> <tr><td>e. Adult education programs for all ages</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">YC96348</td></tr> <tr><td>f. Tutoring services for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH17511</td></tr> <tr><td>g. Career counseling services for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH17514</td></tr> </tbody> </table> | | Offered | Not Offered | | a. Health services for students such as a school nurse | <input type="radio"/> | <input type="radio"/> | YC96342 | b. Health services for families such as a community clinic | <input type="radio"/> | <input type="radio"/> | YC96343 | c. Social or counseling services for students. | <input type="radio"/> | <input type="radio"/> | YC96345 | d. Social or counseling services for families | <input type="radio"/> | <input type="radio"/> | YC96347 | e. Adult education programs for all ages | <input type="radio"/> | <input type="radio"/> | YC96348 | f. Tutoring services for students | <input type="radio"/> | <input type="radio"/> | VH17511 | g. Career counseling services for students | <input type="radio"/> | <input type="radio"/> | VH17514 | <p style="text-align: right; font-size: small;">VH241732</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Offered</th> <th>Not offered</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Health services for students such as a school nurse</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241733</td></tr> <tr><td>b. Health services for families such as a community clinic</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241734</td></tr> <tr><td>c. Social or counseling services for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241735</td></tr> <tr><td>d. Social or counseling services for families</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241739</td></tr> <tr><td>e. Adult education programs for all ages</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241737</td></tr> <tr><td>f. Tutoring services for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241738</td></tr> <tr><td>g. Career counseling services for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="font-size: x-x-small;">VH241736</td></tr> </tbody> </table> | | Offered | Not offered | | a. Health services for students such as a school nurse | <input type="radio"/> | <input type="radio"/> | VH241733 | b. Health services for families such as a community clinic | <input type="radio"/> | <input type="radio"/> | VH241734 | c. Social or counseling services for students | <input type="radio"/> | <input type="radio"/> | VH241735 | d. Social or counseling services for families | <input type="radio"/> | <input type="radio"/> | VH241739 | e. Adult education programs for all ages | <input type="radio"/> | <input type="radio"/> | VH241737 | f. Tutoring services for students | <input type="radio"/> | <input type="radio"/> | VH241738 | g. Career counseling services for students | <input type="radio"/> | <input type="radio"/> | VH241736 | NC | 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 each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Offered | Not Offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Health services for students such as a school nurse | <input type="radio"/> | <input type="radio"/> | YC96342 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Health services for families such as a community clinic | <input type="radio"/> | <input type="radio"/> | YC96343 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Social or counseling services for students. | <input type="radio"/> | <input type="radio"/> | YC96345 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Social or counseling services for families | <input type="radio"/> | <input type="radio"/> | YC96347 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Adult education programs for all ages | <input type="radio"/> | <input type="radio"/> | YC96348 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tutoring services for students | <input type="radio"/> | <input type="radio"/> | VH17511 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Career counseling services for students | <input type="radio"/> | <input type="radio"/> | VH17514 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Offered | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Health services for students such as a school nurse | <input type="radio"/> | <input type="radio"/> | VH241733 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Health services for families such as a community clinic | <input type="radio"/> | <input type="radio"/> | VH241734 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Social or counseling services for students | <input type="radio"/> | <input type="radio"/> | VH241735 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Social or counseling services for families | <input type="radio"/> | <input type="radio"/> | VH241739 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Adult education programs for all ages | <input type="radio"/> | <input type="radio"/> | VH241737 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tutoring services for students | <input type="radio"/> | <input type="radio"/> | VH241738 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Career counseling services for students | <input type="radio"/> | <input type="radio"/> | VH241736 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2015 Grade 4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 4 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VC9008</p> <p>18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>A few times a year</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teacher/family conferences (individual or group)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9009</td> </tr> <tr> <td>b. 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Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9014</td> </tr> <tr> <td>g. Telephone calls with parents</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9015</td> </tr> <tr> <td>h. Information provided through websites or e-mail</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9016</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 4)</p> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9009 | b. Information (for example, expectations, procedures, calendars) sent home about school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9010 | c. Written reports (for example, report cards) of child's performance sent home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9011 | d. Events at school in which families are invited to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9012 | e. Opportunities to participate in formulation of school policies and improvement plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9013 | f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9014 | g. Telephone calls with parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9015 | h. Information provided through websites or e-mail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9016 | <p style="text-align: right; font-size: small;">VH24740</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>A few times a year</th> <th>Once or twice a month</th> <th>Once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Opportunities to participate in formulation of school policies and improvement plans</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24745</td> </tr> <tr> <td>f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24746</td> </tr> <tr> <td>g. Telephone calls with parents</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24747</td> </tr> <tr> <td>h. Information provided through websites or e-mail</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24748</td> </tr> </tbody> </table> | | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24741 | b. Information (for example, expectations, procedures, calendars) sent home about school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24742 | c. Written reports (for example, report cards) of child's performance sent home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24743 | d. Events at school in which families are invited to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24744 | e. Opportunities to participate in formulation of school policies and improvement plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24745 | f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24746 | g. Telephone calls with parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24747 | h. Information provided through websites or e-mail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24748 | NC | <p>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 each row."</p> |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Information (for example, expectations, procedures, calendars) sent home about school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Written reports (for example, report cards) of child's performance sent home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Events at school in which families are invited to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Opportunities to participate in formulation of school policies and improvement plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Telephone calls with parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Information provided through websites or e-mail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24741 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Information (for example, expectations, procedures, calendars) sent home about school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24742 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Written reports (for example, report cards) of child's performance sent home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24743 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Events at school in which families are invited to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24744 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Opportunities to participate in formulation of school policies and improvement plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24745 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24746 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Telephone calls with parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24747 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Information provided through websites or e-mail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24748 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC9004</p> <p>19. Please indicate what percentage of the individuals at your school is described by each of the following statements: Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-100%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers at this school for 3 or more years</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9005</td> </tr> <tr> <td>b. American Indian or Alaska Native teachers at this school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9006</td> </tr> <tr> <td>c. American Indian or Alaska Native staff other than teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC9007</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 4)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9005 | b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9006 | c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9007 | <p style="text-align: right; font-size: small;">VH24749</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>0%</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-100%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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American Indian or Alaska Native teachers at this school</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24751</td> </tr> <tr> <td>c. American Indian or Alaska Native staff other than teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH24752</td> </tr> </tbody> </table> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24750 | b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24751 | c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24752 | NC | <p>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 each row."</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9005 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC9007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24750 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24751 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24752 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

+ 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 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.

