

OMB No.: xxxx-xxxx
Expiration Date: xx/xx/xxxx



Impact Study of Federally Funded Magnet Schools

School Instruction and Organization Survey (DRAFT10/23/2020)

Paperwork Reduction Act Statement - This information collection meets the requirements of 44 U.S.C. § 3507, as amended by section 2 of the [Paperwork Reduction Act of 1995](#). You do not need to answer these questions unless we display a valid Office of Management and Budget control number. The OMB control number for this information collection is 0XXX-0XXX, expiring xx-xxx-20xx. We estimate that it will take about xx minutes to read the instructions, gather the facts, and answer the questions. You may send comments about our time estimate above to: Name, Address. **Send only comments relating to our time estimate to this address, not the completed form.**

A. INTRODUCTION

Welcome to the Impact Study of Federally Funded Magnet Schools. You will need your username and password in order to continue. They can be found in the email we sent, or you can call us toll free at 1-xxx-xxx-xxxx.

Username:

Password (case sensitive):

The following variables will be preloaded in the sample file:

1. MSAP

- = 1 if the school is an MSAP grantee attended by students in the study sample
- = 0 if the school is attended by students in the study sample (treatment or control) and is NOT an MSAP grantee

2. GRADE SPAN

- = EE (early elementary school, serving grades PK-K through 2)
- = ES (elementary school, serving grades PK-K through 5-6)
- = K8 (K through 8 school, serving grades PK-K through 8)
- = MS (middle school, serving only grades within the range of 4 through 9)
- = SS (secondary school, serving grades 6-7 through 12)
- = HS (high school, serving grades 8-10 through 12)
- = K12 (K through 12 school, serving all grades)

3. SCHOOL GRADES SERVED [PK – 12]

4. PRINCIPAL NAME

5. SCHOOL NAME

ALL ELIGIBLE

A1. [If MSAP = 1: This survey is part of the Impact Study of Federally Funded Magnet Schools, a national evaluation designed to learn more about magnet schools, and whether particular features of magnet schools are associated with greater success. The study is being conducted for the U.S. Department of Education by Mathematica.]

[If MSAP = 0: This survey is part of the Impact Study of Federally Funded Magnet Schools, a national evaluation being conducted for the U.S. Department of Education by Mathematica. Your responses will help us understand how federally funded magnet schools differ from other schools. Your school provides an important comparison, because some of your students could have enrolled in a nearby magnet school.]

You are being asked to complete this survey because, as principal, you are the most knowledgeable person about your school's organization and instruction.

[If MSAP=1: Your responses are essential to understanding magnet school effectiveness. As a Magnet Schools Assistance Program (MSAP) grantee, your school is expected to complete this survey.]

[If MSAP = 0: This survey is voluntary, but your response is critical for producing valid and reliable data. For completing the survey, you will receive a \$30 payment.]

You may skip any questions that you do not wish to answer; however, we ask that you answer all the questions that you can. Participation in this survey will not impose any risks to you as a respondent. If you have any questions about your rights as a study participant, contact [IRB INFORMATION].

Click [here](#) for more information on confidentiality and data protection.

HOVER TEXT: Mathematica and its subcontractor SPR follow the confidentiality and data protection requirements of the Institute of Education Sciences at the Department of Education (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for research purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies respondents to anyone outside the study team, except as required by law.

Do you agree to take part in this survey?

Select one only

- Yes, I agree to take part in this survey.....1 GO TO A2
- No, I do not agree to take part in this survey.....0 END

ALL ELIGIBLE [A1 = 1]

A2. Please confirm who is completing this survey. Are you [PRINCIPAL NAME], principal of [SCHOOL NAME]?

Select one only

- Yes, I am that person.....1
- No, I am not that person, I am completing the survey on their behalf.....2
- No, I am not that person, but I am the current principal of this school.....3

B. SCHOOL TYPE

ALL ELIGIBLE NON-MSAP-FUNDED SCHOOLS [MSAP = 0 AND A1 = 1]

B1. Does this school offer one or more curricular themes or have a special program emphasis for some or all students?

The curricular theme or special program emphasis might be science and math or STEM, performing arts, talented or gifted education, foreign language immersion or dual-language instruction, or International Baccalaureate® (IB).

Select one only

- Yes..... 1
- No..... 0

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

B2. At your school, do all students or a subset of students enrolled at the school participate in the theme or special program emphasis?

