

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

Attachments V-X

Survey Questions with Cognitive and Usability Interview Probes

***High School and Beyond 2020 (HS&B:20) Base-Year
Cognitive and Usability Testing Round 2***

OMB# 1850-0803 v. 252

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Attachment V:
Cognitive and Usability Interview Protocol: 9th-
Grade Student Survey

List of cognitive and usability interview forms: 9th-grade student survey

Section Name	Form Name	Label	Probes?
Prescreener	HS0PRESTINTRO	Prescreen introduction	
Prescreener	HS0FIRSTLANG	First language learned	
Prescreener	HS0FRQLANGHOM	Frequency of first language spoken at home	X
Demographics	HS0NAVIGATE	Navigation screen	
Demographics	HS0LI1INTRO	Locating information I introduction	
Demographics	HS0HISPANIC	Student's hispanicity	
Demographics	HS0RACE	Student's race	X
Section A Background Information	HS0ESLENROLL	Enrolled in ELL/ESL program	X
Section B School Experiences	HS0BINTRO	Section B introduction	
Section B School Experiences	HS0LYGRADE	Grade attended in 2018-2019 school year	
Section B School Experiences	HS0LYSCHOOL	Attended current school in 2018-2019 school year	
Section B School Experiences	HS0LYDIFSCHL	School attended in 2018-2019 school year	X
Section B School Experiences	HS0MATH8GRD	Math course taken in 8th grade	X
Section B School Experiences	HS0CURRMATH	Taking math course currently	
Section B School Experiences	HS0MATHSPEC	Current math course - specific	X
Section B School Experiences	HS0YEARS MATH	Number of years of math expected to take during high school	X
Section B School Experiences	HS0PLANAPIB	Plan to enroll in AP/IB course	X
Section B School Experiences	HS0PREPARCLSS	Preparedness for class	X
Section B School Experiences	HS0SCHLDIVERS	Tolerance for diversity	X
Section B School Experiences	HS0BELONGSCHL	Belonging in school	X
Section B School Experiences	HS0FREQUSENET	Frequency of internet usage for school work outside of school	X
Section B School Experiences	HS0FREQNETPRB	Frequency of internet issues at home while doing school work	X
Section C Family	HS0CINTRO	Section C introduction	
Section C Family	HS0NOINHOUSE	No. of members in household	X
Section C Family	HS0P1ID	Identification of Parent 1	X
Section C Family	HS0P1IDALT	Identification of Parent 1 - Alternate	X
Section C Family	HS0P1EMPLOYED	Parent 1's employment status	X
Section C Family	HS0P1WRKLEAVE	Parent 1 on work leave	X
Section C Family	HS0P1HIGHEDU	Parent 1's highest level of education	X
Section C Family	HS0P1EDUEXP	Parent 1's expectation for your highest education level	X
Section C Family	HS0P2INHOUSE	Another parent/guardian in	

		household	
Section C Family	HS0P2ID	Identification of Parent 2	
Section C Family	HS0RELWTHPAR	Relationship with parents or guardians	X
Section D Guidance and Future Plans	HS0DINTRO	Section D introduction	
Section D Guidance and Future Plans	HS0GUIDCOURSE	Individuals providing guidance on which academic course to take	X
Section D Guidance and Future Plans	HS0EDUEXP	Highest level of education expected	X
Section E Attitudes and Behavior	HS0EINTRO	Section E introduction	
Section E Attitudes and Behavior	HS0FREQTCHBVR	Frequency of gaming, digital art/music creation, and coding	X
Locating Information Part II	HS0PREEND	Pre-end survey message	
Locating Information Part II	HS0END	End survey message	

HS0PRESINTRO

Question Wording:

First, we will ask you about your language background.

Please click the “Next” button to continue.

HS0FIRSTLANG

Question Wording:

What was the first language you learned to speak when you were a child? Was it...

Item Name: HS0FIRSTLANG

- 1=English?
 - 2=Spanish?
 - 3=Another language?
 - 4=English and Spanish equally?
 - 5=English and another language equally?
-

HS0FRQLANGHOM

Question Wording:

How often do you speak [Spanish/another language other than English] at home?

Item Name: HS0FRQLANGHOM

- 1=Never
- 2=Sometimes
- 3=About half the time
- 4=Most of the time
- 5=Always

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was <u>very easy</u>, <u>somewhat easy</u>, <u>somewhat difficult</u>, or <u>very difficult</u>?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p> <p><i>IF NEEDED: Can you provide some examples that you considered when answering this question, such as situations where you might speak [Spanish/another language other than English] at home?</i></p>	<hr/>
<p><u>IF STUDENT ANSWERS 'SOMETIMES', 'ABOUT HALF THE TIME', 'MOST OF THE TIME', OR 'ALWAYS':</u></p> <p><i>Who do you speak [Spanish/another language other than English] with in your home?</i></p>	<p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Sibling</p> <p><input type="checkbox"/> Other relative</p> <p><input type="checkbox"/> Other: _____</p>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HS0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon (Help text for "help icon": This will provide information for a particular phrase or response option. Click the X in the upper right corner to close the box.) in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.

- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email hsb20survey@rti.org.

Help Desk Hours are: (All times are Eastern time)

Monday-Thursday: 9am – 11pm

Friday: 9am – 9pm

Saturday: 9:30am – 6pm

Sunday: 1pm – 9:30pm

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HS0LI1INTRO

Question Wording:

Next, we would like some background information.

Please click the "Next" button to continue.

HS0HISPANIC

Question Wording:

Are you Hispanic or [Latino/Latina]?

Item Name: HS0HISPANIC

1=Yes

0=No

Help Text:

Hispanic or [Latino/Latina]: Hispanic or [Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HS0RACE

Question Wording:

[In addition to learning about your Hispanic background, we would also like to know about your racial background.] Which of the following choices describe your race?

(Check all that apply.)

Item Name: HS0WHITE

Item Wording: White

Item Name: HS0BLACK

Item Wording: Black or African American

Item Name: HS0ASIAN

Item Wording: Asian

Item Name: HS0HAWAIIAN

Item Wording: Native Hawaiian or other Pacific Islander

Item Name: HS0AMERINDIAN

Item Wording: American Indian or Alaska Native

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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ITEM SPECIFIC PROBES	
<p><u>INSTRUCT STUDENT TO OPEN AND REVIEW HELP TEXT FOR RACE. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

<p>How easy or difficult was it to answer this question? <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>In your own words, what does “program for English language learners” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0BINTRO

Question Wording:

Now we have some questions about your school life.

Please click the “Next” button to continue.

HS0LYGRADE

Question Wording:

First we will start with some questions about last school year. What grade were you in last school year (2018-2019)?

Item Name: HS0LYGRADE

1=7th Grade

2=8th Grade

3=9th Grade

4=You were in an ungraded program.

HS0LYSCHOOL

Question Wording:

During the last school year (2018-2019), did you attend [Name of base year school] or did you attend a different school?

Item Name: HS0LYSCHOOL

1=This school

2=Different school

3=You were homeschooled.

HS0LYDIFSCHL

Question Wording:

During the last school year (2018-2019), what school did you attend?

(Please provide the name of the school in the textbox. If you are unable to find a match in the results, please select the "School not listed" option located at the bottom of the listed results.)

Item Name: HS0SCHTXT

Item Wording: Your school does not appear to be in our database.

Please ensure that the school name and city are entered correctly above and provide the information below:

Item Name: HS0SCHNAME

Item Name: HS0SCHCODE

Item Name: HS0SCHCITY

Item Wording: Enter city:

Item Name: HS0SCHST

Item Wording: Select state:

-9--Select one-

AK=Alaska

AL=Alabama

AR=Arkansas

AZ=Arizona

CA=California

CO=Colorado

CT=Connecticut

DE=Delaware

DC=District of Columbia

FL=Florida

GA=Georgia

HI=Hawaii

IA=Iowa

ID=Idaho

IL=Illinois

IN=Indiana

KS=Kansas

KY=Kentucky

LA=Louisiana

MA=Massachusetts

MD=Maryland

ME=Maine

MI=Michigan

MN=Minnesota

MO=Missouri

MS=Mississippi

MT=Montana

NC=North Carolina

ND=North Dakota

NE=Nebraska

NH=New Hampshire

NJ=New Jersey

NM=New Mexico

NV=Nevada
NY=New York
OH=Ohio
OK=Oklahoma
OR=Oregon
PA=Pennsylvania
RI=Rhode Island
SC=South Carolina
SD=South Dakota
TN=Tennessee
TX=Texas
UT=Utah
VA=Virginia
VT=Vermont
WA=Washington
WI=Wisconsin
WV=West Virginia
WY=Wyoming
AA=Armed Forces (AA)
AE=Armed Forces (AE)
AP=Armed Forces (AP)
AS=American Samoa
FM=Federal States of Micronesia
GU=Guam
MH=Marshall Islands
MP=Northern Mariana Islands
PW=Palau
PR=Puerto Rico
VI=U.S. Virgin Islands

Item Name: HS0SCHDST

Item Wording: District name:

Item Name: HS0SCHCNT

Item Wording: County name:

Item Name: HS0SCHTYP

Item Wording: Is this school...

1=A public school operated by a school/county district?

2=A private Catholic school?

3=A private school - other religious affiliation?

4=A private school - no religious affiliation?

5=A public school operated by state/federal agency (for example BIA, DOD, prison school)?

6=Other (charter school, hospital school)?

Item Name: HS0SCHGRDLO

Item Wording: Lowest grade level at school:

- 1=Pre-kindergarten
- 2=Kindergarten
- 3=First grade
- 4=Second grade
- 5=Third grade
- 6=Fourth grade
- 7=Fifth grade
- 8=Sixth grade
- 9=Seventh grade
- 10=Eighth grade
- 11=Ninth grade
- 12=Tenth grade
- 13=Eleventh grade
- 14=Twelfth grade
- 15=Ungraded

Item Name: HS0SCHGRDHI

Item Wording: Highest grade level at school:

- 9=Seventh grade
- 10=Eighth grade
- 11=Ninth grade
- 12=Tenth grade
- 13=Eleventh grade
- 14=Twelfth grade
- 15=Ungraded

Item Name: HS0SCHAST

Interviewer Notes

Check if respondent displays: Confusion Uncertainty Frustration Difficulty

[If yes] Describe:

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

HS0MATH8GRD

Question Wording:

The next questions are about the math courses you have taken. What math course did you take **in 8th grade**? If you took more than one math course, please choose your most advanced or most difficult course.

Item Name: HS0MATH8GRD

- 1=Math 8
- 2=Advanced or Honors Math 8 not including Algebra
- 3=Pre-algebra
- 4=Algebra 1 including 1A and 1B
- 5=Algebra 2 or Trigonometry
- 6=Geometry
- 7=Integrated Math
- 8=Other advanced math course such as pre-calculus or calculus
- 9=Other math

Item Name: HS0MATH8GRD_other

Item Wording: Please specify

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>How easy or difficult was it to answer this question thinking back to the math course(s) you took in 8th grade?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Question Wording:

[Are you **currently** taking a math course?/Were you taking a math course **in the fall of 2019?**]

Item Name: HS0CURRMATH

1=Yes

0=No

HS0MATHSPEC

Question Wording:

[What math course(s) are you **currently** taking?/What math course(s) were you taking **in the fall of 2019?**]

(Check all that apply.)

Item Name: HS0ALGEBRA1

Item Wording: Algebra 1 including 1A and 1B

Item Name: HS0GEOMETRY

Item Wording: Geometry

Item Name: HS0ALGEBRA2

Item Wording: Algebra 2

Item Name: HS0TRIG

Item Wording: Trigonometry

Item Name: HS0REMEDIAL

Item Wording: Review or Remedial Math including Basic, Business, Consumer, Functional, or General math

Item Name: HS0INTEGRD1

Item Wording: Integrated Math 1

Item Name: HS0STATISTICS

Item Wording: Statistics or Probability

Item Name: HS0INTEGRTD2
Item Wording: Integrated Math 2 or above

Item Name: HS0PREALGEBRA
Item Wording: Pre-algebra

Item Name: HS0ANALYTGEOM
Item Wording: Analytic Geometry

Item Name: HS0ADVMATH
Item Wording: Other advanced math course such as pre-calculus or calculus

Item Name: HS0OTHERMATH
Item Wording: Other math course

Item Name: HS0OTHERMATH_other
Item Wording: Please specify

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>ITEM SPECIFIC PROBES</p>	
<p>What math course or courses were you thinking about when answering this question?</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Record observations and comments here</i></p>	<p>_____</p> <p>_____</p> <p>_____</p>

HS0YEARS MATH

Question Wording:

Including this year, how many years of math do you expect to take during high school?

Item Name: HS0YEARS MATH

- 1=One year
- 2=Two years
- 3=Three years
- 4=Four or more years

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>Do you plan to take more than 1 math course during a single school year?</p> <p><i>IF YES: How did that affect your answer to this question?</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p>Does your school use block scheduling?</p> <p><i>IF YES: How did that affect your answer to this question?</i></p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0PLANAPIB

Question Wording:

For the next questions we would like you to think about all subjects, not just math. Do you plan to enroll in...

(Select one for each row.)

Item Name: HS0PLANENRLAP

Item Wording: An Advanced Placement (AP) course?

Item Name: HS0PLANENRLIB

Item Wording: An International Baccalaureate (IB) course?

1=Yes

0=No

2=You haven't decided yet.

99=You don't know what this is.

Question/Prompt	Response
<p>GENERIC PROBES</p> <p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what these questions are asking? Please try to explain without repeating the wording of the questions.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer these questions?</u></p>	<p>Subitem 1 (HSOPLANENRLAP):</p> <p>Subitem 2 (HSOPLANENRLIB):</p> <hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answers to these questions? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p><u>IF SOMEWHAT OR VERY UNSURE: What do you need to be more sure of your answers?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES

In your own words, what does "Advanced Placement (AP) course" mean to you? Please provide examples.

In your own words, what does "International Baccalaureate (IB) course" mean to you? Please provide examples.

What subjects were you thinking about when answering these questions?

IF STUDENT ANSWERS YES TO HSOPLANENRLAP:
How confident are you that you will take an Advanced Placement (AP) course? Would you say very confident, somewhat confident, somewhat not confident, or not confident at all? Why?

Very confident Somewhat confident Somewhat not confident Not confident at all

IF STUDENT ANSWERS YES TO HSOPLANENRLE:
 Very confident Somewhat confident Somewhat not confident Not confident at all

How confident are you that you will take an International Baccalaureate (IB) course? Would you say very confident, somewhat confident, somewhat not confident, or not confident at all? Why?

Record observations and comments here

HS0PREPARCLSS

Question Wording:

How often do you...

(Select one for each row.)

Item Name: HS0CLSSWOHW

Item Wording: Go to class without your homework done?

Item Name: HS0CLSSWONOTE

Item Wording: Go to class without a way to take notes?

Item Name: HS0CLSSWOBOOK

Item Wording: Go to class without books or required devices (like tablets, e-book readers, and calculators)?

Item Name: HS0CLSSLATE

Item Wording: Go to class late?

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

6=Always

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

How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?

Very easy Somewhat easy Somewhat difficult Very difficult

Subitem 1 (HS0CLSSWOHW):

Subitem 2

(HS0CLSSWONOTE):

Subitem 3 (HS0CLSSWOBOOK):

Subitem 4 (HS0CLSSLATE):

IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer these questions?

ITEM SPECIFIC PROBES	
<p>How sure are you about your answers to these questions? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p>	<p>Subitem 1 (HS0CLSSWOHW): <input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p>Subitem 2 (HS0CLSSWONOTE): <input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p>Subitem 3 (HS0CLSSWOBOOK): <input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p>Subitem 4 (HS0CLSSLATE): <input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answers?</p>	

<p>SUBITEM B: <i>In your own words, what does “a way to take notes” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>SUBITEM C: <i>In your own words, what does “required devices” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>SUBITEM C: <i>Were the examples provided helpful to you? (point to parentheses)</i></p> <p>Why or why not?</p>	<hr/> <hr/> <hr/>
<p>Do you think it would be helpful to include a “does not apply” answer option in this question?</p> <p>Why or why not?</p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0SCHLDIVERS

Question Wording:

How much do you agree or disagree with the following statements about [Name of base year school]?

(Select one for each row.)

Item Name: HS0SCHLMATDIV

Item Wording: This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.

Item Name: HS0PPLDIVERS

Item Wording: People of different cultural backgrounds, races, or ethnicities get along well at this school.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what these questions are asking? Please try to explain without repeating the wording of the questions.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer these questions?</p>	<p>Subitem 1 (HS0SCHLMATDIV):</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Subitem 2 (HS0PPLDIVERS):</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answers?</i></p> <p><i>IF NEEDED: Can you provide some examples that you considered when answering these questions?</i></p>	<hr/>
<p><i>In your own words, what does “cultural background, ethnicity, and identity” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HS0BELONGSCHL

Question Wording:

How much do you agree or disagree with the following statements about [Name of base year school]?

(Select one for each row.)

Item Name: HS0BLNGATSCHL

Item Wording: I feel like I belong at this school.

Item Name: HS0FITINSCHL

Item Wording: I fit in well at this school.

Item Name: HS0OUTSDRSCHL

Item Wording: I feel like an outsider at this school.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

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

<p>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer these questions?</u></p>	<p>Subitem A (HS0BLNGATSCHL):</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Subitem B (HS0FITINSCHL):</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Subitem C (HS0OUTSDRSCHL):</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answers?</p>	<hr/> <hr/> <hr/>
<p><u>SUBITEM A:</u> In your own words, what does “belong” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/>

<p>SUBITEM C: <i>In your own words, what does “outsider” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0FREQUENET

Question Wording:

How often do you use the internet **outside of school** to do homework or school assignments?

Item Name: HS0FREQUENET

- 1=Never
- 2=Rarely
- 3=Sometimes
- 4=Often
- 5=Very often
- 6=Always

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was <input type="checkbox"/> Very easy, <input type="checkbox"/> Somewhat easy, <input type="checkbox"/> Somewhat difficult, or <input type="checkbox"/> Very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/>

<p><i>In your own words, what does "internet" mean to you? Please provide examples.</i></p> <p><i>IF NEEDED: What additional words, if any, do you use or know of that also refer to the "internet?"</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Can you provide some examples of places where you access "the internet outside of school"?</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0FREQNETPRB

Question Wording:

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

Item Name: HS0FREQNETPRB

98=Do not have internet in the home

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

6=Always

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was <input type="checkbox"/> Very easy, <input type="checkbox"/> Somewhat easy, <input type="checkbox"/> Somewhat difficult, or <input type="checkbox"/> Very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer? (Note: Probe further on what “at home” means to kids with multiple households).</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>How do you access the internet at home? What devices do you use? What devices did you think about when answering?</p>	<hr/> <hr/> <hr/>
<p>In your own words, what does “problem with your internet” mean to you? Please provide examples. Do you think of problems with regards to doing homework or in general?</p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0CINTRO

Question Wording:

Next are some questions about your family.

Please click the “Next” button to continue.

HS0NOINHOUSE

Question Wording:

How many people are living in your household, including yourself and your parent(s) or guardian(s)?

Item Name: HS0NOINHOUSE

Item Wording: ____ people

<p>How easy or difficult was it to answer this question?</p> <p><input type="checkbox"/> Would say it was very easy <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><i>easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p><i>In your own words, what does “living in your household” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Do you live in more than one household?</p> <p><u>IF YES:</u> <i>When answering this question, which household did you answer about? Why?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>How did you come up with your answer? How did you decide who to include and who not to include?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Do you have any relatives or friends who sometimes live in your household?</p> <p><i>IF YES: How did you decide who to include in your answer?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HS0P1ID

Question Wording:

Now we are going to ask you some questions about your parent(s) or guardian(s). If you have more than one home, tell us about the parent(s) or guardian(s) you live with most of the time.

Think about one of these parent(s) or guardian(s) to tell us about now. (If you have another parent or guardian in this household, we will ask about him or her later.)

Is this your...

Item Name: HS0P1ID

- 1=Biological mother?
- 2=Biological father?
- 3=Adoptive mother?
- 4=Adoptive father?
- 5=Stepmother?
- 6=Stepfather?
- 7=Foster mother?
- 8=Foster father?
- 9=Female partner or girlfriend of your parent or guardian?
- 10=Male partner or boyfriend of your parent or guardian?
- 11=Grandmother?
- 12=Grandfather?
- 13=Other female relative?
- 14=Other male relative?
- 15=Other female guardian?
- 16=Other male guardian?

Help Text:

Female partner or girlfriend of your parent or guardian: A female who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Male partner or boyfriend of your parent or guardian: A male who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Other female relative: A female who is related to you and acts as a mother to you, but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to you and acts as a father to you, but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female guardian: A female who acts as a mother to you, but does not fit into one of the other categories.

Other male guardian: A male who acts as a father to you, but does not fit into one of the other categories.

<p>Do you live with more than one parent?</p> <p><u>IF YES:</u> <i>When answering this question, which parent did you answer about? Why?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p><u>INSTRUCT STUDENT TO OPEN AND REVIEW HELP TEXT FOR PARENT. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> <i>What can we do to make the help text more helpful for you to answer this question?</i></p>	<p style="text-align: center;"> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0P1IDALT

Question Wording:

Now we are going to ask you some questions about your parent(s) or guardian(s). If you have more than one home, tell us about the parent(s) or guardian(s) you live with most of the time.

Think about one of these parent(s) or guardian(s) to tell us about now. (If you have another parent or guardian in this household, we will ask about him or her later.)

Is this your...

Item Name: HS0P1IDALT

- 1=Biological or birth mother?
- 2=Biological or birth father?
- 3=Adoptive mother?
- 4=Adoptive father?
- 5=Stepmother?
- 6=Stepfather?
- 7=Aunt?
- 8=Uncle?
- 9=Foster mother or legal female guardian?
- 10=Foster father or legal male guardian?
- 11=Female partner or girlfriend of your parent or guardian?
- 12=Male partner or boyfriend of your parent or guardian?
- 13=Other partner of your parent or guardian?
- 14=Grandmother?
- 15=Grandfather?
- 16=Other female relative?
- 17=Other male relative?
- 18=Other female parent or guardian?
- 19=Other male parent or guardian?
- 20=Other non-relative?

Help Text:

Biological or birth mother: Your female biological parent. This may be your birth mother, but could also apply to a mother who used a surrogate mother or donor to have a child.

Biological or birth father: Your male biological parent. This may be your birth father, but could also apply to a father who used a donor to have a child.

Adoptive mother: A female who has legally adopted you to raise as her own child.

Adoptive father: A male who has legally adopted you to raise as his own child.

Foster mother or legal female guardian: A foster mother is a female with whom you have been placed temporarily, usually through a social service agency and/or a court. A legal female guardian is a female legally placed in charge of you.

Foster father or legal male guardian: A foster father is a male with whom you have been placed temporarily, usually through a social service agency and/or a court. A legal male guardian is a male legally placed in charge of you.

Female partner or girlfriend of your parent or guardian: A female who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Male partner or boyfriend of your parent or guardian: A male who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Other partner of your parent or guardian: A person who has a "partner-like" relationship with one of your parents or guardians. "Living as married" is another way of describing the relationship.

Other female relative: A female who is related to you and acts as a mother to you, but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to you and acts as a father to you, but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female parent or guardian: A female who acts as a mother to you, but does not fit into one of the other categories.

Other male parent or guardian: A male who acts as a father to you, but does not fit into one of the other categories.

Other non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married).

Question/Prompt	Response
ITEM SPECIFIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Which version of the response options (original or alternate) do you prefer? Why?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Original <input type="checkbox"/> Alternate </div> <hr/> <hr/> <hr/>
<p>Please say what, if any, differences you see between the eleventh, twelfth, and thirteenth response options. Please provide examples.</p>	<hr/> <hr/> <hr/>

<p>Please say what, if any, differences you see between the eighteenth, nineteenth, and twentieth response options. Please provide examples.</p>	<hr/> <hr/> <hr/>
<p><u>INSTRUCT STUDENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR BIOLOGICAL OR BIRTH MOTHER/FATHER. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>INSTRUCT STUDENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR FOSTER MOTHER/FATHER OR LEGAL MALE/FEMALE GUARDIAN. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>INSTRUCT STUDENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR OTHER FEMALE/MALE PARENT OR GUARDIAN. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

HS0P1EMPLOYED

Question Wording:

During the past week, did [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian] work at a job for pay or income?