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

4. Is your school a boarding school?

- A Yes
- B No

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

- A Yes
- B No

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

- A Yes
- B No

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

Students

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

| | Yes | No | I don't know. | |
|---|-------------------------|-------------------------|-------------------------|----------|
| a. Title I funds (Compensatory Education) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241663 |
| b. Title II funds (Professional Improvement) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241664 |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241665 |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241666 |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241667 |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241674 |
| g. Impact Aid Program | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241669 |
| h. Johnson-O'Malley Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241670 |
| i. Alaska Native Education Programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241671 |
| j. Tribal or Village funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241672 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | 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) | <input type="radio"/> A | <input type="radio"/> B | VH241676 |
| b. Arts club | <input type="radio"/> A | <input type="radio"/> B | VH241677 |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> A | <input type="radio"/> B | VH241678 |
| d. Drama club | <input type="radio"/> A | <input type="radio"/> B | VH241679 |
| e. Making school curriculum decisions | <input type="radio"/> A | <input type="radio"/> B | VH241680 |
| f. Open houses or back-to-school nights | <input type="radio"/> A | <input type="radio"/> B | VH241681 |
| g. Parent-teacher conferences | <input type="radio"/> A | <input type="radio"/> B | VH241682 |
| h. Parent-teacher organizations | <input type="radio"/> A | <input type="radio"/> B | VH241683 |
| i. School sports | <input type="radio"/> A | <input type="radio"/> B | VH241684 |
| j. Volunteer programs | <input type="radio"/> A | <input type="radio"/> B | VH241685 |
| k. Other (please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH241686 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241688 |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241690 |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241692 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | VH241693 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | VH241694 |
| d. Clubs | <input type="radio"/> A | <input type="radio"/> B | VH241695 |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> A | <input type="radio"/> B | VH241696 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241698 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241700 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241702 |
| b. Written language | <input type="radio"/> A | <input type="radio"/> B | VH241703 |
| c. History of tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VH241704 |
| d. Traditions and customs | <input type="radio"/> A | <input type="radio"/> B | VH241708 |
| e. Arts, crafts, music, or dance | <input type="radio"/> A | <input type="radio"/> B | VH241706 |
| f. Tribal or village government | <input type="radio"/> A | <input type="radio"/> B | VH241707 |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VH241705 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241710 |
| b. District content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241713 |
| c. Standards developed by national professional organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241712 |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241715 |
| b. District content standards | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241718 |
| c. Standards developed by national professional organizations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VH241717 |
| d. American Indian or Alaska Native content or cultural standards | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241720 |
| b. Student tardiness | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241721 |
| c. Student health problems | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241722 |
| d. Student misbehavior in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241724 |
| e. Physical conflicts among students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241731 |
| f. Bullying | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241726 |
| g. Low student aspirations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241727 |
| h. Low teacher expectations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241728 |
| i. Low family involvement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241729 |
| j. Inadequate transportation for students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | Ⓐ | Ⓑ | VH241733 |
| b. Health services for families such as a community clinic | Ⓐ | Ⓑ | VH241734 |
| c. Social or counseling services for students | Ⓐ | Ⓑ | VH241735 |
| d. Social or counseling services for families | Ⓐ | Ⓑ | VH241739 |
| e. Adult education programs for all ages | Ⓐ | Ⓑ | VH241737 |
| f. Tutoring services for students | Ⓐ | Ⓑ | VH241738 |
| g. Career counseling services for students | Ⓐ | Ⓑ | 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) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241741 |
| b. Information (for example, expectations, procedures, calendars) sent home about school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241742 |
| c. Written reports (for example, report cards) of child's performance sent home | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241743 |
| d. Events at school in which families are invited to participate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241748 |
| e. Opportunities to participate in formulation of school policies and improvement plans | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241745 |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241746 |
| g. Telephone calls with parents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241747 |
| h. Information provided through websites or e-mail | Ⓐ | Ⓑ | Ⓒ | Ⓓ | 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 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241750 |
| b. American Indian or Alaska Native teachers at this school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241752 |
| c. American Indian or Alaska Native staff other than teachers | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | Ⓕ | Ⓖ | Ⓗ | VH241751 |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/ R/NC+ | Rationale |
|---|--|---------------|-----------|
| <p style="text-align: right; font-size: small;">VC190540</p> <p>1. What is your professional position (title) at this school?</p> <p>_____</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH242887</p> <p>1. What is your professional position (title) at this school?</p> <p>_____</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VC062914</p> <p>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."</p> <p><input type="text"/> <input type="text"/> Years</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH253882</p> <p>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."</p> <p><input type="text"/> <input type="text"/> Years</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH048432</p> <p>3. Which of the following describes your school best? Please fill in one oval only.</p> <p><input type="radio"/> Regular public school</p> <p><input type="radio"/> Charter public school</p> <p><input type="radio"/> Bureau of Indian Education contracted or grant school</p> <p><input type="radio"/> Bureau of Indian Education operated school</p> <p><input type="radio"/> Other nonpublic school</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240180</p> <p>3. Which of the following describes your school best? Please select one circle only.</p> <p><input type="radio"/> Regular public school</p> <p><input type="radio"/> Charter public school</p> <p><input type="radio"/> Bureau of Indian Education contracted or grant school</p> <p><input type="radio"/> Bureau of Indian Education operated school</p> <p><input type="radio"/> Other nonpublic school</p> | NC | N/A |
| <p style="text-align: right; font-size: small;">VH048433</p> <p>4. Is your school a boarding school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240181</p> <p>4. Is your school a boarding school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|--|--------------|--|---|----------------------------------|-----------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|----------|--|----------------------------------|-----------------------|-----------------------|----------|---|----------------------------------|-----------------------|-----------------------|----------|-----------------------|----------------------------------|-----------------------|-----------------------|----------|---------------------------|----------------------------------|-----------------------|-----------------------|----------|-------------------------------------|----------------------------------|-----------------------|-----------------------|----------|----------------------------|----------------------------------|-----------------------|-----------------------|----------|---|----------------------------------|-----------------------|-----------------------|----------|---|--|-----|----|---------------|--|---|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|----------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------------------|-----------------------|-----------------------|-----------------------|----------|----------------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|----------|----|--|
| <p style="text-align: right; font-size: small;">VH040437</p> <p>5. Is your school located on a reservation/on tribal land?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240182</p> <p>5. Is your school located on a reservation/on tribal land?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH040477</p> <p>6. Is your school an American Indian or Alaska Native language immersion school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240183</p> <p>6. Is your school an American Indian or Alaska Native language immersion school?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC062919</p> <p>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.)</p> <p><input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> Students</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH23388</p> <p>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.)</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Students</p> | NC | Please note there were no content changes, but the comma was removed free response text box. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC10682</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Title I funds (Compensatory Education)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190549</td> </tr> <tr> <td>b. Title II funds (Professional Improvement)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190550</td> </tr> <tr> <td>c. Title III or other bilingual or ESL/ELL funds</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190551</td> </tr> <tr> <td>d. Title VII, Indian Education Formula Grant</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190552</td> </tr> <tr> <td>e. Title VII, Discretionary Grant under Indian Education</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190553</td> </tr> <tr> <td>f. Individuals with Disabilities Education Act (IDEA) funds</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190554</td> </tr> <tr> <td>g. Impact Aid Program</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190555</td> </tr> <tr> <td>h. Johnson-O'Malley Grant</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190557</td> </tr> <tr> <td>i. Alaska Native Education Programs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190559</td> </tr> <tr> <td>j. Tribal or Village funds</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190562</td> </tr> <tr> <td>k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VC190564</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Yes | No | I don't know | | a. Title I funds (Compensatory Education) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190549 | b. Title II funds (Professional Improvement) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190550 | c. Title III or other bilingual or ESL/ELL funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190551 | d. Title VII, Indian Education Formula Grant | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190552 | e. Title VII, Discretionary Grant under Indian Education | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190553 | f. Individuals with Disabilities Education Act (IDEA) funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | g. Impact Aid Program | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190555 | h. Johnson-O'Malley Grant | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190557 | i. Alaska Native Education Programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190559 | j. Tribal or Village funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190562 | k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190564 | <p style="text-align: right; font-size: small;">VH241662</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Title I funds (Compensatory Education)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241663</td> </tr> <tr> <td>b. Title II funds (Professional Improvement)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241664</td> </tr> <tr> <td>c. Title III or other bilingual or ESL/ELL funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241665</td> </tr> <tr> <td>d. Title VII, Indian Education Formula Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241666</td> </tr> <tr> <td>e. Title VII, Discretionary Grant under Indian Education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241667</td> </tr> <tr> <td>f. Individuals with Disabilities Education Act (IDEA) funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241674</td> </tr> <tr> <td>g. Impact Aid Program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241669</td> </tr> <tr> <td>h. Johnson-O'Malley Grant</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241670</td> </tr> <tr> <td>i. Alaska Native Education Programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241671</td> </tr> <tr> <td>j. Tribal or Village funds</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241672</td> </tr> <tr> <td>k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VH241673</td> </tr> </tbody> </table> | | Yes | No | I don't know. | | a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241663 | b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241664 | c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241665 | d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241666 | e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241667 | f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241674 | g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241669 | h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241670 | i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241671 | j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241672 | k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241673 | NC | 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 each row." |
| | Yes | No | I don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Title I funds (Compensatory Education) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190549 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Title II funds (Professional Improvement) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190550 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Title III or other bilingual or ESL/ELL funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190551 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Title VII, Indian Education Formula Grant | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190552 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Title VII, Discretionary Grant under Indian Education | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190553 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190554 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Impact Aid Program | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190555 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Johnson-O'Malley Grant | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190557 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Alaska Native Education Programs | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190559 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Tribal or Village funds | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190562 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC190564 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Title I funds (Compensatory Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241663 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Title II funds (Professional Improvement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241664 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241665 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241666 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241667 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241674 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Impact Aid Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241669 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Johnson-O'Malley Grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241670 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Alaska Native Education Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241671 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Tribal or Village funds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241672 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241673 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|--|-----------------------|-------------------------|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|---|-----------------------|-----------------------|----------|--|-----------------------|-----------------------|-----------|-------------------------------|-----------------------|-----------------------|--|---------------------------------|-------------------------|-----------------------|-----------------------|------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|----------------------------------|---|-----------------------|-----------------------|--|----|---|----|--|---|-----------------------|-----------------------|----------|--------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|---------------|-----------------------|-----------------------|----------|---------------------------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|----------|-------------------------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|------------------|-----------------------|-----------------------|----------|-----------------------|-----------------------|-----------------------|----------|----------------------------------|-----------------------|-----------------------|----------|----|---|
| <p style="text-align: right; font-size: small;">VHE0506</p> <p>9. Are families of your students involved with your school in the following ways? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Academic club (for example, math club)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04670</td></tr> <tr><td>b. Arts club</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04671</td></tr> <tr><td>c. Cultural dances or activities (for example, drum groups)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04672</td></tr> <tr><td>d. Drama club</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04673</td></tr> <tr><td>e. Making school curriculum decisions</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04674</td></tr> <tr><td>f. Open houses or back-to-school nights</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04675</td></tr> <tr><td>g. Parent-teacher conferences</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04676</td></tr> <tr><td>h. Parent-teacher organizations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04677</td></tr> <tr><td>i. School sports</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04678</td></tr> <tr><td>j. Volunteer programs</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04679</td></tr> <tr><td>k. Other (please specify): _____</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04680</td></tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Yes | No | | a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VHE04670 | b. Arts club | <input type="radio"/> | <input type="radio"/> | VHE04671 | c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VHE04672 | d. Drama club | <input type="radio"/> | <input type="radio"/> | VHE04673 | e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VHE04674 | f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VHE04675 | g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VHE04676 | h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VHE04677 | i. School sports | <input type="radio"/> | <input type="radio"/> | VHE04678 | j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VHE04679 | k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VHE04680 | <p style="text-align: right; font-size: small;">VHE04675</p> <p>9. Are families of your students involved with your school in the following ways? 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Drama club</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04679</td></tr> <tr><td>e. Making school curriculum decisions</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04680</td></tr> <tr><td>f. Open houses or back-to-school nights</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04681</td></tr> <tr><td>g. Parent-teacher conferences</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04682</td></tr> <tr><td>h. Parent-teacher organizations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04683</td></tr> <tr><td>i. School sports</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04684</td></tr> <tr><td>j. Volunteer programs</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04685</td></tr> <tr><td>k. Other (please specify): _____</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04686</td></tr> </tbody> </table> | | Yes | No | | a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VHE04676 | b. Arts club | <input type="radio"/> | <input type="radio"/> | VHE04677 | c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VHE04678 | d. Drama club | <input type="radio"/> | <input type="radio"/> | VHE04679 | e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VHE04680 | f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VHE04681 | g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VHE04682 | h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VHE04683 | i. School sports | <input type="radio"/> | <input type="radio"/> | VHE04684 | j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VHE04685 | k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VHE04686 | NC | <p>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 each row."