Select one only

- All students participate..... 1
- Some but not all students in this school participate..... 2

ALL ELIGIBLE NON-MSAP-FUNDED SCHOOLS [MSAP = 0 AND A1 = 1]

B3. Which of the following best describes your school?

Select one only

- Regular/traditional public school – elementary or secondary..... 1
- Magnet school..... 2
- Charter school..... 3
- Alternative/other school (Please specify)..... 4

SPECIFY (STRING (NUM))

C. THEME OR SPECIAL PROGRAM EMPHASIS

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

C1. Does the same theme or special program emphasis apply to all students at [FILL] your school, or does your school offer different themes or program emphases to different students?

Select one only

- The same theme or special program emphasis applies to all students.....1
- Different students participate in different themes or program emphases.....2

SCHOOL OFFERS MULTIPLE THEMES OR SPECIAL PROGRAM EMPHASES [C1 = 2]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

C2. How many themes or special program emphases does [FILL] your school offer?

Number of themes or special program emphases

(RANGE (0 – 200))

SCHOOL OFFERS MULTIPLE THEMES OR SPECIAL PROGRAM EMPHASES [C1 = 2]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

C3. Do students at [FILL] your school choose or are they assigned their theme or special program emphasis?

Select one only

- Students choose their theme or special program emphasis.....1
- Students are assigned their theme or special program emphasis.....2

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C4. Which of the following themes or special program emphases are offered at [FILL] your school?

Select all that apply

- Education for gifted or talented students.....1
- Foreign language immersion or dual language.....2
- Health or medicine.....3
- International Baccalaureate (IB) or Primary Years Programme (PYP).....4
- Montessori instruction.....5
- Performing or fine arts.....6
- Science, technology, engineering, (art), and math (STEM or STEAM).....7
- Career pathways8
- Other (please specify).....9

SPECIFY (STRING (NUM))

SCHOOL HAS MULTIPLE THEMES OR PROGRAM EMPHASES [C4 = 1 FOR MULTIPLE ROWS]

ONLY SHOW ROWS WHERE C4 IS SELECTED

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C5. Among the themes or special program emphases offered at [FILL] your school, which is the PRIMARY one?

The primary theme or special program emphasis is the one that most affects the curriculum for the largest number of students.

Select one only

- Education for gifted or talented students.....1
- Foreign language immersion or dual language.....2
- Health or medicine.....3
- International Baccalaureate (IB) or Primary Years Programme (PYP).....4
- Montessori instruction.....5
- Performing or fine arts.....6
- Science, technology, engineering, (art), and math (STEM or STEAM).....7
- Career pathways8
- Other (please specify).....9

SPECIFY (STRING (NUM))

SCHOOL HAS MULTIPLE THEMES OR PROGRAM EMPHASES [C4 = 1 FOR MULTIPLE ROWS]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C6. Approximately what percentage of students at [FILL] your school participate in the PRIMARY theme or special program emphasis you identified in the previous question?

PERCENT
(RANGE (0-100))

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1] AND
SCHOOL SERVES SECONDARY GRADES [GRADE SPAN = K8, MS, SS, HS, or K12]
ONLY SHOW ROWS FOR GRADES THAT ARE SERVED BY THE SCHOOL

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C7. At each of the following grade levels, does [FILL] your school offer any elective courses that are specifically related to the primary theme or special program emphasis?

Mark one only per row

	YES	NO
a. 6th grade	1 <input type="radio"/>	0 <input type="radio"/>
b. 7th grade	1 <input type="radio"/>	0 <input type="radio"/>
c. 8th grade	1 <input type="radio"/>	0 <input type="radio"/>
d. 9th grade	1 <input type="radio"/>	0 <input type="radio"/>
e. 10th grade	1 <input type="radio"/>	0 <input type="radio"/>
f. 11th grade	1 <input type="radio"/>	0 <input type="radio"/>
g. 12th grade	1 <input type="radio"/>	0 <input type="radio"/>

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1] AND
SCHOOL SERVES SECONDARY GRADES [GRADE SPAN = K8, MS, SS, HS, or K12]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C8. Are students required to take one or more special courses, from a set of courses specifically related to the theme or special program emphasis, at any point during their enrollment in [FILL] your school?

Special courses include those related to the theme or special program emphasis of [FILL] your school, EXCLUDING state-mandated courses in traditional subjects (such as English/language arts, mathematics, science, social studies, and foreign language).