Item Name: HS0P1EMPLOYED

1=Yes

0=No

Help Text:

Include any work for pay, even for as little as one hour.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was <input type="checkbox"/> Very easy, <input type="checkbox"/> Somewhat easy, <input type="checkbox"/> Somewhat difficult, or <input type="checkbox"/> Very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>In your own words, what does "past week" mean to you?</p>	<p>DO NOT READ ANSWER OPTIONS - SELECT WHICH APPLIES:</p> <p><input type="checkbox"/> Last Sunday through Saturday</p> <p><input type="checkbox"/> The past 7 days</p> <p><input type="checkbox"/> Other: _____</p>
<p>In your own words, what does "job for pay or income" mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/>

<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>INSTRUCT STUDENT TO OPEN AND REVIEW HELP TEXT FOR WORK FOR PAY. WHEN FINISHED REVIEW:</u></p> <p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful</p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more for you to answer this question?</p>	<p><input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0P1WRKLEAVE

Question Wording:

During the past week, was [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster

father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian] on leave or vacation from a job?

Item Name: HS0P1WRKLEAVE

1=Yes

0=No

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was <input checked="" type="checkbox"/> very easy, <input checked="" type="checkbox"/> somewhat easy, <input type="checkbox"/> somewhat difficult, or <input type="checkbox"/> very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>In your own words, what does “on leave” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>In your own words, what does “on vacation” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</i></p> <p><u>IF SOMEWHAT OR VERY UNSURE: What do you need to be more sure of your answer?</u></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0P1HIGHEDU

Question Wording:

How far in school did [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian] go?

(Select highest level of education.)

Item Name: HS0P1HIGHEDU

- 1=Less than high school completion
- 2=Completed a high school diploma or equivalent (for example, GED, HiSET, TASC)
- 3=Completed a certificate or diploma from a school that provides occupational training, such as a trade school
- 4=Completed an associate's degree
- 5=Completed a bachelor's degree
- 6=Completed a master's degree
- 7=Completed a Ph.D., M.D., law degree, or other high level professional degree
- 99=Don't Know

Help Text:

Less than high school completion: Did not receive a high school diploma or equivalent.

Completed a high school diploma or equivalent (for example, GED, HiSET, TASC): Received a regular high school diploma, or completed high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Completed a certificate or diploma from a school that provides occupational training, such as a trade school: Received a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Completed an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Completed a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Completed a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Completed a Ph.D., M.D., law degree, or other high level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input checked="" type="checkbox"/> Very easy <input checked="" type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</p>	<hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>In your own words, what does “completed a certificate or diploma” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/>
<p>In your own words, what does “school that provides occupational training” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/>
<p>IF SELECTED DON’T KNOW: Please tell me why you chose the “don’t know” option.</p>	<hr/> <hr/> <hr/>
<p>Please say what, if any, differences you see between the second, third, and fourth response options.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>Please say what, if any, differences you see between the sixth and seventh response options.</p>	<hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/>
<p>Looking at the third response option, was the example provided helpful to you? Why or why not?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful</p> <p><u>INSTRUCT STUDENT TO OPEN AND REVIEW HELP TEXT FOR HIGHEST EDUCATION. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p><input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>
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HS0P1EDUEXP

Question Wording:

How far in school do you think [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian] wants you to go?
 (Select highest level of education.)

Item Name: HS0P1EDUEXP

- 1=Less than high school completion
- 2=Complete a high school diploma, or equivalent (for example, GED, HiSET, TASC)
- 3=Complete a certificate or diploma from a school that provides occupational training, such as a trade school
- 4=Complete an associate's degree
- 5=Complete a bachelor's degree
- 6=Complete a master's degree
- 7=Complete a Ph.D., M.D., law degree, or other high level degree
- 99=Don't know

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on

occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>IF SELECTED DON'T KNOW:</u> Please tell me why you chose the "don't know" option.</p>	<hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>To what extent did the question before this one, and your answer to that question, affect how you answered this question? Please explain.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0P2INHOUSE

Question Wording:

Do you have another parent or guardian who lives in the same household with you and [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian]?

Item Name: HS0P2INHOUSE

- 1=Yes
- 0=No

HS0P2ID

Question Wording:

Is this your....

Item Name: HS0P2ID

- 1=Biological mother?
- 2=Biological father?

- 3=Adoptive mother?
- 4=Adoptive father?
- 5=Stepmother?
- 6=Stepfather?
- 7=Foster mother?
- 8=Foster father?
- 9=Female partner or girlfriend of your parent or guardian?
- 10=Male partner or boyfriend of your parent or guardian?
- 11=Grandmother?
- 12=Grandfather?
- 13=Other female relative?
- 14=Other male relative?
- 15=Other female guardian?
- 16=Other male guardian?

Help Text:

Female partner or girlfriend of your parent or guardian: A female who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Male partner or boyfriend of your parent or guardian: A male who has a romantic relationship with and lives with one of your parents or guardians, but is not married to your parent or guardian.

Other female relative: A female who is related to you and acts as a mother to you, but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to you and acts as a father to you, but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female guardian: A female who acts as a mother to you, but does not fit into one of the other categories.

Other male guardian: A male who acts as a father to you, but does not fit into one of the other categories.

HS0RELWTHPAR

Question Wording:

[How often do [your biological mother/your biological father/your adoptive mother/your

adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian] and [your biological mother/your biological father/your adoptive mother/your other adoptive mother/your adoptive father/your other adoptive father/your stepmother/your stepfather/your foster mother/your other foster mother/your foster father/your other foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your other grandmother/your grandfather/your other grandfather/your female relative/your other female relative/your male relative/your other male relative/your female guardian/your other female guardian/your male guardian/your other male guardian/your second parent or guardian].../How often does [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/your first parent or guardian]...]

(Select one for each row.)

Item Name: HS0KNWFREETIM

Item Wording: Know what you do during your free time?

Item Name: HS0KNWHW

Item Wording: Know how much homework you have?

Item Name: HS0KNWMONEY

Item Wording: Know what you spend your money on?

Item Name: HS0KNWEXAM

Item Wording: Know when you have an exam or paper due at school?

Item Name: HS0KNWGRADES

Item Wording: Know what your school grades are?

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

6=Always

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

<p>How easy or difficult was it to answer this question? Would you say <input checked="" type="checkbox"/> It was very easy <input checked="" type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answers?</p>	<hr/> <hr/> <hr/> <hr/>

<p>How sure are you about your answers to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0DINTRO

Question Wording:

In this section we will ask you about your plans for the future.

Please click the “Next” button to continue.

HS0GUIDCOURSE

Question Wording:

Which of the following people have you talked with about **which academic courses to take this year?**

(Check all that apply.)

Item Name: HS0GUIDCOMOM

Item Wording: [Your mother(s) or female guardian(s)/Your mother or female guardian]

Item Name: HS0GUIDCODAD

Item Wording: [Your father(s) or male guardian(s)/Your father or male guardian]

Item Name: HS0GUIDCOFRND

Item Wording: Your friends

Item Name: HS0GUIDCOTCHR

Item Wording: A favorite teacher

Item Name: HS0GUIDCOCOUN

Item Wording: A school counselor

Item Name: HS0GUIDCOCOA

Item Wording: A coach

Item Name: HS0GUIDCOOTHR

Item Wording: Other adult not listed

Item Name: HS0GUIDCOOTHR_other

Item Wording: Please specify

Item Name: HS0GUIDCONONE

Item Wording: None of these people

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input checked="" type="checkbox"/> Very easy <input checked="" type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>IF SELECTED FIRST, SECOND, OR SIXTH OPTION:</u> Who did you think about when you selected this response option?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

Question Wording:

As things stand now, how far in school do you think you will get?
(Select highest level of education.)

Item Name: HS0EDUEXP

1=Less than high school completion

2=Complete a high school diploma or equivalent (for example, GED, HiSET, TASC)

3=Complete a certificate or diploma from a school that provides occupational training, such as a trade school

4=Complete an associate's degree

5=Complete a bachelor's degree

6=Complete a master's degree

7=Complete a Ph.D., M.D., law degree, or other high level professional degree

99=Don't know

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas:

chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Did you find any words or parts of this question confusing? <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><u>IF YES:</u> What did you find confusing? What could we do to make the question less confusing?</p>	<hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><u>IF SELECTED DON'T KNOW:</u> Please tell me why you chose the "don't know" option.</p>	<hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

HS0EINTRO

Question Wording:

Next we will ask you about your daily activities.

Please click the "Next" button to continue.

HS0FREQTCHBVR

Question Wording:

How often do you...

(Select one for each row.)

Item Name: HS0FREQVIDGAM

Item Wording: Play video games, computer games, or mobile games?

Item Name: HS0FREQDIGART

Item Wording: Make your own digital art or music (such as painting, graphics, videos, photos, music)?

Item Name: HS0FREQCOMPRG

Item Wording: Write computer programs (code) or develop apps?

1=Never

2=Less than once a week

3=A few times a week

4=About once a day

5=Many times a day

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

<p>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p> <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult </p> <p> <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult </p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer these questions?</u></p>	<p>Subitem A (HS0FREQVIDGAM):</p> <p>Subitem B (HS0FREQDIGART):</p> <p>Subitem C (HS0FREQCOMPRG):</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>In your own words, what does “video games, computer games, or mobile games” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/>
<p>In your own words, what does “write computer programs (code) or develop apps” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HS0PREEND**Question Wording:**

You have reached the end of the survey.

You will **not** be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set the survey as complete.

HS0END**Question Wording:**

Thank you for completing this part of the HS&B:20 study.

Click "Finish" to complete and close the survey.

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Please provide examples.

Why?

What did you like the least about the features and functionality of the survey? Please provide examples.

Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, do you have any additional thoughts or comments about this material and subject matter?

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

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

List of cognitive and usability interview forms: Parent survey

Section Name	Form Name	Label	Probes ?
Introduction	HPOSETUPGLOBALS	Not visible to respondent	
Introduction	HPONAVIGATE	Survey navigation	
Introduction	HPOSTUDNAM	Verify spelling of child's name	
Introduction	HPOCHSEX1	Child's sex - verify	
Introduction	HPOCHSEX2	Child's sex - collect	
Section A School Experience	HPOAINTRO	Section A introduction	
Section A School Experience	HPOSCHASSIGN	Assigned school or school chosen	X
Section A School Experience	HPONOCHANGSCH	Number of times child changed schools	X
Section A School Experience	HPODEVINHOME	Computer/device in home for schoolwork	X
Section B Family	HPOBINTRO	Section B introduction	
Section B Family	HPORESPREL	Respondent's relationship to child	X
Section B Family	HPORESPRELALT	Respondent's relationship to child - Alternate	X
Section B Family	HPOOPINHOUSE	Number of parents in household	
Section B Family	HPOOPRELID	Parents' in household relationships to child	
Section B Family	HPOP1SPPTR	Spouse or partner in household	
Section B Family	HPOSPPTRRELID	Spouse/partner's relationship to child	
Section B Family	HPOOTHADULT	Other adult with parental responsibility	
Section B Family	HPOOTHREL	Other adult's relationship to child	
Section B Family	HPOMARSTAT	Marital status	X
Section B Family	HPONOINHOUSE	Number of people in household	X
Section B Family	HPONOSIB	Number of siblings in household	X
Section B Family	HPONOSIBINHS	Number of siblings in high school	X
Section C Background Information	HPOCINTRO	Section C introduction	
Section C Background Information	HPOP1HISPANIC	Parent 1: Hispanic or Latino/Latina	
Section C Background Information	HPOP1RACE	Parent 1: Race	X
Section C Background Information	HPOP1BORNUS	Parent 1: Born in US	
Section C Background Information	HPOP1BRNCNTRY	Parent 1: Country of birth predictive coder	X
Section C Background Information	HPONENGHOM	Any non-English language spoken in home	
Section C Background Information	HPOCHDEVERELL	Child ever enrolled in English language program	X
Section D Guidance and Future Plans	HPODINTRO	Section D introduction	
Section D Guidance and Future Plans	HPOADV	Parent discusses education/careers with child	X
Section D Guidance and Future Plans	HPODESRDLEVED	Desired level of education for child	X
Section D Guidance and Future Plans	HPOEXPCTLEVED	Expected level of education for child	X
Section D Guidance and Future Plans	HPOHLPPAYCHED	Planning to assist child with postsecondary costs	
Section D Guidance and Future Plans	HPOAMTSVDCHED	How much expect to set aside for postsecondary costs	X
Section E Parent Education and Employment	HPOEINTRO	Section E introduction	
Section E Parent Education	HPOP1EMPLOYED	Parent 1: Currently work for pay	X

and Employment			
Section E Parent Education and Employment	HP0P1WRKLEAVE	Parent 1 on leave from work	X
Section E Parent Education and Employment	HP0P1WORKSTAT	Parent 1 work status	X
Section E Parent Education and Employment	HP0P1EVERWORK	Parent 1: Ever worked for pay	
Section E Parent Education and Employment	HP0P1HOURWORK	Parent 1: Work hours per week	
Section E Parent Education and Employment	HP0P1JOB	Parent 1: Occupation predictive coder	X
Section E Parent Education and Employment	HP0P1JOBDDUTY	Parent 1 job duties	X
Section E Parent Education and Employment	HP0P1MILITARY	Parent 1: Currently in military	X
Section E Parent Education and Employment	HP0NUMDEPEN	Number of dependents	X
Section F Home Life and Wellness	HP0FINTRO	Section F introduction	
Section F Home Life and Wellness	HPOCHTIMATADD	Child's length of time at current address	
Section F Home Life and Wellness	HPOCHNORESID	Number of residences since kindergarten	X
Section F Home Life and Wellness	HPOEATWCHLD	How often respondent eats with child	X
Section F Home Life and Wellness	HPORKNOWFRND	Knows child's friends	X
Section F Home Life and Wellness	HP0TECHRULES	Family rules for child technology usage	X
Section F Home Life and Wellness	HP0DAYSSICK	Missed school because of health issues	X
Section F Home Life and Wellness	HPOCHEVERIEP	Child ever had IEP/ISP	X
Section F Home Life and Wellness	HPOCHHASIEP	Child currently has IEP/ISP	
Section F Home Life and Wellness	HPOCHNEEDSIEP	Child should have IEP/ISP	X
End	HP0PREEND	Pre-end Survey Message	
End	HPOEND	End Survey Message	

HP0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon (Help text for "help icon": This will provide information for a particular phrase or response option. Click the X in the upper right corner to close the box.) in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.

- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the “Next” button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email hsb20survey@rti.org.

Help Desk Hours are: (All times are Eastern time)

Monday-Thursday: 9am – 11pm

Friday: 9am – 9pm

Saturday: 9:30am – 6pm

Sunday: 1pm – 9:30pm

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HP0STUDNAME

Question Wording:

[What is your 9th-grader's full name?/Please confirm the spelling of **[Student's first name/your 9th-grader]'s** full name. [If interviewer-administered then fill: (]If [Student's first name/your 9th-grader]'s name is not spelled right, please fix it. If everything is spelled right, click "Next" to continue.[If interviewer-administered then fill:)]]

Item Name: CFNAME

Item Wording: First name:

Item Name: CMNAME

Item Wording: Middle name:

Item Name: CLNAME

Item Wording: Last name:

Item Name: CSUFFIX

Item Wording: Suffix:

HP0CHSEX1

Question Wording:

Just to confirm, our records indicate that [Student's first name/your 9th-grader] is [male/female]. Is this correct?

Item Name: HP0CHSEX1

1=Yes

0=No

HP0CHSEX2

Question Wording:

What is [Student's first name/your 9th-grader]'s sex?

Item Name: HP0CHSEX2

1=Male

2=Female

HP0AINTRO

Question Wording:

Now we would like to learn more about [Student's first name/your 9th-grader]'s experiences at school.

Please click the "Next" button to continue.

HP0SCHASSIGN

Question Wording:

Is [Name of base year school] a regularly assigned school or a school that you chose?

Item Name: HP0SCHASSIGN

1=Assigned

2=Chosen

3=[Student's first name/Your 9th-grader] was assigned to this school, but you would have chosen it if you had a choice.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p>	<hr/> <hr/>
<p><i>In your own words, what does "regularly assigned school" mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/>

HP0NOCHANGSCH

Question Wording:

How many time(s) has [Student's first name/your 9th-grader] changed schools since [he/she/your 9th-grader/[Student's first name]] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.
(Please enter '0' if none.)

Item Name: HP0NOCHANGSCH

Item Wording: _____ times

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p> <p><u>IF NEEDED: Can you provide some examples that you considered when answering this question?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0DEVINHOME

Question Wording:

Do you have the following in your home that [Student's first name/your 9th-grader] may use for schoolwork?
(Select one for each row.)

Item Name: HP0SMARTPHONE

Item Wording: Smartphone

Item Name: HP0TABLET

Item Wording: Tablet

Item Name: HP0LAPDESKTOP

Item Wording: Laptop or desktop computer

1=Yes, shared with another family member

2=Yes, has own

0=No

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	

<p>How did you come up with your answer?</p> <p>IF NEEDED: Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0BINTRO

Question Wording:

Next we will ask you about [Student's first name/your 9th-grader]'s family.

Please click the “Next” button to continue.

HP0RESPREL

Question Wording:

What is your relationship to [Student's first name/your 9th-grader]?

Item Name: HP0RESPREL

- 1=Biological mother
- 2=Biological father
- 3=Adoptive mother
- 4=Adoptive father
- 5=Stepmother
- 6=Stepfather
- 7=Foster mother
- 8=Foster father
- 9=Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 10=Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 11=Grandmother
- 12=Grandfather

- 13=Other female relative
- 14=Other male relative
- 15=Other female guardian
- 16=Other male guardian

Help Text:

Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian: A female who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian: A male who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Other female relative: A female who is related to [Student's first name/your 9th-grader] and acts as a mother to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to [Student's first name/your 9th-grader] and acts as a father to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female guardian: A female who acts as a mother to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Other male guardian: A male who acts as a father to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR RELATIONSHIPS. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL: What can we do to make the help text more helpful for you to answer this question?</u></p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0RESPRELALT

Question Wording:

What is your relationship to [Student's first name/your 9th-grader]?

Item Name: HP0RESPRELALT

- 1=Biological or birth mother
- 2=Biological or birth father
- 3=Adoptive mother
- 4=Adoptive father
- 5=Stepmother
- 6=Stepfather
- 7=Aunt
- 8=Uncle
- 9=Foster mother or legal female guardian
- 10=Foster father or legal male guardian
- 11=Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 12=Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 13=Other partner of [Student's first name/your 9th-grader]'s parent or guardian
- 14=Grandmother
- 15=Grandfather
- 16=Other female relative
- 17=Other male relative
- 18=Other female parent or guardian
- 19=Other male parent or guardian
- 20=Other non-relative

Help Text:

Biological or birth mother: [Student's first name/Your 9th-grader]'s female biological parent. This may be [his/her/your 9th-grader's/[Student's first name]'s] birth mother, but could also apply to a mother who used a surrogate mother or donor to have a child.

Biological or birth father: [Student's first name/Your 9th-grader]'s male biological parent. This may be your birth father, but could also apply to a father who used a donor to have a child.

Adoptive mother: A female who has legally adopted [Student's first name/your 9th-grader] to raise as her own child.

Adoptive father: A male who has legally adopted [Student's first name/your 9th-grader] to raise as his own child.

Foster mother or legal female guardian: A foster mother is a female with whom [Student's first name/your 9th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal female guardian is a female legally placed in charge of [Student's first name/your 9th-grader].

Foster father or legal male guardian: A foster father is a male with whom [Student's first name/your 9th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal male guardian is a male legally placed in charge of [Student's first name/your 9th-grader].

Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian: A female who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian: A male who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Other partner of [Student's first name/your 9th-grader]'s parent or guardian: A person who has a "partner-like" relationship with one of [Student's first name/your 9th-grader]'s parents or guardians. "Living as married" is another way of describing the relationship.

Other female relative: A female who is related to [Student's first name/your 9th-grader] and acts as a mother to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to [Student's first name/your 9th-grader] and acts as a father to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female parent or guardian: A female who acts as a mother to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Other male parent or guardian: A male who acts as a father to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Other non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married).

Question/Prompt	Response
ITEM SPECIFIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Which version of the response options (original or alternate) do you prefer? Why?</p>	<p style="text-align: center;"><input type="checkbox"/> Original <input type="checkbox"/> Alternate</p> <hr/> <hr/> <hr/>
<p>Please say what, if any, differences you see between the eleventh, twelfth, and thirteenth response options. Please provide examples.</p>	<hr/> <hr/> <hr/>
<p>Please say what, if any, differences you see between the eighteenth, nineteenth, and twentieth response options. Please provide examples.</p>	<hr/> <hr/> <hr/>
<p><u>INSTRUCT PARENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR BIOLOGICAL OR BIRTH MOTHER/FATHER. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p><u>INSTRUCT PARENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR FOSTER MOTHER/FATHER OR LEGAL MALE/FEMALE GUARDIAN. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>INSTRUCT PARENT TO OPEN HELP TEXT AND REVIEW DEFINITION FOR OTHER FEMALE/MALE PARENT OR GUARDIAN. WHEN FINISHED REVIEW:</u></p> <p>Can you tell me, in your own words, what these definitions mean?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>



Question Wording:

Does [Student's first name/your 9th-grader] have biological, adoptive, step- or foster parents who live in your household?

Item Name: HP0OPINHOUSE

- 1=Yes, one parent in household
 - 2=Yes, two parents in household
 - 3=No parents in household
-

HP0OPRELID

Question Wording:

What [is this parent's relationship/are these parents' relationships] to [Student's first name/your 9th-grader]?

Item Name: HP0OPRELID1

Item Wording: First Parent

- 1=Biological mother
- 2=Biological father
- 3=Adoptive mother
- 4=Adoptive father
- 5=Stepmother
- 6=Stepfather
- 7=Foster mother
- 8=Foster father

Item Name: HP0OPRELID2

Item Wording: Second Parent

- 1=Biological mother
 - 2=Biological father
 - 3=Adoptive mother
 - 4=Adoptive father
 - 5=Stepmother
 - 6=Stepfather
 - 7=Foster mother
 - 8=Foster father
-

HP0P1SPPTR

Question Wording:

Do you have a spouse or partner who lives in the same household as you and [Student's first name/your 9th-grader]?

Item Name: HP0P1SPPTR

- 1=Yes, a spouse
- 2=Yes, a partner
- 3=No

Help Text:

Partner: A partner refers to a person who has a romantic relationship with and lives with you, but is not married to you.

HP0SPPTRRELID

Question Wording:

What is your [spouse/partner]'s relationship to [Student's first name/your 9th-grader]?

Item Name: HP0SPPTRRELID

- 1=Biological mother
- 2=Biological father
- 3=Adoptive mother
- 4=Adoptive father
- 5=Stepmother
- 6=Stepfather
- 7=Foster mother
- 8=Foster father
- 9=Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 10=Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian
- 11=Grandmother
- 12=Grandfather
- 13=Other female relative
- 14=Other male relative
- 15=Other female guardian
- 16=Other male guardian

Help Text:

Female partner or girlfriend of [Student's first name/your 9th-grader]'s parent or guardian: A female who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Male partner or boyfriend of [Student's first name/your 9th-grader]'s parent or guardian: A male who has a romantic relationship with and lives with one of [Student's first name/your 9th-grader]'s parents or guardians, but is not married to [his/her/your 9th-grader's/[Student's first name]'s] parent or guardian.

Other female relative: A female who is related to [Student's first name/your 9th-grader] and acts as a mother to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to [Student's first name/your 9th-grader] and acts as a father to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female guardian: A female who acts as a mother to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Other male guardian: A male who acts as a father to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

HP00THADULT

Question Wording:

Besides yourself is there another adult in the household who has parental responsibility for [Student's first name/your 9th-grader] such as a grandparent or another relative?

Item Name: HP00THADULT

1=Yes

0=No

HP00THREL

Question Wording:

What is that adult's relationship to [Student's first name/your 9th-grader]? If there is more than one, please answer for the one who is most involved in raising [him/her/[Student's first name]/your 9th-grader].

Item Name: HP00THREL

11=Grandmother

12=Grandfather

13=Other female relative

14=Other male relative

15=Other female guardian

16=Other male guardian

Help Text:

Other female relative: A female who is related to [Student's first name/your 9th-grader] and acts as a mother to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an aunt, sister, or cousin.

Other male relative: A male who is related to [Student's first name/your 9th-grader] and acts as a father to [him/her/[Student's first name]/your 9th-grader], but does not fit into one of the other categories. Examples include an uncle, brother, or cousin.

Other female guardian: A female who acts as a mother to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

Other male guardian: A male who acts as a father to [Student's first name/your 9th-grader], but does not fit into one of the other categories.

HP0MARSTAT

Question Wording:

[What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

Item Name: HP0MARSTAT

- 1=Married
- 2=Divorced
- 3=Separated
- 4=Never married
- 5=Widowed

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p>	<hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0NOINHOUSE

Question Wording:

We would like to know how many people live in your household including yourself[, your spouse,/, your partner,/, [Student's first name/your 9th-grader]'s parent,/, [Student's first name/your 9th-grader]'s parents,/, [Student's first name/your 9th-grader]'s [grandmother/grandfather/female relative/male relative/female

guardian/male guardian/other parental figure[,] and [Student's first name/your 9th-grader]. How many people living in your household are...