</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VHE04670 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Arts club | <input type="radio"/> | <input type="radio"/> | VHE04671 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VHE04672 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Drama club | <input type="radio"/> | <input type="radio"/> | VHE04673 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VHE04674 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VHE04675 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VHE04676 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VHE04677 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. School sports | <input type="radio"/> | <input type="radio"/> | VHE04678 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VHE04679 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VHE04680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Academic club (for example, math club) | <input type="radio"/> | <input type="radio"/> | VHE04676 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Arts club | <input type="radio"/> | <input type="radio"/> | VHE04677 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> | <input type="radio"/> | VHE04678 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Drama club | <input type="radio"/> | <input type="radio"/> | VHE04679 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Making school curriculum decisions | <input type="radio"/> | <input type="radio"/> | VHE04680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Open houses or back-to-school nights | <input type="radio"/> | <input type="radio"/> | VHE04681 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Parent-teacher conferences | <input type="radio"/> | <input type="radio"/> | VHE04682 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Parent-teacher organizations | <input type="radio"/> | <input type="radio"/> | VHE04683 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. School sports | <input type="radio"/> | <input type="radio"/> | VHE04684 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Volunteer programs | <input type="radio"/> | <input type="radio"/> | VHE04685 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | VHE04686 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VCN6282</p> <p>10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">1-2 times</th> <th style="text-align: center;">3 or more times</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VCN6283</td></tr> <tr><td>b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VCN6284</td></tr> <tr><td>c. Participated in Indian Education Parent Groups</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VCN6285</td></tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Never | 1-2 times | 3 or more times | I don't know. | | a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6283 | b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6284 | c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6285 | <p style="text-align: right; font-size: small;">VHE04687</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Never</th> <th style="text-align: center;">1-2 times</th> <th style="text-align: center;">3 or more times</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04688</td></tr> <tr><td>b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04690</td></tr> <tr><td>c. Participated in Indian Education Parent Groups</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04689</td></tr> </tbody> </table> | | Never | 1-2 times | 3 or more times | I don't know. | | a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04688 | b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04690 | c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04689 | NC | <p>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 each row."</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Never | 1-2 times | 3 or more times | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6283 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6284 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VCN6285 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Never | 1-2 times | 3 or more times | I don't know. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04688 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04690 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHE04689 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHE04696</p> <p>11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year?</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Year-long course</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04697</td></tr> <tr><td>b. Semester-long course</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04698</td></tr> <tr><td>c. Workshop or unit</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04699</td></tr> <tr><td>d. Clubs</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04700</td></tr> <tr><td>e. Other programs (for example, study groups before or after regular class periods)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04701</td></tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Yes | No | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | VHE04697 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VHE04698 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VHE04699 | d. Clubs | <input type="radio"/> | <input type="radio"/> | VHE04700 | e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VHE04701 | <p style="text-align: right; font-size: small;">VHE04691</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Year-long course</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04692</td></tr> <tr><td>b. Semester-long course</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04693</td></tr> <tr><td>c. Workshop or unit</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04694</td></tr> <tr><td>d. Clubs</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04695</td></tr> <tr><td>e. Other programs (for example, study groups before or after regular class periods)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VHE04696</td></tr> </tbody> </table> | | Yes | No | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | VHE04692 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VHE04693 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VHE04694 | d. Clubs | <input type="radio"/> | <input type="radio"/> | VHE04695 | e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VHE04696 | NC | <p>The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to "Select one answer</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | VHE04697 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VHE04698 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VHE04699 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Clubs | <input type="radio"/> | <input type="radio"/> | VHE04700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VHE04701 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | VHE04692 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | VHE04693 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | VHE04694 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Clubs | <input type="radio"/> | <input type="radio"/> | VHE04695 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> | <input type="radio"/> | VHE04696 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | choice on each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96293</p> <p>12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Required</th> <th style="text-align: center;">Elective</th> <th style="text-align: center;">Not offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96294</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96296</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96297</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Required | Elective | Not offered | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96294 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96296 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96297 | <p style="text-align: right; font-size: small;">VH24697</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Required</th> <th style="text-align: center;">Elective</th> <th style="text-align: center;">Not offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Year-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24698</td> </tr> <tr> <td>b. Semester-long course</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24700</td> </tr> <tr> <td>c. Workshop or unit</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24699</td> </tr> </tbody> </table> | | Required | Elective | Not offered | | a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24698 | b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24700 | c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24699 | NC | <p>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 each row."</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Required | Elective | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96294 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96296 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96297 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Required | Elective | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Year-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24698 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Semester-long course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Workshop or unit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24699 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96301</p> <p>13. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Oral language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96302</td> </tr> <tr> <td>b. Written language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96303</td> </tr> <tr> <td>c. History of tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96308</td> </tr> <tr> <td>d. Traditions and customs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96309</td> </tr> <tr> <td>e. Arts, crafts, music, or dance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96310</td> </tr> <tr> <td>f. Tribal or village government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96313</td> </tr> <tr> <td>g. Current events and issues important to tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96314</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p> | | Yes | No | | a. Oral language | <input type="radio"/> | <input type="radio"/> | VC96302 | b. Written language | <input type="radio"/> | <input type="radio"/> | VC96303 | c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96308 | d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VC96309 | e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VC96310 | f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VC96313 | g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96314 | <p style="text-align: right; font-size: small;">VH24701</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Oral language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24702</td> </tr> <tr> <td>b. Written language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24703</td> </tr> <tr> <td>c. History of tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24704</td> </tr> <tr> <td>d. Traditions and customs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24708</td> </tr> <tr> <td>e. Arts, crafts, music, or dance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24706</td> </tr> <tr> <td>f. Tribal or village government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24707</td> </tr> <tr> <td>g. Current events and issues important to tribes or cultural groups</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24705</td> </tr> </tbody> </table> | | Yes | No | | a. Oral language | <input type="radio"/> | <input type="radio"/> | VH24702 | b. Written language | <input type="radio"/> | <input type="radio"/> | VH24703 | c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24704 | d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VH24708 | e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VH24706 | f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VH24707 | g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24705 | NC | <p>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 each row."</p> | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Oral language | <input type="radio"/> | <input type="radio"/> | VC96302 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Written language | <input type="radio"/> | <input type="radio"/> | VC96303 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96308 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VC96309 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VC96310 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VC96313 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VC96314 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Oral language | <input type="radio"/> | <input type="radio"/> | VH24702 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Written language | <input type="radio"/> | <input type="radio"/> | VH24703 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. History of tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24704 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Traditions and customs | <input type="radio"/> | <input type="radio"/> | VH24708 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Arts, crafts, music, or dance | <input type="radio"/> | <input type="radio"/> | VH24706 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tribal or village government | <input type="radio"/> | <input type="radio"/> | VH24707 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> | <input type="radio"/> | VH24705 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96304</p> <p>14. How much influence does each of the following standards have on your school's reading/language arts curriculum? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">No influence</th> <th style="text-align: center;">A little influence</th> <th style="text-align: center;">Some influence</th> <th style="text-align: center;">A lot of influence</th> <th style="text-align: center;">Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96307</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC96308</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96305 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96306 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96307 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96308 | <p style="text-align: right; font-size: small;">VH24709</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">No influence</th> <th style="text-align: center;">A little influence</th> <th style="text-align: center;">Some influence</th> <th style="text-align: center;">A lot of influence</th> <th style="text-align: center;">Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24710</td> </tr> <tr> <td>b. District content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24713</td> </tr> <tr> <td>c. Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24712</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH24711</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24710 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24713 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24712 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24711 | NC | <p>The in-line direction was adapted from PBA to DBA: "Fill in one oval on each line." was adapted to</p> |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96305 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96306 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC96308 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24710 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24713 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24712 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH24711 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| (2015 Grade 8) | | | "Select one answer choice on each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC963023</p> <p>15. How much influence does each of the following standards have on your school's mathematics curriculum? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No influence</th> <th>A little influence</th> <th>Some influence</th> <th>A lot of influence</th> <th>Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963025</td> </tr> <tr> <td>b. District content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963026</td> </tr> <tr> <td>c. Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963027</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963028</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963025 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963026 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963027 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963028 | <p style="text-align: right; font-size: small;">VHD41734</p> <p>15. How much influence does each of the following standards have on your school's mathematics curriculum? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>No influence</th> <th>A little influence</th> <th>Some influence</th> <th>A lot of influence</th> <th>Unaware of standards</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. State content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41715</td> </tr> <tr> <td>b. District content standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41718</td> </tr> <tr> <td>c. Standards developed by national professional organizations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41717</td> </tr> <tr> <td>d. American Indian or Alaska Native content or cultural standards</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41716</td> </tr> </tbody> </table> | | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41715 | b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41718 | c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41717 | d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41716 | NC | 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 each row." | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963027 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963028 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No influence | A little influence | Some influence | A lot of influence | Unaware of standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41715 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. District content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41718 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Standards developed by national professional organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41717 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41716 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2015 Grade 8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VHI58606</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Student absenteeism</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58607</td> </tr> <tr> <td>b. Student tardiness</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58608</td> </tr> <tr> <td>c. Student health problems</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58609</td> </tr> <tr> <td>d. Teen pregnancies</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58610</td> </tr> <tr> <td>e. Drug or alcohol use by students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58611</td> </tr> <tr> <td>f. Student misbehavior in class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58612</td> </tr> <tr> <td>g. Physical conflicts among students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58613</td> </tr> <tr> <td>h. Bullying</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58614</td> </tr> <tr> <td>i. Low student aspirations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58615</td> </tr> <tr> <td>j. Low teacher expectations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58616</td> </tr> <tr> <td>k. Low family involvement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58617</td> </tr> <tr> <td>l. Inadequate transportation for students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHI58618</td> </tr> </tbody> </table> | | Not at all | Small extent | Moderate extent | Large extent | | a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58607 | b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58608 | c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58609 | d. Teen pregnancies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58610 | e. Drug or alcohol use by students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58611 | f. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58612 | g. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58613 | h. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58614 | i. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58615 | j. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58616 | k. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58617 | l. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58618 | <p style="text-align: right; font-size: small;">VHD41739</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Student absenteeism</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41720</td> </tr> <tr> <td>b. Student tardiness</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41721</td> </tr> <tr> <td>c. Student health problems</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41722</td> </tr> <tr> <td>d. Teen pregnancies</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41723</td> </tr> <tr> <td>e. Drug or alcohol use by students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41724</td> </tr> <tr> <td>f. Student misbehavior in class</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41725</td> </tr> <tr> <td>g. Physical conflicts among students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41726</td> </tr> <tr> <td>h. Bullying</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41727</td> </tr> <tr> <td>i. Low student aspirations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41728</td> </tr> <tr> <td>j. Low teacher expectations</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41729</td> </tr> <tr> <td>k. Low family involvement</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41730</td> </tr> <tr> <td>l. Inadequate transportation for students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VHD41731</td> </tr> </tbody> </table> | | Not at all | Small extent | Moderate extent | Large extent | | a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41720 | b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41721 | c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41722 | d. Teen pregnancies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41723 | e. Drug or alcohol use by students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41724 | f. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41725 | g. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41726 | h. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41727 | i. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41728 | j. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41729 | k. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41730 | l. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41731 | NC | 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 each row." |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58609 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Teen pregnancies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Drug or alcohol use by students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58611 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58612 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58614 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58615 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58616 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58617 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHI58618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not at all | Small extent | Moderate extent | Large extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41720 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41721 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Student health problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41722 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Teen pregnancies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41723 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Drug or alcohol use by students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41724 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Student misbehavior in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41725 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Physical conflicts among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41726 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Bullying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41727 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Low student aspirations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41728 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j. Low teacher expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41729 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k. Low family involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41730 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l. Inadequate transportation for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VHD41731 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2015 Grade 8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: right; font-size: small;">VC963041</p> <p>17. Which of the following types of student and family services are offered at your school on a regular basis? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Offered</th> <th style="text-align: center;">Not Offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Health services for students such as a school nurse</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963042</td> </tr> <tr> <td>b. Health services for families such as a community clinic</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963043</td> </tr> <tr> <td>c. Social or counseling services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963045</td> </tr> <tr> <td>d. Social or counseling services for families</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963047</td> </tr> <tr> <td>e. Adult education programs for all ages</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963048</td> </tr> <tr> <td>f. Tutoring services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH017944</td> </tr> <tr> <td>g. Career counseling services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH017945</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 8)</p> | | Offered | Not Offered | | a. Health services for students such as a school nurse | <input checked="" type="radio"/> | <input type="radio"/> | VC963042 | b. Health services for families such as a community clinic | <input checked="" type="radio"/> | <input type="radio"/> | VC963043 | c. Social or counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VC963045 | d. Social or counseling services for families | <input checked="" type="radio"/> | <input type="radio"/> | VC963047 | e. Adult education programs for all ages | <input checked="" type="radio"/> | <input type="radio"/> | VC963048 | f. Tutoring services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH017944 | g. Career counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH017945 | <p style="text-align: right; font-size: small;">VH041732</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Offered</th> <th style="text-align: center;">Not offered</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Health services for students such as a school nurse</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041733</td> </tr> <tr> <td>b. Health services for families such as a community clinic</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041734</td> </tr> <tr> <td>c. Social or counseling services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041735</td> </tr> <tr> <td>d. Social or counseling services for families</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041739</td> </tr> <tr> <td>e. Adult education programs for all ages</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041737</td> </tr> <tr> <td>f. Tutoring services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041738</td> </tr> <tr> <td>g. Career counseling services for students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041736</td> </tr> </tbody> </table> | | Offered | Not offered | | a. Health services for students such as a school nurse | <input checked="" type="radio"/> | <input type="radio"/> | VH041733 | b. Health services for families such as a community clinic | <input checked="" type="radio"/> | <input type="radio"/> | VH041734 | c. Social or counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041735 | d. Social or counseling services for families | <input checked="" type="radio"/> | <input type="radio"/> | VH041739 | e. Adult education programs for all ages | <input checked="" type="radio"/> | <input type="radio"/> | VH041737 | f. Tutoring services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041738 | g. Career counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041736 | <p>NC</p> | <p>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 each row."</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Offered | Not Offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Health services for students such as a school nurse | <input checked="" type="radio"/> | <input type="radio"/> | VC963042 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Health services for families such as a community clinic | <input checked="" type="radio"/> | <input type="radio"/> | VC963043 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Social or counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VC963045 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Social or counseling services for families | <input checked="" type="radio"/> | <input type="radio"/> | VC963047 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Adult education programs for all ages | <input checked="" type="radio"/> | <input type="radio"/> | VC963048 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tutoring services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH017944 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Career counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH017945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Offered | Not offered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Health services for students such as a school nurse | <input checked="" type="radio"/> | <input type="radio"/> | VH041733 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Health services for families such as a community clinic | <input checked="" type="radio"/> | <input type="radio"/> | VH041734 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Social or counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041735 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Social or counseling services for families | <input checked="" type="radio"/> | <input type="radio"/> | VH041739 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Adult education programs for all ages | <input checked="" type="radio"/> | <input type="radio"/> | VH041737 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Tutoring services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041738 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Career counseling services for students | <input checked="" type="radio"/> | <input type="radio"/> | VH041736 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC963049</p> <p>18. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">A few times a year</th> <th style="text-align: center;">Once or twice a month</th> <th style="text-align: center;">Once or twice a week</th> <th style="text-align: center;">Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Opportunities to participate in formulation of school policies and improvement plans</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963057</td> </tr> <tr> <td>f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963058</td> </tr> <tr> <td>g. Telephone calls with parents</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963059</td> </tr> <tr> <td>h. Information provided through websites or e-mail</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VC963060</td> </tr> </tbody> </table> <p style="font-size: small;">(2015 Grade 8)</p> | | 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) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963053 | b. Information (for example, expectations, procedures, calendars) sent home about school | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963054 | c. Written reports (for example, report cards) of child's performance sent home | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963055 | d. Events at school in which families are invited to participate | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963056 | e. Opportunities to participate in formulation of school policies and improvement plans | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963057 | f. 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Information (for example, expectations, procedures, calendars) sent home about school</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041742</td> </tr> <tr> <td>c. Written reports (for example, report cards) of child's performance sent home</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041743</td> </tr> <tr> <td>d. Events at school in which families are invited to participate</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041748</td> </tr> <tr> <td>e. Opportunities to participate in formulation of school policies and improvement plans</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041745</td> </tr> <tr> <td>f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041746</td> </tr> <tr> <td>g. Telephone calls with parents</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041747</td> </tr> <tr> <td>h. Information provided through websites or e-mail</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH041744</td> </tr> </tbody> </table> | | 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) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041741 | b. Information (for example, expectations, procedures, calendars) sent home about school | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041742 | c. Written reports (for example, report cards) of child's performance sent home | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041743 | d. Events at school in which families are invited to participate | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041748 | e. Opportunities to participate in formulation of school policies and improvement plans | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041745 | f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041746 | g. Telephone calls with parents | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041747 | h. Information provided through websites or e-mail | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041744 | <p>NC</p> | <p>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 each row."</p> |
| | 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) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963053 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Information (for example, expectations, procedures, calendars) sent home about school | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963054 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Written reports (for example, report cards) of child's performance sent home | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963055 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Events at school in which families are invited to participate | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963056 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Opportunities to participate in formulation of school policies and improvement plans | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963057 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963058 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Telephone calls with parents | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963059 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Information provided through websites or e-mail | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC963060 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041741 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Information (for example, expectations, procedures, calendars) sent home about school | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041742 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Written reports (for example, report cards) of child's performance sent home | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041743 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Events at school in which families are invited to participate | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041748 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Opportunities to participate in formulation of school policies and improvement plans | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041745 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041746 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. Telephone calls with parents | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041747 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h. Information provided through websites or e-mail | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH041744 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