Select one only

- Yes..... 1
 No..... 0

SCHOOL REQUIRES SPECIAL COURSES [C8 = 1] AND SERVES GRADE 8

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C9. For a typical eighth grader at [FILL] your school, how many special courses related to the theme or special program emphasis are they required to take in that grade?

Number of special courses required related to theme or special program emphasis

(RANGE (0 – 200))

SCHOOL REQUIRES SPECIAL COURSES [C8 = 1] AND SERVES GRADE 10

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C10. For a typical tenth grader at [FILL] your school, how many special elective courses related to the theme or special program emphasis are they required to take in that grade?

Number of special courses required related to theme or special program emphasis

(RANGE (0 – 200))

SCHOOL REQUIRES SPECIAL COURSES [C8 = 1] AND SERVES GRADE 12

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C11. For a typical twelfth grader at [FILL] your school, how many special elective courses related to the theme or special program emphasis are they required to take in that grade?

Number of special courses required related to theme or special program emphasis

(RANGE (0 – 200))

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C12. Are students required to complete a semester- or year-long project specifically related to the theme or special program emphasis at any point during their enrollment at [FILL] your school?

Select one only

- Yes..... 1
- No..... 0

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C13. Which, if any, of the following activities specifically related to the theme or special program emphasis are students required to do at any point during their enrollment at [FILL] your school?

Mark one only per row

	YES	NO	NOT SURE
a. Writing project related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>
b. Oral presentation related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>
c. Community service related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>
d. Work-based learning related to the theme or special program emphasis (e.g., internship, job shadowing)	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>
e. Other activity or project specifically related to the theme or special program emphasis (Please specify)	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>

SPECIFY (STRING (NUM))

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C14. In what year did [FILL] your school begin implementing its current primary theme or special program emphasis?

YEAR

(RANGE (1970-2021))

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C15. Since [FILL] your school began implementing its primary theme or special program emphasis, which, if any, of the following actions did your school, your district, or your consortium (if applicable) take to support its implementation? *If your school opened or began operations with the primary theme or special program emphasis in place, please indicate the actions taken in preparation for its first year.*

Mark one only
per row

	YES	NO
a. Adopted a new curriculum related to the theme or special program emphasis HOVER TEXT: "New curriculum" refers to adopting or modifying new curricula for existing courses	1 <input type="radio"/>	0 <input type="radio"/>
b. Adopted different assessment(s) related to the theme or special program emphasis HOVER TEXT: Assessments can include academic assessments, performance-based assessments, and other alternative assessments. Please do not include assessments that resulted from district- or state-wide changes.	1 <input type="radio"/>	0 <input type="radio"/>
c. New or expanded course offerings related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
d. Improved classrooms or labs by adding new resources and materials or by improving the physical space	1 <input type="radio"/>	0 <input type="radio"/>
e. Improved performance spaces or studios	1 <input type="radio"/>	0 <input type="radio"/>
f. Purchased new instructional materials or technology related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
g. Offered new theme-specific extracurricular activities	1 <input type="radio"/>	0 <input type="radio"/>
h. Offered after-school, summer, or other out-of-school learning opportunities related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
i. Hired new teachers to provide instruction specifically related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
j. Provided professional development to staff related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
k. Used outside experts for technical assistance related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
l. Developed relationships with community individuals or organizations related to the theme or special program emphasis (e.g., artist residencies or partnerships with local businesses for internships)	1 <input type="radio"/>	0 <input type="radio"/>
m. Other (Please specify)	1 <input type="radio"/>	0 <input type="radio"/>
SPECIFY <input type="text"/> (STRING (NUM))		

SCHOOL HAS A THEME OR SPECIAL PROGRAM EMPHASIS [B1 = 1]

ONLY SHOW ROWS WHERE C15 = 1

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

C16. Which of the following resources and offerings to support the implementation of the theme or special program emphasis are in place at [FILL] your school for the current school year?