(Please enter '0' if none.)

Item Name: HP0NOCINHOUSE

Item Wording: under the age of 18?

Item Name: HP0NOAINHOUSE

Item Wording: 18 years of age or older?

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what these questions are asking? Please try to explain without repeating the wording of the questions.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer these questions?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>In your own words, what does "live in your household" mean to you?</i></p>	<hr/> <hr/>

<p><i>How did you come up with your answers?</i></p> <p><i>How did you decide who to include and who not to include?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Do you have any relatives or friends who sometimes live in your household?</i></p> <p><i>IF YES: How did you decide who to include and who not to include in your answer?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0NOSIB

Question Wording:

How many of the following people currently live in the same household with [Student's first name/your 9th-grader]? Do not include [Student's first name/your 9th-grader].

(Please enter '0' if none.)

Item Name: HP0NOFULLSIB

Item Wording: [Student's first name/your 9th-grader]'s full brother(s) and/or sister(s)

Item Name: HP0NOADOPSIB

Item Wording: [Student's first name/your 9th-grader]'s adopted brother(s) and/or sister(s)

Item Name: HP0NOHALFSIB

Item Wording: [Student's first name/your 9th-grader]'s half-brother(s) and/or sister(s)

Item Name: HP0NOSTEPSIB

Item Wording: [Student's first name/your 9th-grader]'s step-brother(s) and/or sister(s)

Item Name: HP0NOFOSTSIB

Item Wording: [Student's first name/your 9th-grader]'s foster brother(s) and/or sister(s)

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>

<p>Does [Student's first name/your 9th-grader] live in more than one household?</p> <p>IF YES: What household(s) were you thinking about when answering the question? Why? How did you decide who to include and who not to include in your answer?</p> <p>PROBE: Does [Student's first name/your 9th-grader] have any siblings that you did not include in your answer? Why did you not include them in your answer?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

HP0NOSIBINHS

Question Wording:

How many of [Student's first name/your 9th-grader]'s siblings (including adopted, half-, step-, and foster brothers and sisters) **are now in high school?**
(Please enter '0' if none.)

Item Name: HP0NOSIBINHS

Item Wording: ____ siblings in high school

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p>	<hr/> <hr/> <hr/>
<p>Does [Student's first name/your 9th-grader] live in more than one household?</p> <p><u>IF YES:</u> What household(s) were you thinking about when answering the question? Why?</p> <p><u>IF YES:</u> How did you decide who to include and who not to include in your answer?</p> <p><u>PROBE:</u> Does [Student's first name/your 9th-grader] have any siblings that you did not include in your answer? Why did you not include them in your answer?</p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0CINTRO

Question Wording:

Now we will ask you about the backgrounds of [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] and [Student's first name/your 9th-grader].

Please click the "Next" button to continue.

HP0P1HISPANIC

Question Wording:

[Are/Is] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] Hispanic or [Latino/Latina]?

Item Name: HP0P1HISPANIC

1=Yes

0=No

Help Text:

Hispanic or [Latino/Latina]: Hispanic or [Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HP0P1RACE

Question Wording:

[If HP0P1HISPANIC = 1 then fill: In addition to learning about [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] Hispanic background, we would also like to know about [your/[Student's first name/your 9th-grader]'s parent's/his/her] racial background.]

Which of the following choices describe [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] race?

(Check all that apply.)

Item Name: HP0P1WHITE

Item Wording: White

Item Name: HP0P1BLACK

Item Wording: Black or African American

Item Name: HP0P1ASIAN

Item Wording: Asian

Item Name: HP0P1HAWAIIAN

Item Wording: Native Hawaiian or other Pacific Islander

Item Name: HP0P1AMERINDI

Item Wording: American Indian or Alaska Native

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>

Question/Prompt	Response
ITEM SPECIFIC PROBES	
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR RACE. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL: What can we do to make the help text more helpful for you to answer this question?</u></p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0P1BORNUS

Question Wording:

[Were/Was] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] born in the United States, in

Puerto Rico or another U.S. territory, or in another country?

Item Name: HP0P1BORNUS

1=United States

2=Puerto Rico or another U.S. territory

3=Another country

HP0P1BRNCNTRY

Question Wording:

In which country [were/was] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] born?

(Enter the country and select from the resulting options. If you can't find [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] country, click "Country not listed" and click "Next.")

Interviewer Notes

Check if respondent displays: Confusion Uncertainty Frustration Difficulty

[If yes] Describe:

Question/Prompt

Response

GENERIC PROBES

Ask this probe AFTER the respondent has answered the question.

How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?

IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?

Very easy Somewhat easy Somewhat difficult Very difficult

ITEM SPECIFIC PROBES

<p>Were the instructions helpful to you? (point to parentheses)</p> <p><u>IF NEEDED:</u> Why or why not?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>Is there anything about the way this question appears on your screen or functions that you would change if you could?</p> <p><u>IF YES:</u> What would you change? Why?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0NENGHOM

Question Wording:

Is any language other than English regularly spoken in your home?

Item Name: HP0NENGHOM

1=Yes

0=No

HP0CHDEVERELL

Question Wording:

Has [Student's first name/your 9th-grader] **ever been** enrolled in a program for English Language Learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

Item Name: HP0CHDEVERELL

1=Yes

0=No

99=Don't know

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>In your own words, what does “program for English Language Learners” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><u>IF SELECTED DON’T KNOW:</u> <i>Please tell me why you chose the “don’t know” option.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</i></p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> <i>What do you need to be more sure of your answer?</i></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>
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HP0DINTRO

Question Wording:

In this section we will ask you about plans for [Student's first name/your 9th-grader]'s future.

Please click the "Next" button to continue.

HP0ADV

Question Wording:

[Have/Has][you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill:and/or [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]] ever provided advice or information about the following to [Student's first name/your 9th-grader]?
 (Select one for each row.)

Item Name: HP0ADV COURSE

Item Wording: Selecting courses or programs at school

Item Name: HP0ADV COLEXAM

Item Wording: Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB

Item Name: HP0ADV APPLYCOL

Item Wording: Applying to college or other schools after high school

Item Name: HP0ADV JOBS

Item Wording: Specific jobs [Student's first name/your 9th-grader] might apply for after high school

1=Yes

0=No

Help Text:

ASVAB: The ASVAB, or Armed Services Vocational Aptitude Battery, measures developed abilities and helps predict future academic and occupational success in the military.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
Question/Prompt	Response
ITEM SPECIFIC PROBES	
<p><i>In your own words, what does "advice" mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>How sure are you about your answers to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</i></p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> <i>What do you need to be more sure of your answers?</i></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/>

<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR ASVAB. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0DESRDLEVED

Question Wording:

If there were no barriers, how far in school would you want [Student's first name/your 9th-grader] to go?

Item Name: HP0DESRDLEVED

- 1=Less than high school completion
- 2=Complete a high school diploma or equivalent (for example, GED, HiSET, TASC)
- 3=Complete a certificate or diploma from a school that provides occupational training, such as a trade school
- 4=Complete an associate's degree
- 5=Complete a bachelor's degree
- 6=Complete a master's degree
- 7=Complete a Ph.D., M.D., law degree, or other high level professional degree
- 99=Don't know

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion

from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p>	<hr/> <hr/>
<p><u>IF SELECTED DON'T KNOW:</u> Please tell me why you chose the "don't know" option.</p>	<hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/>

<p><i>In your own words, what does “completed a certificate or diploma” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>In your own words, what does “school that provides occupational training” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Looking at the third response option, was the example provided helpful to you? (point to example)</i></p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Please say what, if any, differences you see between the second, third, and fourth response options.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Please say what, if any, differences you see between the sixth and seventh response options.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR EDUCATION. WHEN FINISHED REVIEW:</u></p> <p><i>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</i></p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> <i>What can we do to make the help text more helpful for you to answer this question?</i></p>	<p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/>
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HP0EXPCTLEVED

Question Wording:

As things stand now, how far in school do you think [Student's first name/your 9th-grader] will actually get?

Item Name: HP0EXPCTLEVED

- 1=Less than high school completion
- 2=Complete a high school diploma or equivalent (for example, GED, HiSET, TASC)
- 3=Complete a certificate or diploma from a school that provides occupational training, such as a trade school
- 4=Complete an associate's degree
- 5=Complete a bachelor's degree
- 6=Complete a master's degree
- 7=Complete a Ph.D., M.D., law degree, or other high level professional degree
- 99=Don't know

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><u>IF SELECTED DON'T KNOW:</u> <i>Please tell me why you chose the "don't know" option.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>What is the difference, if any, between this question and the previous question?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><i>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</i></p> <p><u>IF SOMEWHAT OR VERY UNSURE: What do you need to be more sure of your answer?</u></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0HLPPAYCHED

Question Wording:

Do you or does anyone in your family plan to help [Student's first name/your 9th-grader] pay for [his/her/your 9th-grader's/[Student's first name]'s] education after high school?

Item Name: HP0HLPPAYCHED

1=Yes

0=No

98=You have not thought about this yet.

HP0AMTSVDCHED

Question Wording:

About how much money do you expect to have set aside for [Student's first name/your 9th-grader]'s future education by the time [he/she/your 9th-grader/[Student's first name]] finishes high school?

Item Name: HP0AMTSVDCHED

1=None

2=\$2,000 or less

3=\$2,001-\$5,000

4=\$5,001-\$10,000

5=\$10,001-\$15,000

6=\$15,001-\$25,000

7=\$25,001-\$35,000

8=\$35,001-\$60,000
 9=More than \$60,000

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p>	<hr/> <hr/>
<p><i>In your own words, what does "future education" mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>Whose savings were you thinking about when answering this question? For example, your savings, your child's, contributions from a relative, etc.</i></p>	<hr/> <hr/> <hr/> <hr/>

<p>Do you expect others in or outside of your household to set aside money for your child's future education?</p> <p>IF YES: Did you include this money in your answer? Why or why not?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <p>IF SOMEWHAT OR VERY UNSURE: What do you need to be more sure of your answer?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0EINTRO

Question Wording:

Next we will ask you about [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] employment.

Please click the “Next” button to continue.

HP0P1EMPLOYED

Question Wording:

During the past week, did [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] work at a job for **pay or income**?

Item Name: HP0P1EMPLOYED

1=Yes

0=No

Help Text:

Include any work for pay, even for as little as one hour.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>In your own words, what does “past week” mean to you?</i></p>	<hr/> <hr/> <hr/>
<p><i>In your own words, what does “job for pay or income” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>

<p><i>If you were on vacation or leave in the past week, how would you answer this question?</i></p>	<hr/> <hr/> <hr/>
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR WORK FOR PAY. WHEN FINISHED REVIEW:</u></p> <p><i>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</i></p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> <i>What can we do to make the help text more helpful for you to answer this question?</i></p>	<p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0P1WRKLEAVE

Question Wording:

During the past week, [were/was] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] on leave or vacation from a job?

Item Name: HP0P1WRKLEAVE

1=Yes

0=No

Question/Prompt	Response
GENERIC PROBES	

<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT</u>: <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p><i>In your own words, what does “on leave” mean to you? Please provide examples.</i></p>	<hr/> <hr/>
<p><i>In your own words, what does “on vacation” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0P1WORKSTAT

Question Wording:

What [were/was] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] doing most of last week?
 Would you say...

Item Name: HP0P1WORKSTAT

- 1=Keeping house or caring for children?
- 2=Going to school?
- 3=Retired?
- 4=Unable to work?
- 99=Something else?

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Did you find any <input type="checkbox"/> words or parts of this question confusing?</p> <p>IF YES: What did you find confusing? What could we do to make the question less confusing?</p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	

<p>SUBITEM A: <i>In your own words, what does “Keeping house or caring for children” mean to you? Please provide examples. Is there another word or phrase you would use instead?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>IF SELECTED SOMETHING ELSE: <i>Please tell me why you chose the option for “Something else.”</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0P1EVERWORK

Question Wording:

[Have/Has] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] ever held a regular job for pay or income?

Item Name: HP0P1EVERWORK

1=Yes

0=No

HP0P1HOURWORK

Question Wording:

About how many total hours per week [do/does/did] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] usually work for pay or income, counting all jobs?
(Please enter '0' if none.)

Item Name: HP0P1HOURWORK

Item Wording: ____ hours

HP0P1JOB

Question Wording:

[What is [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] current / In [your/[Student's first name/your 9th-grader]'s parent's/his/her] most recent job, what was [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s]] job title (For example: 4th-grade teacher, apprentice plumber)? If [you/[Student's first name/your 9th-grader]'s parent/he/she] [have/has/had] more than one job, describe the one at which [you/[Student's first name/your 9th-grader]'s parent/he/she] [work/works/worked] the most hours.

(Select the closest match from the options returned. If you are unable to find a close match for [your/[Student's first name/your 9th-grader]'s parent's/his/her] job title, click "Job title not listed.")

Item Name: HP0P1JOBTLTXT

Item Name: HP0P1JOB2

Item Wording: General Area:

Item Name: HP0P1JOB3

Item Wording: Specific Area:

Item Name: HP0P1JOB6

Item Wording: Detailed Occupation Classification:

Item Name: HP0P1CODEWORDING

Item Wording: [If interviewer-administered then fill: (]Please help us categorize [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] job using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown, you can display the general areas. Please click to select the desired general area, then select [your/[Student's first name/your 9th-grader]'s parent's/his/her] specific area from the second dropdown, and detailed occupation classification from the last dropdown.[If interviewer-administered then fill:)]

Item Name: HP0P1SPECIFICWORDING

Item Wording: [If interviewer-administered then fill: (][Your/[Student's first name/Your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] job title could be classified into more than one category. Please select the specific category that best describes [your/[Student's first name/your 9th-grader]'s parent's/his/her] job.[If interviewer-administered

then fill:)]

Interviewer Notes

Check if respondent displays: Confusion Uncertainty Frustration Difficulty

[If yes] Describe:

Question/Prompt	Response
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GENERIC PROBES	
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<p>Ask this probe AFTER the respondent has answered the question. <input type="checkbox"/> Yes</p> <p><i>Did you find any words or parts of this question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
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<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><i>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
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ITEM SPECIFIC PROBES	
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<p><i>In your own words, what does "job title" mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/>
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<p><i>Were the examples provided helpful to you? (point to parentheses)</i></p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/>
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<p><i>Is there anything about the way this question appears on your screen or functions that you would change if you could?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> No</p> <hr/> <hr/> <p>IF YES: What would you change? Why?</p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0P1JOB DUTY

Question Wording:

What [are/were] [your/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]'s] job duties [If HP0P1JOBTLTXT = not blank then fill: as a/an [HP0P1JOBTLTXT]] (For example: instruct and evaluate students and create lesson plans; assemble and install pipe sections and review building plans for work details)?

Question/Prompt	Response
<p>GENERIC PROBES</p> <p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Did you find any words or parts of this question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make the question less confusing?</i></p>	<hr/> <hr/> <hr/> <hr/>

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>In your own words, what does “job duties” mean to you? Please provide examples.</p>	<hr/> <hr/> <hr/>
<p>Were the examples provided helpful to you? (point to parentheses)</p> <p>Why or why not?</p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0P1MILITARY

Question Wording:

[Are/Is] [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] currently serving on active duty in the U.S. Armed Forces, Reserves, or National Guard?

Item Name: HP0P1MILITARY

1=Yes
0=No

Help Text:

Active duty means full-time employment in the uniformed service as an officer or enlisted person. Civilian employees of the military are not included. Active duty does not include training for the Reserves or National

Guard, but does include activation.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR ACTIVE DUTY. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> What can we do to make the help text more helpful for you to answer this question?</p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

Question Wording:

Altogether, how many people are dependent upon [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]]? Count everyone (besides [yourself/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill: and [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]]) who receives one-half or more of their financial support from [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]]. Include individuals not living with [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill: and [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]]. Total number of dependents (not counting [you/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/adoptive father/stepmother/stepfather/foster mother/foster father/parent]] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 9th-grader]'s [biological mother/biological father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother/other foster mother/foster father/other foster father/grandmother/other grandmother/grandfather/other grandfather/female relative/other female relative/male relative/other male relative/female guardian/other female guardian/male guardian/other male guardian/other parent/other parental figure]]]):

(Please enter '0' if none.)

Item Name: HP0NUMDEPEN

Item Wording:

____ dependents

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Did you find any words or parts of this question confusing? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>IF YES: What did you find confusing? What could we do to make the question less confusing?</p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer? How did you decide who to include and who not to include?</p>	<hr/> <hr/> <hr/>

<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE: What do you need to be more sure of your answer?</u></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0FINTRO

Question Wording:

Next we will ask you about [Student's first name/your 9th-grader]'s home life, health, and wellness.

Please click the "Next" button to continue.

HP0CHTIMATADD

Question Wording:

How long has [Student's first name/your 9th-grader] lived at [his/her/your 9th-grader's/[Student's first name]'s] current residence?

Item Name: HP0CHTIMATADD

- 9=- select one -
- 0=Less than 1 year
- 1=1 year
- 2=2 years
- 3=3 years
- 4=4 years
- 5=5 years

- 6=6 years
 - 7=7 years
 - 8=8 years
 - 9=9 years
 - 10=10 years
 - 11=11 years
 - 12=12 years
 - 13=13 years
 - 14=14 years
 - 15=15 years
 - 16=16 years
 - 17=17 years or over
 - 99=Don't know
-

HP0CHNORESID

Question Wording:

Since [Student's first name/your 9th-grader] started kindergarten, in how many different places (houses, apartments, etc.) has [he/she/your 9th-grader/[Student's first name]] lived for four months or more?

Item Name: HP0CHNORESID

-9=- Select number of places -

- 0=0
- 1=1
- 2=2
- 3=3
- 4=4
- 5=5
- 6=6
- 7=7
- 8=8
- 9=9
- 10=10 or more
- 99=Don't know

Question/Prompt	Response
GENERIC PROBES	

<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT</u>: <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p><i>Were the examples provided helpful to you?</i> (point to parentheses)</p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Was the phrase “four months or more” helpful to you?</i> (point to phrase)</p> <p><i>Why or why not?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><u>IF SELECTED DON'T KNOW</u>: <i>Please tell me why you chose the “don't know” option.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Record observations and comments here

HP0EATWCHLD

Question Wording:

In a typical week how many days do you eat at least one meal with [Student's first name/your 9th-grader]?

Item Name: HP0EATWCHLD

0=0 days a week Yes

No

1=1 day a week

2=2 days a week

3=3 days a week

4=4 days a week

5=5 days a week

6=6 days a week

7=7 days a week

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Did you find any words or parts of this question confusing?</i></p> <p><u>IF YES:</u> <i>What did you find confusing? What could we do to make the question less confusing?</i></p>	<hr/> <hr/> <hr/> <hr/>

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0RKNOWFRND

Question Wording:

How many of [Student's first name/your 9th-grader]'s friends do you know?

Item Name: HP0RKNOWFRND

- 1=None
- 2=Some
- 3=About half
- 4=Most
- 5=All or almost all

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answer to this question? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answer?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0TECHRULES

Question Wording:

Does your family have rules about...

(Select one for each row.)

Item Name: HP0WHOTECH

Item Wording: **Who** [Student's first name/your 9th-grader] can text, message, video chat, email, or play online games with?

Item Name: HP0WHENTECH

Item Wording: **When** [Student's first name/your 9th-grader] can text, message, video chat, email, or play online games?

Item Name: HP0HOWMCHTECH

Item Wording: **How much time** [Student's first name/your 9th-grader] can spend using technology (for example, a limit on “screen time” hours per day)?

1=Yes

0=No

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

<p>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer these questions?</p>	<p>Subitem A (HPOWHOTECH): <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Subitem B (HPOWHENTECH): <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>Subitem C (HPOHOWMCHTECH): <input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answers?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering these questions?</p>	<hr/> <hr/> <hr/> <hr/>
<p>How sure are you about your answers to these questions? Would you say very sure, somewhat sure, somewhat unsure, or very unsure?</p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> What do you need to be more sure of your answers?</p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0DAYSSICK

Question Wording:

How many days of school has [Student's first name/your 9th-grader] missed in the past 30 days due to health issues?

(Please enter '0' if none.)

Item Name: HP0DAYSSICK

Item Wording: ____ days

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answer?</i></p>	<hr/> <hr/> <hr/>
<p><i>In your own words, what does “health issues” mean to you? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>What types of “health issues” would you consider or exclude when providing your response to this question? Be as specific or general as you would like.</i></p>	<hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/>
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HP0CHEVERIEP

Question Wording:

Has [Student's first name/your 9th-grader] ever had an Individualized Education Program (IEP) or Instructional/Individual Services Plan (ISP)?

Item Name: HP0CHEVERIEP

1=Yes

0=No

99=Don't know

Help Text:

Individualized Education Program (IEP): A written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with students without disabilities, and lists accommodations or modifications needed to measure what the student knows through tests.

Instructional/Individual Services Plan (ISP): A plan paid for by a local school district for students with disabilities who attend private schools. It spells out the special education and related services that will be made available to a student. Services may be offered through a private school or a local education agency (LEA).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><u>INSTRUCT PARENT TO OPEN AND REVIEW HELP TEXT FOR IEP/ISP. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL: What can we do to make the help text more helpful for you to answer this question?</u></p>	<p><input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HP0CHHASIEP

Question Wording:

Does [Student's first name/your 9th-grader] still have an [IEP/ISP]?

Item Name: HP0CHHASIEP

1=Yes
0=No
99=Don't know

HP0CHNEEDSIEP

Question Wording:

Do you believe [Student's first name/your 9th-grader] should have an [IEP/ISP]?

Item Name: HP0CHNEEDSIEP

1=Yes
0=No
99=Don't know

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	

<p><i>How did you come up with your answer?</i></p> <p><u>IF SELECTED DON'T KNOW:</u> <i>Please tell me why you chose the "don't know" option. Be as specific or general as you would like.</i></p>	<hr/> <hr/> <hr/>
<p><i>How sure are you about your answer to this question? Very sure, somewhat sure, somewhat unsure, or very unsure?</i></p> <p><u>IF SOMEWHAT OR VERY UNSURE:</u> <i>What do you need to be more sure of your answer?</i></p>	<p><input type="checkbox"/> Very sure <input type="checkbox"/> Somewhat sure <input type="checkbox"/> Somewhat unsure <input type="checkbox"/> Very unsure</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HP0PREEND

Question Wording:

You have reached the end of the survey.

You will **not** be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set the survey as complete.

HP0END

Question Wording:

These are all the questions we have for you for now. We appreciate you taking the time to complete the survey. Thank you very much for participating in HS&B:20! [If interviewer-administered then fill: (]Click "Finish" to complete and close the survey.[If interviewer-administered then fill:)]

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Why?

What did you like the least about the features and functionality of the survey? Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, do you have any additional thoughts or comments about this material and subject matter?

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

**Attachment VII:
Cognitive and Usability Interview Protocol: Math Teacher
Survey**

List of cognitive and usability interview forms: Math Teacher

Section Name	Form Name	Label	Probes?
Front End	HM0NAVIGATE	Survey Instructions	
Section A: HS&B:20 Student-Class Confirmation	HM0INTROA	Section A header	
Section A: HS&B:20 Student-Class Confirmation	HM0STCLCONFRM	Student-class link confirmation	X
Section A: HS&B:20 Student-Class Confirmation	HM0WHICHCLASS	Student's class correction	X
Section B: Class & Student Loop	HM0CLSSTUSUM	Section B header	
Section B: Class & Student Loop	HM0INTROCLASS	Intro to class loop header	
Section B: Class & Student Loop	HM0CLSSTYPE	Math class type	X
Section B: Class & Student Loop	HM0CLSSRIGOR	Class rigor	X
Section B: Class & Student Loop	HM0CLSSTCHOBJ1	Class teaching objectives, part 1	X
Section B: Class & Student Loop	HM0CLSSTCHOBJ2	Class teaching objectives, part 2	X
Section B: Class & Student Loop	HM0CLSSTCHOBJ3	Class teaching objectives, part 3	X
Student Loop	HM0INTROSTUD	Introduction to student loop	
Student Loop	HM0STUDIFFLEV	Difficulty of class for student	
Student Loop	HM0STUMTHSKLL1	Student's math skills, part 1	X
Student Loop	HM0STUMTHSKLL2	Student's math skills, part 2	X
Student Loop	HM0STUPOSBEHV1	Student's demonstrated behaviors, part 1	
Student Loop	HM0STUPOSBEHV2	Student's demonstrated behaviors, part 2	
Student Loop	HM0STULOOPEND	Student loop end	
Student Loop	HM0CLLOOPEND	Class loop end	
Section C: Teacher Background Information	HM0INTROC	Section C header	
Section C: Teacher Background Information	HM0HIGHEDU	Highest degree earned	
Section C: Teacher Background Information	HM0MAJHIGHEDU	Highest degree major	X
Section C: Teacher Background Information	HM0TCHCERTTYP	Type of teaching certificate	X
Section C: Teacher Background Information	HM0ALTTCHCERT	Entered through alternative teaching program?	
Section C: Teacher Background Information	HM0YRSTCHMATH	Total years teaching math	X
Section C: Teacher Background Information	HM0YRSTCHTTL	Total years teaching	X
Section C: Teacher Background Information	HM0YRSTCHSCHL	Total years taught at school	
Section C: Teacher Background Information	HM0HRSPROFDEV	Hours of professional development received last year	X
Section D: School and Teaching	HM0INTROD	Section D header	
Section D: School and Teaching	HM0HOWTECHUSE1	How often technology is used in class, part 1	X
Section D: School and Teaching	HM0HOWTECHUSE2	How often technology is used in class, part 2	X
Section D: School and Teaching	HM0HOWTECHUSE3	How often technology is used in class, part 3	X
Section D: School and Teaching	HM0STUINTACC	Student internet access in class	X
Section D: School and Teaching	HM0ASSGNHWINT	Assign homework that requires internet	X
Section E: Intelligence	HM0INTROE	Section E header	
Section E: Intelligence	HM0GRWTHMNDST	Growth mindset	X

HMONAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of your screen or the help icon in the survey to see the help text. The "HELP" icon at the top of your screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSBStaffSurvey@rti.org.