2019 Operational Grade 8 National Indian Education Study (NIES) School

| Previous item | 2019 item | D/A/R/NC+ | Rationale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|--|----|------|-------|--------|--------|--------|---------|---------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----|---|
| <p style="text-align: right; font-size: small;">VH18626</p> <p>19. What percentage of your grade 8 students dropped out of school during the last school year?</p> <p><input type="radio"/> 0 – 2%</p> <p><input type="radio"/> 3 – 5%</p> <p><input type="radio"/> 6 – 10%</p> <p><input type="radio"/> 11 – 20%</p> <p><input type="radio"/> 21 – 30%</p> <p><input type="radio"/> 31 – 40%</p> <p><input type="radio"/> 41 – 50%</p> <p><input type="radio"/> More than 50%</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH24084</p> <p>19. What percentage of your grade 8 students dropped out of school during the last school year?</p> <p><input type="radio"/> 0–2%</p> <p><input type="radio"/> 3–5%</p> <p><input type="radio"/> 6–10%</p> <p><input type="radio"/> 11–20%</p> <p><input type="radio"/> 21–30%</p> <p><input type="radio"/> 31–40%</p> <p><input type="radio"/> 41–50%</p> <p><input type="radio"/> More than 50%</p> | NC | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VC96864</p> <p>20. Please indicate what percentage of the individuals at your school is described by each of the following statements: Fill in one oval on each line.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>0%</th> <th>1–5%</th> <th>6–10%</th> <th>11–25%</th> <th>26–50%</th> <th>51–75%</th> <th>76–100%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers at this school for 3 or more years</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC968065</td> </tr> <tr> <td>b. American Indian or Alaska Native teachers at this school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC968073</td> </tr> <tr> <td>c. American Indian or Alaska Native staff other than teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VC968074</td> </tr> </tbody> </table> <p>(2015 Grade 8)</p> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968065 | b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968073 | c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968074 | <p style="text-align: right; font-size: small;">VH241789</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>0%</th> <th>1–5%</th> <th>6–10%</th> <th>11–25%</th> <th>26–50%</th> <th>51–75%</th> <th>76–100%</th> <th>I don't know.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers at this school for 3 or more years</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241750</td> </tr> <tr> <td>b. American Indian or Alaska Native teachers at this school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241752</td> </tr> <tr> <td>c. American Indian or Alaska Native staff other than teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VH241751</td> </tr> </tbody> </table> | | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241750 | b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241752 | c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241751 | NC | <p>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 each row."</p> |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968065 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968073 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VC968074 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241750 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241752 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VH241751 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: right; font-size: small;">VH17038</p> <p>21. To what extent do your school's eighth-grade curricula emphasize preparing students for high school?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> <p>(2015 Grade 8)</p> | <p style="text-align: right; font-size: small;">VH240185</p> <p>21. To what extent do your school's eighth-grade curricula emphasize preparing students for high school?</p> <p><input type="radio"/> Not at all</p> <p><input type="radio"/> Small extent</p> <p><input type="radio"/> Moderate extent</p> <p><input type="radio"/> Large extent</p> | 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?