*Mark one only
per row*

	YES	NO
a. Curriculum related to the theme or special program emphasis HOVER TEXT: "New curriculum" refers to adopting or modifying new curricula for existing courses	1 <input type="radio"/>	0 <input type="radio"/>
b. Assessment(s) related to the theme or special program emphasis HOVER TEXT: Assessments can include academic assessments, performance-based assessments, and other alternative assessments.	1 <input type="radio"/>	0 <input type="radio"/>
c. New or expanded course offerings related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
d. Improved classrooms or labs by adding new resources and materials or by improving the physical space	1 <input type="radio"/>	0 <input type="radio"/>
e. Improved performance spaces or studios	1 <input type="radio"/>	0 <input type="radio"/>
f. Instructional materials or technology related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
g. Theme-specific extracurricular activities	1 <input type="radio"/>	0 <input type="radio"/>
h. After-school, summer, or other out-of-school learning opportunities related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
i. Teachers hired to provide instruction specifically related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
j. Professional development provided to staff related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
k. Outside experts used for technical assistance related to the theme or special program emphasis	1 <input type="radio"/>	0 <input type="radio"/>
l. Relationships with community individuals or organizations related to the theme or special program emphasis (e.g., artist residencies or partnerships with local businesses for internships)	1 <input type="radio"/>	0 <input type="radio"/>
m. Other (Please specify)	1 <input type="radio"/>	0 <input type="radio"/>
SPECIFY <input type="text"/> (STRING (NUM))		

D. STUDENT ADMISSIONS

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

D1. This school year (2021-2022), were any students enrolled in [FILL] your school as the result of an admissions lottery?

Select one only

- Yes..... 1
- No..... 0

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

D2. Does [FILL] your school use any special requirements when admitting students, OTHER THAN proof of immunization, age, or residence (for example, test scores or special student aptitudes or skills)?

Select one only

- Yes..... 1
- No..... 0

SCHOOL HAS SPECIAL REQUIREMENTS FOR ADMISSION [D2 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

D2a. Which, if any, of the following requirements does [FILL] your school use to determine which students to admit?

Mark one only per row

	YES	NO
a. Score on an admission test or standardized achievement test	1 <input type="radio"/>	0 <input type="radio"/>
b. Specific student needs (e.g., students "at risk" or with disabilities)	1 <input type="radio"/>	0 <input type="radio"/>
c. Academic record (e.g., achieving a certain GPA)	1 <input type="radio"/>	0 <input type="radio"/>
d. Specific student aptitudes, skills, or talents (e.g., evidence the student is gifted in the arts)	1 <input type="radio"/>	0 <input type="radio"/>
e. Something else (Please specify):	1 <input type="radio"/>	0 <input type="radio"/>
SPECIFY <input style="width: 200px; height: 20px;" type="text"/> (STRING)		

SCHOOLS USING A LOTTERY [D1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

D3. For this school year (2021-2022), did [FILL] your school have a wait list (that is, were there more eligible applicants than available seats at the school)?

Select one only

- Yes..... 1
- No..... 0

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

D4. Some schools prioritize recruitment of specific groups of students for various reasons (such as developing a more diverse student body). HOVER TEXT: This may include conducting specific recruitment activities geared towards these groups or reaching them in other ways. To what extent are each of the following a priority for [FILL] your school?

Mark one only per row

	Not at all	To a slight extent	To a moderate extent	To a significant extent
a. Recruiting specific groups of students to increase the <u>racial diversity</u> of the student body	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Recruiting specific groups of students to increase the <u>socio-economic diversity</u> of the student body	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

D5. Which, if any, of the following groups of students is [FILL] your school prioritizing for recruitment for the next school year (2022-2023)?

Mark one only per row

	YES	NO
a. Students from families with high socioeconomic status	1 <input type="radio"/>	0 <input type="radio"/>
b. Students from families with low socioeconomic status	1 <input type="radio"/>	0 <input type="radio"/>
c. High-achieving students	1 <input type="radio"/>	0 <input type="radio"/>
d. Low-achieving students	1 <input type="radio"/>	0 <input type="radio"/>
e. Students with disabilities	1 <input type="radio"/>	0 <input type="radio"/>
f. Black students	1 <input type="radio"/>	0 <input type="radio"/>
g. Hispanic students	1 <input type="radio"/>	0 <input type="radio"/>
h. Other minority students	1 <input type="radio"/>	0 <input type="radio"/>
i. Students from a specific attendance zone or neighborhood(s) considered to have high socioeconomic status	1 <input type="radio"/>	0 <input type="radio"/>
j. Students from a specific attendance zone or neighborhood(s) considered to have low socioeconomic status	1 <input type="radio"/>	0 <input type="radio"/>

E. INSTRUCTIONAL PRACTICES

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E1. How many instructional days are there in the current school year (2021-2022) at [FILL] your school?

DAYS PER SCHOOL YEAR

(RANGE 0 to 365)

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E2. How long is the typical school day for students at [FILL] your school?