Help Desk hours are:

Monday - Friday: 8:00 a.m. - 6:00 p.m. Eastern time zone

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HM0INTROA

Question Wording:

On the following screen(s) we will ask you to confirm whether you teach the listed [student/students]. If you teach [the listed student/any of the listed students], we will ask you to confirm the math [class/classes] in which you teach [that/those] [student/students].

Please click the “Next” button to continue.

HM0STCLCONFIRM

Question Wording:

[If iteration > 1: (Continued)/ else: no fill] Please complete the grid below for [the student/all students] listed.

Item Name: HM0STUDENTS_STEP1

Item Wording:

Step 1: Please confirm that you are this student's math teacher.

Item Name: HM0STUDENTS_STEP2

Item Wording:

Step 2: Please confirm that both the class and period/section name for each student is correct. If the class or the period/section is incorrect, you will have the chance to update this information.

Item Name: HM0STUDENT_1

Item Wording: [Student 1's name]

Item Name: HM0STUDENT_2

Item Wording: [Student 2's name]

Item Name: HM0STUDENT_3

Item Wording: [Student 3's name]

Item Name: HM0STUDENT_4

Item Wording: [Student 4's name]

Item Name: HM0STUDENT_5

Item Wording: [Student 5's name]

0=No, I have never taught math to this student

1=No, I taught math to this student in the past but I do not currently teach math to this student

2=Yes, I currently teach math to this student

Item Name: HM0STUCLASS_1

Item Wording: [Student 1's math class]

Item Name: HM0STUCLASS_2

Item Wording: [Student 2's math class]

Item Name: HM0STUCLASS_3

Item Wording: [Student 3's math class]

Item Name: HM0STUCLASS_4

Item Wording: [Student 4's math class]

Item Name: HM0STUCLASS_5

Item Wording: [Student 5's math class]

1=Yes

0=No

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><input type="checkbox"/> Very likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Somewhat unlikely <input type="checkbox"/> Very unlikely</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p><input type="checkbox"/> Phone <input type="checkbox"/> Tablet</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>USABILITY SPECIFIC PROBES</p>	
<p>Is there anything about the way this question appears on your screen or functions that you would change if you could?</p> <p><u>IF YES: What would you change? Why?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>ASK ONLY IF PARTICIPANT IS USING A PHONE OR TABLET:</u></p> <p>How did you find the amount of scrolling you had to do on your [phone/ tablet] to complete the task?</p> <p><u>PROBE: How likely would you be to recommend another teacher completing the task on a [phone/tablet]?</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>In your own words, what do the response options in Step 1 mean to you?</p>	<p>0 _____</p> <p>1 _____</p> <p>2 _____</p>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>
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HM0CLSSSTUSUM

Question Wording:

[If this is the first time the respondent has seen this screen: Next we have some questions about [If teacher only has 1 confirmed class: this class/else: these classes] and [If teacher only has 1 confirmed student: this student/else: these students] you teach.

Class: [Confirmed Class]

Student: [Confirmed Student]

Student: [Confirmed Student]

Etc.

Class: [Confirmed Class etc.]

Student: [Confirmed Student]

Student: [Confirmed Student]

Etc.

Please click the "Next" button to continue.

/else:

You have answered questions about:

Class: [Confirmed Class]

Student: [Confirmed Student]

Student: [Confirmed Student]

Etc.

We still have some questions for you about:

Class: [Confirmed Class etc.]

Student: [Confirmed Student]

Student: [Confirmed Student]

Etc.

Please click the “Next” button to continue.]

HM0INTROCLASS

Question Wording:

Now we would like to know about your [MATH CLASS NAME] class.

HM0CLSSTYPE

Question Wording:

Class: [MATH CLASS NAME]

We would like to standardize the various class titles we receive from schools into defined categories. This class may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this [MATH CLASS NAME] class.

Item Name: HM0CLSSTYPE

- 1=Pre-Algebra
- 2=Review or Remedial Math
- 3=Algebra I, part 1 or part 2
- 4=Algebra I
- 5=Algebra II
- 6=Geometry
- 7=Trigonometry
- 8=Analytic Geometry
- 9=Statistics or Probability
- 10=Pre-Calculus
- 11=Calculus
- 12=Integrated Math I
- 13=Integrated Math II or above
- 14=Other math

Very easy Somewhat easy Somewhat difficult Very difficult

Item Name: HM0CLSSTYPE_other

Item Wording: Please specify:

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><u>INTERVIEWER: POINT TO THE HEADER WHERE IT DISPLAYS THE RESPONDENT'S MATH CLASS NAME ON THE SURVEY.</u></p> <p>How easy or difficult was it to assign your math class to one of the class types listed in this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to assign your math class to one of the class types listed in this question?</p>	<hr/>

<p>Think about other high school-level math classes you currently teach or have taught in the past. Are there any classes you teach/taught that would be difficult to assign to one of the class types listed in this question? Why or why not?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HM0CLSSRIGOR

Question Wording:

Class: [MATH CLASS NAME]

How would you best describe the academic rigor of this [MATH CLASS NAME] class?

Item Name: HM0CLSSRIGOR

- 1=Basic or remedial
- 2=General or regular
- 3=Advanced or Honors, including Advanced Placement (AP) and International Baccalaureate (IB)
- 4=Other

Item Name: HM0CLSSRIGOR_other

Item Wording: Please specify:

Help Text:

Academic rigor: A course's level of difficulty.

Basic or remedial: A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.

General or regular: A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's or district's expectations of scope and difficulty for mastery of the content.

Advanced: An advanced course is one that augments the content and/or rigor of a general course, but does not carry an honors designation.

Honors: An honors course is an advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>Can you tell me, in your own words, what this question is asking? Please try to explain without repeating the wording of the question.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT</u>: <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Did you find any words or parts of any of the subitems (a-d) to be confusing?</p> <p><u>IF YES:</u> Please explain.</p>	<p>Please circle which subitems respondent found confusing:</p> <p>Subitem A (HM0INCRINTRST)</p> <hr/> <p>Subitem B (HM0TCHCONCEPT)</p> <hr/> <p>Subitem C (HM0TCHALGOR)</p> <hr/> <p>Subitem D (HM0DEVCOMP)</p> <hr/> <p>Subitem E (HM0DEVPROBSOL)</p> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HM0CLSSTCHOBJ2

Question Wording:

Class: [MATH CLASS NAME]

(Continued) Think about the full duration of this [MATH CLASS NAME] class. How much emphasis are you placing on each of the following objectives?

(Select one for each row.)

Item Name: HM0TCHREASON

Item Wording: Teaching students to reason mathematically

Item Name: HM0TCHCONNECT

Item Wording: Teaching students how mathematics ideas connect with one another

Item Name: HM0PREPFUTSTU

Item Wording: Preparing students for further study in mathematics

Item Name: HM0TCHLOGSTRC

Item Wording: Teaching students the logical structures of math

Item Name: HM0TCHHISTMTH

Item Wording: Teaching students about the history and nature of mathematics

1=No emphasis

2=Minimal emphasis

3=Moderate emphasis

4=Heavy emphasis

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (a-e) to be confusing?</i></p> <p><u>IF YES:</u> <i>Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>a (HM0TCHREASON)</p> <hr/> <p>b (HM0TCHCONNECT)</p> <hr/> <p>c (HM0PREPFUTSTU)</p> <hr/> <p>d (HM0TCHLOGSTRC)</p> <hr/> <p>e (HM0TCHHISTMTH)</p> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/>
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HM0CLSSTCHOBJ3

Question Wording:

Class: [MATH CLASS NAME]

(Continued) Think about the full duration of this [MATH CLASS NAME] class. How much emphasis are you placing on each of the following objectives?

(Select one for each row.)

Item Name: HM0TCHEXPLMTH

Item Wording: Teaching students to explain ideas in mathematics effectively

Item Name: HM0TCHAPPLMTH

Item Wording: Teaching students how to apply mathematics in business and industry

Item Name: HM0TCHPERCOMP

Item Wording: Teaching students to perform computations with speed and accuracy

Item Name: HM0PREPSTDST

Item Wording: Preparing students for standardized tests

1=No emphasis

2=Minimal emphasis

3=Moderate emphasis

4=Heavy emphasis

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT</u>: What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>Did you find any words or parts of any of the subitems (a-d) to be confusing?</p> <p><u>IF YES</u>: Please explain.</p>	<p>Please circle which subitems respondent found confusing:</p> <p>a (HM0TCHEXPLMTH)</p> <hr/> <p>b (HM0TCHAPPLMTH)</p> <hr/> <p>c (HM0TCHPERCOMP)</p> <hr/> <p>d (HM0PREPSTDST)</p> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HM0INTROSTUD

Question Wording:

Now we would like to ask some questions about **[Student's name]** in this **[MATH CLASS NAME]** class.

[This section includes questions about [his/her/his/her] math skills and other behaviors at school./no fill]

Please click the "Next" button to continue.

HM0STUDIFFLEV

Question Wording:

Class: [Student's math class] -- **Student:** [Student's name]

Is the math class in which you teach [Student's name] too difficult, the appropriate level, or not challenging enough for [him/her/him/her]?

Item Name: HM0STUDIFFLEV

1=Too difficult

2=Appropriate level

3=Not challenging enough

HM0STUMTHSKLL1

Question Wording:

Class: [Student's math class] -- **Student:** [Student's name]

Please rate [Student's name]'s skills in the following areas, as exhibited in this [MATH CLASS NAME] class.

(Select one for each row.)

Item Name: HM0STUAPPMTH

Item Wording: Ability to apply mathematical concepts to "real world" problems

Item Name: HM0STUPROOFS

Item Wording: Ability to complete or conduct proofs or demonstrations of [his/her/his/her] mathematical reasoning

Item Name: HM0STUTALKREA

Item Wording: Ability to talk about [his/her/his/her] reasoning or thinking in solving a problem

Item Name: HM0STUEXPAREA

Item Wording: Ability to explain [his/her/his/her] reasoning in solving a problem in writing

1=Outstanding

2=Very good

3=Good

4=Fair

5=Poor

98=Not applicable or not observed

Question/Prompt	Response
GENERIC PROBES	
<p><i>Did you find any part of the question confusing?</i></p> <p><i>IF YES: What did you find confusing? What could we do to make it less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-D) to be confusing?</i></p> <p><i>IF YES, please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>a (HM0STUAPPMTH)</p> <hr/> <p>b (HM0STUPROOFS)</p> <hr/> <p>c (HM0STUTALKREA)</p> <hr/> <p>D (HM0STUEXPLREA)</p> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HM0STUMTHSKLL2

Question Wording:

Class: [Student's math class] -- **Student:** [Student's name]

(Continued) Please rate [Student's name]'s skills in the following areas, as exhibited in this [MATH CLASS NAME] class.

(Select one for each row.)

Item Name: HM0STUUSEREPR

Item Wording: Ability to use representations to model mathematical ideas

Item Name: HM0STUUSECALC

Item Wording: Ability to use a calculator to solve problems

Item Name: HM0STUAPPFACT

Item Wording:

Ability to fluently apply math facts and procedures

1=Outstanding

2=Very good

3=Good

4=Fair

5=Poor

98=Not applicable or not observed

Help Text:

Representations: Representations are the many ways to record mathematical concepts or relationships. Representations can refer to both product (i.e., models) and process. Models are used to "show" math through the use of manipulative materials, diagrams, graphical displays, and symbolic expressions. The process of representation includes using models to organize, record, and communicate mathematical ideas, as well as selecting, applying, and translating these models to solve problems and interpret mathematics.

Fluently apply math: The ability to efficiently, appropriately, and flexibly apply mathematical calculations and procedures.

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

ITEM SPECIFIC PROBES	
<p>Did you find any words or parts of any of the subitems (a-c) to be confusing?</p> <p><u>IF YES, please explain.</u></p>	<p>Please circle which subitems respondent found confusing:</p> <p>a (HM0STUUSEREPR)</p> <hr/> <p>b (HM0STUUSECALC)</p> <hr/> <p>c (HM0STUAPPFACT)</p> <hr/>
<p><u>INSTRUCT TEACHER TO OPEN AND REVIEW HELP TEXT FOR REPRESENTATIONS. WHEN FINISHED REVIEW:</u></p> <p>Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL: What can we do to make the help text more helpful for you to answer this question?</u></p>	<p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

5=Always

98=No opportunity to observe this behavior

HM0STUPOSBEHV2

Question Wording:

Class: [Student's math class] -- **Student:** [Student's name]

(Continued) For each item below, please think about [Student's name]'s behavior **during the past month.**

Describe how often [he/she/he/she] demonstrated the behavior.

(Select one for each row.)

Item Name: HM0STUADAPTS

Item Wording: Adapts to changes in plans, requirements, or routines

Item Name: HM0STUPERSIST

Item Wording: Persists in completing tasks

Item Name: HM0STUPAYATT

Item Wording: Pays attention well

1=Never

2=Sometimes

3=Often

4=Very often

5=Always

98=No opportunity to observe this behavior

HM0STULOOPEND

Question Wording:

Thank you. These are all the questions we have about [Student's name].

Please click the "Next" button to continue.

HM0CLLOOPEND

Question Wording:

Thank you for answering all the questions about this **[MATH CLASS NAME]** class and the [student/students] in this class.

Please click the “Next” button to continue.

INTERVIEWER: STATE THE FOLLOWING: Before we move on to the next survey items, we want to ask a couple questions about how the survey has been structured so far.	
Question/Prompt	Response
ITEM SPECIFIC PROBES	
<p><i>What thoughts, if any, do you have about the order in which you were asked about your class and students? In other words, what are your thoughts about answering questions about your class first followed by questions about your students in that class? Please explain.</i></p> <p><i>IF NEEDED: What, if anything, did you like about it? What, if any, were the challenges?</i></p> <p><i>IF NEEDED: What, if anything, would you change about the order in which you were asked about your class and students?</i></p>	<hr/> <hr/> <hr/> <hr/>

<p>If you were asked to answer questions about more than one class and selected students in those classes, which question ordering would you prefer and why?</p> <p>Option 1: Answer a set of questions about one of your classes first, then a set of questions about the students <u>in that class</u>, then repeat for each of your other classes.</p> <p>Option 2: Answer a repeating set of questions for each of your classes first followed by a repeating set of questions for all your students.</p> <p>Option 3: Answer a repeating set of questions about all your students first followed by a repeating set of questions about each of your classes.</p> <p>Please explain.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HM0INTROC

Question Wording:

Next we would like to ask you some questions about your professional background and experience. Please click the “Next” button to continue.

HM0HIGHEDU

Question Wording:

What is the highest degree you have earned?

Item Name: HM0HIGHEDU

1=Associate's degree

2=Bachelor's degree

3=Master's degree

4=Educational Specialist degree

5=Ph.D., M.D., law degree, or other high level professional degree

6=You do not have a degree

Help Text:

Educational Specialist degree: An advanced degree for teachers to gain specialized proficiency in a particular area of education (e.g., education technology, early childhood). Educational specialist degrees (Ed.S.) are generally awarded for 1 year's work beyond the master's level. Includes Certificate of Advanced Graduate Studies (CAGS).

HM0MAJHIGHEDU

Question Wording:

What was your major field of study for your [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high level professional degree/highest degree]?

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for your major field of study, **scroll through** and click "Major not listed" **at the bottom.**)

Item Name: HM0TCHCERTTYP

1=Regular or standard state certificate or advanced professional certificate

2=Certificate issued after satisfying all requirements except the completion of a probationary teaching period (in some states this is called a probationary certificate)

3=Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate)

4=Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)

5=You do not hold a math teaching certificate but you do hold a teaching certificate in another subject area

6=You do not hold any of the above certifications in this state

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>

1=Yes

0=No

HM0YRSTCHMATH

Question Wording:

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

(Please enter '0' if you have no math teaching experience at a level. Please enter responses for all applicable grade levels. If you ever taught more than one grade level (i.e., K-5, 6-8, 9-12) during the same school year, please treat that as one year of teaching experience at each of those levels. For example, if you taught a 5th-grade class and a 6th-grade class during the 2018-2019 school year, you would enter '1' for any grade K-5 and '1' for any grade 6-8. Since you taught those two classes during the same school year, you would only enter '1' for any grade K-12.)

Item Name: HM0YRSMATHELM

Item Wording: any grade K-5 ____ years

Item Name: HM0YRSMATHMID

Item Wording: any grade 6-8 ____ years

Item Name: HM0YRSMATHHI

Item Wording: any grade 9-12 ____ years

Item Name: HM0YRSMATHK12

Item Wording: any grade K-12 ____ years

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

<p>Did you find any part of the question or instructions confusing?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><u>IF YES:</u> What did you find confusing? What could we do to make it less confusing?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you calculate the number of years you have taught math for each grade range or category?</p> <p>How did you calculate:</p> <p>any grade K-5?</p> <p>any grade 6-8?</p> <p>any grade 9-12?</p> <p>any grade K-12?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Have you ever taught any math classes where you had students from several different grades in the same class?</p> <p><u>IF YES:</u> How did you account for them in your answer?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Have you ever taught different grade levels of math during the same academic year?</p> <p><u>IF YES:</u> How did you account for that in your answer?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Have you ever taught math at more than one school during the same academic year?</p> <p><u>IF YES:</u> How did you account for that in your answer?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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HM0YRSTCHTTL

Question Wording:

[The next two questions are/The next question is] about your years teaching **math or any other subject**.

Including this school year, how many years have you taught...?

(Please enter '0' if you have no teaching experience at a level. Please enter responses for all applicable grade levels. If you ever taught more than one grade level (i.e., K-5, 6-8, 9-12) during the same school year, please treat that as one year of teaching experience at each of those levels. For example, if you taught a 5th-grade class and a 6th-grade class during the 2018-2019 school year, you would enter '1' for any grade K-5 and '1' for any grade 6-8. Since you taught those two classes during the same school year, you would only enter '1' for any grade K-12.)

Item Name: HM0YRSTTLELM

Item Wording: any grade K-5 ____ years

Item Name: HM0YRSTTLMID

Item Wording: any grade 6-8 ____ years

Item Name: HM0YRSTTLHI

Item Wording: any grade 9-12 ____ years

Item Name: HM0YRSTTLK12

Item Wording: any grade K-12 ____ years

<p>Did you teach any classes where you had students from several different grades in the same class?</p> <p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <p>IF YES: How did you account for them in your answer?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Have you ever taught different grade levels during the same academic year?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>IF YES: How did you account for that in your answer?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Have you ever taught at more than one school during the same academic year?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>IF YES: How did you account for that in your answer?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>How easy or difficulty do you think it would be to answer this question if you were thinking about teaching ONLY math? Would you say it would be very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make this question easier to answer about your number of years teaching math?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Record observations and comments here</i></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

HM0YRSTCHSCHL

Question Wording:

Including this school year, how many years have you taught **any subject at any grade level at [School's name]**?

Item Name: HM0YRSTCHSCHL

Item Wording: ____ years

HM0HRSPROFDEV

Question Wording:

How many hours of professional development did you receive during the **previous school year (2018-2019)** that were focused on **math**?

Item Name: HM0HRSPROFDEV

98=Not applicable, you did not teach during the previous school year (2018-2019)

1=None, you taught during the previous school year (2018-2019) but did not receive any math professional development during that time

2=1-5 hours

3=6-15 hours

4=16-35 hours

5=More than 35 hours

Help Text:

Professional development: Professional development refers to many types of educational experiences related to improving teaching practices. Formal examples of professional development may include conferences, seminars, or workshops; collaborative learning among members of a work team; or a course at a college or university. Professional development may occur in or outside of the school.

HM0INTROD

Question Wording:

Next we are going to ask you some questions about your school and your teaching practices.

HM0HOWTECHUSE1

Question Wording:

In your math classes this year, how often do your **students** use technological resources to do each of the following?

If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

(Select one for each row.)

Item Name: HM0PRACTTOPIC

Item Wording: Practice or review mathematics topics

Item Name: HM0SHOWWORK

Item Wording: Show work to the class in real time

Item Name: HM0RSRCHTOPIC

Item Wording: Research a mathematics topic

Item Name: HM0PLAYGAME

Item Wording: Play games

1=Never

2=Rarely

3=Monthly

4=Weekly

5=Daily

HM0HOWTECHUSE2

Question Wording:

(Continued) In your math classes this year, how often do your **students** use technological resources to do each of the following?

If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

(Select one for each row.)

Item Name: HM0CREATEPROJ

Item Wording: Create projects

Item Name: HM0WATCHSIMUL

Item Wording: Conduct or watch simulations

Item Name: HM0ANALYZDATA

Item Wording: Collect and analyze data

Item Name: HM0SBMTASSIGN

Item Wording: Submit assignments online

1=Never

2=Rarely

3=Monthly

4=Weekly

5=Daily

HM0HOWTECHUSE3

Question Wording:

(Continued) In your math classes this year, how often do your **students** use technological resources to do each of the following?

If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

(Select one for each row.)

Item Name: HM0SHAREWORK

Item Wording: Share or post their work for others to view at any time

Item Name: HM0ENRICHACT

Item Wording: Extend mathematics learning with enrichment activities

Item Name: HM0PARDISCUSS

Item Wording: Participate in online discussions

Item Name: HM0FREETIME

Item Wording: Fill free time

1=Never

2=Rarely

3=Monthly

4=Weekly

5=Daily

Question/Prompt	Response
<p>GENERIC PROBE</p> <p><u>INTERVIEWER SHOULD INSTRUCT THE RESPONDENT THAT THE FOLLOWING QUESTIONS APPLY TO HM0HOWTECHUSE1, HM0HOWTECHUSE2, AND HM0HOWTECHUSE3. THE INTERVIEWER SHOULD INSTRUCT THE RESPONDENT THAT THEY CAN RETURN TO THOSE OTHER FORMS, IF THE RESPONDENT NEEDS TO.</u></p> <p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: <i>What can we do to make it easier to answer these questions?</i></u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Did you find any part of the questions or instructions confusing?</p> <p><u>IF YES:</u> <i>What did you find confusing? What could we do to make it less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Subitem A (HM0PRACTTOPIC): _____</p> <p>Subitem B (HM0SHOWWORK): _____</p> <p>Subitem C (HM0SRCHTOPIC): _____</p> <p>Subitem D (HM0PLAYGAME): _____</p> <p>Subitem E (HM0CREATEPROJ): _____</p> <p>Subitem F (HM0WATCHSIMUL): _____</p> <p>Subitem G (HM0ANALYZDATA): _____</p> <p>Subitem H (HM0SBMTASSIGN): _____</p> <p>Subitem I (HM0SHAREWORK): _____</p> <p>Subitem J (HM0ENRICHACT) _____</p> <p>Subitem K (HM0PARDISCUSS): _____</p> <p>Subitem L (HM0FREETIME): _____</p>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answers?</p> <p><u>IF NEEDED:</u> <i>Can you provide some examples that you considered when answering these questions?</i></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Do you currently teach more than one math class?</p> <p>IF YES: How did you average across your math classes to answer these questions?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to average across your math classes? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer these questions about all the math classes you currently teach?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HM0STUINTACC

Question Wording:

How easily can **your students** access the internet in your math classes?

Item Name: HM0STUINTACC

- 1=Cannot access
- 2=Inconsistently, often a poor connection
- 3=Easily, usually a good connection
- 4=Very easily, a strong and consistent connection

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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HM0ASSGNHWINT

Question Wording:

In your math classes, how often do you assign homework that requires your students to connect to the internet?