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

Years

3. Which of the following describes your school best? Please 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

4. Is your school a boarding school?

- A Yes
- B No

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

- A Yes
- B No

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

- A Yes
- B No

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

Students

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

| | Yes | No | I don't know. | |
|---|-------------------------|-------------------------|-------------------------|----------|
| a. Title I funds (Compensatory Education) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241663 |
| b. Title II funds (Professional Improvement) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241664 |
| c. Title III or other bilingual or ESL/ELL funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241665 |
| d. Title VII, Indian Education Formula Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241666 |
| e. Title VII, Discretionary Grant under Indian Education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241667 |
| f. Individuals with Disabilities Education Act (IDEA) funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241674 |
| g. Impact Aid Program | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241669 |
| h. Johnson-O'Malley Grant | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241670 |
| i. Alaska Native Education Programs | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241671 |
| j. Tribal or Village funds | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241672 |
| k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | 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) | <input type="radio"/> A | <input type="radio"/> B | VH241676 |
| b. Arts club | <input type="radio"/> A | <input type="radio"/> B | VH241677 |
| c. Cultural dances or activities (for example, drum groups) | <input type="radio"/> A | <input type="radio"/> B | VH241678 |
| d. Drama club | <input type="radio"/> A | <input type="radio"/> B | VH241679 |
| e. Making school curriculum decisions | <input type="radio"/> A | <input type="radio"/> B | VH241680 |
| f. Open houses or back-to-school nights | <input type="radio"/> A | <input type="radio"/> B | VH241681 |
| g. Parent-teacher conferences | <input type="radio"/> A | <input type="radio"/> B | VH241682 |
| h. Parent-teacher organizations | <input type="radio"/> A | <input type="radio"/> B | VH241683 |
| i. School sports | <input type="radio"/> A | <input type="radio"/> B | VH241684 |
| j. Volunteer programs | <input type="radio"/> A | <input type="radio"/> B | VH241685 |
| k. Other (please specify): _____ | <input type="radio"/> A | <input type="radio"/> B | VH241686 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241688 |
| b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241690 |
| c. Participated in Indian Education Parent Groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241692 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | VH241693 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | VH241694 |
| d. Clubs | <input type="radio"/> A | <input type="radio"/> B | VH241695 |
| e. Other programs (for example, study groups before or after regular class periods) | <input type="radio"/> A | <input type="radio"/> B | VH241696 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241698 |
| b. Semester-long course | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VH241700 |
| c. Workshop or unit | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241702 |
| b. Written language | <input type="radio"/> A | <input type="radio"/> B | VH241703 |
| c. History of tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VH241704 |
| d. Traditions and customs | <input type="radio"/> A | <input type="radio"/> B | VH241708 |
| e. Arts, crafts, music, or dance | <input type="radio"/> A | <input type="radio"/> B | VH241706 |
| f. Tribal or village government | <input type="radio"/> A | <input type="radio"/> B | VH241707 |
| g. Current events and issues important to tribes or cultural groups | <input type="radio"/> A | <input type="radio"/> B | VH241705 |

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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241710 |
| b. District content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241713 |
| c. Standards developed by national professional organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241712 |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241715 |
| b. District content standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241718 |
| c. Standards developed by national professional organizations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | VH241717 |
| d. American Indian or Alaska Native content or cultural standards | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241720 |
| b. Student tardiness | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241721 |
| c. Student health problems | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241722 |
| d. Teen pregnancies | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241730 |
| e. Drug or alcohol use by students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241723 |
| f. Student misbehavior in class | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241724 |
| g. Physical conflicts among students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241731 |
| h. Bullying | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241726 |
| i. Low student aspirations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241727 |
| j. Low teacher expectations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241728 |
| k. Low family involvement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VH241729 |
| l. Inadequate transportation for students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 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 | <input type="radio"/> A | <input type="radio"/> B | VH241733 |
| b. Health services for families such as a community clinic | <input type="radio"/> A | <input type="radio"/> B | VH241734 |
| c. Social or counseling services for students | <input type="radio"/> A | <input type="radio"/> B | VH241735 |
| d. Social or counseling services for families | <input type="radio"/> A | <input type="radio"/> B | VH241739 |
| e. Adult education programs for all ages | <input type="radio"/> A | <input type="radio"/> B | VH241737 |
| f. Tutoring services for students | <input type="radio"/> A | <input type="radio"/> B | VH241738 |
| g. Career counseling services for students | <input type="radio"/> A | <input type="radio"/> B | 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) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241741 |
| b. Information (for example, expectations, procedures, calendars) sent home about school | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241742 |
| c. Written reports (for example, report cards) of child's performance sent home | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241743 |
| d. Events at school in which families are invited to participate | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241748 |
| e. Opportunities to participate in formulation of school policies and improvement plans | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241745 |
| f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241746 |
| g. Telephone calls with parents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241747 |
| h. Information provided through websites or e-mail | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VH241744 |

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

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

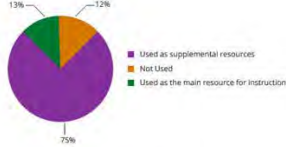
20. Please indicate what percentage of the individuals at your school is described by each of the following statements: Select **one** circle in each row.

| | 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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH241750 |
| b. American Indian or Alaska Native teachers at this school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | VH241752 |
| c. American Indian or Alaska Native staff other than teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G | <input type="radio"/> H | 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**

2019 Operational Grade 4, 8, and 12 Giving Back School

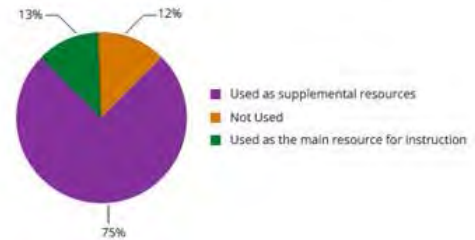
| Previous item | 2019 item | D/A/R/NC+ | Rationale |
|--|--|-----------|---|
| <p>1. Would you like access to an interactive website that shows how others in the nation responded to a similar NAEP questionnaire?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>1. Would you like to sign up for special access to preliminary information regarding teachers and schools across the nation?</p> <p>Example Question</p> <p>In 2017, 75% of reading teachers used reading-related websites or apps as supplemental resources when teaching English/language arts.</p>  <p>___ Yes. I want access to preliminary information regarding teachers and schools across the nation.</p> | R | The item was revised to accommodate system changes. |
| <p>2. If yes, please provide your email address so that we may send access to the website.</p> <p>(2018 Grade 4, 8, and 12)</p> | <p>2. What type of analyses do you want to do based on feedback?</p> <ol style="list-style-type: none"> 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. |

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): _____