Please report BOTH hours and minutes (e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc.). Include the total amount of time that students are required to be in school. If the length of day varies by grade level or day of the week, record the longest day.

HOURS

(RANGE 0 to 12)

MINUTES

(RANGE 0 to 59)

LENGTH OF SCHOOL DAY

SCHOOLS OFFERING GRADE 3

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E3. During a typical school week, approximately how many minutes per week do most THIRD GRADE students spend in class in the following subjects in [FILL] your school?

a. English/ language arts (including reading and writing)	<input style="width: 70px; height: 20px;" type="text"/> NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
b. Mathematics	<input style="width: 70px; height: 20px;" type="text"/> NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
c. Social studies or history	<input style="width: 70px; height: 20px;" type="text"/> NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)

d. Science	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
e. [IF B1 = 1] Across all subjects, content specific to the theme or special program emphasis	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
SCHOOLS OFFERING GRADE 8		
IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"		

E4. During a typical school week, approximately how many minutes per week do most EIGHTH GRADE students spend in class in the following academic subjects in [FILL] your school?

a. English/language arts (including reading and writing)	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
b. Mathematics	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
c. Social studies or history	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
d. Science	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
e. [IF B1 = 1] Across all subjects, content specific to the theme or special program emphasis	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)

SCHOOLS OFFERING GRADE 10	
IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"	

E5. During a typical school week, approximately how many minutes per week do most TENTH GRADE students spend in class in the following academic subjects in [FILL] your school?

a. English/language arts (including reading and writing)	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
b. Mathematics	<input type="text"/>	NUMBER OF MINUTES PER WEEK (RANGE 1 to 999)
c. Social studies or history	<input type="text"/>	NUMBER OF MINUTES PER

- | | | |
|---|----------------------|---|
| d. Science | <input type="text"/> | WEEK
(RANGE 1 to 999)
NUMBER OF MINUTES PER
WEEK
(RANGE 1 to 999) |
| e. [IF B1 = 1] Across all subjects,
content specific to the theme or
special program emphasis | <input type="text"/> | NUMBER OF MINUTES PER
WEEK
(RANGE 1 to 999) |

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E6. Does [FILL] your school schedule extended class periods to create blocks of instruction time (block scheduling) in the current school year?

Select one only

- Yes..... 1
- No..... 0

SCHOOL SERVES SECONDARY GRADES [GRADE SPAN = K8, MS, SS, HS, or K12]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E7. Are students at [FILL] your school assigned to specific classes based on their academic ability in any core subject?

Select one only

- Yes..... 1
- No..... 0

SCHOOL SERVES SECONDARY GRADES [GRADE SPAN = K8, MS, SS, HS, or K12] AND USES TRACKING TO ORGANIZE STUDENTS [E7 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E7a. Are students at [FILL] your school assigned to specific classes based on their academic ability in MATH?

Select one only

- Yes..... 1
- No..... 0

SCHOOLS SERVING GRADES BETWEEN PK AND 5

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E8. On average, how often do teachers IN THIRD GRADE at [FILL] your school use smaller instructional groups sorted by students' academic ability, in each of the following subjects?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. English/language arts	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Mathematics	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

E9. On average, how often do teachers at [FILL] your school use the following types of instruction?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. Experiential learning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Problem-based learning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Blended learning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

E10. How often did you use student data to do any of the following activities?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. Use student data to provide feedback to teachers	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Use student data to measure progress toward school goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Use student data to help plan and implement individual or whole-school professional development	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Use student data to assess program effectiveness	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

F. SUPPORTS FOR TEACHING AND LEARNING

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

- F1. During the current school year and including the preceding summer, on average, approximately how many hours of professional development does a teacher at [FILL] your school receive? Your best estimate is fine.**

Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Development can include workshops and courses provided by the school or district, as well as individualized coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

AVERAGE NUMBER OF HOURS OF PROFESSIONAL
DEVELOPMENT RECEIVED PER TEACHER

(RANGE 0 to 1,000)

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

- F2. During this school year (2021-2022) and including the preceding summer, how many teachers in [FILL] your school participated in professional development on the following topics?**

Mark one only per row

	All or nearly all	Most	Half	Some	Few to none
a. Improving subject- or content-specific skills (related to teaching assignment)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Analyzing and interpreting student achievement data	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Using technology to support instruction	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Teaching STEM or incorporating STEM into other subjects	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Teaching in a culturally responsive way	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Improving classroom and behavior management	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. [IF B1 = 1] Content or curricula specific to the theme or special program emphasis of [FILL] the school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Other topics (Please specify)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Mark one only per row

All or nearly all	Most	Half	Some	Few to none
-------------------	------	------	------	-------------

SPECIFY

(STRING (NUM))

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

F3. How many of your full-time teachers left [FILL] your school at the end of the 2020-2021 school year for reasons other than death or retirement?