If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

Item Name: HM0ASSGNHWINT

- 1=Not at all
- 2=Rarely
- 3=Sometimes
- 4=Often

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

<p>How easy or difficult was it for you to average across your math classes to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

HM0INTROE

Question Wording:

The next few questions ask for your opinion about intelligence, so there are no right or wrong answers. Please click the “Next” button to continue.

HM0GRWTHMNDST

Question Wording:

How much do you agree or disagree with the following statements?
(Select one for each row.)

Item Name: HM0FXDAMTINTL

Item Wording: You have a certain amount of intelligence and you can’t really do much to change it.

Item Name: HM0CNTCHGINTL

Item Wording: Your intelligence is something about you that you can’t change very much.

Item Name: HM0LRNNWTHNGS

Item Wording: You can learn new things, but you can’t really change your basic intelligence.

1=Strongly agree
2=Agree

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Please provide examples. Why?

What did you like the least about the features and functionality of the survey? Please provide examples. Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, I'd like to hear what other questions, if any, do you think we should ask or that you would like to see secondary education national data on?

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

**Attachment VIII:
Cognitive and Usability Interview Protocol: School
Administrator Survey - Principal**

List of cognitive and usability interview forms: Administrator survey - Principal

Section Name	Form Name	Label	Probes?
Front End	Landing Page	Landing Page	X
Front End	HA0NAVIGATE	Survey Instructions	
Section F: Principal Characteristics	HA0INTROF1	Section F header	
Section F: Principal Characteristics	HA0HIGHDEG	Highest degree earned	
Section F: Principal Characteristics	HA0HIDEGMAJ	Major or field of study for highest degree	X
Section F: Principal Characteristics	HA0TCHEXP RNCE	Years of teaching experience	X
Section G: School Climate	HA0INTROG1	Section G header	
Section G: School Climate	HA0SCHLCLIM1	School Climate, part 1	X
Section G: School Climate	HA0SCHLCLIM1_ALT1	School Climate, part 1 - Alternate 1	X
Section G: School Climate	HA0SCHLCLIM1_ALT2	School Climate, part 1 - Alternate 2	X
Section G: School Climate	HA0SCHLCLIM2A	School Climate, part 2	X
Section G: School Climate	HA0SCHLCLIM2A_AL T1	School Climate, part 2 - Alternate 1	X
Section G: School Climate	HA0SCHLCLIM2A_AL T2	School Climate, part 2 - Alternate 2	X
Section G: School Climate	HA0SCHLCLIM2B	School Climate, part 3	X
Section G: School Climate	HA0SCHLCLIM2B_AL T1	School Climate, part 3 - Alternate 1	X
Section G: School Climate	HA0SCHLCLIM2B_AL T2	School Climate, part 3 - Alternate 2	X
Section G: School Climate	HA0SCHLCLIM2C	School Climate, part 4	X
Section G: School Climate	HA0SCHLCLIM2C_AL T1	School Climate, part 4 - Alternate 1	X
Section G: School Climate	HA0SCHLCLIM2C_AL T2	School Climate, part 4 - Alternate 2	X

Landing Page

 **High School & Beyond**
Longitudinal Study of 2020

STUDY ID: 10000101

[LOG OUT](#) [HELP](#)

Thank you for participating in High School and Beyond 2020 (HS&B:20)!

There are two parts to this survey—Part 1 and Part 2. You may choose to complete Part 1 and Part 2 yourself. Alternatively, you may assign a designee to complete Part 1 while you complete Part 2. The designee should be someone from TEST SCHOOL who is knowledgeable about your school, its students, and its staff.

Click [here](#) to view a copy of the questions in the survey.

Please select an option below.

[Begin Part 1](#)

[Begin Part 2](#)

[Name a designee to complete Part 1](#)

Part 1 includes the following topics:

- School Characteristics
- Student Characteristics
- Teaching Staff
- Programs/Coursework
- Discipline and Safety

Part 2 includes the following topics:

- Principal Characteristics
- School Climate

Interviewer Notes	
Check if respondent displays: <input type="checkbox"/> Confusion <input type="checkbox"/> Uncertainty <input type="checkbox"/> Frustration <input type="checkbox"/> Difficulty	
[If yes] Describe:	
<hr/> <hr/> <hr/> <hr/>	
Question/Prompt	Response
GENERIC PROBES	
<i>Before you begin, what are your initial impressions or thoughts about this page?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>In your own words, please explain what you are supposed to do on this page.</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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ITEM SPECIFIC PROBES	
<p>Did you find any words or parts of the instructions confusing?</p> <p><u>IF YES:</u> What could we do to make the instructions less confusing?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>



Thank you for participating in High School and Beyond 2020 (HS&B:20)!

There are two parts to this survey—Part 1 and Part 2. You may choose to complete Part 1 and Part 2 yourself. Alternatively, you may assign a designee to complete Part 1 while you complete Part 2. The designee should be someone from TEST SCHOOL who is knowledgeable about your school, its students, and its staff.

Click [here](#) to view a copy of the questions in the survey.

Please select an option below.

Part 1 includes the following topics:		Part 2 includes the following topics:	
<ul style="list-style-type: none"> • School Characteristics • Student Characteristics • Teaching Staff • Programs/Coursework • Discipline and Safety 		<ul style="list-style-type: none"> • Principal Characteristics • School Climate 	

INTERVIEWER: INSTRUCT PARTICIPANT TO COMPLETE THE PAGE AS IF THEY WERE ACTUALLY TAKING THE SURVEY.

Note if the participant does the following:

Click on hyperlink to see survey questions: Yes No

Assigned a designee: Yes No

Note the respondent's series of actions on the page (including their first action on the page):

INTERVIEWER: IF NEEDED, INSTRUCT PARTICIPANT TO RETURN TO THE LANDING PAGE.



Please enter the first and last name and e-mail address of the person you would like to designate to complete Part 1 of this survey on your behalf. The designee should be someone from TEST SCHOOL who is knowledgeable about your school, its students, and its staff. Click "Submit" to submit your designee's information. If you do not want to designate someone else to complete Part 1, click "Cancel."

First Name:

Last Name:

E-mail address:

Submit

Cancel

Yes

No

ITEM SPECIFIC PROBES	
<p>Are there any written instructions that you think are missing on the page?</p> <p><u>IF YES:</u> Please explain.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Is there anything about the way this screen appears or functions that you would change if you could?</p> <p><u>IF YES:</u> What would you change? Why?</p>	<hr/> <hr/> <hr/> <hr/>

INTERVIEWER: INSTRUCT PARTICIPANT TO RETURN TO THE LANDING PAGE.

 **High School & Beyond**
Longitudinal Study of 2020

LOG OUT ? HELP

STUDY ID:

Thank you for participating in High School and Beyond 2020 (HS&B:20)!
There are two parts to this survey—Part 1 and Part 2. The current status of each part is shown below.
Click [here](#) to view a copy of the questions in the survey.
Please select an option below.

You designated Michael Althoff to complete Part 1. 1 out of 5 sections completed.

Begin Part 2

Unassign the Part 1 designee, Michael Althoff.

Part 1 includes the following topics:

- School Characteristics
- Student Characteristics
- Teaching Staff
- Programs/Coursework
- Discipline and Safety

Part 2 includes the following topics:

- Principal Characteristics
- School Climate

HA0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSBStaffSurvey@rti.org.

Help Desk hours are:

Monday - Friday: 8:00 a.m. - 6:00 p.m. Eastern time zone

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HA0INTROF1

Question Wording:

This section of the survey will ask you some questions about your background.

HA0HIGHDEG

Question Wording:

What is the highest degree you have earned?

Item Name: HA0HIGHDEG

1=Associate's degree

2=Bachelor's degree

3=Master's degree

4=Educational Specialist degree

5=Ph.D., M.D., law degree, or other high level professional degree

HA0HIDEGMAJ

Question Wording:

What was your major field of study for your [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high level professional degree/highest degree]?

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for your major or field of study, **scroll through** and click “Major not listed” **at the bottom.**)

HA0TCHEXP RNCE

Question Wording:

How many years of teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level. Please enter responses for all applicable grade levels. If you ever taught more than one grade level (i.e., K-5, 6-8, 9-12) during the same school year, please treat that as one year of teaching experience at each of those levels. For example, if you taught a 5th-grade class and a 6th-grade class during the 2018-2019 school year, you would enter '1' for any grade K-5 and '1' for any grade 6-8. Since you taught those two classes during the same school year, you would only enter '1' for any grade K-12.)

Item Name: HA0TCHKTO5_LBL

Item Wording: any grade K-5

Item Name: HA0TCHKTO5

Item Wording: ____ years

Item Name: HA0TCH6TO8_LBL

Item Wording: any grade 6-8

Item Name: HA0TCH6TO8

Item Wording: ____ years

Item Name: HA0TCH9TO12_LBL

Item Wording: any grade 9-12

Item Name: HA0TCH9TO12

Item Wording: ____ years

Item Name: HA0TCHKTO12_LBL

Item Wording: any grade K-12

Item Name: HA0TCHKTO12

Item Wording: ____ years

<p>Have you ever taught any classes where you had students from several different grades in the same class?</p> <p><u>IF YES:</u> How did you account for them in your answer?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Have you ever taught different grade levels during the same academic year?</p> <p><u>IF YES:</u> How did you account for that in your answer?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Have you ever taught at more than one school during the same academic year?</p> <p><u>IF YES:</u> How did you account for that in your answer?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HA0INTROG1

Question Wording:

Next we are going to ask you some questions about the school climate at [School's name].

HA0SCHLCLIM1

Question Wording:

Indicate how much each of the characteristics listed below describes your school's climate. (Select one for each row.)

Item Name: HA0STUMORALE

Item Wording: Student morale is high.

Item Name: HA0TCHPRESSTU

Item Wording: Teachers at your school press students to achieve academically.

Item Name: HA0TCHMORALE

Item Wording: Teacher morale is high.

Item Name: HA0STUPRIORIT

Item Wording: Students place a high priority on learning.

Item Name: HA0STUEXPBW

Item Wording: Students are expected to do homework.

1=Not at all accurate 1

2= 2

3=Somewhat accurate 3

4= 4

5=Very accurate 5

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p><u>IF RESPONDENT ANSWERS 2 OR 4 FOR ANY OF THE ITEMS:</u></p> <p>I noticed you selected “[2/4]” as your answer choice to [subitem A, B, C...]<i>—can you please tell me more about why you selected this answer.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>INSTRUCT RESPONDENT TO GO TO NEXT FORM (HA0SCHLCLIM1_ALT1) AND THEN THE FORM AFTER THAT (HA0SCHLCLIM1_ALT2)</p> <p>Which version of the response options (original, alternate #1, or alternate #2) do you prefer? Why?</p> <p>What other response options, if any, could we use that would make it easier to answer this question?</p>	<p><input type="checkbox"/> Original <input type="checkbox"/> Alternate 1 <input type="checkbox"/> Alternate 2</p> <hr/>

<p><i>INSTRUCT RESPONDENT TO GO TO HA0SCHLCLIM1_ALT1:</i></p> <p><i>Please say what, if any, differences you see between the second, third, fourth, and fifth response options.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0SCHLCLIM1_ALT1

Question Wording:

Indicate how much each of the characteristics listed below describes your school's climate.
(Select one for each row.)

Item Name: HA0STUMORALE

Item Wording: Student morale is high.

Item Name: HA0TCHPRESSTU

Item Wording: Teachers at your school press students to achieve academically.

Item Name: HA0TCHMORALE

Item Wording: Teacher morale is high.

Item Name: HA0STUPRIORIT

Item Wording: Students place a high priority on learning.

Item Name: HA0STUEXPHW

Item Wording: Students are expected to do homework.

1=Not accurate

2= Slightly accurate

3=Moderately accurate

4= Very accurate

5=Extremely accurate

HA0SCHLCLIM1_ALT2

Question Wording:

Indicate how much each of the characteristics listed below describes your school's climate.
(Select one for each row.)

Item Name: HA0STUMORALE

Item Wording: Student morale is high.

Item Name: HA0TCHPRESSTU

Item Wording: Teachers at your school press students to achieve academically.

Item Name: HA0TCHMORALE

Item Wording: Teacher morale is high.

Item Name: HA0STUPRIORIT

Item Wording: Students place a high priority on learning.

Item Name: HA0STUEXPW

Item Wording: Students are expected to do homework.

1=Not at all like my school

2= Somewhat like my school

3= Like my school

4= A lot like my school

5= Exactly like my school

Alternate 1

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not accurate	2 Slightly accurate	3 Moderately accurate	4 Very accurate	5 Extremely accurate
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are expected to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Alternate 2

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not at all like my school	2 Somewhat like my school	3 Like my school	4 A lot like my school	5 Exactly like my school
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are expected to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students face competition for grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HA0SCHLCLIM2A

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0STFFCONFLCT

Item Wording: There is conflict between teachers and administrators.

Item Name: HA0DISCEMPHAS

Item Wording: Discipline is emphasized at your school.

Item Name: HA0CLSSSTRUCT

Item Wording: The classroom environment for students is structured.

Item Name: HA0TCHENCOURA

Item Wording: Teachers at your school encourage students to do their best.

1=Not at all accurate 1

2= 2

3=Somewhat accurate 3

4= 4

5=Very accurate 5

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>
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HA0SCHLCLIM2A_ALT1

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0STFFCONFLCT

Item Wording: There is conflict between teachers and administrators.

Item Name: HA0DISCEMPHAS

Item Wording: Discipline is emphasized at your school.

Item Name: HA0CLSSSTRUCT

Item Wording: The classroom environment for students is structured.

Item Name: HA0TCHENCOURA

Item Wording: Teachers at your school encourage students to do their best.

1=Not accurate

2= Slightly accurate

3=Moderately accurate

4= Very accurate

5=Extremely accurate

HA0SCHLCLIM2A_ALT2

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0STFFCONFLCT

Item Wording: There is conflict between teachers and administrators.

Item Name: HA0DISCEMPHAS

Item Wording: Discipline is emphasized at your school.

Item Name: HA0CLSSSTRUCT

Item Wording: The classroom environment for students is structured.

Item Name: HA0TCHENCOURA

Item Wording: Teachers at your school encourage students to do their best.

- 1=Not at all like my school
- 2= Somewhat like my school
- 3= Like my school
- 4= A lot like my school
- 5= Exactly like my school

Alternate 1

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not accurate	2 Slightly accurate	3 Moderately accurate	4 Very accurate	5 Extremely accurate
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are expected to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Alternate 2

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not at all like my school	2 Somewhat like my school	3 Like my school	4 A lot like my school	5 Exactly like my school
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are expected to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students face competition for grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HA0SCHLCLIM2B

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0TCHNEGATT

Item Wording: Teachers have a negative attitude about students.

Item Name: HA0DIFFMOTSTU

Item Wording: Teachers find it difficult to motivate students.

Item Name: HA0DAYSTRUCT

Item Wording: The school day for students is structured.

Item Name: HA0DEVTOLERAT

Item Wording: Deviation by students from school rules is not tolerated.

1=Not at all accurate 1

2= 2

3=Somewhat accurate 3

4= 4

5=Very accurate 5

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HA0SCHLCLIM2B_ALT1

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0TCHNEGATT

Item Wording: Teachers have a negative attitude about students.

Item Name: HA0DIFFMOTSTU

Item Wording: Teachers find it difficult to motivate students.

Item Name: HA0DAYSTRUCT

Item Wording: The school day for students is structured.

Item Name: HA0DEVTOLERAT

Item Wording: Deviation by students from school rules is not tolerated.

1=Not accurate

2= Slightly accurate

3=Moderately accurate

4= Very accurate

5=Extremely accurate

HA0SCHLCLIM2B_ALT2

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0TCHNEGATT

Item Wording: Teachers have a negative attitude about students.

Item Name: HA0DIFFMOTSTU

Item Wording: Teachers find it difficult to motivate students.

Item Name: HA0DAYSTRUCT

Item Wording: The school day for students is structured.

Item Name: HA0DEVTOLERAT

Item Wording: Deviation by students from school rules is not tolerated.

- 1=Not at all like my school
- 2= Somewhat like my school
- 3= Like my school
- 4= A lot like my school
- 5= Exactly like my school

Alternate 1

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not accurate	2 Slightly accurate	3 Moderately accurate	4 Very accurate	5 Extremely accurate
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are expected to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Alternate 2

Indicate how much each of the characteristics listed below describes your school's climate.

<i>Select one for each row.</i>	1 Not at all like my school	2 Somewhat like my school	3 Like my school	4 A lot like my school	5 Exactly like my school
Student morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school press students to achieve academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students place a high priority on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HA0SCHLCLIM2C

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0SCHLFLEX

Item Wording: The school environment is "flexible."

Item Name: HA0TCHRESPOND

Item Wording: Teachers take the time to respond to students' individual needs.

Item Name: HA0SCHLSPORT

Item Wording: The school emphasizes sports.

Item Name: HA0GRADECOMP

Item Wording: Students face competition for grades.

1=Not at all accurate 1

2= 2

3=Somewhat accurate 3

4= 4

5=Very accurate 5

<p>INSTRUCT RESPONDENT TO GO TO HA0SCHLCLIM2C_ALT1:</p> <p>Please say what, if any, differences you see between the second, third, fourth, and fifth response options.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/>

HA0SCHLCLIM2C_ALT1

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0SCHLFLEX

Item Wording: The school environment is "flexible."

Item Name: HA0TCHRESPOND

Item Wording: Teachers take the time to respond to students' individual needs.

Item Name: HA0SCHLSPORT

Item Wording: The school emphasizes sports.

Item Name: HA0GRADECOMP

Item Wording: Students face competition for grades.

<p>Alternate 2</p>				
<p>Indicate how much each of the characteristics listed below describes your school's climate.</p>				
<p>1 Not at all like</p>	<p>2 Somewhat like my</p>	<p>3 Like my school</p>	<p>4 A lot like my</p>	<p>5 Exactly like my</p>

HA0SCHLCLIM2C_ALT2

Question Wording:

(Continued) Indicate how much each of the characteristics listed below describes your school's climate.

(Select one for each row.)

Item Name: HA0SCHLFLEX

Item Wording: The school environment is "flexible."

Item Name: HA0TCHRESPOND

Item Wording: Teachers take the time to respond to students' individual needs.

Item Name: HA0SCHLSPORT

Item Wording: The school emphasizes sports.

Item Name: HA0GRADECOMP

Item Wording: Students face competition for grades.

1=Not at all like my school

2= Somewhat like my school

3= Like my school

4= A lot like my school

5= Exactly like my school

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Please provide examples.

Why?

What did you like the least about the features and functionality of the survey? Please provide examples.

Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, I'd like to hear what other questions, if any, do you think we should ask or that you would like to see secondary education national data on?

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

Attachment IX:
**Cognitive and Usability Interview Protocol: School
Administrator Survey - Designee**

List of cognitive and usability interview forms: Administrator survey -Designee

Section Name	Form Name	Label	Probes?
Front End	HA0NAVIGATE	Survey Instructions	
Section A: School Characteristics	HA0INTROA1	Section A header	
Section A: School Characteristics	HA0SCHLCONTRL	School Type (public or private)	
Section A: School Characteristics	HA0GRADESrv	Grades Served	
Section A: School Characteristics	HA0SCHLTYPE	School Type (regular, charter, vocational, etc.)	X
Section A: School Characteristics	HA0SCHLWASCHL	Type of schools-within-a-school	X
Section A: School Characteristics	HA0SPECIALED	Offer special education services	
Section A: School Characteristics	HA0SCHFOCUS	Special focus (STEM, early college, etc.)	
Section A: School Characteristics	HA0STARTTIME	School day start time	X
Section A: School Characteristics	HA0TTLINSTRCT	Hours of instruction per day	
Section A: School Characteristics	HA0ENROLLMENT	Number of students enrolled	X
Section A: School Characteristics	HA0YMXTUITION	Maximum yearly tuition	
Section A: School Characteristics	HA0PERCMXTUIT	Percent of students paying max tuition	
Section A: School Characteristics	HA0PCTFINAID	Percent of students receiving financial aid	X
Section B: Student Characteristics	HA0INTROB1	Section B header	
Section B: Student Characteristics	HA0PCTRACE	Percent of racial subgroups	X
Section B: Student Characteristics	HA0FRPLUNCH	Percent of students receiving free- and reduced-priced lunch	X
Section B: Student Characteristics	HA0PCTELLSPED	Percent of students ELL/Special Ed	X
Section B: Student Characteristics	HA0INTROB3	Section B header 3	
Section B: Student Characteristics	HA0TRNSFRALT	Percent of students transferred to alternative program	
Section B: Student Characteristics	HA0PARENGMNT1	Parental involvement at school, part 1	X
Section B: Student Characteristics	HA0PARENGMNT2	Parental involvement at school, part 2	X
Section B: Student Characteristics	HA0GRADSPCT	Post-graduation outcomes	X
Section C: Teaching Staff	HA0INTROC1	Section C header	
Section C: Teaching Staff	HA0TEACHRFTPT	Number of full-time and part-time teachers	X
Section C: Teaching Staff	HA0TCHTRACE	Teaching staff racial/ethnic make-up	X
Section C: Teaching Staff	HA0TCHCERTIF	Number of certified teachers	X
Section C: Teaching Staff	HA0CERTSUBJECT	Number of teachers certified by level/subject	X
Section C: Teaching Staff	HA0TCHOUTCERT	Number of teachers teaching outside certification field	X
Section C: Teaching Staff	HA0TCHABSENT	Number of absent teachers	X
Section C: Teaching Staff	HA0NEWTCHRS	Number of new teachers	X
Section C: Teaching Staff	HA0TCHRLEFT	Number of teachers that left that left since last year	X
Section C: Teaching Staff	HA0MATHTEACHR	Enough math teachers that teach advanced math	X
Section D: Programs/Coursework	HA0INTROD1	Section D header	
Section D: Programs/Coursework	HA0PROGSPRACT	Programs/practices at the school	X
Section D: Programs/Coursework	HA0COMPBSDED	Use of competency-based education	X

HA0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSBStaffSurvey@rti.org.

Help Desk hours are:

Monday - Friday: 8:00 a.m. - 6:00 p.m. Eastern time zone

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HA0INTROA1

Question Wording:

First, we have a few questions about [School's name]'s characteristics. If you are unsure about an answer, please provide your best estimate.

HA0SCHLCONTRL

Question Wording:

Our records indicate that [School's name] is a [public/private] school. Is this information correct?

Item Name: HA0SCHLCONTRL

1=Yes

0=No, [School's name] is a [public/private] school

HA0GRADESrv

Question Wording:

[Our records indicate that this school serves the following grade(s). Please correct any grade(s) that this school does not serve. /Please tell us which grade(s) this school serves.]

(Check all that apply.)

Item Name: HA0GRADEPK

Item Wording: Pre-kindergarten

Item Name: HA0GRADEK

Item Wording: Kindergarten

Item Name: HA0GRADE1

Item Wording: 1st grade

Item Name: HA0GRADE2

Item Wording: 2nd grade

Item Name: HA0GRADE3

Item Wording: 3rd grade

Item Name: HA0GRADE4

Item Wording: 4th grade

Item Name: HA0GRADE5

Item Wording: 5th grade

Item Name: HA0GRADE6

Item Wording: 6th grade

Item Name: HA0GRADE7

Item Wording: 7th grade

Item Name: HA0GRADE8

Item Wording: 8th grade

Item Name: HA0GRADE9

Item Wording: 9th grade

Item Name: HA0GRADE10

Item Wording: 10th grade

Item Name: HA0GRADE11

Item Wording: 11th grade

Item Name: HA0GRADE12

Item Wording: 12th grade

Item Name: HA0GRADPST12

Item Wording: Any grade level higher than 12

Item Name: HA0GRADEUNGRD

Item Wording: Ungraded

HA0SCHLTYPE

Question Wording:

Which of the following describes this school?

(Check all that apply.)

Item Name: HA0SCHLCOMP

Item Wording: A regular school (not including magnet or charter schools)

Item Name: HA0SCHLCHRTR

Item Wording: A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)

Item Name: HA0SCHLMGNT

Item Wording: A special program school or magnet school such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

Item Name: HA0SCHLTCH

Item Wording:

A vocational or technical school

Item Name: HA0SCHLALT

Item Wording: An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)

Item Name: HA0SCHLEACOL

Item Wording: Early college high school

Item Name: HA0SCHLINSCHL

Item Wording:

Schools-within-a-school

Item Name: HA0SCHLONLINE

Item Wording: Online school

Item Name: HA0SCHLONLY9

Item Wording: 9th-grade only school

Item Name: HA0SCHLOTHR

Item Wording: Other

Item Name: HA0SCHLOTHR_other

Item Wording: Please specify:

Item Name: HA0SCHLNONE

Item Wording: None of the above

Help Text:

Regular school: A school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

Vocational or technical school: A school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

Early college high school: Early college high schools allow students to simultaneously complete requirements for a high school diploma and at least 12 hours of college credit, by taking a combination of high school and college classes during grades 9-12.