Select one only

- 1 None
- 2 1-5%
- 3 6-10%
- 4 11-25%
- 5 26-50%
- 6 51% or more

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

F4. Which of the following types of academic supports are required for or offered to struggling students who need academic assistance at [FILL] your school?

Mark one only per row

	Required	Offered	Not offered
a. Individual or group tutoring with a teacher or school aide that occurs outside of regular instructional time (e.g., before or after school, at lunch time, or during a study period)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Peer tutoring that occurs outside of regular instructional time	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Individual or small group instruction during class time (e.g., "pull out")	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Supplemental, "catch up," or extra classes during the school day to help students be more successful in specific core academic subjects (e.g., "double-dosing")	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Supplemental, "catch-up," or extra academic courses outside of the normal school day (including summer sessions), taught primarily in person	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Supplemental, "catch-up," or extra academic courses outside of the normal school day (including summer sessions), taught primarily online	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Individualized Education Plans (IEPs)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Additional support staff in the classroom (such as a teacher's aide, paraprofessional, etc.)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Some other type of academic support (Please specify)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
SPECIFY <input type="text"/> (STRING (NUM))			

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

F5. Which of the following types of academic supports are required for or offered to high-achieving students who seek academic enrichment or advancement at [FILL] your school?

Mark one only per row

	Required	Offered	Not offered
a. Individual or group tutoring with a teacher or school aide that occurs outside of regular instructional time (e.g., before or after school, at lunch time, or during a study period)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Peer tutoring that occurs outside of regular instructional time	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Individual or small group instruction during class time (e.g., "pull out")	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Supplemental or extra classes during the school day to provide enrichment or advanced instruction in academic subjects	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Supplemental academic courses providing enrichment outside of the normal school day (including summer sessions), taught primarily in person	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Supplemental academic courses providing enrichment outside of the normal school day (including summer sessions), taught primarily online	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Some other type of academic support (Please specify) SPECIFY <input type="text"/> (STRING (NUM))	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

F6. Which, if any, of the following kinds of technology are available to students at [FILL] your school?

Mark one only per row

	YES	NO
a. Library media center	1 <input type="radio"/>	0 <input type="radio"/>
b. Computer/robotics lab	1 <input type="radio"/>	0 <input type="radio"/>
c. 3D printers	1 <input type="radio"/>	0 <input type="radio"/>
d. STEM labs	1 <input type="radio"/>	0 <input type="radio"/>
e. <u>Makerspace</u> <i>Makerspaces allow students to use hands-on approaches to enhance their learning about a given topic.</i>	1 <input type="radio"/>	0 <input type="radio"/>
f. Design or recording studios	1 <input type="radio"/>	0 <input type="radio"/>
g. Other kinds of technology (Please specify) SPECIFY <input type="text"/> (STRING (NUM))	1 <input type="radio"/>	0 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

F7. Which, if any, of the following programs and services are currently offered at [FILL] your school?

Mark one only per row

	YES	NO
a. Extended-day care	1 <input type="radio"/>	0 <input type="radio"/>
b. Dedicated busses to school or from school	1 <input type="radio"/>	0 <input type="radio"/>
c. Bus or transit vouchers for transportation to school or from school	1 <input type="radio"/>	0 <input type="radio"/>
d. Psychological counseling	1 <input type="radio"/>	0 <input type="radio"/>
e. Peer mentoring	1 <input type="radio"/>	0 <input type="radio"/>
f. Distance learning courses (taught primarily via Internet, e-mail, satellite, or television)	1 <input type="radio"/>	0 <input type="radio"/>
g. [IF SS, HS, or K12] Dual or concurrent enrollment that offers both high school and college credit	1 <input type="radio"/>	0 <input type="radio"/>
h. [IF SS, HS, or K12] College counseling	1 <input type="radio"/>	0 <input type="radio"/>
i. [IF SS, HS, or K12] Career counseling	1 <input type="radio"/>	0 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

F8. Which, if any, of the following extracurricular programs, clubs, or activities are available to students at [IF B2 = 2: the program within] your school?