Schools-within-a-school: Schools that have been divided into subunits of a larger school. This approach establishes within the school a smaller educational unit with a separate educational program and its own staff, students, and budget.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><u>SUBITEM D:</u> Looking at the fourth response option, in your own words, what does “vocational or technical school” mean to you? Please provide examples.</p> <p><u>PROBE:</u> What other terms, if any, are you familiar with to describe vocational or technical schools?</p>	<hr/>

HA0SCHLWASCHL

Question Wording:

Is the school-within-a-school a...

(Check all that apply.)

Item Name: HA0SCHLWASCAR

Item Wording:

career academy?

Item Name: HA0SCHLWASFRE

Item Wording: freshman or 9th-grade academy?

Help Text:

School-within-a-school: A school that has been divided into subunits of a larger school. This approach establishes within the school a smaller educational unit with a separate educational program and its own staff, students, and budget.

Career academy: A self-contained learning community for students that operate as schools-within-a-school. With its own administrators, space, faculty, and teachers, a career academy prepares high school students for successful transitions to education and the workplace by offering academic and technical curricula around a career theme, as well as work-based learning activities. Career academies are organized around such themes as health sciences, law, business and finance, and engineering.

Freshman or 9th-grade academy: A self-contained learning community for 9th-graders that operate as schools-within-a-school. With its own administrators, space, faculty, and teachers, a freshman or 9th-grade academy is often designed to offer more personalized environment for 9th-graders as they transition into high school.

Question/Prompt	Response
GENERIC PROBE	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBE	
<p>How easy or difficult was it to assign your type of school-within-school with the response options provided? Would you say it was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><i>Record observations and comments here</i></p>	<hr/> <p>-</p> <hr/> <p>-</p> <hr/> <p>-</p> <hr/> <p>-</p> <hr/> <p>-</p>
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HA0SPECIALED

Question Wording:

Does this school offer special education services (for example, Instructional/Individualized Service Plans (ISPs), an Individualized Education Program (IEP), Section 504 plans)?

Item Name: HA0SPECIALED

1=Yes
0=No

Help Text:

Instructional/Individualized Service Plans (ISPs): A plan paid for by a local school district for students with disabilities who attend private schools. It spells out the special education and related services that will be made available to a student. Services may be offered through a private school or a local education agency (LEA).

Individualized Education Program (IEP): A written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with students without disabilities, and lists accommodations or modifications needed to measure what the student knows through tests.

Section 504 plans: A written plan to provide appropriate services to a student with a disability, whether or not the disability is judged to affect the student's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

HA0SCHFOCUS

Question Wording:

Do the high school grades at this school have a special focus?

(Check all that apply.)

Item Name: HA0FOCSTEM

Item Wording: STEM (science, technology, engineering and mathematics)

Item Name: HA0FOCFINEART

Item Wording: Performing or fine arts

Item Name: HA0FOCGIFTED

Item Wording: Gifted and talented education

Item Name: HA0FOCINTBACC

Item Wording: International baccalaureate or other special diploma program

Item Name: HA0FOCFORLANG

Item Wording: Foreign language immersion

Item Name: HA0FOCENGDEV

Item Wording: Newcomer and/or English language development program

Item Name: HA0FOCOTHER

Item Wording: Other

Item Name: HA0FOCOTHER_other

Item Wording: Please specify:

Item Name: HA0FOCNONE

Item Wording: The high school grades at this school do not have a special focus

Help Text:

High school grades: Grades 9, 10, 11, and/or 12.

HA0STARTTIME

Question Wording:

When does the typical school day start for high school students at this school in the 2019-2020 school year?

(Please enter the time classes start for high school students rather than their arrival time.)

Item Name: HA0STARTTHR

Item Wording: ____ :

Item Name: HA0STARTMIN

Item Wording: ____ AM

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
Ask this probe AFTER the respondent has answered the question.	<input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult
<i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i>	<hr/> <hr/> <hr/>
<u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i>	

<p>Did you find any part of the question or instructions confusing?</p> <p><i>IF YES: What did you find confusing? What could we do to make it less confusing?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to the information needed to answer this question?</p> <p><i>IF NO: What is the job title of the person or people who would have this information?</i></p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>In your own words, what does 'the time classes start for high school students' mean to you?</p> <p><i>IF NEEDED: When answering this item, did you include "homeroom" or another similar non-instructional meeting time?</i></p>	<hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/>

HA0TTLINSTRCT

Question Wording:

On average, how many hours of instruction per day, excluding study hall and lunch, do high school students receive at this school?

Report both hours and minutes, such as 6 hours and 00 minutes or 5 hours and 45 minutes.

Item Name: HA0INSTRCTNHR

Item Wording: ____ hours

Item Name: HA0INSTRCTNMN

Item Wording: ____ minutes

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0ENROLLMENT

Question Wording:

[As of the first of October 2019/As of today], how many high school students [were/are] enrolled in this school?

Item Name: HA0ENROLLMENT

Item Wording: ____ students

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>

<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p>IF NO: What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>How did you come up with your answer?</p> <p>PROBE: What types of administrative records, if any, did you or would you use to answer this item?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How would you characterize the answer you provided in terms of accuracy?</p> <p>IF NEEDED: Would you say your answer was an exact number or did you approximate your answer?</p> <p>IF APPROXIMATE: About how accurate is your answer? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <p><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/>

<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0YMXTUITION

Question Wording:

What is the maximum yearly tuition to attend this school? (Please enter '0' if this school does not charge tuition. Please report your answer rounded to the nearest dollar.)

Item Name: HA0YMXTUITION

Item Wording: \$

HA0PERCMXTUIT

Question Wording:

What percentage of the students at this school pay the maximum yearly tuition?

Item Name: HA0PERCMXTUIT

- 0=0%
 - 1=1-25%
 - 2=26-50%
 - 3=51-75%
 - 4=76-100%
-

HA0PCTFINAID

Question Wording:

For what percentage of the students at this school are you currently providing financial aid? (Please round to the nearest whole number.)

Item Name: HA0PCTFINAID

Item Wording: %

<p>How did you come up with your answer?</p> <p><u>PROBE:</u> What types of administrative records, if any, did you or would you use to answer this item?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How would you characterize the answer you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> Would you say your answer was an exact number or did you approximate your answer?</p> <p><u>IF APPROXIMATE:</u> About how accurate is your answer? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/> <hr/>
<p>Would you prefer to be provided with ranges of percentages rather than having to provide an exact percentage?</p> <p><u>IF YES:</u> How would that help?</p>	<p style="text-align: center;"><input type="checkbox"/> Ranges <input type="checkbox"/> Exact</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HA0INTROB1

Question Wording:

Next we are going to ask you some questions about the students attending [School's name] **this school year (2019-2020)**.

HA0PCTRACE

Question Wording:

What percentage of the current total student body at [School's name] are members of the following groups?

Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.

(Please round your responses to the nearest whole number. Enter '0' for any group not present at this school. Your responses should sum to 100.)

Item Name: HA0SHISPANIC_LBL

Item Wording:

Hispanic or Latino/Latina of any race

Item Name: HA0SHISPANIC

Item Wording: %

Item Name: HA0SWHITE_LBL

Item Wording:

White, non-Hispanic

Item Name: HA0SWHITE

Item Wording: %

Item Name: HA0SBLACK_LBL

Item Wording:

Black or African American, non-Hispanic

Item Name: HA0SBLACK

Item Wording: %

Item Name: HA0SASIAN_LBL

Item Wording:

Asian, non-Hispanic

Item Name: HA0SASIAN

Item Wording: %

Item Name: HA0SHAWAIIAN_LBL

Item Wording:

Native Hawaiian or other Pacific Islander, non-Hispanic

Item Name: HA0SHAWAIIAN

Item Wording: %

Item Name: HA0SAMERINDN_LBL

Item Wording:

American Indian or Alaska Native, non-Hispanic

Item Name: HA0SAMERINDN

Item Wording: %

Item Name: HA0SMULTRACE_LBL

Item Wording: More than one race, non-Hispanic

Item Name: HA0SMULTRACE

Item Wording: %

Item Name: HA0SUNKRACE_LBL

Item Wording: Race/ethnicity is unknown

Item Name: HA0SUNKRACE

Item Wording: %

Help Text:

Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.

Hispanic or Latino/Latina: Hispanic or Latino/Latina refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American, or South American origin or descendants of another Spanish culture.

White, non-Hispanic: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

Black or African American, non-Hispanic: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Asian, non-Hispanic: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Native Hawaiian or other Pacific Islander, non-Hispanic: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

American Indian or Alaska Native, non-Hispanic: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0FRPLUNCH

Question Wording:

What percentage of the current total student body at this school...
(Please round to the nearest whole number. Enter '0' if none.)

Item Name: HA0PCTFRPLUN

Item Wording: Receives free or reduced-priced lunch? ____%

Item Name: HA0PCTFRPLUNNA

Item Wording: Does not apply; this program is not offered at this school

Question/Prompt	Response
GENERIC PROBE	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/>

<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0PCTELLSPED

Question Wording:

What percentage of the current total student body at this school...
(Please round to the nearest whole number. Enter '0' if none.)

Item Name: HA0PCTELL

Item Wording: Are English Language Learners (ELLs)?

Item Name: HA0PCTSPECED

Item Wording:

Receives Special Education services for students with disabilities? ____%

Help Text:

English Language Learners (ELLs): Students whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.

<p>How did you come up with your [answer/answers]?</p> <p><u>PROBE</u>: What types of administrative records, if any, did you or would you use to answer this item?</p>	<hr/>
<p>How would you characterize the [answer/answers] you provided in terms of accuracy?</p> <p><u>IF NEEDED</u>: Would you say your [answer was/answers were] an exact number or did you approximate your answer?</p> <p><u>IF APPROXIMATE</u>: About how accurate [is/are] your [answer/answers]? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your [answer/answers]? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HA0INTROB3

Question Wording:

Next we are going to ask you some questions about students who attended [School's name] **last year (2018-2019)**.

HA0TRNSFRALT

Question Wording:

What percentage of high school students attending this school in the **2018-2019** school year were **transferred out** to an alternative program or school?

(Please round to the nearest whole number. Enter '0' if none.)

Item Name: HA0TRNSFRALT

Item Wording:

____%

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Alternative program or school: Alternative programs and schools are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school). Alternative programs are usually housed within regular schools. Alternative schools are usually housed in a separate facility where students are removed from regular schools.

HA0PARENGMNT1

Question Wording:

What **percentage of high school students** attending this school in the **2018-2019** school year had at least one parent or guardian participating in the following events?

(Select one for each row. Select 'Not Applicable' for any event not offered at this school.)

Item Name: HA0PAROPENHS

Item Wording: Open house or back to school night

Item Name: HA0PARTCHRCON

Item Wording: Regularly scheduled schoolwide parent-teacher conferences

Item Name: HA0PARSPCLSUB

Item Wording: Special class-area events or school performances to which parents are invited (e.g., science fair, band or orchestra concerts)

Item Name: HA0PARSPORTS

Item Wording: Sporting events

0=0%

1=1-25%

2=26-50%

3=51-75%

4=76-100%

98=Not applicable

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p><i>Would you say that you know, or have access to, the information needed to answer this question?</i></p> <p><u>IF NO:</u> <i>What is the job title of the person or people who would have this information?</i></p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES																					
<p><u>The following probe is asked for each item A-D:</u></p> <p>How easy or difficult is it to provide the answer for [subitem A, subitem B, subitem C...] in percentages: Would you say it was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p>PROBE: Would you prefer to report percentages or counts? Why?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">subitem A (HAOPAROPENHS):</td> <td style="width: 33%;"><input type="checkbox"/> Very easy</td> <td style="width: 33%;"><input type="checkbox"/> Somewhat easy</td> <td style="width: 33%;"><input type="checkbox"/> Somewhat difficult</td> <td style="width: 33%;"><input type="checkbox"/> Very difficult</td> </tr> <tr> <td>subitem B (HAOPARTCHRCON):</td> <td><input type="checkbox"/> Very easy</td> <td><input type="checkbox"/> Somewhat easy</td> <td><input type="checkbox"/> Somewhat difficult</td> <td><input type="checkbox"/> Very difficult</td> </tr> <tr> <td>subitem C (HAOPARSPCLSUB):</td> <td><input type="checkbox"/> Very easy</td> <td><input type="checkbox"/> Somewhat easy</td> <td><input type="checkbox"/> Somewhat difficult</td> <td><input type="checkbox"/> Very difficult</td> </tr> <tr> <td>subitem D (HAOPARSPORTS):</td> <td><input type="checkbox"/> Very easy</td> <td><input type="checkbox"/> Somewhat easy</td> <td><input type="checkbox"/> Somewhat difficult</td> <td><input type="checkbox"/> Very difficult</td> </tr> </table> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	subitem A (HAOPAROPENHS):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult	subitem B (HAOPARTCHRCON):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult	subitem C (HAOPARSPCLSUB):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult	subitem D (HAOPARSPORTS):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult
subitem A (HAOPAROPENHS):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult																	
subitem B (HAOPARTCHRCON):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult																	
subitem C (HAOPARSPCLSUB):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult																	
subitem D (HAOPARSPORTS):	<input type="checkbox"/> Very easy	<input type="checkbox"/> Somewhat easy	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult																	
<p><u>The following probe is asked for each item A-D:</u></p> <p>How did you come up with your answer for subitem [A, B, C...]?</p> <p>PROBE: What referent group(s) did you use to provide the answer to this item?</p>	<p>subitem A (HAOPAROPENHS)</p> <hr/> <p>subitem B (HAOPARTCHRCON)</p> <hr/> <p>subitem C (HAOPARSPCLSUB)</p> <hr/> <p>subitem D (HAOPARSPORTS)</p> <hr/>																				
<p>How would you characterize the answers you provided in terms of accuracy?</p> <p>IF NEEDED: Would you say your answer was an exact number or did you approximate your answer?</p> <p>IF APPROXIMATE: About how accurate are your answers? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><input type="checkbox"/> Exact</td> <td style="width: 50%; text-align: center;"><input type="checkbox"/> Approximate</td> </tr> </table> <hr/> <hr/> <hr/> <hr/> <hr/> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Very Accurate</td> <td style="width: 33%;"><input type="checkbox"/> Somewhat Accurate</td> <td style="width: 33%;"><input type="checkbox"/> Not Accurate</td> </tr> </table> <hr/> <hr/> <hr/>	<input type="checkbox"/> Exact	<input type="checkbox"/> Approximate	<input type="checkbox"/> Very Accurate	<input type="checkbox"/> Somewhat Accurate	<input type="checkbox"/> Not Accurate															
<input type="checkbox"/> Exact	<input type="checkbox"/> Approximate																				
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<p>The following probe is asked for each item A-D:</p> <p>How confident are you about your answer to subitem [A, B, C...]? Would you say you are very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p>IF NOT CONFIDENT: Why are you not confident in your answer(s)?</p>	<p>subitem A (HAOPAROPENHS):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <p>subitem B (HAOPARTCHRCON):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <p>subitem C (HAOPARSPCLSUB):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <p>subitem D (HAOPARSPORTS):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/>

HA0PARENGMNT2

Question Wording:

What **percentage of high school students** attending this school in the **2018-2019** school year had at least one parent or guardian participating in the following events?

(Select one for each row. Select 'Not Applicable' for any event not offered at this school.)

Item Name: HA0PARXTRCURR

Item Wording: Non-sports related extracurricular events (e.g., chess club competition, Science Olympiad competition)

Item Name: HA0PARGOVERN

Item Wording: Involvement in school governance (e.g., PTA or PTO meetings, school board)

Item Name: HA0PARFNDRSNG

Item Wording: Involvement in fundraising (e.g., parent booster clubs)

0=0%

1=1-25%

2=26-50%

3=51-75%

4=76-100%

98=Not applicable

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

<p>The following probe is asked for each subitem A-C:</p> <p>How confident are you about your answer to subitem [A, B, C...]? Would you say you are very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p><i>IF NOT CONFIDENT: Why are you not confident in your answer(s)?</i></p>	<p>subitem A (HAOPARXTRCURR):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <p>subitem B (HAOPARGOVERN):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <p>subitem C (HAOPARFNDRSNG):</p> <p><input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident</p> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/>

HA0GRADSPCT

Question Wording:

What percentage of **last year's (2018-2019)** 12th-grade class at this school... (Please count each student only once based on their primary activity. Please round your responses to the nearest whole number. Enter '0' if none.

Your responses should sum to 100.)

Item Name: HA0GRADS4YRPS_LBL

Item Wording: Went on to 4-year, bachelor's degree-granting colleges?

Item Name: HA0GRADS4YRPS

Item Wording: ____%

Item Name: HA0GRADS2YRPS_LBL

Item Wording: Went on to 2-year, associate's degree-granting colleges or technical institutes?

Item Name: HA0GRADS2YRPS

Item Wording: ____%

Item Name: HA0GRADSDJOB_LBL

Item Wording: Entered the labor market?

Item Name: HA0GRADSDJOB

Item Wording: ____%

Item Name: HA0GRADSMIL_LBL

Item Wording: Joined the military without entering postsecondary education?

Item Name: HA0GRADSMIL

Item Wording: ____%

Item Name: HA0GRADSREP12_LBL

Item Wording: Repeated 12th grade?

Item Name: HA0GRADSREP12

Item Wording: ____%

Item Name: HA0GRADSOTHER_LBL

Item Wording: Did something else?

Item Name: HA0GRADSOTHER

Item Wording: ____%

Item Name: HA0GRADSDK_LBL

Item Wording: Don't know

Item Name: HA0GRADSDK

Item Wording: ____%

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><u>SUBITEM F (HAOGRADSOTHER LBL):</u> When you consider "Did something else," what types of other activities do you think of? Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>SUBITEM G (HAOGRADSDK LBL):</u> To what degree is it necessary or unnecessary to include a "Don't know" subitem in this list? Why?</p>	<hr/> <hr/> <hr/>

<p>How did you come up with your answers?</p> <p><u>PROBE:</u> <i>What types of administrative records, if any, did you or would you use to answer this item?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How would you characterize the answers you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> <i>Would you say your answers were exact numbers or did you approximate your answers?</i></p> <p><u>IF APPROXIMATE:</u> <i>About how accurate are your answers? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HA0INTROC1

Question Wording:

Next we are going to ask you some questions about the high school teaching staff at [School's name].

Help Text:

High school teaching staff: The collective body of teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

HA0TEACHRFTPT

Question Wording:

How many high school teachers work full-time and how many work part-time at [School's name] **this year (2019-2020)**? (Please enter '0' if none.)

Item Name: HA0TEACHRFT

Item Wording: ____ full-time teachers

Item Name: HA0TEACHRPT

Item Wording: ____ part-time teachers

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

GENERIC PROBE	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	

<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0TCHRACE

Question Wording:

Of the [Sum of full time and part time high school teachers] total high school teachers at this school **this year (2019-2020)**, how many are members of the following groups?

Please count each teacher only once. Hispanic teachers should only be counted in the Hispanic or Latino/Latina category regardless of race.

(Please enter '0' for any group not present at this school. [If sum of full-time and part-time high school teachers > 0 then fill: Your responses should sum to [Sum of full time and part time high school teachers]./else: no fill])

Item Name: HA0THISPANIC_LBL

Item Wording: Hispanic or Latino/Latina of any race

Item Name: HA0TWHITE_LBL

Item Wording: White, non-Hispanic

Item Name: HA0TBLACK_LBL

Item Wording: Black or African American, non-Hispanic

Item Name: HA0TASIAN_LBL

Item Wording: Asian, non-Hispanic

Item Name: HA0THAWAIIAN_LBL

Item Wording: Native Hawaiian or other Pacific Islander, non-Hispanic

Item Name: HA0TAMERIND_LBL

Item Wording: American Indian or Alaska Native, non-Hispanic

Item Name: HA0TMULRACE_LBL

Item Wording: More than one race, non-Hispanic

Item Name: HA0TUNKRACE_LBL

Item Wording: Race/ethnicity is unknown

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Please count each teacher only once. Hispanic teachers should only be counted in the Hispanic or Latino/Latina category regardless of race.

Hispanic or Latino/Latina: Hispanic or Latino/Latina refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American, or South American origin or descendants of another Spanish culture.

White, non-Hispanic: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

Black or African American, non-Hispanic: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Asian, non-Hispanic: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Native Hawaiian or other Pacific Islander, non-Hispanic: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

American Indian or Alaska Native, non-Hispanic: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe <u>AFTER</u> the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Record observations and comments here	<hr/> <hr/> <hr/>
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HA0TCHCERTIF

Question Wording:

Of the [Sum of full time and part time high school teachers] total high school teachers at this school **this year (2019-2020)**, how many are certified?

Please include provisionally certified teachers in your counts. (Please enter '0' if none.)

Item Name: HA0TCHCERTIF

Item Wording: ____ certified high school teachers

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>

<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/>

HA0CERTSUBJCT

Question Wording:

Of the [number of certified high school teachers] total high school teachers who are certified at this school **this year (2019-2020)**, how many have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. (Please enter '0' if none.)

Item Name: HA0CERTSCND

Item Wording: Secondary subject matter certification

Item Name: HA0CERTNAT

Item Wording: National board certification

Item Name: HA0CERTSPEC

Item Wording: Special education certification

Item Name: HA0CERTELL

Item Wording: English Language Learner (ELL) certification

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

English Language Learner (ELL) certification: A specialized teaching certification for teaching students whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.

<p>How would you characterize the answers you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> Would you say your answers were exact numbers or did you approximate your answers?</p> <p><u>IF APPROXIMATE:</u> About how accurate are your answers? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answers? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0TCHOUTCERT

Question Wording:

Of the [number of certified high school teachers] total high school teachers **who are certified** at this school **this year (2019-2020)**, how many teach outside their field of certification?

Please include provisionally certified teachers in your counts. (Please enter '0' if none.)

Item Name: HA0TCHOUTCERT

Item Wording: ____ teach outside field of certification

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <p>–</p> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p>How easy or difficult is it to provide the answer in counts? Would you say it was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>PROBE:</u> Would you prefer to report percentages or counts? Why?</p>	<p><input type="checkbox"/> Very easy easy <input type="checkbox"/> Somewhat <input type="checkbox"/> Somewhat difficult difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <p><input type="checkbox"/> Percentages <input type="checkbox"/> Counts</p> <hr/> <hr/> <hr/>

<p>How did you come up with your answer?</p> <p><u>PROBE:</u> <i>What types of administrative records, if any, did you or would you use to answer this item?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How would you characterize the answer you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> <i>Would you say your answer was an exact number or did you approximate your answer?</i></p> <p><u>IF APPROXIMATE:</u> <i>About how accurate is your answer? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</i></p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HA0TCHABSENT

Question Wording:

Of the [Sum of full time and part time high school teachers] total high school teachers at this school **this year (2019-2020)**, how many are absent on an average day? (Please enter '0' if none.)

Item Name: HA0TCHABSENT

Item Wording: ____ absent teachers

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>

<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/>
<p>Record observations and comments here</p>	<hr/> <hr/>

HA0NEWTCHRS

Question Wording:

Of the [Sum of full time and part time high school teachers] total high school teachers at this school **this year (2019-2020)**, how many did not teach at this school **last year (2018-2019)**? (Please enter '0' if none.)

Item Name: HA0NEWTCHRS

Item Wording: ____ teachers

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Question/Prompt	Response
<p>GENERIC PROBES</p>	
<p>Ask this probe AFTER the <u>respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>

<p>How would you characterize the answer you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> Would you say your answer was an exact number or did you approximate your answer?</p> <p><u>IF APPROXIMATE:</u> About how accurate is your answer? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p><i>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</i></p>	<hr/>
<p>How easy or difficult would it be to obtain this information about math teachers at your school? Would you say it was or would be very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> How could we make it easier to provide this information about math teachers at your school?</p> <p><u>PROBE:</u> How would you come up with your answer and what types of administrative records, if any, would you use to answer this item about math teachers?</p>	<p style="text-align: center;"><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>

Record observations and comments here	<hr/> <hr/> <hr/>
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HA0TCHRLEFT

Question Wording:

How many high school teachers who taught at this school **last year (2018-2019)** did not return to teach at this school **this year (2019-2020)**? (Please enter '0' if none.)

Item Name: HA0TCHRLEFT

Item Wording: ____ teachers

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>How would you characterize the answer you provided in terms of accuracy?</p> <p><u>IF NEEDED:</u> Would you say your answer was an exact number or did you approximate your answer?</p> <p><u>IF APPROXIMATE:</u> About how accurate is your answer? Would you say Very Accurate, Somewhat Accurate, or Not Accurate?</p>	<p style="text-align: center;"><input type="checkbox"/> Exact <input type="checkbox"/> Approximate</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Very Accurate <input type="checkbox"/> Somewhat Accurate <input type="checkbox"/> Not Accurate</p> <hr/> <hr/> <hr/>
<p>What reporting period did you use in providing your answer? Please be as specific as you can.</p> <p>(For the interviewer only: Please note what academic year the respondent used to answer the question.)</p>	<hr/>

Item Name: HA0MATHGEOM

Item Wording: Geometry

Item Name: HA0MATHMATH1

Item Wording: Math 1

Item Name: HA0MATHMATH2

Item Wording: Math 2

Item Name: HA0MATHMATH3

Item Wording: Math 3

Item Name: HA0MATHMATH4

Item Wording: Math 4

Item Name: HA0MATHPRECAL

Item Wording: Pre-calculus

Item Name: HA0MATHTRIG

Item Wording: Trigonometry

Item Name: HA0MATHOTHER

Item Wording: Other math course available to 9th-grade students

Item Name: HA0MATHOTHER_other

Item Wording: Please specify:

1=Yes

0=No

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult? Why?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p>Of the courses listed, which course is the highest level math course a 9th grade student can take at your school?</p>	<p>Check only those that are considered upper level or advanced for 9th graders:</p> <ul style="list-style-type: none"> <input type="radio"/> Algebra 1, part 1 <input type="radio"/> Algebra 1, part 2 <input type="radio"/> Algebra I <input type="radio"/> Algebra II <input type="radio"/> Geometry <input type="radio"/> Math 1 <input type="radio"/> Math 2 <input type="radio"/> Math 3 <input type="radio"/> Math 4 <input type="radio"/> Pre-Calculus <input type="radio"/> Trigonometry <input type="radio"/> Other math course available to 9th-grade students Please specify:

<p>How confident are you about your answers? Would you say very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p><u>IF NOT CONFIDENT: Are there subitems for which you are more or less confident in your answers?</u></p> <p><u>IF NOT CONFIDENT: Why are you not confident in your answers?</u></p>	<p> <input type="checkbox"/> Not confident at all <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Very Confident </p> <hr/> <hr/> <hr/> <hr/> <p> Subitem A (HA0MATHALG1P1): Subitem B (HA0MATHALG1P2): Subitem C (HA0MATHALG1): Subitem D (HA0MATHALG2): Subitem E (HA0MATHGEOM): Subitem F (HA0MATHMATH1): Subitem G (HA0MATHMATH2): Subitem H (HA0MATHMATH3): Subitem I (HA0MATHMATH4): Subitem J (HA0MATHTRIG): Subitem K (HA0MATHOTHER & HA0MATHOTHER_other): </p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/>

HA0INTROD1

Question Wording:

Next we are going to ask you some questions about the programs and courses offered at [School's name].

HA0PROGSPRACT

Question Wording:

Please indicate which of the following programs or practices are used in high school grades at [School's name].

(Check all that apply.)

Item Name: HA0PRCOMPTEST

Item Wording: Minimum competency tests for promotion to next grade

Item Name: HA0PRCMMNCUR

Item Wording: Common academic curriculum for all students in the same grade

Item Name: HA0PRCOOPLRN

Item Wording: Classes organized for cooperative learning

Item Name: HA0PRMINICRS

Item Wording: Exploratory mini courses for all students in all grades

Item Name: HA0PRMULTIGRD

Item Wording: Students from more than one grade level assigned together to the same academic classes

Item Name: HA0PREXACTVT

Item Wording: Extracurricular activities for all students

Item Name: HA0PRHOMEWRK

Item Wording: Information on how to help students with homework and skills provided to parents

Item Name: HA0PRTRNSMTGS

Item Wording: Translators made available to parents for parent-teacher and parent-school staff meetings for parents who speak a language other than English

Item Name: HA0PRMTGNATLAN

Item Wording: Parent-teacher and parent-school meetings conducted in the parents' non-English language for parents who speak a language other than English

Item Name: HA0PRTRNSWRIT

Item Wording: Translations of written communications provided to families of children from households where a language other than English is spoken

Item Name: HA0PRNONE

Item Wording: None of the above

Help Text:

High school grades: Grades 9, 10, 11, and/or 12.

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

<p>Did you find any part of the question confusing?</p> <p><u>IF YES:</u> What did you find confusing? What could we do to make the question less confusing?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>How easy or difficult was it to obtain this information for your school? Would you say it was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> How could we make it easier to provide this information about your school?</p>	<p style="text-align: center;"><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say that you know, or have access to, the information needed to answer this question?</p> <p><u>IF NO:</u> What is the job title of the person or people who would have this information?</p>	<p style="text-align: center;"><input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>ITEM SPECIFIC PROBES</p>	
<p><u>SUBITEM H:</u> Can you tell me, in your own words, what the eighth subitem is asking? Please try to explain without repeating the wording of the question.</p> <p><u>PROBE:</u> Did you find any part of the subitem confusing?</p> <p><u>IF YES:</u> What did you find confusing? What could we do to make it less confusing?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>

<p>SUBITEM I: <i>Can you tell me, in your own words, what the ninth subitem is asking? Please try to explain without repeating the wording of the question.</i></p> <p>PROBE: <i>Did you find any part of the subitem confusing?</i></p> <p>IF YES: <i>What did you find confusing? What could we do to make it less confusing?</i></p>	<hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p>SUBITEM J: <i>Can you tell me, in your own words, what the tenth subitem asking? Please try to explain without repeating the wording of the question.</i></p> <p>PROBE: <i>Did you find any part of the subitem confusing?</i></p> <p>IF YES: <i>What did you find confusing? What could we do to make it less confusing?</i></p>	<hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HA0COMPBSDED

Question Wording:

In the **2019-2020 school year**, does this school provide students with opportunities for competency-based advancement?

Item Name: HA0COMPBSDED

1=Yes
0=No

Help Text:

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Please provide examples. Why?

What did you like the least about the features and functionality of the survey? Please provide examples. Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, I'd like to hear what other questions, if any, do you think we should ask or that you would like to see secondary education national data on?

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

Attachment X:
**Cognitive and Usability Interview Protocol: School
Counselor Survey**

List of cognitive and usability interview forms: Counselor survey

Section Name	Form Name	Label	Probes?
Front End	HC0NAVIGATE	Survey Instructions	
Section A: School and Counseling Program Characteristics	HC0INTROA	Section A header	
Section A: School and Counseling Program Characteristics	HC0PRIRESPONS	Counselors' primary responsibilities	X
Section A: School and Counseling Program Characteristics	HC0EMPHGOALS	Highest priority of counseling program	
Section A: School and Counseling Program Characteristics	HC0STAFFSRVCS1	Frequency of delivering services, part 1	X
Section A: School and Counseling Program Characteristics	HC0STAFFSRVCS1_ALT	Frequency of delivering services, part 1 - Alternate	X
Section A: School and Counseling Program Characteristics	HC0STAFFSRVCS2	Frequency of delivering services, part 2	X
Section A: School and Counseling Program Characteristics	HC0STAFFSRVCS3	Frequency of delivering services, part 3	X
Section A: School and Counseling Program Characteristics	HC0COUNTOPIC1	Frequency of counseling topics, part 1	X
Section A: School and Counseling Program Characteristics	HC0COUNTOPIC2	Frequency of counseling topics, part 2	X
Section A: School and Counseling Program Characteristics	HC0COUNTOPIC3	Frequency of counseling topics, part 3	X
Section A: School and Counseling Program Characteristics	HC0TRANSASST	How counselors assist in 8th to 9th transition	
Section A: School and Counseling Program Characteristics	HC0SCHLASSIST	How school assists in 8th to 9th transition	
Section B: Courses and Academic Programs	HC0INTROB1	Section B header	
Section B: Courses and Academic Programs	HC0HSPLACEMNT1	High school course placement factors, part 1	X
Section B: Courses and Academic Programs	HC0HSPLACEMNT1_ALT	High school course placement factors, part 1 - Alternate	X
Section B: Courses and Academic Programs	HC0HSPLACEMNT2	High school course placement factors, part 2	X
Section B: Courses and Academic Programs	HC0HSPLACEMNT3	High school course placement factors, part 3	X
Section B: Courses and Academic Programs	HC0SAMEMATH	All 9th-graders placed in same math course	X
Section B: Courses and Academic Programs	HC0DUALENROLL	School offers dual enrollment program	X
Section B: Courses and Academic Programs	HC0DUALENROLL_ALT	School offers dual enrollment program - Alternate	X
Section B: Courses and Academic Programs	HC0COLCREDIT	School does not offer dual enrollment program but accepts college credit	X
Section B: Courses and Academic Programs	HC0TYPDUALENR	Type of dual enrollment program offered	X
Section B: Courses and Academic Programs	HC0OFFRBLEND	School offers online or blended learning	X
Section B: Courses and Academic Programs	HC0DISTLEARN	School offers distance learning	
Section B: Courses and Academic Programs	HC0CTEOFFRED	Career technical education offered	X
Section C: Programs and Services Offered	HC0INTROC1	Section C header	
Section C: Programs and Services Offered	HC0SCHLSUPPRT	How school supports students	X
Section C: Programs and Services Offered	HC0SUMMRENRCH	School offers summer enrichment	X
Section C: Programs and Services Offered	HC0EXTRASSIST1	Steps for students who need extra assistance, part 1	X
Section C: Programs and Services Offered	HC0EXTRASSIST2	Steps for students who need extra assistance, part 2	X
Section C: Programs and Services Offered	HC0EXTRASSIST3	Steps for students who need extra assistance, part 3	X

Section C: Programs and Services Offered	HC0EXTRASSIST4	Steps for students who need extra assistance, part 4	X
Section C: Programs and Services Offered	HC0STUSUPPORT	Evaluation of support for students with different backgrounds	X
Section D: Graduation Requirements and Transitions	HC0INTROD1	Section D header	
Section D: Graduation Requirements and Transitions	HC0INSTRCYRS	Carnegie unit required to graduate	X
Section D: Graduation Requirements and Transitions	HC0INSTRCYRS_ALT	Carnegie unit required to graduate - Alternate	X
Section D: Graduation Requirements and Transitions	HC0PROFTEST	Minimum competency to graduate	
Section D: Graduation Requirements and Transitions	HC0GRADRQMATH	Math course graduation requirement	
Section D: Graduation Requirements and Transitions	HC0MATHDFFLCT	Difficulty of required math course	X
Section D: Graduation Requirements and Transitions	HC0MATHDFFLCT_ALT1	Difficulty of required math course – Alternate 1	X
Section D: Graduation Requirements and Transitions	HC0MATHDFFLCT_ALT2	Difficulty of required math course – Alternate 2	X

HC0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer or consult with your colleague to answer a question as accurately as possible, that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen. When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 20 minutes.

Please click the “Next” button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSBStaffSurvey@rti.org.

Help Desk hours are:

Monday - Friday: 8:00 a.m. - 6:00 p.m. Eastern time zone

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HC0INTROA

Question Wording:

First, we have some questions about staffing and common practices in the high school counseling department at [School's name]. Unless otherwise noted, please answer all questions based on the **2019-2020 school year**.

Help Text:

High school counseling department: The counseling department that services students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0PRIRESPONS

Question Wording:

Does this school have one or more counselors whose primary responsibility is assisting high school students with...
(Select one for each row.)

Item Name: HC0PRICOURSES

Item Wording: Selecting courses and programs?

Item Name: HC0PRICOLSEL

Item Wording: College selection?

Item Name: HC0PRICOLAPP

Item Wording: College application?

Item Name: HC0PRIWORKPRP

Item Wording: Preparation for the workforce?

Item Name: HC0PRIWORKPLC

Item Wording: Placement into the workforce?

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>Can you tell me, in your own words, what the questions are asking? Please try to explain without repeating the wording of the questions.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer these questions?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How well does the wording of the question stem, and the four subitems align with how things are done at your school? Please explain.</i></p>	<hr/> <hr/> <hr/> <hr/>

<p>Did you think any of the answer categories overlap? If so, which ones?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>
<p><u>IF RESPONDENT ANSWERS SUBITEM B (HCOPRICOLSEL) OR SUBITEM C (HCOPRICOLAPP) YES:</u> Can you please provide me with a few examples of how you or other counselors at your school have assisted students with “college selection” and “college application?”</p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0EMPHGOALS

Question Wording:

Which one of the following goals does the high school counseling program at this school emphasize the most? Would you say...

Item Name: HC0EMPHGOALS

- 1=helping students plan and prepare for their work roles after high school?
- 2=helping students with personal growth and development?
- 3=helping students plan and prepare for postsecondary schooling?
- 4=helping students improve their achievement in high school?

Help Text:

High school counseling program: The counseling program that services students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0STAFFSRVCS1

Question Wording:

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

During the **last school year (2018-2019)**, how often did this school's counseling staff deliver the following services to high school students?

(Select one for each row.)

Item Name: HC0STAFFSCHDL

Item Wording: Choice and scheduling of high school courses

Item Name: HC0STAFFCLGRD

Item Wording: Assisting students with college readiness, selection, and applications

Item Name: HC0STAFFFAFSA

Item Wording: FAFSA completion

Item Name: HC0STAFFPERS

Item Wording: Personal development

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

99=Don't know

Help Text:

High school counseling staff: The counseling staff that services students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

FAFSA (Free Application for Federal Student Aid): The FAFSA is the application students fill out in order to determine their financial aid eligibility.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Would you say answering this question for your high school's counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> <i>Can you provide some examples that you considered when answering this question?</i></p>	<hr/>
<p><u>INSTRUCT COUNSELOR TO OPEN AND REVIEW HELP TEXT FOR FAFSA, WHEN FINISHED REVIEWING:</u></p> <p><u>SUBITEM C (HCOSTAFFFAFSA):</u> Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful?</p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL:</u> <i>What can we do to make the help text more helpful for you to answer this question?</i></p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"><input type="checkbox"/> Very helpful</div> <div style="text-align: center;"><input type="checkbox"/> Somewhat helpful</div> <div style="text-align: center;"><input type="checkbox"/> Somewhat not helpful</div> <div style="text-align: center;"><input type="checkbox"/> Not at all helpful</div> </div> <hr/>

Item Name: HC0STAFFCLGRD

Item Wording: Assisting students with college readiness, selection, and applications

Item Name: HC0STAFFFAFSA

Item Wording: FAFSA completion

Item Name: HC0STAFFPERS

Item Wording: Personal development

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

99=Don't know

Help Text:

Original: FAFSA (Free Application for Federal Student Aid): The FAFSA is the application students fill out in order to determine their financial aid eligibility.

Alternate 1: FAFSA (Free Application for Federal Student Aid): The FAFSA is the application college students (undergraduate and graduate) in the United States fill out in order to determine their college financial aid eligibility.

Alternate 2: FAFSA (Free Application for Federal Student Aid): This is the form used to apply for financial aid from the federal government to help pay for education after high school. Federal financial aid may be in the form of loans such as a Stafford Loans and Perkins Loans and grants that do not have to be repaid such as Pell grants.

HC0STAFFSRVCS2

Question Wording:

(Continued) **The following questions are about the high school counseling staff at this school as a whole.**

During the **last school year (2018-2019)**, how often did this school's counseling staff deliver the following services to high school students?

(Select one for each row.)

Item Name: HC0STAFFSOC

Item Wording: Social development

Item Name: HC0STAFFACAD

Item Wording: Academic development

Item Name: HC0STAFFTEST

Item Wording: College entrance exams (for example, SAT or ACT)

Item Name: HC0STAFFOCC

Item Wording: Occupational choice and career planning

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

99=Don't know

Help Text:

High school counseling staff: The counseling staff that services students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where

they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer these questions? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer these questions?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p><i>Would you say answering these questions for your high school's counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</i></p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> <i>How could we make it easier to answer these questions?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
ITEM SPECIFIC PROBES	
<p><i>How did you come up with your answers?</i></p> <p><u>IF NEEDED:</u> <i>Can you provide some examples that you considered when answering these questions?</i></p>	<hr/>

<p><i>Please describe what it means to deliver “College entrance exams (for example, SAT or ACT) services” ? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>What other services, if any, do you or other counseling staff at your school provide to high school students to prepare them for postsecondary education? Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

_____ **HC0STAFFSRVCS3**

Question Wording:

(Continued) **The following questions are about the high school counseling staff at this school as a whole.**

During the **last school year (2018-2019)**, how often did this school's counseling staff deliver the following services to high school students?

(Select one for each row.)

Item Name: HC0STAFFJOBPL

Item Wording: Job placement and employability skill development

Item Name: HC0STAFFATTND

Item Wording: Students' attendance, discipline, and other school problems

Item Name: HC0STAFFNCNSL

Item Wording: Non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very often

99=Don't know

Help Text:

High school counseling staff: The counseling staff that services students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p>Would you say answering this question for your high school's counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
ITEM SPECIFIC PROBES	

<p><i>How did you come up with your answer?</i></p> <p><i>IF NEEDED: Can you provide some examples that you considered when answering this question?</i></p>	<hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>

HC0COUNTOPIC1

Question Wording:

During the **last school year (2018-2019)**, how often did this school’s counseling staff generally counsel high school students on the following topics?
(Select one for each row.)

Item Name: HC0TOPICANXTY
Item Wording: Anxiety or depression

Item Name: HC0TOPICDRUG
Item Wording: Drug use

Item Name: HC0TOPICBULLY
Item Wording: Bullying

Item Name: HC0TOPICFAMILY
Item Wording: Family relationships

1=Never
2=Rarely

- 3=Sometimes
- 4=Often
- 5=Very often
- 99=Don't know

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p><i>Would you say answering this question for your high school's counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</i></p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> <i>How could we make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/>
<p>How confident are you about your answer to this question, very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p><u>IF SOMEWHAT NOT OR NOT VERY CONFIDENT:</u> Why are you not confident in your answer?</p>	<p> <input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Not very confident </p> <hr/>
<p>When you were answering this question, were you thinking about services provided one-on-one, to a group/whole school, or both? Did it depend on the item? Please explain.</p>	<p> <input type="checkbox"/> One-on-one <input type="checkbox"/> Group/ whole school <input type="checkbox"/> Both </p> <hr/> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/>
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HC0COUNTOPIC2

Question Wording:

(Continued) During the **last school year (2018-2019)**, how often did this school’s counseling staff generally counsel high school students on the following topics?
(Select one for each row.)

Item Name: HC0TOPICPEER

Item Wording: Peer relationships

Item Name: HC0TOPICROM

Item Wording: Romantic relationships

Item Name: HC0TOPICSEXB

Item Wording: Sexual behavior

Item Name: HC0TOPICSEXID

Item Wording: Gender identity

- 1=Never
- 2=Rarely
- 3=Sometimes
- 4=Often
- 5=Very often
- 99=Don’t know

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Gender identity: One’s inner sense of one’s own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p>Would you say answering this question for your high school’s counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT:</u> How could we make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/>
<p>How confident are you about your answer to this question, very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p><u>IF SOMEWHAT NOT OR NOT VERY CONFIDENT:</u> Why are you not confident in your answer?</p>	<p> <input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Not very confident </p> <hr/>
<p>When you were answering this question, were you thinking about services provided one-on-one, to a group/whole school, or both? Did it depend on the item? Please explain.</p>	<p> <input type="checkbox"/> One-on-one <input type="checkbox"/> Group/ whole school <input type="checkbox"/> Both </p> <hr/> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/>
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HC0COUNTOPIC3

Question Wording:

(Continued) During the **last school year (2018-2019)**, how often did this school’s counseling staff generally counsel high school students on the following topics?
(Select one for each row.)

Item Name: HC0TOPICSEXO

Item Wording: Sexual orientation

Item Name: HC0TOPICRACE

Item Wording: Racial identity/ethnicity

Item Name: HC0TOPICCRITC

Item Wording: Critical incident issues

- 1=Never
- 2=Rarely
- 3=Sometimes
- 4=Often
- 5=Very often
- 99=Don’t know

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Sexual orientation: One’s emotional or physical attraction to the same and/or opposite sex.

Racial identity/ethnicity: Any topic related to this issue, including but not limited to, examining one’s racial identity/ethnicity and/or experiencing school conflicts associated with racial identity/ethnicity.

Critical incident issues: Any traumatic, disruptive, or stressful situation affecting one or more students or the school as a whole. These situations create a significant risk of serious harm to the physical or mental health, safety, or well-being of student(s) and/or the school as a whole.

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p>Would you say answering this question for your high school’s counseling staff as a whole was very easy, somewhat easy, somewhat difficult or very difficult?</p> <p><u>IF DIFFICULT OR VERY DIFFICULT: How could we make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>

ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How confident are you about your answer to this question, very confident, somewhat confident, somewhat not confident, or not very confident?</p> <p><u>IF SOMEWHAT NOT OR NOT VERY CONFIDENT:</u> Why are you not confident in your answer?</p>	<p> <input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Somewhat not confident <input type="checkbox"/> Not very confident </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>When you were answering this question, were you thinking about services provided one-on-one, to a group/whole school, or both? Did it depend on the item? Please explain.</p>	<p> <input type="checkbox"/> One-on-one <input type="checkbox"/> Group/ whole school <input type="checkbox"/> Both </p> <hr/> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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HC0TRANSASST

Question Wording:

How do **counselors at this school** assist incoming students in the transition from 8th grade to 9th grade?

(Check all that apply.)

Item Name: HC0TRANSNO

Item Wording: Students do not experience a transition – 8th-grade and 9th-grade students attend this school

Item Name: HC0TRANS8CNSL

Item Wording: 9th-grade counselors meet with 8th-grade counselors or staff

Item Name: HC0TRANS8STUD

Item Wording: 9th-grade counselors meet with individual 8th-grade students and assist them with selecting 9th-grade courses while they are still in middle school

Item Name: HC0TRANS8PRES

Item Wording: 9th-grade counselors present information to 8th-grade students about high school courses and registration

Item Name: HC0TRANS8PAR

Item Wording: 9th-grade counselors present information to 8th-grade students’ parents or guardians about 9th-grade courses and registration

Item Name: HC0TRANSPLACE

Item Wording: 9th-grade counselors place 8th-grade students into 9th-grade courses based on school or district placement policies

Item Name: HC0TRANSOTHER

Item Wording: Counselors assist in some other way

Item Name: HC0TRANSOTHER_other

Item Wording: Please specify:

Item Name: HC0TRANSDNAST

Item Wording: Counselors do not assist students in the transition from 8th-grade to 9th-grade

Help Text:

Transition: When students change schools as a result of successfully completing 8th grade and beginning 9th grade.

HC0SCHLASSIST

Question Wording:

[Other than the help provided by counselors, in/In] what other ways does **this school** assist students in the transition from 8th grade to 9th grade?

(Check all that apply.)

Item Name: HC0SCHL9STDNT

Item Wording: 9th-grade students present information to 8th-grade students

Item Name: HC0SCHL9STAFF

Item Wording: 9th-grade staff present information to 8th-grade students

Item Name: HC0SCHLSOCIAL

Item Wording: Before the school year starts, 8th-grade students are invited to a social event organized by the 9th-grade staff

Item Name: HC0SCHLCLASS

Item Wording: 8th-grade students attend regular classes in the 9th grade

Item Name: HC0SCHLADMIN

Item Wording: 8th-grade and 9th-grade administrators meet together on articulation and programs

Item Name: HC0SCHLTEACHR

Item Wording: 8th-grade and 9th-grade teachers meet together on courses and requirements

Item Name: HC0SCHLBUDDY

Item Wording: Buddy or big brother or big sister programs pair new students with older ones at entry

Item Name: HC0SCHLCMMNTY

Item Wording: 9th-graders are placed in small learning communities or 9th Grade Academies

Item Name: HC0SCHLSUMMR

Item Wording: Parents or guardians and/or students visit the 9th grade during the summer before students enter 9th grade

Item Name: HC0SCHLORNTN

Item Wording: Parents or guardians visit 9th grade for orientation in the fall after children have entered

Item Name: HC0SCHLPARINF

Item Wording: This school provides information to parents or students on the courses students need to take starting in 9th grade to meet college entrance requirements

Item Name: HC0SCHLOOTHER

Item Wording: This school assists in some other way

Item Name: HC0SCHLOOTHER_other

Item Wording: Please specify:

Item Name: HC0SCHLNOAST

Item Wording: No [other assistance/ assistance] is offered to students transitioning from 8th grade to 9th grade

Help Text:

Transition: When students change schools as a result of successfully completing 8th grade and beginning 9th grade.

9th Grade Academies: Self-contained learning communities for 9th-graders that operate as schools-within-a-school. With their own administrators, space, faculty, and teachers, 9th Grade Academies are often designed to offer more personalized environments for 9th-graders as they transition into high school.

HC0INTROB1

Question Wording:

Next we have some questions about the courses and academic programs [School's name] offers to high school students.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0HSPLACEMNT1

Question Wording:

How important is each factor in the assignment and/or selection of high school courses for 9th-grade students at [School's name]?