Mark one only per row

	YES	NO
a. Arts and music clubs or groups	1 <input type="radio"/>	0 <input type="radio"/>
b. Math and science clubs (e.g., math Olympiad, robotics competition)	1 <input type="radio"/>	0 <input type="radio"/>
c. Foreign language clubs	1 <input type="radio"/>	0 <input type="radio"/>
d. Debate club	1 <input type="radio"/>	0 <input type="radio"/>
e. Other career/technical clubs (e.g., Future Farmers of America, Future Business Leaders of America, DECA, Skills USA)	1 <input type="radio"/>	0 <input type="radio"/>
f. Outdoor clubs (Girl Scouts, Boy Scouts, 4-H)	1 <input type="radio"/>	0 <input type="radio"/>
g. Community service clubs or projects	1 <input type="radio"/>	0 <input type="radio"/>
h. Hobby-related clubs (e.g., chess, Legos)	1 <input type="radio"/>	0 <input type="radio"/>
i. Competitive athletic teams	1 <input type="radio"/>	0 <input type="radio"/>
j. Intramural or club sports	1 <input type="radio"/>	0 <input type="radio"/>

G. SCHOOL CLIMATE

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

G1. At [FILL] your school, to what extent do each of the following types of interaction or segregation occur among students of different racial/ethnic groups? Your best estimate is fine.

Mark one only per row

	Not at all	To a slight extent	To a moderate extent	To a significant extent
a. Core academic classes tend to be racially segregated.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Students of different races/ethnicities tend to segregate themselves socially (e.g., in the halls or during lunch).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Students of different races/ethnicities participate in school sports or clubs together.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Racial tensions between students lead to verbal or physical fights.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Students of different races/ethnicities work together on school assignments outside of class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

G2. At [FILL] your school, to what extent do each of the following types of interaction or segregation occur among students of different socioeconomic groups? Your best estimate is fine.

Mark one only per row

	Not at all	To a slight extent	To a moderate extent	To a significant extent
a. Core academic classes tend to be socioeconomically segregated.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Students of different socioeconomic groups tend to segregate themselves socially (e.g., in the halls or during lunch).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Students of different socioeconomic groups participate in school sports or clubs together.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Tensions between students of different socioeconomic groups lead to verbal or physical fights.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Students of different socioeconomic groups work together on school assignments outside of class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

G3. In your estimation, about how many teachers at [FILL] your school:

Mark one only per row

	All or nearly all	Most	Half	Some	Few to none
a. Are willing to put in extra hours to help the school be successful?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Collaborate with school administration to make the school run effectively?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Are eager to take on formal leadership roles?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Share beliefs and values about what the central mission of the school should be?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Use data to inform instruction?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Trust each other?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Discuss feelings, worries, and frustrations with other teachers?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Respect other teachers who take the lead in school improvement efforts?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Respect those colleagues who are experts at their craft?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Feel respected by other teachers?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Are actively trying to improve their teaching?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

G4. How often do the following interactions with parents, guardians, or other family members occur at [FILL] your school?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. Parents, guardians, or other family members are offered opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Teachers communicate with parents, guardians, or other family members about students' progress or challenges.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Teachers meet with parents, guardians, or other family members to discuss or address students' needs.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. School administrators communicate with parents, guardians, or other family members how they can help students learn.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

G5. In a typical school year (one not affected by COVID) , approximately how many students at [FILL] your school have a parent, guardian, or other family member participate in the following activities at least once during the school year? Your best estimate is fine.

Mark one only per row

	All or nearly all	Most	Half	Some	Few to none	Not sure	NA
a. Attend an open house or back-to-school night	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
b. Attend parent-teacher conferences	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
c. Attend special subject-area events (e.g., science fairs, concerts)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
d. Sign a <u>school-parent compact</u> HOVER TEXT: A <i>school-parent compact</i> is an agreement between school community members (e.g., parents, principals, teachers, and students) that acknowledges the shared responsibility for student learning and/or the school's policies.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
e. Volunteer in the school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
f. Serve as an advocate for the school (e.g., assist in recruitment efforts)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
g. Attend Parent-Teacher Association/Organization or parent booster club meetings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>
h. Complete a parent satisfaction survey	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	na <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

G6. To what extent is each of the following matters a problem at [FILL] your school?