(Select one for each row.)

Item Name: HC0HSCNSLREC8

Item Wording: 8th-grade counselor recommendation

Item Name: HC0HSCNSLREC9

Item Wording: 9th-grade counselor recommendation

Item Name: HC0HSTCHREC8

Item Wording: 8th-grade teacher recommendation

Item Name: HC0HSCRSTKN8

Item Wording: Courses taken in 8th grade

1=Not at all important

2=A little important

3=Somewhat important

4=Very important

Help Text:

High school courses: Courses taught at the secondary school level (i.e., grades 9-12).

Question/Prompt	Response
GENERIC PROBES	

<p>Ask this probe AFTER the respondent has answered the question.</p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT</u>: What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
ITEM-SPECIFIC PROBE	
<p>Please say what, if any, differences you see between the response options, "A little important" and "Somewhat important."</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>INSTRUCT RESPONDENT TO GO TO NEXT FORM (HCOHSPLACEMNT1_ALT) AND DIRECT RESPONDENT TO LOOK AT THE SCALE POINTS.</p> <p>Which of the two versions of the scale for this question do you prefer? Please explain.</p> <p><u>IF NEEDED</u>: Is there another version you would suggest?</p>	<p><input type="checkbox"/> Original Scale <input type="checkbox"/> Alternate Scale</p> <hr/>

Record observations and
comments here

HC0HSPLACEMNT1_ALT

Question Wording:

How important is each factor in the assignment and/or selection of high school courses for 9th-grade students at [School's name]?

(Select one for each row.)

Item Name: HC0HSCNSLREC8

Item Wording: 8th-grade counselor recommendation

Item Name: HC0HSCNSLREC9

Item Wording: 9th-grade counselor recommendation

Item Name: HC0HSTCHREC8

Item Wording: 8th-grade teacher recommendation

Item Name: HC0HSCRSTKN8

Item Wording: Courses taken in 8th grade

1=Not at all important

2=Somewhat important

3=Important

4=Very important

Help Text:

High school courses: Courses taught at the secondary school level (i.e., grades 9-12).

ITEM-SPECIFIC PROBE

<p><i>Please say what, if any, differences you see between the response options, "Somewhat important" and "Important."</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0HSPLACEMNT2

Question Wording:

(Continued) How important is each factor in the assignment and/or selection of high school courses for 9th-grade students at [School's name]?

(Select one for each row.)

Item Name: HC0HSCRSACHV8

Item Wording: Achievement in 8th-grade courses

Item Name: HC0HSEYOYEXM

Item Wording: Results of district or state end-of-year or end-of-course exams

Item Name: HC0HSPLCTEST

Item Wording: Results of placement tests

Item Name: HC0HSSTNDTEST

Item Wording: Results of standardized tests

- 1=Not at all important
- 2=A little important
- 3=Somewhat important
- 4=Very important

Help Text:

High school courses: Courses taught at the secondary school level (i.e., grades 9-12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</u></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0HSPLACEMNT3

Question Wording:

(Continued) How important is each factor in the assignment and/or selection of high school courses for 9th-grade students at [School's name]?

(Select one for each row.)

Item Name: HC0HSEDUPLAN

Item Wording: Student career or education plan

Item Name: HCOHSSTUDSEL
Item Wording: Student selection

Item Name: HCOHSPARNTSEL
Item Wording: Parent or guardian selection

- 1=Not at all important
- 2=A little important
- 3=Somewhat important
- 4=Very important

Help Text:
 High school courses: Courses taught at the secondary school level (i.e., grades 9-12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0SAMEMATH

Question Wording:

Are all 9th-grade students at this school placed in the same mathematics course while in the 9th grade?

If all 9th-grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer “Yes.”

Item Name: HC0SAMEMATH

1=Yes

0=No

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF SOMEWHAT OR VERY DIFFICULT: What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very Difficult</p> <hr/> <hr/> <hr/>
ITEM-SPECIFIC PROBE	
<p>How did you come up with your answer?</p> <p>IF NEEDED: Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0DUALENROLL

Question Wording:

Does this school offer a dual enrollment program to high school students?

A dual enrollment, or dual credit, program is an organized program with special guidelines that allows a secondary school student who has not graduated from high school to enroll in one or more postsecondary courses and earn postsecondary credit. The courses may be taught on the campus of a postsecondary institution, through distance education, or on this school’s campus. Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.

Item Name: HC0DUALENROLL

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBE	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/>
ITEM-SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/> <hr/> <hr/> <hr/>

<p>How easy or difficult do you think it would be for school administrators to answer this question compared to school counselors? Would you say easier, about the same, or more difficult? Please explain.</p>	<p style="text-align: center;"> <input type="checkbox"/> Easier <input type="checkbox"/> About the same <input type="checkbox"/> More difficult </p> <hr/> <hr/> <hr/> <hr/>
<p><u>INSTRUCT COUNSELOR TO REVIEW HELP TEXT FOR DUAL ENROLLMENT PROGRAMS WHEN FINISHED REVIEW:</u></p> <p> <input type="checkbox"/> Very helpful <input type="checkbox"/> Somewhat helpful Would you say the help text is very helpful, somewhat helpful, somewhat unhelpful, or very unhelpful? </p> <p><u>IF SOMEWHAT OR VERY UNHELPFUL: What can we do to make the help text more helpful for you to answer this question?</u></p>	<p style="text-align: center;"> <input type="checkbox"/> Somewhat unhelpful <input type="checkbox"/> Very unhelpful </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>INSTRUCT RESPONDENT TO GO TO NEXT FORM (HC0DUALENROLL_ALT) AND CLICK ON THE HELP TEXT ICON.</p> <p>Which of these 3 versions of the help text do you prefer? Why?</p> <p><u>IF NEEDED</u>: Is there another version you would suggest?</p>	<p><input type="checkbox"/> Original <input type="checkbox"/> Alternate Option 1 <input type="checkbox"/> Alternate Option 2</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0DUALENROLL_ALT

Question Wording:

Does this school offer a dual enrollment program to high school students?

Item Name: HC0DUALENROLL_ALT

1=Yes

0=No

Help Text:

Original: Dual enrollment program: A dual enrollment, or dual credit, program is an organized program with special guidelines that allows a secondary school student who has not graduated from high school to enroll in one or more postsecondary courses and earn postsecondary credit. The courses may be taught on the campus of a postsecondary institution, through distance education, or on this school’s campus. Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as formal dual enrollment programs.

Alternate 1: Dual enrollment program: A dual enrollment program, or dual credit, is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as formal dual enrollment programs.

Alternate 2: Dual enrollment program: A dual-enrollment program is offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and earn postsecondary credit that:

- Is transferable to the institutions of higher education in the partnership
- Applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965.”

HC0COLCREDIT

Question Wording:

Even though this school does not offer a formal dual enrollment program, are the high school students at this school able to earn high school credit and college credit for taking a college course? Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs in your response.

Item Name: HC0COLCREDIT

1=Yes

0=No

Help Text:

Dual enrollment program: A dual enrollment, or dual credit, program is an organized program with special guidelines that allows a secondary school student who has not graduated from high school to enroll in one or more postsecondary courses and earn postsecondary credit. The courses may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as formal dual enrollment programs.

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the <u>respondent has answered the question.</u></p> <p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/>
ITEM-SPECIFIC PROBE	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/>

<p>IF IS YES: Can you please explain why you don't consider the opportunities students at your school have to obtain high school and college credit for taking a college course a "dual enrollment program?"</p>	<hr/>
<p>How easy or difficult do you think it would be for school administrators to answer this question compared to school counselors? Would you say <input type="checkbox"/> Easier, About the same, or <input type="checkbox"/> More difficult? Please explain.</p>	<p><input type="checkbox"/> About the same <input type="checkbox"/> More difficult</p> <hr/> <hr/> <hr/> <hr/>
<p>Record observations and comments here</p>	<hr/> <hr/> <hr/> <hr/>

HC0TYPDUALNR

Question Wording:

What type of dual enrollment program does this school offer to high school students?

(Select one for each row.)

Item Name: HC0TYPCLGCRED

Item Wording: Students can earn college credits for college academic courses while enrolled in

this school.

Item Name: HC0TYPTECHCRD

Item Wording: Students can earn credits for college career and technical courses while enrolled in this school.

Item Name: HC0TYPPARTAPP

Item Wording: Students have the opportunity to attend an “early college” high school (either at their current school or on a partner college campus) where they will complete high school and earn college credits at the same time.

Item Name: HC0TYPPARTACC

Item Wording: Students are automatically accepted into a partner college upon high school graduation.

Item Name: HC0TYPOTHER

Item Wording: Other dual enrollment program

Item Name: HC0TYPOTHER_other

Item Wording: Please specify:

1=Yes

0=No

Help Text:

Dual enrollment program: A dual enrollment, or dual credit, program is an organized program with special guidelines that allows a secondary school student who has not graduated from high school to enroll in one or more postsecondary courses and earn postsecondary credit. The courses may be taught on the campus of a postsecondary institution, through distance education, or on this school’s campus. Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

<p>Can you tell me, in your own words, what each subitem (A-D) means? Please try to explain without repeating the wording of the subitem.</p> <p>IF NEEDED: Please provide examples.</p>	<p>Subitem A (HCOTYPCLGCREd): <hr/><hr/></p> <p>Subitem B (HCOTYPTECHCRD): <hr/><hr/></p> <p>Subitem C (HCOTYPPARTAPP): <hr/><hr/></p> <p>Subitem D (HCOTYPPARTACC): <hr/><hr/></p>
<p>How easy or difficult was it to apply the different types of dual enrollment programs at your school to the response options? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p>IF DIFFICULT: How could we make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>

<p><i>How easy or difficult do you think it would be for school administrators to answer this question compared to school counselors? Would you say Easier, About the same, or More difficult? Please explain..</i></p>	<p><input type="checkbox"/> Easier <input type="checkbox"/> About the same <input type="checkbox"/> More difficult</p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0OFFRBLEND

Question Wording:

Does this school offer the following types of courses to high school students?
 (Check all that apply.)

Item Name: HC0OFFRONLINE

Item Wording: Online

Item Name: HC0OFFRBLNLRN

Item Wording: Blended learning (i.e., some combination of in-person and online instruction)

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Record observations and comments here

HC0DISTLEARN

Question Wording:

Does this school offer courses for credit to high school students via ‘distance learning’, which the school would not be able to offer otherwise (e.g., an AP course or advanced math course that the school does not offer, but another school does)?

Item Name: HC0DISTLEARN

- 1=Yes
- 0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0CTEOFFRED

Question Wording:

Is career technical education offered in this **district** on-site or off-site, such as at an area vocational-technical school?

Item Name: HC0CTEOFFRED

- 1=On-site only
- 2=Off-site only
- 3=On-site and off-site
- 4=Neither on-site nor off-site

<i>Record observations and comments here</i>	<hr/> <hr/> <hr/> <hr/>
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HC0INTROC1

Question Wording:

Next we have some questions about other ways [School’s name] supports high school students.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0SCHLSUPPRT

Question Wording:

Does [School’s name] offer any of the following supports to high school students?

(Select one for each row. If this school ever offers the following supports, even if it is to a subset of high school students, then please select ‘Yes’.)

Item Name: HC0SCHLTECH

Item Wording: Technology and software used with high school students to support curriculum

Item Name: HC0SCHLODYSSY

Item Wording: Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, or math or science teams

Item Name: HC0SCHLSCHOLR

Item Wording: Scholarships for students to attend special events, programs, or classes

Item Name: HC0SCHLINCENT

Item Wording: Special incentives or rewards tied to academic performance

Item Name: HC0SCHLMENTOR

Item Wording: A school-arranged match with an adult mentor

Item Name: HC0SCHLHONOR

Item Wording: Special recognitions such as Honor Roll, Honor Society, or department awards

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p>Ask this probe AFTER the respondent has answered the question.</p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p>IF SOMEWHAT OR VERY DIFFICULT: <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
ITEM-SPECIFIC PROBES	

<p>Did you find any part of the question or instructions confusing?</p> <p>IF YES: What did you find confusing? What could we do to make it less confusing?</p> <p>PROBE: Did you find any words or parts of any of the subitems (A-F) to be confusing?</p> <p>IF YES: Please explain.</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/> <p>Please circle which subitems respondent found confusing:</p> <p>A (HCOSCHLTECH): _____</p> <p>B (HCOSCHLODYSSY): _____</p> <p>C (HCOSCHLSCHOLR): _____</p> <p>D (HCOSCHLINCENT): _____</p> <p>E (HCOSCHLMENTOR): _____</p> <p>F (HCOSCHLHONOR): _____</p>
<p>SUBITEM B (HCOSCHLODYSSY): Looking at the second subitem, are there any other “enrichment experiences” that are not included but you think should be?</p> <p>IF YES: Please provide examples.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

HC0SUMMRENRCH

Question Wording:

Does this school offer...
(Select one for each row.)

Item Name: HC0SUMMRPRGSS

Item Wording: Summer school enrichment courses that allow high school students to progress academically?

Item Name: HC0SUMMRSTRGL

Item Wording: Summer school remediation courses that support high school students who are struggling academically or do not have enough credits to graduate?

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Question/Prompt	Response
GENERIC PROBES	
<p><u>Ask this probe AFTER the respondent has answered the question.</u></p> <p><i>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</i></p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> <i>What can we do to make it easier to answer this question?</i></p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ITEM-SPECIFIC PROBES	

<p><i>In your own words, please define "enrichment courses." Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>In your own words, please define "remediation courses." Please provide examples.</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>What is the difference, if any, between an enrichment course and a remediation course?</i></p>	<hr/> <hr/> <hr/> <hr/>
<p><i>How easy or difficult do you think it would be for school administrators to answer this question compared to school counselors? Would you say Easier, About the same, or More difficult? Please explain.</i></p>	<p> <input type="checkbox"/> Easier <input type="checkbox"/> About the same <input type="checkbox"/> More difficult </p> <hr/> <hr/> <hr/> <hr/>
<p><i>Record observations and comments here</i></p>	<hr/> <hr/> <hr/> <hr/>

Question Wording:

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

(Select one for each row.)

Item Name: HCOEXTRINSCHL

Item Wording: Tutoring during the regular school day by an adult

Item Name: HCOEXTRAFTSCH

Item Wording: Before- or after-school tutoring by an adult

Item Name: HCOEXTRPEER

Item Wording: Peer tutoring

Item Name: HCOEXTRCLSRM

Item Wording: School staff work with classroom teachers to provide extra assistance to the student

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-D) to be confusing?</i></p> <p><i>IF YES: Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>A (HCOEXTRINSCHL):</p> <hr/> <hr/> <hr/> <p>B (HCOEXTRAFTSCH):</p> <hr/> <hr/> <hr/> <p>C (HCOEXTRPEER):</p> <hr/> <hr/> <hr/> <p>D (HCOEXTRCLSRM):</p> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	

HC0EXTRASSIST2

Question Wording:

(Continued) Which of the following steps does this school take for **high school students who need extra assistance?**

(Select one for each row.)

Item Name: HC0EXTRHWAST

Item Wording: Homework assistance program

Item Name: HC0EXTRINCENT

Item Wording: Special incentives or rewards tied to academic performance

Item Name: HC0EXTRMENTOR

Item Wording: A school-arranged match with an adult mentor

Item Name: HC0EXTRHSBEP

Item Wording: Positive behavior interventions and supports such as HS-BEP (high school behavior education program)

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical

ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-D) to be confusing?</i></p> <p><i>IF YES: Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>A (HCOEXTRHWAST):</p> <hr/> <hr/> <hr/> <p>B (HCOEXTRINCENT):</p> <hr/> <hr/> <hr/> <p>C (HCOEXTRMENTOR):</p> <hr/> <hr/> <hr/> <p>D (HCOEXTRHSBEP):</p> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	

HC0EXTRASSIST3

Question Wording:

(Continued) Which of the following steps does this school take for **high school students who need extra assistance?**

(Select one for each row.)

Item Name: HC0EXTROUTSCH

Item Wording: Additional support outside the regular school day such as special programs, weekend programs, or summer school programs

Item Name: HC0EXTRPRIRHS

Item Wording: Summer program prior to entry into high school that provides supplemental instruction in reading and math

Item Name: HC0EXTROVRAGE

Item Wording: Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Item Name: HC0EXTR9ACDMY

Item Wording: Small 9th-grade learning communities or academies separate from the rest of the school

1=Yes

0=No

ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-D) to be confusing?</i></p> <p><i>IF YES: Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>A (HCOEXTROUTSCH):</p> <hr/> <hr/> <p>B (HCOEXTRPRIRHS):</p> <hr/> <hr/> <hr/> <p>C (HCOEXTROVRAGE):</p> <hr/> <hr/> <hr/> <p>D (HCOEXTR9ACDMY):</p> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	

HC0EXTRASSIST4

Question Wording:

(Continued) Which of the following steps does this school take for **high school students who need extra assistance**?

(Select one for each row.)

Item Name: HC0EXTRDOUBLE

Item Wording: Catch-up courses or “double-dosing” of classes

Item Name: HC0EXTRSTDYCL

Item Wording: 9th-grade seminar or class(es) in study skills

Item Name: HC0EXTRTCHRPD

Item Wording: Specific professional development, coaches, or technical assistance for teachers working with struggling 9th-graders

Item Name: HC0EXTRCRECOV

Item Wording: Credit recovery program targeted at standards in which students were deficient. Programs may be offered by computer software, online instruction (such as a virtual school), or teacher-guided instruction

1=Yes

0=No

Help Text:

ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-D) to be confusing?</i></p> <p><i>IF YES: Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>A (HCOEXTRDOUBLE):</p> <hr/> <hr/> <hr/> <p>B (HCOEXTRSTDYCL):</p> <hr/> <hr/> <hr/> <p>C (HCOEXTRTCHRPD):</p> <hr/> <hr/> <hr/> <p>D (HCOEXTRCRECOV):</p> <hr/> <hr/> <hr/>

<i>Record observations and comments here</i>	

HC0STUSUPPORT

Question Wording:

To what extent do you agree or disagree that this school makes sure that the students from the following groups get the support they need to achieve success equal to other students?
(Select one for each row.)

Item Name: HC0STULOWINCM

Item Wording: Low-income students

Item Name: HC0STUELL

Item Wording: English Language Learners (ELLs)

Item Name: HC0STUSPECED

Item Wording: Students with special needs

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Help Text:

English Language Learners (ELLs): Students whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.

ITEM SPECIFIC PROBES	
<p><i>Did you find any words or parts of any of the subitems (A-C) to be confusing?</i></p> <p><i>IF YES: Please explain.</i></p>	<p>Please circle which subitems respondent found confusing:</p> <p>a (HCOSTULOWINCM):</p> <hr/> <hr/> <hr/> <p>b (HCOSTUELL):</p> <hr/> <hr/> <hr/> <p>c (HCOSTUSPECED):</p> <hr/> <hr/> <hr/>

Question Wording:

Next we have some questions about the graduation requirements at [School's name] and the way(s) in which this school assists high school students as they prepare for postsecondary education and/or to enter the workforce.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0INSTRCYRS**Question Wording:**

How many Carnegie units (sometimes referred to as 'credits') in each of the following subjects are required by this school for high school graduation?

The Carnegie unit is a standard of measurement that represents one credit for 120 hours of classroom time over the course of a year at the secondary-school level, equivalent to the completion of a 1-year academic course taken one period a day, 5 days a week.
(Select one for each row.)

Item Name: HC0INSTRUCDNA

Item Wording: Check here if this school does not include 12th grade.

Item Name: HC0INSTRCENGL

Item Wording: English/Language Arts

Item Name: HC0INSTRCMATH

Item Wording: Mathematics

Item Name: HC0INSTRCSCI

Item Wording: Science

Item Name: HC0INSTRCSS

Item Wording: Social Studies

Item Name: HC0INSTRCCOMP

Item Wording: Computer Education

Item Name: HC0INSTRCFLNG

Did you find any part of the question or instructions confusing?

Yes

No

IF YES: What did you find confusing? What could we do to make it less confusing?

—

—

—

—

—

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—

<p><u>IF LESS THAN 1 CARNEGIE UNIT SELECTED:</u></p> <p>Why did select "Less than 1 Carnegie Unit" for [subject 1/subject 2/subject 3...]? Please explain.</p>	<hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p>
<p>Looking at the subjects listed, are there any other subjects that have a Carnegie credit/credit requirement for graduation at your school that are not included on this list?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><u>IF YES:</u> What subject(s)?</p>	<p><input type="checkbox"/> No</p> <hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p> <hr/> <p>–</p>

HC0INSTRCYRS_ALT

Question Wording:

How many Carnegie units (sometimes referred to as ‘credits’) in each of the following subjects are required by this school for high school graduation?

The Carnegie unit is a standard of measurement that represents one credit for 120 hours of classroom time over the course of a year at the secondary-school level, equivalent to the completion of a 1-year academic course taken one period a day, 5 days a week.
(Select one for each row.)

Item Name: HC0INSTRUCDNA

Item Wording: Check here if this school does not include 12th grade.

Item Name: HC0INSTRCENGL

Item Wording: English/Language Arts

Item Name: HC0INSTRCMATH

Item Wording: Mathematics

Item Name: HC0INSTRCSCI

Item Wording: Science

Item Name: HC0INSTRCSS

Item Wording: Social Studies

Item Name: HC0INSTRCCOMP

Item Wording: Computer Education

Item Name: HC0INSTRCFLNG

Item Wording: Foreign Language

Item Name: HC0INSTRCARTS

Item Wording: Fine Arts

Item Name: HC0INSTRCPE

Item Wording: Physical Education/Health

0=No required amount

1=0.5 or ½ Carnegie unit

2=1 Carnegie unit

3=1.5 Carnegie units

4=2 Carnegie units

5=2.5 Carnegie units

6=3 Carnegie unites

7=3.5 Carnegie units

8=4 Carnegie units

9=More than 4 Carnegie units

HC0PROFTEST

Question Wording:

Are high school students at this school required to pass a minimum competency or proficiency test in order to receive a high school diploma?

Item Name: HC0PROFTEST

1=Yes

0=No

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school diploma: A formal document certifying the successful completion of a secondary school program prescribed by the state education agency (SEA) or other appropriate body.

HC0GRADRQMATH

Question Wording:

Are students in the **current 9th-grade class** at this school required to complete a specific math course or courses for high school graduation?

Item Name: HC0GRADRQMATH

1=Yes
0=No

HC0MATHDFFLCT

Question Wording:

How would you describe the specific math course or courses this school requires for high school graduation? Would you say...

Item Name: HC0MATHDFFLCT

1=the same as the math course or courses required by the State Department of Education?

2=more advanced than the math course or courses required by the State Department of Education?

3=the State Department of Education does not require specific math courses for graduation?

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

<p>How easy or difficult was it to answer this question? Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult?</p> <p><u>IF SOMEWHAT OR VERY DIFFICULT:</u> What can we do to make it easier to answer this question?</p>	<p><input type="checkbox"/> Very easy <input type="checkbox"/> Somewhat easy <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult</p> <hr/>
ITEM SPECIFIC PROBES	
<p>How did you come up with your answer?</p> <p><u>IF NEEDED:</u> Can you provide some examples that you considered when answering this question?</p>	<hr/>

HC0MATHDFFCLT_ALT1

Question Wording:

In relation to the math course(s) required by the State Department of Education, how would you describe the specific math course(s) this school requires for high school graduation? Would you say...

Item Name: HC0MATHDFFCLT_ALT1

1= they are the same level as the math course(s) required by the State Department of Education?

2= they are more advanced than the math course(s) required by the State Department of Education?

3= the State Department of Education does not require specific math courses for graduation?

HC0MATHDFFCLT_ALT2

Question Wording:

How do the math course(s) this school requires for high school graduation compare with the requirements of the State Department of Education? Would you say...

Item Name: HC0MATHDFFCLT_ALT2

1= they are the same as the math course(s) required by the State Department of Education?

2= they are more advanced than the math course(s) required by the State Department of Education?

3= the State Department of Education does not require specific math courses for graduation?

General Debriefing and Thank You

Do you have any additional thoughts or comments about your general experience taking the survey (i.e., comments about usability)?

What did you like most about the features and functionality of the survey? Please provide examples.

Why?

What did you like the least about the features and functionality of the survey? Please provide examples.

Why?

How likely would you be to take a survey like this on a phone or tablet?

What are your thoughts, if any, about the length of this survey?

What is the longest survey (in terms of minutes) you would take?

What are your thoughts, if any, about the incentive you received for taking this survey?

IF NEEDED: What specifically did you think about the dollar amount you received for taking this survey in comparison to the task you completed?

What non-monetary incentives, if any, would you be willing to receive to complete this task?

Do you have any other comments or thoughts about the survey we worked on today?

Before we finish, I'd like to hear what other questions, if any, do you think we should ask or that you would like to see secondary education national data on?

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