Mark one only per row

	Not at all	To a slight extent	To a moderate extent	To a significant extent
a. Student tardiness	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Student absenteeism (missing the full school day)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Student class cutting (missing part of the school day)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Student apathy	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Students coming to school unprepared to learn	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Poor student health	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Lack of parental involvement	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Lack of resources and materials for teachers	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Teacher absenteeism	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. Teacher apathy	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

G7. How often do the following types of problems occur at [FILL] your school?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. Physical conflict among students	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Robbery or theft	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Vandalism	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Physical abuse of teachers	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Student racial tension	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Student bullying	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Widespread disorder in classrooms	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Student acts of disrespect for teachers	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

SCHOOL SERVES SECONDARY GRADES [GRADE SPAN = K8, MS, SS, HS, or K12]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = "the program within"

G8. How often do the following types of problems occur at [FILL] your school?

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month	Daily or multiple times per week
a. Student use of alcohol	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Student use of illegal drugs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Student possession of weapons	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Gang activities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

G9. During the current school year, is it a practice of [FILL] your school to do the following?

If your school changed its practices during the school year, please answer regarding your most recent practice.

Mark one only
per row

	YES	NO
a. Require students to pass through metal detectors each day	1 <input type="radio"/>	0 <input type="radio"/>
b. Perform one or more random sweeps for contraband (for example, drugs or weapons)	1 <input type="radio"/>	0 <input type="radio"/>
c. Require clear book bags or ban book bags on school grounds	1 <input type="radio"/>	0 <input type="radio"/>
d. Maintain a daily presence of police or security personnel	1 <input type="radio"/>	0 <input type="radio"/>

H. COMMUNITY ENGAGEMENT

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

H1. How often do the following community engagements occur at [FILL] your school?

Community refers to individuals OTHER THAN school staff or parents of enrolled students. It may also refer to businesses, nonprofits, universities, or other entities that help the school access resources to enhance the academic options available at the school or to address critical needs.

Mark one only per row

	Never	Once or twice a year	Monthly or multiple times per term	Weekly or multiple times per month
a. Our school reaches out to the community to request support.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Community members respond to requests for support for our school.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Community members participate in advisory or planning committee meetings or activities.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Community members respond to requests for volunteers.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Community members attend informational meetings to stay informed about our school.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Organized community groups (e.g., neighborhood organization) meet to discuss school issues.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. School staff respond to needs or concerns expressed by community members.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

ALL ELIGIBLE [A1 = 1]

IF NOT ALL STUDENTS PARTICIPATE [B2 = 2], FILL = “the program within”

H2. Which, if any, of the following activities do community actors or partners undertake for [FILL] your school?

Mark one only per row

	YES	NO
a. Collaborate with the school on in-class learning modules	1 <input type="radio"/>	0 <input type="radio"/>
b. Serve as mentors to students in the school	1 <input type="radio"/>	0 <input type="radio"/>
c. Provide financial support to the school	1 <input type="radio"/>	0 <input type="radio"/>
d. Provide in-kind donations (e.g., new equipment, software)	1 <input type="radio"/>	0 <input type="radio"/>
e. Host students at an off-campus site or workplace	1 <input type="radio"/>	0 <input type="radio"/>
f. Support or sponsor student internship and employment opportunities	1 <input type="radio"/>	0 <input type="radio"/>
g. Offer dual credit where students can earn both high school and postsecondary credit for a single course	1 <input type="radio"/>	0 <input type="radio"/>
h. Other (Please specify)	1 <input type="radio"/>	0 <input type="radio"/>

SPECIFY (STRING (NUM))

I. CONTACT INFORMATION

RESPONDENT IS NOT [PRINCIPAL NAME] [A2 = 2 OR 3]

11. What is your name?

First Name: (STRING 100)

Middle Initial: (STRING 2)

Last Name: (STRING 100)

RESPONDENT IS NOT THE PRINCIPAL OF THE SCHOOL [A2 = 2]

12. What is your title?

JOB TITLE
(STRING (NUM))

ALL ELIGIBLE [A1 = 1]

13. How long have you held your current position?

NUMBER OF YEARS
(RANGE 0 - 99)

ALL ELIGIBLE [A1 = 1]

14. Please provide us with your contact information. We will only contact you if we have questions about responses you provided on this survey[IF MSAP = 0: or to send you a gift card as a thank you for your time].

a. What is your work phone number?

PHONE NUMBER

b. What is your email address?

EMAIL ADDRESS

IF MSAP = 0

15. What is your mailing address?

Street Address:

Apt:

City:

State:

Zip:

Those are all the questions we have for you today. Thank you so much for your time.